

CHAPTER ONE

INTRODUCTION

This introduction part of this study consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

1.1 Background of the Study

The term 'identity' refers to the special characteristics of someone or something through which we can recognize that person or thing. Castaneda, (2011, p. 17) says, 'Identity' is something personal (who am I?) and it could also be the social attribute as a response to an external inquiry from another individual or group (who are you?'. It is the set of behavioral and personal qualities that make an individual or group different from others. It incorporates the social, cultural and historical traits of the person. According to Block (2010, p.27), "identity is a complex and multi-layered construct. Social scientists frame identities as socially constructed, self-conscious on-going narratives that individuals perform, interpret and project in dress, bodily movements, actions and language." In the sense of teacher identity, becoming a teacher is constantly moving and developing process. To be a teacher, one needs to develop constantly and should adopt himself/herself to new situation. The things that shape the individual as teacher are; things from his/her past, things that are going on his/her present and his/her future thoughts. Wenger (1998) says, "One's identity is the product of the culture that one is born into or one's identity can be considered to exemplify cultural aspects." As the identities are the product of culture, teacher identity is also directly concerned with cultural aspects of the society. Teachers do have their personal, professional and socio-cultural identities. To talk about the socio-cultural identity, it is the identity or feeling of belonging to particular social or cultural group. Teachers' socio-cultural identity is their sense of belongingness to some social and cultural

groups and having the sense of companionship with the beliefs, interests and basic principles of living of the particular socio-cultural group.

Identity encompasses the meanings surrounding the individual as well as his/her experience and feelings as a member of a society or community. Kroger (2000, as cited in Khati, 2013) says, "feedback and others' responses frame the conception of oneself as a teacher and according to those they mold their future." Language teachers do have a wide range of social and cultural roles as teachers, language expatriates, native or non-native speakers, language specialists etc. which form their socio-cultural identity. Certain qualifications, trainings, skills and experiences play significant role in building teacher identity where content knowledge, pedagogy, teaching philosophy and practice become the integral parts.

Identity of EFL teacher is directly connected with foreign language learning and teaching. To be the EFL teacher means how much we learn the foreign language and how we teach this foreign language to our students. Our mastery over foreign language and our teaching behavior are the major components of shaping our identity as EFL teachers. To be a teacher, one needs to expand his/her knowledge horizon constantly, be up to date and assimilate oneself in new situation or changing society. Teachers generally bring their attitudes to the profession. Some of them do have positive and some of them do have negative attitudes to their profession. Teachers having positive attitudes like; love of children, kind and happy can get satisfaction from their profession and they can easily establish their identity as favorable teacher. On the other hand, teachers having negative attitudes towards their profession face the problem in identity formation. That is why; personality is also the part of teachers' identity formation. Teachers' personality can affect the way of their performances and their behavior.

In our Nepalese society, EFL teachers, like other teachers also get stereotyped on the basis of gender, age, ethnicity, race, religion, social class etc. In our

context, the EFL teachers are the non-native English-speaking teachers. Sometimes students think that NNESTs do not know much and they cannot teach well, female teachers are assumed to be caring enough for children and young EFL teachers are trusted more than the old teachers. In such situation, EFL teachers have to consider the socio-cultural facets along with their teaching in order to establish their identity. Students from greater cultural and socio-economic diversity with complex demands make the work more difficult that teachers do. While forming the identity as EFL teacher, teachers have to incorporate the thoughts and demands of others along with own. Therefore, "identity is a co-construction involving one teacher and other significant agents or teachers as well as the broader society to which they belong" (Avalos, 2013).

Teachers' personal beliefs and attitudes towards the profession is also a part of teacher identity. Socio-cultural identity of a teacher is a part of his/her self-conception and self-perception along with others' attitudes towards him/her and it is related to social class, cultural groups, nationality, ethnicity and locality. This study attempts to learn about the Nepalese EFL teachers about how they view themselves and their work, in turn how they interpret their status in society, and how other actors of the education system like; students, parents and school administrators perceive them.

1.2 Statement of the Problem

Teacher education program including teacher trainings have been providing the pedagogical and content knowledge to teachers. In our context, the knowledge provided to the teachers through training are; what to teach, when to teach and how to teach. Little is done to equip the teachers with the knowledge of dealing with students' expectations and social members' thoughts. Teachers cannot get the required amount of knowledge and skill about 'incorporating the socio-cultural phenomena in their teaching' through teacher education program. This creates the difficulties for teachers in formulating their identity.

Most of the societies of Nepal are multilingual and multicultural; and English language is foreign language for us. That being the case, teachers of English language may come from various ethno-linguistic background. They have to establish themselves as EFL teachers along with maintaining their own ethno-linguistic identity. As English is foreign language for us, the social members may have varied perceptions towards the teachers teaching foreign language. The EFL teachers themselves may have different purposes behind learning and teaching English language; and they could have either positive or negative perceptions towards their profession. Teaching English language in Nepalese society by assimilating local socio-cultural phenomena is very tough task. To explore how the EFL teachers are performing such tough task is one of the areas of interest of this study. While establishing oneself as an EFL teacher, the EFL teacher has to incorporate the thoughts of other concerned people along with his/her own thoughts and values. Sometimes, the expectation of other people may not match with the thoughts of EFL teachers. In such situation, how the EFL teachers formulate their identity is also another area of interest of this study.

1.3 Objectives of the Study

The objectives of this study are:

- (a) to find out the perceptions of EFL teachers towards their profession in relation to social-cultural status,
- (b) to identify the perceptions of students towards their EFL teachers,
- (c) to find out the perceptions of school administrators towards the EFL teachers,
- (d) to identify the perceptions of parents towards the EFL teachers and
- (e) to suggest some pedagogical implications.

1.4 Research Questions

Research questions guide and center the research. They are the guiding questions of the study. Generally, objectives are converted into research questions which help the researcher reach to the findings of the study. The followings are the research questions of this study

- i) How do the EFL teachers perceive themselves in relation to their socio-cultural status?
- ii) What do the EFL teachers think about their profession?
- iii) What do the students think about their EFL teachers?
- iv) How do the school administrators discern the EFL teachers?
- v) How do the parents perceive the EFL teachers?

1.5 Significance of the Study

This study entitled "Socio-cultural Identity of Nepalese English Language Teachers" will be significant for many people concerned to this research. This study expects to contribute the EFL teachers by making them aware of what other concerned people think about them and what they expect from their teaching. Similarly, this study will be beneficial for the teachers and administration to understand and cope with EFL teachers as it sheds lights on the perceptions of EFL teachers towards their profession and towards themselves. Moreover, this study will be significant to the parents also as it helps them to understand the perception of their children towards the EFL teachers and to understand the EFL teachers as well. Furthermore, this study will also be beneficial to the policy makers and content developers of teacher education. The findings of this study will help them to develop the content of teacher education regarding the exploration of identity.

1.6 Delimitations of the Study

Considering the time and expenses constraint, I delimited this study.

This study was confined to finding out the perception of parents, students and school administrators towards the EFL teachers; and finding out what the EFL teachers think about their own profession. The sample size of this study was 15 EFL teachers, 20 students, 5 school administrators and 10 parents. The EFL teachers were of lower secondary and secondary level. This study was strictly based on survey research design. The questionnaire consisting of open-ended questions were the tool for data collection. The collected data were analyzed descriptively. The findings of this were discussed in relation to teacher identity. This study had the sample from Gorkha and Dhading district.

1.7 Operational Definitions of the Key Terms

EFL Teacher: Teacher teaching English in lower secondary and secondary level in Gorkha and Dhading district

Socio-cultural Identity of EFL Teachers: EFL teachers' self-conception along with how they are perceived in the school and society by students, school administration and parents

Teacher Identity: How the teachers see themselves and how they perform their roles according to their profession

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

To complete this study in advance, I have gone through different theoretical ideas to support this topic of study which helped to develop the insights regarding the topic. The theoretical ideas that I have gone through are presented in the following sub-section.

2.1.1 The Concept of Identity

'Identity' refers to the distinct characteristics of the person or thing. While defining the term 'identity', the major concern should be on the questions like 'who am I?' and 'who are you?' These questions throw the light on identity as self-constructed and social phenomena. According to Wenger (1998), identity shows social, cultural and historical aspects of a person." She further says that identity is temporary, constructed in social settings and constantly in process. Identity involves as individuals participate in social life or as they act as members of a group. It is argued to be developed as a result of becoming the members of a community. It can be defined from the individual as well as social perspective. Individual perspective of identity implies the psychological, affective and cognitive notion of a person. It further includes the perceptions of the individual towards himself or herself. On the other hand, the social perspective of identity incorporates the phenomena like; race, age, gender, social factors, cultural factors etc. It implies that identity of the person is constructed through the interaction in social settings.

Block (2010) says, "identity is socially constructed, self-conscious, ongoing narratives that individual perform, interpret and project in dress, bodily movements, actions and language." We generally define 'who we are?' in terms of how we relate to other members of a group and how we negotiate our

participation within the society. Identity involves varied forms of community participation and membership. According to Danielewich (2001), "identity is who we are and who we think other people are. Reciprocally, it also encompasses other people's understanding of themselves and other (which includes us)." That is why, identity is a complex entity with both psychological and sociological characteristics which incorporate character and behavioral assemblage and the roles played within a group or community.

2.1.2 Forms of Identity Construction

Identity can be constructed through different means. One can formulate his/her identity by being based on different factors. The factors that influence the identity construction of the people are:

(1) Cultural background

Culture is the inherent part of one's identity. In which culture the individual is living is directly connected to the formulation of his/her identity. The first and foremost thing the individual has to consider while constructing his/her identity is the cultural background. According to the cultural norms and values in which the individual is living, s/he has to establish him/her. Establishing the identity going beyond the culture is almost impossible. Anyone has to mold him/herself in culturally accepted form. What the culture demands and what are acceptable in the particular culture are the major concerns of identity construction.

(2) Languages we speak: -

Language can betray the personality of an individual. Because of the language that we speak, our identity is directly influenced. Which language we speak has the great role in formulating our identity. For example, if we speak Nepali fluently and do not know English well and we want to be the EFL teachers; it is just the daydream. The people around us recognize us because of the language that we speak. Through the means of language, we can establish ourselves whatever we want to be. Language can either increase our prestige or hamper

our personality. That is why; language is one of the forms of identity construction.

