Use of English Teachers' Pedagogical Capital in the Classroom

Ganesh Kumar Bastola[*]

Abstract

This paper aims at exploring the uses and practices of English as a Foreign Language (EFL) Teachers pedagogical capital in the classroom. It examines how the use and usages of EFL teachers' pedagogical capital affects the way they deal with their students in the language classroom. The research was grounded within the interpretive research paradigm. The in-depth unstructured interview and observation were the research tools under narrative inquiry design. The data were collected from three different participants and themes were substantiated by Clandinin and Connelly to replicate their voices and experiences. The research finding reveals that teachers' profound knowledge and skills about their capital are useful to integrate various cultures and content in the classrooms. Pedagogically inbuilt potentials of teachers and their pedagogical capital maximally enhance learners' learning opportunities and foster students' potential. However, it contributes to teachers' education by rationalizing the essence of teachers' pedagogical knowledge to transform our ELT practice in Nepal.

Keywords: *Narrative inquiry, Pedagogical capital, Pedagogical practice, Pedagogy*

Introduction

It is very hard for me to recall my teachers' arrival and departure at the school. But I can recall the smartness of one of the teachers who would always inspire us to do better in our studies. His physical appearance and smart personality taught me several skills to communicate and interact with people. The nature of the classroom was conventional and there was no learners' autonomy because our teachers did not value our knowledge and skill during those days. When I came across my graduate level, my prior focus was to use the best kind of teaching methodologies that would support students in our classroom practices. I prepared myself for my profession and I started developing pedagogic content knowledge useful in the 21st-century classroom. I also realized an asset that teachers' pedagogical capital spins around the child-friendly environment, technocratic exposure, students' motivation and counselling. It is equally noted that teachers must be able to manage

---

* Sanothimi Campus, Bhaktapur, T.U.

  Email: ganesh.bastola@mahmc.tu.edu.np, ORCID: https://orcid.org/0000-0003-1173-2402

classrooms appropriately, and use locally and culturally available teaching materials for productive teaching and learning (Bastola, 2019).

Teaching was my passion; therefore, I joined an institutional school which had a peaceful and learner-friendly environment. I have tried to relate my experience to classroom performance. I looked at whether teachers' capital hinders classroom performance or promotes learning endeavour. We used to discuss the successful delivery of the content course in our every meeting but we never tried to break the traditional bondage of teaching. I realized that the students were not benefitted due to the traditional practices of teaching and learning. Therefore, I began teaching via a student-centred method and brought innovative practices such as engaging students in different project work and involving them in pair and share work, etc. in my classroom.

I believe every good teacher is expected to teach better about students' levels and interests. In doing so, a teacher should have better content knowledge, and prior methodological skills to relate how pedagogy is "a highly complex blend of theoretical understanding and "practical skill" (Lovat, 2003, p. 1). Thus, I considered pedagogy is the central aspect of teachers' professional knowledge, identities, and practices which give the most significant impact on the learning outcomes of students. It is closely connected with the transmission of knowledge and can be linked to educate people in their learning process (Ahmad-Shaari, Jamil & Razak, 2012). Moreover, I conceptualize capital can be anything such as money, home, land, position, power, prestige, reputation, dignity, knowledge, wisdom, etc. and pedagogy is the strategy useful to deal with pedagogical content knowledge; knowledge related to technology and methodology; and materials and managerial skills in the classroom. In totality, pedagogical capital is the reflective acquaintance that a teacher gains in his/her content curriculum (Bastola, 2019).

Moreover, I immensely experienced different academic courses from school to university education. I encountered different literatures and researches and came to know that pedagogical capital is an asset an individual owns which is implicit, tacit, and embodied within the teachers. The asset is not visible from the outer appearance rather it is replicated via its insights and inherent potential. The asset sometimes can be pedagogical, professional, cultural and symbolic, and so on (Bourdieu, 1998). As an EFL teacher, I developed a prior conceptual understanding of teachers' pedagogies replicating different educational landscapes and gained an insight that teachers' pedagogical capital is the prior source of professional enrichment.

