ENGLISH LANGUAGE TEACHERS' READINESS IN TEACHING ENGLISH: A NARRATIVE INQUIRY

Madan Kumar Mandal

A Dissertation

Submitted to
School of Education

in Partial Fulfillment of the Requirements for the Degree of
Master of Philosophy in English Language Education

Kathmandu University
Dhulikhel, Nepal

March 2024

AN ABSTRACT

of the dissertation of *Madan Kumar Mandal* for the Degree of *Master of Philosophy in English Language Education* presented on 22 March 2024, entitled *English Language Teachers' Readiness in Teaching English: A Narrative Inquiry.*

APPROVED BY

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Siddhartha Dhungana, PhD

Dissertation Supervisor

The research study entitled "English Language Teachers' Readiness in Teaching English: A Narrative Inquiry" aims to explore the way for the readiness of English language teachers to teach English. It locates their unpreparedness and struggles in teaching English in rural public secondary schools. The study utilizes a qualitative research approach with narrative inquiry following interpretivism. The study area was four public secondary schools in the Siraha district of Nepal. Three secondary and one lower-secondary level English language teachers were participants in the study. The data was collected using the in-depth interview guidelines with open-ended questions. After data collection, I analyzed the data and presented thematically to meet the objectives of the study.

The study indicates the unwillingness of English language teachers in under-resourced rural schools in Nepal. In secondary schools (public), English language teachers teach English using a teacher-centered method. They are accustomed to teaching according to their previous knowledge about the subject matter. They feel that they need training in modern ELT skills and knowledge. There is a lack of modern ELT materials and new technologies in most schools of the Siraha district. So, English language teachers in this region are not ready to teach English properly.

Lack of appropriate technological knowledge, new ELT knowledge and skills, and their habit or culture of teaching according to their previously learned knowledge about the subject matter are prominent reasons for unpreparedness for teaching English. Many schools lack modern technical devices such as laptops, smartphones,

projectors, and audio-visual devices, so English language teachers are unprepared to teach English well.

Hence, the study underscores the need for targeted interventions to address the unpreparedness of English language teachers in teaching English, provide adequate teaching resources, emphasize modern ELT approaches, entrepreneurship knowledge (innovative and experiential knowledge), Bandura's (1989) Triadic Reciprocal Determinism and Self-Regulated Capabilities, and Vygotsky's (1978) Dialectical process, External and Internal factors and Zone of proximal development under Socio-Cultural Theory and implicate positive relationship with educational stakeholders, implement local curriculum and training for professional growth as well as education policy for English language teachers' readiness in teaching English.

………………………………   22 March 2024

Madan Kumar Mandal

Degree Candidate

सारांश

अग्रेजी भाषा शिक्षामा दर्शनाचार्य (M.Phil.) उपाधिको लागि मदन कुमार मण्डलको 'अँग्रेजी भाषा शिक्षकहरूको अँग्रजी शिक्षणमा तयारीपनाको कमीः एउटा आख्यान विश्लेषण' (ENGLISH LANGUAGE TEACHERS' READINESS IN TEACHING ENGLISH: A NARRATIVE INQUIRY) भन्ने शिर्षकको शोधपत्रको सारांश शिक्षा संकाय, काठमाण्डौ विश्व विद्यालयमा बि.सं. २०८० चैत ९ गते (२२ मार्च २०२४) मा प्रस्तुत गरियो ।

शोधपत्र स्वीकृतपबकर्ता ।

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पर्यवेक्षक

डा. सिद्धार्थ ढुङ्गानाद्वारा

अँग्रेजी भाषा शिक्षकहरूको अँग्रेजी शिक्षणमा तत्परताः एउटा आख्यान विश्लेषण भन्ने अनुसन्धान शिर्षकको लक्ष्य अँग्रेजी भाषको शिक्षकहरूको तत्परताको लागि तरिका अन्वेषण गर्ने हो । यसले ग्रामीण भेगका सार्वजनिक माध्यमिक विद्यालयहरूमा अँग्रेजी शिक्षणमा उनीहरूको तयारीको कमी तथा संर्घषलाई अंकित गर्दछ । यो अध्ययनले व्याख्यात्मक तरिकालाई अनुशरण गर्दै आख्यान विश्लेषण सहित गुणात्मक अध्ययन दृष्टिकोणको उपयोग गर्दछ । सिरहा जिल्लाको चारवटा माध्यमिक विद्यालयहरू यो अध्ययनको क्षेत्र थियो । यस अध्ययनमा तीन वटा माध्यमिक तहका र एउटा निम्न माध्यमिक तहको अँग्रेजी भाषाका शिक्षकहरू सहभागी थिए । तथ्यांक संकलनको लागि गहिराईको अन्तरवार्ता सहित खुल्ला प्रश्नहरूको निर्देशनहरू प्रयोग गरियो । तथ्यांक संकलन पछि मैले तथ्यांक विश्लेषण गरें र यो अध्ययनको उद्देश्य पुरा गर्न विषयगत रूपमा प्रस्तुत गरें ।

यो अध्ययनले नेपालमा अपर्याप्त स्रोतसाधनहरू भएको ग्रामीण विद्यालयको अँग्रेजी भाषाको शिक्षकहरूको अँग्रेजी शिक्षणमा अनिच्छा संकेत गर्दछ । सार्वजनिक माध्यमिक विद्यालयहरूमा अँग्रेजी भाषाका शिक्षकहरू शिक्षक केन्द्रित तरिकाबाट पढाईरहेका छन् । उनीहरूले पहिले हासिल गरेको विषयवस्तुको ज्ञान अनुसार पढाउन अभ्यस्त छन् । उनीहरू आधुनिक अँग्रेजी भाषा शिक्षणको ज्ञान र सीपमा तालिम लिन आवश्यक छ भन्ने महसुस गर्दैनन्। सिरहा जिल्लाको धेरै सार्वजनिक विद्यालयहरूमा अँग्रेजी भाषा शिक्षणको सामाग्रीहरू र नयाँ प्रविधिहरूको अभाव छन् त्यसैले अँग्रेजी भाषाको शिक्षकहरू यस क्षेत्रमा राम्रो तरिकाले अँग्रेजी पढाउन तत्पर छैनन् ।

उपयुक्त प्राविधिक ज्ञान, नयाँ अँग्रेजी भाषा शिक्षणको ज्ञान र सीपहरूको अभाव र पहिले आर्जन गरका विषयस्तुको ज्ञानको आधारमा पढाउने बानी र संस्कारहरू अँग्रेजी शिक्षणमा तयारीको कमी मुख्य कारणहरू हुन । धेरै विद्यालयहरूमा आधुनिक प्राविधिक उपकरणहरू जस्तै ल्यापटप, स्मार्ट फोन, प्रोजेक्टर र श्रव्य-दृष्य उपकरणहरूको अभागले गर्दा अँग्रेजी शिक्षकहरू राम्ररी अँग्रेजी पढाउन तयार भएको देखिदैन ।

त्यसैले यो अध्ययनले लक्षित हस्तक्षेपको आवश्यकता पुरा गर्नको लागि अँग्रेजी भाषाको शिक्षकहरूलाई अँग्रेजी पढाउन तयारीको कमीको सम्बोधनको लागि पर्याप्त श्रोतहरू प्रदान गर्न, आधुनिक अँग्रेजी भाषा शिक्षण दृष्टिकोणहरूमा जोड दिन, अन्वेषणात्मक ज्ञान, सास्कृतिक साभेदार सिद्धान्त ९क्यअष्य(ऋग्गतिगचबा

त्जभयचथ० अन्तर्गतको बान्दुराको तीनै पारस्परिक निर्धारणवाद ९त्चबमष्अ च्भअष्ठचयअर्बा म्भतभकर्ब्लष्क० र आत्म नियन्त्रित क्षमताहरू (Self-Regulated Capabilities) भियोगोस्कीको द्वन्दात्मक प्रक्रियाहरू (Dialectical Process), वाह्य र आन्तरिक तत्वहरू (External & Internal Factors) समीपस्थ ⁄ नजिक क्षेत्र (Zone of Proximal) को प्रयोग गर्न, शैक्षिक हितकारहरू (educational stakeholders) संग सकारात्क सम्बन्ध कार्यान्वयन गर्न स्थानीय पाठयक्रम कार्यान्वयन गर्न र पेशागत वृद्धिको लागि तालिम साथसाथै शैक्षिक नीतिहरूले अँग्रेजी भाषा शिक्षकहरूलाई अँग्रेजी पढाउन तत्पर बनाउछ ।

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मदन कुमार मण्डल   बि.सं. २०८० चैत ९ गते
उपाधि उम्मेदवार

This dissertation entitled *English Language Teachers' Readiness in Teaching English: A Narrative Inquiry* was presented by *Madan Kumar Mandal* on 22 March 2024.

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APPROVED BY

</div>

……………………………   22 March 2024

Siddhartha Dhungana, PhD

Dissertation Supervisor

……………………………   22 March 2024

Chet Nath Pant, PhD

External Examiner

……………………………   22 March 2024

Assoc. Prof. Hem Raj Kafle, PhD

Head of Department

……………………………   22 March 2024

Prof. Bal Chandra Luitel, PhD

Dean/Chair of Research Committee

I understand that my dissertation will become a part of the permanent collection of Kathmandu University Library. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

……………………………   22 March 2024

Madan Kumar Mandal

Degree Candidate

DEDICATION

This thesis is dedicated

To

My parents (Mother, late Sanjotiya Devi Mandal, and Father, late Hitlal Mandal Dhanuk).

DECLARATION

       I hereby declare that this dissertation is my original work and has not been submitted for candidature for any other degree at any other university.

………………………………   22 March 2024

Madan Kumar Mandal

Degree Candidate

ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to several people without whom this dissertation would not have been completed. First and foremost, I would like to express my whole-hearted gratitude and appreciation to my dissertation supervisor, Siddhartha Dhungana, PhD, Coordinator, Writing and Communication Center (WCC), School of Education, Kathmandu University, Nepal, for his unwavering supervision and guidance, and substantial comments and feedback that helped me shape this piece of writing in this frame. Without his insightful feedback and encouragement, I could not have accomplished this dissertation on time.

Likewise, I would like to extend my deep gratitude to Prof. Dr Laxman Gnawali, who always boosted me with his inspirational words from the beginning of the dissertation to the end. My sincere gratitude also goes to Assoc. Prof. Dr Hem Raj Kafle, Head of the Department of English Language Education and Assoc. Prof. Dr. Tikaram Paudel, for their tireless efforts, thought-provoking guidance, and motivational words that became a stepping stone on my dissertation journey. Similarly, I am equally indebted to all the professors who assisted me with their insightful knowledge and creative ideas to bring my dissertation to this form.

I am thankful to Prof. Dr. Bal Chandra Luitel, Dean/Chair of the Research Committee, and Prof. Dr. Jai Raj Awasthi for their diligent support and valuable feedback. Motikala Subba Dewan (President, NELTA), Hemanta Raj Dahal (National Advisor to NELTA), Dr. Anil Kumar Jha (Past campus chief, J.S. M. M. Campus Lahan, Siraha), Dharnidhar Adhikari (Campus Chief, Lahan Everest Campus Lahan, Siraha) and Chakrapani Dahal (Principal, Lahan Everest Secondary School Lahan, Siraha) also deserve my gratitude for their moral support and encouragement. I am also thankful to Dr. Krishna Parajuli, Dr. Lava Deo Awasthi, Asst. Prof. Dr. Bharat Neupane and Mr. Surendra Bhatt who implanted in me the knowledge of research and inquisitive thoughts.

I want to express my gratitude to my M.Phil. cohort for their relentless support and motivation during a difficult time. I cannot stop extending my gratitude to my better half, Lalita Devi Mandal, for her every support, care, and inspirational words that led me to the path of completing this dissertation.

Madan Kumar Mandal

Degree Candidate

ABBREVIATIONS

B.A.	Bachelor of Arts
CEHRD	Center for Education and Human Resource Development
EFL	English as a Foreign Language
EL	English Language
ELE	English Language Education
ELT	English Language Teaching
EME School	English Medium Education School
EMI	English as Medium of Instruction
ESC	Educational Service Centre
ETTE	English for Teachers and Teaching for English
IATEFL	International Association of Teachers of English as a Foreign Language
JSMM Campus	Jwala Prasad Syobaidevi Murarka Multiple Campus
KU	Kathmandu University
KUSOED	Kathmandu University, School of Education Department
LCT	Learner-Centred Teaching
M.A.	Master of Arts
M. Ed.	Master of Education
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
M.Phil.	Master of Philosophy
NCLD	National Centre for Learning Disabilities
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teachers' Association
NSU	Nepal Sanskrit University
PAK21	Pembelajaran Abad ke-21 (21stCenture Learning)
PCK	Pedagogical Content Knowledge
PCS	Provincial Civil Service
PU	Pokhara University
RELO	Regional English Language Office
SBD	Students' Biographical Data

SCT	Social Cognitive Theory
SLC	School Leaving Certificate
SMC	School Management Committee
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
SESP	School Education Sector Plan
TESOL	Teaching English to Speakers of Other Languages
TLLT	Technologies for Language Learning and Teaching
TPD	Teacher Professional Development
TRD	Triadic Reciprocal Determinism
TSC	Teacher Service Commission
TU	Tribhuvan University
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
ZPD	Zone of Proximal Development

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CHAPTER I

INTRODUCTION

This study explores the readiness of English language teachers to teach English in Siraha district. It provides adequate space for exploring teachers' experiences regarding their readiness to teach English. Their preparedness could be a contextual teaching value for English language teachers. According to Meisels (1998), preparation might be viewed as a social creation, intervention and maturation in local communities. Therefore, such localized experiences could be the anecdotes for identifying foundations for teachers' willingness to teach English. Weiner (2009) viewed that since the stakeholders act on the educational change, willingness is a crucial precursor to effective execution. He further claimed that collaborators are committed to putting forth more attempts in the procedure when preparedness is at the top. Armenakis et al. (1993) also stated that a more energetic, busy attitude, capability, and ability to convert knowledge to embrace a current activity constitute willingness rather than merely the absence of opposition. In our region, people learn English through the Maithili language, and some become English language teachers. So, Maithili tone has a more significant impact on them while they speak English. In many schools, there is a lack of new ELT materials (worksheets, activity books, teacher resource packs, teacher guides, video and audio scripts with accompanying activities, exam practice materials, and specific, unique literature genres, like poetry or drama plays, conference presentations, or TV news, multimedia, poster or visual aid, streaming and warm-up activities, etc.) in our region. They are reluctant to teach English creatively. So, the study has identified the reasons for their unpreparedness to teach English.

This chapter begins with my story of twelve years of involvement and experience in English language teaching in plus two levels of my locality, the terai region, Siraha, and the incident of participating in conferences, seminars, and online training of NELTA. This section consists of the rationale of the study, grounded context, and how ideas of study emerged. The research purpose, research questions, and delimitations of the research are included in the section.

Context of the Study

My teaching journey commenced at Lahan Everest Campus Lahan, Siraha, Nepal, in 2008, after completing my M.A. in English literature from Degree Campus Biratnagar. I came to Lahan Everest Campus in response to the invitation of the campus chief, but I was unsure about my teaching ambition and profession for the future. It was my first teaching experience of ELT in plus- two levels, though I was not from an ELT background then. So, I felt a bit nervous in the beginning classes of my teaching journey, but I started to enjoy teaching ELT when I got positive responses and appreciation from students, my colleagues, and the campus administration. As a result, I realized that teaching was my passion and decided to make it my professional career. Then I did an M.Ed. in English Language Education from J.S.M.M. Campus Lahan, Siraha, which helped me develop teaching skills (interpersonal skills, effective listening, speaking, reading and writing skills, presentation skills, confidence, organizational skills, conflict resolution skills, motivation skills, empathize with students, giving feedback, classroom management skill, time management skill, leadership skill, critical and creative thinking abilities, capacity for teamwork and patience) and specialized knowledge about ELT. I always try to be updated with new pedagogy and skills and integrate them into the ELT classroom. I began to do hard labour in my teaching activities so that students could be satisfied with my teaching. After two years, I was made the coordinator of education faculty on the campus and got a letter of appreciation as a reward from the campus. I became a member of NELTA in 2011 and now am its chairperson, Siraha.

What triggered me to ponder on this research agenda was the incident that happened from 5th February to 11th February 2021 when I got an opportunity as the chairperson of NELTA Siraha to distribute and collect students' admission forms for the Access program from different lower secondary and secondary schools of Lahan Municipality because NELTA Siraha had got English Access Micro-Scholarship Program at that time from NELTA. I reached all eleven schools (lower secondary and secondary) and informed them about the Access program. I selected students for the program. I observed the classes during this visit and talked with English language teachers and principals. Many English language teachers traditionally taught English instead of adapting modern and new ELT knowledge and skills. They were teaching according to their previous knowledge and concepts, whatever they had learned from their teachers. It was known that they had the habit or culture of teaching according to

their previous knowledge about the subject matter. They did not use to make lesson plans while they went into the classroom, so they lacked content knowledge. Most English language teachers didn't seem ready to teach according to new ELT skills and knowledge. As a result, I have been wondering about the lived experiences, perspectives, and practices of English language teachers' readiness in ELT classrooms. So, by looking at and realizing such teaching-learning practices of English language teachers in our region, I decided to inspect their readiness to teach English.

Provisions and Issues onTeachers'Professional Readiness

According to the Ministry of Education, Science and Technology (2022), School Education Sector Plan, 2022/23-2030/31(BS 2079-2089), Kathmandu: Government of Nepal, as per the 2000 TSC Rules, a B.Ed. and M.Ed. ensure eligibility to apply for a teaching license. As per these rules, candidates who have obtained a teaching license after completing a proficiency certificate in education or grade 12, or a proficiency certificate in other subjects and a 10-month teacher training course, are eligible for Basic education teaching posts. To obtain a teaching license for the secondary level, one must have completed a bachelor's degree in education or any subject and a one-year B.Ed. Likewise, one has to have a teaching license after completing a Master's degree to teach in higher secondary grades (11 and 12)(p. 64).

Teachers get their appointments after passing the Teacher Service Commission. Shrestha (2008) pointed out that new rules and laws were made to appoint teachers in Nepal in 1999. The TSC adopts a procedure consisting of information for the vacancy, such as written tests, interviews, class observations, and examinations if necessary. The passed candidates get permanent appointments as teachers by TSC.

Pokhrel and Behera (2016) viewed the TPD program as helping solve teachers' classroom problems. Teachers can identify weaknesses and start improving in teaching after training. They expect an adequate training duration of the workshop with practicals. Some teachers expect training to be able to link theory and practice. Gautam (2016) viewed two types of teacher training in Nepal. Far-western, Mid-western, TU, PU, NSU, and KU conduct secondary-level pre-service teacher training programs. The duration of these programs is 3 to 4 years.

According to the School Education Sector Plan, 2022/23-2030/31(BS 2079-2089), prior to the federal structure introduced under the 2015 Constitution, the

National Centre for Educational Development (NCED), 29 ETCs and Lead Resource Centres (LRCs) were involved in conducting long- and short- term teacher training programs. Following the federal transition, there are currently only seven ETCs, one in each province. With the other ETCs have been dissolved.

After the country transitioned into a federal structure, the erstwhile NCED and the Department of Education (DoE) were merged to form the CEHRD. The CEHRD has been entrusted with formulating standards for conducting professional development programs for teachers, preparing training curricula, and conducting training for trainers. The seven Provincial ETCs have been conducting one-month teacher certification training (in two phases) and customized teacher training through online and offline modes. B.Ed./M.Ed. Degrees in English, teaching license, training, good command of subject matters, much exposure to English speaking, classroom management skills, methodological and content knowledge, ICT knowledge and skills, and knowledge of education policy are necessary for English language teachers to be ready to teach English.

Teachers need to know their subject matter and prepare lesson plans before entering the classroom to help them effectively. Shulman (1987) found that teaching automatically begins when a teacher knows what is to be learned and how it will be taught. It goes through a series of activities when the students are provided specific guidance and learning opportunities, but student responsibility plays a vital role in learning. Teaching finishes with a new understanding of both teacher and student. Teachers need to implement a lot of exposure to English-speaking environments in the classroom. Wei (2006) states that if teachers give time to learning and practicing teaching pronunciation strategies, they will not feel difficulty, and students' pronunciation will be improved effectively.

Classroom management skills and ideas help teachers make effective and learner-centered classroom situations. Marzano and Marzano (2003) found out that by implementing a plan based on study with a suitable degree of influence, collaboration, and consciousness of student requirements, teachers may create a good classroom environment. The key to classroom management consists of proper levels of dominance (Teachers can exhibit appropriate dominance by establishing clear behaviour expectations and learning goals and by exhibiting assertive behaviour), the appropriate level of collaboration, awareness of high-needs students, and not leaving relationships to chance (Teacher-student relationships should not be left to chance or

dictated by the personalities of those involved). Teachers are expected to have methodological and content knowledge. Richards and Renandya (2002) viewed that to enhance language teaching and learning quality, teachers need to know the nature of ELT along with their roles, pedagogical methods, and materials that play vital roles in successful learning.

Teachers need a command of ICT knowledge and skills to update their knowledge with new technological skills. Koehler et al. (2013) pointed out, "Teachers should know the integrated knowledge of content, pedagogy, and technology which develops an understanding that relates more than the three separate knowledge bases (as cited in Abraham et al., 2022, p. 2). The below figure of the TPACK framework shows the huge relation among the elements for using technology in ELT activities.

Figure 1.

TPACK Model

(Image from http://tpack.org)
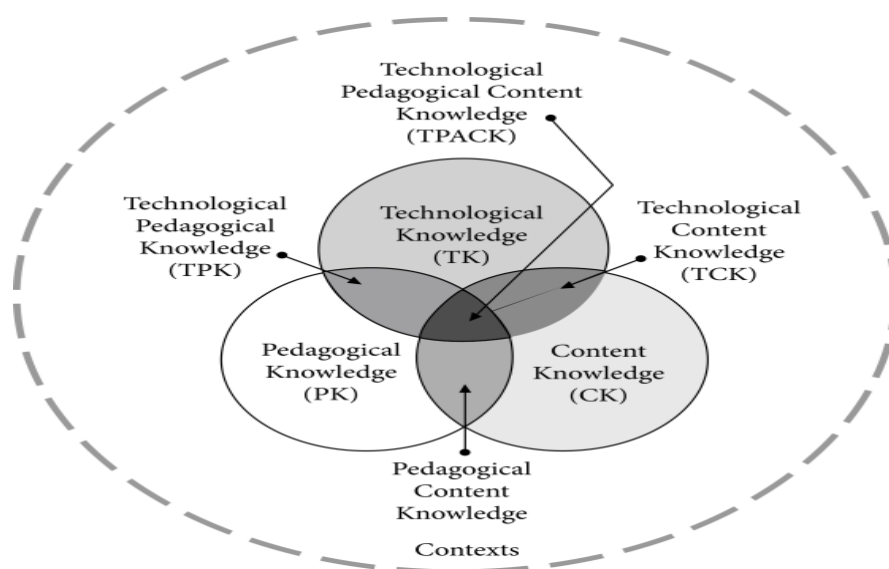
The above figure shows that teachers need to know the relationship between content, pedagogy, and technology when implementing technology for teaching activities.

Statement of Problem

I have mentioned in the context section that during my students' selection for the Access program from 5th to 11th February 2021, I got a chance to observe the classes of 11 lower and secondary schools in my region and found out that English language teachers aren't updated with new ELT skills and knowledge and are teaching traditionally. They do not prepare lesson plans and have little exposure to

English-speaking environments in the classroom. They are reluctant to update with new ELT skills and knowledge. Parents' expectations from teachers for their students' learning outcomes are not fulfilling because English language teachers are not ready to teach well. So, teaching English activities in my region's schools is a problem.