(3) Place where we live:-

Like language, the place where we live also plays the vital role in formulating the identity. In which community we are living and our nationality have great influence in our identity. The culture of our community, resources available there, needs of that community, values and norms play significant role in the formulation of our identity. Similarly, in which nation we belong to, the overall system of nation and the policies and practices of that nation have direct impact on anyone's identity. In this way, the place where we live is also the major consideration of identity construction.

(4) Media we see or hear:-

Similarly, the media that we see or hear also has the great role in shaping our identity. We develop our concepts by listening or seeing something. By being based on our concepts, we shape our personality. Because of the media, we see or hear; we change our concepts and develop different perceptions. Media can easily influence anyone. It is the most trusted means of information. That is why; we believe on media, which ultimately influence on our personality development. In this way media also can be taken as the influencing factor in identity formulation.

(5) Groups we belong to:-

Identity is individual as well as social attribute. Only the individual is not the sole source of constructing his/her identity. Other people around him/her are also equally responsible on constructing the identity of an individual. While formulating our identity, we become influenced by our groups that we belong to. What our group thinks about us, what they expect from us, what are the values of our group etc. have to be considered. To what type of group we

belong to, shape our personality and our future direction. That is why; the group we belong to is also the major factor influencing identity formulation.

The aforementioned factors are the major factors of identity construction. Beyond these, there can be other factors like gender, family, friends, interests and hobbies, traditions and celebrations which have direct impact on our identity.

2.1.3 Teacher Identity

Becoming a teacher is a tough task because to teach means not to merely deliver what the teacher knows. The teacher needs to understand the situation, psychology of the learners and the expectation of the educational institution. Teaching is not just standing in front of the classroom rather it is more than that. It is all about who we are as person. If we do not know who we are, then there will hardly be teaching. The things that shape the individual as teacher are; things from his/her past, things that are going on his/her present and his/her future thoughts. The major components of teacher identity are how the individual represent himself/herself as a teacher in front of others. The aspects of teacher identity include teacher's personal belief, attitude towards the profession, content knowledge, teaching philosophy and cultural awareness.

Alsup (2008) says,

a teacher is defined as an individual who should go above and beyond the call of duty for the benefit of the young people with whom he or she works, with no expectation of extra reward, much or less even adequate compensation.

Teachers themselves are not the sole source of formulating their identity but the conceptions of other concerned people also play the vital role in identifying them as teachers. According to Johnston (2008), "the three facets that reveal the links between the identities of teachers in the sphere of the language classroom and the broader identities that they bring in from the outside world

are; teacher-student relations, professionalism, and religious values." While formulating teacher identity, there comes cognition, beliefs and motivations of teacher along with the institutional environment in which they function on a daily basis. Similarly, James-Wilson (2001) says that teacher identity is concerned with how teachers "feel about themselves and how they feel about their students." The identities of teachers are formed from teachers' mental images and the socially constructed stereotypes that others assign to them. Furthermore, Cooper and Olson (1996, as cited in Castaneda, 2011) claim that teacher identity "is continually being informed, formed and reformed as individuals develop over time and through interaction with others." Thus, teacher identity explores both the individuals' internal and external images.

2.1.4 Individual vs. Group Identity

Individual or personal identity is the concept that one develops about oneself which evolves over the course of one's life. To relate this to teacher identity; "it constitutes two complex dimensions regarding knowledge and roles, which include broad characteristics and meanings" (Castaneda, 2011, p. 23). The individual teacher's identity is embedded to his/her knowledge beliefs, emotions, or motivations and professional actions undertaken in performing his/her roles. The experience gained in the classrooms; understanding about what teaching is and core beliefs about teaching and learning are the major concerns of establishing someone as a teacher. To be a teacher, at first one need to learn to teach and only after then, s/he can construct personal images of being a teacher. Individual identity of the teacher is concerned to how the individual teacher performs his/her duty and what s/he thinks about his/her profession.

On the other hand, the group identity of teachers deals with the social dimension of teacher identity, which is fundamentally linked to the roles of the teachers. It is constructed through the experiences gained as members of teacher community or through being engaged in classroom practices.

Belonging to a teacher community provides opportunity for negotiation and participation in professional activities which directly help the teachers develop professionally. Similarly, classroom practices help the teachers get a real sense of the role of a teacher as well as the teachers become able to know what real teaching is. Generally, how the teachers are viewed, what is the status of the teachers in the particular socio-cultural context and how much they are favored are the major considerations of teacher identity. Especially, the social members' perceptions towards the teachers are the prime concerns of teacher identity. For example, in our communities (Nepali spoken communities), the EFL teachers have to consider whether the society prefer them or not, and how the social members perceive them in order to formulate their identity. That is why; the identities of teachers are significantly formed from teachers' personal beliefs of being teacher and the socially constructed paradigms that others assign to them.

2.1.5 Identity and Second Language Teacher Education

According to Danielewicz (2001), "teacher education concerns the formation of professional identity. Teacher education program awards the teaching degree, as well as provides pedagogical and subject knowledge which help the pre-service and in-service teachers to formulate their identity." Becoming a second language teacher is definitely a complex task. Becoming a teacher involves dynamic and long lasting process. Teacher education is not the only means of becoming a teacher. After getting teacher education also, there remain many administrative and pedagogical problems like; class size, schedules, low salaries or the assessment of their professional capabilities which become major concerns in the construction of teacher identity. The central focus of teacher education is pedagogic and subject knowledge like classroom management, lesson planning, assessment, how to teach and what to teach aspects.

SLTE programs generally focus on developing foreign language competence and teaching skills. According to Freeman (2011), "three dimensions of SLTE

are substance, engagement and outcomes/influence." Here, 'substance' refers to the content that SLTE is supposed to be about and what participants are supposed to learn. Similarly, 'engagement' means the process through which the participants learn that context', and 'influences/outcomes' refer to the result of participants' learning. Head and Taylor (1997, p. 13) say, "teacher education aims at the development of competency standards for the teaching field and for the attainment of a certain level of competency for all individuals" along with "the importance of individualized personal growth throughout the teaching career." The main motto of SLTE is to develop the second language competencies on teachers and to bring up them into their professional life which both directly and indirectly assists them in constructing their identity.

Teacher education program incorporates the education program for both pre-service and in-service teachers. SLTE helps the pre-service teachers to be ready for teaching by providing them knowledge about how to teach as well as it assists the in-service teachers by providing them the content knowledge along with pedagogical knowledge. When people enter into the teaching field, their personal values have to be merged with the values and norms of their occupation. SLTE provides knowledge on participation in school environment, personal and professional development, target language competence, classroom experience etc. and it becomes major tool in understanding what a second language teacher is and how others perceive them.

2.1.6 Teachers' Knowledge and Beliefs

Knowledge and beliefs are considered to be interwoven, although the knowledge is taken as factual while the latter is regarded as ideological and attitudinal. Teacher knowledge is conceived as profession related insights, which are potentially relevant to teachers' activities. To quote Freeman (1992), there are "three views of teachers' knowledge: teaching as doing things, teaching as thinking and doing; and teaching as knowing what to do." Similarly, Roberts (1998, p. 66) has proposed six types of language teacher

knowledge. They are; content knowledge, curricular knowledge, pedagogical content knowledge, contextual knowledge, general pedagogic knowledge and process knowledge. Furthermore, Richards (1998) says that there are six domains of content that make up the knowledge base of language teaching. They are; theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogic reasoning and decision-making skills and contextual knowledge. Therefore, teachers' knowledge incorporates pedagogical content knowledge, contextual knowledge, knowledge of the learners and the knowledge of the school and community as well as the knowledge of how context affects and shapes our teaching.

Teachers' beliefs are the subject to change and they are said to be culturally bound. They can be defined as the evaluation that people make about themselves and about others. Teachers' beliefs are conceived to guide their thinking and their teaching behaviors. Richards (1998) defines teachers' beliefs as "the information, attitude, values, expectations, theories and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom." Teachers' beliefs are represented in their teaching behaviors, selection of materials and their overall behaviors in the classroom. Their beliefs about what teaching/learning influence everything that they do in their classroom. These beliefs shape students' learning environment and influence the motivation and achievement of students. They shape teachers' professional practices. Teachers' beliefs and knowledge are the inclusive terms and they are a part of their identities.

2.1.7 Conceptions of an EFL Teacher

Graham and Phelps (2003) say,

to be a teacher, one needs to consider the aspects like; understanding and working in a school system, developing skills and strategies, responding to social issues, working collaboratively with others, valuing

and modeling lifelong learning, teaching across a broad curriculum, creating climate for learning; and integrating theory and practice.

Teacher of various subjects are assumed to share certain qualities in common. However, EFL teachers are assumed to hold some unique characteristics. Conceptions of EFL teachers are perceived as the specific characteristics of EFL teachers which are considered to have in them. The general conceptions of EFL teachers are selection of appropriate language learning materials, attractive personality, good command over the language, can create desirable learning environment, selection of appropriate teaching technique etc.

Conceptions of the EFL teacher investigate people's overall views of being an EFL teacher in particular. To quote Sanderson (1983, p. 123), the certain attributes of the EFL teachers are they "involve the whole group, be skilled with equipment, convey enthusiasm for subject, explain tasks clearly, and convey warmth through facial expression." Generally the EFL teachers are conceived as they provide a variety of language activity, use the foreign language predominantly and promote the use of foreign language. There is the common perception that a foreign language teacher should be good at teaching that language. The components that make the foreign language teachers unique from others are; his/her knowledge and command over the foreign language, knowledge about the target culture and ability to integrate the target culture into the local context of teaching. EFL teachers are assumed to be dynamic; can actively interact in diverse teaching environment; and can deal with the expectations of students, parents and the school authority. The conceptions of EFL teachers are thus contextually and culturally dependent.

2.1.8 Socio-cultural Identity of EFL Teachers

A language is a part of culture and culture is a part of language. It means language and culture are inseparable things. To be specific, English language also represents its own cultural values. English language teachers in our context do have dual responsibilities regarding socio-cultural aspects. They have to

address the socio-cultural values of both the English-speaking community and the community where they are teaching. Identity of EFL teacher is rooted in their home culture and its socio-cultural environment. Every teacher poses his/her own teaching style but this may be affected by the different cultural academic traditions because pedagogy is shaped by cultural traditions. Every teacher has to shape his/her teaching behavior by considering the socio-cultural settings of the particular community.