I realized the importance of pedagogical content knowledge helping unpack various learning opportunities and excel in better pedagogical practices when I started teaching at a bachelor level (Bastola, 2018). As an EFL teacher, I brought different examples from my past and helped students relate their understanding through their experiences. I also started

thinking of becoming 'the best kind of teacher that I personally can be' (Underhill, 1986). Later on, I conceptualized that the most striking idea of the professional development of a teacher is to visualize his/her pedagogical usage and be able to mark self-reflection in his/her teaching.

Constructing issue statement

As we know practices in this world are constantly changing. Everything gets changed for the time being, and so do the classroom pedagogies, teaching-learning principles and practices, research and resources. I envisaged several tenets of pedagogies and spent hours with my seniors and teachers to bring innovation to my teaching but unfortunately, my teachers were practising the traditional spoon-feeding method of teaching. Teachers would always think that they know everything and that students know nothing. Rationalizing the gap created by traditional practices, I started using technology (computer-assisted teaching) for power-point presentations, project work, and other group and pair work in teaching. Once, some of my students in my bachelor's class complimented me on my skills and strategies of teaching.

I often employ innovative strategies and techniques in my classroom since my focus remained on proving myself as a competent facilitator. I would inspire by my students, colleagues and seniors. Sometimes, some of my seniors also appreciated my teaching strategies. I felt elated when I got such a compliment from my seniors. *"You bring several strategies and internet-based techniques to facilitate your students'. We appreciate the effort you make to update and upgrade your knowledge timely".* Thereby, I questioned myself what particular strategies am I adopting? How do I use my pedagogical capital? how did I store knowledge for my pedagogical strength? How do I use technology in my classroom to the extent my seniors appreciated it? If yes, what particular 21st-century pedagogical skills am I adapting? and am I updated and upgraded in my content delivery?

Pertaining to those questions, I studied recent literature and found two contradictory schools of thought. One school of thought advocated that teachers' pedagogic content knowledge and usage make a strong foundation (Henningsson-Yousif & Aasen, 2015) with various non-profit-making assets like workshops, seminars, training, conferences, etc. In turn, the other schools of thought especially Richards (2002) advocated that teacher usage and various strategies can be attained through teachers' experiences and stories themselves.

Therefore, I regerminated the idea of Munro (2007) about the pedagogical usage of teaching to explore cognitive knowledge and understanding and Jalongo (1992) to examine the efficacy of teachers' storehouse of knowledge. I recapitulated that teachers' strategies and usages are the prerequisite of language teaching to foster opportunities to bring inherent potentials and uplift the professionalism of both teachers and students (Effrosyni, 2018).

Therefore, through this research, I explore how English teachers use their pedagogical capital in the language classroom.

Literature review: Strategies for enriching teachers' pedagogy

Strategy in teaching refers to a plan intended to achieve a particular teaching-learning goal. It helps the teacher to visualize the overall planning and comforts the learner to grasp the ideas more easily. There are several strategies useful in the language classroom such as individual strategies, cooperative strategies and collaboration strategies. Among them, collaboration is an effective strategy for teachers in the teaching and learning process (Lin, 2015). Different strategies are required to encourage interaction between teachers and students. Peer-based learning, institutional support, mentoring and sharing skills, etc. are the factors to consider in pedagogical usage. The fact is that professionally enriched teachers can make proper utilization of their knowledge considering various factors such as socio-cultural environment, technological awareness, availability of resources, (Henningsson-Yousif, & Aasen, 2015) innovative thoughts, and so on. Thus, for the pedagogical enrichment of the teacher and students, the following lists of activities are beneficial.

Table 1: Activities for escalating teacher pedagogical skills

Individual	One to one	Group-based	Institutional
Self-monitoring	Peer coaching	Case studies	Workshop
Journal writing	Peer observation	Action research	Action research
Critical incident	Critical friendship	Journal writing	Teacher support group
Teaching portfolios	Critical incident	Teacher support group	
Action research	Action research		

(Richards & Farrell, 2005, p. 14*)*

The EFL teachers and students obtain different types of pedagogical practices. They become able to cope with their issues. Teachers' pedagogical richness, individual efforts, and students' activities (group-based/ pair-work) are the major tenets to accelerate their pedagogical practices.

