

**Peer Support in the Construction of English Language Teachers' Identities:
Perceptions and Practices**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Masters of Education in English**

**Submitted by
Khim Bahadur Bhatta Chhetri**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal
2023**

**Peer Support in the Construction of English Language Teachers' Identities:
Perceptions and Practices**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Masters of Education in English**

**Submitted by
Khim Bahadur Bhatta Chhetri**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal
2023**

**T.U. Regd. No.:9-2-180-9-2014
M.Ed. Fourth Semester
Exam Symbol No.: 7428061/074**

**Date of Approval of the
Thesis Proposal: 04 /12/2022
Date of Submission: 30/01/2023**

Declaration

I hereby declare that, to the best of my knowledge, this thesis is original, and no part of it was earlier submitted elsewhere for the candidates' use of degree to any University.

Date: 29/01/ 2023

.....

Khim Bahadur Bhatta Chhetri

Recommendation for Acceptance

This is to certify that **Mr. Khim Bahadur Bhatta Chhetri** has completed his M.Ed. thesis under my guidance and supervision.

I recommend and forward his thesis to the Department of English Education for acceptance.

Date: 30/01/2023

Dr. Renu Kumari Singh

Lecturer

.....

Department of English Education
Faculty of Education,
T.U., Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following
Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Bal Mukunda Bhandari

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Dr. Renu Kumari Singh (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 01/12/2022

Evaluation and Approval

This thesis has been evaluated and approved by the following **Research Evaluation and Approval Committee:**

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Binod Luitel

Professor

Research Centre for Educational Innovation
and Development (CERID)

Tribhuvan University

.....

Expert

Dr. Renu Kumari Singh (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 24/02/2023

Dedication

This study is warmly dedicated to my lovely parents and grandparents who were my god and goddesses in whole academic journey.

To my spirit which did not let me get down and always provided me knowledge and strength.

Thank you everyone with much love.

Acknowledgements

The study is an outcome of continuous help and guidance of respected thesis supervisor, teachers, friends, seniors and all the participants who offered me their helping hands in the journey of carrying out this research work.

First, I would like to share my deepest and warmest gratitude to my thesis supervisor, **Dr. Renu Kumari Singh**, Lecturer, Department of English Education, Tribhuvan University for her continuous support, guidance, and supervision along with the constructive feedback during the work. She always showed me love, care, support, and the best paths during the entire journey of my thesis work. The motivation and suggestions given by her were the milestones for me to make this happen as one of the best works of my academic journey.

Additionally, I would also like to express my sincere gratitude and love to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education for his suggestive feedback, and words for motivation during the study. In the same way, I would like to express my sincere gratitude to the external supervisor **Dr. Binod Luitel**, Research Centre for Educational Innovation and Development (CERID) for his suggestions, insightful feedback and encouragement during the viva of thesis.

Moreover, I am also indebted to all my gurus and gurumas, faculty members of Department of English Education who provided me motivation and insightful suggestions to make my work more authentic and stronger in every aspect. Likewise, I would like to share my gratitude to respected guru **Prof. Dr. Tara Datta Bhatta**, Former Head, Faculty of Education for his kind support and guidance during the completion of this study. In the same way, I am equally grateful to all the staffs along with **Ms. Madhavi Khanal**, Department of English Education, T.U., Kirtipur for her kind and precious cooperation and administrative work. The participant teachers of this study also deserve my special thanks for their time and mutual collaboration.

Eventually, my deepest thanks go to my friends who were the helping hands for me and gave me their time to complete this study. They are the source of motivation as they provided and shared their knowledge being aside by me during my thesis writing.

Khim Bahadur Bhatta Chhetri

Abstract

This research study was conducted to investigate the roles of peer support in the construction of English language teachers' identities and to explore the perceptions and practices of peer support in different community schools of Banke district. I adopted narrative inquiry as a research approach to carry out this study. I conducted in-depth interviews with the teachers to collect the data for this research work. Furthermore, I analyzed the data by using the thematic approach. After the analysis and interpretation of the data, it was found that peer support in the form of sharing problems and discussion among the colleagues cultivates positive feelings regarding their profession which are directly linked with identity construction of a teacher. Peer support plays significant roles to avoid anxieties raised due to the problems appeared in the classroom and give job satisfaction. Apart from this, it also cultivates the required repertoires to bridge the gap between problems and anxieties and constructs the professional, educative, and ideological identities of a teacher. On the other hand, this study illustrates that the teachers engage in collective efforts to minimize the snags appear in language teaching. This study also deals with different strategies and techniques to promote peer support for professional development in terms of creating teachers' identities.

This thesis includes five chapters. The first chapter introduces the study which contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Similarly, the second chapter includes the review of theoretical as well as empirical literature and its implication for the study. Additionally, it also consists of conceptual framework. Moreover, the third chapter contains the methods and procedures of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration. Similarly, the fourth chapter involves the analysis and interpretation of the data. Eventually, the fifth one integrates the findings and conclusion of the study along with the policy, practice and further research related recommendations based on the study.

Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Abbreviations/Acronyms</i>	<i>x</i>
Chapter I: Introduction	1-8
Background of the Study	1
Statement of the Problem	4
Objectives of the Study	5
Research Questions	6
Significance of the Study	6
Delimitation of the Study	7
Operational Definitions of the Key Terms	7
Chapter II: Review of the Related Literature and Conceptual Framework	8-22
Review of the Related Theoretical Literature	8
Conceptualizing peer support	8
The nature of identity	9
Teachers' professional development	10
Professional identity	11
Teachers' personal and social identity	12
Symbolic interactionism	12
Social constructivism	13
Review of the Related Empirical Literature	14
Implications of the Review for the Study	19
Conceptual Framework	20
Chapter III: Methods and Procedures of the Study	22-26
Design and Methods of the Study	22
Population, Sample and Sampling Strategy	23

Data Collection Tools and Techniques	23
Source of Data	24
Data Collection Procedures	24
Data Analysis and Interpretation Procedures	24
Ethical Considerations	25
Chapter IV: Result and Discussion	26-52
Analysis of Data and Interpretation of Results	26
Background of the Participants	26
Experiential Concept of Teacher's Identity	28
Roles of Peer Support in Identity Construction	30
Peer support for positive perception towards the profession	30
Peer Support for job satisfaction	33
A tool to cultivate teachers' skills and their existence in the profession	35
Bridging the gaps between problems and solution for identity construction.	38
Practice of Peer Support and the Concept Established in the Sch\$ool	42
Sharing problems as practice of peer support in schools	42
Reaction of colleagues on sharing problems contemplating teacher's identity	44
Reversion in sharing problems recreating the exposure for identity construction	46
Collective efforts to deal with problems as practice for identity construction.	48
Peer support (a tool) to have expansion of teachers' identities.	49
Chapter V: Findings, Conclusion, and Implications	52-57
Findings	52
Conclusion	54
Implications	55
Policy related	55
Practice related	56
Further research related	56
References	
Appendices	

List of Abbreviations/Acronyms

ELT	English Language Teaching
PSC	Public Service Commission
TSC	Teacher Service Commission
EFL	English as Foreign Language
NELTA	Nepal English Language Teachers' Association
OECD	Organization for Economic Cooperation and Development
TPI	Teacher's Professional Identity
RJW	Reflective Journal Writing

Chapter One

Introduction

This chapter entails the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

Background of the Study

Teacher's identity is one of the most concerned subject matters in the professional field nowadays. Many research studies have been carried out in this field in order to shape the exposure for constructing teachers' identity. Due to the evolution of English Language Teaching (ELT), several paradigm shifts got appeared in the field of it. The pace of scientific and technological development took place which caused the trend of getting technical education and English became one of the mediums of instruction. Due to the inclination of people towards Public Service Commission (PSC), mainly teachers are also getting attracted with the trend established in the society due to the insecurity of teacher in their profession as they have been dealing with different problems appearing inside the classroom.

Not only this, PSC holders get good prestige in the society and the perspectives of the people to them in the society are different rather than teachers. This has relegated the sense of positivity in teaching profession. In this case, the teachers are losing their identity as they have been added some sorts of negative sense towards the professions. Enough trainings and different types of workshops have been giving to the teachers, but these things are going in vain. Many researchers agree that consumption activities are important in maintaining and developing a self-concept or an identity (Belk, 1988, Zackariasson et al., 2010; Schouten, 1991; as cited in Juruki, 2013). Teacher is one of the important factors which can play pivotal roles in terms of making himself/herself acclimatized in different situations of teaching profession and creates identity. According to Epstein (1978), "Identity represents the process by which the person seeks to integrate his various statuses and roles, as well as his diverse experiences into a coherent image of self." Teachers' identity affects the classroom situation. If the teacher is satisfied with the job, he/she may use different

techniques and methods in terms of making classroom activities more effective. Moreover, Identities are made tangible by associating themselves with certain possessions and places (Schau and Gilly, 2003)

Teachers' selves construction (TSC) is how teachers define their professional roles and integrate them with personal roles while becoming and being a teacher (Zare-ee&Ghasedi, 2014). Teachers are not only teachers rather they are also inclined to perform their different roles to exist in the professional lives. On the other hand, identity is people's concept of who they are, of what sort of people they are and how they are related to others (Gee, 2001; as cited in Zare-ee&Ghasedi, 2014). Here, teachers' selves and identities are taken similar aspects of their professional journey.

In the same way, teachers' identity refers to the belief that teachers hold about themselves as teachers and about their colleagues (Mitchell, 1997; as cited in Afshar, 2019). Moreover, in an interconnected global world (Gee, 2001) teachers interpret these cooperative relations differently in order to model the nature of their teaching which might lead to a profound understanding or awareness of their professional identity (Carter & Doyle, 1996; as cited in Afshar, 2019). One who teaches language subject in different schools has their own selves which are constructed based on the various factors. English is one of the languages which is spoken all over the world and accepted world-widely as a medium of instruction, and this has created a huge challenge in the construction of language teachers' identities.

On the other hand, EFL novice or experienced teachers need to have intercultural competence to address the heterogenous context of English teaching while addressing this context, how teachers create their selves having intercultural competence and how could peer support play its role to have intercultural competence and their identities or selves. But teachers' identities are not unitary, fixed, or stable but dynamic, situated, multiple (Norton Peirce,1995; Varghese, Morgan & Johnson,2005; as cited in Ortactepe, 2015). Teachers' selves/identities are psychologically, socially, and professionally constructed. Separating the study of occupations from the rigid and elitist norms of the modern professional ideal, studying the construction of professional identities stresses, individual meaning and the interactive process of recognition (the quality of communication between parties) have become important sources of individual. The collective identity: that is; as

means of constructing autonomous, responsible personal and collective identities, from within the professional group itself (Lopes, 2009). They depend upon what role teachers play in the society. They are often based on if the teachers are satisfied on their profession. If they are not, they need to have external factors to stand with the profession what they really do for their sustainability.

In this case, the question remains with how peer support actually works for creating their selves, their opinions, perspectives about themselves and their professions. Compared to the widespread representations of language learners' identities in the field of TESOL, language teachers' identity is still a subject to be explored (Ha, 2008; Norton & Toohey, 2011; as cited in Ortactepe, 2015). English language teachers are given different academic trainings, however the performance of teachers, in some cases, may not be as effective as they are acquainted with training, methods and ELT techniques. If they are unable to implement what they have achieved in the training, seminar, they may be obsessed with their profession and their professional as well as personal identities/selves could be disappeared. So, in this case, peer support, sharing hands, ideas and knowledge, can play pivotal role to (re)construct their selves/identities.

The current education system demands teachers' leading roles for which teachers' active collaboration is of crucial importance. Teachers thus should go beyond isolation in their profession and cooperate with other colleagues (Mitchell, 1997) to grow professionally and to construct their professional identity (Afshar & Donyaie, 2019). In the same way, what individuals believe and how they think in their professional realms is shaped by the help of structures formed through collaboration (Wertch, Tulviste & Hagstorm, 2003; as cited in Afshar & Donyaie, 2019). So, it is worthwhile to add that teachers need a tool to collaborate and become aware of what is going on in their professions. It is peer support as collaborative tool which provides an opportunity for teachers to cooperate with each other in their professional community. Peer support occurs when people provide knowledge, experience, emotional, social or practical help to each other. A peer is in a position to offer support by virtue of relevant experience: he or she has "been there, done that" and can relate to others who are now in a similar situation. It also provides a personal level of knowledge by sharing similar life experiences. These common personal

experiences can foster meaningful connections and a deeper sense of understanding and empathy between peers who may otherwise feel misunderstood.

Statement of the Problem

Identity construction of English teacher is one of the most researched and published English Language Teaching (ELT) issues. The pace of science and technological development has made the professionals think beyond the present on various aspects of the existence of English language teachers. The paradigm shift in English education has been a matter of concern in this twenty-first century since the emergence of varieties of teaching concepts has brought the various methods and ideas having great impact on the construction of teachers' identity. If the teacher is able to get adjusted with the new methods of teaching, S/he becomes effective, talented and most valuable teacher based on his/her level of performance. With the high concern on critical pedagogy, teachers are thought to be social change agent, performing different roles which seem to be the identities of teachers. Duff and Uchida (1997) in the work, exploring socio-cultural identities through language socialization approach highlighted the importance of EFL teachers' roles, beliefs, and identities in shaping their teaching practices, especially in regard to integrating the target language culture into their classes.

In Nepal, English is associated with social mobility and economic advancement, and has become second widespread language in terms of popularity education, and use (Hamal, 2015). Those teachers who have been teaching English language are considered to be an agent to change the students' level of English, behavior and other aspects of life being adjusted in the society. Government has attempts to apply the new language plans and policies in upper level without considering and analyzing the real situation of the classroom. This act of government has created terrible situation for the teachers in terms of the getting shifted from one medium of instruction to another which has made teaching learning activity as one of the challenging tasks which may not get remained same all the time.

Change in teaching methodology, act of addressing the students' learning disabilities, null performance of the students, inability to implement the findings of different action research and case study in relation of surpassing through the current/

immediate classroom problems have created a matter of debate these days in the field of professional development which can easily generate the identity endangerment in case of English Language Teaching.

In the multilingual countries like Nepal, it has been an issue in the medium of instruction though EMI is thought and accepted to be implemented. Criticism made by different educationists and scholars in Nepal also depicts the necessity of Indigenous language even in Education rather English. Being English teacher, they are forced to use Nepali language in the name of easy and comprehensible teaching in classroom. Many non-profit organizations, working in the field of English language teaching, have been creating various platforms which could assist ELT professionals create their own identities.

On the other hand, students, come from different linguistic backgrounds, are also afraid of English and cannot perform well as expected. These things have created a great challenge in the identities of teachers as they have unsatisfied self- concept regarding themselves and their profession and they have been no more interested in such profession where they have to cope with different problems.

Therefore, I was inspired and motivated to carry out this research being concerned with such issue if the peer support, in which colleagues share the problems and find the best ways to solve them, could help to develop positive vibration and construct the identities of English language teachers having overcome all kinds of problems they face in their professional journey.

Objectives of the Study

The objectives of the study were as follows:

- a) to investigate the roles of peer support in the construction of identities of English Language Teachers.
- b) to explore the perceptions and practices of peer support for constructing identities.
- c) to suggest some pedagogical implications.

