

## **Narrative Inquiry: An Alternative Tool to Recapitulate Teachers' Pedagogical Capital**

**Ganesh Kumar Bastola**

Lecturer

Department of English Education

Mahendra Multiple Campus, Dharan, Tribhuvan University, Nepal

Email: [ganesh.bastola@mahmc.tu.edu.np](mailto:ganesh.bastola@mahmc.tu.edu.np)

<https://orcid.org/0000-0003-1173-2402>

### **Abstract**

In this paper, I examine how the interpretative prototype is undertaking its supremacy in the educational research model and how a narrative inquiry paradigm supported and helped me to explore different realities of teachers' pedagogical capital in the context of Nepal. It aims to relate how the perceptions of pedagogical capital affect teachers' performance in the language classroom. Data for this study were collected from three participants purposively. The data, in this research, have been analyzed based on the framework of Stake (1995). The study uses Bourdieu's (1977) notion of cultural capital for theoretical substantiation and the findings indicate that teachers' pedagogic capital is an ability that can be employed for an effective teaching-learning process. More specifically, this paper pinpoints how narrative inquiry could be considered as an alternative tool to recapitulate teachers' pedagogical capital in educational research.

*Keywords:* narrative, inquiry, teacher, pedagogy, pedagogical, capital

### **Introduction**

#### **Locating Myself in my Experience**

I was born in a remote village in Okhadhunga, a hilly district in eastern Nepal. I cannot envisage how teachers came to my classroom when I was studying at my school level. But when I joined the undergraduate level, I found my English teacher coming into the classroom with a very attractive outlook. I was impressed by his personality, ideology, and the way he delivered his lectures. We were given no autonomy in questioning and critiquing in our classroom. As time passed, I accomplished undergraduate level and joined a private school as an English teacher. My prior focus would be on becoming "the best kind of teacher that I personally could be" (Underhill, 1986). I also realized that the conventional practices of teaching and learning would not empower students to promote their language learning proficiency rather they had to be guided and taught through a student-centered method.

I experienced many different teaching techniques and methodologies. I got ample opportunities to learn and explore the world around me. I nearly shifted into ten different institutions from primary to university level and became able to create my own educational spaces. I gained knowledge about research, its process and paradigm. I accomplished my degree securing good marks including the research study. I developed a good network with different non-professional organizations and attended different types of seminars, conferences, training and workshops, etc. I grew with maturity and developed a kind of conceptual clarity about language teaching in the English as a Foreign Language (EFL) context. Immediately after I completed my master degree, I got an opportunity to teach in a private college.

I tried to make my teaching livelier and democratic to the extent I could since I had learned several approaches and philosophies from my degree classes. I practiced many different English Language Teaching (ELT) methods and theories in my classroom to help students grow personally and academically in my language classroom.

Then, I also knew that pedagogical capital is implicit, tacit and embodied within the teacher and not visible from the outer look. But they can be explored in the classroom exposing the greater amount of exposure to the learners. Besides that, any asset an individual owns is capital since there are different forms of capital such as human, educational, pedagogical, social, psychological, cultural, symbolic, etc. (Bastola, 2018b). Then, I generated pedagogical capital as a "profound knowledge that a teacher gains in his/her subject" (Bastola, 2018b, p.2). So, my belief, thereby, is that teacher gain profound knowledge on their subject matter is called pedagogical capital. I became closer to Lovat (2003) who quotes pedagogy as "a highly complex blend of theoretical understanding and "practical skill" (p. 1).

Therefore, I began to practice innovative ways of teaching in my classroom. The fact what I realized was that I had not gained much pedagogical capital during those days. It was February 2015; I enrolled at Katmandu University to pursue M. Phil in English Language Education (ELE). I learned many different theoretical underpinnings to practical skills. More specifically, I learned about research, its forms and ways of researching real sense. I began valuing that teachers' pedagogical capital is solely linked with the teachers' pedagogies, their ways of doing and experiences and that makes a firm foundation to help learners shape the matured professionalism. I understand teachers are models of the societies and their job is to teach learners to make responsible citizen to be able to know, understand and think about their lives. For that, the teachers should be competent, proficient, devoted and dedicated to their professional duties and responsibilities.