Theorizing Pierre Bourdieu's cultural capital

Bourdieu expands different notions of capital beyond economic assets highlighting cultural and symbolic capital. The philosophical notions of Bourdieu's field and habitus are pioneering assets in his theory which can be linked with the concept of pedagogical capital. Thus, he referred that teachers make meaning about their lives and experiences wherein they inhabit and, in the culture, they live. In other words, Bourdieu seeks to explain that

social agents (teachers) develop strategies that are adapted to the needs of the social worlds (classroom setting) that they inhabit/practice. For him, a field is a setting in which agents and their social positions are located (students, teachers, and school).

The positions of each particular agent in the field represent a result of interaction between the specific rules of the field, the agent's habitus, and the agents' capital either i.e., social or economic or cultural (Bourdieu, 1977). For example; cultural capital is acquired in the home and the school via exposure to a given set of cultural practices. The fact is that the classroom has a social origin; it is liable to be perceived as a specific space to create individual competence.

Thus, the cultural assets of the classroom are embodied and embedded within teachers' and students' interactions. Bourdieu states that the ability and the talent of an individual are primarily determined by the time and cultural capital invested in them by their parents. It entails that capital does not necessarily indicate the money invested by their parents rather it can be an asset of knowledge, skill, and experiences useful in their professional endeavours. Therefore, it can be inculcated that the classroom practice explores and transforms the various cultural capital into pedagogic capital via some collective effort between teachers and students.

Empirical review

Livingston (2009) carried out a study on the Privilege of Pedagogical Capital: A Framework for Understanding Scholastic Success in Mathematics. The main purpose of this study was to identify factors or resources that facilitate or impede scholastic success in mathematics, especially for economically disadvantaged students and to design to reveal relationships among those factors or resources. The study approach was an ethnographic case study which was conducted within the theoretical framework of Classical Grounded Theory (CGT). The study was mixed because he used qualitative as well as quantitative designs. For the quantitative data, hypothesis testing and inferential statistics were used and a research questionnaire was used for qualitative data. The major finding of the study was that pedagogical capital was identified and legitimized as a subtype of cultural capital so that an unconscious privilege could be visualized as its effect.

Plessis (2016) carried out a research study on Student-teachers' Pedagogical Beliefs: Learner-centred or Teacher centred when using ICT in the Science Classroom. The prime purpose of the study was to examine the teachers' beliefs about their pedagogies. It was the exploratory qualitative research which explored pedagogical beliefs and classroom practice of four Post Graduate Certificates in Education. The interview and an open-ended questionnaire were the tools to collect data. The findings of the study suggest that there appears to be a mismatch between the participants' espoused beliefs and enacted beliefs

when using ICT in their learning process. The study concluded that student-teachers used ICT tools predominately in teacher-centred ways, yet they indicated that they held learner-centred beliefs in their practices.

Russell et al. (2021) conducted research entitled Language Teachers' Pedagogical Orientation in Integrating Technology in the Online Classroom: Its Effect on Students' Motivation and Engagement. The purpose of the research was to examine how teachers integrate ICT into their pedagogy and how they use their pedagogical knowledge and skills to improve their learning outcomes. The study was a cross-sectional correlation research survey. The respondents were randomly sampled. The study found that the respondents hold positive pedagogical beliefs and orientations using technology-based teaching in their language classroom. The major finding of the study was that the pedagogical use of technology in an online class was assessed via technological devices to bring positive changes in their learning.

The aforementioned empirical research helped me construct a new body of knowledge about teachers' pedagogical use and practices. They significantly contributed to forming background information about teachers' pedagogical practices in Nepal. Moreover, it helped me to explore what could be the prior pedagogical usage to be practised in the language classroom in our context.

Method of study

I have employed the interpretive research paradigm to explore teachers' usage regarding their pedagogical capital and to explore how pedagogically enriched teachers use their capital in classrooms on teachers' lived experiences, stories, and actions (Denzin & Lincoln, 2011) in the Nepalese context. I used narrative as a viable method (Coulter, Michael & Poynor, 2007) and the principle of narrative inquiry (Barkhuizen, et al., 2014) for data elicitation and analysis. I adopted narrative inquiry as a research design to reveal a multiplicity of selves or personas as they went about their lives which helped me to construct knowledge based upon (Clandinin & Connelly, 2000) the three-dimensional spaces of narrative inquiry i.e., interaction (personal and social), continuity (past, present, and future) and situation (place). However, I collected data from three local teachers from Kathmandu namely Pramod, Roshan, and Nisha (used pseudonyms for ethical consideration). The themes were derived from the interview coding and they were thematized replicating the best of their voices, practices and experiences of teaching and learning.