Research Questions

This research has addressed the following research questions:

- a) What roles does peer support play in constructing teachers' identities?
- b) How have they been practicing peer support to construct their identities? And what are their perceptions?

Significance of the Study

Teaching is full of adventures in terms of using different methods, techniques, and strategies to effectuate EFL classrooms. There are several research works carried out in the field of teaching learning and pedagogy, teacher education and identity construction, and teacher working with different selves for professional development, and they are not implemented insofar. With the revolutionary concept of teaching and learning activities, teachers' identities are not fixed, limited (Norton Peirce, 1995; Varghese, Morgan & Johnson, 2005; as cited in Ortactepe, 2015) in the sense that English teachers are no more English teachers due to the emergence of children centered learning approach and critical pedagogy. They are appeared only as facilitator, so they are losing their obvious identity in the sense that they have to work with the socio-cultural and socio-political aspects (Sah, 2020) in terms of getting adjusted in new kinds of identities and forced to work with it. In societal aspects, they seem to be playing their roles to promote their social, cultural, and mutual relationship with the people in the society understanding their own different selves (Personal Selves, Educative Selves, and Ideological selves,) developed in terms of carrying out the roles for the society which is resulted by the interaction people have to each other in the society (Bruner, 1969).

So, it is very important that the influences of the different selves that make up the teachers are recognized (Day & Kingston et al, 2006). So, my research was based on justifying its objectives of exploring the roles of peer support in the construction of teachers' identities which could play significant roles to suggest some pedagogical implications having explored the perceptions of different ELT professionals and observed the nature of practice of peer support in Government as well as private schools and will also give new insights to get involved in peer review and peer activities to exist professionally in their career. This research study will also give some directions for the policy makers and planners assisting them think for the teachers' professional

development and the construction of which is inevitable these days in teaching profession.

Delimitation of the Study

The delimitations of the study were as follows:

- This study focused mainly the roles of peer support and its practices in identity construction of English language teachers in different community schools.
- It was conducted in Banke district based on narrative inquiry design.
- The sample population included four English language teachers from four different community schools and purposive non-random sampling strategy was used to determine the sample population.
- In-depth interviews were taken to draw the life stories of the participants as the required data for this study.

Operational Definitions of the Key Terms

Construction. The act of constructing something or the creation of a construct; the process of combining ideas into a congruous object of thought. It also shows the act of drawing a figure satisfying certain conditions as part of solving a problem or providing a theorem.

Identity. The distinct personality of an individual regarded as a persisting entity or the individual characteristics by which a thing or a person is recognized or known.

Peer. Peer refers to a person who is of equal standing with another in a group.

Roles. Roles refer to the actions and activities assigned to or required or expected of a person or group. This is the normal or customary activities of a person or things in a particular social setting.

Selves. The consciousness of own identity which entail self-knowledge, self-proclaim, self-induction etc. This also depicts the thought of an individual about one's own self. Support refers to the activity of providing for a maintaining by supplying with money or necessities. It is the process of facilitating somebody or something in a certain setting or aiding the cause or policy or interests of somebody or something.

Chapter Two

Review of the Related Literature and Conceptual Framework

This chapter entails theoretical review of literature which incorporates conceptualizing peer support, the nature of identity, teachers' professional development, professional identity, teachers' personal and social identity, symbolic interactionism, social constructivism along with the review of the related empirical literature, implications of the review for the study and conceptual framework. I reviewed the related literature/ empirical literature from home and abroad pertaining to my research in terms of getting insights regarding the methodology, content, organization, and the overall analysis procedures.

Review of the Related Theoretical Literature

Theoretical literature can provide the base for the ideas and insight needed which could function as guide to proceed the study. My research is based on the theory of symbolic interaction and conflict theory. As these theories are related to the construction of societal strata and the identity in the society, the move in terms of constructing teachers' selves somehow is related and gone with their theoretical premises. This section mainly involves Conceptualizing Peer Support, Nature of identity, Teachers' Professional Development, Teachers' Professional Identity, Indicators of Teachers' Professional Identity, Teachers' Personal and Social Identity, Conceptualizing Symbolic Interaction Theory.

Conceptualizing peer support. Peer refers to a person who is of equal standing with another in a group and support refers to the activity of providing for a maintaining by supplying with money or necessities. This also implies the act of scaffolding something for somebody for particular reason. It is the process of facilitating somebody or something in a certain setting or aiding the cause or policy or interests of somebody or something. In other words, it is something providing immaterial assistance to a person or cause or interests. Peer Support as whole deploys the meaning of sharing experiences between and among the colleagues to conform and minimize certain riddles.

Peer support occurs when people provide knowledge, experience, emotional, social and practical help to each other. It commonly refers to an initiative consisting of trained supporters, or they can be provided by peers without training and can take a number of forms such as peer mentoring, reflective listening, reflective content and feeling or counselling. Peer support is used to refer to initiative where colleagues, members of self-help organization and others meet physically or online. Peer support is distinct from other forms of social support and that source of support is appeared. A peer is a position to offer support by virtual relevant experience he/she has been there, done that and can relate to other who are now in a similar situation. Trained peer support workers such as peer support specialist and peer counselor. The experience of being a peer support worker could reduce the likelihood of re-offending (Bagnall, South, Hulme, Woodall, Collier, Raine, Kinsella, Dexey, Harris & Wright, 2015).

The nature of identity. The researchers, working on identity construction, have applied different theoretical positions such as psycho-social, socio-cultural, structuralist and post-structuralist perspectives to explore identity, and have focused on various facets of identity such as social identity, cultural identity, gender identity and professional identity etc. For the purpose of this research, the functioning definition of 'identity' is 'how an individual/person understands his or her relationship to the world, how the relationship is constructed across time and space and how the person understands possibilities for the future' (Norton, 2000, p.5 as cited in Ahmad, Latada, Shah & Wahab, 2017).

Identity Construction is a mutual engagement and shared repertoire (Wenger, 1998). Identity is not fixed or static, but can comprise a broad set of attitudes, knowledge and practices (Henkel, 2000 as cited in Ahmad, Latada, Shah & Wahab, 2017). In societal aspects, the identity of the teachers is different which is constructed on the basis of the roles played by the teachers. Teachers are also seen as the society change agents which clearly depicts that their identity is socially constructed. Negative and violent attitudes and knowledge can push the identity into the pit of social embarrassment and endangerment. Peer support increases the interpersonal mutuality, develops the sense of equality, giving and taking between him or herself and others, helpers also receive social approval from the person they help and other which is directly linked with the construction of teachers' selves.

Teachers' professional development. The process by which....teachers review, renew and extend their commitment as change agents...and by which they acquire and develop critically the knowledge, skills, planning and practice...through each phase of their teaching lives (Day,1999). This shows that teachers' professional development is the continuous process and event in which the teachers along with the colleagues grow professionally by sharing their experiences, repertoires in terms of dealing with the problems they have been facing in their professional career. Teachers' Professional Development is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and continuous professional development within school settings Organization for Economic Cooperation and Development (OECD,2010).

Teachers work together and share the problems in course of having different types of training sessions which could help them understand their professional identity and work accordingly. The new things are emerging day by day which depicts that teachers should be professionally and technically developed and induced which determined the newer situations based on which the identity or selves of the teacher is constructed as active learning, coherence, content focus, collective participation, and duration as core features of high quality for professional development (PD) (Fischer, Fishman, Dede, Eisenkraft, Frumin, Foster, Lawrenz, Levy & McCoy, 2018). There is agreement among the reporters that high-quality PD incorporates processes such as modeling preferred instructional strategies, engaging teachers in active learning, and building a professional learning community (Borko, Jacobs & Koellner, 2010). It mainly expands the knowledge of domain of subjects as well as the changing nature of pedagogy. Involvement of media and other sources of technological devices have played a pivotal role to make teachers and other stakeholders think about professional development along with the identity as they can co-construct together to be existed in newer situation.

Teachers' professional development also calls for the enactment of new policies and schemes which ultimately addresses the demands of the society and nation. On the other hand, professional development is as an opportunity to learn a new concept or adopt a new teaching learning methodology which helps in developing the competencies to deal with changing scenario of teaching learning

process and the efforts by school leaders planning professional development activities will help clarify the goals for improving student learning and determine what evidence best reflects their achievement (Guskey, 2009). It also helps the teachers adopt the best practices for the benefit of learners having changed the things in teacher's approach, attitudes, understanding and practices to enhance the level of learning.

Likewise, it also grows the effectiveness via the experiences and knowledge with individual and group efforts to have some improvements. It also depends upon the wishes of the professionals for gaining skills based on the professional learning (Wayman & Jimerson, 2014). This also clearly shows that Professional development and identity/self-construction can go together in the sense that the teachers critically analyze their experiences with joint efforts and improve the situation which can give them different selves. Peer support can function as one of the ways to have professional development, so it clearly shows that professional development and identity/selves construction go simultaneously.

Professional identity. Teaching is at the heart of all professions. Teaching creates all other professions. A teacher is said to be a candle that burns itself to light up the life of others they should develop ethical values among themselves so that the same values can be developed among students. According to Epstein (1978) "Identity represents the process by which the person seeks to integrate his various statuses and roles, as well as his diverse experiences into a coherent image of self". Teachers are those who can perform his/her different roles to exist in the society with prestige and respect for this he/she has to integrate all of his repertoires along with his/her thoughts and insights to the present situation in the environment he/she exposed to. His different experiences and attempts to get adjusted in the newer situation can shape his/her image and self-constructs.

In the same way Wenger (2000) also defines identity "as what someone knows, what is foreign to him, what he chooses to know, how he knows it, with whom he interacts in knowledge sharing activity, and his willingness and capacity to engage in boundary interactions". He finds his identity as engagement in the world and he advocates the people have multiple sources of identity. The participation in professional activities constitutes identity construction. It includes dimensions of

mutual engagement, a joint enterprise and a shared repertoire. Teacher's Professional Identity can be viewed with sociological as well as cognitive psychological perspectives. By sociological perspective, we mean the development of identity through interaction with other people. Because of this interaction, people express their professional identity in their perceptions of 'who they are' and 'who they want to become', this is their cognitive and psychological perspectives (Beijaard, 2006).

Teachers' personal and social identity. Mead(1934) suggested a distinction between social and personal identity. "Sociological concept of the self is 'me' and the personal component of self is 'I'" (Beijaard, Meijer & Verloop, 2004; Deschamps & Devos, 1998). Teachers are those who can play their roles in terms of getting adjusted in different situations in the society. Personal identity is what makes you similar to yourself and different from others (Deschamps & Devos (1998). Others determine the central role of social aspects of the development of personal identity of an individual. Unless we understand the social fabrics, social values and our socio-cultural aspects, we cannot differentiate between 'me' (social self) and 'I' (personal self).

Symbolic interactionism. Symbolic Interactionism, one of the influencing theories in societal aspects, focuses on the construction of particular meaning with certain discussion and dispute. According to this theory, people should have interaction to shape their idea in terms of promoting their identity. It mainly focuses on the formation of certain meaning on the basis of interaction people have in the society. It mainly traces its roots in pragmatic philosophies of Charles Sanders Peirce, and George Herbert Mead (Crotty 2003 as cited in Tharu, 2020). According to this theory, people interact and react in a situation in which they are exposed. People use certain symbols to create their identity and selves. Smith and Fritz 2008 as cited in Tharu, 2020 state 'symbolic interactionism is a theory concerning with sociological perspectives that examines how individuals interact, focusing on the creation of personal identity and different selves through interaction with them'.

Regarding to the development of this theory, Blumer (cited in Crotty, 2003) has developed three core principles as meaning, language and thought. Meaning revolves around the central aspects to human behavior in a way human act and react towards people and things relating with meaning. Language scaffolds people deal with meaning through different symbols they use. In the same way, thought brings changes

in the interpretation of these symbols using language in communication. The basic assumption of Symbolic Interactionism is linked with a belief that human acts towards objects and people in their environment on the basis of the meanings these objects and people have for them. Meaning is created through social interaction among people and meaning can be modified through an interpretive process based on societal scenario. Therefore, this theory is directly linked with the construction of teachers' selves.

Social constructivism. Social Constructivism is a theory in sociology, social ontology and communication theory which supports the certain ideas about physical reality arise from collaborative consensus, instead of pure observation of said reality. Social constructivism has more recently been rooted in "Symbolic Interactionism" and "Phenomenology". With Berger and Luckmann's 'The Social Construction of Reality' published in 1966, this concept found its hold. It is the viewpoint that uproots social processes "simultaneously playful and serious, by which reality is revealed and concealed, created and destroyed by our activities. It provides a substitute to the 'Western intellectual tradition' where the researcher 'earnestly seeks certainty in a representation of reality by means of propositions. The theory centers around the notion that meanings are coined in coordination with others rather than separately by each individual. It has often been characterized as neo-Marxian or also as a neo-Kantian theory.

On the other hand, it also replaces the transcendental subject with a concept of society that is at the same time descriptive and normative. This theory focuses the view that people in the society construct ideas or concepts that may not exist without the existence of people or language to validate those concepts. Social constructivism posits that phenomena do not have an independent foundation outside the mental and linguistic representation that people develop about them throughout their history, and which becomes their shared reality. In the same way, in education psychology, social constructivism articulates that people work together to construct artifacts. While social constructivism focuses on the artifacts that are created through the social interactions of a group, it also keeps the idea on an individual's learning that takes place because of his or her interactions in a group. This clearly shows that this theory is linked with the construction of teachers' selves. Teachers can also create their identity through the social interactions of a group or peer. They may also share their

experiences and ideas in terms of getting existed in their profession having created their obvious selves in which peer support could be the best bridge to fill the gap between their previous identity and the identity they have now.

Review of the Related Empirical Literature

In the field of identity/self-construction, many researchers have carried out research to explore the different aspects based on certain objectives. In the same way, I have reviewed the following literature or research that could support me to deal with dragging an appropriate topic for research work.

Guzman (2010), in his research on "The Teacher Self-construction of Language Teachers" focused on the storied self that is co-constructed between the researcher and narrator that reveals how personal, professional, and student teacher identities resist and interact with discursive environments in order to create and recreate a language teacher's self. The aim of the study was to deepen the current understanding of how personal, professional, and student teacher identities impact on the creation and recreation of the teacher self. Similarly, the objectives of this research intend to develop an understanding of the way language teachers' selves are developed, the role that personal, professional and student-teacher identities play in the construction of teachers' selves and the ways in which professional development initiatives can be supported through a fuller awareness of teachers' selves. In order to meet these objectives, the questions were prepared as what sort of social and contextual influences have the greatest impact on the construction of language teachers' selves? And, what is the role of subjectivity and reflexivity in the construction of language teachers' selves? Furthermore, the research design of this study was narrative inquiry and source of data collection was life histories. Likewise, the researcher used purposeful convenient sampling procedure to select the participants. He used interview as data collection tool. The finding of the research suggests that being an English language teacher in this context implies much more than acquiring knowledge of appropriate teaching techniques in different circumstances; it requires a continuous engagement with individual actors and socio-cultural factors that motivate transformation through reflection.