I believe that the teachers' have different types of knowledge, skills and capitals. Some of them can be content knowledge, methodology, technology, self-awareness, etc. I believe that the teachers' pedagogical capital is the assets in which various skills and ideas are embedded. Teachers' strategies, techniques, and policies, determine the overall performance of education.

Teaching learning activities are promoted through students' counselling maintaining the child-friendly environment for learning (Bastola, 2018a).

Finally, I conceptualize that earning pedagogical capital is to have firm excitement, making a continuous effort and having well-built zeal and passion for professional enrichment. Henningson-Yousif and Aasen, (2015) state that pedagogical capitals are the assets activated and emerged in a social situation that is attached and integrated individually. The pedagogical capital of a teacher is a part of how one gains professional enrichment (Bastola, 2018a). There are several ways of obtaining pedagogical capital. Different types of training, seminars, workshops and conferences lead an individual towards the path of professional success. Pedagogy is the fundamental aspect of teachers' professional knowledge, identities, and practices that give the most significant impact on the learning outcomes of students. It is closely related to the transmission of knowledge and can be linked to the schooling process (Bernstein, 1996 as cited in Ahmad-Shaari, Jamil & Razak, 2012). Teachers' continuation for the productive result is determined by the knowledge the teacher transmits. The knowledge of teacher has to be transfigured from an early stage of their schooling. Thus, it is believed that the experiences and expertise of teachers are the capital that they gain during their personal and professional career (Bastola, 2018a). Therefore, there is a reciprocal relationship between teachers' pedagogical capital and students' achievement.

### **Conceptualizing Research Paradigm**

I conceptualize that the positivistic research paradigm looks at the quantitative aspect, which is concerned with the 'what' and the 'how many' aspect in research. The ontological premise of positivistic research is to believe in absolute reality. The philosophical premises for the positivistic approach were objective, tangible, unbiased, deterministic, cause and effect linearity, etc. More specifically, it considers objectivity, validity, reliability, etc. are the quality standards for positivistic research.

In turn, interpretive research paradigm deals with the involvement of the researcher in the feelings and experiences of the research participants which makes it more of qualitative research (Bastola, 2018a). The ontological premises for the interpretive approach are inter-subjective reality. The epistemological and axiological stances for the approach were tacit, subjective, beneficence and non-maleficence, respectively.

On the other hand, the critical research paradigm looks into the 'why' and the 'how' aspect of research is politically informed and tends to bring about changes in society. It explores a context-based reality that is infected by cultural, social and political phenomena. In contra to this, postmodern research focuses on the creative and out-of-the-box ways of data collection as well as data presentation. It embraces difference, pluralism and playfulness in modes of thinking and representation. It accepts the multiple realities which are affected by

human values soulfully and tacitly. It believes in subjectivity and accepts the various ways of expression.

By this juncture, I envisage whether narrative can be an alternative tool to recapitulate teachers' pedagogical capital. Exploring teachers' stories and experiences through narrative inquiry has been one of the vibrant methodologies in qualitative research. Thus, the narrative inquiry emphasizes much in experiences, narratives and lived experiences of the teachers. I pertinently collected data through in-depth interview, filed notes, and teachers' narratives.

By this paper, I try to establish narrative inquiry as an effective alternative tool to explore the stories of the individual (Coulter, Michael & Poynor, 2007). The traditional ways of researching would believe in absolute truth, tangibility and cause and effect linearity, i.e., the objective knowledge comes from lab and laboratory being verified or falsified. I plan to advocate the interpretive research paradigm for research. I decided to go through this paradigm because the positivistic research paradigm would be limiting to what I want to study and explore out. The positivistic paradigm claims that there is one and objective reality and for me, the reality is multiple entities that depend upon the perspectives of different individuals. Also, I think that the interpretive paradigm is much more flexible than the rigid structure that the positivistic research paradigm uses. Therefore, my claim is how we reflect on the experience and how we make sense of our experience is often achieved through the stories we tell. That is to say, the teacher's narrative helps us to remind, reorganize, and renovate our ways of knowing about language teachers and language teaching. It is because, when we view from a socially situated perspective, teachers not only possess knowledge; they can also be creators of that knowledge.