Analysis and interpretation of English teachers' pedagogical usage

Use refers to the ways we notice or practice the things, customs, objects, or entities in our real classroom practice to demystify content-related knowledge and skills. Here, the use

of English teachers' pedagogical capital indicates how succinctly they use their knowledge and skills to empower their students and offer insightful ideas to overcome their pedagogical problems. Based on the data retrieved from the participants, the following themes were generated and interpreted respectively.

Teaching with appropriate classroom management

Teachers are the storehouse of knowledge (Jalango, 1992). Teachers must have expertise in their subject matter to engage students constructively. It is always essential to have appropriate classroom management for active and productive participation learners. Afzal and Taylor (2016) believe that effective classroom management requires knowledge of the cultural background of the students. Likewise, Ahmad-Shaari et al. (2012) state classroom is the community of the learners where formal interaction takes place under the judicial supervision of teachers. They further claimed that a well-managed classroom ensures the quality of teaching and learning.

Classroom management, for Hannah (2013) is to ensure fresh and warm air in the classroom to create an atmosphere conducive to learning. Furthermore, it is to examine how teachers plan, execute and instruct learners and learning to make the most effective use of available time and resources (Thornbury, 2006) and professional regularity (Wright, 2005). Thus, a classroom is not only the place where people transfer information from one to another rather it entails other valuable aspects such as physical space, materials, attitudes of tutor and tutee, their feelings and emotions, and other social dynamics of life. The students are encouraged to utilize available time and resources to interact with their fellows to ensure life-long education (Ahmad-Shaari, et al., 2012).

Concerned stakeholders therefore are to be aware of managing the classroom in such a way that every student loves to enjoy sitting in it. Pramod shared, ''*I manage the classroom in a different setting (as U-shape, V-shape, and an O-shape, etc.) while teaching at a lower level than some students at the school level, they try to sit in a front row and I manage them in rotation''*.

However, for Pramod, the physical setting does not matter to higher/university-level students. In the case of higher-level students', classroom management refers to the management of required accessories and equipment i.e., visual aids, audio speakers, projector, computer, (internet-wifi), etc. He teaches his students emphasizing much on materials and enjoys power-point presentation slides. Here, Pramod's conceptualization is closely connected with Ahmad-Shaari et al. (2012) that effective teachers create classroom effective management engaging students practically.

Management of the physical environment includes an arrangement of desks, resources, and teaching equipment which is a major task for a teacher. It is closely related to shaping students' behaviour. Hence, teachers should think about the preparation of physical resources when they plan and implement. Similarly, Nisha shared, ''*I use PowerPoint in teaching. I believe classrooms are to be physically well-equipped and technologically sound. So, for successful content delivery in the classroom - we need to have sufficient spaces to move and have different practical activities''.*

Her focus remains on learner centre strategies in which she promotes a collegial environment by forming different groups. She motivates her students by changing the setting of the classroom and treats students either in groups or in pairs positively. Like Gentzler (2005), Nisha believes that classroom management is the merger of different daily procedures such as a physical arrangement to lightening, and situation analysis to motivation. In contrast, Roshan views it differently. As he said, *I believe a teacher's knowledge, skill, and attitude are key to engaging in different projects. So, I often teach my students considering the classroom climate but I do not consider sitting arrangements at all.*

Here, the narratives shared by Pramod and Nisha are found to be similar even if their interaction, continuity, and situation (Clandinin& Connelly, 2000) were different. Thus, it is replicated through their narratives that the classroom is a setting in which agents (teachers) and their social positions are located (students, and institution) and they exercise their power within that setting (Bourdieu, 1977). Thus, the majority of the narratives state that teaching requires an appropriate classroom environment that infers physically well-equipped, technologically well-managed, and practically well-arranged classrooms.

Teaching in a friendly atmosphere

Teaching, now, has been co-activity between the teacher and his/her students. The authoritative actions of the teacher, corporal punishment in classrooms, and psychological torture have been counterproductive in the language classroom. The students do not entertain the coercive power of the teacher. Ahmad et al. (2012) state that the surrounding of the classroom is desired to be learners friendly. It is desired to have love and respect between learners and teachers to ensure better learning achievement in a non-threatening atmosphere.