Likewise, Dowling (2011), in his research on "Constructing Identity, Identity Construction" examined the construction of identity by creating three life size figures utilizing the metaphor and symbol. The purpose of his study was presented in question forms as; in what ways might I develop image of personal identity in my art? And, in what ways might I develop insight in to my identity into my identity in my art work? To fulfill the purpose, the questions of the research were prepared as; in what ways might construction portraits of my students in my art reflect their identity and my own? In what ways does reflecting on the cultural and personal identity of my students influence my relationship with them as teacher and my perception of myself? Additionally, how this transition affects my relationship with my students, friend, colleagues and family? To explore the issues, the researcher used group discussion, individual dialogue and casual conversation as research tool. Even, he used personal observation and experience to interpret the construction of identities through metaphor and symbols.

In the same way, Zare-ee and Ghasedi (2014), in their research on "Professional Identity Construction Issues in Becoming an English Teacher" define English teachers' professional roles and integrate them with personal roles while becoming and being a teacher. The objectives of this study were to highlight some relevant issues in this relation and to survey professional identity issues reported by learners of English as a Foreign Language (EFL) who planned to be future EFL teachers in Iran. It was also to attempt to summarize the main findings of recent studies of teacher's professional identity to clarify how they may apply to the conditions of prospective English teachers currently learning English at Iranian tertiary level of education. To achieve these objectives, two research questions were addressed in this work; what factors affect TPI development based on related research? And, what professional development issues are important for undergraduate and graduate would be teachers? Furthermore, the research design of the study was survey research. To select the participants of the study, simple random sampling had been used.

The participants were 47 students who reported that they would choose EFL teaching as a profession. This sample included 15 male and 32 female student-teachers aged 19-26. For data collection, the instruments of a five-point, likert-scale,

and researcher-made questionnaire on TPI had been used. The findings were classified under three categories: the construction of TPI, the characteristics of TPI, and practicing teachers' narration of TPI. The major factors affecting TPI were also summarized in four categories based on related literature; 1) historical factors, 2) sociological factors, 3) psychological factors, and 4) cultural factors related to perceptions and notions of professional community. The findings of the study suggest that the population of future teachers, addressed in this study, liked to be equipped with up-to-date teaching techniques and to be given more power in the design and use of modern language teaching materials. It is recommended that policy makers and teacher trainers grant more to teacher for developing up-to-date EFL materials and constructing professional identity.

Moreover, Ortactepe (2015) carried out research on "EFL Teachers' Identity (Re)Construction as Teachers of Intercultural Competence: A Language Socialization Approach". The objectives of this study were to explore how EFL teachers' language socialization in the United States resulted in an identity (re)construction as teachers of intercultural competence. The findings highlighted that teachers' identities are not unitary, fixed, or stable but dynamic, situated, multiple (e.g., Norton Peirce, 1995; Varghese, Morgan, Johnston, & Johnson, 2005), and even sometimes blurred (e.g., Ochs, 1993).

Salli and Osam (2017) conducted research on "Preservice Teachers' Identity Construction: Emergence of Expected and Feared Teacher-Selves". This study had focused on the development of pre-service teachers' professional identity formation in a blog environment. Informed by possible-selves theory, it also focused on how 15 pre-service English language teachers' blogging engagements influenced their expected and feared teachers' selves. Data was comprised of the participants' reflective blog postings on their and their peers' video-recorded teaching practice experiences, their blog interactions, and semi-structured interviews. Results of the qualitative data analysis illustrate how pre-service English language teachers are inspired by both examples of 'good' teaching as well as by examples of how other teachers manage similar challenges. Participants articulated a greater scope of expected teacher-selves relevant to interpersonal relationships, instructional strategies, and professional qualities based on examples of 'good' teaching. Observation of peers

who encountered similar obstacles during teaching practice lessons, however, led participants to generate feared teacher-selves focused mainly on classroom management and instructional strategies. These feared teacher-selves were more limited in scope, however, the expected teacher selves generated based on "good" teaching examples.

Rokaya (2018) investigated on the topic entitled "Identity Construction in Female English Language Teachers' Professional Development: A Narrative Inquiry". The objectives of the study were to explore and analyze the identity construction of female English language teachers, and to explore the female English teachers' professional development in relation to supporting and hindering factors. For the purpose of guiding her research, she had formulated three major questions as, how do they construct their identity as female English language teacher? What factors support and hinder in female English language teachers' professional development? In addition, how do they perceive the role of gender in their construction and reconstruction? Similarly, the research design of this is qualitative narrative inquiry. In this research, she had chosen four female English language teachers from basic level as sample who had been selected having applied purposive sampling strategy. The sources of data are both primary and secondary sources. In the same way, data were collected through in-depth open-ended interview, formal and informal conversation, and narrative reflections. Moreover, for analyzing the collected data, she had used thematic approach. Finally, she concluded that the shared stories of the participants were vital to construct female identity in teaching. Similarly, she had also pointed out that female English language teachers need supportive and encouraging environment for professional development and identity construction.

Afshar and Donyaie (2019) conducted research on "EFL Teachers' Identity Construction Through a Reflection Consciousness-Raising Interactive Workshop". The purpose of this study was to investigate the possible contribution of consciousness raising interactive workshop. Thirty Iranian EFL teachers were asked to write two reflective journals (one individually and one collectively) before and two others after they attended an eight-session interactive workshop on Reflective Journal Writing (RJW). The workshop aimed at raising their consciousness of RJW based on the framework proposed by Richards (1995) and the journal content guide developed

by Soodmand Afshar (in press). Subsequently, in order to demonstrate how the consciousness-raising interactive workshop contributed to the participants' professional identity construction, interviews were conducted with them. The collected data were analyzed through the grounded theory approach and qualitative content analysis. The results indicated that the workshop contributed to the participants' professional identity construction in various ways.

Ven (2020) researched on "The Journey of Sensemaking and Identity Construction in the Aftermath of Trauma: Peer Support as Vehicle for Co-construction". The aim of this study was to assess how peer support contributes to the sense making process and identity construction in the aftermath of trauma. Data from an observational study of organized peer support groups for (co)victims of serious crimes and survivors of traumatic loss were analyzed using inductive thematic analysis. Results show how participants of peer support groups move through several phases of sense-making and identity construction of a fluid, dynamic way. Identity work is collectively done. Through co-construction of their identities, participants are able to make sense of a traumatic experience and progress towards a more self-aware and self-centered identity.

Bista (2022) conducted the research on 'Practices of Promoting Professional Identities of Woman English Teachers'. The objectives of this study were to find out the existing practices of women English teachers in promoting their professional identities, to find out the factors that affect in constructing their professionalism and provide the pedagogical implication of this study. This research was based on narrative inquiry research design. The study area of this research was Kathmandu. All the secondary level women English teachers working in Kathmandu district were the target population and among them nine teachers were selected as the sample. The data was collected through in-depth interview. And the collected data was analyzed and interpreted thematically. The study showed that different participants took part in different seminar, conferences, workshop and teachers' network organized locally, provincially, nationally and internationally as their professional development strategies.

Pandey(2022) conducted research on ' English Language Female Teachers' Identity Construction in EFL Context'. The major objectives of this research were to

find out the status of female English teachers' and different personal and professional problems that they are facing in their day to day life. The research design chosen for this research was narrative inquiry. In-depth interview with semi structured questionnaire was used as a research tool of data collection. The findings were that the female English language teachers were facing different problems as discrimination by school administration, such as unequal salary as male teacher, devaluation of their academic qualification given more periods and there is negative perceptions of family and community. So, lack of helping hands, lack of support in various aspect so they were unable to balance their personal and professional life.

There are many new ways, methods, and strategies to promote teachers' professional development. These new strategies also help in the construction of newer identities of English teacher in the context of Nepal. Many research have focused on giving support and creating environment for the professional development and identity construction of English language teachers. So, my research will be limited within the roles of Peer Support, as one of the strategies to promote professional development, in the construction of EFL teachers' selves with the objectives of digging out the roles of peer support in the construction of EFL teachers' selves along with some pedagogical implications having observed the practice of it in different public as well as private schools. The research I have gone through have given me many ideas regarding methodology, data collection procedures, methods of analyzing collected data.

Implications of the Review for the Study

This study has gone through literature review having read several related articles and books which has given insights in terms of finding out the research gaps, formulating objectives of the research, formulating required and matchable research questions, extracting research methodologies, sampling strategies, and organization of the collected data.

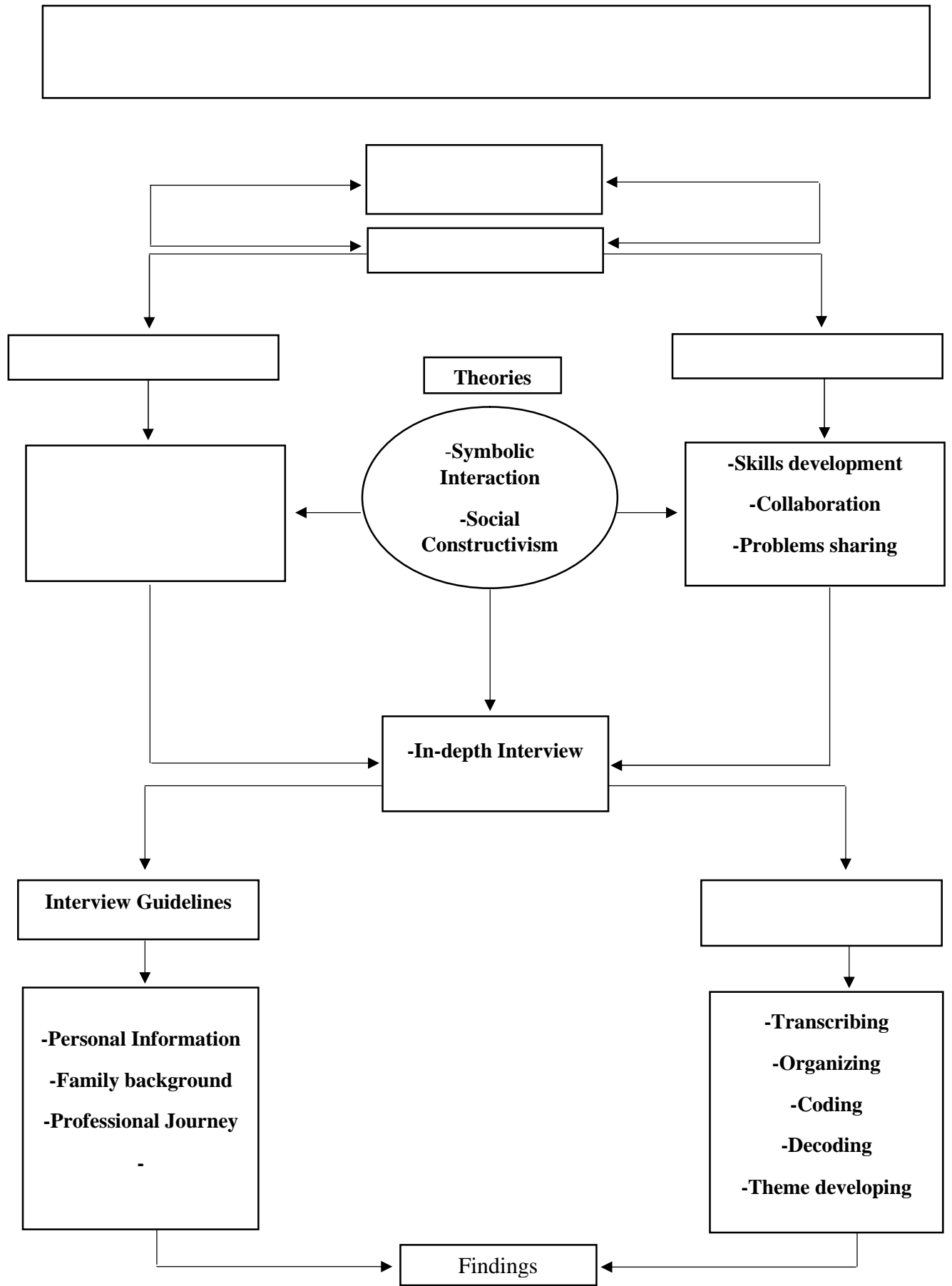
The article of Zare-ee and Ghasedi (2014) entitled "Professional Identity Construction Issues in Becoming an English Teacher" has provided the insights regarding extracting the issues for particular area of study. In the same way, the article of Ven (2020) on " The journey of sensemaking and identity construction in the

aftermath of trauma: Peer support as vehicle for co-construction." has also shown how identity is constructed with the help of peer support in the field of medical science. So going through several articles read, the insights and ideas required for carrying out research are traced and put for the consideration for successful completion of the research work.

In the same way, the research entitled "Identity Construction in Female English Language Teachers' Professional Development: A narrative Inquiry" by Rokaya (2018) has disclosed the idea of constructing research questions in terms of justifying research objectives made for the research work. Apart from this, the ways of decoding and developing the different themes based on narrative inquiry can also be traced through this article.

Conceptual Framework

The conceptual framework is the graphic representation of all the activities done in the journey of our research project. This is also called research map which entails the key variables and their relationship to each other. For this study, four English teachers will be selected purposefully distinctively two males and two females from both community school and private school respectively. Based on the theories Symbolic Interactionism and Social Constructivism, in-depth interviews and observation will be taken focusing on predetermined guidelines. After that, the collected data will be analyzed and interpreted on the basis of thematic approach to extract findings. The conceptual framework of my research study has been mentioned below:



Chapter Three

Methods and Procedures of the Study

The following methodologies will be used in terms of achieving the objectives of this research.

Design and Methods of the Study

There are so many research designs, followed by different researchers, found to be effective relying on the nature of research. A research design can be defined as a fixed set of procedures in terms of carrying out any kinds of research. The different research designs used in the applied linguistics are experimental, survey, action research, and narrative inquiry. I used narrative inquiry research design. Narrative inquiry is the research design in which we have in-depth interview to the participants and narrate their experiential sharing.

Narrative inquiry was coined as a discipline from within the broader field of qualitative research in the early 20th century. The term 'narrative' comes from the verb "to narrate" or "to tell a story in detail" (Ehrlich, Flexner, Carruth & Hawkins, 1980, p. 442; as cited in Creswell, 2012). Narrative inquiry uses the field texts, such as stories, autobiography, journals, field notes, letters, conversations, interviews, family stories, photos and other artifacts along with the life experiences, as the units of analysis to research and understand the way people create meaning in their lives as narratives.

In narrative research design, researchers describe the lives of individuals, collect and tell the stories about people's lives, and write narratives of individual experiences (Connelly & Clandinin, 1990; as cited in Creswell 2012). It is in the form of qualitative research and it focuses on the organization of human knowledge more than merely the collection and processing of data. It also depicts that knowledge itself is considered valuable and noteworthy even when known by only one person. There is an interacting connection between meaning and its expression in language (Polkinghorne, 1995) as this the central focus in narrative inquiry. This narrative approach holds the emotion of the moment described, rendering the event active

rather than passive, infused with the latent meaning being communicated by the teller. Two concepts are thus tied to narrative storytelling: memory and notions of time, both as time as found in the past and time as re-lived in the present. A narrative method accepts the idea that knowledge can be held in stories that can be relayed, stored, and retrieved.