To quote Sultana (2011), the consideration for EFL teachers for establishing their socio-cultural identity are;

EFL teachers have to be aware of using words, images and situations which suggest that all members of the racial groups and social groups are equal.

They should avoid using the qualifiers that reinforce the racial and ethnic stereotypes.

They should avoid the use of language that has questionable racial or ethnic connotations.

They should avoid racial identifications except when it is essential for communication.

They have to maximize the exposure of English language of the students by ensuring more and more real life practices.

They have to apply the multicultural approach in teaching and they also have to eliminate cultural shock.

There is a complex interrelationship between language and culture, between teachers' socio-cultural identities and teaching practices and their thoughts regarding culture and modes of cultural transmission in their classes. The major concern of teachers' socio-cultural identity is how they view themselves in terms of their various social and cultural roles. By means of language, teachers' identities and beliefs are co-constructed, negotiated and transformed which are ongoing processes. Foreign language teachers and students have to discuss the

social and cultural aspects of the target language in their classroom practices. Socio-cultural identity of EFL teachers includes their gender, age, class, nationality, personality and spiritual identity.

Wenger (1998) talks about the theory of identity formation. In 'social theory of identity formation', she says that "one's identity does not lie only in the way one talks and thinks about oneself, or only in the way other talk and think about them." The same case happens with teacher identity formation also. She further talks that identity formation is the dual process of identification and negotiation of meaning. While formulating the identity of EFL teachers, the teachers themselves have to identify the socio-cultural setting of their teaching and they also have to establish the good relationship with the members of the particular society.

The social constructivism theory believes that the teachers' occupation is influenced by the society that they work in. Their values and attitudes also influence their work. It is the culture or society they work which influences their self-concept. In the same way, Phyak (2015) opines that "English teachers should not only be teachers, they have a social responsibility to address the belief and values of learners while teaching English." EFL teachers have dual responsibility, teaching the students along with addressing the social traditions. Similarly, Hall (1997), as cited in Sultana, (2013) says, "Pedagogy is embedded in and shaped by culture. It is hence important for teachers to be aware of this in their pedagogical practices." EFL teachers have to consider that, there exist different pedagogical practices according to different cultures.

In a nutshell, socio-cultural identity of EFL teacher is the combination of his/her self-perception about his/her profession and about himself/herself; and how he/she is perceived by the members of the society. It is about EFL teachers' sense of self and their sense of belongingness to a particular community. It also includes their values of cultural, social and ethnic diversity.

It is the attribute that the society places on them according to the cultural context and how they define their roles in the particular socio-cultural context.

2.1.9 Socio-cultural Identity of EFL Teachers in Nepal

In Nepalese context, the EFL teachers can form their identity through the meaningful interaction among them, their professional context and colleagues along with their experiences. The common contexts of EFL teaching in Nepal are;

- (i) Teachers are bilingual but the students are from different context than that of the teachers.
- (ii) Teachers and students are from the same culture but the cultural content of English lesson are from the different culture.

To talk about the context of English language teaching in Nepal, most of the EFL teachers are non-native speakers of English. Within their non-native identity also, they do have different ethno-linguistic belongingness which ultimately creates diversity in their socio-cultural identity. The EFL teachers in Nepal can formulate their identities through different means. Some of them are;

- (i) Identity via language

The language that the EFL teachers use helps them introduce in front of the society. The fluency and accuracy regarding the use of English language form their identity as the EFL teachers.

- (ii) Identity through teaching behavior

How the EFL teachers teach, how they behave with students and school family, what type of teaching strategies they use, are they competent in the content or not etc. are the major considerations of teaching behavior which construct their socio-cultural identity.

(iii) Identity through pedagogy or training

EFL teachers' pedagogical practices and the trainings that they got mold their identity in the particular social context. These factors determine how much they are favored in the society.

(iv) Identity through self-conceptualization

How the EFL teachers conceive themselves and their teaching profession and how they develop their personality are important factors to be considered while forming socio-cultural identity of EFL teachers.

(v) Identity through social practices and negotiation

Participation in the social events or doing the social works and communicating with the people of that society is one of the parts of EFL teachers' identity formation.

(vi) Identity through experience

The students and the school administration favor and believe the experienced teachers than that of novices. Along with the experiences, the EFL teachers have to update themselves according to the changing time to establish their identity.

2.2 Review of Related Empirical Literature

There are many researches carried out on 'teacher identity' in international level but no any researches have been done on the identity of EFL teachers in Nepalese context. That is why, I am trying to study on the 'Socio-cultural Identity of Nepalese English Language Teachers'. I have reviewed some of the researches that are related to the topic of my study. They are presented as follows:

Duff and Uchinda (1997) carried out a research entitled 'The Negotiation of Teachers' Socio-cultural Identities and Practices in Post-Secondary EFL

Classroom.' The main objective of this study was to explore the interrelationship between language and culture, between teachers' socio-cultural identities and teaching practices, and their explicit discussion of culture and implicit modes of cultural transmission in their classes. The research design of this study was ethno-graphic case study. Four EFL teachers were the sample of this study. Similarly, teacher/student questionnaire, journal entries, field notes and classroom observation were the tools for data collection. The finding of this study was that teachers' perceptions of their socio-cultural identities were found to be deeply rooted in their personal histories, based on past educational, professional, and cross- cultural experiences.

Similarly, Chang (2007) carried out a study on 'Identities, Instructional Practices and Intercultural Awareness: A Case study of EFL Teachers in Taiwan.' The objectives of this study were to explore the relationship between five EFL teachers' identities and their teaching practices in Taiwan; and to examine the complexities and paradoxes associated with these teachers' professional, social, political, and cultural identities and their representation of these in classes. The methodology used to carry out this study was qualitative case study and the sample of this study was five EFL teachers. Interview, autobiographical narratives, journal reflection, observation and questionnaire for students were the tools for data collection. The findings of this study were that, nonnative English teachers play the role of interpreters of the culture of the target language; and they constructed their socio-cultural identities based on educational and personal experiences and negotiated their role in the classroom in relation to the curriculum and students' needs. Furthermore, this study showed that teachers' socio-cultural identities play an important role in shaping teaching practices.

In the same way, Qunying (2007) conducted a study entitled, "Conceptions of a Good English Language Teacher at Tertiary Level in the People's Republic of China." The objectives of this study were to identify the conceptions of a good tertiary EFL teacher in the PRC by examining and comparing the views of

three parties: Chinese tertiary EFL teachers, Chinese University students, and western teachers who teach EFL in China's tertiary institution. As this research consisted of three studies, in study one, a short essay approach was used to explore free ideas about a good tertiary EFL teacher from 140 participants. In study two, a questionnaire survey was undertaken among 272 participants; and the last study involved 55 informants in in-depth interviews. The major findings of study one was that Chinese tertiary EFL teachers conceived themselves as highly disciplined, having team spirit, high standards of behavior and responsibility etc. Likewise, Chinese university students' conception of a good tertiary EFL teacher was; encouragement for students, deep care for students and ability to arouse students' interest in studying English. Similarly, the study three's findings were that western teachers' focus on students' productive use and real application of language knowledge, their intentions to teach diversified English materials and their eagerness to communicate with local teachers.

Furthermore, Hsu (2009) studied on "EFL Teacher Value and Identity in Tertiary Education in Japan." The main objective of this study was to explore values and EFL teacher identity at a university in Japan. The methodology used in this study was teacher inquiry through interviews. The sample of this study was five university EFL teachers. The tools for data collection were interviews and focus group discussion. The findings of this study were that EFL teachers in Japan face confounding expectations from a variety of sources which in turn shape their professional identity and classroom practice.

Moreover, Huang (2010) carried out a research entitled "What Makes a Successful EFL Teacher in China? A Case Study of an English Language Teacher at Nanjing University of Chinese Medicine." The main objective of this study was to investigate the traits of a successful EFL teacher at a Chinese University. The research design of this study was case study. Interview and questionnaire were the tools for data collection in this study. The findings of this study showed that to be a successful EFL teacher, one needs the personal

qualities of being responsible, patient, enthusiastic, kind and knowledgeable in his/her role as a teacher, and one also needs the strong ability to utilize teaching methods to teach in accordance with what the students need.

Correspondingly, Castaneda (2011) studied on "Teacher Identity Construction: exploring the nature of becoming a primary school language teacher." The objectives of this study were to gain a closer understanding of how the identity of teachers is constructed, to describe the connection between pre-service teachers' beliefs and their teaching practices, and to estimate the impact of teaching practice on student, teachers' professional goals for future. The research design of this study was case study and the tools used for data collection were interviews, simulated recall and online blogs. The research participants were six Colombian pre-service teachers. The findings of this study revealed that while the process of learning to teach is individually constructed and experienced, it is socially negotiated. A teacher's identity not only comprises personal knowledge and action, but is also influenced by the ideological, political and cultural interests and circumstances surrounding teachers' lives and work.