Bhandari (2016) states that both teachers and students feel comfortable using their native language, even if the purpose of teaching is to make the students competent and proficient in English. Excessive use of learners' mother tongue is a barrier to better language learning. It is quite difficult for teachers to devise the right teaching methodology in multilingual and cultural contexts. One problem is deciding the medium of instruction in a multilingual context. Moreover, it is essential to provide different tasks to different students to help them grow at their own pace. Mother tongue interference, whatever its intensity, is also one factor contributing to students' poor performance in English.

Nepal (2011) remarks that the ELT classroom is in many ways different from the other classes in which the primary focus is given on the context. Therefore, the school management needs to be familiar with the language classroom's peculiarities and problems. So, they can help deal with environmental constraints such as classroom management and complain about the noise in English classes.

Tiwari (2021) remarks that Nepali is being used in English language classes, and the students hardly get exposed to English. Most teachers in high school are still found to be using grammar-translation methods. Aryal et al. (2016) view that there is currently no provision for testing the language proficiency of English language teachers before they enter the profession in Nepal. This often results in underqualified people being accepted into the English language teaching profession. Hence, the Nepalese government should introduce a regulation to test language proficiency before recruiting English teachers. These studies highlight mother tongue use, multilingual use, school management skills, grammar translation method use, and language proficiency testing of English language teachers; however, teachers' preparedness is still an issue for their professional growth.

Yet my concern focuses on 'why most teachers do not improve their teaching skills despite spending a lot of money on their training. Is it a problem of training or a lack of knowledge of teaching methodology? When teachers are criticized for their low performance, they need to learn how they consider their performance and

professional development. Are the teachers being reluctant to improve their teaching skills?

Raju and Joshith (2018) viewed the teacher as a motivator: Attitude and the teacher's interest influence the language classroom environment. A second language teacher must motivate the learners to acquire the language in a flourishing environment and avoid negative talks about the target language. The teacher has to make classroom activities more practicable for every pupil, thus helping the students get motivated and reduce anxiety. In ELT and learning activities, teachers need to play various roles and responsibilities to dig out students' hidden knowledge.

Archana and Rani (2017) view that teachers play diverse roles in English Language Teaching (ELT) as learners, facilitators, assessors, managers, and evaluators. Gautam (2016) states that the Nepal government spends much of the budget on teacher training to increase teachers' positive teaching knowledge and implement training knowledge in teaching activities for good student learning outcomes.

Therefore, in my study, the readiness of English language teachers in the classroom is focused on their understanding and practices. Henceforth, with this problem statement, my study aimed to address the problem of the readiness of English language teachers for teaching and its effectiveness on learners' learning based on proficiency, materials, methodology and techniques, planning, and preparation perspectives.

Rationale of the Research

Only a well-prepared teacher can make a practical lesson. The lesson will go normal if the teacher enters the classroom to prepare the lesson plan, materials, and classroom management ideas. Faridah and Mohini's study conducted in 2012 viewed that teachers must be conscious of the field of pedagogy, the subject matter, and the educational requirements of the students (as cited in Acosta & Acosta, 2016). They added that teachers must be conscious about the lesson's subject matter and what they taught previously. This comprehension is fundamental to identifying the level of skills and abilities that need to be overcome by the student before a new lesson is taught. In addition, teachers will occasionally observe and analyze the extent to which their students have overcome their understanding and abilities in a particular subject. Teachers also come with degrees like Bachelor's in English and teaching licenses. So, looking into the teachers' practices to see their preparedness is worthwhile because

they have so many privileges and facilities (salary and allowances) to work from the government.

The research outcomes could inform the ELT community about how teachers are/ what makes teachers prepared to teach English in the classroom. Since this research tries to scout English language teachers' readiness in teaching activities in the context of schools, it is crucial to explore their perspectives on this matter.

Purpose of the Study

The study aims to explore English language teachers' perceptions and practices on their professional readiness in the context of Nepal.

Research Questions

Based on the purpose, the research question was conceptualized to carry on the research:

1. How do the English language teachers narrate their perception and practice on their readiness to teach English?

Delimitations

The study has covered a vast area of knowledge. Only three secondary and one lower-secondary-level English language teacher from the Siraha district participated in the research. It is not limited to only certain characteristics (courageous, confident, open, creative, loyal, dutiful, responsible, etc.) of a person. The study delimits only themes related to teachers' readiness, such as planning and preparation, knowledge and skills, confidence, preparedness, unpreparedness, and the implementation of knowledge in teaching activities. To explore the teachers' readiness, Bandura's (1989)Triadic Reciprocal Determinism and Self-Regulated Capabilities and Vygotsky's (1978) Dialectical process, External and internal factors, and Zone of proximal development are the major insights for the discussion.

Structure of the Study Report

This dissertation contains six chapters. The first chapter includes the context of the study, rationale, statement of the problem, purpose of research, research questions, and delimitation of the study. Similarly, the second chapter contains the thematic socio-cultural, socio-cultural theory (theoretical review), policy review, and research gap. The third chapter includes the methodology used for this study. It starts with the research paradigm, discusses the research design and implementation, and ends with the quality standards and ethical considerations. Chapters four and five

present the data analysis and interpretation. The final chapter contains an overview of the study's findings, conclusions, and implications.

Chapter Summary

In this chapter, I presented my research agenda. It began with my experiences during the class observation of secondary-level English language teachers and meeting with principals. At the same time, I distributed and collected students' admission forms for the Access program in NELTA SirahainFebruary 2021, which made me think about the issue of the study. I reflected on my own English teaching experiences in my region's schools. The story of English language teachers and my teaching experience over twelve years also allowed me to build the concept of study. I began thinking about how English language teachers in my locality could be ready to teach English properly. I found myself inspired to examine the readiness of English language teachers to teach English in my region because the classes were not satisfactory. Finally, I presented the research questions limiting the study area to determine my locality's readiness to teach English.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter Overview

The section begins with a thematic review, which discusses English language teachers' conception of readiness in teaching English and practices by reviewing related literature. Then, the chapter deals with theoretical and policy reviews, followed by some previous research concerning English language teachers' readiness to teach English. Finally, the section highlights the gap in the study.

Teacher's Readiness

Teachers should understand how to take assessments on student learning, according to McMillan (2000). Bobis and Gould's study conducted in 2000 (as cited in Toussi & Ghanizadeh, 2012 &Bista, 2011) explored the impact of teachers' educational knowledge on children's cognitive growth. Teachers' understanding of child psychology greatly influences child development and learning. Norazman et al. conducted a study in 2012 (as cited in Toussi&Ghanizadeh, 2012) that found that teachers must be creative and smart in delivering their lessons and have the knowledge of their subject to make the learning environment beneficial. To reduce students' underperformance, teachers are required to increase their efforts**.** Salmiah et al. conducted a study in 2011 (as cited in Toussi & Ghanaideh, 2012) that explored the fact that excellent teachers know how to direct students and their friends so that they can receive the transformation in the education system perfectly. According to Delfino et al. (2010), Self-regulation learning (SRL) can be fostered by teachers' behaviour and feedback and by creating suitable learning environments. In my personal opinion, teachers should develop self-acting skills and encourage their motivation, dedication, and efficacy. From a social point of view, self-acting helps teachers build pedagogical strategies to adjust to more frequent curricular revisions as the demand of technological and cultural change. According to Dembo (2001), teachers are required to have content knowledge and also have to analyze their faith, rational, and self-acted elements of pedagogy to create possibilities for perceptive direction. Randi (2004) carried on from a social cognitive point of view; active teachers are self-acted characters who can provide their beliefs to achieve their professional work.

Professional Entrepreneurship for Teachers' Readiness

Wilson (2009)states that education is essential in shaping attitudes, skills, and culture–from the primary level up. Entrepreneurship education combines experiential learning, skill building, and, most importantly, a mindset shift. Entrepreneurship is a major driver of innovation, competitiveness, and growth. Entrepreneurship education is about developing attitudes, behaviours, and capacities at the individual level. It is also about applying those skills and attitudes that can take many forms during an individual's career, creating a range of long-term benefits to society and the economy.

Entrepreneurship knowledge describes the ability to recognize or create an opportunity and take action to realize an innovative knowledge practice or product. It is a type of ability to recognize opportunity. Entrepreneurship studies focus on applying one's knowledge and skills to teaching activities. Entrepreneurial initiative covers the concepts of creation, risk-taking, renewal, or innovation inside or outside an existing organization. Teachers must know about entrepreneurship, pedagogy, and content knowledge to be ready to teach well. English language teachers must find new teaching strategies and become more ready to teach. They should use enough ELT techniques. They are required to evaluate their teaching activities. They need to study the subject matter and make a lesson plan to teach well. To be ready to teach English, teachers should do self-education and self-realization.

Teachers' professional readiness is not only about getting ready with pedagogical and content knowledge but also being prepared with entrepreneurship knowledge. In this regard, to keep up with the current development of entrepreneurial knowledge, Jusoh (2012) contends that teachers must constantly increase their expertise in entrepreneurship, pedagogical, and content knowledge. As a result, educators must be aware of current global demands, particularly in relation to entrepreneurship education.

Tin (2013) pointed out that English language teachers are not prepared, trained, and confident, so they cannot implement Communicative Language Teaching and learner-centred methods. Due to low salaries, teachers and many employees are compelled to work twice in Nepal. There is not enough time for teaching activities. There are not enough facilities such as electricity, preparation time, print materials, and 'space'. Teachers use lecture methods in Nepal's classrooms (Rennie & Mason, 2007, p. 7, as cited in Tin, 2014).

Timsina (2022) explored that collaborative efforts from teachers, government authorities, school administration, students and parents can reduce the challenges of English language teaching. Teachers should keep good relationships with school administration, colleagues, students, parents, and society. He says the teachers face the problem of instructional media. Implementing pedagogical media helps students know what teachers want to impart to students in the classroom. Therefore, teaching a language requires equipment where an English-speaking environment is not enough. In teaching, learning material is important. The allocated time for teachers is not enough, so they face problems in teaching. According to him, boring class conditions are also one of the problems faced by the teacher. With this condition, they cannot feel an appropriate environment when they are in the learning process, and due to a lack of professional development, this situation may arise. The teacher's motivation is the main factor for developing English teaching ability.

Sharma (2006) stated that teachers must be conscious while assigning group work/pair work and should focus less on the mother tongue. He explored that in an English classroom, the total prohibition of the mother tongue dispossesses students' learning opportunities. The teacher is required to be more careful when using the mother tongue. Harbord's study conducted in 1992 (as cited in Sharma, 2006) explored that many ELT instructors have attempted to set up an English-only classroom, but they have found out that they are unable to give the message, which causes student dissatisfaction and insensitivity. Therefore, he concludes that translation/transfer is a natural process and an inescapable aspect of second language acquisition, regardless of whether the teacher grants 'permits' for translation or not (Jarbord, 1999, as cited in Sharma, 2006).

Bhandari (2016) viewed that until and unless we deconstruct the old tradition of teaching English in the classroom and establish the new tradition of two-way communication to foster intercultural communication as a carrier of ethnic identity and culture, English language teaching will not be effective and successful. Due to the heterogeneous nature of classroom situations and the beliefs and attitudes of parents towards multilingual education, it is quite difficult to boost up and address the necessity for effective implementation of multilingual education throughout the country.

Interactions among students and language teachers help them find new teaching strategies and become more ready for teaching. According to Kandel (2014),

we can utilize techniques like employing analogies and imagination, encouraging student involvement, and providing ample opportunity for class reflection to encourage critical thinking in ELT lessons. We have plenty of time to spend asking the kids open-ended questions in order to get a variety of subjective answers. We should make every effort to correct them in an indirect way as far as feasible. Fixed solutions may be sought in other topics but not in teaching languages, as our fundamental objective is to teach the language itself, not just the subject matter.

Teachers can be ready to teach being a learner because learning practices help them to understand content and entrepreneurship knowledge. This is how Marsigit et al. (2019) state that a few initiatives, including those that benefit lesson study, can be used to improve educational quality by improving learning quality. The next generation with notable excellence could be born through education provided by qualified individuals. Corresponding to the assertion, the endeavours of further developing the instructive quality may be started by further developing the instructors' quality inside the educating learning exercises and inside the expert direct. The lesson study activity can be utilized as a tool for enhancing the quality of the teaching staff and the learning environment at the school. The school-based example review is executed at the school level by every one of the subject educators alongside the school head.

On the other hand, the subject teacher forum-based lesson study is implemented at the regional level. Through the efforts of a group of teachers teaching particular subjects, the activities of the subject teacher forum-based lesson study review and extend the learning process. One of the most important factors in ensuring that the lesson study activities are implemented successfully is the teachers' readiness to do so.

Teachers get prepared for entrepreneurship knowledge through self-education and self-realization and are ready to teach their pupils. In this regard, Kondratenko et al. (2015) contended that a teacher's readiness for self-education can be described as an integrated dynamic property of a person, reflecting the unity and interrelation of the cognitive, motivational, and practical readiness for the active work of self-education on the basis of valuable attitude toward teaching and the desire for self-realization in it. An essential dynamic quality of a person, the teacher's readiness for self-education reflects unity and interrelation of cognitive, motivational, and practical

readiness for active self-educational activity based on the positive relationship to teaching and the desire for self-fulfilment in it.

Not only do teachers need to be prepared with knowledge of pedagogy and content, but they also need to be prepared with knowledge of entrepreneurship in order to be willing to change. In this regard, Endot (2021) states that readiness among implementers is essential to education changes. From the point of view of the person implementing the change, especially teachers, willingness to face change must be measured. The most significant factor in teachers' readiness to implement smart education is their interest in and experience with smart, as well as their level of self-efficacy.

In order to use pedagogical content knowledge successfully, teachers must be aware of the level of student understanding and potential problem areas, according to Park and Oliver (2008). Because they are knowledgeable about the curricular materials, instructors may spot key ideas, change activities, and eliminate elements they believe are unimportant to the conceptual understandings they aim to teach. There are students, teachers, subjects, and social environments at every educational event. In light of this, assessment knowledge is a crucial element of PCK. The professional entrepreneurship of teachers, which encompasses their knowledge and comprehension of subject matter, student learning styles, curriculum, assessment, and pedagogical techniques, is also connected to their preparation as teachers. Theory-based and practice-based learning are the two primary pedagogical techniques in entrepreneurship education.

Entrepreneurship education has embraced either the theory-based learning method or the practice-based learning approach, according to Yamakawa et al. (2016). The learning objectives for a theory-based entrepreneurship pedagogy are to improve students' conceptual grasp of entrepreneurship while honing their analytical abilities. The practice-based pedagogy suggests that students will be more likely and capable of beginning their own firm if their learning motive rises.

Lesson study offers a fresh way of thinking about teaching and learning (Cerbin& Kopp, 2006). Lesson study is based on the idea that in order to teach pupils successfully, teachers must understand how they learn. Therefore, every lesson study stage revolves around how pupils learn. Teachers consider how their pupils would likely perceive, construe, and respond to the various components of the lesson while designing the lesson. Teachers give significant thought to the knowledge, skills, and

character traits they want their pupils to acquire. The complexity of teaching and learning is fully encapsulated in lesson study within the framework of a single class lesson. Instructors can inquire about, research, and consider every phase of the teaching and learning process.

Teachers must be knowledgeable in their subjects (Geoffrey et al.,2008). There may not be anything that is more fundamental to teacher competency. Teachers are less likely to have the expertise necessary to aid students in learning a topic if they are unfamiliar with it. For teaching to be improved, subject matter expertise is crucial. It is necessary to map and measure educational subject knowledge systematically rather than just take it. This includes the requirement to explain how this information is applied in efficient instruction more clearly. It would be helpful to determine if particular facets of a teacher's subject-matter expertise predict student accomplishment more strongly than others when examining the links between teachers' subject-matter expertise and their student's achievement.

As teachers gain more experience, they might spend less time honing their teaching techniques, which could cause their effectiveness at teaching students to rise for a while based on their prior knowledge and skill development but eventually plateau (Kini & Podolsky,2016). However, in team environments, their increased expertise may boost not just their own output but also that of less experienced coworkers who may learn from them.

Twenty-First Century Skills for Teachers' Readiness

English language teachers are required to be prepared with 21st-century skills to be ready to teach well. They need to improve 21st-century skills to fulfil the demands of students. They need to perform as facilitators in the classroom. They need to have learning skills, living skills, and literacy skills. Using technology, they can teach well. They are required to have knowledge of smartphones, laptops, and internet connection so that they can teach well in the classroom.

Teachers' professional readiness is about getting ready with pedagogical and content knowledge and being prepared with 21st-century skills. In this regard, Julaihi and Hamdan (2019) assert that instructors must have access to pertinent professional development programs in order to better prepare them for teaching in the twenty-first century. Since teachers are the driving force behind change in 21st-century learning, they must first be improved. To enhance teachers' abilities and meet the demands of 21st century pupils, a suitable module on applying and assessing the PAK21 (PAK21

defines pertinent knowledge, competency, and characteristics that students should embody to be competitively relevant and empowered to take on the challenges of 21st Century volatilities) should be given to instructors, together with an appropriate timetable and practicum.

Bhandari (2020) said that English language teachers still use traditional teaching modes in Nepali classrooms. They do not use modern methods and techniques in teaching English. Although the Government of Nepal has changed the English curriculum since 2015, no important proof shows improvement in learners' achievement. It has been found that most teacher educators are not using student-centred methods and techniques for the benefit and efficiency of learning English. So, students are deprived of the chance to learn English. Thus, very few English language teachers are now using student-centred methods and techniques to learn English in Nepali contexts.

English language teachers should be prepared to adopt literacy, life skills, and learning skills in addition to material knowledge. According to Pujiani et al. (2022), the teacher's function in this situation is no longer that of the primary actor in the classroom but rather that of a facilitator, supplying the students with various qualities so they may gain meaningful learning experiences that allow them to utilize language to communicate with others. Learning activities (key points) should encompass three primary abilities to meet the demands of the twenty-first century: learning skills, living skills, and literacy skills. Modern ELT practice also heavily relies on cutting-edge technologies. Teachers are advised to be lifelong learners and continually upgrade their knowledge to adapt to the rapid change in ELT practice.

Teachers can become better prepared to instruct English by using technology in their English study. In this context, Jannatussholihah and Sugirin (2020) viewed English instructors as realizing that the globe is now experiencing an era of upheaval. However, they are unaware that the technological advancements they used resulted from the disruptive period. Nevertheless, educators are supportive of using technology to help students learn English. English language teachers encounter both internal and external challenges, including a lack of drive to constantly update technology to stay competitive with students' technological aptitudes, teachers' limited understanding of how to incorporate technology into the classroom, and the limitations of the technological infrastructure that is currently available. English instructors make use of the digital age by using technology in English instruction.

English language instructors are more prepared to teach English because they understand contemporary tools (such as smartphones, laptops, and internet-connected devices). These tools improve and promote innovative methods of teaching and learning. According to Razak et al. (2018), employing technology to teach and learn the English language has been successful. Based on pedagogical justifications, using technology in schools is considered essential. As a result of redefining the roles of teacher and learner in the classroom, contemporary ideas like connectivism and engagement demonstrated learning as a social activity and constructive activity. Thanks to the fourth industrial revolution, technology is increasingly seen as more than just a tool that can be added to current teaching techniques. Teachers require various technologies, including smartphones, PCs, internet-connected devices, augmented reality gadgets, and a reliable internet server, to enable the use of technology in the classroom. By demonstrating the value of such technology in instruction, teachers should be inspired and encouraged to adopt it. Such instruction on how to utilize technology to improve students' learning of English, independent learning, communication, and other academic goals should be given to English instructors on a regular basis.

Technology-enhanced learning (TEL), according to Bonnano (2011), is a crucial component of any educational innovation in a knowledge society. Teachers support these curricular changes and incorporate learning tools into the educational process. Instructors need to receive training in transitioning their pedagogy from content-focused instruction to the growth of process skills that use domain settings.

Padmadewi et al. (2020) contend that in order to improve teachers' readiness to integrate 21st-century skills into lesson plans, the English language is needed for the 21st century. Before incorporating 21st-century abilities into a lesson plan, English language teachers must solid comprehend these talents. By researching the standards of 21st-century education and combining them with attending seminars on relevant subjects on the implementation of 21st-century abilities, English language instructors may become better prepared.

Artini et al. (2020) state that applying twenty-first-century talents has long accelerated the development of teachers' quality and education. To enhance students' learning abilities and outcomes, classroom methods must incorporate skills such as life and career skills, learning and innovation, media, technology, and information skills. Teachers must possess the necessary knowledge and abilities to be prepared to

guide and support their pupils in the twenty-first century. To prepare kids for the 21st century, instructors must be ready. Being willing to make some adjustments and behave better is known as being ready. Action serves as a good gauge of preparedness. If people are sufficiently knowledgeable about something, they will be prepared. The 21st-century learning environment can be a process-supporting system that arranges a setting in which individuals can learn effectively, according to Nissim et al. (2016). In order to support and foster the good interpersonal interactions necessary for an efficient learning process, these systems must consider each learner's unique learning requirements.

Professional Development Practices for Teachers' Readiness

In addition to pedagogical and 21st-century skills, English language teachers should relate to networks of peers and teaching educators. Teacher training is essential to update teachers with new content and pedagogical knowledge. They could maintain good relationships with guardians, students, teachers, and stakeholders, except for pedagogical expertise. Good relationships create a good environment, and teachers become more ready to teach well. In the same way, they should know about action research, self-examinations, and self-monitoring so that they can improve their teaching well.

Professional preparation for teachers includes having the necessary pedagogical and subject-matter knowledge and a network of peers and teacher educators who will assist them. According to Slim et al. (2017), the three training phases allowed teachers to use inquiry within a community of peers and teacher educators. It has been argued that teacher training is an excellent technique to boost instructors' enthusiasm and preparedness to adopt novel strategies like inquiry-based learning.

Bista (2011) stated that there is much training demand for English language teachers to enhance their proficiency and knowledgeable guidance. Kerr reported in 1994 (as cited in Awasthi, 1979) that a few government school teachers have good proficiency in written and spoken English, and the maximum teachers' proficiency level is grade two to grade four native speakers. NELTA, the British Council and the American Centre organize training and seminars to enhance English language teachers' capacity. It was seen that there are ELT problems in textbooks, English syllabus, policy and classroom management, which should be improved in Nepal. The research explored the need for English in Nepal, so for these well-trained teachers,

enough supplementary materials, improved textbooks, and a better evaluation system are needed (Anderson &Lindkvist, 2000, as cited in Bista, 2011). Matthies' study conducted in 1998 (as cited in Bista, 2011) pointed out that English language teachers need teachers' manuals, audio-visual materials, appropriate class sizes, in-service training, and incentives in Nepal. He recommended that technology skills, knowledge about learners-centred teaching methods, structural design, and training are required to improve the present situation of ELT in Nepal.

Pandey (2020) pointed out that government schools are not monitored systematically, so there is not enough willpower for good academic performance. This inconsistency leads to unsuitable situations in English between students from both government and institutional schools. The students of institutional schools can differentiate themselves by language in English. This condition can improve when the educational stakeholders recommend the implementation of EMI in government schools.

In addition to pedagogical expertise, instructors should be knowledgeable about action research so they can handle their classroom-related difficulties and always be prepared to teach. According to Negi (2016), one of the greatest ways to bring about progress and change in the field of education, particularly the methods used in the classroom, is to perform action research. Reflective teaching is a common approach that eventually helps teachers to improve professionally. However, in Nepal's setting, particularly in distant and resource-poor places, EFL instructors still rarely implement it due to a number of issues, including a lack of time, support, and research skills, to mention a few. Therefore, instructors should be encouraged to perform action research by merging teaching with research.

Training gives instructors the energy they need to be prepared. In this regard, Fhaeizdhyall et al. (2018) contend that giving pre-service teachers in-depth education classroom management training classes will help them become more aware of the problems. The pre-service teachers had issues asking supervisors for advice, resolving problems in the supervisor-supervisee relationship, and adhering to the supervisors' highly regimented instructions. In conclusion, pre-service teachers face difficulties and obstacles during their practicum, including those posed by students, the teaching profession, the school, and supervisors. In-depth research could be done to identify additional factors that could be improved to help pre-service teachers overcome these obstacles.