A narrative study seeks to learn why or how, so the researchers must be directed at determining the why and how of the research topic. Therefore, when crafting a research question for a qualitative study, the researchers will need to ask a why or how question about the topic. In narrative inquiry, the raw data tend to be interview transcriptions, but can also be the result of field notes compiled during participant observation that can be used to produce a narrative. As whole, narrative inquiry focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Creswell, 2012). Additionally, my research investigated the roles of peer support and its practices for the construction of English language teachers' identities.

Population, Sample and Sampling Strategy

The population of this study entailed all ELT teachers, teaching at different secondary level community schools, of Banke district. Four secondary level English teachers were the sample population. The purposive non-random sampling strategy was used for determining the sample population for this study.

Data Collection Tools and Techniques

The participants' life stories dragged through the In-depth interview were used as the data regarding the roles of peer support and its practices for the construction of English language teachers' identities. For the in-depth interview, some interview guidelines were prepared and used to make the participants feel easy and secured while giving interview. It was recursive in nature. It means, interviews were conducted time and again until I got the required data.

Source of Data

This study was based on primary and secondary sources of data collection. I took face to face in-depth interview with the participants, English language teachers working at different government schools, so four English language teachers were the primary sources, and went through the articles, journals, newspapers as secondary source to support the primary data.

Data Collection Procedures

I adopted the following step-wise methodological procedures to collect the data required. First of all, I selected the participants on the basis of the objectives of this research study. After this, I visited those teachers (taken as participants) from Banke district and set up good relation with them so that it could help me go in deep investigation. Before conducting interviews, I prepared some interview guidelines and criteria for making interviews trustworthy. After all preparation, I took permission with them to carry out the interview by making them versant with the research objectives along with the ethics for interviews. I also made them comfortable in answering the questions asked in interviews by ensuring the confidentiality of their responses. Moreover, I also took permission to record the interview to drag the raw data. And then, I started having interview with the help of interview guidelines with high sensitivity. After the completion of interviews, I thanked them and expressed the expectation of getting further help if needed for the collection of required data.

Data Analysis and Interpretation Procedures

This section mainly contains the interpretation and analysis of the data as the data were analyzed and interpreted descriptively based on the thematic approach. I used thematic approach to develop the themes having organized the collected usual and similar data in a single frame of the transcription. On the basis of the transcription, I coded them and later developed the meanings and gave them the forms as themes. The collected data were the teachers' experiential concept on the roles of peer support and its practices in the construction of English language teachers' identities. The applied approach in this research work gave the best way to deal with the large number of data to shape the research work in an effective way.

Ethical Considerations

Ethical consideration is one of the important parts of research. While conducting this research, I was aware of some ethical issues that can be appeared in the journey of research work. All the information/data provided by the participants were kept in privacy and pseudonyms were used for their confidentiality and making them more comfortable in giving interviews. I did not use the data provided by the participants for other reasons and purposes none other than my research work. I maintained the privacy, trustworthiness, objectivity, and credibility in my research by giving proper credit to the authors, scholars, and researchers' works to abort the risk of plagiarism in my research study.

Chapter Four

Result and Discussion

This chapter deals with the analysis and interpretation of the collected data achieved through primary sources. The major agenda of this research study were to explore the roles of peer support and its practices in the construction of English language teachers' identities who are teaching at secondary level community schools. The analysis and interpretation of the data is relied on the objectives incorporated with the research questions of this study. The detailed analysis and interpretation of the data and summary of the findings have been presented below.

Analysis of Data and Interpretation of Results

The data collected from primary as well as secondary sources are analyzed and interpreted in this section. The responses of the participants are further interpreted with the help of thematic approach. I used thematic approach to determine what stories were told and what stories revealed about each individual teacher and what kind of challenges they face in terms of creating their identities with the help of peer support and the practice of problems sharing. I collected the data from the participants and recorded the data separately and transcribed the data along with their organization based on the similar responses made by the participants. After the organization of the data, I developed the themes which could meet my objectives and research agendas. Eventually, the stories of the participants were conceptualized holistically and analyzed thematically. The following prime themes regarding roles of peer support and its practice have been cultivated from the life stories of the participants dragged via in-depth interview.

Background of the Participants

In this section, the background of all the teachers as participants, involved in the study, is illustrated as they may come from different social, political, linguistic, and academic backgrounds which makes differences in conveying the information during the interview taken in order to collect the data. I collected the data with the help of in-depth interview and observation among four secondary level

Englishlanguage teachers from four different schools. To maintain the ethical consideration and confidentiality of the participants, pseudonyms are used instead of their real names.

Teacher 'A' : He is known as the most influential and well known teacher in Kohalpur Municipality. He has approximately 15 years of teaching experiences in different school in and out of the district. He is he secretary in Nepal Rahat Shikshak Sangathan , an organization of a teacher'. He has pursued his master's degree specialization in English from Tribhuvan University. He has attending different programs conducted by NELTA and other professional development activities. He has also been teaching English in different colleges and campuses.

Teacher 'B': He is also one of the well-known teachers. He has secured masters' degree from Tribhuvan University specialization in English. He is the teacher at Shree Champadevi Secondary School (pseudonym) which has run the classes from class Nursery to grade twelve. He is so energetic and motivating teacher as he mostly engages in professional development activities. He is dedicated to his teaching and learning activities. He usually takes part in the activities of professional development workshops and try to give training to the students.

Teacher 'C': This teacher has also been teaching in Banke district. He is so talented and dedicated to his profession. He has also completed his master's degree from the famous university, Tribhuvan University. He has earned so many different prizes which has created a new and good path for the professional development. Not only this, he told me that he had been taking part in different kinds of professional development activities such as trainings, workshops and conferences held by different organization. He is currently teaching in Kopila Secondary School (pseudonym).

Teacher 'D': Teacher 'D' is popular in different boarding and government schools. He has also passed master's degree. He is good to teach the subject matter. He is a motivating and funny teacher who can easily make laugh. He has five years of teaching experiences in different private as well as government schools. He has been attending various workshops and conferences organized by the different non-profit organization like NELTA. The in-depth interview was conducted with him and he provided the data according to his own experiences.

Experiential Concept of Teacher's Identity

Teaching is one of the challenging tasks as the person who eagerly gets engaged in this profession has to deal with the different challenges appear not only in the classroom but also the broader aspects of the society. This is the reason why teachers have different roles and responsibilities which determine the way they think about themselves and their profession. Some of the people think about teaching profession as this is not specified and dignified profession in a way people receive this profession beyond other category of profession. The current educational system demands teachers' leading roles for which teachers' active collaboration is of crucial importance. Teachers should thus go beyond isolation in their profession and cooperate with other colleagues to grow professionally and to construct their professional identity (Mitchell, 1997 as cited in Afshar and Donyaie, 2019). In this regard Teacher argued:

Umm..Teacher's identity is the self-concept of the teachers about their profession and themselves. Teacher's identity is not limited and fixed. Teachers' identity can be changed with the time based on the self-concept and the concepts of other.

As he shared, the wide range of their responsibility and roles of teachers in the society vary as it is not limited and fixed. It can be transformed and taken differently based on the concepts cultivated by the teachers themselves. S/he has to do a lot to exist in the society and in his individual ideology of being a teacher insofar and identity is constructed through the mutual collaboration between or among the people what individuals believe and how they think in their professional realms is shaped by the help of structures formed through collaboration (Wertsch, Tulviste, & Hagstrom, 1993 as cited in Afshar and Donyaie, 2019). For this one of the participants revealed:

Teacher's identity means the our own self introduction as teacher. who is teacher or the by identifying we are the teachers or as good teachers as said in Nepali 'guru', that is the real teacher. real teachers identity is actually the a professional people who not only teach there in the school but also try to change the whole society that is the teacher.

With the responsibility, thought and done by the teacher, regarding the different contribution based on the society correlating with the activities done in and out of the school, he/she is considered to be 'guru' and taken as respectful profession which tends to bring some copious changes in the society in terms of creating identities of their own. All the activities done by the teachers determine how people think and perceive him/her evaluating his deeds. In this regard, teacher 'C' put the ideas as:

Yes, several times. There are different kind of identity and self-made identity and other also. And Regarding myself, okay..as per my experience, and teacher identity is what my institution think about me, in what way my institution believes me. That's also my identity. and my society also, what society thinks about me and my profession. What the students think about me, what kind of attitude they have about me. And personally, I am very happy, and okay I love my profession very much. So, personally, also I am so satisfied. I think I have chosen the best profession.

Identity is so far based on the satisfaction of people or teacher have in their profession. The data shows that identity is not fixed and limited as the participants shared. Teachers may have several identities ie., professional, institutional, and individual identities as all are shown through the perceptions of other people. However, the perceptions of the people along with the students are determined by the good strategies and methods maintained by the teachers inside the classroom and the ways of conducting social transaction of their responsibility. In this regard, teacher 'D' shared in the interview:

In my concept, teacher should be a good man and having a good strategy..he must inspire the students as being a inspiring person in the society and the students inspired by us. Teacher's identity means to be a inspiring teacher and to be a smart teacher.

The data reveals that multiple roles of the teachers in different contexts make other ones perceive the teachers as unique and diligent personality. With the reference to all the responses and the data provided by the participants, segmentation of the roles and responsibilities in various situations going beyond the professional

satisfaction cultivate the different scenario of teachers' identities. The self-concept of the teachers, perceptions of the people in the society, experiences, perceptions of the institution based on the self-behavior, teaching strategies collaboratively construct the teachers' identities.

Roles of Peer Support in Identity Construction

As far as the research had been conducted to discover the roles of peer support in the construction teachers' identity. Teachers tend to go through several snags visible in the journey of teaching or in professional journey. Peer interaction can facilitate cognitive development (Topping, Buchs, Duran, & Van Keer, 2017 as cited in Tenenbaum, Winstone, Avery & Leman, 2019). They yet to share those ones to cope to be professionally grown. The techniques and tools for the professional development are not enough to explain as there are numerous things to be done for the similar purposes. As the participants were asked to reveal the functions and roles of peer support, the following roles of peer support based on the themes were illustrated.

Peer support for positive perception towards the profession. Teaching is one of the challenging tasks as the teachers have to face numerous problems. They even have attempt to cope with those kinds of challenges with the collaborative support with the colleagues. No problems exist all along in the journey of teaching since there is always positive sense and expectation for better performance. So, peer support, support between two colleagues in the regard of two peers, contributes in developing positive perception towards the profession as identities are created in relationships with others (Gecas, 1982; Gergen, 1994 as cited in Dutton, Roberts & Bednar, 2010) and the large number of work-based friendships (Berman, West, & Richter, 2002 as cited in Dutton, Roberts & Bednar, 2010) and daily work interactions (Dutton & Ragins, 2007 as cited in Dutton, Roberts & Bednar, 2010) make work a central domain for the construction of the self. In this regard the participant, teacher 'A' shared:

ummm.... Teacher is one of the most important as well as the reputed professions in my view. I select this profession because I want to share my knowledge, my experiences to many learners and I want to make them competent, I want to make their bright future. So I have selected this type of

the profession or teaching profession myself. I was guided to join in the government officer but I rejected that because I need to support my community, I need to support my society, I have to guide my students myself so that they will respect me, and they will be in different fields, doctors, pilots, officers and so on. All they will be my products, and I feel proud at that time over them. When I face the problems regarding all these things, I collaborate with my other colleagues which helps me avoid my obsession towards teaching profession. So I have selected this profession myself.

The data above reveals that teachers are not only teachers rather they intend to serve in the society along with enabling the learners to achieve good fortune insofar. The progress of the students, motto to serve in the society in terms of getting respected by other people and the students are the factors which exert him/her into the profession having developed positive sense towards profession assisted by peer support as they do in and out of the schools to avoid their obsessions and dissatisfaction generated due to the inability of maintain positive environment in the school. Indeed, their selection over this profession creates meanings a lot in positive perceptions. In this regard, teacher 'B' shared:

Actually, first of all, I was motivated to choose this profession from my father as well as when I saw my teachers and then the other professional people, I think that to change the society, it would be better to be teacher. so I have chosen this.

Some of the cases arrive in when the teaching profession becomes the culture of long journey of their ancestors as they have thought to have created positive self-concept on the profession as to teach is to adopt and identity as a teacher, although the nature of that identity remains in constant dispute among students, teachers, institutions, and the media (Reeves, 2018). As in the data mentioned above, people also want to maintain their legacy created by their ancestors so far to be existed as an identified person. On the other side, some people love sharing knowledge at the meantime, we may fall into the dispute and appear snags which needs to be settled with the collaborative support with the friends. In this regard, teacher 'C' shared:

I am in this profession because I love sharing to the students which I have. I love sharing knowledge and I love equipping students with some skills and so that they could be able to cope with the problems which they face in their future. And moreover, it is highly appreciated and respected profession in our society. People respect and I love this profession for many reasons.

The data revealed that selection of this profession depends upon how people think and what kind of perceptions they create over the profession. The different platforms and culture of sharing so far motivate people to get engaged in this profession. The popularity of other professionals in the similar field has been one of the factors influencing the selection of teaching profession developing the positive perceptions. The assistance offered in the journey of teaching with several friends and colleagues in terms of getting professionally grown has become the major sources of motivation and of course the enactment of teacher identity in classrooms and schools necessarily impacts the experiences of others, including, importantly, the teachers' students (Motha, 2006). On the other side, the comfortable zone created by supportive nature of the people in the same profession may also cultivate the positive perception insofar. In this regard, teacher 'D' shared in the interview:

Okay. Specially, first of all, when I was young man, I wanted to be a player, but as player selecting the playing field, I didn't feel comfortable and I started teaching the students at the same time and I found this field is same. Earning may not be good, but on other hand, we do have a kind of sharing in teaching profession so far to solve the challenges. I started teaching then I found myself a kind of safe place because all the teachers, my colleagues have collaborative sense and support to each other to be professionally grown together and I started all things good too. So I selected this field.

The aforementioned data clearly shows that identity construction is based on the perceptions created positively by the teachers considering the different factors. Various factors play crucial roles to develop positive thinking and sense regarding the construction of identities. The tag of teacher is taken both positively and negatively. There are some certain things which are to be addressed. The misunderstanding and conflict between the teachers about seniority and inferiority in a same profession may misguide the teachers towards the declination of professional identity of the teachers,

at the same time peer support, as one of the motivating and influential tools, may help the teachers construct their ideological, educative and personal selves having cultivated the positive and sensible perceptions which genuinely support for the identity construction of the teachers in societal and institutional aspects.

Peer Support for job satisfaction: Job satisfaction is one of the influential factors which acclimatizes the teachers and other professionals to be existed in certain professions. Sufficient salaries and facilities may not make the professionals feel satisfied and continue the profession rather it may also deal with the adjustment in new and problematic situations in the work areas. The situation may not remain the same all along even it is affected by several aspects. So, peer support could assist to cultivate job satisfaction insofar as co-worker support has been defined as the degree to which workers receive informational, emotional, and instrumental support from other colleagues (Elis & Miller, 1994 as cited in Alahmad, R., Carter, M., Pierce, C. & Robert, L. (2018). On the other hand, co-worker support, particularly informational support, helps to reduce uncertainty and role ambiguity within the organization (Albrecht & Adelman, 1987 as cited in Alahmad, R., Carter, M., Pierce, C. & Robert, L. (2018). This clearly shows that peer support helps to develop positive sense and emotional constraints for job satisfaction which ultimately move to construct certain identities. In this regard, teacher 'A' shared in the interview:

Actually, peer support has not been implemented in our school. Such types of the practice is not applied or used. But I think peer support is good. Peer support helps language teachers to teach perfectly, and so many ideas can be collected from peer teaching or peer helping. It is good but it is not applied appropriately..umm.. teacher can face lots of the social problems with the help of their students. Apart from this in school, we share our problems and the ideas for the best ways to overcome those problems which makes us strong in all aspects. Being...having such different aspects made me satisfied over this profession.