Additionally, Avalos (2013) carried out a research entitled "Teacher Identity Construction in Reform Driven Contexts: A Chilean Study." To gain understanding about teachers in primary and secondary schools, about their visions and interpretations of profession, and how they mediate between reform demands and their own teaching convictions and experience were the objectives of this study. The research design of this study was survey. A stratified random multi-stage sampling procedure was used to sample the population. Questionnaire and focus group meetings were the tools used for data collection. The findings of this study showed that to construct teacher identity, pedagogic commitment, self-fulfillment, desire to share knowledge, passion for education and teaching capacity are necessary components. Most teachers were less inclined to have chosen teaching as a profession because of

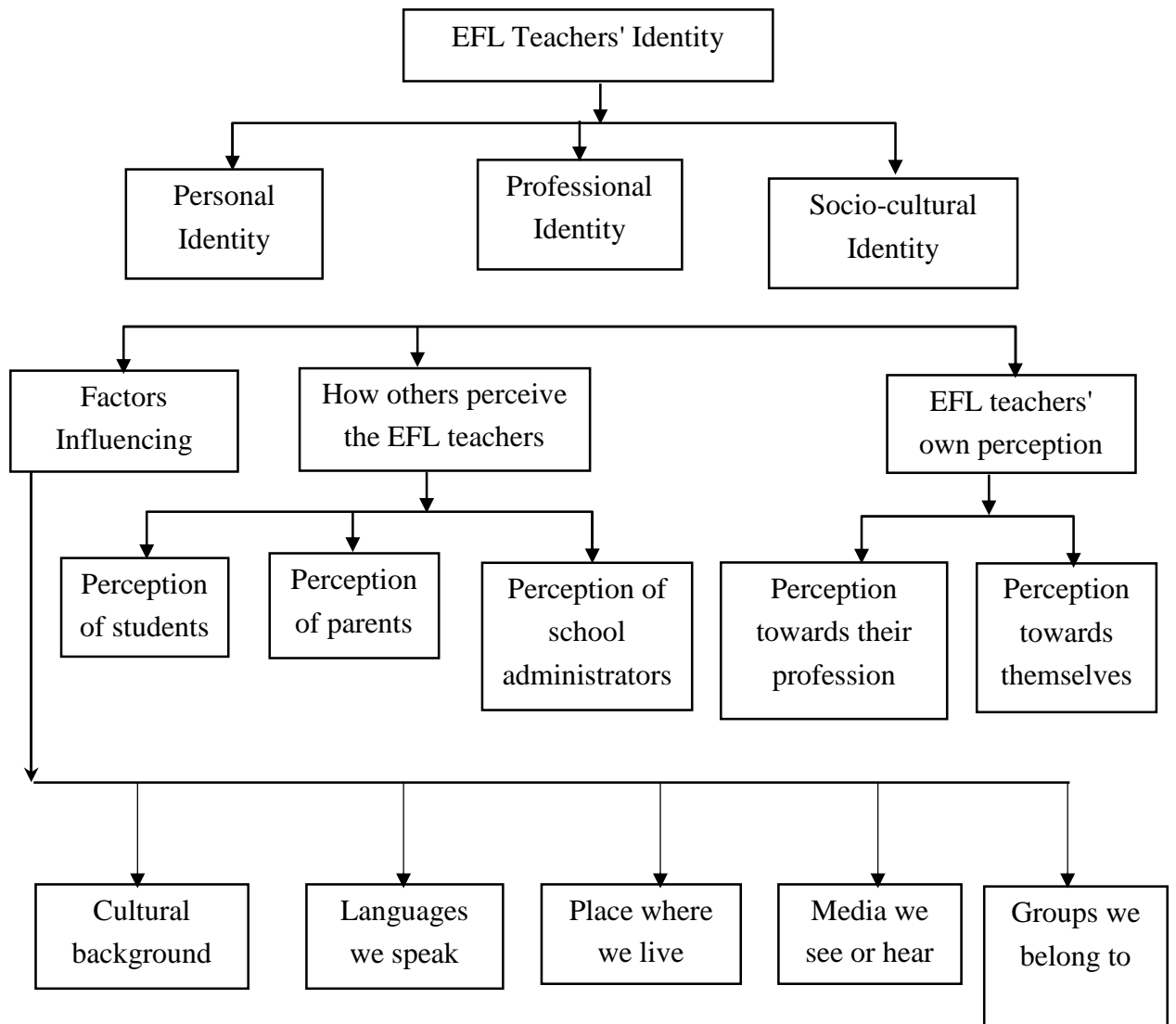
'satisfactory working conditions' or because of prior experience such as having had a model teacher in school or somebody in the family as a teacher.

2.3 Implications of the Review for the Study

The central focus of empirical literature review is to examine the relevance of its information to our own research. Literature review helps to obtain the theoretical and practical knowledge from the previous studies. For my study, I reviewed seven of the research works related to my topic. The reviewed empirical literatures directly and indirectly supported my study. The study of Chang (2007), helped me to formulate the questions for teachers and students in my study. Similarly, Qunying (2007) and Castaneda (2011) helped me to broaden my theoretical knowledge regarding teacher identity. Moreover, Hsu (2009), Huang (2010), and Avalos (2013) helped me to explore the components of EFL teachers' identity. The review of aforementioned literature also assisted to conceptualize the findings of my study and they were beneficial for me to get the ideas of analyzing the collected raw data.

2.4 Conceptual Framework

Conceptual framework in any research helps to identify the research variables. It refers to the mental picture of the things to be considered in the study. The conceptual framework of this study is;



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

I adopted the survey research design to complete this study. Survey research always addresses the current issues either to find out the existing situation or to find out the solutions of current problems. It is very useful for assessing opinions. It is one of the most commonly used methods of investigation in educational researches which may range from small scale to large scale investigation. Survey is usually done in the natural setting. Data in survey design are collected through questionnaires, interviews, test scores, attitude scales etc. It is based on the samples of specified target population. Sample of individual unit is taken to make it representative of defined population and so that it can be generalized.

According to Creswell (2013, p. 380-381), "Sampling from a population, collecting data through questionnaires or interviews, designing instruments for data collection, and obtaining a high response rate are the characteristics of survey research." Similarly, Nunan (1992) opines, "Survey is to obtain a snapshot of conditions, attitudes and events at a single point of time." That means it is conducted in cross-sectional manner or the data is collected only one time from multiple respondents. The findings of the survey research are generalizable and applicable to the whole group and it provides descriptive inferential and exploratory information.

This study was mainly carried out to find out the perceptions of lower secondary and secondary level English teachers towards their profession and to find out what other concerned people think about the EFL teachers. Questionnaire was the tool for data collection. Purposive non-random sampling was used to sample the population of the study. Thus, this study was based on survey research design.

3.2 Population, Sample and Sampling Strategy

The population of this study consisted of all the English language teachers teaching in secondary and lower secondary level in different government aided schools in Gorkha and Dhading district. Moreover, all the students studying in secondary level in the same districts, parents of these students and the school administrators (head teachers) from the government schools of the respective districts were also the sample of this study.

It is not possible to include all the population in the study because it takes longer time and more expenditure. Considering the time and expense constraints, I selected the sample out of a defined population by using a non-random purposive sampling procedure. In this type of sampling, the researcher selects the sample according to his/her interest or accessibility. That is why; I adopted this sampling procedure, to select the sample on the basis of my convenience. The sample of this study were 15 EFL teachers, 20 students, 5 school administrators and 10 parents from 2 schools of Gorkha district and 3 schools of Dhading district. Out of them, 6 EFL teachers, 2 school administrators, 8 students and 4 parents were from Gorkha district, and 9 EFL teachers, 3 school administrators, 12 students and 6 parents were from Dhading district. In this way, I selected altogether 50 respondents for my study.

3.3 Research Tools

I used the questionnaire as a tool for data collection. The questionnaire consisted of open-ended questions which helped to collect the perspectives/opinions of EFL teachers, head teachers, students and parents. The questionnaires were used to collect the appropriate data, make data comparable and manageable to analysis and make questions engaging and varied. That is why I used the questionnaire as the tool for data collection for this study.

3.4 Sources of Data

The sources of data of this study were both primary and secondary. For collecting the primary data, I collected the opinions of EFL teachers, head teachers, students and parents through the questionnaire. Similarly, for the purpose of collecting secondary data, I went through the books and scholarly articles related to the topic; like, Block (2010), Wenger (1998), Khati (2013), Creswell (2013), Nunan (1992), Danielewicz (2001), Alsup (2008), James-Wilson (2001), Johnston (2008), Freeman (2011), Head and Taylor (1997), Freeman (1992), Roberts (1998), Richards (1998), Graham and Phelps (2003), Sanderson (1983), Sultana (2011) and Phyak (2015). Furthermore, I also went through the researches carried out on the related topic of this study like; duff and Uchida (1997), Qunying (2007), Chang (2007), Hsu (2009), Huang (2010), Castaneda (2011) and Avalos (2013).

3.5 Data Collection Procedure

At first, I visited the selected schools of Gorkha and Dhading district. Then, I explained the purpose of my visit and asked for permission with the authority and built rapport with concerned people. After getting the permission, I provided the questionnaire to the selected sample. I collected the distributed questionnaire from the EFL teachers, head teachers, students and parents. After getting back the questionnaire, I thanked the school administration (authority) and the respondents.

3.6 Data Analysis Procedure

As I used questionnaires consisting of open-ended questions as the tool for data collection, the data were qualitative in nature. The process of analyzing the collected data was started with the coding of raw data. In this study, data analysis involved breaking the data into manageable themes. While analyzing the raw data, the focus was given to get insight into the socio-cultural identity of EFL teachers. This study intended to describe the perceptions of the selected

EFL teachers, students, head teachers and parents. All the questions given to the respondents were categorized by developing the thematic idea of the questions. I used the descriptive method for analyzing the responses elicited from the respondents.

3.7 Ethical Considerations

A culturally appropriate approach was adopted while collecting the data, which ensured that there are not ethical concerns in this study. The approval was obtained from Tribhuvan University. The permission was taken from the school administration, teacher, students and parents. This study included the informed consent along with the questionnaire. All identifiable personal information was kept confidential in this study. This study did not harm the respondents. This study did not force the respondents to respond to the questionnaire. It means the participation was entirely voluntary. In this study, the informants were free to withdraw from research at any stage of research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis of Data and Interpretation of Results

I collected data from 15 English teachers who have been teaching English in secondary and lower secondary level in different government aided schools in Gorkha and Dhading district, 20 students, 5 school administrators and 10 parents. After that, I analyzed those data and categorized them in different themes and discussed thematically in following headings.

4.1.1 Perceptions of English Language Teachers

I asked open-ended questions to find out the perceptions of English language teachers regarding their profession and the socio-cultural environment of their teaching. Thematic discussions of their opinions are as follows:

4.1.1.1 Cause of Interest to be the EFL Teacher

I asked the teachers what motivated them to be the EFL teacher. Most of the teachers stated the scope of English language and the prestige factor motivated them to be the EFL teachers. One of them opined, "*The value of English language all over the world, the prestige that the English teachers get and the honor provided by the social members to the English teachers motivated me to be an EFL teacher.*" On the other hand, a few of teachers mentioned that it was their English teacher who motivated them to be the EFL teacher. In this regard, one of the teacher responded, "*My teacher who taught me English.*" Thus, it is found that the scope of English language, the prestige aspect and their English Language teachers were the motivating factors to be the EFL teachers.