A teacher's innovative pedagogical knowledge and abilities prepare them to teach, including self-examination, self-organization, and self-monitoring. According to Tyunnikov (2010), a specialized circuit can also self-regulate its preparedness for inventive activity. The circuit discusses the steps a teacher should take to improve both personally and professionally. These steps include self-examination, self-development planning, self-organization, self-education, self-monitoring, and self-correction. Suppose the indications match up with professional evaluation and are considered in the administration of creative educational processes. In that case, self-monitoring is evolving into an important component of self-regulation in innovation.

Gorter and Arocena (2020) view that new theories of multilingualism and translanguaging, which have gained significant traction due to the "multilingual turn" in applied linguistics and sociolinguistics, should first and foremost be included in teacher preparation programs. Second, it's important to progressively add and modify educational translanguaging into the current school curriculum. Third, pedagogical translanguaging is more likely to be implemented successfully if it is specifically designed for a certain educational setting, considering the languages spoken in the larger social context and the goals related to the school's multilingual skills. The introduction of translanguaging pedagogies, accepting new multilingual realities, and the multilingual turn are all parts of a larger educational renewal that entails instructors gradually adapting to a reality that is becoming increasingly multilingual.

The 'best' English Inter-Cultural Language (EIcL) teaching circumstances, according to Sifakis (2004), are those that show diversity in the learners' cultural and linguistic backgrounds. This suggests that classrooms with various L1s for the learners are better for EIcL instruction. The same is true for classrooms that include bilingual or multilingual students or have been outside of their own country and are keen to utilize English to learn about different cultures. The use of technology in monolingual courses should be highly beneficial since the teacher may encourage students to seek out communication with students from other countries via email or teleconferencing.

Day (1999) views ongoing professional development as crucial for instructors to stay current. They are knowledgeable about the curriculum, prudent in their choice and application of various pedagogical techniques, dedicated to and enthusiastic about their profession and the pupils they teach, self-assured, and clear about their goals. Because teaching, whether in K-12 or higher education, is a highly complex activity,

policymakers and management should ensure that instructors are in good health, are educated about their fields, and are dedicated to giving students the best learning experiences.

Teachers are essential in putting the transformation needed to further social, intellectual, and economic development into practice, according to Jokinen and Valijarvi (2017). By encouraging them to participate in explanation, experimentation, and risk-taking, mentoring helps new teachers find their place in a professional community. This enables the future school community to utilize the wealth of resources a freshly trained teacher offers. For the purpose of developing one's identity and learning to teach, mentoring appears to involve contextual, constructive, and emotional assistance. Peer support and the various customs of the various school communities provided instruments for conceptualizing ordinary events within the dialogic process.

Mohamed and Dee/ El, A. A. M. M. A. (2023) state that teacher professional development (PD) is an ongoing process instructors use to hone their instructional abilities. One kind of teacher professional development activity is educational initiatives (expert mentorship). Educational initiatives have been theorized based on supervisors' engagement with EFL instructors in light of their difficulties in the classroom. As a result, teachers chose and suggested these activities themselves. A non-formal strategy for teacher preparation is mentoring.

Niesz (2007) argues that networks are poised to be a powerful source of teacher learning and school improvement. Networks often reflect a social or constructivist orientation to teacher learning. Many are based on the premise that teacher learning contexts should endure over time, build on teachers' knowledge and experiences, provide opportunities for critical dialogue and inquiry, and foster the public sharing of practice and understanding. The teachers' knowledge and interests are not neutral about where they want their participants to end up. The goal is always sound improvement informed by big ideas. The networks occupy an interesting place in the educational landscape. Teacher networks offer a good foil for the schools, where bureaucracy, politics, and myriad other factors often compete with teacher learning and thoughtful school improvement.

The implementation of child-friendly activity-based education in the twenty-first century has been realized as a powerful method (Pokhrel& Behera, 2016). Although there are at least six methods for teacher development, the approach most

frequently employed in Nepal is teacher training. The improvement of a teacher's academic standing, as well as the gain of increased skill and efficiency in carrying out their professional tasks both within and outside the classroom, are both considered to be parts of the process of teacher professional development. The TPD program should be useful in helping instructors with their classroom issues. After training, teachers can identify their areas of weakness and begin to improve. They anticipate that the workshop will provide a sufficient amount of training time.

Policy Review

Daly et al. (2018) say that education as a fundamental right became enshrined in the Nepali Constitution. The Education Act 8th Amendment (2015) embedded educational opportunities into a national provision system from early childhood education to higher education (Government of Nepal, 2015). Early childhood education at child development centres and pre-primary playgroups offer one to two years of provision for children aged three to six. Basic education covers Grade 1 to Grade 8 and is provided through five years at the primary level for pupils aged from 6 to 11 years and three years at lower secondary level education for pupils aged 12 to 14 years. Secondary education from Grades 9 to 12 comprises two years at lower secondary and two years at higher secondary levels for pupils aged 14 plus. Alongside secondary school provision is alternative non-formal education offering 3-year Technical Diplomas. Higher education is validated through eleven universities, with the majority of students registered at the largest three. It is provided across the country by a network of affiliated colleges attached to one of the universities. Higher education with no tuition fees can be offered to students with impairments and those from very low-income households.

According to the rules of the Teacher Service Commission, 2057 (2000), the Commission gives teaching licenses to the teachers belonging to primary, lower secondary, and secondary levels after conducting the written examinations. Vacant posts of a third class of primary, lower secondary, and secondary school teachers are fulfilled through the medium of open competitive examination, and vacant posts of second and first class shall be fulfilled through promotion. In order to be a candidate in the examinations to be held for a teaching license or post of teacher, the following academic qualification and training shall be essential: – (a) For primary school teacher, secondary education or the equivalent examination must have been passed and at least ten months training on education or equivalent training must have been

acquired, or Education subject of 400 full marks must have been and passed opted in secondary education. (b) For lower secondary school teachers, a proficiency certificate level or equivalent in the concerned subject must have been passed, and at least ten months of training in Education must have been acquired. (c) For secondary school teachers, bachelor's level in the concerned subject or equivalent examination must have been passed, and at least ten months of training in Education must have been acquired.

Sah (2021) points out that pre-service teachers in Nepal can take Bachelor (B. Ed.) and Master's (M.Ed.) courses in education. About 90% of teachers are trained by Tribhuvan University's Faculty of Education, which has hundreds of campuses around the nation and is the oldest government-funded university. It offers 2-year (B. Ed.) and 4-year (M. Ed.) education programs as well as 1-year B.Ed. Program for those who already hold an undergraduate degree in another subject. The second largest university in Nepal, K.U. Provides a wide range of ELT programs along with graduate/post-graduate programs to produce teachers.

Bista and Carney (2004) viewed that teachers have participated actively in union operations and the country's political process in Nepal. According to the citizen's point of view, teachers are seen as the key political actors instead of being professionals dedicated to their teaching profession. Teaching is a politically impartial occupation that has been disapproved. Even while there is not a clear way to an unbiased, nonpartisan, and political teaching occupation in the near future, some professionalization initiatives could be made. Encouragement of teachers is one such method to form professional associations based on their academic areas. Such an association could be provided with small financial grants to organize professional development events. The NELTA (Nepal English Language Teachers' Association) is an organization that promotes the teaching of English in schools and colleges.

Shrestha (2008) pointed out that the government announced a new teacher recruiting procedure in 1999. TSC observes a procedure that involves notifying openings, putting up written tests for applicants, and then interviewing those who succeeded in the written test. A pragmatic test is undertaken if necessary. The Teacher Service Commission recommends candidates, and the government offers permanent tenure appointments. They get training. They are promoted as well. Pant (2021) pointed out that human resources are expected to be competent, competitive, and dedicated to making education scientific, professional, and people-oriented. The

SSDP (School Sector Development Plan) anticipated that the new central government would give more importance to the mother tongue. For school education, the National Curriculum Framework (2020) has its own policy and provisions related to the teaching-learning process, making it friendly, practical, and product-oriented.

According to the Education Act, the TSC selects teachers. It also mentions that taking qualification degrees, training, and promotion prepares teachers to be ready for their profession. Except for this, there is no policy for teachers' readiness in teaching.

Shrestha and Gautam (2022) stated that the role of English education has also been explicitly outlined in the recent Act entitled 'The Act Relating to Compulsory and Free Education, 2075 (2018)' in which Clause 26 reiterates the provision of English as one of the mediums of instruction and further elaborates the role of mother tongues and Nepali language in Clause 28. In the current school curriculum (Curriculum Development Centre, 2018b), English is taught as a compulsory subject from Grade 1 to Grade 12, meaning students must pass this subject to progress to a higher grade. It is an international language, with English still considered a foreign language in Nepal. In addition to the compulsory paper, English is taught as an optional subject in Grades 9 and 10.

English is an international language and it is taught as a compulsory subject from class one. It is also taught as an optional subject from class ten. It is taught to bring proficiency in the English language to students. So, to teach well, there should be a need for teachers' preparedness. If they are prepared, they can be ready to teach well.

National Policy

According to Neupane (2020), Nepal's new constitution provides a tremendous opportunity for the advancement of education. Municipal governments now have control over school-level education, and it is anticipated that their engagement, as well as that of local communities, would improve outcomes because education recipients are heavily involved in school administration. School-level education is currently under the supervision of municipal governments, as opposed to the District Education Office of the Ministry of Education. Local government organizations have emerged as the key players in transforming education alongside local communities, opening the door for quick, beneficial change.

According to Shrestha and Gautam (2022), English language instruction in Nepal began in 1854, the year the Rana ruled. Despite the fact that the nation has 123

languages spoken by different ethnolinguistic groupings, it started out as a foreign language, and through time, it became the second most extensively spoken language after Nepali in many aspects of society. It has a longer history in Nepal's educational system than Nepali does. Since rulers and the elite first utilized it for their own political and personal advantage, English has been linked with privilege, power, and social inequality; in fact, many from low socioeconomic classes or rural regions still find it difficult to learn the language.

Even when a monolingual policy was implemented, the official education policy and language in educational policy papers traditionally accorded English a unique role in Nepalese society. From Grade 1 to the undergraduate level, it is taught as a required subject, and all private schools use it as their default teaching language. According to the current education policy (National Education Policy, 2019), schools have the option of teaching students in their home language and Nepali or in Nepali and English in primary school (Grades 1-3) and in Nepali and English in elementary school (Grades 4-8) and secondary school (Grades 9–12). English-medium education (EME) is in high demand among parents because they believe it would help their children have better futures. As a result, several local (state) schools have recently shifted to EMI.

English is being taught in Nepal based on Rana's rule. According to National Education Policy 2019, English is taught as a compulsory subject from grade one. EMI is in high demand for parents because they think their children will have a bright future after studying English. So, the local government has focused more on English subjects. So, for this, English language teachers should be mentally prepared to teach well.

School Sector Development Plan

In 2016, the School Sector Development Plan (SSDP) 2016/17–2022/23 (Ministry of Education, 2016) was introduced. Building on SSRP, this plan presents clearer language in education policy than previously, adhering to the Education Act 2016 (8th Amendment) Clause 7. According to this Clause, the medium of school education could be English, Nepali or both, but the English subject should be taught only in English. SSDP has a more detailed and nuanced description of schools' 'languages of education' policy. Depending on the school's location, the surrounding ethnolinguistic communities, teacher language proficiency, and the available teaching and learning materials in local languages, schools have been divided into three types,

and the medium of instruction has been designated accordingly.SSDP has focused more on the choice of medium of instruction in community schools. So, community schools' administrations have also focused more on EMI to attract students.

School Education Sector Plan 2022/23–31/32

The objective of SESP is to update the teacher competencies framework and coordinate with universities for the development and implementation of teachers' preparation and pre-service training programs.

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The Influence of External Agencies

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Shrestha and Gautam (2022) state that the British Council has been a key player in the establishment of the English language teacher education program (Master's degree program) at Tribhuvan University and the development of English language textbooks at the school level. With the support of the British Council, Professor Alan Davies from the University of Edinburgh served as the Head of the English Department in Tribhuvan University and trained the university-level English teachers in 1969. Professor Davies also contributed to designing pre-service and in-service English teacher training programs focusing on English language proficiency and ELT pedagogy. Since then, the British Council has been instrumental in carrying out various educational reform programs in curriculum, pedagogy, teacher education and assessment of English.

With the support of the British Council, the first ELT Survey of Nepal was carried out in 1983. Teacher training programs, including the English for Teaching and Teaching for English (ETTE) and ETTE+ by the British Council, were well received by English teachers in different parts of the country in the past. A current British Council initiative, the English Language–Teacher Education Project (EL-TEP), is a two-year pilot implemented by the Centre for Education and Human Resource Development (CEHRD) and the British Council for Teachers of Grades 6–8. It aims to provide both English language content knowledge and skills and ELT pedagogy in the context of mother tongue-based multilingual education. The British Council has also significantly contributed to establishing and developing teacher networks through NELTA by offering financial and human resource support for teacher development events and conferences. Finally, the British Council has made substantial contributions to the professional development of English teachers in Nepal by reforming the in-service teacher training curriculum and building the capacity of teacher educators. British Council has the most important role in establishing a

Master's degree in T. U. to prepare English teachers. It trains English language teachers to be ready for teaching and products for English teachers. It helps them develop their profession through NELTA. After professional development, English language teachers can be more ready to teach English effectively.

Shrestha and Gautam (2022) state that The RELO and the US Embassy in Kathmandu have also been very supportive of the promotion and enhancement of ELT through teacher training, exposure visits for English language teachers and an out-of-school English language program for students called English Access Micro-scholarship, popularly known as the Access program. Shrestha and Gautam (2022) state that NELTA, as a professional association of English teachers at all levels of education, has contributed to the enhancement of ELT since 1992 through its professional development activities such as teacher training, issue-based workshops, seminars, teacher research, materials and resources dissemination, teacher networking and collaboration.

Akkari and Lawerier (2015) state that, created in 1945 following World War II, UNESCO is the United Nations agency specializing in education. It played a predominant role in providing support to newly independent Asian and African countries as they developed their education systems from 1950 to 1960. From the outset, UNESCO prioritized education's core functions: decolonization, development, promoting human rights, access to education and literacy, and safeguarding each country's cultural heritage. During the last decade of the 20th century, UNESCO maintained its historical policy orientation based on its vision of education, which focused on the right to education. The World Conference on Education for All in Jomtien in 1990, held as a joint initiative with other IOs, particularly the World Bank and UNICEF, also aimed to make primary education universal and radically reduce illiteracy before the decade's end.

Akkari and Lawerier (2015) state that UNICEF was established in 1946 as a United Nations emergency fund to assist children severely affected by World War II. We should point out that, though both UNESCO and UNICEF are part of the United Nations system, they do not have the same status. UNICEF is a fund, while UNESCO is a technical agency. That means that UNICEF can seek funding to finance its own activities, but UNESCO remains subject to the goodwill of its member states and depends on their paying their contributions. UNICEF and UNESCO continue to prioritize a rights-based approach to education. So, by achieving such training,

English language teachers become more active and ready to teach English subjects. In the same way, UNICEF and UNESCO provide funds and technical support for quality education so that teachers can be more active and ready to teach well.

Social Cognitive Theory

Sociocultural theory is an assumption of social learning that takes place through interaction between more learned teachers and peers. That student receives help as needed in their Zone of Proximal Development to engage in ethically oriented tasks. Many beginning instructors do not have pedagogical knowledge about socio-cultural theory or instructional activities. Hammond (1997) pointed out that the increase in student performance is the focus of teacher development improvement. Although few linguistic teachers can provide relevant content knowledge for performing a social and cultural model of education, the requirement for dissimilar teacher preparation programs is high. Innovations are necessary to solve such teacher education problems (Lytle, 2000, as cited in Teemant, 2005).

Bandura (2002) viewed that an agentic fusion of these various kinds of agency (intentionality, forethought,self-reactiveness, and self-reflectiveness) is important for successful functioning. Cross-cultural variances may exist in the respective contributions of particular, authoritative and cooperative ways of independently. But regardless of the society in which one leaves, all of these agentic modes must be used to get through the day. It is impossible to reduce people's attempts to control their daily lives to dichotomies that arbitrarily divide human agency into individual and social forms. Agency's cultural restriction to individual or collective modes is not a feature of cross-cultural variances; rather, it is changes in the relative focus on agentic patterning.

Bandura (1998) viewed that no factors underlying human agencies are more fundamental or pervasive than personal efficacy beliefs. Bandura (2002, p. 3) viewed that self-efficacy beliefs control how humans think, behave, are motivated, feel, and make decisions. They influence how successfully people motivate themselves and endure ignored challenges, their imagination power, and the decisions they make during pivotal decision-making moments that determine the trajectory of their lives. According to Bandura (1989), development is not a straightforward procedure. The psychobiologic roots of human skills and the experience and circumstances required to develop and maintain them differ. As a result, several types and patterns of change are included in human development.

Triadic Reciprocal Determinism

According to Bandura (1989), social cognition theory advocates a triadic reciprocal determinism model of causality. Behaviour, cognition, and other personal variables, as well as environmental effects, all function as interacting determinants that affect each other in both directions in this paradigm of reciprocal causation. Similarly, people trigger various social emotions based on the roles and prestige that society has granted them. Environmental factors, in turn, have a role in the types of behaviour that develop and become active. According to social cognitive theory, people are neither naturally formed and controlled by their environments nor by internal forces that propel them. The pursuit of competence can be motivated by various causes, according to the social cognitive viewpoint, which holds that social circumstances impact cognitive growth. Cognitive development is influenced by maturational processes and the knowledge obtained through exploratory experiences.

According to Schiavo et al. (2018), the TRD technique may be useful in analyzing how people adjust to environmental obstacles such as traumatic experiences and major everyday pressures. In research employing social cognitive theory (SCT) as a theoretical framework, triadic reciprocal determinism (TRD) is frequently used as a conceptual and analytical model, illustrating bidirectional linkages between a person's behaviour, personal variables, and the environment. TRD is an inclusive model that considers a person's environment, behaviour, and cognitive process. It is the first to suggest a link between these three elements. The three main components of psychological functioning—personal (or cognitive) factors, behavioural factors, and environmental variables—interact continuously and reciprocally, according to Bandura (1978). According to Zeng et al. (2020), constructivism, humanistic theory, and behaviourism theory are the foundations of triadic reciprocal determinism. The TRD model is depicted in the picture below. It states that the environment has the capacity to influence a person's behaviour, that the interaction between the environment and the person influences behaviour, and that behaviour is the result of the interaction between the three.

Figure 2

Model of Ternary Exchange Definite Interaction
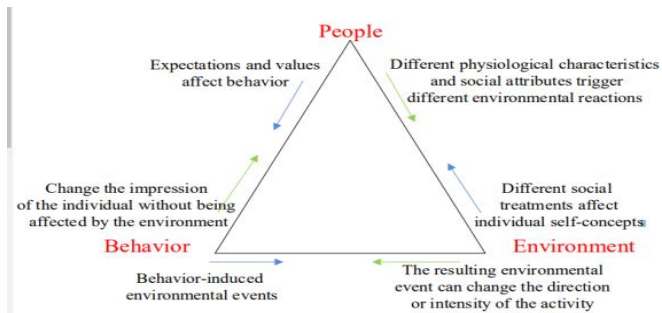
Teachers' expectations and values determine their behaviour. Their impression may change depending on the environment. Different social and individual self-concepts help them form an understanding of a problem or events. Environmental events can change how it works. Teachers must, therefore, know the behaviour of students and the situation in the classroom and be ready to teach.

Self-Regulated Capabilities

Bandura (1989) states that hypotheses that look to clarify human behaviour as exclusively the item of outside rewards and disciplines show a truncated picture of human nature since individuals have self-order capabilities that empower them to work out a few control over their contemplations, sentiments, and activities by the results they deliver for themselves. An interaction of self-produced and outside sources of impact controls psychosocial working.

According to Bandura et al. (2001), self-management of emotional states through self-regulatory capacities is a prerequisite for adaptiveness. The self-regulation of emotional states is now being added to the self-efficacy hypothesis. According to social cognitive theory, the self-efficacy belief system is the basis for human motivation, happiness, and success. In causal frameworks, perceived self-efficacy is crucial because it influences behaviour directly and indirectly through its effects on cognitive, motivational, and emotional variables.

The figure below demonstrates how perceived self-efficacy to control one's academic activities and to resist peer pressure to engage in harmful activities has an impact on transgressive behaviour by encouraging pro-social behaviour, adhering to moral self-sanctions, and being less likely to engage in vindictive ruminating.

Additionally, pro-social behaviour mediates perceived social efficacy, which in turn affects transgressive behaviour.
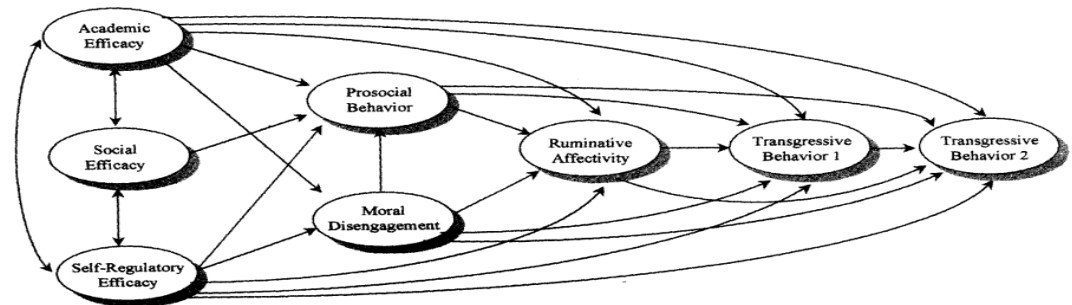
Figure 3

Social Efficacy

Figure 3 posited a causal structure through which perceived self-efficacy and moral disengagement operate in concert with other socio-cognitive factors to concurrently and longitudinally affect transgressive conduct.

The children's perception of their academic self-efficacy indicates how confident they are that they can succeed in various course subjects. Children who are effective at what they do in school can better apply cognitive techniques to improve learning results. They benefit from getting advice from instructors and peers to aid with academic issues. Children's perceived social self-efficacy influences their perceptions of their ability to establish and sustain social connections, collaborate with others, and handle various forms of interpersonal conflict. By encouraging pro-social conduct and adherence to moral self-sanctions for wrongdoing, perceived academic and self-regulatory aspects simultaneously and longitudinally lowered transgressiveness.

Declarative knowledge about tasks and classrooms comprises students' objectives or orientation to learning for activities as well as their perceptions regarding task difficulty, according to Gracia and Pintrich (2023). Individuals have declarative knowledge about themselves and views about tasks and classrooms. In the literature on social psychology, the idea of a self-schema is used to map the concept of internal cognitive structures and object knowledge onto the self and self-knowledge. Teachers should try to understand the various self-schemas that students may bring to their class and the different tasks and activities in the subject domains.

According to Schunk and Zimmerman (1997, as cited in Bandura et al., 2001), academic skill development in pupils first comes from social sources before shifting

to self-sources at four different levels: observational, imitative, self-controlled, and self-regulated. Self-regulatory development is not a one-way age-related progression of mutually incompatible phases but a dynamic series of inter-to-intrapersonal transitions. To hasten children's development of self-regulation, instructors and parents can arrange and coordinate social learning activities. When learning is located within settings, it is most meaningful. Teachers don't only deliver information; instead, they create stimulating surroundings, offer social assistance, and facilitate apprenticeships. Active engagement in the learning process and feelings of advancement and competence help maintain intrinsic learning motivation. A social cognitive phase model provides the conceptual and empirical underpinnings for methodically creating the learning procedures and motivating notions that characterize self-regulated learners.

Teachers' academic efficacy, social efficacy, and self-regulatory effectiveness all contribute to their knowledge of academic activities, ability to maintain positive relationships with students and parents, and readiness to teach.