From the abovementioned data, it can be illustrated that there are numerous aspects on the basis of which teachers are satisfied. Teachers are not only directed to set up their economic status so far as they have been more motivated to construct their unique identities through different activities making an impact in the society or in the

academic field. The sense of peer support is seen to have been supporting the teachers as well as other professional to cultivate positive ideologies on being a teacher as they are to construct themselves as source of knowledge. In this regard, teacher 'B' also gave the similar view:

Surely, practiced. we support to each other when we face different kind of challenges or problems. Sometimes, we teach each other's subject to make some newness in teaching and learning with the coordination with the principal of our school. in some cases, I feel that students are not satisfied with my teaching strategy which is seen in their performance, instantly I discuss with the friends for the better teaching strategy. And discussion with friends definitely would help me overcome that problem and the performance of the students would improve...at that time, I am satisfied by seeing them.

The students' progressive steps and endeavors makes the teachers feel satisfied to exist professionally in the related areas. Students' performance is the major point which either gives satisfaction or dissatisfaction so far. If the students' performance is well- done, no doubt, teachers will be in the area of satisfaction but at the same time when the students' performance, performing in quite wrong ways, causes anxieties and dissatisfaction. In such a case, sharing problems, as practice of peer support, could hint the teachers to stand with their profession and their professional identities. In this regard, teacher 'C' shared the similar ideas:

I several time do this. I often share. And they give me some suggestions. And I take this positively and I try to apply. Sharing problems is very best ideas because when we share, we make some suggestions and solutions and when we try to apply in the classroom, then there is new some positive change in the classroom. I really feel positive vibes because some teachers or some people, they may feel oh..if I ask , if I share the problems I may be some down. No I never feel that I always ask and share my problems with them being very positive. When they suggest me, I feel so positive, I feel as if this is the best thing they have given to me. Sharing problems doesn't make anyone down. We can go up with it professionally.

In the same way, teacher 'D' also shared the similar view:

Yes, we have been practicing it in our school. Yes, it makes positive vibes inside us while having the classes and solving and talking about the problems. It means having a peer support. When I face the problems, I take peer support. We have a kind of conversation and about the teaching, what are the problems that are faced in side the classroom and specially in English, I have the peer support talking about the topic, talking about the problems and the challenges that are found inside the classroom. And we talk about the action research sometimes to solve these kind of problems. Yeah... we have a kind of practice sir. because we share our ideas to the students and the teachers as well..ummm we are not perfect in teaching all the time, we may face some problems and get obsessed with the profession, when we try to discuss about it , ummm...yes it gives pleasure and satisfaction so far.

The most important thing in the professional journey is to satisfy other and get satisfied to own-self. Economic aspects aligning with sharing knowledge and behaviors could be linked with the identity. Teacher's identity is one of the sources of making economic status strong accumulating money by sharing knowledge in the sense that if the teachers are found to be more talented and motivating, the students are obviously inclined to join his/her classes and this practice is also seen in the context of Banke district and so in other areas too. And along with this, teachers' name and profession are also linked with the performances of the students. Given that job performances and satisfaction is closely correlated as job attitudes or work-related outcomes (Cross and Cummings, 2004 as cited in Trivellas, Akrivouli, Tsifora, & Tsoutsas, 2015). Getting respects from societal and academic settings promotes the teachers' identities is the major source of job satisfaction as they discuss with the colleagues to confront the snags, they face which creates appropriate environment for the job satisfaction so far it shrinks the negative sense and broadens the positivity over their profession and the professional identity.

A tool to cultivate teachers' skills and their existence in the profession

Identity of teacher is based on the skills and strategies possessed by the teacher in their professional field. The more skills and various strategies the teacher possess the more identities are constructed. Receiving different kinds of skills

expands their identities as they are thought to be good and effective teacher. The teacher's leading capacity, regulating different skills and strategies are found to be major factors of identity construction. Empowering the individuals to be willing to share knowledge can be expressed by a variety of forms (King and Marks, 2008 as cited in Trivellas, Akrivouli, Tsifora, & Tsoutsas, 2015), Skills and strategies do not go beyond problem sharing since they are intertwined to each other in terms of incorporating to change the situation in which they are exposed to. The practice of peer support has the positive impacts in the cultivation of skills and strategies which helps them exist for a long time in the same profession. In this regard teacher 'A' shared in the interview:

Yes, peer support helps to develop the teacher's profession. Peer support help to build of the so many kinds of the skills, knowledge, activities. It is good to the English teacher because actually when the teachers have peer support, they can share their problems, they can solve the problems together and they may not be obsessed with their profession. So I opine that peer support helps to expand the identities of the teachers.

From the articulation, it can vividly be said that peer support, as one of the tools for the professional development, seems to be effective to develop the skills, knowledge and other different kinds of activities. Sharing problems and solving them together are to avoid the bad feelings of the teacher regarding teaching profession. Knowledge transfer and exchange among group members of an organization facilitates the development of ne as well as the sharpening of existing individual competencies (Hakkarainen et al., 2004; Sveiby, 2001 as cited in Trivellas, Akrivouli, Tsifora, & Tsoutsas, 2015). It genuinely justifies that sharing problems can be a major source of motivation which assists to bring copious changes in teaching skills which leads them to the construction of identity as two minds are better than single minds as the discussion over the subject matter among the peer function in better way and conclude with the positive result. In the same way, teacher 'B' viewed the similar view:

Obviously, why not. Actually, there is one thing, two minds are better than one mind...hai.... In peer, there are the two..hai.. it is 100% sure that if we are doing the task by using two minds, this is better than the task done by one mind. So it is the sure one.

From the abovementioned narratives, teachers have the culture of peer support with help of which they develop the skills and minimize the snags themselves. They perceive that the different kinds of ideas shared among them can frame the ways for the teachers to make their professional journey wonderful and productive as well. A teacher's personal outlook or vision regarding teacher leadership affects their perception of self-leadership and contributes to the ongoing process of identity formation (Komives et al., 2005 as cited in Sinha & Hanuscin, 2017). In some other cases to cultivate themselves, to make themselves up to date, they practice peer support in the school, not only within the subject area but also beyond that of the subjects where the problems are emerging. In this regard, teacher 'C' viewed in the interview:

Sure. I said in-depth. And this always support and because having support, we can cultivate ourselves. And because..auhhh, I think we say sharing and caring also. And having some that sharing and solution and suggestion or information regarding our problems, and we can apply something new in the classroom. And you can make up-to-date also, because there can be something gap, and making interaction, we make something new regarding our profession, our teaching and other so many aspects regarding materials and management factors. And if you apply something new in the classroom, and that always support for your professionalism. That shows your professionalism because being in twenty first century, you must be advanced, in up to date. So, and always interaction and peer support always support to expand our identity because that directly or indirectly support for our professionalism. And that's our identity.

The reasons why the teachers have peer support is to make their academic activities firm and more interactive having identified the problems and challenges caused due to the lack of academic materials, administrative support and other since these things could play a crucial role to establish their one of the statuses in their professional field and teachers are either directly or indirectly concerned for their professional identity and they go for it. The concentration of the teachers towards the students and their performances are directed by the peer discussions and the sharing of the ideas regarding it. In the same way, teacher 'D' viewed in the interview:

Absolutely sir, off course. While talking about the peer support, when we talk about the teachers, students and the teaching and relationship between teaching and classroom. Then peer support is very necessary and compulsory to have a conversation about the peer support. And the peer should be good and supportive to conduct the teaching learning activities inside the classroom.

From the abovementioned articulation of the participants, it can be drawn that when the teachers converse to other colleagues being conscious about the rapport among the students, students, and teachers along with the administration, peer support functions as tool to cultivate the skills retrieved from the discussions and sharing of knowledge and ways of teaching and learning strategies insofar. Peer workers are struggling to demonstrate that they possesses the knowledge and skills necessary to perform their job responsibilities (Chinman et al., 2006; Clossey, Gillen, Frankel, & Hernandez, 2016; Holley et al., 2015; Kemp & Henderson, 2012) which shows that the possibility of identity construction can be seen with the conscious development of the different repertoires fully based on the teaching and learning which ultimately aim to minimize the snags appeared in the classroom or in the professional journey of the teacher.

Bridging the gaps between problems and solution for identity

construction. Most of the contexts of teaching are full of challenges and obstacles which can be confronted with the collaborative efforts of the colleagues in certain institutions. Teaching is either the profession having high possibility of satisfaction with the factors of facilities available in the workplace or the activity which substitutes the other ideological bases as this profession has different ideological and theoretical premises so far. With the more concerns on the practice peer support in the school, it has been taken as one of the tools which bridges the gap between problems and solutions. Teaching is going through the several problems due to the lack of strategies as it is assisted via sharing and discussion with the peers or colleagues as the peer support is a promising adjunct to professional mental health services that can assist with monitoring and referrals to address mental health challenges caused by the obsession due to the snags depending on the impact of different training methods (Gullivera, Rostockyja, Penningtona, Cardenasa, Stracka, McCallum, Dupreea, Coea & Meyerd,

2023). When the teachers have this kind of activities, they can confront the challenges and professional growth is seen and certain identity is created. In this regard teacher 'A' viewed in the interview:

Same types of the problems, Language problems, because multilingual students are here in the class, then economic problem, some students are from very poor family background, and some are from higher rank. And they have different types of the problems, copy, pen, book, practice book and so many types of the materials, then they feel a kind of the uneasiness. When I ask them to buy the practice book, grammar book. At that time, they make a kind of the sad face. And next is, when I am going to ask some questions to them, then they just...may give me some kinds of the suggestions. But after that, they say 'I have given some ideas to him....they talk to more other teachers and they want to take the credit. And he/she wants to be superior than me. Such types of feelings are inherent to the teachers still now.

From the data given by the participants, it can be said that various kind of problems create the risks in their professional journey. The student's problems and the problems of classroom context of course influence the teacher's identity. Sometimes, sharing problems also generates the problems due to the ego centric nature of superiority and inferiority of the colleagues in the same institution. These things push the teachers to the pit of identity crisis or the negative influence in their whole profession. Apart from this, the geographical topography also has effects in the area of identity construction as the teachers belong to rural areas are found to be respected more. In this regard, teacher 'B' shared ideas:

Actually, in Nepalese context, particularly my school is in rural area, most of students they don't like to use foreign particularly, this language that means English language in English classroom. That is one problem. They don't like to speak in that, and then the even the classroom is affected by the home environment or the society environment. How it is affected is, they only listen and they only try to speak out in the classroom if some try. But even in their home environment as well as society environment is not also that English environment there. They are totally from the different background. And so, that effect also falls there in the ...or the that environment affects on the

classroom environment also. That's the one problem. And then next problem is, actually, when we provide tasks to the students to solve ..umm...it is our intention, they need to use English language there while solving the task as task based technique, but they use Nepali language and solve the task, by using Nepali language , they start to solve the task. At that also, task also cannot function to strengthen their English.umm.. and then ..next thing is when we provide them class work as well as homework and then the class work and homework are given there in English script , and then some of the very poor students, they know the concept...haiif we provide them the same homework or the same task in Nepali script, they easily start to write but when we provide in English script, they feel difficulty and they cannot start to write.

English teachers are mostly found to be using English language at the time of instruction to ease the English language development of the students. But the inability of the students to do the tasks in target language makes English teachers feel a bit different about their profession and to think about the problems. In the same way, teacher 'C' shared the similar view in the interview:

And I said some problems before. And other problems regarding students' learning I face sometimes. And being the students or students from that some economically or that socially backward community and I think having very low base also they have some problems in speaking English and perception also both they have problem. And when I ask something to them, they rarely give me a reply. I think they have comprehension problem also may be and they never interact. Only few students who can be counted in number or fingers. They try to make interaction with me, but other all remain silent, they become like statue. And this is obligation to use Nepali in my classroom otherwise they don't get anything else. This is the problem.

From the abovementioned data, it can be drawn that the social, cultural and economic backgrounds of the students, affect their learning which determine the perceptions of the teachers and the students about the teaching profession and the designation of the teacher to some extent. Teachers often attempt to make interactions inside the classroom to build up rapport with them to establish their identities, but more often the obligation of the teachers to use Nepali script while teaching is making

English learning nuisance insofar. Likewise, teacher 'D' shared the identical views in the interview:

While Talking about EFL classroom, English as Foreign Language and teaching English inside the classroom, students feel difficult while talking totally in English because it is the second language, foreign language. Some students may not have heard about the word, sometimes, their different pronunciation pattern and grammatical structures and other factor is the mother tongue interference. They come out from the different society having the different mother tongue. And mother tongue plays another vital role in learning EFL. And most of the time, we are confused to while sharing the ideas in English and making the classroom communicative.

The articulation mentioned above also depicts that the use of English medium instruction has also been a cause to decline and rise the teachers' identities. English teachers use English language while teaching and illustrating the subject matter to establish English culture along with their identity in such culture, however, the problems created due to the mother tongue inference affect the whole things in teaching with the identity of the teacher.

In such a case, teachers share the ideas and strategies to minimize the snags they face. Through a strategic advocacy initiative, the independent living movement focused on the three general areas: the first, to enforce the civil and benefit rights for people with disabilities; second, to develop a way of thinking created by people with disabilities; and third, to create alternative services and advocacy centers (Deegan, 1992, Dejong, 1979 as cited in MacNeil, 2004) as they discuss about the possible reasons, areas and the solution of the problems which could assist them to set up their standard. Sharing ideas and strategies are ultimately linked with the practice of peer support in school as a tool to reform their identities so far.

Practice of Peer Support and the Concept Established in the School

Since peer support has been a tool to construct the teachers' identities, the concept of peer support or the trend of practice in government school is one of the major concerns of this research study. I had had interviews with four different teachers who were teaching English in secondary level in different schools of Banke district. As the teachers have to go through several snags during teaching learning activities or post teaching activities. It shows that teaching is caught up with unlimited challenges which are supposed to be addressed by the teachers and the identities are based on their attempts of overcoming those different challenges to exist in their professional journey. Peer support has been practicing in schools as in the following sub-themes.

Sharing problems as practice of peer support in schools. Peer support consists of sharing and discussions on some certain problems and issues. It is appeared when the teachers need it subconsciously as the different forms of peer support can be practiced and applied. It is one of the best ways to overcome the challenges and problems in terms of creating self-awareness and concepts about the profession and the persons themselves. In schools of Banke district it was found that the culture of peer support in the form of discussion and sharing of ideas and techniques to make their teaching learning activities having constructed their identities. the knowledge peers bring into the support relationship can be best characterized as practical knowledge, or a lived knowledge from which learning and understanding are embedded in contextualized lived experiences (Schwandt, 2002 as cited in MacNeil, 2004). In this regard, teacher 'A' viewed in the interview:

Yes. I share my academic problems with my colleagues. Whenever I face difficulty in making the students understand the subject matter. I discuss with other teachers about effective teaching learning strategies insofar.