Wink (2005) states that teachers in the classroom are expected to be facilitators, counsellors, and motivators. The students feel comfortable in the teaching-learning process when they freely interact with their teacher in a friendly manner. The mutual understanding between the teacher and the students ensures greater and better educational achievement. Thus, the teachers have been the supporter and students have been the attempter in the learning process. Pramod shared his view as ''*I often do not produce loud sound in the classroom.*

I threaten the students occasionally. Sometimes, I treat students with physical threats but most often I counsel them."

Pramod further said that he agrees with philosopher Dewey (1916) who says if we are teaching our students the way our teachers taught us- we are no more teaching them rather we ruin them. Pramod analyzed Dewey's thoughts and compared using different strategies and transformed students through the interactive modes of inquiry and learner-centred approaches in the classroom. Likewise, I am closer to Grobler (2015) who believes teachers must be available to the students and they must be approachable in their actions. Therefore, it is stressed that we need to focus on students' thoughts, curiosity, and enthusiasm. Supporting this idea, Nisha forwarded her views as ''*I use no methods in the classroom rather I offer different strategies. A problem-solving approach is the best approach that I often use and ask students to view what they do when they are in such situations".*

She further shared that she uses discussion and interaction as modes of inquiry in which she uses laptops, computers, and cell phones in her classroom since learners show a keen interest and come closer to such gadgets. She also shared that her daily writings, diaries, and journals motivated students to learn practically and effectively.

The nature of the students, the course content to be delivered, and the cultural background of the teachers portray the overall picture of teaching-learning activities. So, Roshan believed that the cultural background of the learners represents their cultural values for them, therefore, shy and below-average learners cannot perform well in their doing. As he shared, ''*I believe that a teacher's friendly behaviour encourages the students to perform better. The friendliness of the teacher and students becomes more interactive. I negotiate with the students and ask them to be friendly with them".*

He further argued that he uses newspapers, magazines, videos, and audio-visual materials to make his classroom livelier and more interesting. He usually counsels and motivates students in the classroom. Thus, Pramod and Roshan have similar experiences but Nisha's conceptualization is contra to theirs. They viewed that methods are pertinent in the language classroom but Nisha advocated that different strategies are sufficient for good delivery of content knowledge. Narratives shared by them entailed that experiences, ideas and skills vary from person to person due to personal and social interaction explored in different pedagogical situations (Clandinin & Connelly, 2000). This sequence inferred that the teachers are the sole sources for imparting knowledge because their educational capability and cultural power (Bourdieu, 1977) are inherently inbuilt within their professional endeavours.

Teaching with full access to technological assets

Every classroom in the 21st century is expected to be equipped with technological accessories and equipment. Firstly, teachers are to be well-known for technology. Secondly, the students are to be exposed to technology, and, thirdly, the classroom is to be well managed for better teaching and learning activities. A technologically equipped classroom provides a remarkable platform for students (Russell et al., 2021). For effective teaching-learning, there must be an appropriate use of technological knowledge. The world has experienced the influence of technology in language teaching in many different ways (Motteram, 2013). Language teachers realized the impact of technology across the globe and explore several opportunities for e-sources such as websites, webinars, computer software games, web pages, blogs, wikis, video conferencing, and so on.

Teaching, in the 21st century, at least requires pedagogical expertise, contextual understanding, and technological awareness. Therefore, teaching is to be understood as a process of creating holistic knowledge in which the parts contribute to the whole. Thus, the teacher with a combination of three factors- pedagogy, contextual understanding, and technological knowledge (Avidov-Ungar & Eshet-Alkalai, 2011) create a better space for learning.

Here, Pramod shares, *"I teach my students using internet facilities (laptop, cell phone, and computer). The technologically sound classroom offers various opportunities for students to learn. I offer them an assignment through email, and they forward accordingly."*

Pramod claimed that teaching offering appropriate exposure makes learning meaningful. He asked his students to record their presentations which were helpful for them to listen to and improve their understanding. He motivated and encouraged in e-learning context. He personally helped them enhance their learning via their belief system (Plessis, 2016). He taught them how different articles, related books, and different types of reference materials could be used.