Educational Psychology and Pedagogies of Attention

According to Vygotsky (1978), children's use of language serves as the foundation for a novel and superior type of action that sets them apart from animals. Controlling another person's conduct becomes essential to the child's practical activity. The complex dialectical process of child development is characterized by periodicity, uneven growth of various functions, metamorphosis, or the qualitative transformation of one form into another, the interaction of external and internal factors, and adaptive processes that help the child get past obstacles.

According to Vygotsky, learning is a difficult dialectical process that involves internal and external factors. Beginning on the child's first day of existence, learning and growth are linked. Functions that have not yet fully developed but are in the process of doing so are referred to as being in the zone of proximal development. These functions are in an embryonic stage today but will fully develop tomorrow. Instead of being considered the "fruits" of growth, these functions may be described as its "buds" or "flowers." Mental development is characterized prospectively by the zone of proximal development and retrospectively by the actual developmental level. Only by defining a child's two levels—the actual developmental level and the zone of proximal development can the condition of that child's mental development be ascertained.

Dialectical Process

Vygotsky (1978) views that in young infants, practical intelligence and sign language can function separately; in adults, the dialectical union of both systems is the basic foundation of sophisticated human activity. The examination of human history from a dialectical materialist perspective holds that human conduct varies qualitatively from animal behaviour in the same way as human adaptation and historical progress vary from those of animals. While acknowledging that nature has an impact on man, the dialectical approach contends that man also has an impact on nature and, through his modifications of it, generates new natural circumstances for his existence. The fundamental tenet of the dialectical approach is that in order to examine something historically, it must be studied while it is changing.

According to Sullivan (2010, as cited in Vygotsky, 1978), we cannot rely on our subjective accounts of how awareness appears since a phenomenon's external appearance is not a basis for categorizing it. The whale is used by Vygotsky as an illustration because, while looking like a fish, it is more like a cow or a deer in nature than a pike or a shark. According to Vygotsky, we grow more free and less dependent on situational restrictions as we become more adept at the norms and structures governing social life. In other words, comprehending social structures and laws necessitates a comparable remodelling of awareness. It demonstrates that there is a dialectical process from exterior to interior.

So, to find out the reasons for the unpreparedness of English language teachers in teaching English, we have to find out whether there is a scarcity of teaching and electronic devices in schools or not, whether they prepare lesson plans or not before going into the classroom or they have made professional network or not. In the same way, after making professional networks and participating in ELT training and conferences, the unpreparedness of English language teachers can be reduced as a dialectical process that helps children's learning outcomes.

External and Internal Factors

Vygotsky (1978) views the two roles of accidental and external causes as intertwined by the practical intelligence of students. Children use their voices, as well as their eyes and hands, to complete practical activities. This integration of perception, speech, and action—which eventually results in the internalization of the visual field—is the main focus of any investigation into the genesis of distinctively human forms of behaviour.

The effects of external factors are used to rebuild an interior activity.K. Lewin analyzes genotypic examination (peculiarity's beginning) with phenomenological investigation (outside or lived experiences). Any biological example can explain how these two ways of view vary from one another. In terms of outward appearance, a whale is more like a member of the fish family than a mammal, but in terms of biology, it is more like a cow or a deer than a pike or a shark. Humans see a clock and can tell one thing from another, not just something round and black with two hands. With the object serving as the numerator and the meaning serving as the denominator of the ratio (object/meaning), the structure of human vision can thus be conceptualized. Imagination, interpretation, and willpower are internal processes that drive exterior behaviour, and they cannot be separated from one another.

Zone of Proximal Development

Vygotsky (1978) views that the capacity of youngsters with identical levels of mental development to learn under a teacher's instruction varies greatly because the kids aren't psychologically the same age, and the learning process that follows can plainly be different. The zone of proximal development is identified by the difficulties that kids can address with help but not on their own. Functions that have not yet fully developed but are in the process of doing so are referred to as being in the zone of proximal development. These functions are in an embryonic stage today but will fully develop tomorrow. Instead of "fruits," these functions may be described as "buds" or "flowers" of development. After getting skills and knowledge from training and conferences, most teachers don't use them in the classroom, which can also be the reason for the unpreparedness of English language teachers to teach English. Therefore, a zone of proximal development has been applied to see their professional readiness through such participation.

Review of Previous Studies

Maharjan (2022) focused his study on English language teachers' perception towards grammatical error judgment. He applied the survey method to evaluate the perception and found that the perception towards error judgment was similar in both (native and non-native teachers). However, this research could not focus on teachers' readiness to judge the errors. This research gave me insight into teachers' readiness for grammar checking in different contexts.

Bhandari (2022) has highlighted the English language teachers' understanding and practices of mentoring. He employed a descriptive phenomenological research

design to explore teachers' lived experiences with mentoring and used interviews to collect information from the participants. The study shows that English language teachers employed common mentoring practices: peer support, profession-related workshops, training, conferences, and seminars. The study may boost professional competency in their teaching career by providing effective mentoring experiences and practices with insightful ideas. This research gave me insight to make a discussion on teachers' readiness in mentoring practices.

Bhandari (2020) focuses his study on methods and techniques used by teacher educators in Nepalese English Language Teaching (ELT) contexts. He applied qualitative research and found that the grammar-translation method (GTM), audio-lingual method, and communicative language teaching (CLT) were three major methods. Role-play, group, and pair work techniques were found to be frequently used in the ELT classrooms by teacher educators, and there was a necessity for eclectic methods, with the idea that no method or technique is the best or worst in English language teaching. However, this research could not focus on teachers' readiness to judge the teaching method. This research gave me insight into teachers' readiness for such teaching methods and activities.

Joshi (2018) has focused on perceptions, application, awareness, and challenges that English language teachers face in differentiated instruction. He used qualitative inquiry by using interviews as a technique. He discovered that teachers must have skills in assessing the student's needs, interests, and academic levels. Then, they must bring differentiation in teaching strategies related to content process and product. However, this research could not focus on teachers' readiness to teach English. This research gave me insight into how to discuss teachers' readiness in such differentiated teaching methods and activities.

Ranjit (2022) has focused on identifying classroom challenges for English language teachers at the secondary level and analyzing how the factors affect English Language Teaching in the classroom. He used a purposive sampling method to select the government schools, applying qualitative and quantitative approaches in the study. He found out that the teachers do not understand students' local language, there are overcrowded classrooms, students mostly use their native language to communicate, there are limited lesson hours, and students have poor linguistic backgrounds and poor classroom conditions. The most interesting finding is that none of the teachers were English graduates. However, this research could not focus on teachers' readiness in

teaching methods. This research gave me insight into how to discuss teachers' readiness in such linguistic checking in different contexts.

Yildirim (2015) focused on novice teachers' self-perceptions of their professional readiness. He employed qualitative research design and phenomenology patterns. The study group comprised subject matter teachers employed at different educational stages (primary, secondary and high schools). The participants were selected according to the criteria of sampling using purposive sampling methods frequently used within the qualitative research tradition. The study showed that the teacher candidates could not practice their theoretical knowledge and were not ready to perform their occupation to the expected level. However, this research could not focus on teachers' readiness to judge teaching methods. This research gave me insight into teachers' readiness for teaching in different contexts. Thus, there is a need for improved training programs that integrate theory with practice to promote the professional readiness of teachers.

Bhattarai and Gautam (2005) focused on the changing status of the English language situation in our context and the changing perspectives revealed through the curriculum, textbooks and the ELT market. An English language teacher should compare themselves with a person standing on a traffic island controlling and receiving the flow of knowledge and information from all directions. The study showed that the classroom teachers and the ELT practitioners are not unprepared for their challenges. However, this research could not focus on teachers' readiness to judge teaching methods. This research gave me insight into discussing teachers' readiness in cultural and linguistic realities for teaching. Thus, there is a need for continued professional development to improve teachers' readiness.

Good relationships among teachers, students, and parents increase teachers' readiness to teach well. Teachers need to keep a positive attitude towards guardians so they can send their students to school on time and regularly. Teachers have to make good relationships with all the educational stakeholders. If there is a good relationship among all the stakeholders, teachers will feel pleasure and be ready to teach well.

Gap Analysis

The various research mentioned and reviewed above are related to English language teaching skills and have gone far and wide in discussing the impact of English language teachers' readiness in teaching English and its policy in public schools in Nepal (Shrestha & Gautam, 2022; Neupane, 2020; Akkari & Lawerier,

2015; Regmi et al., 2018; Sah, 2021; Bista and Carney, 2004; Shrestha, 2008; Pant, 2021; Maharjan, 2022; Bhandari,2022; Bhandari, 2020; Joshi,2018; Ranjit, 2022; Yıldırım, 2015; Bhattarai and Gautam, 2005)

The above studies remark that English language teachers lack training. They don't use student-centered methods. They seem to be weak in spoken and writing skills. There are problems with syllabi, textbooks, and policy. There should be enough materials and multimedia in schools, and teachers need to be trained. There should be enough English exposure in the classroom. A good and systematic monitoring system is needed to improve English language teaching activities. There is a need for training, workshops and ICT and ELT skills for teachers.

However, teachers' stories, experiences, and perspectives on teacher's readiness to teach English have yet to be explored. Despite the numerous benefits of teachers' readiness to teach English, practitioners lack involvement in implementing it in the classroom. Previous research studies have stated that teachers are compelled to adopt the traditional method without proper preparation but have not explored their perspective in this scenario. This is explored through interpretive perspectives.

Chapter Summary

This chapter begins with a thematic review, which discusses the concept of readiness of English language teachers in teaching English, English teaching, perceptions, and practices by reviewing related literature. Then, the chapter deals with teacher readiness and social cognitive theory (theoretical review), followed by some previous research with reference to the readiness of English language teachers to teach English. Finally, the chapter presents the policy review, gap analysis and conceptual framework of the study.

CHAPTER III

RESEARCH METHODOLOGY

In the chapter, I describe the methodological foundations developed for this research. The chapter begins with philosophical considerations and the research paradigm – the interpretative paradigm. Then, it discusses the research method – the narrative inquiry. It follows the information about research sites, participants, and data collection techniques. The chapter also deals with the data analysis process. At last, I have presented the quality standards and ethical considerations in my research.

Philosophical Considerations

Philosophical considerations help us better understand what constitutes knowledge claims. They provide a thoughtful grounding to scrutinize the interconnection between the researcher's philosophies and the ways the research will be conducted. Under philosophical considerations, ontology refers to the ways of being and becoming, whereas epistemology refers to the ways of knowing. Further axiology has to deal with ways of valuing.

Interpretivism as a Research Paradigm

I chose an interpretive research paradigm for the study. It helps researchers develop deep contextual experiences of teachers and students, classroom culture, and the communities they serve when applied to ELT research. Furthermore, Taylor and Medina (2013) view that interpretive inquiry encourages teachers to become more reflective practitioners to better comprehend their students' lives related to their social, political, historical and economic contexts. Richards (2009) viewed that the perspectives of teacher belief, reflection, teaching, learning, identity, socialization, narratives, and learner strategies have been issues of this research paradigm since 2000. Guba and Lincoln (1989) viewed the interpretivist paradigm's primary goal as knowing the individual experiences of humans. Instead of considering the observer's point of view, every effort is made to comprehend the subject's perspective.

In the context of pedagogy, interpretive inquiry involves instructors as reasoning practitioners in the process of getting a deeper understanding of their learners' worlds by continually asking questions like: Who are these learners seated in front of me? Who is the self that teaches (as cited in Palmer, 1998)?

Interpretivism holds that multiple people observe social reality and interpret experiences in different ways, providing multiple perspectives on an event. It recognizes these multiple feelings as rich sources for thinking about issues. I preferred the interpretive paradigm for narrating stories of English language teachers to make meaning in the context. Interpretive research is non-statistical and focuses on individual perceptions, personal constructs, negotiated meaning and definitions of the situations. The research analyzes and captures English language teachers' experiences, perceptions, stories, and interpretations.

Ontology

Kivunja and Kuyini (2017) view ontology as the philosophical study of the nature of existence or reality, of being or becoming, as well as the basic categories of things that exist and their relations. It enables us to examine our underlying belief system and philosophical assumptions as researchers about the nature of being, existence, and reality. I believe realities are always multiple, constructed and holistic. They have their own understanding, experience and perception. I interviewed them and recorded the data or their stories from their experiences and feelings. Therefore, my ontological stance is relativist as there is no fixed single, absolute and universal truth. Thus, my research findings have multiple realities constructed from the viewpoint of my research participants. The English language teachers have different stories, experiences, and opinions regarding the readiness to teach English in the research.

Epistemology

Narrative epistemology has a clear conception of the circumstances in which our stories are produced. First, narratives are rooted in the narrator's current situation. Stories of the past or the future are always told from the vantage point of the present. Second, long and detailed, though it may be, no story can contain everything (Spector-Mersel, 2010).

Cohen et al. (2007) view epistemology as the nature and form of knowledge. In other words, what it means to, epistemological theories are related to knowledge creation, acquirement and communication. Guba and Lincon (1994) view that epistemology looks into the relationship between the potential person and the acknowledged. In our rationalist society, epistemology, or the study of knowledge, receives more attention because it aims to explain what is true or not. Science and how it is explained affect society's behaviour at every stage of life.

Here in this research, my epistemological stance is that each English language teacher is unique, and he/she constructs knowledge by internalizing a process of understanding his/her surroundings, his/her experiences and stories. Adopting a narrative method, I was aware that epistemology is rooted in the context of my participants' narratives. Therefore, the interactions between English language teachers teaching in the Siraha district and me would generate accomplishment.

Axiology

Axiology, for me, refers to the value of people, as every individual is different from each other. As participants of the research, the English language teachers' understanding, proficiency and experiences are not value-free but value-laden. So, the truth is greatly affected by the individual perceptions and realization of things or the world. Hence, there were different participants (English language teachers) who had different feelings, experiences, and values regarding English teaching. As a researcher, I remained aware of their values and encoded them by aligning them with their individual experiences.

Narrative Inquiry as a Research Method

Human tales have an important role in the setting for narrative inquiry. It provides researchers with a comprehensive framework for examining how people perceive the world depicted in their stories. Bell (2002) views narrative inquiry as the idea that humans use story structures to make sense of random experiences. We picked the parts of the experience that we were careful of and arranged the parts in such manners that reflected our experiences. The perception of life is what is meant by the term "narrative".As a result, it draws on specific aspects of the respondent's life experiences.

Working with people's consciously told stories is part of narrative inquiry, which recognizes that these stories are based on deeper stories that people often don't know about. The stories that the participants made are based on their understanding. Whether or not they think the stories they tell are of little importance because the inquiry goes beyond the stories themselves to look at the assumptions that go into how those stories are made. Researchers are able to show their understanding independently with all elaboration and abundance. As a result, they are potent constructions that can serve as useful teaching tools (Egan, 1998) as well as instruments of social control (Mumby, 1993). Canagarajah's study, conducted in 1996 (as cited in Bell, 2022), viewed narrative function as related to scholarly discourses in

opposition and that their use in research allows marginalized groups to participate in knowledge construction in the academy.

McQuillan (2000) reviewed that a narrative is a learning consisting of telling and knowing. A type of qualitative research called narrative analysis involves the researcher focusing on a particular subject and analyzing the data gathered from case studies, surveys, observations, or other similar methods. After writing the findings, the researchers examined and evaluated them. Taylor's study, which was conducted in 2003 (as cited in Barkhuizen, 2011, p. 195), viewed narrative studies as a vast area encompassing theories, assumptions, and interpretive paths. Stanley and Tample's study conducted in 2008 (as cited in Barkhuizen, 2011, p. 276) states that narrative is seen as sharing a sense of core concerns and approaches. Story scientist(participants) evokes, co-develop, decipher and restate address members' records of residence and envisioned individual proficiency. Barkhuizen (2011, p. 3) states that these practices entail extensive moral, relevance, and emotive obligation. The experiences of a single person or a small group are documented through narrative inquiry, which reveals the lived experiences or a particular perspective of the individual. This is typically done primarily through interviews, which are then recorded and organized into a chronological narrative. Stories from the particulars and stories created by researchers from participant information are at the heart of narrative inquiry, which uses stories to comprehend social patterns. Research into life histories and biographies can sometimes be categorized as narrative inquiry. Kim (2016) viewed each narrative as a collection of personal and social stories from all walks of life. The quilted is a representation of a portion of our world. Chase (2005) viewed narrative inquiry as still "a field in the making" (as cited in Kim, 2016, p. xv) (p. 651).

Narrative inquiry is a form of knowing and investigating expertise with an association between researcher and participants over time, in one or more places, and in the social environment (Clandinin & Connelly, 2000, as cited in Clandinin & Huber, 2017). Expertise instinctively focuses on the relatively new qualitative methodology, narrative inquiry. It is an approach for looking at and imagining about expertise. During an inquiry, narrative inquirers consider the experience in a narrative manner. Collecting data from the field and analyzing it in narrative inquiry is a recursive, reflexive process. A conceptual framework that allows for the use of a variety of field texts and analyses is established by common places of temporality, sociality and location (as cited in Clandinin & Huber, 2017)

In this research, I employed narrative inquiry as a research method to illuminate English language teachers' experiences, their stories in different circumstances and their feelings toward their readiness to teach English. As human stories are portrayed in the form of stories, I recorded and made meaning out of the English language teachers' stories about teaching English in their professional lives. Therefore, the method has become helpful to me in exposing their attitudes, beliefs and experiences toward teaching English.

The goal of the research is to explore ways for readiness to teach English in our region. The narrative inquiry method is a blueprint for the investigation of the social sciences. The researcher analyzes the individuals' lives and queries more than one individual to give their stories or qualitative data of their real experiences. In narrative research methods, researchers first retell the participants' stories in a narrative chronology, combine them with their lives in a collaborative narrative and analyze the results with qualitative methods. I used the narrative inquiry method as a research design.

Research Site and Participants

For my research, I selected four public secondary schools of Siraha district, situated in the Madhesh Province of Nepal. I selected this study site as I have a lot of experience teaching and observing the attitudes and experiences of English language teachers teaching in this region. I purposively selected three secondary and one lower-secondary level English language teacher. The sampling was purposive. Josefsson (2016) states that purposiveness refers to knowing the purpose of the study and what the authors want to achieve. There were three male and one female participants in the interview. Three participants belonged to Madhesi, and one participant belonged to the Brahmin (mountain origin) community. Two participants had Master's degrees, and two had B.Eds. in English language.

Participatients'Porfile

Participant's Name	Qualification	Teaching Experiences(Years)	Sex	Caste	Teaching Job-status	Level
Rakesh	M. Ed.in English	15 years	Male	Mahato(Madhesi)	Permanent	Secondary
Preety	M. Ed. in English	8yrs	Female	Yadav (Madhesi)	Permanent	Secondary
Mukesh	B.ED. in English	17 Years	Male	Yadav (Madhesi)	Relief Fund (Rahat)	Lower Secondary
Arpan	B.Ed. in English/ M.Ed. in EPM	17 Years	Male	Brahmin	Relief Fund (Rahat)	Secondary

Data Collection Techniques and Process

Taherdoost (2021) views the importance of data gathering can overshadow the accuracy of the findings by reducing the likelihood of errors occurring while conducting a research study. I used English language teachers' narratives as the data to generate information in this study. I primarily collected and generated data through interviews. In this study, I interviewed English language teachers in relation to my questions to understand their experiences, attitudes, beliefs, and values in relation to their readiness to teach English. In the first-round interview, I asked questions following guidelines and wrote what they said. Then, I went through the data in detail to understand them. Then, I changed the strategies to collect the stories of the participants. In the second round of in-depth interviews, I tried to capture their real stories from past to present related to the readiness for teaching English. I asked open-ended questions in the interviews. I gave them a sufficient place to tell their attitudes, recall their experiences, and express their views and feelings about teaching English. I recorded all the information on my mobile with their consent.

Then, I wrote the data, maintaining what they said. I talked to them in person and showed the written conversation in hard copy for further verification in the third time. Apart from the interview, I also made notes during the data collection period, and it captured their attitudes and actions, which helped me to match what they shared in the interview. I also observed their attitudes in teaching English with the help of observation form and collected useful data for the study.

Meaning Making Process

As Saldana (2021) views the data consists of interview transcripts, participant observation field notes, journals, documents, drawings, artifacts, photographs, video, Internet sites, e-mail correspondence, literature, and so on, I took interview with the participants and recorded by going at their home. The portion of data to be coded during the First Cycle of coding processes can range in magnitude from a single word to a full paragraph to an entire page of text to a stream of moving images. I verified the teachers' narratives, edited the information and coded with the pseudo names. In the Second Cycle coding processes, the portions coded can be the exact same units, longer passages of text, analytic memos about the data, and even a reconfiguration of the codes themselves developed thus far. I started reading the conversation between me and the research participants more closely. I read them several times and finally changed them into personal narrative portrayals to capture their whole stories from their early days' experiences for readiness to teach English to the present. Then, I added a reflection section at the end of each narrative portrayal as a part of my understanding as a researcher. After the second cycle of coding, I started developing my writing. I made various themes after getting the themes of the approximate data from the codes. Through making thematic analysis, I captured stories of participants (English language teachers) in different themes, whereas dialogical/performance analysis allowed me to examine the narratives to explore their experiences and concepts about teaching English.

Quality Standards

In narrative studies, Connelly and Clandinin (2006) emphasize the importance of simultaneously examining three dimensions of the every day: temporality, sociality and place. By looking at these aspects together, researchers can develop a holistic understanding of each participant (Connelly & Clandinin, 2006). Considering the past, present and future experiences of participants and the potential for change requires adopting a broad perspective. By including these dimensions in the study, a

deeper understanding of the participants' perceived experiences and identities can be gained. The interconnectedness of temporality, sociality, and place enriches narrative research by providing a holistic view of the stories and interactions of actors in specific contexts (Clandinin et al., 2007).

Temporality

As a researcher using narrative inquiry, I understood the dynamic nature of experiences, the lack of static elements and their susceptibility to constant change and instability. My research focused on exploring past, present and future events and experiences of participants (Connelly & Clandinin, 2006). By looking deeply into their stories and narratives (Brown, 2006), I uncovered interconnected examples of English language teachers' willingness to teach English. I sought to understand the impact of their past experiences on their current barriers and coping strategies, as well as their future perspectives. To do this, I prioritized building a relationship of trust and friendship with the participants, which allowed their stories to unfold gradually over time, allowing me to gain a more holistic understanding of temporality. I agree with (Maggetti et al., 2013) that the reliability of my research results is closely related to thinking, which is an integral part of the research process.

Sociality

It involves interpersonal and social interactions that shape the experiences of both the researcher and the participants. These interactions include various emotions, aspirations, desires and moral obligations (Clandinin et al., 2007). In addition, sociality requires the recognition of the contextual conditions that influence the collection of narrative texts, including environment and surrounding factors. Creating strong social bonds between researchers and participants is crucial, as the work highlights (Guillemin et al., 2018). During my research, I carefully observed the personal and social interactions of the participants and carefully considered how various social interactions and educational settings affected their interests, feelings, concerns, and moral obligations. By delving into the stories shared by the participants, I gained valuable insights into their views on their readiness to teach English. I made a conscious effort to create strong social bonds with the participants and realized the importance of creating relationships that would allow the free sharing of feelings and views without creating distance. This approach helped me understand their social structure and how it affected their experiences.

Place

Place refers to the physical context and geographic setting in which research is conducted, including specific locations and spatial attributes that shape the events and experiences being studied (Tuck & McKenzie, 2015). It is of great importance because it is intricately connected with personal matters, memories and personal experiences. As a narrative researcher, I understood the profound role of place in the research process. It not only affects the course of events but also intertwines with time and form**s** the course of research. By creating a meaningful connection between the participants' experiences and their own places, I was able to create a coherent narrative flow. This approach enriched the depth and vividness of shared life experiences.

Verisimilitude

For me, verisimilitude means closeness toward the truth about the way the world really is. In my research, I created stories of my research participants' verisimilitude by creating a real context. The reporting of stories resonated with my experience, and it became realistic and not subject to any risks. Therefore, the stories are based on the experience of research participants, and whoever reads the story will feel that it is real.