4.1.1.2 Role of Social Traditions for being the EFL Teacher

I asked the teachers about the role of their social traditions for motivating them to be the EFL teacher. Most of the teachers stated that there was vital role of social traditions to encourage them to be the EFL teachers. One of them said,

"Certainly the social traditions of my society play vital role in motivating me to be an English teacher. English teacher is considered as the knowledge bearer and valued more in my society." But one teacher rejected the role of social tradition for motivating him to be an EFL teacher. He responded, *"No, there is not any role of my social traditions for being an EFL teacher."* Hence, it can be concluded that the honor that the EFL teacher earned in a society and the scope of English language were the factors of society that motivated them to be the EFL teacher whereas addressing the view of one of the respondents, it can be said that there was not any role of social traditions, it was just the matter of personal matter to be the EFL teacher.

4.1.1.3 Feeling of being the EFL Teachers

I asked the EFL teacher about their feeling regarding their profession. All of the respondents shared their positive feelings. In this regard one of them stated, *"I fell very honored as being the English language teacher. I enjoy my profession. I really feel proud of being an EFL teacher."* Therefore, it is found that all of the teachers felt proud and they considered themselves lucky to be the EFL teachers. They were happy and satisfied with their profession.

4.1.1.4 Positive Experiences of being the EFL Teachers

When I asked the English teachers about their positive experiences of being the EFL teacher, one of the teachers stated, *"The positive experience of being the EFL teacher are: I get honor from the colleagues, students and parents. They trust me and give me extra responsibilities like conducting ECA programs, marching assembly etc."* Similarly, another respondent mentioned, *"People's respect students' success and to be ourselves updates are some of the positive experiences of being EFL teacher."* Hence, the opinion of teachers showed that the trusted in school and society and given extra responsibility in school, they were honored and they had easy access to the world of knowledge and they could easily know the cultures around the world.

4.1.1.5 Negative Experiences of being the EFL Teacher

While sharing their negative experiences, one of the teachers stated, *"Sometimes my colleagues blame me of being over smart. Similarly, I cannot manage the technological devices for teaching because of the lack of physical infrastructure at my school."* In the same way another teacher said, *"Okay. As we know that we are Nepalese, I am an English teacher however I also became confused on some of the vocabs. Due to some unexpected vocabs from the students I became disturbed in the classroom."* Hence the teachers shared vocabulary problems since they were non-native speakers, lack of expected physical infrastructure for classroom teaching, hesitance of the students in speaking English, disability to attain expected objective, sometimes overload and low income etc. as their negative experiences.

4.1.1.6 Benefits of Being the EFL Teachers

When I asked about the benefits of being the EFL teachers, one of them opined, *"Competency over foreign language, prestige that we get, trust of others as knowledge bearers and getting chance to interact with foreign scholars."* Likewise another teacher stated, *"Benefits: can communicate in English, getting respect, build personality and getting opportunity."* The opinion of teachers showed that the competency over English language, opportunity to learn new ideas, prestige and easiness to assimilate in the foreign culture were the benefits of being the EFL teachers.

4.1.1.7 De-motivating Factors for EFL Teachers

Along with the positive sides, there is always the negative sides of everything. While telling about the de-motivating factors of their profession, one of the teachers mentioned, *"Students' carelessness for their study, other teachers' non co-operative behavior and perception of the students and parents regarding English subject as a difficult one de-motivates me in teaching."* Similarly, the next teacher opined, *"Sometimes the perception of my colleagues, lack of*

materials and unavailability for assistance from the administrators of the schools demotivate me in teaching." In this way, the teachers responded that their de-motivating factors were students' perception towards English as a difficult subject, lack of expected support from the colleagues and school authorities, cultural diversity inside the classroom and unfair evaluation of teachers' performance.

4.1.1.8 Techniques of Teaching Foreign Contents

To make the foreign contents comprehensible to the learners, the EFL teachers apply different techniques. When I asked EFL teachers about the technique they apply for teaching foreign contents, one respondent stated, "*According to the situation, I localize the content or teach as it is. If the contents are unfamiliar, I contextualize it otherwise I teach the contents as it is with explanations and example.*" Similarly, another teacher responded, "*Of course by localizing it. I try to give contextual examples by which students feel easy to understand the content. I sometimes compare the foreign culture with our own necessity.*" In this way all the teachers stated that they localize the foreign contexts of the text by providing explanations and examples from the local cultures as well as comparing both cultures.

4.1.1.9 Addressing Cultural Issues while Teaching

Teaching effectively means addressing cultural issues that occurred inside the classroom. In this connection, I asked the teachers how they address cultural issues in course of teaching. One of the teachers opined, "*My students are from multi-cultural background. They belong to diverse cultures. For them I try my best to address their cultures and present the things which are common in their cultures.*" Similarly, next teacher stated, "*Certainly. While giving contextual examples I try my best to give examples from different cultures. I ask the students to share about their cultural norms and values of all the caste that have representatives in the class.*" The opinion of teachers showed that there occurred cultural issues in the classroom while teaching. They mentioned that

translating the particular words of English language into the common language of the students, providing examples and explanation from the cultures they belong to were some of the ways of addressing cultural issues.

4.1.1.10 Need of Assimilation in Socio-Cultural Setting to form Identity

Forming identity is an individual as well as the social process. So, to assimilate oneself in the society is the first step of forming identity. In this regard, I inquired the teachers what they thought about assimilation in the socio-cultural context. One of the teachers opined, "*I think it is compulsory to assimilate in the particular socio-cultural setting for the teachers to construct their identity because they can get trust of the stakeholders only after adjusting to the particular community.*" Likewise, the next teacher stated, "*Yes, it is necessary to assimilate in the particular socio-cultural setting because going beyond the society, no one can be accepted in the society. If we accept their social traditions, only after then we will be accepted and respected in the society.*" Hence, all the teachers opined that it was necessary to assimilate in the particular socio-cultural setting because beyond the social norms identity cannot be formed. All the teachers stressed the necessity of assimilation in the society.

4.1.1.11 Difference between the EFL Teachers and Teachers of other Subjects

Every teacher has different traits though they share the same profession. When I asked the EFL teachers how they are different from their colleagues, one of the teachers stated, "*I am more punctual, hard-working and dedicated to my students' learning in comparison to other colleagues. I am even more updated.*" Similarly, another teacher said, "*Most of the traits regarding my profession are same to my colleagues. But, I think I am different from them in terms of behaving with students, eagerness and readiness to learn new things and doing something new inside the classroom.*" Likewise the next teacher opined, "*I think, I am a little bit updated than them. I am more technology friendly and student friendly than them.*" Hence, the EFL teachers differentiated themselves

from teachers of other subjects. The EFL teachers stated that they were more technology friendly, more eager to adapt new techniques in teaching in comparison to their colleagues.

4.1.1.12 Problems Faced because of the Socio-Cultural Setting

There occurs problems in every professions. Similarly, in teaching as well, there may have problems. I asked the teachers what problems they had to face due to socio-cultural environment. The teachers responded that they have faced some problems due to the socio-cultural setting. One teacher opined, "*The problems that I am in my profession because of socio-cultural setting are: the students are from multicultural settings, I cannot understand their mother tongue and I cannot easily communicate with the parents of the learners because they use their mother tongues while talking.*" Similarly, the next teacher stated, "*I am being unable to convince the students that English is not difficult and I cannot adjust myself in all the beliefs of society, especially the super natural and superstitious thoughts.*" Likewise, the other teacher mentioned, "*The first and foremost, it is difficult to understand the students' mother tongue and their cultural norms and values. Secondly, it is difficult to plan and implement any lesson within certain time because of students' irregularity.*" Therefore, the problems as stated by them were use of multiple languages by the students, preference of students to use their mother tongue rather than English, students' irregularity just because of their cultural rituals and problems in adjusting with superstitious thoughts of the society.

4.1.2 Perception of Students

To find out the perception of students towards their EFL teachers. I asked open-ended questions for 20 students. Thematic discussions of the questions asked to the students are as follows:

4.1.2.1 Perception Towards the English Class

Students should have positive perception towards the class of any subject in order to learn. I asked the students about their perception towards their English class. Most of the students stated that they like their English class. One of the students opined, *"I think my English class is much interesting. I like going to it because our English teacher is friendly, funny and helpful. He makes us laugh throughout the class."* Similarly, another student responded, *"I think my English class is too good and interesting. Yes, I like going to it, because it is one of my favorite subjects and the way of teaching of the teacher is very familiar to me."* On the other hand, only few of the respondents disliked their English class. One of them stated, *"My English class is boring at sometimes and interesting at sometimes. When the teacher is talking about stories and poems, the environment is engaging whereas, when the teacher is teaching about grammatical structure and rules, it gets boring. Overall I definitely like going to it."* Hence, most of the students stated that they liked their English class. They liked it because of the teaching techniques of their English teachers and the class was interesting. However, a few of them answered that they disliked their English class just because of the way of teaching of their EFL teachers.

4.1.2.2 Causes of Favoring or Not-favoring the English Class

There is the obvious reason behind liking or disliking something. Students have to like their class for effective learning. I asked the students what made them like or dislike their class. In this regard, nineteen (95%) students mentioned the reason why they liked their English class. One of the students said, *"Firstly, English is my favorite subject and the teacher of English is also my favorite teacher. The teaching method of EFL teacher is too good and interesting."* In the same way, another student responded, *"Friendly behavior of the teacher, helpfulness, good humor and his way of teaching makes me like having English class. There is nothing which makes me dislike having English class."* On the

other hand, one (5%) student mentioned the reason for disliking it. The respondent stated, "*The factor of creativity is the main reason why I like having English class. The teachers who care this factor are my favorite but those who enter the class only to complete the course only make the subject uninteresting.*" In this way, it is found that the reasons why the students liked their English class were the teaching techniques of their English teacher, supportive, loving, caring, encouraging, and friendly behavior of their English teacher and the interesting and funny environment of the class. On the other hand, the reason why they disliked having English class was the teaching techniques of the teacher.