Similarly, Nisha shared her experiences *"I use laptop/ multimedia and PowerPoint slides. Unfortunately, our classrooms are not much equipped with technological assets; therefore, I have to fix wires and gadgets myself."* Moreover, she confesses fixing wires every day is time-consuming but it is interesting because she uses her Facebook page, Preezi (the software that the students learn story writing) and other social media and the internet to instruct how different collected. Similarly, she uses different daily newspapers, cut-outs, visuals, and audio-recorded materials.

In contrast, Roshan claimed that technological efficiency has not been produced yet in our Nepali classroom. He added, *''I experience teaching with technological access is more*

productive but due to the unavailability of the internet facility and inconsistent network, we fail to achieve the goal." Roshan agreed with Garland and Tadeja (2013) who state that teaching with technological devices requires high-speed internet in the classroom for productive result*s*.

Roshan added that newspapers, different journal articles, and audio/visual materials are useful for learners in the 21st-century classroom. Roshan further shared that the learners want more flexibility and freedom in the course of learning. In this digitally savvy era, every student can use ICT innovatively because technology does not have any restrictions on the age and level of students (Russell et al., 2021). Therefore, tech-savvy teachers have to promote a digital learning environment (Pim, 2013) in which learners learn as if they are playing. Therefore, learners gain language learning opportunities via games.

Here, the narratives shared by Roshan, Nisha, and Pramod entail varied experiences. Teachers' pedagogies and potentials are the symbol of power (Bourdieu, 1977) in which they struggle to convince and introduce students to innovative ideas for understanding. The experience of Roshan is different from that of Pramod and Nisha due to their belief in pedagogies and teaching (Plessis, 2016) through internet facilities. However, Roshan advocated that the Nepali server/ network is not supportive to run internet-friendly tasks in classrooms.

Teaching with contextual mapping

Teachers are not expected to deliver their lectures time and again in the language classroom rather they are encouraged to be practical and learners friendly. Also, the teachers are required to simplify the difficult content. Here, for me, contextual mapping means teaching content projecting proper teaching material along with examples i.e., contextual teaching. Venkateshbhat, Peter, and Goswami (n. d.) state that contextualization is the process of providing relevant context for source strings. Contextualized teaching makes teaching-learning activities livelier and more meaningful with the help of three coherent notions of contextualization -"contextualizing through content, constructing an approach to contextualization, and a socio-cultural approach to contextualization" (Auer & Luzio, 1992, p.76).

Designing instructional activities for EFL learners promotes schema activation by beginning activities with what students already know from home, community, and school and the knowledge of local norms as the indicator of contextualization (Auer & Luzio, 1992; Livingston, 2009). The researchers and educators focus on the significance of incorporating context and background information in second language teaching. If they wish to honour the "diversity of intelligence" among their students, the teachers need to exercise and develop different evaluation strategies and teaching approaches (Larsen-Freeman, 2000).

In this regard, Pramod shared, ''*I often do not deliver lectures in the classroom. I make student participate actively and encourage students to select content for their presentations. I experience that grammar teaching is very difficult to contextualize but literature can be taught contextually*''. Pramod further shared, these days, the learners show a keen interest in practical activities and they love to project assignments in their classrooms. So, he teaches stories and dramas in convincing ways to a higher level. Sometimes, he asks students to set a plot for their stories/dramas or contents. He uses videos, audio recordings, and other relevant materials to contextualize the content.

Perin (2011) stresses that giving best in content knowledge and arouse awareness in their learning is to contextualize better in the learning process. The context in three different forms namely linguistic, situational, and cultural contexts (Song, 2010) have greater space for language teaching. However, the tools of contextualization are different articles, books, and journals (Perin, 2011) which are helpful to teach content with proper projection i.e., contextual mapping. He plans jointly with students and provides opportunities for the students to practice.

Here, Pramod's view referred to differences that teachers' planning and attitude make. Sometimes, contents are really difficult to deliver with immature learners. In such situations, contextual teaching helps learners grasp the content more easily. In this regard, Nisha shared her experience, '' *I believe there are two concepts' realia and contextualization, widely taken and practised in foreign language teaching. I understand contextualized teaching means to make the students able to understand their content and make meaning on their own*''.

She added that she uses realia (real-like teaching materials) and various authentic materials and sometimes she uses repetition and drills. Another participant Roshan viewed, "*I use different techniques to teach different genres e.g., poetry through recitation; drama through role-play, and story through narration. Moreover, I use video clips, newspapers, and handwritten materials before I begin the lesson to set up the scene*".