Authenticity

Polit and Beck (2012) viewed the expression of researchers about the ability and extent of the feelings of participants in a reliable way called authenticity (as cited in Cope et al., 2014). In order to establish authenticity, I sought assurance that the study was conducted and evaluated according to the lived experiences and context of participants. Fairness and ontological authenticity were used in my research while exploring the participants' voices into narratives. My prolonged engagement and continual observation at the research site and with the participants helped me to build and sustain rapport and trust with them. On the other hand, it helped me to remove any types of misinformation and distortion of the information in relation to the issues in my study.

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Ethical Considerations

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I followed the following ethical guidelines in my research:

Confidentiality

Experts state that researchers need to ask participants questions if participants are interested and feel comfortable. This can entail offering a series of interview

questions that are progressively more specific for participants' stopping if they start to feel uncomfortable (as cited in Gujjar, 2013).

I understand that the nature of the information the participants have shared with me is entirely personal and highly sensitive at personal, professional and institutional levels. In order to maintain the participants' confidentiality, I used pseudonyms of all the participants and did not write any factual information like names or names of the schools where they teach.

Respect of Autonomy

Gujjar (2013) provides views that inform participants of the purposes for which their facts are utilized, the use of papers and boards, photographs, and audiovisual recordings, and obtain their permission. Respect for autonomy is another ethical consideration in my research. I maintained it by informing them about my research and not forcing them to be part of it. I acknowledged participants' rights and the right to be informed about the study, the freedom to choose and participate in the study, and even the freedom to leave when they liked.

Justice

In my research, I did justice to all participants. Based on gender, religion, ethnicity, qualification and experience, I did not discriminate against any participants. At the same time, I gave equal priority to all the research participants and kept their voices in my research.

Chapter Summary

The section consists of a methodological framework for the study. English language teachers have different feelings, experiences and opinions regarding the readiness to teach English. I chose an interpretive research paradigm. Adopting a narrative method, I was aware that epistemology is rooted in the context of my participants' narratives. Then, the interactions between English language teachers and me as a researcher teaching in the secondary schools of Siraha district generated knowledge. I employed narrative inquiry as a research procedure to illuminate English language teachers' experiences and their stories of readiness to teach English.

I followed verisimilitude, authenticity, praxis, and meaningfulness as quality standards of my research, as well as confidentiality, respect for autonomy, and justice as ethical considerations.

CHAPTER IV

PERCEPTION OF TEACHERS' READINESS

Chapter Overview

Teachers are required to know about their subject matters. They could have content and entrepreneurship knowledge about their subjects. They should be updated with new ELT skills and knowledge and should be competent in technical skills. They should get training. English language teachers should network with their peers, friends, and ELT organizations and forums, such as NELTA, to update their knowledge of the new ELT. They could take part in different conferences and seminars to enhance their knowledge and bring more competency to their teaching activities. Interaction with students helps teachers be more engaged in the classroom and more ready to teach well. So, the class should be student-centred so that more students can be engaged in their learning. There should be a good relationship between teachers and parents so that teachers can be more active, ready and engaged in their teaching activities.

Teachers' Professional Readiness: Knowledge, Competence and Engagement

English language teachers should have good knowledge and skills in ELT so that they can be ready to teach English well. They should be competent in teaching activities. They should engage in other extracurricular activities so that they can be active in teaching. They should get training and attend different seminars or conferences on ELT. They should also engage in social services and maintain good relationships with students, other teachers, parents, and educational stakeholders so that they can be active in their profession and become ready to teach. So, knowledge, competence and engagement in their profession are necessary for them.

According to Geoffrey et al. (2008), teachers must know the subject they teach. There may be nothing that is more fundamental to teacher competency. For teaching to be improved, subject matter expertise is crucial. It is necessary to map and measure educational subject knowledge systematically rather than just take it. It would be helpful to determine if particular facets of a teacher's subject-matter expertise predict student accomplishment more strongly than others when examining the links between teachers' subject-matter expertise and their student's achievement.

Teachers' Self-realization

Teachers get prepared with entrepreneurship knowledge through self-education, self-realization, and encouragement for their pupils. In this regard, Kondratenko et al. (2015)contend that a teacher's readiness for self-education can be described as an integrated dynamic property of a person, reflecting the unity and interrelation of the cognitive, motivational, and practical readiness for the active work of self-education based on a valuable attitude toward teaching and the desire for self-realization in it.

In this regard, Rakesh says that *being a teacher means having the ability to teach. Teaching is a respectable profession in our society. I think teachers are respectable people who produce the human resources of our society and country.*

Similarly, Preety says that *a teacher is a respectable person who teaches students. The teacher tries his or her best to teach well, and I have tried my best to give students sufficient knowledge.*

Angelista (2018) remarks that the teaching profession roles have not only transferred knowledge, skills, values, and attitudes but also shaped individuals to fit the world that is changing socially, politically, economically, and technologically.

Being self-realized, people become teachers and educate children so they get respect in society. In the teaching profession, teachers don't get extra money except for salary. Teachers produce good human resources. They produce good politicians, other teachers, economists, social workers and administrators who serve the country. So, it is a good job. A teacher is a respectable person in our society who can teach. To produce good human resources and provide a good education, teachers should be ready to be self-realized.

Mukesh states that *I aimed to serve marginalized people as a teacher, and there are some marginalized children in the school where I teach. So, I am glad.* His preparedness is related to his aim to serve marginalized people, which keeps him connected to the profession. Chong and Cheah (2009) state that certain beliefs and attitudes are critical for teachers to be effective. People think and realize that after becoming teachers, they get respect and serve the marginalized people's children by providing good education, just as P3 has chosen the teaching profession and has tried to serve society.

Arpan says that *people now think education is inevitable. People think education is dedicated to society. Teaching is a good profession at the moment. Males*

and females are both attracted to teaching jobs. Money is not everything. Understanding the benefits of education, people begin to come to teaching jobs. They knew money was not everything, but to serve or develop society, being a teacher is one of the benefits of education.

English Language Teacher: Matter of Pride

Being an English language teacher is a matter of pride because they can learn about the world and share and understand the ideas or feelings of people of the whole world. So, society gives them more value, particularly to female English teachers.

According to Richards (2008), becoming an English language teacher means becoming part of a worldwide community of professionals with shared goals, values, discourse, and practices but one with a self-critical view of its own practices and a commitment to a transformative approach to its own role.

In this regard, Rakesh remarks that *being an English language teacher means knowing about the English language and how to teach English subjects. However, every language has its own importance, although English is familiar. So, I feel English language teachers are better than other professionals because they teach English subjects. When I see and know about the world's circumstances, I think English language teachers are better than other language teachers.* English language teachers can communicate easily with others or the international community. They can understand the world's circumstances. So, to be an English language teacher is a matter of pride. Rakesh states that b*eing an English teacher is one of the best jobs compared to other language teachers or subject teachers.* It is easier for English language teachers to get a job than other subject teachers because the English language helps teachers or general people get a job.

Angelista (2018) views that joining the teaching profession was influenced by many attractive factors, such as an easy way to get a job, self-identity, the need to share knowledge and a bridge to other professions, gaining the community's respect. Preety states that *after becoming a teacher, I am satisfied with my job, and I think it's better for the lady teacher because we can easily manage our home and profession. I enjoy teaching children and, especially, women. It is a very easy job because there are many facilities, they get many holidays, and they don't have to do fieldwork.* Teaching is easy for a woman because a female teacher can do all her work except her duties. She can take many holidays and spend a lot of time on her household work. It is good for females now because they can manage all their work as teachers.

Similarly, Mukesh views English as *an international language that helps people to adjust anywhere.* After getting proficient in English, people find it easy to adjust to the world. English language teachers should know four language skills for effective English teaching. Only then can students increase their listening, speaking, reading, and writing skills.

To be an English language teacher is a matter of pride. They have a good command of English so that he/she can communicate with others easily and understand the world. To be a female English teacher is more prestigious in our society. They get different training, including TPD training. They give students good English knowledge so they can adjust everywhere and earn respect in society. In this way, being an English teacher is a matter of pride.

Teachers' Responsibility for Quality Education

Teachers are responsible persons for quality education. They should be determined in their duty and try to create a good environment in the classroom so that students can achieve their learning outcomes. Teachers should get training and provide a good education.

Lauermann (2013) states that teachers' sense of responsibility potentially influences their instructional practices, psychological well-being, and their students' learning and performance. In the context of accountability, teachers often struggle with reconciling their own understanding of "good work" with the expectations of others they feel responsible for (e.g., school, state, and national requirements). Thus, the network of shared responsibility incorporates not only mutual support and collective effort but also tensions between conflicting goals.

In this regard, Rakesh states that *to be a teacher was my dream, so I joined the education faculty as it was my aim. I completed my education with a bachelor's degree; that knowledge inspired me to believe that I could be a teacher and handle my subject.* Aim also impacts choosing a profession. The participant chose his profession as a teacher due to his aim and is satisfied with his profession. Similarly, Preety says that *I prepared well for the TSC examination. I collected many books, studied myself, and was selected as a secondary-level teacher in a government school. So, I think that we have to study hard to be a government teacher. I worked hard, took examinations, was successful, and joined this profession.* To get a job, one should labour hard. To be a teacher, one should labour hard to pass the TSC examination.

Similarly, Mukesh says that *teachers should get training from time to time for professional growth. They should receive training on how to use local materials and how to manage classes. Teachers and guardians should have a good relationship so that guardians send their children to school regularly, and teaching should be effective.* To make teaching activities effective, teachers and guardians should have a good relationship.

Similarly, Arpan remarks that *discipline, responsibility, and policy knowledge are necessary for professional growth. Teachers should be dutiful.* Discipline, responsibility, and policy knowledge are essential for English language teachers. These factors make them ready to teach well.

Arpan states that *good quality, good behaviour, good manners, good manners, and responsibility are factors that can affect teachers' professional growth.* Teachers must be well-trained, behave well, and be responsible for professional growth. Only then can students and administration also like them, and a good teaching environment can be created. Gurau (2019) states that teacher development is a continuous and never-ending process in which the teacher himself changes. They learn new skills, knowledge, information and techniques, gaining new professional experience.

Teachers should be careful and responsible for providing quality education. They should follow discipline and education policy. They should maintain good relationships with students, peers, parents, and educational stakeholders so that they can get support from everyone. They should be hard-working and honest to provide a good education to students. They should get training for professional growth so that English teachers can be ready to give good education to their students.

Self-efficacy for Readiness in Teaching

Not only do teachers need to be prepared with knowledge of pedagogy and content, but they also need to be prepared with knowledge of entrepreneurship to be willing to change. In this regard, Endot (2021) states that readiness among implementers is essential to educational changes. From the point of view of the person implementing the change, especially teachers, willingness to face change must be measured. The most significant factor in teachers' readiness to implement smart education is not only their interest and experience with smart but also their level of self-efficacy.

In this regard, Rakesh says that *I am a life member of NELTA. I sometimes meet my friends, share my ideas, and learn something. From the internet and YouTube, I have tried to learn a lot. I attend meetings to discuss teaching activities, how I face difficulties, and what is happening.* Becoming an English Language Teachers' Association member, such as NELTA, and using the Internet or YouTube enhances English teachers' proficiency.

Eslami and Fatahi (2008) state that teacher effectiveness is believed to be strongly related to teaching practices and student learning outcomes.Teachers' sense of efficacy can potentially influence both the environment they create and the various teaching practices they implement in the classroom (Bandura, 1997).

Preety says that *I haven't made any network, but when I go for TPD training, I make a group, which I sometimes use to connect or ask questions with friends and share ideas with them. There are senior teachers to whom we ask about my teaching problems.* Networking with senior English language teachers helps them to enhance their knowledge of teaching activities. Self-efficacy among all subject teachers should be maintained. English language teachers should have more self-efficacy in ELT knowledge and skills to be ready to teach. They should get training, be updated with new technology, and participate in conferences or trainings. They should connect ELT platforms as NELTA to update with new ELT skills and knowledge.

Aware of Entrepreneurship Education

Readiness means being mentally and physically ready for the work. If teachers are ready in their teaching activities, students' learning can be more effective. However, if the teacher's readiness to teach is less effective, the learning process will be less effective, and of course, this will impact students' learning achievement. They should evaluate their responsibilities. They should consider positively about their job.

Teachers' professional readiness is not only about getting ready with pedagogical and content knowledge but also being prepared with entrepreneurship knowledge. In this regard, Jusoh (2012) contends that teachers must constantly increase their expertise in entrepreneurship, pedagogical, and content knowledge to keep up with the current development of entrepreneurial knowledge. As a result, educators must be aware of current global demands, particularly in relation to entrepreneurship education.

They should do hard labour to pass the TSC examination to be teachers, and after becoming teachers, they should also be updated. Readiness is an essential

component that can bring changes to teaching and learning activities. English language teachers must be aware of new methods of teaching activities arising globally. They should be more aware of entrepreneurship education knowledge, pedagogical knowledge, and pedagogical content that prepare English teachers to teach English.

In this regard, Rakesh reflected,

I run according to the school's rules. There is no term for overtake for teacher or student. Teachers should adjust with the administration. Suppose there is any problem related to English language teaching or material in school. In that case, I will tell them about my problem and share it with the headmaster and other English sirs, and according to their suggestions, I will teach. The English curriculum is good, but I have faced problems with electronic media, projectors, and listening devices. I am unable to give the output according to the English curriculum, so the government should give devices according to the curriculum in school so that only learning can be effective.

Administrative knowledge and curriculum knowledge help English language teachers conduct their classes effectively. They must know their responsibility. In the same way, the government should provide devices according to curriculum in all schools for effective teaching. Onwuka et al. (2019) say that the state should budget and invest more in education, especially in the well-being of teachers, teaching materials and teaching aids.

Rakesh states that *academically, nothing supports it when we go through the administration's point of view. There is zero support. So, what I need during classroom teaching is to manage it. Therefore, as it should be required for the teachers, I am not getting that perception myself.* School support and self-support increase teachers' mentality and readiness for effective teaching. A teacher should have self-management skills to teach effectively.

Preety states that *there are many project work and learner-centred methods to attract students. There should be creative students. They should be more active. Teachers work as facilitators. Students do everything. The teacher should handle the students if there is any problem. The curriculum is good. We should focus more on our own country. Teachers should know technology, they should face their problems, and teachers should use a dictionary.*

There should be sufficient human resources (English language teachers) in schools. English courses are full of technology activities and are based on student-centred methods according to the curriculum so that teachers can teach well and students can learn nicely. The curriculum should have local content and subject matters, and teachers should have technical knowledge to teach well.

Parajuli and Das (2013) state that the curriculum developed in the country is not oriented towards practical teaching. Many current questions need to be updated occasionally, which also reduces students' performance.

Preety states that *the course has been changed. It's about foreign writers, not about our country. So many people in our country have contributed to their country, but why is it necessary to teach our children about foreigners, not about our country? Other countries and castes influence it; less concentration is given to our culture, customs, and values, and much more is written about foreign and foreign cultures foreigners.* More priority should be placed on our local content instead of foreign content in English books so that students can understand our country well.

Zein (2016) states that as a subject with local content, teaching English in primary classes is determined by the social needs of the school's location and the availability of qualified teachers to carry out the teaching. However, especially parents are increasingly aware that the development of the world has set a strong demand to boost the creativity and competitiveness of the younger generations by mastering the English language.

Teachers must be informed about their subject matters. They should be expert in their subject. They should make their students more active by involving them in different activities. They can be prepared to teach more by self-education. They should maintain good relationships with students, colleagues, guardians, and administrations, which help them prepare to teach well. Teachers should have the willpower to teach well. Teaching is considered a noble profession. So, due to their profession, they are respected. The teaching profession is the base for other occupations. Teachers produce the human resources of society. Teachers must be careful in teaching activities to handle the classroom well. They should be honest in their profession. Training makes them energetic. They should prepare lesson plans and improve learning quality to become ready to teach. They should behave with students as friends so they can ask questions without hesitation. Discipline, responsibility, policy, and administrative knowledge are necessary for English

language teachers to prepare them to teach well. To enhance proficiency in the profession, they should be a member of the Nepal English Language Teachers' Association (NELTA). School support is necessary to encourage teachers in teaching activities. They should have good management skills for effective teaching.

Twenty-First Century Skills for Teachers' Readiness

The 21st-century learning environment can be a process-supporting system that arranges a setting in which individuals can teach effectively, according to Nissim et al. (2016). In order to support and foster the good interpersonal interactions necessary for an efficient learning process, these systems must consider each learner's unique learning requirements.

According to Artini et al. (2020), the development of teachers' quality and education has long been accelerated by applying twenty-first-century talents. To enhance students' learning abilities and outcomes, classroom methods must incorporate life and career skills, learning and innovation, media, technology, and information skills. Teachers must possess the necessary knowledge and abilities to guide and support their pupils in the twenty-first century. To prepare kids for the 21st century, instructors must be ready. Being willing to make adjustments and behave better is known as being ready. Action serves as a good gauge of preparedness. If people are sufficiently knowledgeable about something, they will be prepared.

Updated Skill and Knowledge

Teachers can become better prepared to instruct English by using technology in their English study. In this context, Jannatussholihah and Sugirin (2020) contend that English instructors realize that the globe is now experiencing an era of upheaval. However, they are unaware that their technological advancements resulted from the disruptive period. Nevertheless, educators are supportive of using technology to help students learn English. English language teachers encounter both internal and external challenges, including a lack of drive to update technology to stay competitive with students constantly', technological aptitudes, teachers' limited understanding of how to incorporate technology into the classroom, and the limitations of the technological infrastructure that is currently available. English language instructors use technology in the digital age in English instruction.

According to the demand of time, English language teachers try to learn new ELT knowledge and skills. They should update with new technology skills to be ready to teach new content of English content. Technological knowledge helps them to

impart technical knowledge to students so that students can understand technical skills and knowledge. Students can't develop their new English language ideas without technological skills.

In this regard, Rakesh states that *quality is related to skill, techniques, personal matter, etc. But as there is a Chinese proverb translated in English- If a teacher flies, then students run; if a teacher runs, then students walk; if a teacher walks, then students sit; if a teacher sits, then students sleep. So, I am really very affected by this proverb. So, quality depends totally on teachers, and if a teacher is qualified, then only students can learn; students can acquire knowledge, so quality determines everything with a teacher.*

English language teachers should know technical skills so that they can teach well now. They should be qualified. Qualified teachers can easily handle and teach the classroom situation (Rouf& Mohamed, 2016). Technologies for Language Learning and Teaching (TLLT) can expose language learners to authentic and intelligible language usage. Consequently, English language teachers must have a good command over TLLT and its effective use. They need to use technology more often in the classroom and develop a pedagogical understanding of technology for teaching English.

Similarly, Preety says that *from the beginning, we have used the GT method. When we go to training, we also find the same. More than a hundred students are in the class, so the teacher feels difficult to control. , but sometimes we also find it difficult because there are many students. There are no sections of students in government schools.* Now the English course has been changed. It is full of technical knowledge. So, knowledge and skills in technical subjects are necessary for English language teachers to teach the present course of English effectively.

Gilakjani (2017) states that, of course, it is true that one of the ultimate goals of technological language learning and teaching is to increase students' motivation and interest in learning, which can be a practical way to engage them in language learning.

Preety states that *teachers should be well-qualified in their subject matters. Nowadays, it is the time of information and technology, so they must be updated with the required knowledge. The course is also changed; they must see all the courses, prepare, and enter the classroom.* English language teachers should be skilful in

technology for the present course of English. So, English language teachers must update their skills and knowledge with new ELT skills.

Wang (2005) states that in today's language classes, the teacher's role should change from "wise on stage" to "directing the ear", while students should actively seek and explore answers rather than receive standard interpretations. Integrating technology helps teachers and students in this process of change.

English course is changing day by day. The course is based on technological skills. So, English teachers must update their technical knowledge and skills to teach well. They must possess twenty-first-century knowledge and skills to guide students and can teach new content well.

Professional Development Practices for Teachers

According to Mohamed and Deen (2023), teacher professional development (PD) is an ongoing process instructors use to hone their instructional abilities. One kind of teacher professional development activity is educational initiatives (expert mentorship). Educational initiatives have been theorized based on supervisors' engagement with EFL instructors in light of their difficulties in the classroom. As a result, teachers chose and suggested these activities themselves. A non-formal strategy for teacher preparation is mentoring.

According to Day (1999), ongoing professional development is crucial for instructors to stay current. They are knowledgeable about the curriculum, prudent in their choice and application of various pedagogical techniques, dedicated to and enthusiastic about their profession and the pupils they teach, self-assured, and clear about their goals. Because teaching, whether in K-12 or higher education, is a very complicated activity, policymakers and management should ensure that instructors are in good health, are educated about their fields, and are dedicated to giving students the best learning experiences.

Readiness by Different Means

According to Pokhrel and Behera (2016), implementing child-friendly activity-based education education in the twenty-first century has been a powerful method. Although there are at least six methods (conference plan, peer coaching, pre-conference, action research, collaborative study groups, individual development plan and dialogue journals) for teachers' development, teacher training is Nepal's most frequently employed approach. The improvement of a teacher's academic standing and the gain of increased skill and efficiency in carrying out their professional tasks

both within and outside the classroom are both considered parts of the teacher's professional development process. The TPD program should be useful in helping instructors with their classroom issues. After training, teachers can identify their areas of weakness and begin to improve. They anticipate that the workshop will provide a sufficient amount of training time.

In this regard, Rakesh says *I run according to the school's rules and regulations. There is no term for overtake for teachers or students. Teachers should adjust with the administration. If there is any problem related to English teaching or material in school, then I will tell them about my problem and share it with the headmaster and English sirs, and according to their suggestion, I will teach students.*

Similarly, Arpan says that *teachers should be disciplined. A teacher should know the policy, and he/she is dutiful. All these matters are necessary for a teacher. If we teachers are disciplined, we can give qualitative education to students and increase students' pass rate. So, there should be discipline in a teacher.*

Arpan states further that *teachers also follow the vision and rules of the school. They must speak English in their subject in the classroom. If those qualities are not available, teachers can't give qualities in English to students.* Discipline, regularity, and knowing about policy and administrative rules are necessary for teachers because they can handle their class easily after knowing these matters. Knowing the school's administrative rules is essential for teachers to conduct good teaching and learning activities. They should keep good relationships with other teachers, the head teacher, and the school administration.

Rakesh states that t*he English curriculum is good. The government should give devices according to the curriculum in all schools, and then only learning can be effective.* There should be sufficient teaching materials in the school, and the materials or devices according to the curriculum should be provided by the government in all schools.

Parajuli and Das (2013) state that poor school buildings, lack of classrooms, unavailability of textbooks on time, lack of school at the proper place, and so forth are physical factors contributing to the poor performance of community schools. Likewise, centralized curriculum for the diverse population, monolingual method of instruction, lack of dedication from the teacher's side, and traditional pedagogical strategy in teaching-learning are some of the educational factors hindering the quality of public schools.

Similarly, Preety says that *our books lack Nepali content.   Our country has so many scholars, but we haven't found their matters. Curriculum designers give foreign content in English books. We are teaching our students about our society, but there are the contents of foreigners. There should be the content of Nepali. We should improve our culture by reading foreign books or reading content.* Local content is needed in English courses now so that students can learn about the contribution of our country's personalities and learn about their positive activities. After understanding them, students can implement them in their lives.

Preety states that t*he present course has been changed. There are many projects and learner-centred methods to attract students to English books. Teachers and students are more active. Teachers work as facilitators. Students do everything. Teachers should handle the students if there is any problem. The curriculum is good. We should focus more on our own country. Teachers should know technology, face their problems and use a dictionary.* The present course of English has changed now. The course is full of student-centred methods and project works. So teachers should teach as facilitators by adopting new ELT skills. The government should manage sufficient English teachers in all schools.