4.1.2.3 Qualities of a Good Teacher

The traits of the teacher determine whether the students like him/her. I inquired the students whether they liked or disliked their English teachers. Most of the students replied that they liked their English teacher because of the good qualities of the teacher. One of the students stated, "*Yes, I like my English teacher. Yes, he is a good teacher because he teaches us with a correct and polite language and never discriminates between his students. He is disciplined and is friendly with each and every students.*" Likewise the next student mentioned, "*Yes, I certainly like my English teacher. I think my English teacher is a good teacher because he teaches in a comprehensible way, he loves all the students, he has good performance and he helps us in learning.*" However, only a few of the students mentioned the neutral feeling towards the English teacher. The students stated, "*I have neutral feeling towards my English teacher because he makes the class interesting although his knowledge of the language is theoretical than practical and he has not so great spoken English. He is a decent teacher.*" Hence, the students opined that the good EFL teachers should have a good command over the content and should be qualified. EFL teacher had all the qualities of a good teacher, loved and encouraged the learners to learn English, paid attention to them, supported them in their learning and their

way of teaching was comprehensible. However, a few of the students disclosed that there lacked fluency in the spoken English of their EFL teachers.

4.1.2.4 Teaching Behavior of the English Teacher

Learners perceive the teaching of the teachers' either positively or negatively. They may comprehend it or not. The comprehensibility of teaching is determined by the techniques of teaching. I questioned the students if they comprehend the English teacher's teaching or not. Most of the students responded that they can comprehend the teaching of their English teacher. One of the students mentioned, *"I think my English teacher's teaching is so better. Yes, I can comprehend it because she uses polite words while teaching. She uses correct spellings and also uses correct pronunciation while teaching."* Similarly, another student stated, *"I think my English teacher's teaching is comprehensible. I can easily comprehend because he used simple words, he has clear voice, he provides a lot of examples."* But one student had mixed type of opinion. he responded, *"When we are learning about stories or poems where every words aren't just as important, we can easily comprehend it but when explaining grammatical rules, his spoken English definitely provides obstruction."* Therefore, almost all of the respondents agreed that they could easily understand the English class. They felt that their EFL teachers taught them well. S/he provided lots of examples and explanations and used simple words and taught creating the friendly and enthusiast environment. But a few of the students responded that they could not understand the content due to the teacher centered techniques used by the teachers and lack of fluency in their speech.

4.1.2.5 Qualities of a Good EFL Teachers

If an EFL teacher possesses personal and social qualities of a good teacher, s/he is considered as a good EFL teacher. I asked the students what they thought about the qualities of a good EFL teacher. One of the students stated, *"In my view, a good EFL teacher should be polite and should be familiar to*

everybody. S/he must teach their students with equal rights and opportunities. H/She must teach their students with common language and must be familiar with every students." In the same way, the next student mentioned, *"A good teacher in my view is the teacher who not only knows the language but also has adequate experience in listening and speaking decent English."* Likewise, the next student responded, *"In my view, a good EFL teacher should be friendly, good speaker, should have a good sense of humor, helpful and knowledgeable."* Hence, the students opined that the good EFL teacher should give good command over the contents, should be qualified, trained, experienced and child friendly. They must have a good relation with the students as well as with the persons in the society. Furthermore, they mentioned the role of appropriate techniques for being a good EFL teacher.

4.1.2.6 Strengths and Weakness of EFL Teacher

Every teachers may have strengths and weaknesses. They may have been noticed by the students. As the question was to ask the strengths and weakness of EFL teacher, one of the students responded, *"Strengths-Good speaker, helpful, student-friendly, having knowledge of new technology, active, loveable; weaknesses-pro ambitious."* Similarly another student mentioned, *"Strength- My EFL teacher is a good and kind hearted teacher. He teaches us with correct spelling and with nice handwriting."* Similarly the next student said, *"Some of the strengths are polite, loving, caring, motivated and good teaching skills and I think he has no weakness at all."* Hence, the students mentioned polite, loving, caring, motivating, updated, good command over content and teaching method, hardworking, friendly etc. as the strengths of their EFL teacher on the other hand, most of the students stated no any weaknesses but only one of the students mentioned proudly and ambitious as the weaknesses of their EFL teacher.

4.1.2.7 Help of Teacher in Learning English Language

Teachers is for helping the students to learn. I questioned the students how their EFL teacher helped them in learning English. One of the students opined, "*My English teacher helps me learn English in such a way that nobody can teach me like that way. He writes all the word meaning with correct spelling and conduct dictation and class test in every week which helps in learning English.*" Similarly the next student responded, "*He always inspires me to speak in English to try free writing, to communicate in English even with the friends and correct my errors immediately.*" Likewise, another student stated, "*He encourages me to speak in English, to write diaries and essays. Similarly, he gives me English newspapers to read and he tells me to listen English songs.*" Hence, the students responded that their EFL teacher encouraged them to read English newspapers and books, motivate them to listen to English songs, watch English movies and write diaries. The EFL teacher explained and contextualized the contents to ease the learners learning. They made the students practice a lot, motivated them to speak English and helped learners to solve the difficulties regarding English subject. The EFL teacher was always ready to help the learners learning English language.

4.1.2.8 Contextualization of Examples and Explanation

Explaining contents and providing examples from the particular culture is one of the ways of making the contents comprehensible to learners. I inquired the students if the explanations and examples provided by their teachers were familiar to them. One of the students mentioned, "*Most of the examples provided by my English teacher are familiar to me because they are related to our daily life. But sometimes, I cannot understand his explanation and examples because they are totally new for me.*" Similarly the other students argued, "*Yes, many of the examples he provides are from our cultures but in some cases he talks about the things that happen in other countries as well while teaching.*" In the same way the next students opined, "*Yes, I think the*

explanations and examples provided by the English teacher is familiar to me because they are from our local cultural context." The students stated that their EFL teacher explained the foreign contexts of the given content relating to their culture by comparing it. The EFL teacher provided the examples from socio-cultural practices which are familiar to them and easy to understand.

4.1.2.9 Comparison of EFL Teacher with Other Teachers

The traits of the teachers differs from one to another. I asked the students to compare their EFL teacher with the teacher of other subjects. One of the respondents responded, *"Yes, I had compared my EFL teacher with my other teachers. The teaching method and behaviors of the other teacher is not familiar than that of my EFL teacher. Good teacher must be like my EFL teacher who is very kind and polite."* Likewise the next student opined, *"Yes, my English teacher is somehow different from other teachers because my English teacher is friendlier than other teachers and his teaching technique is different from others."* Furthermore, another students stated, *"While comparing with other teachers, our EFL teacher is more hardworking, friendlier, more helpful, speaks better English langue, She has a better understanding of our course."* In this way, the students stated that the EFL teacher was friendlier, cooperative and updated than the teachers of other subjects.

4.1.3 Perception of Administrators

To find out the perception of administrators towards their EFL teachers. I asked open-ended questions for 5 administrators. Thematic discussions of the questions asked to the administrators are as follows:

4.1.3.1 Perception Towards EFL Teacher in Terms of their Teaching

The perception of EFL teachers plays vital role in forming the identity of teacher. I asked the school administrators what they thought about the EFL teacher in terms of teaching behavior. One of the administrator answered, *"They are good. They have better knowledge in subject matter. They are*

punctual and hard working." Similarly, the another administrator stated. *"The English teacher who is teaching in my school is a good teacher. All the students are happy with her teaching."* In the same way, the next administrator opined, *"In my view, they are more co-operative, familiar and expressive in teaching behavior."* In this way, the administrators answered that the EFL teacher was a good teacher. S/he had good command over the subject matter. S/he was punctual hard working and made the students satisfied.

4.1.3.2 Preferences or Non-preferences Towards the ELF Teacher

Preference of the administrators is a must component to form identify for the teachers. I questioned the administrators why they prefer or not prefer the EFL teacher. One of the administrator reported, *"Yes, the EFL teacher exposes the language co-operatively, friendly and in simple and easy manner so as to students can learn easily in accordance with the objective."* Similarly, another administrator responded, *"Why not? I prefer her because she has all the qualities that a good teacher should possess. Her teaching techniques are good and she makes the students satisfied."* Likewise, the next administrator stated, *"Yes, I prefer them. They cooperate us very nicely. They understand the problems of not only ours but the students' also."* Hence, they reported that they prefer the EFL teacher and the reasons were the friendly and co-operative behaviors of the EFL teacher and effectiveness of his/her teaching techniques.

4.1.3.3 Preferable and Non-preferable Behaviors of the EFL Teachers

All the behaviors of the teachers may not beliked by the school authority. I asked the administrators to mention the preferable and non-preferable behaviors of the EFL teacher. One of the administrators mentioned, *"I don't think she has any non-preferable behaviors. Her preferable behaviors are friendly, has good technological knowledge devoted to the profession and dedicated."* In the same way, the next respondents opined, *"Preferable cooperation, hard work, punctuality, better knowledge; non-preferable-no any."* Likewise another respondent stated, *"Preferable-friendly, helpful,*

knowledgeable." In this way, all of the administrator claimed that s/he had not any non-preferable behaviors. They stated that co-operative, hardworking, good teaching skill and updated are the preferable behaviors of the EFL teachers.

4.1.3.4 Difference between the Traits of EFL Teachers and Other Teachers

EFL teachers may have different traits in comparison to the teachers of other subjects. I queried the administrators to differentiate the EFL teachers from the teachers of other subjects. One of them responded, "*Yes, EFL teachers are found more laborious, co-operative, good performance and updated in their duties and responsibilities than other normal teachers.*" "*In some cases they are different. The English teacher in my school is eager to know new things, she wants to know new techniques of teaching but others seem passive in these matters*", the other respondent responded. Similarly, the next responded stated. "English teachers are more punctual, updated and have better knowledge in their subject matter than other teachers. Therefore, according to the opinions of the school administrators, the EFL teachers were more inquisitive to learn and use new techniques of teaching, hard-working, competent and cooperative than the teachers of other subjects.

4.1.3.5 Behavior of EFL Teachers with Other Teachers

The EFL teachers' behavior with their colleagues is also a part of their identity formation. I inquired the administrators about the behaviors of EFL teachers with their colleagues. One administrator stated, "*She is friendly with other teachers. She wants to share what she knows with others. She shares her problems of teaching as well.*" Similarly, another administrator opined, "*Since EFL teachers are more co-operative and updated in the content knowledge, they help other teachers respectfully and behave friendly.*" Likewise the next administrator mentioned, "*They behave politely. They help other teachers necessarily. They co-operate with them.*" Hence, the administrators stated that

the EFL teachers was so friendly to other teachers. S/he was polite, co-operative and helpful in the school.