The data revealed that whenever the teacher face the different kind of problems by sharing them with their colleagues to drag the strategies to minimize and settle the difficult situation and this action or activity contributes to (re)construct their identities and self-concepts. In the same way, teacher 'B' also shared the identical views in the interview:

Yes. I do share with my colleagues. We share and while solving the problems, we sit or we gather in one point. And then the we conduct sessions, in conferences, in meeting particularly in schools.

In other cases, teachers are into some sessions and conferences to make sure about the identification of possible reasons and upcoming issues regarding teaching and learning activities. The high participation of the teachers in these areas also establish their status and unique position in their professional field and this status or standard to be possible through peer support is highly thought to make it as an effective tool to construct their identities. Likewise, teacher 'C' also illustrated:

Why not. Sure. I normally have discussion over the problems with my colleagues to overcome the challenges in terms of effectuating the classroom teaching which ultimately helps to construct our identities.

Analyzing the data mentioned above sharing problems is seen to have been practicing as the practice and culture of peer support. In the same regard, teacher 'D' shared the similar view in the interview:

Academic challenges, sometimes, while teaching them in English medium, the students may not understand what is the main essence of the speech and the topic that you have to translate the ideas and meaning in Nepali or their mother tongue or their local language. Yeah, obviously sir, I share these problems with my colleagues, and we talk about how to solve it and try to make the classroom communicative. So sharing problems also comes under peer support.

This clearly portrays that peer support has been practicing in different ways and forms. The best activity to promote peer support is sharing problems, discussion on the application of different strategies to effectuate the teaching and learning activities. The act of teaching and learning activities helps to construct their identity, However, sometimes, linguistic issues or issues regarding classroom situation may affect the construction of teacher's identity. If the teachers conduct teaching and learning activities in better ways, his/her identities are constructed in positive ways. On the other hand, if the teachers are unable to perform their tasks quite effectively,

they can be viewed differently, not negatively but in dissatisfactory ways as they can constrain or influence each other's way of thinking and acting and it is inevitable that this collection of people creates the organizational belief system (MacNeil, 2004). So, peer support has been practicing in the form of problems sharing and discussions in the schools of Banke district.

Reaction of colleagues on sharing problems contemplating teacher's identity. Teachers are not only teachers, rather they have to go with the several ups and downs in their professional journey. Teaching is one of the competitive tasks or the teachers are in the field of showing their best performances to stand in the right position. However, they cannot get rid of some problems. They must confront so many problems while making the conduct of teaching and learning activities. They share the problems to find out the possible solutions against those problems insofar, but there might not be as good a relationship as it was expected to be among the teachers due to the competitive sense. Some of the colleagues back bite if other colleagues share the problems with them. In the same way, the roles of the peer providers can be ambiguous (Moran, Russinove, Gidugu, Yim & Sprague, 2012; Miyamoto & Sono, 2012 as cited in Gidugu, Rogers, Harrington, Maru, Johnson, Cohee&Hinkel, 2015). In this regard, teacher 'A' viewed in the interview:

They try to solve the problem but when they solve my problem then they feel superior over me. They feel such types of the superiority over me.

Furthermore, the data depicts that sharing problems as the form of practice of peer support seems to have been faced the reactions of other teachers taking the sense of superiority and inferiority which may concern on declination of sharing problems and crisis of identity of the teachers. In this regard, teacher 'B' also shared the similar ideas in the interview:

Actually, colleagues...they are not the same thinkers among the all colleagues. Some of them feel comfortable...hai.. as academic problems, some of them feel..ok..if somebody asks, for example, me.. I ask to anybody about any problems while teaching there, while facing the different problems either in the classroom or in schools, they feel that what types people is he, I think he is not so much strong in his academic ability, they think that he is proud or he is

genius and then he may actually, he may think that he is not good person in academic field, but some of them share their different problems in very free and frank way. That's the thing.

From the abovementioned articulation, it can be drawn that teachers feel a kind of hesitation to share the academic problems. This kind of situation indorses the teacher's identity in negative ways. If the teachers feel more comfortable to share the problems, they try to investigate the solutions and justify them with their collective efforts which could ultimately form their identity in their professional field. Likewise, teacher 'C' also viewed similar in the interview:

Being in the same field, I share these problems with the friends who are in the same field. And when I share they react positively because they also face same kind of problems and we both or we, friends share each other and we go to the solution. We make discussion, we make interaction and making group discussion, we come to the conclusion or any solution at last.

Teachers go together for the group discussion against the problems. From the data above, it was found that most of the teachers react positively and come to the conclusion having solved the problems. In the same way, teacher 'D' also shared:

Sometimes, they take it as good chance while sharing and knowing about the problems of students. But sometimes, they feel so bored because the problems had been for a long time in English classroom because most of the teachers feel difficult because they try to make the classroom communicative, but they are going in the translated method, GT method. So sometimes, it becomes very difficult to conduct the classes and they feel bored while sharing the problems and challenges with the colleagues.

From the abovementioned stories, it can be concluded that while sharing the problems with their colleagues, some colleagues react positively whereas some do it negatively which determines the construction of identities of the teacher. Identity is what the teachers think about themselves and so do other people or colleagues. In such case, peer support could be better tool to construct getting along with their colleagues and identity construction of the participants may have been influenced not

only by the ways in which the teachers are adjusted into their institution, but also by additional factors related to challenging perspectives about their cultural group, making decisions about the places where they expose their cultural identities, and how they negotiated their identities with their colleagues (Lee, 2013).

Reversion in sharing problems recreating the exposure for identity construction. The classroom situation can only be improved when the act of problem sharing happens in both sides and it creates an appropriate environment to develop positive vibes regarding their profession. There is always one to one relationship between identity construction and intimate sharing of problems faced by the teachers. If the teachers have discussion, chat and support each other, any kind of teaching challenges can be overcome in less period of time. In this regard, teacher 'A' shared in the interview:

Yes. They share their academic problems with me. Not only the teachers belong to ELT, but also the teachers of other subject share their challenges and we discuss to each other and find the solution for the better performance in teaching and learning activities. They normally share the problems of students' weaknesses in speaking and writing in English.

From his articulation, he focused that sharing the problems along with the teaching ideas helps them find the solution for the better performance in teaching and learning activities. Various kinds of problems are found to be shared among the colleagues in the schools, mostly the problems regarding students' weaknesses in speaking and writing in English are discussed and shared. English language speakers or students face the challenges with the speaking and writing and content to be taught. Apart from these things, teachers also face different kinds of snags so far. In the same way, teacher 'B' also shared the similar view:

Surely. They share. Particularly, they share about the different subject matter while teaching and as well as, actually, in the schools, other also for example, how we can manage the classroom, the issue about the classroom management is mainly shared and then the some disputes which occur there in the classroom. These problems are also shared there. And then mainly our

focus is there, teaching and learning focus is there. So, most of the teachers or most of the peers share the problems about how to teach.

From the aforementioned data, we can say that consecutive sharing of problems regarding different classroom contexts are discussed more than not. And one teacher shares the snags and vice-versa which deals with the construction of identity construction. Similarly, teacher 'C' viewed in the interview:

Often they share. Even from different subjects, Nepali or other subjects also, they share some problems, may not be subjective type problems, particularly subjective or content based problems may not be, because being different subjects but other things in the classroom, management factors or other factors. Regarding these things, we often make discussion. They share with me.

Teachers don't share the problems only related to their own subject matter rather the subject matter of other subjects too. They discuss other possible factors affecting the classroom situation. Dealing with all these things, peer support in the form of problem sharing and discussion in terms of creating identity is the major concern in the professional field. Most of the teachers during the journey of teaching profession discuss to each other on certain problems. Teacher 'D' also shared the similar view:

Yes, sir. Sometimes, that may not be. But most of the time, while teaching the students, the same problem occurs in the classroom. And we solve it anyway. Of course they share their academic problems with me to cope with the problems that they face in the classroom.

This clearly shows that consecutive activities of the teachers in discussion and sharing problems to overcome the problems or challenges. It is seen that the reversion of the problems sharing strengthens the rapport and problems solving skills among the teachers to exist perfectly in their professions insofar which contributes for the construction of identity construction with the help of practice of peer support as the teachers in their schools have been practicing getting the administrative support.

Collective efforts to deal with problems as practice for identity

construction. Collective effort is one of the practices of peer support which has been taking place in schools in Banke district. Collective effort is the collaboration and attempts of the teachers or colleagues who are in the same profession to deal with the certain issues prevailed in teaching and learning activities. Teachers have attempt to overcome the common problems. Some teachers, being an English specialist, get several problems and issues to discuss in a certain platform. Discussion among the teachers could assist in constructing positive perceptions regarding their profession because dealing with the problems sometimes pushes the teachers to the pit of dissatisfaction and obsession towards their profession. So collective efforts among the teachers help to cultivate positive perceptions and construct their identity. In this regard, teacher 'A' shared in the interview:

Yes... Particularly, I myself try to solve the problems. Being as the English teachers specialist in this municipality, so many other school's teachers also ask me some common types of the problems when and what they face. Then we discuss, I share my ideas over the problems. Such types of the cooperation can be found here. Some teachers wouldn't like to ask their own English teacher who are available in his/her school, but want to ask me who are from another and another schools. When they ask to their own teachers, then he may talk to others and neglect to him, dominate to him.

From the articulation, it can be illustrated that peer support is not only existed within the school but also beyond the school environment just because of the negligence to the teacher available in school. Analyzing all these things, teachers are found to be getting motivated towards the collaborative discussion among the teachers to uproot the academic snags appeared in ELT classroom. In the same way, teacher 'B' viewed in the interview:

Yes. I and my colleagues have the collective efforts ...hai...for the common problems obviously, why not there in the classrooms. We share and while solving the problems, we sit or we gather in one point. And then the we conduct sessions, in conferences, in meeting particularly in schools. Meetings are held there, and then in meeting we share the problems and we conclude in points and we start to go by solving the problems in different ways.

It was found that, based on the stories, the act of sharing problems and discussion is practiced in the different forms as they take part in different academic platforms like NELTA to have conference and workshops to discuss the problems and possible solutions to them. In the same way, teacher 'C' also shared in the interview:

Yes. We have collective efforts to cope with the challenges in ELT classroom. Mainly in class, students hesitate to take part in speaking so we have been focusing speaking from root level and emphasizing on English exposure.

From the data provided by the participant, the major problematic areas are highly focused on behalf of the students. They have talk on those areas and try to discover the comfortable zone to cope with the problems so far. At the same time, teacher 'D' shared the similar ideas:

Of course sir, we feel the same problems. When we find out the problems inside the classroom, we cope up with the problem and the challenges. Specially, common problems which are occurred most of the time.

After analyzing the stories of all the participants, it can be dragged that collective efforts among the teaching staffs or colleagues in terms of thinking up on the solutions of problems appeared inside the classroom helps them construct unique identities having positive impacts in their professions. The high engagement of the teachers in this regard forms a certain culture in the area of professional development insofar. Sometimes, teachers may feel obsession due to the inability to overcome the snags. This may reduce the positive vibes of the teachers regarding their profession. However, their collective efforts in this regard ultimately minimize the anxieties of the teachers. So, in case of having peer support, the teachers have been having collective efforts to eliminate common teaching or academic snags for the construction of teachers' identities to exist longer in their profession.

Peer support (a tool) to have expansion of teachers' identities. There are several ways and strategies to extend the identities of the teachers their professional field. The teachers have to be able to face the aftermaths of the identity crisis caused due to the different factors. These factors might be dissatisfaction with the job, inability of the teachers to show the responsibility in the society, unaware about the

multiple roles of the teachers which are expected to play in the society, emergence of academic problems and inability to cope with them, and lack of public and peer support. These things are probably concerned with the perceptions of the teachers along with the other people belong to certain society about their professions and themselves. In such case, peer support, support among the teaching staffs and colleagues regarding the certain academic issues, could appear as a tool to cultivate positive perspectives over teachers and the teaching profession which construct the professional identities of the teacher. In this regard, teacher 'A' shared in the interview:

Of course, peer support expands our identities in the sense that the attempt of peers in solving problems makes sure that the teachers are so active and trying to establish own identity. When we are able to cope with the problems, definitely, our identity is constructed.

From the articulation of teacher 'A', it can be understood that the attempt of the teachers in terms of solving the problems and being active in these areas shapes the teachers' identities. In the same way, teacher 'B' viewed in the interview:

Yes. Of course. It helps to expand the identities of the teachers in the sense that when teachers face the problems while teaching inside the classroom, they may share the problems and have attempt to solve the problems which cultivates the positive vibes in teachers and exist in the same profession they are engaged in.

Roles of peer support are not limited. As the peer support, in the form of problems sharing, discussion and having collective efforts, has been practicing in schools, on the one hand, it jumps to acclimatize the teachers with the problems and serves the possible solutions to help the teachers be professionally grown. From the view of the participants, he argued that the practice of peer support expands the identities of the teachers making the teachers adjusted in their professional field having minimized the obstacles available during professional journey. Likewise, teacher 'C' shared in the interview:

Sure. I said in-depth. And this always support and because having support, we can cultivate ourselves. And because..auhhh, I think we say sharing and caring also. And having some that sharing and solution and suggestion or information regarding our problems, and we can apply something new in the classroom. And you can make up-to-date also, because there can be something gap, and making interaction, we make something new regarding our profession, our teaching and other so many aspects regarding materials and management factors. And if you apply something new in the classroom, and that always support for your professionalism. That shows your professionalism because being in twenty first century, you must be advanced, in up to date. So, and always interaction and peer support always support to expand our identity because that directly or indirectly support for our professionalism. And that's our identity.

The data revealed that motivation of the teachers to have peer support without feeling hesitation in the professional field has paved the way for the teachers to be professionally developed which contains certain identities of the teachers. Discussion and sharing of the problems bring newness in teaching methods and ideas and this act changes the students' performances. Not only this, it also helps to have interaction among the colleagues to make them up-to-date in their profession which definitely construct their professional identities. Similarly, teacher 'D' also viewed the similar ideas:

Absolutely, peer support is always a supportive one to expand teachers' identity. It helps teachers to solve the problems occurred during the teaching period. Solving means creating an identity among the learners.

From the data presented above, it can be drawn that peer support has been practicing being up to date in the professional journey having dealt with the several problems and snags regarding teaching and learning activities. Teachers' ability of maintaining good teaching skills and strategies creates their unique identities as other people also think positively towards the teachers based on their performances. The analysis of all the data gives the evidence of creating identities of the teachers with the help of peer support.

Chapter Five

Findings, Conclusion, and Implications

This chapter presents the findings drawn up from the analysis and interpretation of the result. The findings of the study helped me map the conclusions. Furthermore, some points of recommendations have been made from the findings. So, it includes the conclusions of the study along with some points of recommendations to be applied in different levels.