### **My Curiosity**

As we know that English is taught as an EFL/ ESL in Nepal. I teach English as an EFL teacher. Once I was teaching English in a language classroom. Some of my students complimented me regarding my teaching style, conceptual clarity and presentation skills. I just thanked them and continued my affair. The compliments made by my student stuck in my mind. The different questions haunted me: Did I teach the way they said?, Do I have pedagogical capital? How much did I learn within the seven years of my teaching career? and so on. I recalled my past days, analyzed and decided to explore the experienced teachers' pedagogical capital considering narrative inquiry as an alternative tool in research.

I immediately started thinking about teacher's pedagogical capital since I was an M. Phil practitioner at Kathmandu University. I presented my inner interest and issue with my supervisor. He recommended some literature and instructed me about how the study would be carried out. But my prior focus was to explore stories and their pedagogical embodiment through those stories. In doing so, I employed an interpretive paradigm and I piloted the

research study collecting the stories. The collected stories helped me articulate my research agendas more readily. Then, I bring my anecdotes and underpinning literature to visualize learning and teaching practices in Nepal through narrative research by unpacking their socio-cultural positioning, and educational practices.

### **Research Problems**

It is true to say that there have been drastic changes in carrying out research, delivering content and technocratic management in our classroom practices. The language teachers raise classroom related issues to elicit their views, understanding, and practices. We often practice traditional approaches for conducting research in our classroom context which doesn't tally the contemporary practices of research and education. Thus, there has to be shift in planning, policies and practices. There are two schools of thought. One school of thought claims that research study should have been descriptive, analytical, experimental, correlational and comparative. In turn, another school of thought advocates that research study can be carried out exploring teachers' narratives. Therefore, by this research, I try to explore whether our research must be quantitative or qualitative or mixed one. More specifically, I tried to see whether narrative threading can be one of the possible alternatives to explore the teachers' pedagogical potentials other than telling and re-telling their stories.

As we know the purpose of quantitative research is to attain greater knowledge and understanding of the social world. Researchers use quantitative methods to observe situations or events that affect people. Quantitative research produces objective data that can be clearly communicated through statistics and numbers. In turn, I conceptualized qualitative method and more importantly narrative research design to explore teachers' pedagogical capital. Rationalizing the essence of narrative inquiry, I as a researcher tried to look for the ways to understand teachers' pedagogical practices and understanding in relation to their real-life experiences through their stories or experiences. The narrative inquiry allowed for a rich description (Domingo, 2013) of those experiences and an exploration of the meanings that the participants derive from their experiences.

We redefined a one-fits-all approach in our classroom practice, pedagogy and research. Therefore, we started thinking for contextual or situational teaching learning process. We encountered the orthodox of research. There was a common understanding about research method and design among and between different researcher. The understanding was to accept the truth that 'Only-quantitative approach' was the research approach in our academia. Fortunately, due to advancement in science and technology and knowledge explosion in the respective field, we have been more flipped into narrative-based research and they seem to be effective means to explore the participants' world views, perspectives, experiences, creativity and critical thinking abilities.

Moreover, what students know and how they explore their creativity in the classroom are highly interpretive and contingent on knowledge of self, teachers, curricula and setting (Bastola, 2017). One of the best ways of exploring pedagogical practices was to explore their stories or to allow them to share their practices for the learners to exercise their content knowledge, technological awareness and methodological skills. Thus, narrative research kept on bringing innovative and historic practices of teachers regarding their pedagogical engagement and professional development.