 He further shared that teachers' topical issues in the classroom are addressed using different materials like newspapers, books, and video clips contextually and that helped learners connect the local-global interface of the context. He envisaged contextualization as an inclusion of local culture to teach foreign or global content. All the participants believed that contextualization techniques were helpful to connect local culture and context to global scenarios. Therefore, their narrative invoiced that contextualization brings multiple assets to both teachers and students to practice, connect and apply their learning with a considerable influence of the social practices i.e., classroom interaction (Bourdieu, 1977). Therefore, their narratives indicated that contextual mapping is significant in the language classroom.

Conclusion

Teachers' pedagogical capital entails teachers' welling, strategies and overall embodiment of pedagogical practices. My research reveals that language teaching is a complete two ways interactional process in which teachers' pedagogical content knowledge, methodological understanding and technological well-being matter. The research participants conceptualize that pedagogical richness; methodological strength, technological awareness, and context-specific content knowledge empower every individual teacher to transfer their expertise into the classroom.

The research concludes that technological awareness, learner-friendly strategies, and internet-based resources make classroom teaching more contextualized and meaningful. The teachers believe that their use of pedagogical capital helps teachers transform learners and society through knowledge, skills and strategies in the classroom. They theorize the actual knowledge of the English language that enables teachers to practice in the classroom. For them, the use of pedagogical capital in English language teaching is to ensure the transfer of content knowledge effectively to the learners by applying different means of methodological techniques such as pair work, project work, group work, power-point presentation, etc.

Moreover, it concludes that teachers' awareness, experiences, self-esteem and reflection facilitate teachers to apply different practical activities effectively in their classrooms. My research participants also develop the prior understanding that the selection of an appropriate approach, gradation of students' proficiency and the negotiation between students, and teachers are the key assets in a pedagogically enriched classroom.

References

Afzal, A., & Taylor, P. C. (2016).Uncovering management issues in Australian classrooms experienced by non-English speaking background teachers. *Journal of Education and Research, 6(4)*, 69-88. doi.org/10.3126/jer.v5i0.15731

Ahmad, I., Rauf, M., Zeb, A., Rehman, S., Khan, W., Rashid, A., & Ali, F. (2012). Teachers' perception of classroom management, problems, and solutions: Case of government secondary school in Chitral, Khyber, Pakistan. *International Journal of Business and Social Science, 3(24),* 173-181.

Ahmad-Shaari, M. Z., Jamil, H., & Razak, N.A. (2012). Exploring the classroom practices of productive pedagogies of the Malaysian secondary school geography teacher. *Review of International Geographical Education Online*, 2(2), 147-164.

Auer, P. & Luzio, A. D. (1992). *The contextualization of language*. Pragmatics and Beyond New Series: John Benjamins Publishing Company. doi http://doi.org/10.1075/pbns.22

Avidov-Ungar, O. & Eshet-Alkakay, Y. (2011). Teachers in a world of change: Teachers' knowledge and attitudes towards the implementation of innovative technologies in schools. *Interdisciplinary Journal of E-Learning and Learning Objects (IJELLO), 7(1),* 291-303. doi: 10.28945/1525

Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research.* Routledge.

Bastola, G. K. (2018). Content knowledge as a pedagogical capital. *NELTA ELT FORUM* (18)6. Retrieved from www.neltaeltforum.wordspress.com/fourm

Bastola, G. K. (2019). A Journey of gaining pedagogical capital: Reflection of an English teacher. *ELT CHOUTARI* (21)7. Retrieved from https://eltchoutari.com

Bourdieu, P. (1977). *Cambridge studies in social and cultural anthropology: Outline of a theory of practice.* Cambridge University Press.

Bourdieu, P. (1998). *Practical reason: On the theory of action*: Stanford University Press.

Clandinin, D. J. & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. Calif Josses-Bass.

Coulter, C., Michael, C., &Poynor, L. (2007). Storytelling as pedagogy: An unexpected outcome of narrative inquiry. *Curriculum Inquiry*, *37*(2), 103-122. Taylor and Francis, Ltd.