Findings

The study was profoundly centered around exploring the roles, perceptions and practices of peer support in the construction of identities of English language teacher based on the narrative inquiry design belonging to qualitative research project. After the conscious and in-depth data analysis, the study was found to have the following prominent findings:

-) Peer support, in the form of sharing problems, cultivates positive vibes among the teachers regarding their profession and themselves.
-) The progress of the students, motto to serve in the society in terms of getting respected by other people and the students are the factors which exert him / her into the profession having developed positive sense towards profession assisted by peer support.
-) The different platforms and culture of sharing so far motivate people to get engaged in this profession(teaching).
-) The popularity of other professionals in the similar field has been one of the factors influencing the selection of teaching profession developing the positive perception cultivated by the practice peer support in the school.
-) Misunderstanding and conflict between teachers about superiority and inferiority in the same profession may misguide the teachers towards the declination of professional identity, at the same time, peer support helps them construct their ideological, educative and personal selves.

-) Peer support functions as a tool to give professional satisfaction to the teachers by assisting them overcome the academic snags discussing among the colleagues.
-) If the students' performance is well-done, teachers will be in the area of satisfaction.
-) Getting respects from societal and academic settings promotes the teachers' identities is the major source of job satisfaction as they discuss with the colleagues to confront the snags, they face which creates appropriate environment for the job satisfaction.
-) The practice of peer support has the positive impacts in cultivation of skills and strategies which helps them exist for a long time in the same profession.
-) Sharing problems and solving them together are to avoid the bad feelings of the teacher regarding teaching profession.
-) Sharing problems can be a major source of motivation which assists to bring copious changes in teacher skills which leads them to construction of identity.
-) The concentration of teachers towards the students and their performance are directed by the peer discussions and the sharing of the ideas regarding it.
-) The possibility of identity construction can be seen with the conscious development of the different repertoires fully based on the teaching and learning which ultimately aim to minimize the snags appeared in the classroom or in the professional journey of the teacher.
-) Teachers often attempt to make interactions inside the classroom to build up rapport with them to establish their identities.
-) Sharing ideas and strategies are ultimately linked with the practice of peer support in school as a tool to reform their identities.
-) Teachers have been practicing peer support as one of the best ways to overcome the challenges in terms of creating self-awareness and concepts about the profession and the persons.
-) The best activity to promote peer support is sharing problems.
-) If the teachers feel more comfortable to share the problems, they try to investigate the solutions and justify them with collective efforts.
-) Peer support could be better tool to construct getting along with their colleagues depending upon the reaction of each other.

-) If the teachers have discussion, chat and support to each other, any kind of teaching colleagues can be overcome in less period of time.
-) Teachers discuss the possible factors affecting the classroom situation. Dealing with all these things, peer support in the forms of problem sharing and discussion in terms of creating identity is the major concern in the professional field.
-) Discussion among the teachers could assist in constructing positive perceptions regarding their profession because dealing with the problems sometimes pushes them to the pit of dissatisfaction and obsession towards their profession.
-) So, collective efforts among the teachers help to cultivate positive vibes and construct their identity.
-) Teachers are found to be getting motivated towards the collaborative discussion among the teachers to eliminate the academic snags appeared in ELT classroom.
-) The act of sharing problems and discussion is practiced in different forms as they take part in different academic platforms like NELTA to discuss the problems and possible solution to them.
-) The attempt of the teachers in terms of solving the problems and being active in these areas shapes the teachers' identities.

Conclusion

The recent study has explored the roles of peer support in the construction of identities of English language teacher along with the perceptions and practices of peer support in secondary schools in Banke district and extracted the pedagogical implications. Teaching and learning activities have been becoming one of the tough tasks in profession field since different kinds of teaching concepts and paradigm shifts are getting emerged in this field so teachers have to go through numerous snags related to teaching which has caused serious issues in the identities of the teacher. However, the act of culture of problem sharing and discussion among the teachers as the practice of peer support during the professional journey has been a tool to construct different identities of English language teachers.

Connecting to the ideas, the current research study illustrates the roles of peer support to be played to cultivate positive feelings regarding the profession and themselves as these things have been regarded as identities of the teacher. Additionally, peer support has been a tool to develop positive perception towards the profession with the job satisfaction promoting their identities coordinating with the development of different repertoires, teachers share problems to be existed in their professional journey. Many teachers share challenges with their colleagues to deal with the ideas and possible solutions analyzing the reactions of colleagues on sharing problems contemplating the teachers' identities.

On other hand, catching up with the practice of peer support, the reversion in sharing problems recreating the exposure for identity construction as teachers have collective efforts for minimizing obstacles to justify the practice of peer support in terms of reducing the anxieties of the teachers generated through their inability to be acclimatized in new environment as they have to be up-to-date, this could determine the range of identity construction.

Summing up, the practice of peer support in the forms of problems sharing, collective efforts to come the snags, and discussions in different academic platforms, regarding the possibility of anxiety and problem minimizingis found to be more effective to cultivate the positive vibes and perceptions to shape and form their identities having developed dawn perception about their profession in their journey of teaching and learning activities.

Implications

Based on the findings and conclusions drawn after analysis of the data, some applicable recommendations have been made.

Policy related. Policy plays crucial roles to have effective implantation of the planning of something. Promoting policies is an inevitable action for any organization/program since it paves the ways for implementation. Thus, the current study contains the following points to be applicable to the policy makers

-) Adjacent policies should be made on behalf of the teachers and appropriate environment for identity construction.

-) Provisions regarding different kinds of trainings and sessions should be made to make the teachers feel comfortable in their profession which shapes their identities.
-) Policies regarding submission of peer report about the difficulties and possible solution should be formed with great visions.
-) Dealing with the different kinds of problems has been a major concern for the construction of teachers' identities which should be minimized with the help of strong policies.

Practice related. Only making plans and policies in this regard may not work as expected. We should have practice them in appropriate and effective ways. Some practice related recommendations are enlisted below:

-) Peer support in the form of problem sharing, discussion and finding out the ways to address the problems with possible solutions should be practiced insofar.
-) Teachers should have positive perceptions and can minimize their anxieties by supporting to each other.
-) They must get involved in the activities of professional development which ultimately forms their professional identities.
-) With the paradigm shift, teachers must think and practice for post-method pedagogy with colleagues' support in English language teaching.

Further research related. Identity construction has been an issue in the professional field. Teachers face several challenges in such a case peer support in the form of problem sharing and finding out the possible solutions with collective effort could assist them shape their identities. While carrying out this study, I came across numerous ideas and the possible agendas to be explored in identity construction and practice of peer support. Some research topics or areas enlisted below can be further researched:

-) The interested researchers can carry out the research on perceptions of teachers towards the changing identities of the teachers.
-) Teacher can find the gaps between teachers' perceptions and practice shaping the identities.
-) Teacher can also explore the roles of school administration in constructing teachers' identities.

References

- Ahmad, H., Latada, F., Shah, S. R. & Wahab, M. N. (2017). Exploring the construction of professional selves of Non-native EFL Teachers at a Saudi Arabian University. *Arab World English Journal*, 8 (4).
DOI:<https://dx.doi.org/10.24093/awej/vol8no4.10>.
- Afshar, H. S., & Donyaie, S. (2019). EFL teachers' identity construction through areflection consciousness-raising interactive workshop. *International Journal of Society, Culture & Language*, 7 (2), 2019, ISSN 2329-2210.
- Alahmad, R. & Carter, M., Pierce, C., Robert, L. (2018). The impact of enterprise social media identity on job performance and job satisfaction. Twenty-fourth Americans conference on information system. *New Orleans*.
- Bagnall A. M, South J., Hulme C. et al. (2015). A systematic review of the effectiveness and cost-effectiveness of peer education and peer support in prisons. *BMC Public Health*; 15. DOI:10.1186/s12889-015-1584-x.
- Baldauf, R. B. Jr. (1990). Education and language planning in the Samoas. In R.B. Baldauf, Jr and A. Luke (eds) *Language Planning and Education in Australasia and the South Pacific* (pp. 259-276). *Clevedon: Multilingual Matters*.
- Beijaard, D. (1995). Teachers' Prior experiences and actual perceptions of professional identity. *Teachers as and Teaching: Theory and practice*, 1(2), 281-294.
- Beijaard, D., Meijer, P.C., and Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20, 107-128.
- Berman, E., West, J. P., & Richter, M. N. (2002). Work place relations: Friendship patterns and consequences (according to managers). *Public Administration Review*, 62: 217-230.
- Bloom field, D. (2010). Emotions and "getting by": A pre-service teacher navigating professional experience. *Asia pacific Journal of Teacher Education*, 38,(3), 221-234, <https://doi.org/10.1080/1059866x.2010.494005>.
- Bist, M. S. (2022). Practices of Promoting Professional Identities of Women English Teachers (*unpublished thesis*), Tribhuvan University, Nepal.
- Bist, S. D. (2015). Shifting the medium of instruction in Nepalese schools: An attitudinal study of ELT practitioners. *A unpublished Master's*

Thesis, Department of English Education, Central Department of Education, Tribhuvan University, Kirtipur.

- Carter, K., & Doyle, W. (1996). Personal narrative and life history in learning to teach. In J. Sikula, *Handbook of research on teacher education* (pp. 120-142). New York: Macmillan.
- Clossey, L., Solomon, P., Hu, C., Gillen, J., & Zinn, M. (2018). Predicting jobsatisfaction of mental health peer support workers (PSWs). *Social Work in Mental Health, 16*(6), 682-695.
- Creswell, J. W. (2007). *Research design: Qualitative, quantitative and mixed methods approach*. India: Sage Publication.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative (4th ed.)*. New York: Pearson Publication.
- Creswell, J.W. (2013). *Qualitative inquiry and research design. Choosing among five approaches (3rd Ed.)*. California: Sage Publication, Inc.
- Cross, R., & Cumming, J. N. (2004). Tie and network correlates of individual performance in knowledge-intensive work, *The Academy of Management Journal, 47*(6), pp.928-937.
- Crotty, M. (2003). *The Foundation of Social Research: Meaning and Perspectives in the Research Process (3rd ed.)*. London: Sage Publications.
- Day, C., A. Kington, et al., (2006). "The personal and professional selves of teachers: stable and unstable identities. "*British Educational Research Journal 32*(4).249-265.
- Dejong, G. (1979). Independent living: From social movement to analytic paradigm. *Archives of physical medicine and rehabilitation*. Vol. 60. 435-446.
- Dornyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Dowling, S. J. (2011). Constructing identity, identity construction. Thesis, George State University. doi: <https://doi.org/10.57709/2093433>
- Duff, P., & Uchida, Y. (1997). The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classrooms. *TESOL Quarterly, 31*, 451-486.
- Dutton, J. E., & Ragins, B. (2007). *Exploring positive relationships at work: Building a theoretical and research foundation*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Dutton, J. E., Roberts, L. M., & Bednar, J. (2010). Pathways for positive identity construction at work: Four types of positive identity and the building of social resources. *Academy of Management Review*, vol. 35, No. 2, 265-293.
- Ellis, B. H., & Miller, K. I. (1994). Supportive communication among nurses: Effects on commitment, burnout, and retention. *Health Communication*, 6(2), 77-96.
- Epstein, E. H. (1978). On the School as an Agent in Shaping National Identity. *Education and Urban Society*.10(2), 107-112,1978.
- Fischer, C., Fishman, B., Dede, C., Eisenkraft, A., Frumin, K., Foster, B., Lawrenze, F., Levy, A. J. & McCoy, A. (2018). Investigating relationships between school context, teacher professional development, teaching practices, and student achievement in response to a nationwide science reform. *Teaching and Teacher Education*, 72, 107-121.
<https://doi.org/10.1016/j.tate.2018.02.011>.
- Gee, J.P. (2000). Identity as an analytic lens for research in education. *Review of Research in Education*, 25, 99-125.
- Gecas, V. (1982). The self-concept. *Annual Review of Sociology*, 8: 1-33.
- Gergen, K. J. (1994). Realities and relationships: Soundings in social construction. *Boston: Harvard University Press*.
- Gidugu, V., Rogers, E. S., Harrington, S., Maru, M., Johnson, G., Cohee, J., &Hinkel, J. (2015). Individual peer support: a qualitative study of mechanisms of its effectiveness. *Community mental health journal*, 51(4), 445-452.
- Gulliver, S.B., Rostockyj, J.A., Pennington, M.L., Cardenas, M.N., Strack, J., McCallum, A., Dupree, J., Coe, E. and Meyer, E.C. (2023). A peer support training and supervision program for Veterans and families: Development and preliminary results. *Journal of Military, Veteran and Family Health*, (aop), p.e20220018.
- Guskey, T. R. (2009). Closing the knowledge gap on effective professional development. *Educational Horizons*, 87(4), 224-233.
- Hamal M. B. (2015). Attitude of senior citizens towards smart home technologies: a literature review. Dissertation, Arcada University of Applied Sciences, Helsinki. <https://www.theseus.fi/handle/10024/103748>
- Jensen, C. &Thogersen, J. (2011). Danish university lectures' attitudes towards English as the medium of instruction. *Iberica*, 22, 13-34

- Jukuri, K. (2013). Identity projects of design professionals-identity construction using social media. *Aalto University School of Business*. Vol.4.3.2013.
- Laurene Clossey PhD, Lcsw, Phyllis Solomon PhD, Chin Hu PhD, James Gillen M.Ed, CPS & Miranda Zinn (2018): Predicting job satisfaction of mental health peer support workers (PSWs), *Social Work in Mental Health*, DOI: 10.1080/15332985.2018.1483463.
- Lee, I. (2013). Becoming a writing teacher; Using identity as an analytic lens to understand EFL writing teachers' development. *Journal of Second Language Writing*, 22 (3), 330-345.
- Lee, V. J. (2013). Teachers of color creating and recreating identities in suburban schools. *The Qualitative Report*, 18(8), 1-16.
- Lopes, A. (2009). Teachers as professionals and teachers' identity construction as an ecological construct: an agenda for research and training drawing upon a biographical research process. *European Educational Research Journal*. Volume 8.
- MacNeil, C. (2004). Peer support: What makes it unique. *The pottery district troy* NG 12180518. 270. 0978.
- Mead, G.H. (1934). *Mind, self, and society*. Chicago, IL: University of Chicago Press.
- Mitchell, A. (1997). Teacher identity: A key to increased collaboration. *Action in Teacher Education*, 19(3), 1-14.
- Motha, S. (2006). Racializing ESOL teacher identities in US K12 public school. *TESOL Quarterly*: 40.3, 495-518
- Norton, B. (2006). Identity as a socio-cultural construct in second language education. Retrieved from <http://faculty.educ.ubc.ca/Norton/Norton%202006%20in%20Australia%20TESOL.Pdf>.
- Ortactepe, D. (2015). EFL Teachers' Identity (Re)Construction as Teachers of Intercultural Competence: A Language Socialization Approach, *Journal of Language & Education*, 14:2, 96-112, DOI:10.1080/15348458.2015.1019785
- Polinkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education*, 8(1), 5-23.
- Pandey, B. (2022). *English language female teachers' identity construction in EFL context* (unpublished thesis), Tribhuvan University, Nepal.
- Paulina, N. & Guzman, T. (2009). The teacher self-construction of language teachers. *Research Gate Publication*. Autonomous University of Tamaulipas.