4.1.3.6 Reaction of EFL Teachers Towards the School Rules

Following the school rules or making changes in them is also a part of identity construction. I questioned the administrators if the EFL teachers obeyed the established rules of the school or tried to change them. One of the respondents mentioned, "*They co-operate with the school rules. So far as my experience, the English teachers in our school plan the lessons, prepare the lessons before they go to class and convince the students necessarily.*" Likewise, the other respondent stated, "*Sometimes they use mobile inside the classroom and are always critical towards the traditional rules of school.*" In the same way, the next administrator responded, "*Most of the time, she agrees the rules of the school but sometimes she asks to change some of the rules like prohibiting students bringing mobile phones, time span of using computer etc.*" Hence, it is found that the EFL teachers followed the rules and they co-operated with the school authority. But in case of the rules related to use of technology, they tried to change the established conventional rules of the school. Otherwise, they were co-operative.

4.1.3.7 Social Hierarchy of EFL Teachers in the Society

Society may have categorized the teachers in terms of their teaching subjects. I asked the administrators about the social hierarchy of the EFL teachers. One of them opined, "*In my view, the EFL teachers get much more respect in the society than other teachers because our society perceives them as more intellectual than others.*" The next respondent stated, "*They are highly respected in the society. They are very busy. They get opportunity of tuition and extra classes too.*" Similarly, another administrator mentioned, "*EFL teachers certainly holds more respect and high social hierarchy in comparison to other teachers in the community.*" Hence, the administrators answered that in their

evaluation, the society valued the EFL teachers more than the teachers of other subject. EFL teachers were more respected in the society.

4.1.3.8 Language Used while Teaching

To make the content comprehensible, sometimes it is necessary to use Nepali language while teaching English. I questioned the administrators if their EFL teacher use Nepali language in the classroom and the reason behind this. One of them responded, "*Most of the time, they teach English in English. When the students are unable to understand, they may teach the vocabulary or theme in Nepali as well.*" In addition, another respondent stated, "*As much as I know by observing the class, she uses English most of the time, however sometimes, she uses Nepali language to develop the students' comprehension level.*" Moreover, the next administrator mentioned, "*EFL teachers teach English by mixing both English and Nepali language according to the situation and demand.*"

Therefore, it is found that the EFL teachers taught by mixing Nepali and English language to contextualize the context to address the diverse cultural background of the learners and mainly to make the content comprehensible to the learners.

4.1.3.9 Appropriacy of Teaching Methods and Techniques

The administrators generally judges the efficiency of teaching techniques of the teachers to ensure the quality of education of their institution. I questioned the administrators if the teaching techniques of the EFL teacher were good or not. One of the administrator responded, "*I think she has been using the modern techniques of teaching. She makes the students busy in her class. She uses enough materials. I think she has been doing good.*" In addition to this, the next administrator stated, "*They are doing their best. There is not much friendly environment for modern type of techniques. However, English teachers are trying to use appropriate methods and techniques.*" In this way, the administrators answered that the EFL teachers were doing good. They were

using new methods and following new trends and students were easily comprehending them.

4.1.3.10 Expectation from the EFL Teachers

School administrators certainly have some expectations from the teachers. I questioned the administrators what their expectations were from the EFL teacher. One of them stated, "*I expect them to help all the students to improve their English as our students are poor in English speaking and creative writing.*" Similarly, another administrator mentioned, "*I hope she can bring the change in SEE result and I have an expectation that she will ensure the quality in education in our school.*" Likewise, the next administrator answered, "*I am expecting that they will change the school environment and make the students able to communicate in English language with teachers, friends and parents.*" Hence they stated that they expected from the EFL teachers to enhance the quality of education, to build up students' fluency in spoken and written English.

4.1.4 Perception of Parents

To find out the perception of parents towards the EFL teachers of their children, I asked open-ended questions for 10 parents. Thematic discussions of the questions asked to the parents are as follows:

4.1.4.1 Children's Preference for Reading English Book

Parents can observe directly the children's learning preferences. I asked the parents if their children studied English textbook at home or not. One of them replied, "*Yes, my children like to study English textbook at home. They usually feel easy to 'study their subject and use to study thrice a day.*" Similarly, another parent responded, "*My children always read the English book at home. They love and enjoy reading the English book.*" In addition, the next parent mentioned, "*Yes, he regularly studies English textbook. Not only the textbooks but he demands other books in English language. He feels reading English*

easier than Nepali." In this way, the parents replied that their children preferred to study English to other subjects. They felt that their children became interested to read the English textbook everyday.

4.1.4.2 Children's Preference for Doing Homework of English

Doing homework is the most important part of learning. I questioned the parents if their children did homework of English subject or not. One of the parents responded, *"As I observed, my children always do the homework of English given by the English teacher. After coming to home from school, they first do the homework of English."* In addition, the other parent said, *"Yes, he regularly does it."* Likewise, the next parent mentioned, *"Yes, my children often do their homework of English subject at home and they are happy to do the homework of English subject."* In this way, they answered that their children enjoyed to do the homework of English subject. As told by the parents, children did the homework because their EFL teacher provided them reward and boosted them up.

4.1.4.3 What Children Think about the English Teacher

Children's thought towards their English teacher is the main component of EFL teacher's identity. I questioned the parents what their children talked about their EFL teacher. One of the parents stated, *"My children are often positive towards their EFL teacher. They use to talk that she always motivates them to learn English language in and outside the classroom."* Moreover, another parent mentioned, *"My children say that their English teacher is very much frank and she loves them. They liked her very much. They said that she is a good teacher and they are very close to her."* Likewise, the next parent said, *"He loves her, he has many positive impacts as she is hardworking and friendly to students. She encourages for creative writing and other skills of English."* Hence, the parents stated that as their children told, the EFL teacher was good, honest, hardworking, friendly and motivating. Children perceived the EFL teacher as sociable person and helper and motivator of their learning.

4.1.4.4 What Parents Think about the English Teacher

How do parents perceive the EFL teacher is one of the building blocks of teacher identity. So, I inquired the parents about their perception towards the EFL teacher. One of them answered, "*In my view, she is a good teacher. She talks to us very politely. She is very confident and she knows everything. She loves our children. She teaches very well.*" Similarly another parent stated, "*I also respect her teaching learning style. She knows very well how to teach the students with different learning capacity.*" In the same way, the next parent responded, "*I think she is hardworking, friendly to students, kind to them, very good and updated knowledge in her subject matter. She is social and co-operative even with the parents.*" Hence, the parents answered that the EFL teachers were good because they behaved politely with the guardians, respected them and communicated with them as friends. They taught the children well, motivated the learners speak English, supported in their learning and loved and cared the learners.

4.1.4.5 Causes of Preferring and Not-preferring the English Teacher

Parents' preference is a must thing to construct the identity of a teacher. I questioned the parents about the reasons why they prefer or not-prefer the EFL teachers. One of the parents mentioned, "*Yes, I like him because he loves our children and teaches good.*" In addition to this, the next parent replied, "*I prefer her because she is co-operative, hardworking and she has good knowledge in her subject matter.*" Moreover another parent said, "*I like her very much than the other teachers because she is frank. She tells all the things about our children. She teaches well and she makes our children happy.*" In this way the parents answered that they preferred the EFL teachers of their children because of their behaviors with the learners and due to their effective teaching techniques.

4.1.4.6 Difference between the EFL Teacher and Other Teachers

The traits of teachers may differ from one another depending on their areas of teaching. I asked the parents to differentiate the EFL teacher with the teachers of other subjects. One of the parents stated, "*The differences are that; the English teacher is confident enough but others do not seem so, the English teacher knows everything and very active but others are not.*" In the same way, another parent mentioned, "*English teachers are more laborious, friendlier, more updated in the subject matter than the teachers of other subjects.*"

Likewise, the next parent opined, "*Exactly, there are some differences between the English language teacher and teachers of other subjects which are as follows: the EFL teacher knows the foreign culture and language but not the teachers of other subjects.*" Hence, the parents stated that the EFL teachers were more active, polite, technology-friendly, learner-friendly, established good relationship with parents and made students busy in learning than the teachers of other subjects.

4.1.4.7 Ways of Encouraging Students to Learn English

Encouraging learners means boosting up the learning of the students. I inquired the parents if the EFL teachers encouraged their children to learn English or not. One of the parents replied, "*Yes, the EFL teacher encourage children to learn English. She/he uses different exponents, cracks jokes, motivates to speak English and uses different games and methods to teach them.*" Similarly, another parent answered, "*Yes, he tells the student read and write a lot of things, makes them speak English even at home.*" Likewise, the next parent responded, "*I think she encourages a lot my children to learn English language. They want to read English newspaper and they even try to communicate with us in English at home also.*" Hence, the parents replied that the EFL teachers always encouraged their children to learn. They provided a lot of tasks to read and write in English. They made the students listen English

songs and watch English movies, made the learners participate in different extra-curricular activities, provided rewards and behaved friendly.

4.1.4.8 Appropriacy of Teaching Methods

Parents can evaluate the effectiveness of teaching methods with the help of their children's result and their children's preference to the particular subject. I asked the parents if they thought the teaching methods used by the EFL teachers were effective or not. One of them answered, "*Sure, the teaching methods that the EFL teachers use to teach English are appropriate. He/she uses different methods such as; role play method, discussion method, questionnaire method, display method etc.*" In the same way, another parent opined, "*I think the methods she uses are appropriate because my children score high in English than in other subjects and they said that their English class is interesting.*" Furthermore the next parent stated, "*Obviously, she has made proper use of available materials and methods. It is not possible to use the modern types of methods as school environment is not technology friendly.*" In this way, the parents responded that the EFL teachers used effective teaching techniques because the contents they taught were comprehensible to the learners. The children were satisfied with their EFL teachers. The result of English subject was better than that of other subjects. They were satisfied with the results.

4.1.4.9 Behavior with Parents

The parent-teacher relationship is another constituent of teacher identity. I questioned the parents how the EFL teachers of their children behaved with them. One of them responded, "*They behave well. They co-operate with us. They report the children's progress.*" In the same way, the next parent opined, "*She respects us, she greets us whenever she meets us. She is very polite and humble. She behaves us as if we are her guardians.*" Moreover, another parent answered, "*He/she always meets with the guardians of the students and provides suggestions about their children. He/she behaves loving, kind towards*

the guardians of the students." In this way, the parents opined that the EFL teacher greeted them, used polite language, communicated frankly, told everything about the performance of their children. It became easy to get information about their children's progress from them.