Denzin, N. K, & Lincoln, Y. S. (2011). Methods of collecting and analyzing empirical materials. In N. K. Denzin, & Y. Lincoln (Eds.), *The sage handbook of qualitative research* (4th ed.). Sage Publications.

Dewey, J. (1916*). Democracy and education: An introduction to the philosophy of education.* Macmillan.

Effrosyni, N. (2018). Fostering critical teacher agency: The impact of a science capital pedagogical approach. *Pedagogy, Culture, and Society* (2)6, 87-103.

Garland, V.E. & Tadeja, C. (2013). *Educational leadership and technology preparing school administrators for a digital age*. Routledge.

Gentzler, Y. (2005*). A new teachers' guide to best practices*.Sage Publications.

Grobler, M. (2015). *Top five ways to create a friendly and supportive atmosphere for language students*. Retrieved from https://www.listenandlearn.org/the teachers-handbook/top-5-ways-to-create-a-friendly-and-supportive atmosphere.

Hannah, R. (2013). The effect of classroom environment on student learning (An Unpublished Master Dissertation). Western Michigan University. Retrieved fromhttps://scholarsworks.which

Henningsson-Yousif, A. H., &Aasen, S. F. (2015). Ways of making teachers' pedagogical capital visible and useful. *Journal of Workplace Learning*, *27*(5), 332-344.

Jalongo, M. R. (1992). Teachers' stories; our ways of knowing. *Educational Leadership*: *Association for Supervision and Curriculum Development, 34*(7), 3-7.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford: Oxford University Press.

Lin, L. (2015). *Exploring collaborative learning. Investing in Chinese HE EFL Classroom.* Springer-Verlag. dio.10.1007/978-3-662-44503-7

Livingston, C.V. (2009). The privilege of pedagogical capital: A framework for understanding scholastic success in Mathematics (An Unpublished Master Degree Dissertation). The University of Alabama.

Lovat, T. J. (2003). *The role of the teacher coming of age*. Australian Council Deans of Education. Australia: Australian School of Education.

Motteram, G. (Ed.). (2013). Innovations in learning technologies for English language teaching. Retrieved from https://www.britishcouncil.org.

Munro, J. (2007). *Pedagogical capital: An essential concept (and tool) for effective school leaders*. Seminar paper. Jolimont, Vic.: Centre for Strategic Education. doi: 10.1.1.576.9175&rep=rep1&type=pdf

Perin, D. (2011). Facilitating students learning through contextualization. *Journal of Community College Research Cente, (39)3,* 268. doi.org/10.1177/009155211

Pim, C. (2013). *Emerging technologies, emerging minds: Digital innovation within the primary sector*. Retrieved fromhttps://www.britishcouncil.org

Plessis, A. D. (2016). Student teachers' pedagogical beliefs: learner-centred or teacher-

centred when using ICT in the science classroom? *Journal of Baltic Science Education, 15(2), 14-158.*

Richards, J. C. (2002). *Teachers' narrative inquiry as professional development.* Cambridge University Press.

Richards, J. C. & Farrell, T. S. (2005). *Professional development for language teachers*. Cambridge University Press.

Russell, D., Rehana, P., Supat, C., Lovella, G.V., Arcinas, M.M, Almighty, C.T., Jupeth, T. P., & Randy, J. M. V (2021). Language Teachers' Pedagogical Orientations in Integrating Technology in the Online Classroom: Its Effect on Students Motivation

and Engagement. *Turkish Journal of Computer and Mathematics Education*, 12(10), 5001-5014.

Song, L. (2010). The role of context in discourse analysis. *Journal of Language Teaching and Research*, 1(6), 876-879.

Thornbury, S. (2006). *An A-Z of ELT*. Retrieved from https://www.amazon.co.uk/Z ELT-Methodology-Scott-Thornbury/dp.

Underhill, A. (1986). The editorial in the teacher development newsletter. *TESOL Quarterly, 9*(4).

Venkateshbhat, S. P., Peter, A., & Goswami, N. (n.d.). *Guidelines for contextualization*. Retrieved from https://fedoraproject.org/w/uploads/ b/bf/Guidelines_for_contextualization.pdf.

Wink, J. (2005). Language learning through critical pedagogy in a brave new world. *International Research Education*, 57(3), 377-395.

Wright, T. (2005).*Classroom management in language education*. Palgrave Macmillan.