Therefore, by the research, I was exploring the gap between the expert professional and the novice practitioner in their respective fields via narrative inquiry. It was also highlighted how the knowledge cognition of teachers and narratives design of research help learners to raise questions, plan and carry out investigations, make an observation, and reflect on what they have explored (Jarrett, 1997). Taking reference to Jarrett (1997) as a theoretical gap, I destined to examine whether narrative research explores teachers' pedagogical capital in relation to their experiences and how their experiences matter in the way they are contributing to. Besides that, I did not come across studies carried out in Nepal except (Bastola, 2020) which highlighted on pedagogical capital of teachers in Nepalese context. Moreover, a few of the research studies (viz. Henningson-Yousif & Aasen, 2015; Garrity, 2009) have been carried out in abroad though their focus was on the theoretical dimension not on pedagogical praxis. But then, by this study, I realized that narrative inquiry is not the panacea to explore how teachers understand and value their pedagogical capital, and practice in their pedagogical platform but to inculcate narrative inquiry as the best approach to help teachers grow professionally and students develop their cognitive understanding.

### **Research Objectives**

The prime objective of this research was to explore the pedagogical capitals of ELT teachers. More specifically, it aimed to explore the teachers' perceptions on pedagogical capital, the way teachers make use of their pedagogical capital in their profession and the way they address the issues of the classroom through narrative inquiry.

### **Rationale of the Study**

Research, traditionally, would be defined as a process of either verifying or falsifying. But we have redefined it stating that research is neither a process of verification nor the process of falsification rather it is all about generating a new body of knowledge. We can explore innovative ideas, skills and practices from our classroom contexts. As we know, everything gets changed by the time being, so does pedagogy, materials and practices. As an effective classroom practice, we attend different conferences, seminars, workshops, and training. We believe that attending those professional platforms are the prime sources for pedagogical enrichment but at the mean while there arise some pertinent questions. The questions are- Are

they sufficient for professional engagement and pedagogical capital? Are there any rigid frameworks for exploring those realities? Are there any others alternatives mean of utilizing teachers' potentials in the best ways? To address those questions, I have reconceptualized narrative inquiry as an alternative method to examine how story telling could be contributing to one's personal and professional lives. That is to say, one of the rationales of this research was to connect teachers' stories (told and untold) into their classroom pedagogies.

Another rationale of the research study was to connect how narrative research method would be bridging research gap in order to explore classroom pedagogies and teaching learning activities based on the level, and interest of the learners. For Elliott (2005) narrative inquiry was the one of the effective tools to connect those events and stories in a meaningful way and offered insights about the world and/ or people's experience of it. I thought, rethought and linked their experiences through their sharing to their pedagogies. That is why, in this research, I employed narrative inquiry as a research tool to connect teachers' pedagogical capital, and their practices. The rationale behind exploring the status and practice teachers' pedagogical capital to help teachers in planning, implementing and brining positive outfit in the classroom and help student develop problem-solving skills, narrative skills, and critical thinking skills through their stories.

## **Review of Literature**

### **Theorizing Pierre Bourdieu's Cultural Capital**

Pierre Bourdieu was born in 1930, a French sociologist, anthropologist, philosopher and public intellectual who was renowned as the father of capital theory. According to Bourdieu (1977), there are various forms of capital such as cultural capital, social capital, economic capital, symbolic capital, etc.; however, they all are grounded in social assets. His principal concern was to analyze the dynamics of power in society since he believed that power is transferred to generations to generations to maintain social order. Here, power can be exemplified as teachers' expertise in content knowledge which is practiced in the classroom to educate learners. More specifically, his philosophical ideology was in against of idealist tradition of western philosophy. His emphasis was on the physical nature of social life and stressed the role of practice that embodied in social dynamics.

By this, it can be noted that every classroom practice is a social phenomenon, every teacher's knowledge is socially constructed and almost learners conceptualize their understanding along with offered social dynamics. Thus, their learning goes simultaneously at the pace of learners' and teacher's planning and desire. The most striking contradictory that Bourdieu's definition of capital was "accumulated human labor" which can potentially produce different forms of profit (1998). The first part of this definition indicated that Bourdieu was closer to Marxian philosophy fundamentally and the second part of the definition that may

subtly propose a different perspective, in that he uses the phrase of " a different form of profit". It entails that capital doesn't necessarily indicate the money rather it can be an asset that people earn a profit. It means teachers also construct or earn their various forms of pedagogical knowledge, skills, and experiences and that help them to adjust to their professional endeavor as a profit.