4.1.4.10 Expectation from the EFL Teacher

Parents have some kind of expectation from the teachers. I asked the parents what their expectations were from the EFL teachers of their children. One of them answered, *"The things that I expect from the EFL teacher are; if she could teach tuition and coaching classes, she could take home tuition and could not be so much busy."* Similarly the next parent opined, *"I expect good marks of my child in exam as well as I would like to improve in all four skills of English."* Likewise another parent stated, *"He has to make our children talent and competitive just like him."* Hence, the parents answered that the EFL teacher had to make their children active and competitive. They expected the EFL teachers to make the learners competitive in all four skills of English language by providing extra time.

4.1.4.11 Suggestions for the English Language Teachers

The suggestions of the parents help the teachers to form their identity in the particular socio-cultural setting. One of the parents opined, *"Overall she is a good teacher. But if she manages her time properly, she can do much better."* Moreover, another parent responded, *"Use more supplementary materials than single textbook, make all the students actively participate in the class, inform the parents if children are without homework."* Similarly, the next parent answered, *"It will be good if he can completely follow our cultures and eat what we eat."* Hence, the parents suggested the EFL teacher to provide extra time to their children, to be regular in the school, and to assimilate in the particular culture.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

After analyzing and interpreting the collected data from English language teachers, students, administrators and parents, the following findings have been derived.

-) Most of the teachers stated that the scope of English language and the prestige that the EFL teachers hold in the society motivated them for being the EFL teachers. It means their social traditions also motivated them to choose this profession. But a few of them rejected the role of their social traditions for being the EFL teacher and said that their own interest and the teacher who taught them English were the motivating factors to select this profession. All of the EFL teacher felt proud of being the EFL teacher.
-) The teachers thought that opportunities to learn new ideas, prestige and easiness to adopt in the foreign culture were the beneficial factors of being the EFL teacher. At the same time, they considered students' thought towards English language, less support of colleagues and administrators, multicultural environment of the classroom and unfair evaluation of teachers' performance were the demotivating factors in their profession.
-) The teachers claimed that they used the effective teaching techniques. They taught by localizing the foreign contexts of the content. They provided enough examples and explanations to make the content comprehensible. The opinion of the students also matched with the claim of the teachers. They said that their EFL teachers taught them well. They make the content comprehensible by using variety of techniques and sometimes by using Nepali language while teaching. They said that their EFL teachers provided them the examples from their cultures. They explained everything in simple language and most of the time they contextualized the content to make it

comprehensible. The administrators also agreed with the response of the teachers and the students.

-) The EFL teachers shared their positive and negative experiences. They said that they were trusted in school, they were given extra responsibilities, they were honored in the society and they had easy access to know the things of all over the world. On the other hand they shared their negative experiences as well. They shared that problems in vocabulary while teaching, lack of expected physical infrastructure, hesitance of students to learn English and problem in attaining expected outcomes were some of the negative experiences.
-) The EFL teachers claimed that they are different from the teachers of other subjects. The students, the parents and the administrators also compared the EFL teachers with other teachers. All of them stated the similar things of making the EFL teacher different from other teachers. They opined that the traits that the EFL teacher possessed like; friendly, active, co-operative, updated, technology friendly, competent, good teaching skill, encouraging and supportive etc. differentiated them from the teachers of other subjects.
-) All of the teachers opined that it was essential to assimilate in the particular socio-cultural setting. They further added that the teacher could not form his/her identity going beyond the social norms.
-) The teachers said that multilingual and multicultural environment of the classroom, use of mother tongues by the learners, irregularity of students just because of their socio-cultural rituals and prevailed superstitious thought in the society and among the students were the problems they had to face due to socio-cultural setting.
-) Most of the students liked to attend the class of English subject because the class was interesting, the teaching techniques of the teacher were effective, the teacher was supportive, friendly, loving and motivating. However a few of them disliked to go to the English class just because of the boring

teaching techniques of the EFL teacher. Similarly the parents and the school administrators also prefer the EFL teacher.

-) The parents claimed that their children preferred to read and do the homework of English subject at home because of the inspiring and supportive behavior of the EFL teachers.
-) The parents opined that the EFL teachers behaved politely with them, they respected them and told everything about their children's performance and progress. The parents expected from the EFL teacher that if they could provide extra time to learners, the competency of the learners would be enhanced. They further suggested the EFL teachers to be regular in school.
-) The parents and the students reported that the EFL teachers motivated the learners to learn English by engaging them to read and write the things in English, suggesting them to listen English songs, watch English movies and helping them in speaking English.
-) All the parents, students and school administrators thought good command over the subject matter, loving, supportive, motivating, honest, hard-working and sociable, qualified and experience were the major qualities of a good EFL teacher.
-) The school administrators mentioned that the EFL teachers were well mannered. They co-operated, shared the knowledge and behaved politely with other teachers. They were friendly with the teachers of other subjects.
-) The administrators opined that most of the time, the EFL teachers obeyed the rules of the school but when it was about the use of technology, they insisted on letting the students use the electronic gadgets inside the school.
-) The administrators thought that the EFL teachers held the much more respect in the society. They expected from the EFL teachers that they could be the initiator of enhancing the equation quality of their schools and they could help in building up learners' competency in English.

5.2 Conclusion

On the basis of above mentioned discussion and findings, it can be concluded that the students, school administrators and parents prefer the English language teacher because of his/her teaching techniques and his/her behaviors in socio-cultural context. They consider good command over the subject matter, supportive, motivating, honest, hard-working qualified, experienced and sociable are the major qualities of a good EFL teacher. The parents and the students reported that the EFL teacher motivates the students to learn better and boosts up their learning.

The EFL teachers claimed that they used the effective teaching techniques to make the content comprehensible to the learners. They sometimes localize the foreign context of the content and sometimes present as it is in order to give the cultural flavor. The students do have the same opinion regarding the localization of the foreign contexts of the contents. Both the teachers and the students agree that there is sometimes use of Nepali language during teaching learning activity just to ease the learning of the students. The students reported that they can easily comprehend the content and they enjoy the English class because the EFL teacher provides examples from their cultural practices and illustrates the content. The opinion of school administrators also matched with the responses of the teachers and the students.

While comparing the EFL teacher with the teachers of other subjects the EFL teachers differentiated themselves with the teachers of other subjects. Similarly the students, the parents and the administrators also told some differences between the EFL teacher and teachers of other subjects. According to them, the EFL teachers are different from other teachers in terms of their teaching techniques and behaviors in school and society. The EFL teachers are friendly, active, co-operative, up-dated, technology friendly, competent and supportive than the teachers of other subjects.

The EFL teachers stated that the scope of English language and the prestige that the EFL teachers hold in the society motivated them to be the EFL teacher. Most of them stated that their social values and traditions played vital role for motivating them to choose this profession. All of them felt proud of being the EFL teacher. It means they have positive attitude towards their professions. They are happy with their profession because they are trusted and honored in the school and in the society and they do have easy access to the world of knowledge but lack of facilitated classroom, hesitance of learners to learn English, problem in attaining expected outcomes, multicultural and multilingual environment of the classroom and unfair evaluation of teachers' performance sometimes disappoint them.

The EFL teachers stated the necessity of assimilation in the particular socio-cultural setting in order to form the identity. According to them none of the teachers can form their identity being far from the socio-cultural setting. They further opined that heterogeneous class in terms of language and culture, use of mother tongue by the learners, superstitious thoughts prevailed in the society are some of the problems they are facing just because of socio-cultural setting.

It is found that the parents have positive attitude towards the EFL teachers. They mentioned that the EFL teachers are inspiring and supportive for their children. As mentioned by the parents, the EFL teachers behave politely with them and they respect the parents and communicate friendly. The parents suggested the EFL teacher to provide extra time for enhancing the learning of the students. In the same way, the school administrators also stated the positive qualities of the EFL teachers. The administrators consider the EFL teachers as quality enhancer of their school. It shows the preference of school administrators towards the EFL teachers.

In conclusion, this study reveals that the EFL teachers themselves consider their profession positively. Similarly the students, the parents and the school administrators prefer the EFL teachers. It shows that they are easily accepted in

the particular socio-cultural setting. If the community do not prefer the EFL teacher, he/she cannot do anything to form the identity. Less socio-cultural and professional challenges means easy to form identity. As identities are products of cultures, the teacher has to assimilate himself/herself in the particular socio-cultural setting. Becoming a teacher is a developing process, so to form identity the teacher has to develop continuously and assimilate to new socio-cultural settings. The study shows that the EFL teachers are fully confident in diverse socio-cultural setting in terms of social behavior and pedagogical knowledge. So, socio-cultural identity of Nepalese English language teachers is the combination of individual and social setting.

5.3 Recommendation

Being based on the revelations of my study, I would like to suggest the following in the policy level, practice level and further research level.

5.3.1 Policy Related

Teacher's identity is the aggregate of his/her self-belief as well as others' perception towards him/her. It is socially and culturally constructed. The particular socio-cultural setting affects the way how EFL teachers perceive themselves and perform in the ELT classroom. The findings of this study suggest that there should be a little bit change in policy level to ease the teachers in their profession and in forming their identity. Some policy related recommendations based on the study are as follows:

-) Teacher training programs should incorporate the knowledge of social assimilation along with the pedagogical knowledge.
-) There should be the availability of needed materials to teach English language.

5.3.2 Practice Related

Practice level is the implementation level of policy. Teachers, administrators, social members and other educational practitioners are the major components

in the process of teachers' identity formation. Some recommendations for this level are as follows:

-) The EFL teachers have to constantly balance the demands of their roles as teachers and social members in which socio-cultural setting they teach.
-) The school administrators, parents and the students should be able to understand the EFL teachers.
-) The EFL teachers have to be eager to understand the diversity in the society.
-) They should try to adopt the role and function of a social and intercultural interpreter.

5.3.3 Further Research Related

My research study is limited to the socio-cultural identity of Nepalese English Language Teachers. It has many constraints. It has limited sample and is a very short study. Therefore, I would like to recommend the following further research studies in this area:

-) Teacher identity-mapping challenges and innovations
-) Teacher identity construction
-) Teacher identity development through action research
-) Socio-cultural characteristics of English teachers in Nepal.

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