Preety states that *so many people in our country have contributed to our country, but why is it necessary to teach the children about foreigners, not about our country? I have found that other countries influence their own castes and those of others. Also, less concentration is given to our culture, customs, and values. It is written about the culture of foreigners.*

Teachers should follow the administrative rules. The school administration also supports teachers for quality education by providing all devices so that English language teachers can teach well by becoming ready. Many people have contributed to making the country. Poets, laureates, political figures, martyrs, and educationists have contributed significantly to the betterment of Nepal. So, those people should be mentioned in our course, so students can get information about them.

TPD Training

TPD training is very useful for teachers' professional growth. It helps them learn new ELT skills and knowledge. They can be more active and ready for teaching. The TPD program should be useful in helping instructors with their classroom issues. After training, teachers can identify their areas of weakness and begin to improve. They anticipate that the workshop will provide a sufficient amount of training

time.TPD Training Curriculum, 2075, and Secondary Level English Teacher Professional Development Framework, 2072, provisioned for different teacher professional development programs ranging from short need-based modular courses to customized, refresher, and certified training.

This training curriculum for English is one of the modules of certified training, which is based on the English curriculum for Grade 9 and Grade 10 prepared by the Curriculum Development Centre. The contents of this curriculum cover the fundamental aspects of language teaching that English teachers are to be acquainted with and skilled in.

This training is of 15-day duration. The first portion of the 10-day face-to-face training workshop shall be conducted in the Educational Training Center. The 5-day second portion shall be based on school-based project works and self-study exercises. The trainees shall have to carry out four projects in their schools within 45 days for the self-study exercise. All project work reports must be submitted to the training centre by the 52nd day of completion. The project works shall be determined based on the training contents to enable the trainees to use the theoretical and practical skills delivered in the training and enhance the participants' creative and innovative abilities.

In this regard, Rakesh says that *after involving in training, a teacher becomes energetic. I have seen that after getting knowledge and skills from training, when teachers go into the classroom, they use skills in the classroom, and now the course is changing, so without studying a course, teachers can't teach well. A teacher should be a facilitator and know how to control the class and conduct project and technical work.* To teach the present English course well, English language teachers need training. They become energetic and ready to teach English effectively after getting TPD or other ELT training.

Rakesh states that *I have participated in workshops provided or organized by NELTA and conducted TPD training in my school.* Conferences and training enhance English language teachers' proficiency, which increases their teaching capacity. So, they need to participate in trainings and NELTA conferences. Onwuka et al. (2019) recommend that teachers be offered ongoing in-service training and participation in local and international educational conferences.

Similarly, Preety says that *after taking training, teachers should use their knowledge in the classroom. I also use skills in the classroom when I get training.*

Local government should also arrange training in a suitable place so all teachers can attend the training. Courses have changed, so teachers should get training so that they can be ready for teaching.

The Government should train teachers to make them energetic and ready to teach well. In the same way, English language teachers themselves try to update their skills with new technical skills.

Preety states that *they are updated with technologies and know many things but don't apply them in the classroom. Using the student-centred method, we should encourage more student participation in the classroom. The teachers should be just the facilitators for the students. English teachers should update with new technology and knowledge to implement these skills and knowledge in their teaching activities to make them effective.* To make effective classes now, English language teachers should make students more active, and they should play the role of facilitators in the classroom.

Muir-Herzig (2004) views teachers as having to change the way they teach. Classrooms must take on student-centred learning methods. Teachers need to become facilitators. Students need to be allowed to use technology as a tool, enabling them to collect, analyze, and create major projects. According to Çubukçu(2012), teachers should ensure that it allows students to learn independently while determining educational models and approaches in their teaching-learning process. Within the school and class context, teachers should allocate time for activities that increase student-centred learning and individual and social activities like extra-curricular activities and student club activities. Teachers should be offered chances to receive in-service training to improve their skills and gain knowledge about student-centred learning concerning their teaching areas.

Similarly, Mukesh says that *I took TPD and United Conference Publication training when I was at boarding school. I can't go outside to take training. I am in a countryside school.* Training should be managed so that each teacher can participate so that he/she can improve his/her teaching capacity.

Arpan also states that, as an English teacher, I haven't taken subject-wise training, but I am a NELTA member; I have participated in many NELTA training sessions *in our district. I have taken TPD training twice and haven't participated in a national conference.*TPD training makes English language teachers energetic. It keeps them updated with new ELT skills and knowledge. They have to participate in

different ELT organizations and forums, such as NELTA, to gain new knowledge and become fresher in their teaching-learning activities. Seminars or conferences like the NELTA conference enhance their ELT knowledge.

The implementation of child-friendly activity-based education in the twenty-first century has been realized as a powerful method, according to Pokhrel and Behera (2016). Although there are at least six methods for teacher development, the approach most frequently employed in Nepal is teacher training. The improvement of a teacher's academic standing and the gain of increased skill and efficiency in carrying out their professional tasks both within and outside the classrooms are considered parts of the teacher's professional development process.

Need to Make a Network

English language teachers need to work with peers and other teachers; Niesz (2007) argues that networks are poised to be a powerful source of teacher learning and school improvement. Networks often reflect a social or constructivist orientation to teacher learning. Many are based on the premise that teacher learning contexts should endure over time, build on teachers' knowledge and experiences, provide opportunities for critical dialogue and inquiry, and foster the public sharing of practice and understanding. Networks, even those that privilege teachers' knowledge and interests, aren't neutral about where they want their participants to end up.

Professional development is necessary for teachers. Through different types of training, English language teachers achieve different knowledge and skills, and they can be ready to teach English effectively. They should get TPD training to be fresh and energetic in their profession. They should do self-reflection. In the same way, they should do peer evaluation. Self- and peer-evaluation makes them aware of their profession and improves their teaching activities. Networking with others can bring improvement to their profession. English language teachers should connect with their English teachers' organizations, such as NELTA, TESOL, and IATEFL, to share their knowledge and ideas with their colleagues and learn new concepts about ELT. By networking, they can increase their professional knowledge, and students learn effectively. So, they need to make a network to bring more readiness in teaching English.

In this regard, Rakesh says that *after becoming a permanent teacher, I used to take training, but before that, I also took part in different NELTA trainings because I am a life member of NELTA Siraha. I used to take part in different trainings and*

workshops. I am updating myself as an English teacher. Training and participating in English language conferences are needed for English language teachers to enhance their teaching capacity. Gordon (1991) states workshops can be weekly, biweekly, or monthly. While many topics can be covered in the seminars, their most significant advantage is the opportunity for novice teachers to engage in professional dialogue, share experiences and support, and mutual aid.

Similarly, Preety says that I have taken a TPD training course given by the *Bara district. I have taken training in election time, and the government provides us with no other type of training.*TPD and other teaching training make English teachers energetic and ready to teach well.

Similarly, Mukesh says that *a teacher should be safe. There should be a good environment between teachers and students so that students can share their ideas and ask questions without hesitation. A teacher should have friendly behaviour and should adjust in social behaviour.* A good environment in the classroom helps teachers to teach well, and teachers should be friendly to make teaching effective. Students don't hesitate to ask their teachers questions in a good environment. Mukesh also states that an *English teacher should always be humorous and behave like friends with students. I always behaved the same way as a friend to the students, not as a teacher.* Friendly behaviour and a smiling face are the good qualities of a teacher.

Professional development is necessary for teachers to increase their abilities. TPD training helps them find weaknesses. Teachers should teach as facilitators by adopting new ELT skills. Conferences and training increase their proficiency in teaching. They need to make professional networks. It helps them with self or self-evaluation and peer evaluation. They should follow the head teacher's suggestion. They should know the content and curriculum. There should be a good environment which helps to teach well. Teachers are directly connected with society and know how to adjust there. So they can serve society and play a good role in developmental works. Trust (2012) points out that a Professional Learning Network is a system of interpersonal connections and resources that support informal learning. PLNs connect teachers to other individuals worldwide who can offer support, advice, feedback, and collaboration opportunities. PLNs also allow teachers to collect information from various Web sites and access it in one organized area so they can efficiently stay up to date on the latest teaching techniques, pedagogies, and changes in the field of education.

Serve the Society

Teaching is a social work. Teachers have the opportunity to serve the society because they work in the community. Teachers are essential participants in putting the transformation needed to further social, intellectual, and economic development into practice (Jokinen &Välijärvi, 2017). By encouraging them to participate in explanation, experimentation, and risk-taking, mentoring helps new teachers find their place in a professional community. This enables the future school community to utilize the wealth of resources a freshly trained teacher offers. Mentoring appears to involve contextual, constructive, and emotional assistance to develop one's identity and learn to teach. Peer support and the various customs of the various school communities provided instruments for conceptualizing ordinary events within the dialogic process.

Mukesh states that *I aimed to serve the community by being a teacher. I didn't think to be a doctor or engineer. Based on my place and community, I chose my job. After passing SLC, I did B. Ed. I am a simple teacher serving the community, except I also teach.* Serving the community is also a good quality for a teacher. Gordon (1991) sees that socialization is a two-way road. Experts and non-experts in schools ought to do their best to break the social disconnection that new educators frequently experience.

Arpan states that *a teacher can give different types of knowledge to students or society. An engineer only knows about construction, a doctor can only know about medicine, but a teacher can know anything, and a teacher can know how to develop society. Teaching is a safe job, and so I have chosen this job.* English language teachers are considered to have more knowledge than other employees. So they can learn more about society and easily serve society by implementing their knowledge.

Angelista (2018) states that the role of the teaching profession is not only to transfer knowledge, skills, values, and attitudes but also to train individuals to adapt to a world of social, political, economic, and technological change. Educational processes are also sometimes adjusted to accommodate this dynamic behaviour as different schools of thought present their views on how the world should operate regarding professionalism.

Arpan states that *English is an international language. An English language teacher can give a lot of knowledge to students, and students can do better in their lives. The students of other subjects can't learn much because many subjects are*

written in English. None of us read Nepali subjects, but English is an international language. From our knowledge, they can be perfect in the future. So, I chose this subject. English teachers are proficient in the English language, which is an international language. The English language helps to understand the circumstances and matters of the world. It helps them provide a lot of knowledge to students.

Arpan states that *there are many professions in Nepal, such as doctors, engineers, and other administration officers. If we join in teaching, we can serve society and develop our attitudes. Teaching is a good profession because we directly contact children and the community. If we give good education to children in the community, they will also behave well in society. They will respect us, the society, our family, and our community's people, and they will also respect the teachers. So, I chose a teaching job.* Teachers are directly connected with society, and they know more about it. During the teaching period, they give more knowledge to children who can be good people in the future. They have more knowledge than other professionals. So they serve their society and respect society.

Johnson (2012) states that teachers can influence an entire generation of scientists, engineers, humanitarians, poets, lawyers, politicians, artists, parents, and even the next generation of teachers. Teachers can prompt, inspire, activate, and encourage creative and imaginative endeavours. Teachers spend most of their time in the community. They get a chance to serve the society. The society also likes them because teachers can find them in the community, and people go to ask for help from teachers and become ready to help the community.

Bandura's Self- regulatory Capability

Self-regulatory capability makes teachers to be more ready and active for teaching. Bandura (1989) states that individuals have self-order capabilities that empower them to work out a few controls over their contemplations, sentiments, and activities by the results they deliver for themselves. In this regard, Rakesh states that *I was interested in being a teacher from the beginning and started my teaching journey at a private school after completing my Bachelor's. Later, I joined as a Rahat teacher (relief fund teacher) post, and in 2075, I became a permanent teacher.* As Bandura (1998) states, self-regulatory capability helps an individual be ready to do work. In the same way, Rakesh's self-regulatory capability has inspired him to choose the teaching profession. Now, he is a permanent secondary-level English language teacher and ready for his profession.

Similarly, Mukesh says that *I am from a poor family. In the beginning, the teaching level was tough. Poor/marginalized children were unable to go to school. When I went to class 10, then my mind slowly went towards education. I haven't become a big teacher yet, but I am satisfied. At the moment where I teach, many children come from the same family or poor background. What I know is that I want to share my knowledge with students. I can't make the situation foreign, but I am doing it, and I am also happy. I aimed to serve marginalized people by being a teacher, and there are some marginalized people's children in the school where I teach. So, I am glad.*

Bandura (1989) states that the social efficacy effectiveness of teachers contributes to their knowledge of academic activities, ability to maintain positive relationships with students and parents, and readiness to teach. Through the teaching profession, some people want to serve the children of marginalized people in our society by giving them a good education. Here, Mukesh also has social efficacy in serving the marginalized children of society who are ready to teach English.

Similarly, Mukesh says that *teachers should get training from time to time for professional growth. They should be trained about how to use local materials and how to manage classes. Teachers and guardians should have a good relationship so that guardians send their children to school regularly, and teaching should be effective.*

To make teaching activities effective, teachers and guardians should have a good relationship. Bandura's (1998) notion focuses on self-regulation in doing work. So, a teacher should maintain good relationships with teachers, students, and guardians to be ready to teach. Preety says that *there are many project works and learner-centred methods to attract students to the English book. Students should be creative and active. Teachers work as facilitators. Teachers should know technology to teach well.*

The English course is full of technological activities and based on student-centred methods. So, as Bandura (1998)'s self-regulatory, teachers should learn technological skills to teach well. English language teachers should be skilful in technology for the present course of English. So, English language teachers are required to update their skills and knowledge with new ELT skills. She updates with new skills due to her self-regulatory capability.

Rakesh states that *if there is any problem related to English teaching or material in the school, then I say to tell the administration, headmaster, and other English sirs about my problem. According to their suggestion, I teach.* Bandura's (1998) vision of self-regulatory capability stresses teachers' readiness for self-support as the participant is ready to solve his teaching problems by consulting education stakeholders of his school. A teacher should have self-management skills for effective teaching.

Preety views that *teachers should be well qualified in their subject matters. Nowadays, it is a time of information and technology, so they have to be updated with this knowledge, which students require. The course is also changed; they must see all the courses, prepare, and enter the classroom.* English teachers should be skilful in technology for the present course of English. So, English language teachers must update their ELT skills and knowledge to self-regulate, as Bandura's (1998) self-regulatory capabilities. She is eager to learn new knowledge being self-regulated.

Mukesh states that I aimed to serve the community as *a teacher. I didn't think to be a doctor or engineer. Based on my place and community, I chose my job. After passing SLC, I did B. Ed. I am a simple teacher serving the community, except I also teach.* Serving the community is also a good quality for a teacher. According to Bandura (1998), teachers have the social-efficacy capability to serve society. Here, the teacher also serves the society where he teaches by teaching and educating marginalized children.

According to Schunk and Zimmerman (1997), teachers' academic efficacy, social efficacy, and self-regulatory effectiveness contribute to their knowledge of academic activities, ability to maintain positive relationships with students and parents, and readiness to teach. Self-regulatory capability enhances a person's readiness for their job. Through the teaching profession, teachers serve the people of society by providing a good education to their children. To make teaching effective, a teacher should keep a good relationship with guardians. An English language teacher should update with new ELT skills and knowledge so that he/she can teach the present course well. A teacher's self-management skills make effective teaching.

Vygotsky's External and Internal Factors

Willpower is an internal capability that makes teachers active in their professional activities. Internal factors enhance their external ability to be involved in

a work. Vygotsky (1978) views imagination, interpretation, and willpower as internal processes that drive exterior behaviour and cannot be separated from one another.

Rakesh states that *I was interested in being a teacher from the beginning. I started teaching at a private school after completing my Bachelor's degree in education. Later, I joined as a Rahat teacher (relief fund teacher) post, and in 2075, I became a permanent teacher.* Like Vygotsky's external factors help people to learn, the teacher has prepared much to teach well after completing a degree (internal factors) in education and taking different trainings (external factors). Mukesh states that *training helps teachers in many stages, so I feel that the training I have taken in seminars or training in TPD helps me so much in teaching my class, which always lacks teaching materials and has so many crowded classes.*

Vygotsky's (1978) internal factors help students learn more as the teacher has taken different training and attended different seminars (external factors) to acquire knowledge to teach English well. Mukesh states that *teachers should get training for professional growth from time to time. They should be trained about how to use local materials and manage classes. Teachers and guardians should have a good relationship so that guardians send their children to school regularly, and teaching should be effective.* Vygotsky's (1978) internal factors peruse to learn more as the teacher has prepared much to teach English well by participating in training and has kept good relationships with guardians, teachers, and students. In this regard, Rakesh states that *I am a life member of NELTA. I sometimes meet my friends, share my ideas, and learn something. From the internet and YouTube, I have tried to learn a lot. I attend meetings to discuss teaching activities, how I face difficulties, and what is happening.*

Vygotsky (1978) states that internal factors help students learn more. In the same way, the teacher has updated with social media and attends training and seminars of NELTA to be ready to teach English well. Preety states that *teachers should be well-qualified in their subject matters. Nowadays, it is a time of information and technology, so they have to be updated with this knowledge which students require. The course is also changed; they must see all the courses, prepare, and enter the classroom.* To be qualified and ready to teach English well, she also updates herself with new technology to teach effectively. For this, she also tries to take training (external factors) after getting an education degree (internal factors).

In this regard, Rakesh states that *after becoming a permanent teacher, I used to take training, but before that, I also took part in different NELTA training because I am a life member of NELTA Siraha. I used to take part in different trainings and workshops. I am updating myself as an English teacher.* Mukesh states that *after training, teachers get some skills and feel energetic and ready. They want to change their teaching activities.* Training makes teachers energetic and ready for their profession. So, they attend different training and seminars to be ready to teach English, as Vygotsky's (1978) external factors help them teach English.

Arpan states that *If teachers are honest and intelligent, they become ready to teach more than before.* Teachers must be well-trained, qualified, and honest in their profession. They should know their responsibility, education policy, and their readiness to teach English by being energetic. He is also honest and active in his job. As Vygotsky (1978) states, internal factors peruse learning more, and a teacher becomes ready to teach English well after training. Training makes a teacher more energetic and fresh in their profession. A well-trained, qualified, and honest teacher can be ready and energetic in their profession. Teachers should be responsible and aware of education policy so they can be ready to teach English and be energetic. Teachers' external and internal factors make them ready to teach English.

Chapter Summary

To teach English well being ready, English language teachers need to be competent in new ELT knowledge and skills, entrepreneurship knowledge (innovative and experiential knowledge) and engage in other extracurricular activities. Self-education and self-realization prepare teachers for entrepreneurship knowledge. To be an English teacher means becoming part of a worldwide community of professionals with shared goals, values, discourse, and practices, and providing good education and producing qualitative human resources for our society and country is a matter of pride. Teachers' responsibility, instructional practices, and psychological well-being make them ready to teach well. Their level of self-efficacy is the most significant factor in their readiness to implement smart education. They enhance their proficiency after connecting with NELTA and using the internet or YouTube.Teachers must be aware of current demands across the globe, particularly in relation to entrepreneurship education. In the curriculum, there should be local content and subject matters, and teachers should have technical knowledge to teach well. English teachers must be familiar with curriculum knowledge to conduct their classes effectively. English

language teachers are required to be skilful in technology for the present course of English. So, they need to update with new ELT skills and knowledge. Discipline, regularity, and knowing about policy and administrative rules are necessary for teachers because they can handle their class easily after knowing these matters. English language teachers need training to teach the present English course well. They become energetic and ready to teach English effectively after getting TPD training or training related to ELT. They must participate in different seminars or conferences of ELT organizations and forums such as NELTA and IATEFL or TESOL to acquire new knowledge and be ready to teach English well. By doing their professional networking, they can increase their knowledge in their profession, and students learn effectively. So, they need to make a network to be more ready to teach English. It seems that English teachers have more knowledge than other employees. So they can learn more about society and easily serve society by implementing their knowledge.

Bandura (1989) states that individuals have self-order capabilities that empower them to work out a few controls over their contemplations, sentiments, and activities by the results they deliver for themselves. Self-regulatory capability makes teachers to be more ready and active for teaching. Vygotsky (1978) views imagination, interpretation, and willpower as internal processes that drive exterior behaviour, and they cannot be separated from one another. As Vygotsky (1978) states, internal factors peruse learning more, and a teacher becomes ready to teach English well after training. Training makes a teacher more energetic and fresh in his/her profession.

CHAPTER V

ENACTMENT OF PROFESSIONAL READINESS

Chapter Overview

This chapter highlights the main discussion based on teachers' enactment for their professional readiness. To teach well, teachers must make lesson plans before entering the classroom. Content, pedagogical, and entrepreneurship knowledge make them active in teaching. They need to read their subject matter before going into the classroom. To be ready to teach well, they need to enhance their proficiency in the English language. They must receive training to implement new ELT knowledge and skills in their teaching. They need to make a network of ELT platforms to enhance or update with new methods. They can increase the learning level of self-efficacy. They need to connect with social media, maintain good relationships with parents and students, and follow the administrative rules to be ready to teach English.

Professional Entrepreneurship for Teachers' Readiness

In this section I generated afew sub-themes for more meaningful discussion. They are discussed below.

Preparation of Lesson Plan

Before going into the classroom, teachers should make a lesson plan to teach well. A lesson plan makes them ready to teach well. Emiliasari (2019) states that lesson planning is an initial step before the learning process takes place. It helps teachers to organize their learning process to avoid ineffectiveness in teaching. With good planning, teachers will be more confident while teaching. Jusoh (2012) contends that teachers must constantly increase their expertise in the three areas of entrepreneurship knowledge, pedagogical knowledge, and pedagogical content knowledge. As a result, educators must be aware of current global demands, particularly concerning entrepreneurship education.

In this regard, Preety says that *the courses are changing daily. In this system or process, I use YouTube's help. I read different books and dictionaries and collected all the sources from what I got.* According to the demands of time, courses have changed. So, English language teachers must know about different resources related to ELT. She also reads books and uses YouTube to prepare herself to teach her

subjects. Darin et al.(2010)view that pedagogical content knowledge (PCK) forms a knowledge base for teachers, guiding their decisions and actions in classrooms.

Mukesh says that *when I was a child, I aimed to be a successful teacher. So, according to my aim, I have prepared my readiness with some scholars, some teachers or retired teachers, and some books. I consulted many books and did some self-learning. So, according to my aim, I did a B. Ed. in English. So, according to that process, I have done lots of preparation.*

To be ready to teach English well, English language teachers must read different books and consult scholars or retired teachers to get different ideas, skills and knowledge about ELT. In the same way, they have to do self-study for preparation. As mentioned above, he is also well-prepared for effective teaching. Arpan says that *teachers must prepare their lesson plans. It is important to teach English. So, by making a lesson plan, I go to the classroom to be ready. In this way, I prepare my professional readiness*. English teachers must prepare their lesson plans before entering the classroom to be ready to teach well. He also prepares a lesson plan before entering the classroom, which prepares him to teach English.

Emiliasari (2019) states that preparation before teaching is something that teachers need to do. Without preparation, teaching will lose its direction. Teachers' preparation before teaching is usually written down in a lesson plan. An ideal lesson plan should meet the minimum lesson plan elements to achieve an effective teaching and learning process. The lesson plan is the best tool for teachers. They can teach well in the classroom by making a lesson plan. It helps them learn what to teach, how, and why to teach. So, a lesson plan is very beneficial to teachers to teach being ready.

Matter of Pride

When a teacher teaches well after being ready, students can be satisfied, and then a teacher gets respect from them and feels pride. Lesson study offers a fresh way of thinking about teaching and learning (Cerbin & Kopp, 2006). Lesson study is based on the idea that to teach pupils successfully, teachers must understand how they learn. Therefore, every lesson study stage revolves around how pupils learn.

In this regard, Rakesh says that *I feel pride when I hear respect from students due to my teaching. I take part in TPD training, which is run in schools. In this way, when any activity is held in the school, the teacher calls me, and I feel it is my positive activity. When students sometimes salute and respect us, I feel pride.* When teachers get respect from students and conduct training, they feel pride. To get respect, a

teacher salutes their profession. I get respect from my students and feel the teaching profession is a matter of pride for me. Borich (2017) states that valued and liked teachers are associated with higher student satisfaction and achievement.