### **Conceptualizing Teachers' Pedagogical Capital**

This study amalgamates the two prior notions- pedagogy and capital in which the term 'pedagogy' stands for educating people and 'capital' literally stands for strengthening learning exposure. Thus, the term 'pedagogy' replicates the art or science of teaching. Since, 'capital' symbolizes access to opportunities in learning (Bastola, 2018a). Moreover, the term capital has its root in *capitus*, head (Fisher, 2008) - purely used in an economy where it symbolizes the wealth/money or the power that comes from money or property as capital. In other words, Bastola (2018a) advocates that "*capital is a particular aid that adds value to net worth that objectifies investment is required for a return. Here, capital particularly concerned with teachers' pedagogical strengths that every individual teacher earns/constructs during his/her teaching-learning process*" (p.2). The term capital varies from context to context. We experience human capital, professional capital, cultural capital, economical capital, symbolic capital, educational capital, pedagogical capital, etc. However, the meaning is to denote; 'capital-city', 'invested property' and 'any assets that one possesses' and so on (Bastola, 2018a).

Educational capital is interconnected to social, professional and pedagogical capital. It is concerned more with the teaching-learning process and output where the teacher, learner and academic entities are associated with. It is particularly associated with educational faith and virtue that one gain from an educational setting. A high level of education, innovative procedure, and expertise in a certain area, etc. prevail over someone to get educational capital (Patruti, 2013). It is more delved into professional capital and, to some extent- it makes a close connection with the pedagogical asset. The focus of educational capital is on making someone be able to decide what is good and what is not.

### **Teachers' Stories as a Source for Pedagogical Capital**

The story is the very stuff of teaching, the landscape within which we live as teachers and researchers, and within which the work of teachers can be seen as making sense (Elbaz, 1991, as cited in Webster & Mertova, 2007). It is believed that teacher's narrative allows novice learners to present experience holistically in all its complexity and richness. Teaching, as a profession, is organized through teacher's lived experiences that become a milestone to the learners because teachers have better organization of experiences. The teachers come from different background, with different hardships and experiences. An experienced teacher shares his hardships, his/her success and stories (Bastola, 2019). The novice teachers learn many



things from these stories of experience and reflect their teaching learning in the classroom (Domingo, 2013). The teacher's narratives in the form of vignette provide how teachers in different parts of the world have applied the activities in their own classrooms that they gained in their entire professional life.

Therefore, stories help to make sense of, evaluate, and integrate the tensions inherent in experience: the past with the present, the fictional with real, official with unofficial, personal with the professional, the canonical with different and unexpected. Stories help us transform the present and shape the future for our students and ourselves so that it will be richer or better than the past (Webster & Mertova, 2007). And thereby, the novice teachers can get benefit from those stories for their pedagogical attainment.

### **Relating Narrative Inquiry as a Method**

Exploring teachers' classroom pedagogies and improving learners' content knowledge could contribute to by their real practices. To explore the real-world problems and practices, the narrative inquiry had been a viable research method in qualitative research (Coulter, Michael & Poynor, 2007) and storytelling has been a successful tool in pedagogy. Thus, the experiences of participants from present to past supported me understand their pedagogical enrichment. Narrative inquiry helped me gain the participants' insight, by which we stimulate and generate our understanding (Seiki, 2014). Knowledge of this sort helped the teachers to bring pedagogical improvements in classroom practices.

Therefore, a narrative inquiry is well suited to address the complexities and subtleties of human experience in teaching and learning. I am closer to Satre (1964) mentions narrative inquiry as:

People are always tellers of tales.  
They live surrounded by their stories and  
The stories of others; they see everything  
That happens to them through those stories  
And they try to live their lives as  
If they were recounting them.

(as cited in Webster & Mertova, 2007, p. 1)

By the aforementioned quotation, it is clear that all the teachers have different tales to share. The novice practitioners gained insights from these tales and shared their experiences with their learners (Connely, & Clandinin, 1990). Thus, to explore teachers' pedagogical capital, I took the narrative inquiry method that helped me underpin participants' personal narrative experiences (Chase, 2008). In addition to this, Clandinin and Huber (2010) claimed that there are two possible ways to start with narrative inquiry research such as beginning with telling stories and beginning with living stories.