- Reeves, J. (2018). Teacher identity. Department of teaching, learning and teacher education. University of Nebraska, Lincoln.
- Rokaya, N. (2018). *Identity construction in female English language teachers' professional development: A narrative inquiry*. (unpublished thesis), Tribhuvan University, Nepal.
- Salli, S., & Osam, U.V. (2017). Pre-service teachers' identity construction: emergence of expected and feared teacher-selves. *Springer Journal*. DOI10.1007/s11135-017-0629-x.
- Sah, P. K. (2020). English medium instruction in South Asia's multilingual schools: unpacking the Dynamics of ideological orientations, policy/practices, and democratic questions, *international journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2020.1718591.
- Schau, Hope Jensen and Mary C. Gilly, (2003). We Are What We Post ?Self Presentation in Personal Webspace. *Journal of Consumer Research*. 30(March), 385-404.
- Sinha, S. & Hanuscin, D. L. (2017). Development of teacher leadership identity: A multiple case study. *Teacher & Teacher Education*, Vol. 63, pp. 356-371.
- Tharu, S. (2020). *Teacher identity construction in EFL context of Nepal: A narrative inquiry*. (unpublished thesis), Tribhuvan University, Nepal.
- Trivellas, P., Akrivouli, Z., Tsifora, E. & Tsoutsas, P. (2015). The impact of knowledge showing culture on job satisfaction in accounting firms. The mediating effect of general competencies. *Department of Accounting & Finance, TEL of Thessaly, 41110, Larisa, Greece*.
- Van de Ven, P. (2020). The journey of sensemaking and identity construction in the aftermaths of trauma: Peer support as a vehicle for co-construction. *Journal of Community Psychology*, 48(6), 1825-1839. <https://doi.org/10.1002/jcop.22373>
- Wayman, J. C. & J. B. Jimerson. (2014). Teacher needs for data-related professional learning. *Studies in Educational Evaluation* 42:25-34.
- Wenger, E. (1998). *Communities of Practices: Learning, meaning and identity*. New York: Cambridge University Press.
- Wenger, E. (2000). Communities of practice and social learning system. *Organization*. 7(2), 225-246.
- Zare-ee, A. & Ghasedi, F. (2014). Professional identity construction issues in becoming an English teacher. *Procedia: Social and Behavioral Sciences*, 98, 1991-1995. <https://doi.org/10.1016/j.sbspro.2014.03.633>.

Appendices

Appendix 'A'

Participants Information Statement

Peer Support in Construction of English Language Teachers' Identities: Perceptions and Practices

Me : Introduce yourself.

Teacher : My name is Bhim Kharel. I have been teaching in Shree Nepal Rastriya Secondary School, Kohalpur-12, Nibuwa, Khadgawar, Banke as secondary level English teacher.

Me: Tell me something about your journey in teaching profession. Why were you interested in teaching profession?

Teacher: When I was 19 or 20, in 2058, I had been starting my teaching journey in Shree Baljyoti Secondary School, Kohalpur, Banke as secondary level English teacher. I had taught in that school about three years, then I went to Himalay Secondary Boarding school as principal of that school and I had been principal for two years. After that I had gone to Jaya Janata Secondary school as an English teacher of secondary level. And there I had taught for three years, then from 2066, Baishakh till now, I have been teaching in Shree Nepal Rastriya Secondary School. Apart from this, I have been teaching in New Bageshwari Academy College as well.

Me : Thank you sir, why did you select this profession?

Teacher: ummm.... Teacher is one of the most important as well as the reputed professions in my view. I select this profession because I want to share my knowledge, my experiences to many learners and I want to make them competent, I want to make their bright future. So I have selected this type of the profession or teaching profession myself. I was guided to join in the government officer but I rejected that because I need to support my community, I need to support my society, I have to guide my students myself so that they will respect me, and they will be in

different fields, doctors, pilots, officers and so on. All they will be my products, and I feel proud at that time over them. So I have selected this profession myself.

Me : What do you think of your profession and you ?

Teacher : So many teachers said that being teacher is not good, but..aummmm.. I feel, I am fully satisfied by my profession.... Aumm...I ...according to my profession, money is not everything, I have to guide lots of the students myself. In case of money, Aumm..teacher may be in a bit lower class in comparison to other officers, but in all other sectors, in all subject matters, being teacher is one of the reputed profession. Most of the people, like in one year, more than five hundred or thousand student can recognize the teacher, but only..aummm..around hundred people recognize the officer. In such condition, I think I am fully satisfied over my profession myself.

Me : Has it really made you feel satisfied in different aspects to exist in this profession? What factors have made you feel so ?

Teacher : Yes, I am fully satisfy by my profession in various aspects ...aummmmm.... in case of holiday, teachers can get more holidays time, teachers can work in their home if their job is in their locality or if they are infrom their own home, then economically salary is equal to all the officers of Nepal. Nepal government determine the fix salary to all of us. Apart from these things, being as an English teacher, from extra class, I can earn money myself, I had earned also..aummm. then socially teacher can directly contact to the society...society members..umm.. teacher can face lots of the social problems with the help of their students. Being...having such different aspects made me satisfied over this profession.

Me : Thank you so much sir. You have taught in so many different boarding schools, right now, you have been engaged in government school as an English teacher. Aumm... have you faced any challenge or let's say any academic problem while teaching ?

Teacher : Yes, I had taught in different boarding schools. I had taught in different tuition centers, different institutions, college, schools and government schools and so on, everywhere so many challenges can be found, economic problem, social problem,

language problems, their different types of the cultural problems, all these problems hinders the learning of the learners. In the class, multi-caste, multi-religious, multi-cultural, multi-language students can be found. On such class, when the teacher presents one example of the temple, then the students who is from different religious community feel a kind of the uneasiness. When the teacher started to translate the subject matter in Nepali language, the students who are from Maithali and Tharu community may feel a bit difficult, they desires to have their own language. At that time , they feel linguistic biasness and those student who are from Nepali community feel easy and comfortable or nearness to the teacher and those students who are from Tharu and Maithali they feel a bit distance to me. I have realized such type of the behavior from the students. At that time, I myself try to convince them by presenting the different examples from the different society according the need of the students but I feel such variety of the problems. Like the teaching material problems, all the materials cannot be found in the classroom. These are the different problems I have faced in the class.

Me : Do you share these academic problems or challenges with your colleagues ?

Teacher : Yes, I always share my problems or difficulties which are aroused in my classroom to mu colleagues. According to their suggestions, or when they give some kind of the advice to me or they try to present the solution over the subject matter to me. Then, according to their suggestions and solutions, I try to solve my problems myself. That makes me easy to solve the problems. And other friends may also ask me, and could ask me , what is its answer , how can we solve this type of the problems in the class, this problem has occurred today, this types of the questions may be asked by my colleagues to me. And I have also asked to them if I have the problems.

Me : Do they actually show you the way to solve the problems ?

Teacher : Yes, they try to solve the problems, but when they solve my problems, then they feel superior over me, they feel such types of the superiority over me.

Me : Do you share your challenges with the teachers belong to only ELT related teachers or related subjects or other subjects as well ?

Teacher : Mostly, I share my problems to ELT teachers. Some questions may be connected to other social teachers and other health teachers. In such condition, according to the problems or topic of the problems, I ask to other subject teachers.

Me : Did sharing problems with colleagues help in the construction of teachers' identity? Did this act of sharing help you to develop or cultivate the positive vibes regarding teaching profession?

Teacher : Yes, why not. One mind may have one kind of the idea, multi mind have the multi ideas to solve the problems. So, sharing problems to other colleagues enables all the teachers. They may learn by me and when I ask such types of the problems to them, then I myself can solve and they also have the ideas to solve such types of the problems in their own class easily. That makes the teacher competent, that makes the teacher develop the courage in the classroom, then such types of the sharing enable the learners to solve such types of the problems easily. And to solve such types of the problems, we have NELTA group, and community level teachers' group is here, that committee also arose some common types of the problems and discuss when we have the meeting or seminars.

Me : Do you have the time or the situation when you felt very obsessed with your profession like very irritated, such as this job is not good? Or do you have the situation in which you felt so?

Teacher : Yes. When all the years, I think I have to teach more than others. I do hard labour. I want to make my students competent than other. But when the result may occur, then sometimes, my students may be failed in my subject. At that time, they think that I cannot teach good so all the students are failed . When I hear such types of the saying, at that time I feel irritated myself.

Me : Have you heard about peer support? So, have you been practicing peer support in your school which could help the teachers feel satisfied in their profession?

Teacher: Actually, peer support has not been implemented in our school. Such types of the practice is not applied or used. But I think peer support is good. Peer support helps language teachers to teach perfectly, and so many ideas can be collected from peer teaching or peer helping. It is good but it is not applied appropriately.

Me: What kinds of challenges have you been facing in ELT classroom, these days?

Teacher: Same types of the problems, Language problems, because multilingual students are here in the class, then economic problem, some students are from very poor family background and some are from higher rank. And they have different types of the problems, copy, pen, book, practice book and so many types of the materials, then they feel a kind of the uneasiness. When I ask them to buy the practice book, grammar book. At that time, they make a kind of the sad face.

And next is, when I am going to ask some questions to them, then they just...may give me some kinds of the suggestions. But after that, they say 'I have given some ideas to him....they talk to more other teachers and they want to take the credit. And he/she wants to be superior than me. Such types of feelings are inherent to the teachers still now.

Me: Do you or your colleagues have collective efforts to cope with the common problems or challenges? Do you solve the problems yourself?

Teacher: Yes...Particularly, I myself try to solve the problems. Being as the English teachers specialist in this municipality, so many other school's teachers also ask me some common types of the problems when and what they face. Then we discuss, I share my ideas over the problems. Such types of the cooperation can be found here.

Some teachers wouldn't like to ask their own English teacher who are available in his/her school, but want to ask me who are from another and another schools. When they ask to their own teachers, then he may talk to others and neglect to him, dominate to him.

Me: What do you think? Does peer support help to expand the identities of the teachers ?

Teacher: Yes, peer support helps to develop the teacher's profession. Peer support help to build of the so many kinds of the skills, knowledge, activities. It is good to the English teacher because actually when the teachers have peer support, they can share their problems, they can solve the problems together and they may not be obsessed with their profession. So I opine that peer support helps to expand the identities of the teachers.

Me: Again, I want to just draw your attention in this question. How can peer support be effectively implemented or practiced to improve the teaching and learning activities in ELT classroom. How can we effectively implement the culture of having peer support in EFL classroom?

Teacher: It is good question and it makes the teaching learning effective, it makes the teacher competent....ahwhhh....it makes the teacher perfect and so on. But we have to make a kind of the system. We bring a kind of the way to discuss in the subject matter in their own schools and own types of the same subject teachers should discuss over the subject matter. If we do so, and either there is senior teacher or junior teacher, either the new teacher or old teacher, they have to share their ideas among themselves. Like, in our school, we try to develop a kind of the system that on the last day of the month, we send the students on half time then we discuss over the subject matters and the problems to be found during the month in subject communities to extract some common types of the problems we discuss there. But we make such types of the system to make our teacher perfect, competent and so on. But it is not effectively used the junior teachers wouldn't like to ask or share their problems although they have the problems. If we ask some questions to him, then he may feel weak to me like such types of the problems inherent to them. But the main problem is, some junior teachers as well as our colleagues have ego problems. So, peer support is the best techniques to make the teaching learning effective.

Me: Now we have last question, do you feel grateful to your self when your students perform better than expected due to your effort?

Teacher: Yes, every teacher feels that. And I feel so. We are teachers and we teach English subject and when the students perform better in this subject, their performance creates our identities. So students performance develops or cultivates the positive vibes regarding our profession which is our identities.

Me: Thank you so much sir for providing your valuable time.....

Teacher : My pleasure...I wish your bright future and thank you for selecting me as participant for your research works.

Appendix 'B'

Consent Form

Dear informant,

This is Khim Bahadur Bhatta Chhetri. I am one of the researchers of Tribhuvan University, Department of English Education, Kirtipur, Kathmandu.

I am carrying out the research study entitled **Peer Support in Construction of English Language Teachers' Identities: Perceptions and Practices** under the supervision of **Dr. Renu Singh, Lecturer**, faculty member of Department of English Education, T.U. Kirtipur, Kathmandu. I am highly interested to use open-ended in-depth interview with the secondary level English teachers who have been teaching in different schools in Banke district. The interview will be around of 45 minutes. The information given by the participants will be kept confidential. The institution where you are working will not be identified by name, details that might make it easy to identify and the real name of institutions and participants will be changed and used pseudonyms instead. Your participation in this project is completely voluntary, and you are free to refuse the participation at any time.

Name:

Signature:

Email Address:

Date:

Appendix 'C'

Questionnaire for Secondary Level Teachers

Dear Respondents,

This in-depth interview questionnaire has been prepared to complete this research work. It mainly entails the open-ended question items. I would like to make a request to read each instruction and description properly and respond as comfortably as you wish to do. I also would like to assure that the results and the data provided will be used only for research purposes. So, you are requested to give as honest answer as you are. I appreciate and value your response along with thanking remarks for your immense time and honesty.

Researcher

Khim Bahadur Bhatta Chhetri

Department of English Education

T.U., Kirtipur, Kathmandu

Email. bhatarajan796@gmail.com

In-depth Interview Questions

The following questions were prepared as interview guidelines for the purpose of having successful completion of in-depth interview for collecting the data from the targeted participants or source of primary data. The following interview guidelines assisted me absorb the data needed to meet the objectives which I have made for this research work.

- a) Introduce yourself.
- b) Tell me something about your journey in teaching profession?
- c) Why did you select this profession?
- d) What do you mean by teachers' identities?
- e) Has it really made you feel satisfied in different aspects to exist in this profession? What factors have made you feel so?
- f) Do you think peer support helps in the construction of teachers' identities?
- g) Does sharing problems with your colleagues help in the construction of teachers' identities?
- h) How have you been practicing peer support in your school which could help the teachers feel satisfied in their profession?
- i) Are you really satisfied with your profession?
- j) What kinds of challenges have you been facing in the EFL classroom?
- k) Do you share your academic problems or challenges with your colleagues?
- l) How do your colleagues react you when you share your academic problems or challenges?
- m) Do your colleagues share their academic problems or challenges with you?
- n) Do you and your colleagues have collective efforts to cope with the common problems you have been facing in EFL classroom?
- o) What do you think of your profession and you?
- p) Have you ever practised Peer Support? Has it helped you cultivate the positive vibes regarding your designation and profession?
- q) Have you been practicing peer support when you face the problems in the race of teaching?
- r) Does peer support help to expand the identities of the teachers?
- s) How can it be effectively implemented or practiced to improve the teaching and learning activities?
- t) Do you feel grateful to yourself when the students perform better than expected due to your efforts?

My promises

I, one of the researchers carrying out the study entitled **Peer Support in Construction of English Language Teachers' Identities: Perception and Practices**, have the following promises to implement in the journey of my study.

- Your name / school's name / information will be kept confidential.
- Recorded video and audio clips won't be shared to any organization or person I know.
- Your data/information will only be used for my research work entitled **Peer Support in the Construction of Teacher's Identities: Perception and Practices in EFL Context**.
- Pseudonym will be used instead of your name / your school's name or your background.
- Data will be transcribed and analyzed with the permission you allot.
- Your support and attempt in making me comfortable to carry out this research work will be highly appreciated and acknowledged.

.....

Signature
Participant

.....

Signature
Researcher
Khim Bahadur Bhatta Chhetri