Similarly, Preety says that *I feel pleasure in being an English teacher. I make students understand well so that they can know well. They can get a good job and adjust to any environment or country. They can do better in their life.* They can adapt to any environment after becoming proficient in English and becoming English language teachers. Some students have done very well to make promising careers due to teaching. So, they feel pleasure in being a teacher.

Similarly, Mukesh says that *it is the occupation of pleasure. Being an English teacher is also a pleasure because it is an international language, and today, the demand for this language is increasing worldwide. So, it is a matter of pleasure.* English is an international language that is spoken all over the world, so English language teachers feel pride. My students are doing better in their lives. Students and parents also respect me, so I think it is a matter of pride. Arpan says that *English is an international language. Many materials are found in English, which makes them easy for English teachers. So, as an English teacher, I try to make them understand English well, and they can do it now. So, I think it is a matter of pleasure.* Many books in the world are written in English, so English teachers help students understand English well. I think it is my pride to make it easy for students to learn about the world by using good English. Angelista (2018) states that the tasks of the teaching profession were not only to impart knowledge, skills, values, and attitudes but also to shape people to fit in with the socially, politically, economically, and technologically changing world.

In our society, so many teachers have contributed more by providing good education to their pupils and getting respect. We make them able to fit in politically, economically, socially, and technologically, and they serve society and our country.

Proficiency in the English Language

English language teachers must be experts in their subject matters. They should have a command of the English language to teach effectively. Teachers must know their subjects (Geoffrey et al., 2008). There may be nothing that is more fundamental to teacher competency.

In this regard, Rakesh says we must *follow the class skills related to students' activities/ teacher activities. If we don't follow skills in the classroom for children, our*

learners cannot do their activities such as English speaking or writing. According to the situation, content, lesson, and desire of students, I follow and teach in the classroom. If English language teachers are proficient in the English language, they can manage different activities to improve their language skills.

Preety says that *four language skills: listening, speaking, reading and writing. First, students listen to our teaching, and I call them in front of the class. I conduct dialogue and conversation and give assignments for writing. This way, I prepare myself with English language proficiency in four language skills.* By conducting dialogue and discussion, an English language teacher enhances the capacity of language skills in students. In the same way, by giving different writing assignments, English teachers can increase students' language skills.

Mukesh says that *by reading related books, contacting teachers and with other friends, and attending training, I prepare myself with English proficiency in four language skills.* English language teachers can enhance their language proficiency and be ready to teach well. Arpan says that *I feel there are many skills in teaching, but there are four language skills: listening, speaking, reading, and writing. I prepare these skills before teaching English in the classroom. I prepare the language materials.* Before entering the classroom, English language teachers should prepare different skills to teach English well. Jagtap (2016) states that in the active learning methodology, teachers help students learn. This is how the whole classroom environment changes. Active learning methodology focuses on helping and facilitating learning. Active learning methods involve several activities in the classroom, such as reading, mind mapping, and group presentation, and engage the student throughout. Active learning methods are effective in discovering the creativity and talent of students.

Teachers should understand and concentrate on four pillars of education, i.e. learning to live, learning to know, learning to do, and learning to be. The role of the teacher is changing in smart and active learning methodologies. Now, the teacher is a facilitator of learning. Teaching and learning are being modified due to innovations in education.

Content/Pedagogical Knowledge

Teachers' professional readiness means getting prepared with pedagogical and content knowledge and entrepreneurship knowledge. In this regard, To keep up with the current development of entrepreneurial knowledge, Jusoh (2012) contends that

teachers must constantly increase their expertise in the three areas of entrepreneurship knowledge, pedagogical knowledge, and pedagogical content knowledge. As a result, educators must be aware of current global demands, particularly in relation to entrepreneurship education.

In this regard, Rakesh says that *by selecting some groups and doing warm-ups in the classroom, I engage my students in learning activities. I ask intelligent and weak students questions to increase their learning capacity. I select a student who guides all students. In this way, I improve the activity.* By making groups, monitoring in the classroom, and doing warm-up exercises, an English teacher can improve language skills in students as I make different student groups for my students to engage in learning activities to enhance their capabilities. Preety says that *I tell students to do homework, class work, or group work or do the project work and present in front of the class. This way, I design tasks to improve learners' behaviour and responsibilities.* By doing project work, giving homework, doing group work, doing class work, and arranging presentation work in the class, an English language teacher can improve learners' behaviour and responsibilities, which I also do. Mukesh says that *using the question-answer method and project work, I design tasks to improve learners' behaviour and responsibility.* Using the question-answer method, an English teacher should enhance students' behaviours. I follow the student-centred method in the classroom, which helps students to enhance their learning capacity. Arpan says *designing project work, filling in the blanks, and other homework tasks improve learners' behaviour and responsibilities.* An English teacher can improve students' behaviours and responsibilities by doing different exercises in the book. The participant teacher also engages his students in doing exercises, filling in the blanks, and doing homework to improve their responsibility and skills.

Jacob et al.(2020) state that a PCK involves teachers' competence in delivering the conceptual approach, relational understanding, and adaptive reasoning of the subject matter in the teaching and learning process. Without a full grasp of PCK, teachers may face difficulty effectively teaching the subject. Teachers can only teach well after becoming self-confident in pedagogical and content knowledge. So, teachers are required to have a good command of this.

Level of Self-efficacy

As students should have self-efficacy to learn, in the same way, teachers should be full of self-efficacy for teaching. There can be some problems in schools,

but they should try to face the problems and try to teach well. Teachers need to be prepared with knowledge of entrepreneurship to be willing to change. In this regard, Endot (2021) states that the most significant factor in teachers' readiness to implement innovative education is their interest and experience with bright, as well as their level of self-efficacy.

In this regard, Rakesh says that *I teach in a very good and renowned school established in 2005 B. S. There was a lack of many things initially, but now the head teacher listens to me, and there is no electricity problem. I do not have difficulty, and I conduct my class with a projector. I feel better than before, so I think these are the updates. I contact senior teachers or students and share ELT ideas.* If self-efficacy is high in English teachers, they can bring changes in students as the participant teachers solve their educational problems by keeping high self-efficacy.

Johnson (2012) states that as a result of teaching, a student is better able to be a valuable and productive citizen. The student learns to channel energy and creativity in an acceptable way. The student learns to become an individual who knows how to move forward in this world without being a burden to others but contributing to meeting the needs of society to some extent.

Preety says that *students feel bored when teachers are not present in the classroom. We have to explain the lesson so that learners can understand it well and the class will be more effective. Students participate in the learning activity. They are involved in the class, and they don't make noise. By doing these activities, I try to bring changes in the classroom.* An English teacher should explain the lesson's contents and involve students in different activities so that they can bring changes in students, which shows their self-efficacy. Borich (2019) views that as a result of teaching, the student is better able to be a valuable and productive citizen. The student learns to channel energy and creativity in an acceptable way. The student learns to become an individual who knows how to move forward in this world without being a burden to others but contributes to some extent to meeting the needs of society.

Mukesh says that *when I enter the classroom, I try to know the students' moods and use subject matter and local materials to motivate the students. My school needs more educational materials, and I always try to use local materials. So, by using these methods, I have brought changes in classroom teaching with my readiness.* An English language teacher should try to understand the classroom situation and the students' feelings, and accordingly, they should teach. In the same

way, they should use materials according to the content and focus more on local materials. They can bring changes in students' behaviour as the participant teacher changes the classroom situation for the better due to self-efficacy. Arpan says that *by preparing English lessons in the classroom, doing different activities in the classroom, and using a teacher-centred method, I have brought changes in my classroom being ready.* English language teachers should always prepare lesson plans before going into the classroom. They should follow student-centred methods to bring changes in classroom readiness due to self-efficacy power.

Jagtap (2016) states that the teacher must understand and focus on the four pillars of education: live for learning, feel for learning, do for learning, and be for learning. In intelligent and active learning methods, the role of the teacher changes. Teachers should try to teach by managing the classroom well and using student-centred methods. There should be a high level of self-efficacy in teaching and learning among teachers.

Twenty-first-Century Skills for Teachers' Readiness

Among the many factors that influence teachers' readiness to teach English, English language teachers should be updated with twenty-first-century technological skills and knowledge. Technology-enhanced learning (TEL), according to Bonnano (2011), is a crucial component of any educational innovation in a knowledge society. Teachers support these curricular changes and incorporate learning tools into the educational process. Instructors need to receive training in transitioning their pedagogy from content-focused instruction to the growth of process skills that use domain settings. Teachers need technical knowledge about how technology and content are reciprocally related. Technological pedagogical knowledge includes knowledge of various technologies' existence, components, and capabilities for use in teaching and learning settings and pedagogical considerations for their selection. TPACK elaborates on this as knowledge of the dynamic, transactional relationship between these three knowledge components to support pedagogical decisions (Koehler et al., 2013).

Use of Social Media

The use of social media helps teachers to teach well. Teachers can become better prepared to instruct English by using technology in their English study. In this context, Jannatussholihah (2020) contends that English instructors realize that the globe is now experiencing an era of upheaval. However, they are unaware that their

technological advancements resulted from the disruptive period. Nevertheless, educators are supportive of using technology to help students learn English. English language teachers encounter both internal and external challenges, including a lack of drive to constantly update technology to stay competitive with students' technological aptitudes, teachers' limited understanding of how to incorporate technology into the classroom, and the limitations of the technological infrastructure that is currently available. English language instructors use technology in the digital age in English instruction.

In this regard, Rakesh says that *ELT skills and practices depend on social media also because social media helps in teaching activities. I sometimes share my skills with other teachers. I have a teacher group on my Facebook and update ELT Knowledge and skills in the classroom.* In the Digital age, English language teachers must update with social media to help them gain modern ELT skills and knowledge to teach English.

Rauniar et al. (2014) view that the growing use of social media may also be due to the availability and effectiveness of tools and features that satisfy users' need to connect with people and help them share information.

Preety says that *I update myself about current ELT skills, knowledge, and practices by reading books and watching YouTube.*Reading books and watching YouTube help update me on present ELT skills and knowledge, which helps teach well.P3 says that *by using the laptop and showing OHP, I am updated about current ELT skills, knowledge, and practices. Now, these materials are available in my school, and students are using these materials. I use flash cards.* Laptops and OHP are essential for teaching English well.P4 says that *ELT skills mean we must do project work, homework, and other text items. By using the student-centred method, teaching materials, and training, I update current ELT skills, knowledge, and practices. Teachers and students should be ready to learn English subject.* Technical materials are currently necessary to update ELT skills and enhance students' proficiency.

Wang (2005) states that the best way to learn a language is in an interactive and authentic environment. Information technology and the internet are powerful tools to support these (online) language learning approaches. English language teachers must be updated with new technologies and ready to teach well in the present

course. Social media use is very important for language learning and teaching. So, English teachers try to use social media in their teaching and learning activities.

Benefits of New Technology

The use of new technology in English teaching is very beneficial. English language teachers can be more energetic when using new technology because they can provide students with an effective education. Padmadewi et al. (2020) contend that to improve teachers' readiness to integrate 21st-century skills into lesson plans, English teachers must upgrade their professional development to be more appropriate for the 21st century. Before incorporating 21st-century abilities into a lesson plan, English language teachers must solid comprehend these talents. By researching the standards of 21st-century education and combining them with attending seminars on relevant subjects on the implementation of 21st-century abilities, English instructors may become better prepared.

In this regard, Rakesh says that a *good education means new technical skills related to technology, which helps students. We can't do better in the classroom without ELT skills and technology. We must show some videos and use a computer, laptop, or internet to complete teaching activities. So, we are using these technical activities in the classroom. English language teachers use the internet to enhance technical skills, so our teaching career could also be promising. It is beneficial, and teachers should know this matter.* For professional development and teaching, English teachers could learn about technical knowledge.

Preety says that *teachers should have a good education. Earlier teachers used to teach using the GT method. Now, the system has changed. They should help only students as facilitators. A teacher should check whether students are doing well or not. Teachers should make students active. Considering these matters, an English teacher provides a quality education to students.* At present, an English teacher must play the role of facilitator and should provide education to students and make students more active in learning activities.

Jagtap (2016) views that the role of the teacher is increasingly evolving in intelligent and active learning methods. From now on, teachers act as facilitators in learning. Innovations in education transform teaching and learning.

Mukesh says that *using a laptop, mobile, dictionary, and some new vocabulary helps an English teacher provide a good education to students.* Mobile phones, dictionaries, and new vocabulary can help English teachers provide a

contextually appropriate education to students. Arpan says that *new technical skills help English teachers and students. Now that the old method has changed, we must follow new methods like projectors and other cassette-playing methods. In this way, I use audio and visual devices to teach English.* New teaching methods, such as projectors and cassette-playing methods, are very helpful in preparing teachers to provide a good education.

Gilakjani (2017) states that the method of teaching English has changed dramatically thanks to the advent of technology. Technology offers many benefits by making teaching more enjoyable and efficient in terms of progress. The use of technology keeps learners engaged and learning according to their interests. Teaching English in the modern world is widely accepted, and with new technology (laptops, projectors, internet, cassette players, etc.), English teachers could provide quality education. So, they should know about this and can engage their students in learning activities, which is very beneficial. New technology skills enable teachers to provide quality education and be ready to teach English well. So, English teachers need to update their knowledge and skills with the latest technology.

Professional Development Practices for Teachers' Readiness

Professional development practices generally contain pre-service teacher education programs and training, which continues with mentoring and reflective practices. In the context of my research participants, there are TPD training, Friendly Behavior, Professional Network, Social Service, English Language Teachers' Association as Mentors, Seminars/Conferences as Benefials, Peer/Self Evaluation, Effects of Administration and Impact of Positive Relationship are as practices for their professional preparedness.

TPD Training

TPD training enhances teachers' professional capabilities, and they can teach better. In TPD training, teachers learn new techniques and gain knowledge. According to Pokhrel and Behera (2016), the improvement of a teacher's academic standing and the gain of increased skill and efficiency in carrying out their professional tasks both within and outside the classroom are considered part of the process of teacher professional development. The TPD program should be useful in helping instructors with their classroom issues. After training, teachers can identify their areas of weakness and begin to improve. They anticipate that the workshop will provide a sufficient amount of training time.

In this regard, Rakesh says that *I have taken two stages of TPD training. TPD training is beneficial. In this training, I share ideas with other friends. This is very beneficial for me.* After getting TPD training, an English language teacher should share their ideas and knowledge with other teachers so that other teachers can also teach effectively. As the participant teacher, he uses the training skills in his teaching-learning activities and shares this knowledge with other teachers, which makes them ready to teach English well.

Preety says that *TPD training means teachers' professional development training. I learned from the training how to teach well and make students understand easily. So, training is beneficial.* TPD trainings bring professional growth in English language teachers, which helps give students a good education.

Mukesh says that *I have taken two packages of TPD training. It is important for all the teachers because it gives them a lot of knowledge about teaching. All the teachers have benefited from TPD training. Now, I am using the skills and knowledge of the training in my teaching today, and students benefit from this training.* Teachers can gain new skills and knowledge from TPD training and be ready to teach well by using them in the classroom. Arpan says that *I have taken two phases of TPD training. It would benefit if we had a lot of time for training. Anyway, we can benefit from this.* By giving sufficient time for TPD training, teachers can learn many new techniques for teaching well.

Dhungana (2016) states that the curriculum is one of the most common strategies and prerequisites for teachers' professional development. The training program must make teachers feel more comfortable in their profession. Regular efforts and opportunities to explore the inherent potential of teachers can only guarantee their growth, success, and overall pleasure. Teachers must take TPD training to adapt new ideas and techniques to be ready to teach well.

Friendly Behavior

Teachers must be friendly so that all students can like them. If teachers have good behaviour, students can ask questions without hesitation if they have problems, and the class can be effective. Shahmohammadi (2014) states that a good teacher is expected to be committed to his work and would have the ability to take the initiative. In the attitudinal sense, a teacher's personality is a significant factor in a teacher's behaviour and greatly impacts a student's character and achievement. Teachers, as professionals, must know the art of communication, understand others, and have the

ability to learn from their experiences. They should be able to facilitate learning effectively.

In this regard, Rakesh says *my activities are not always the same. I do different activities; sometimes, I ask students questions on different topics. Sometimes, I play vocabulary games. Sometimes, I conduct reading and writing activities.* An English language teacher can improve learning quality by conducting different activities such as taking interviews or asking students questions about different topics, playing vocabulary games, and reading and writing activities. Preety says that *I do different activities, such as playing vocabulary games and conducting reading and writing activities.* Different activities, like taking interviews with students and playing word games, are necessary to enhance learning quality as the teachers do different activities in the classroom for students as friends for good learning achievement of students.

Mukesh says that *when I am in the class, I feel like a student, not a teacher. I think all students are friends. So, thinking about and keeping these things in mind, I try to use these activities in the classroom to improve the quality of learning.* By behaving as friends with students, teachers can enhance the quality of education.

Wubbels and Brekelmans (2012) state that teacher cognition is often an important factor in teacher-student relationships. For example, teachers' sense of self-efficacy has generally been found to correlate with the quality of teacher-student relationships. If teachers have good and friendly behaviour, students praise and like them. Students can easily engage in teachers' teaching activities. Due to friendly behaviour with students and others, teachers can teach effectively by being ready.

Professional Network

Making professional networks enhances teachers' energy in their profession. English teachers should connect with ELT organizations like NELTA. They must participate in NELTA's seminars and conferences to gain new ELT knowledge. They have to work with peer groups and teacher groups to gain new knowledge and solve their professional difficulties. Professional preparation for teachers includes having the necessary pedagogical and subject-matter knowledge and a network of peers and teacher educators who will assist them. According to Slim et al. (2017), the three training phases allowed teachers to use inquiry within a community of peers and teacher educators. It has been argued that teacher training is an excellent technique to

boost instructors' enthusiasm and preparedness to adopt novel strategies like inquiry-based learning.

In this regard, Rakesh says that *English language teachers guide professional networks. We English teachers sometimes organize workshops in which we share our knowledge. In this way, I create my professional network.* By organizing different workshops related to English teachers' organization, English teachers can create a network for professional growth. Preety says that *if there is any confusion, I discuss it with senior English teachers and solve my problems using the discussion method. So, among the teachers' group, I have made professional networks.* When discussing problems of teaching activities with senior teachers, English language teachers can create a network, solve their teaching problems, and grow their professional careers. Mukush says that *by being involved in the English Language Association and being a member of the teachers' association, I created a professional network and tried to increase my communication skills. As a member of the teacher's organization, an English teacher can create a professional network.* Arpan says that *I create professional networks through NELTA, responsible officers, private sectors, and teachers' groups and training centres.* As the NELTA member/ teachers' organization, English language teachers can create a professional network by contacting educational stakeholders.

Gnawali (2018) states that teacher associations are formal or informal groups of teachers set up for mutual professional benefits. The teachers come forward to form associations when they realize that they can exchange their ideas and experiences and learn from one another. English language teachers get mutual professional benefits and can be more ready for teaching. Many English teachers are members of NELTA, participate in its conferences and seminars, and gain knowledge about their professional growth. They become more energetic in their teaching and learning activities.

Social Service

Social service is the best job for human beings. Teachers are familiar with the job because many teachers work in the community and get chances to serve society. Teachers are essential in putting the transformation needed to further social, intellectual, and economic development into practice, according to Jokinen and Valijarvi (2017). By encouraging them to participate in explanation, experimentation, and risk-taking, mentoring helps new teachers find their place in a professional

community. This enables the future school community to utilize the wealth of resources a freshly trained teacher offers. Mentoring appears to involve contextual, constructive, and emotional assistance to develop one's identity and learn to teach. Peer support and the various customs of the various school communities provided instruments for conceptualizing ordinary events within the dialogic process.

In this regard, Rakesh says that *as English language teachers, we know the world's subjects, customs, and culture, which affects real life. If any culture or customs exist in our society, we still follow them. We try to reduce harmful activities in our society. I tried to reduce the veil system in our society when I got married, and my madam came into my family by covering her face. Therefore, it is the task of the English teacher that if any custom or culture is not good for us, then we try to make it out.* An English teacher can easily understand the world through the English language and share and interact with local people of the society. They have a good command of understanding the harmful activities of society and can convince people to stop those harmful activities from happening in society.

Angelista (2018) states that the role of the teaching profession is not only to transfer knowledge, skills, values, and attitudes but also to train individuals to adapt to a world of social, political, economic, and technological change. Educational processes are also sometimes adjusted to accommodate this dynamic behaviour as different schools of thought present their views on how the world should operate regarding professionalism.

Preety says that *by sitting in a place where we can do different work now, such as trade, business, etc., through the English language, we can make guardians and people of society aware. We can convince them to help the development of society. In this way, an English teacher can serve the society.* Being an English language teacher, they have a good command of making students and guardians of society aware of the development of society. Mukesh says that *by giving knowledge about English and making those marginalized people who don't send their children to school in our society aware,* Making the people of marginalized people aware of sending their children to school, English can play a vital role in society. If those children go to school, they can also be good people who can help their society in developmental works in the future.

Arpan says that *English language teachers can serve society. English teachers/students must speak English. English is very important because if students*

don't speak English, they have difficulty visiting foreign countries. If questions are asked in English or if any problem comes up there, we can't understand. So, through students, teachers can make guardians and other people aware to develop the society. If students know the English language well, they can gain different knowledge about the world and their locality, and that knowledge helps them to develop their society. So, by enabling students to use the English language, an English language teacher can play an important role in helping to develop society.

Chong and Cheah (2009) state that providing equal educational support for all students means that teachers and schools promote the all-round development of students without distinction of race, ethnicity, sex, status, socioeconomic status, ability, or disability. Teachers need to develop classrooms that support children and accept their differences. Teachers try to develop the community by providing quality education to develop good human resources. They teach all types of children so that they develop. They try to reduce the harmful activities of society by convincing and making people aware. Rakesh has tried to make out the veil system, and Mukesh has convinced marginalized people to send their students to school to improve their lives. So, teachers are also considered to be societal reformers.

English Language Teachers' Association as Mentors

English Language Teachers' Associations, like NELTA, IATEFL, TESOL, and other ELT organizations, provide knowledge and experiences about ELT to English teachers through training and conferences for their professional growth and prepare them to teach better. According to Bhandari (2022), mentoring is a professional relationship in which a more seasoned professional helps new instructors advance their careers by imparting their teaching expertise, experiences, and knowledge. Supporting new teachers as they begin their careers in teaching is essential for professional development. One of the finest educational systems changes and a very economical program that prepares new instructors for the teaching profession is mentoring. Teachers need professional networks and venues to encourage reflective behaviours like videotaping themselves and peers for self- and peer-evaluation on everyday classroom issues.

In this regard, Rakesh says that *when I came to Lahan in 2077/078, many teachers came and were satisfied with TPD. I collected some English teachers. A trainer organized TPD training. He conducted teacher training in 2078. Then, I conducted teacher training for lower secondary and primary level teachers. In this*

way, I conducted training as a mentor. Trainers or English language teachers' associations can be our mentors and help us increase our professional growth.

Preety says that *our college teachers help us if there is any confusion. So it is easy to understand because they give us advice. So, they are my mentors. Senior teachers can be mentors who assist in solving teaching problems.* Mukesh says that *you (I) are a scholar for me. I have learned so many things from you during the interview.* Sometimes, an interviewer can mentor teachers because, from the interview, teachers can learn many things that can apply in their teaching profession. Arpan says that *I create professional networks through NELTA, responsible officers, private sectors, and teachers' groups and training centres.* Professionals can mentor English language teachers from NELTA conferences, seminars/ teachers' groups, or related teaching because teachers learn teaching knowledge from those.

Dhungana (2016) views that teachers shape children according to the larger goals of the program. To carry out this work, teachers must be academically qualified and competent to impart knowledge and skills in their field of practical professional practice. To achieve this, teachers need professional training, ongoing support, and motivation to develop a positive attitude towards their profession. Therefore, teaching and training are two closely related phenomena of an academic program. English teachers get different types of ELT training from ELT organizations and achieve new experiences, knowledge, and quality education for their students. So, ELT organizations or associations are mentors for them. After getting skills and knowledge from different mentors, English language teachers can be ready to teach well.