In a nutshell, I employed narrative inquiry as to my research method which enhances personal and social growths (Clandinin, 2006) of EFL teacher that treats narrative as socially situated practices and views experiences of participants as a range of social resources. Therefore, I, as a researcher, tried to explore their overall pedagogies through the stories that they experienced during their professional tenure which entirely help in bridging the gap between those professional and novice teachers.

### **Research Methods and Materials**

I employed a qualitative-interpretive research design. As a narrative interpreter I used both forms of field texts i.e., primary and secondary. Information depicted during research process was analyzed in terms of their perspectives. With the outline of my ontological premises, I envisaged narrative inquiry to accomplish my research. I did not claim narrative inquiry was only the panacea for me to underpin my research study but it was more helpful to serve my research purpose i.e., exploring teachers' achievement of their pedagogical capital from their language classroom. Narrative inquiry had been viable research method in qualitative research (Coulter, Michael & Poynor, 2007) and storytelling has been a successful tool in pedagogy. Three participants from Kathmandu Valley were selected for the study purposively. In this study, I used teacher narratives as an information-generating approach. The teacher's narratives were the real stories and lived experiences of teachers teaching different subjects at the university level. Norton and Early (2011) believed that narrative inquiry as a 'bottom-up approach to explore the story of the participants. In order to collect the information (field-texts) with reference to research purpose, I employed two approaches to collect data namely open in-depth interviews and in/formal observation.

Recounting teachers' stories, rationalizing their experiences, and rejoicing their complexities and subtleties, I coded and thematized their data and analyzed respectively. Moreover, all the names used here are pseudonyms. In this process, to narrate their stories, I attempted to incorporate their words, voices and uphold the narrative principles of my methodology and the holistic-content analysis identified by Lieblich, Tuval-Mashiach, and Zilber (1998). I recapitulated teachers' lived experiences and connected their conceptualizations in their pedagogical practices. Basing upon the interview guidelines, teachers shared their personal experiences that contributed to both understandings of self and their capital.

### **Results and Discussion**

Obtaining several information from three of my research participants through observation and in-depth interview, I relate their pedagogical capital into classroom practices. Three of the participants had a very alarming experience as an EFL which supported me to produce three themes to explore teachers' pedagogies and their capital. Three teachers'

narratives offer an insight into their perception of teachers' pedagogical capital over the course of their careers. Each of three participants provided their own understanding of pedagogical capital and their pedagogical practices. This research brought the lived experiences (stories) of EFL teachers on pedagogical capital. Thus, this research sought to answer the research questions captured with the narratives explored in relation to the English teachers' pedagogical capital. The following themes have been discussed further; they are: a) Teachers' perception of pedagogical capital, b) teachers' pedagogical practices and c) Classroom Issues and teachers' challenges. These three themes are not the panacea but considerable components in practicing teachers' pedagogical capital to contribute to EFL context.

### **Emergent String of My Inquiry**

The translated the finding of the study into four strings in my inquiry. My string of inquiry stands based on the research questions I raised in my inquiry. The first string was about perception where I tried to capture the sense of teachers' perception. The second string was the practice string, thereby, I tried to analyze the different practices of teachers' pedagogical capital and finally, I raised the string of classroom issues.

### **Teachers' Perception on Pedagogical Capital**

The narratives of the EFL teachers revealed that teachers perceive pedagogical capital as content knowledge, methodological skills, technological awareness, workplace, experiences, self-esteem, reflection, and so on. The teachers' way of knowing was distinct; however, it was a creative process of constructing self-space in the real-life world. They constructed meaning from their experiences and knowledge negotiating with different classroom practices (Bastola, 2019). In the research, it was found that the participants gained more pedagogical awareness or capital due to the use of their storehouse (Jalongo, 1992). The common feelings were the more we earn experiences the more pedagogical enrichment we gain. Thus, learning was the process of creating and constructing knowledge. More specifically, the constructed knowledge and experience were transferred from teachers to the pupil in the classroom.

The perception string also indicated that teachers' pedagogical capital incorporates the overall embodiment of content knowledge that the teachers deliver in the classroom course. Teachers employ methodological skills to deal with content knowledge and knowledge about technology to encourage students to participate actively in innovative ways of teaching and learning.

Moreover, those assets are helpful to mark self-reflection to contribute to the learners as well as the teachers to strengthen their pedagogical knowledge. In the research, the participants were found to be flexible in their understandings. None of them has the same type of experience on their pedagogies and capital because Pramod's (pseudonym) typical Brahmin culture invoiced different types of understanding than Nisha(pseudonym). Moreover, Nisha's

underlying modern education and urban independence were presented differently in her classroom practice in comparison to Roshan (pseudonym) because Roshan comes representing a typical uneducated material culture. Roshan's cultural background indicated that situated cognition of an individual from the grass-roots level determines the upcoming success in ones' life.

Here, my participants' understanding was associated with a theoretical continuum of Bourdieu (1977) that cultural capital is acquired in the home and the school via exposure to a given set of cultural practices, and therefore it has a social origin, it is liable to be perceived as inborn capacity as a result of the fact that it is embodied in particular individuals. So, to say, each participant's narrative pointed out that their classroom practices were different because three of the participants had different cultural practices. However, their common perception was that content knowledge, methodological skill, technological awareness, experience, the skill of classroom management, workplace, self-esteem and reflection as the pedagogical capital.

### **Pedagogical Practice of Teachers in the EFL Classroom**

This string deals with the narratives of the EFL teachers' use of their pedagogical capital concerning their practices. The narratives were thematically arranged based on the purpose and the research questions. The second string indicated that teacher's potential contribution to the profession; their invaluable practices in the classroom and the social production they produce are key aspects of successful pedagogy. Furthermore, it was found that the teachers' ways of using pedagogical capital in the Nepali context differed. The practice sting also entailed that the participants were found to be determined in their use of techniques, methods, technological tools, and equipment as per the demand of the content. The teachers considered their use of pedagogical capital contributes largely to transforming the knowledge and skills to their students.

The use of EFL teachers' pedagogical capital has been taken as teaching with appropriate classroom management, teaching in a friendly atmosphere, teaching with full access to the technological asset, teaching with contextual mapping, and teaching with cooperation, coordination, and collaboration (Bastola, 2020). The teacher's capacities to bear in the language classroom have been extended, dynamic and technical. To Henningson -Yousif and Aasen (2015) believe that pedagogical capital is potential contribution of teachers that invite innovative and invaluable practices for social transformation. It evokes that teachers' knowledge about teaching differs from person to person, context to context and time to time.

For example, teaching experience influences their foundational experience. Nisha's passion for teaching is different from Roshan and Pramod, it is because her parents wanted her to go for nursing but she gave up that. As a result, she strongly made teaching a profession.

Nisha returned from abroad after her graduation and utilized her knowledge about teaching, different strategies and her awareness of technology since the other two of the participants were hardly utilizing their skills and expertise.

Here, Nisha's conceptualization is closer to Bourdieu (1977) that she had been exposed to various cultural assets and earned distinct pedagogical richness due to her practice as a social agent in the field with academic interaction. It means her narrative indicated that she constructed a better professional career interacting with various people in the home and abroad culturally. In contrary to Nisha, Roshan and Pramod's idea is closer to Munro (2007) that they had typical practices on pedagogical knowledge, thereby, their classroom practice was alike not in the extent of Nisha in terms of the classroom re/sources.

### **Classroom Issues and Teachers' Challenges**

The third-string of my inquiry was how the pedagogical capital of teacher helps them address their issues in the classroom. Thus, the string indicated that most classroom issues were linguistic, disciplinary, psychological and physical, etc. Teachers had professional difficulties in managing the academic environment and had rare institutional assistance. It was also found that most of the EFL teachers shaped their pedagogical capital by rationalizing self-reflection not via institutional support (Bastola, 2020).

This string asserts some insights for improving teaching-learning output. I found that the three different participants have three different experiences, for example, Pramod likes to employ guidance, counselling, and threat and treat method, Nisha employs practical activities, encouragement and motivation techniques. In turn, Roshan believes in awareness-raising and sharing stories. I analyzed their narratives and found that physical, psychological, linguistic, disciplinary and academic issues were fundamental issues to consider for better teaching-learning activities.

The string also indicted that teachers' lived experiences are much more fundamental for gaining successful pedagogical capital and materialize into the classroom. Here, almost all the participants' experiences are closer to Ahmad et al. (2012) that classroom issues are to be taken as key components in the language classroom to empower learners' output through counselling, motivation, and encouragement, raising awareness, sharing stories and experiences, etc.

Here, my research participants' conceptualization of classroom issues is linked with the cultural capital of Bourdieu (1977), however, their field of practice was different but embodied with the form of long-lasting dispositions of the mind and body for productive and meaningful learning. It entailed that my participants constructed the new body of knowledge to eradicate classroom issues practising in different cultural assets, therefore, understanding seemed subjective.

However, Bourdieu envisaged a form of objectification for cultural theorization which exerted a considerable influence to show that social agents develop strategies that are adapted to the needs of social worlds that they inhabit. Thus, Nishas' understanding was different and strengthened firmly because she was inhibited in both home and abroad. In turn, Roshan and Pramod were inhibited in their own country culture, thereby; their understandings on addressing classroom issues were different. Finally, their narratives indicated that the students' engagement in practical classroom activities produced a better result when they are guided and counselled.

### **Findings and Conclusion**

My research participants perceive that teachers' knowledge and skills matters in pedagogical practices. The actual knowledge about content helps teacher maintain complexities or disparities of classroom context. Teachers in 21<sup>st</sup> century are to be technocratic, visionary and learner-friendly. S/he should have employed several skills and techniques for transformative learning.

Moreover, my participants also conceptualize that professional enrichment and pedagogical success depend on the prior selection of appropriate techniques and methods/strategies in the classroom. It is, thus, believe that electronic resources mainly obtained through the internet have been a viable tool for the teachers and learners to enhance technological awareness and accomplish pedagogical richness to apply different practical activities in a language teaching context. Similarly, my participants conceptualize that the workplace also contributes to one's pedagogical storehouse because the more one gets pedagogical exposure the better s/he strengthens the pedagogical capital. My participants also perceive that teachers' self-esteem and reflection energize self of teacher and the students to feel delighted.

The knowledge my research participants derive that teaching in a friendly atmosphere facilitates learners in a meaningful way. Moreover, they use pedagogical capital as a skill of classroom management particularly creating a friendly classroom atmosphere, facilitating students with full access to technology and relating to the contextual situation of the learners. They conceptualize that language teaching is influenced and enriched by the choices and actions they specify to gain pedagogical knowledge. More specifically, my participants envisage that teachers use their capital incorporating teaching, learning, curriculum and assessment, style, strategies, activities, assessments, assignments, the organization, and the trend, etc. to educate their learners.

My research participants also enhance their pedagogical knowledge by taking references from their experiences that selection of an appropriate approach to the teaching-learning process is a phenomenon of negotiation between students, teachers, and administration while addressing the pedagogical issues in the classroom. Moreover, the most common issues

that the research participants conceptualize are physical, psychological, linguistic, disciplinary, and academic issues, etc. in Nepali EFL classrooms. For addressing classroom issues, the teachers are found to be using counselling and motivation techniques. They are also concerned, threat/treat techniques. Thus, the study concluded that teachers' pedagogical capital basically emphasized much on technology-oriented teaching, sharing success stories and experiences, etc. content and language integrated learning.

Finally, my research study concludes that the teachers have plenty of experiences and expertise. They construct and strengthen pedagogical capital through various exposures/process i.e., self-esteem, reflection, and retrospection, sharing stories and experiences, etc. Teachers' pedagogical capital helps them strengthen analytical thinking; a systematic way for professional enrichment. The general traits of a teacher with enriched pedagogical capital are a broad-minded person applying interdisciplinary approaches to teaching and can learn, unlearn and re-learn depending on the situations.

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