Seminars/Conferences as Beneficial

Seminars and conferences provide new expertise to English language teachers and help their professional growth. According to Mohamed and Deen (2023), teacher professional development (PD) is an ongoing process instructors use to sharpen their instructional abilities. One kind of teacher professional development activity is educational initiatives (expert mentorship).

In this regard, Rakesh says I have participated *in many NELTA seminars and conferences. It is very beneficial. Many senior people participate in the conferences and inspire us as to why we are English teachers. I joined in it, and I became fresh. I knew what my duty was and what I had to do.* At NELTA conferences, many English scholars and experts share different ideas, skills, and knowledge. So, by participating in those conferences, English language teachers can learn about their teaching

knowledge and promote their profession. Preety says that *I have participated in seminars. It is beneficial. Such seminars teach us to control the classroom and bring proficiency in teaching activities.* From the workshop, English language teachers can also learn management skills to help them control the classroom situation. So, seminars/conferences/training can be beneficial for teachers.

Mukesh says *I have participated a little in conferences, but it is beneficial. Once, training was organized by Lahan municipality, in which I also participated. The training taught me how to teach better in class and create a good teaching environment.* From training, a teacher can learn how to control classroom situations. Arpan says that *I have participated in two TPD training sessions: district-level NELTA training and municipality-level training. It is very beneficial.*TPD training helps teachers to teach better than before. So, it is beneficial for teachers.

Grave et al. (2014) state that workshops can play a role in adopting, implementing, and disseminating educational innovations. Seminars or conferences give teachers new and extra knowledge, making them more energetic and ready for their teaching activities. So, English language teachers should get TPD training, and they have to participate in NELTA conferences and seminars to gain new experiences and ideas. After attending conferences, they can be more fresh and energetic in their profession and teach their students well. The teachers participate in different training and conferences of NELTA and other training to enhance their capacities in teaching English. So, seminars or conferences are beneficial for teachers.

Self/ Peer Evaluation

Self and peer evaluations help teachers discover the mistakes and weaknesses of their profession and get chances to improve those weaknesses so that they can be more energetic in their professional activities. According to Bhandari (2022), teachers need professional networks and venues to encourage reflective behaviours like videotaping themselves and peers for self- and peer evaluation on everyday classroom issues.

In this regard, Rakesh says *I haven't done self and peer evaluations since teaching the class. When I have difficulty, I share my problems with my senior teachers and try to solve the problems. I also used to contact other English teachers for evaluation. In this way, I have done self- or peer evaluation.* Senior teachers or sometimes students can also be the evaluator of teachers. Teachers should know this and evaluate their teaching activities. Preety says *I have evaluated my class.*

Sometimes, I invite the head teacher and other seniors. They sit and observe my class. They give me suggestions, and accordingly, I follow them. By inviting head teachers or colleagues, English teachers can evaluate their teaching activities and improve their classes.

Mukesh says that *self and peer evaluation is important for teachers. It omits hesitation in the teaching profession, and frequency automatically comes in teachers and classrooms to become effective. Students can be satisfied with teachers.* Self and peer evaluation omit our hesitation, frequently brings in our teaching activities, and satisfies us in our profession. Arpan says that *I am satisfied with my teaching activities. Sometimes, I invite the SMC team and other teachers to observe my class. According to their suggestion, I am trying to improve my teaching activities.* The SMC team and colleagues can observe teachers' classes and give suggestions so that teachers can improve their teaching activities.

Boillat and Elizov (2014) view co-worker coaching often focuses on developing tasks or skills. It is immediately practical and exploits everyday learning opportunities. This is a form of work-based learning that typically involves observation of teaching and feedback. Peer coaching often consists of learning from one another between instructors with similar levels of experience and expertise. The role of self and peer evaluation in teaching activities is very important. It helps teachers to improve their teaching activities. The teachers are evaluated by themselves or by other senior teachers, the head teacher, SMC, or educational officers so that they can realize their weaknesses and provide quality education to the students. Evaluation also makes teachers conscious of their teaching activities and prepares them to teach Engish well.

Effects of Administration

Knowing and implementing administrative rules and regulations is important in educational institutions. Teachers can teach well after being ready if the administrative persons are positive towards teachers. All teachers should follow the administrative rules for quality education. A teacher's innovative pedagogical knowledge and abilities prepare them to teach, including self-examination, self-organization, and self-monitoring. Tyunnikov (2010) states that a specialized circuit can self-regulate its preparedness for inventive activity. Suppose the indications match up with professional evaluation and are considered in the administration of

creative educational processes. In that case, self-monitoring is evolving into an essential component of self-regulation in innovation.

In this regard, Rakesh says that *we are teachers. We must know what our duties, responsibilities, and education rules are. So, first, we must remember to work on what the head teacher advises and how to improve our duties. We have to pursue the head teacher if anything is going to err. If we follow or salute our duty, then anyone can salute us.* English language teachers must be punctual in their duties. They should keep a good relationship with the head teacher and follow administrative rules. Sometimes, a teacher should also give suggestions to the head teacher.

Preety says that *on Friday, when we do extracurricular activities for students, HM tells us that it is a waste of time and that we do this because we don't want to teach. So, I think he doesn't behave nicely a little bit. He acts as a dictator, and his administration is not good. Although we should follow the administrative rules, the administrator should be good.* Headteachers and administrators should understand what teachers are doing in the school.

In the same way, a teacher should also follow all the rules of the school or education system. Mukesh says that *administrative rules are very important. Without administrative rules, we can do nothing. It also helps teachers arrange the class teaching and discipline students.* An administrative rule is necessary for an institution's effective teaching and development. Arpan says that *the education system has three pillars: stakeholders, SMC, and HM. We all must be responsible for it. It is beneficial. We must follow administrative rules because if we don't follow them, we can't provide quality education.* Without good administration, quality education is not possible. So, all educational stakeholders need to follow it.

Bredeson and Johansson (2000) state that principal leadership in teacher professional development is essential to establishing and succeeding school learning communities. So, according to the participant teachers, to conduct educational institutions well, the principal should have good leadership qualities and care for all staff or teachers positively and equally so that they do their professional activities ready. Teachers should be dedicated to their duties because punctuality also means following the administrative rules. Self-examination, self-development planning, self-organization, self-education, self-monitoring, and self-correction are the best steps in administrative activities.

Impact of Positive Relationship

Positive relationships are the best qualities of teachers. They have to keep good and positive relationships with students so that students can learn in a good environment in the classroom. If teachers have positive relationships with students, they teach in interesting ways, and students can learn and achieve knowledge easily. Teachers should be prepared to teach by effectively coordinating with parents, students, and stakeholders in addition to pedagogical and topic expertise. According to Bhattarai and Gautam (2005), English teachers should think of themselves as similar to someone who is regulating and receiving traffic from all directions while perched on a traffic island. It is important to gather proper resources and use or alter them according to the customers' times and needs (parents and pupils). He cannot decide what to educate himself because he is not in this alone. Beyond the national and primarily international levels, a sizable ELT community determines the quantity, quality, and kind of English that befits the situation.

In this regard, Rakesh says that *a positive relationship means a good relationship with others. I behave very well with junior-level/senior-level teachers and with students. They are satisfied with my teaching activity. In this way, if there are any activities, I participate in the school. In this way, I keep good and positive relationships.* If there is a good relationship among students, teachers, guardians, and the ELT community, then English language teachers will feel satisfied and ready to teach well.

Preety says that *I have been teaching for eight years. When I enter the classroom, I try to motivate our students. If students listen to the teacher, then only we can teach well, and students can understand well. I maintain good relationships with students, teachers, and guardians.* If a teacher teaches by motivating students, there can be a good relationship between teacher and students, and teaching and learning activities can be effective.

Mukesh says that *to maintain positive relationships, I have established good relationships with guardians, students, teachers, and my friends, and I use many materials and read books.* Positive relationships join teachers, students, and guardians, and teachers feel ready to teach well.

Arpan says that *we must develop positive relationships in our surroundings. By making relationships among students, teachers, and others and keeping our school*

clean, I maintain positive relationships. By maintaining positive relationships, teachers become ready to teach well.

Gordon (1991) states that if a problem is serious or the situation is emotional, one strategy is for the mentor and the beginner teacher to role-play a meeting before the parent meeting. This allows the beginner to practice addressing any issues that may arise during the lecture and allows the mentor to give corrective feedback on the beginner's interpersonal communication style. Martin and Collie (2018) view the teacher-student relationship as an important part of students' interpersonal contexts at school and impact their academic development. Positive teacher-student relationships are important for the academic development of students.

There should be a good environment in all schools; for this, the support of the school, teachers, students, and parents is necessary. There should be good relationships among teachers, parents, local government representatives, and educational officers so that teachers can teach well. For this, all stakeholders have equal responsibility, and teachers should have a lot of responsibility to keep positive relationships with all educational stakeholders. In positive relationship conditions, teachers can provide quality education to students. Here, the teachers have kept good relationships with students, teachers, parents, and society so that they can teach effectively being ready.

Bandura's (1989) Self- regulatory Capability

Self-regulatory capability forces us to do our work despite some problems. In the same way, this capability forces teachers to do their work, which helps them grow professionally. In the students' learning achievement, self-regulated capability is the role. In the same way, self-regulated capability also has a role in teaching activities. English language teachers should try to teach well by being self-regulated and trying to solve their professional difficulties. Bandura (1989) states that an interaction of self-produced and outside sources of impact controls psychosocial working.

In this regard, Rakesh says that *I teach in a very good and renowned school established in 2005 B. S. There was a lack of many things in the beginning, but now the head teacher listens to me, and there is no electricity problem. I don't have difficulty and conduct my class using a projector. I feel better than before, so I think these are the updates. I contact senior teachers or students and share and take ELT ideas with each other.* Suppose a teacher has self-efficacy, power, and will; in that case, they can easily solve the teaching problems by consulting the head teacher of the

school or administration. They can be ready to teach well, as Bandura's (1998) self-regulatory capability helps teachers teach well by being ready.

Mukesh says that *by reading related books, contracting teachers, and attending training with other friends, I prepare myself with English proficiency in four language skills.* English language teachers can enhance their language proficiency by reading books and consulting other teachers. They can be ready to teach as well as the teacher does due to their self-regulating capability. According to Bandura (1998), in terms of self-regulatory capability, people do their work being ready. Here, teachers are getting prepared to teach well by taking suggestions from seniors or retired teachers, reading books, and attending training.

Mukesh says that *I aimed to be a successful teacher while I was a child. So, according to my aim, I have prepared my readiness with some scholars, some teachers or retired teachers, and some books. I consulted many books and did some self-learning. So, according to my aim, I did a B.Ed. in English. So, according to that process, I have done lots of preparation.* To be ready to teach English well, English language teachers must read different books and consult scholars or retired teachers to get other ideas, skills, and knowledge about ELT. In the same way, they have to do self-study for preparation, as Bandura's (1998) self-regulatory capability focuses on self-study.

Rakesh says that *ELT skills and practices depend on social media also because social media helps in teaching activities. I sometimes share my skills with other teachers. I have a teacher group on my Facebook and update my ELT knowledge and skills in the classroom.* In the Digital age, English teachers must update with social media, which helps them gain modern ELT skills and knowledge to be ready to teach English. According to Bandura's (1998) notion of self-regulation, one should be self-regulated to learn something. In the same way, teachers should be ready to update with new technology being self-regulated.

In this regard, Rakesh says that *as English teachers, we know about the world's subjects, customs, and culture, which affect real life. If any culture or customs exist in our society, we still follow them. We try to reduce harmful activities in our society. I tried to reduce the veil system in our society when I got married, and my madam came into my family by covering her face. Therefore, it is the task of the English teacher that if any custom or culture is not good for us, then we try to make it out.* An English language teacher can easily understand the world through the English

language and share and interact with local people. They have a good command of understanding the harmful activities of society and can convince people to make out those harmful activities from society. According to Bandura's (1998) social-efficacy power, some people have social-efficacy power to serve society as the participant claims that English teachers have much knowledge about the world and are connected with society directly, so they serve society.

In this regard, Rakesh says I have participated *in many NELTA seminars and conferences. It is very beneficial. Many senior people participate in the conferences and inspire us as to why we are English teachers. I joined in it, and I became fresh. I knew what my duty was and what I had to do.* Many English scholars and experts attend NELTA conferences and share different ideas, skills, and knowledge. So, by participating in those conferences, English language teachers can learn about their teaching knowledge and promote their profession. As Bandura's (1998) notion of self-regulatory capabilities helps people understand and do something, English teachers should be ready to attend training and conferences to enhance their skills. Here, the teacher participates in different training and conferences of NELTA to enhance his capability in teaching English due to self-regulation, which makes him ready to teach. Preety says that *I have evaluated my own class. Sometimes, I invite the head teacher and other seniors. They sit and observe my class. They give me suggestions, and accordingly, I follow them.* By inviting head teachers or colleagues, English language teachers can evaluate their teaching activities and make their classes more effective as the teachers do. According to Bandura (1998), people's self-regulatory capabilities include self/peer evaluation of their work, as teachers invite head teachers of the schools to evaluate their teaching activities and be ready to teach again by improving their imperfections here.

Self-regulatory capability always plays a very vital role in making personality better. Teachers should have self-regulatory capability to try to learn more and more and teach their students well. In the same way, if there is a problem in the classroom, they try to solve it or tell their administration but try to solve it by being self-regulated. Then, teachers can solve educational problems and make the school environment better.

Vygotsky's External and Internal Factor

Internal factors (will and desire) help a man to learn something and do their duty. In the same way, external factors (outside activities) also impact us in doing our

duty and making them the same personality. Teachers are very responsible persons in imparting quality education being ready. Teachers' qualifications (internal factors) and training(external factors) help them grow professionally and prepare them to teach well. So, teachers should balance the two factors and try to teach well. Vygotsky (1978) states that it initially symbolizes an internal action that is rebuilt from the outside.

In this regard, Rakesh says that *my professional career began after I earned a B.Ed. and started teaching at a private school. After 2056 B. S., an opportunity came for a community school, and later, I began to teach at the primary level. Then, I completed my Master's degree. After that, I got transferred to secondary school. I stayed there for five years as a secondary-level English teacher. After that, I was selected as a permanent teacher and have been in a community school for three years.* According to Vygotsky (1978), external factors help people to learn something.

In the same way, the participant (teacher) has done an M.Ed. to be a teacher and is ready to teach. Mukesh says that *while I was a child at that time, I aimed to be a successful teacher. So, according to my aim, I have prepared my readiness with some scholars, some teachers, retired teachers, and some books. I consulted many books and did some self-learning. So, according to my aim, I did a B.Ed. in English. So, according to that process, I have done lots of preparation.*

To be ready to teach English, he has gained knowledge from senior teachers and reading books as Vygotsky's (1978) internal factors which help to learn. In this regard, Rakesh says that *ELT skills and practices depend on social media also because social media helps in teaching activities. I sometimes share my skills with other teachers. I have a teacher group on my Facebook and update ELT Knowledge and skills in the classroom.*

As Vygotsky (1978), internal factors help to learn people. In the same way, the teacher has tried to be ready to teach English by joining social Media and updating with new ELT skills and knowledge. In this regard, Rakesh says that a *good education means new technical skills related to technology, which helps students. We can't do better in the classroom without ELT skills and technology. We have to show some videos and use a computer, laptop, or internet to complete teaching activities. So, we are using these technical activities in the classroom. English teachers use the internet to enhance technical skills, and our teaching career can also be good. It is beneficial, and teachers should know this matter.*

Teachers are prepared to teach English well by updating their technological skills; as Vygotsky (1978) states, internal factors help us learn more. After getting a job, teachers feel energetic and fresh for their profession due to external factors such as experiences through training, conferences or social media and internal factors such as willpower. Just as Vygotsky (1978) has viewed students' learning achievement, their external and internal factors impact, in the same way, teachers' external and internal factors impact their profession. So, teachers should also try to update their knowledge with new technology, take training courses, and attend conferences to be ready to teach English.

Chapter Summary

To be active and ready to teach well, English language teachers must make lesson plans when they go into the classroom to teach. They should have pedagogical content knowledge (PCK) that guides their decisions and actions in the classroom. They must read their different books and consult experienced English language teachers to get different ideas, skills, and knowledge about ELT to prepare them for teaching English well. In the same way, they have to do self-study for preparation. They should be proficient in English so they can manage different types of activities to improve their language skills. They should prepare different skills to teach English well. If there is high self-efficacy among English language teachers, they can bring changes in students as the participating teachers solve their educational problems by keeping high self-efficacy power. They should try to understand the classroom situation and the students' feelings, and accordingly, they should teach. In the Digital age, they must update with social media, which helps them gain modern ELT skills and knowledge to teach English well being ready. Reading books and watching YouTube help them update their present ELT skills and knowledge, which helps them teach well. They must be updated with new technologies and be ready to teach well in the present course. TPD training gives teachers new ELT knowledge, ideas, and techniques. So, after getting TPD training, they should share their ideas and expertise with other teachers so that other teachers can also teach effectively.

Teachers must be friendly so students can ask questions without hesitation if they have problems, and the class can be effective. Social service is the best job for human beings. Teachers are familiar with the job because many teachers work in the community and get chances to serve society. English Language Teachers' Associations, like NELTA, IATEFL, TESOL, and other ELT organizations, are

mentors for English language teachers because these associations provide knowledge and experiences about ELT through training and conferences for English language teachers for their professional growth and prepare them to teach better. Self and peer evaluations help them discover their mistakes and weaknesses in their profession and get chances to improve those weaknesses to be more energetic in their professional activities. Teachers can teach well after being ready if the administrative persons are positive towards teachers. Positive relationships are the best qualities of teachers. They have to keep good and positive relationships with students so that students can learn in a good environment in the classroom.

Bandura (1998) states self-regulatory capability forces a man to do their work, although there may be some problems. In the same way, this capability forces teachers to do their work, which helps them grow professionally. Vygotsky (1978) states that it initially symbolizes an internal action rebuilt from the outside. Teachers' qualifications (internal factors) and training (external factors) help them grow professionally and prepare them to teach well. So, teachers should balance the two factors and try to teach well. Teachers must teach the English language well by updating with technological skills as Vygotsky's (1978) internal factors help us learn more.

CHAPTER VI

CONCLUSIONS, IMPLICATIONS, INSIGHTS AND REFLECTIONS

Chapter Overview

This chapter presents my study's conclusions, implications, insights, and reflection. The insights I drew are based on the whole research process and discussion with the participants to explore their narratives, emphasizing the purpose of the study and research questions. I discussed and provided conclusions and reflections based on the research findings. The insights follow the concluding remarks concerning the key findings. This study explored the reasons for the unpreparedness of English language teachers to teach English. Finally, it delineates implications and then covers my reflections during the whole process.

Conclusions

This study process supported me in concluding the unpreparedness of English teachers to teach English. There is a need to prepare English language teachers to teach English. Preparedness makes them ready to teach well. It makes them mentally ready to convey their knowledge to students. As employees, they have to work hard so that they teach well. They are required to fulfil their duty and responsibilities. The classroom environment seems optimistic if the teachers are prepared to teach and students can learn easily. Teachers' mental preparedness for the teaching profession is a way to achieve the learning outcomes for students.

It is only possible if they have entrepreneurship (innovative and experiential), content, and pedagogical knowledge. They should be eager to learn new ELT knowledge. They have to update their knowledge with new technology. They are required to keep positive relationships with educational stakeholders. There should be enough teaching materials and electronic devices in all schools. They should have administrative and education policy knowledge. There should be a good relationship between teachers and educational stakeholders. They should get training time and again. Peer/self-evaluation plays a very vital role in their preparedness. They have to connect with a professional network. They have to make lesson plans before going into the classroom. Local materials seem to be kept in the English curriculum for their preparedness.

TPD training, ELT-related training, and professional networking increase their professional development. They have to consult their senior or experienced teachers to gain extra knowledge and skills. They have to make mentors to achieve ELT knowledge and be ready to teach well.

There are many challenges in preparedness. There is a lack of teaching materials and electrical devices, such as audio-visual aids and physical structures, in many schools, which prevents English teachers from preparing to teach English well. Many teachers aren't anxious and interested in reading extra or helpful books to become fresh and updated with new ELT knowledge, so they aren't ready to teach. Many English language teachers lack new digital skills and knowledge. They aren't aware of new ELT skills and knowledge, so they don't seem ready to teach English well. Educational institutions and organizations are not changing their teaching methods and are trying to provide students with a comfortable, safe, and flexible learning environment.

There is not such a good relationship between teachers and parents, preventing teachers from being ready to teach well. Each student deserves to be respected, and their needs vary. Thus, teachers do not establish a positive relationship with their students to provide the learning opportunities and motivation they need to succeed in academic and life lessons. They lack administrative and policy knowledge. The teacher's function does not seem like that of a class manager. Many English language teachers aren't connected with ELT platforms or organizations to update new ELT skills and knowledge. In some schools, school management, principals, and educational stakeholders (educational officers, SMC, and local representatives) do not cooperate positively with teachers. They are not so optimistic about teachers. So, they don't seem to be ready to teach well.

Compared to other civil servants, teachers receive the same salary, but teachers do not receive any other facilities as civil servants. So, English language teachers and other teachers are not ready to teach well. Some teachers say they have to teach seven periods a day, so they can't take time to be fresh and are not ready to teach well. Teachers do not prepare their subjects, learning content, or lesson plans. They lack entrepreneurship and pedagogical and subjective knowledge, so English language teachers are unprepared to teach English well. Many English language teachers lack the self-efficacy to learn more after getting a job and don't go to take part in ELT-related seminars or conferences as NELTA. They have yet to make their

network with ELT organizations, and they have no mentors, so they cannot enhance English language teaching proficiency and are not ready to teach English well. They don't try to self/peer evaluation of their teaching activities, so they cannot improve their weakness and are not ready to teach English well. It seems that many teachers are not honest and responsible for their duty; They are unaware of education policy. So this impacts them and makes them not ready to teach well. There seems to be much foreign content in English books instead of local materials, so they demand local content when there are changes in the English curriculum.

Therefore, this study assessed a comprehensive overview of the causes of English language teachers' unpreparedness in teaching English. The findings underline the need for targeted interventions to provide adequate new ELT teaching materials and electrical devices, address local contents in English language books, update new ELT skills and knowledge to teach present English courses, maintain good relationships between teachers and school management and educational stakeholders, focus on lesson planning, update content, entrepreneurship and pedagogical knowledge and should make network with ELT associations and increase the level of self-esteem so that teachers can teach their subject matters being ready to be prepared to teach English well. They have to be familiar with Bandura's (1989)Self-regulated capability, Vygotsky's (1978) external and internal factors, and Educational policy to be ready to teach English better.

Implications

This study brings out a new dimension in teaching English. The hidden, complex, and dynamic nature of English teachers' readiness to teach English has been applied in this research. The findings of this study provide several implications for English teachers in teaching English. The study's implications are broadly divided into four distinct categories.

Teachers

English language teachers may be ready to teach English well if they are updated with new ELT skills and knowledge. The study emphasizes the importance of providing schools with sufficient teaching materials such as projectors, audio-visual aids, and other equipment. By ensuring that these resources are used, English language teachers can be prepared to teach English in schools and create a more engaging learning environment for students. The research also emphasizes the need for content, subject and pedagogical knowledge to prepare English language teachers

to teach English. They have to update with twenty-first-century technological skills such as digital skills, the internet, YouTube, and knowledge of laptops. They should connect with social media to be ready to teach English well. To prepare to teach English, English language teachers may improve their English language skills by attending various trainings, seminars, and conferences organized by English language organizations such as NELTA or TESOL/IATEFL. The research focuses on self/peer evaluations of teachers' teaching activities. Through evaluation, English language teachers can improve their weaknesses and be prepared to teach well. This requires self-regulation and support from peers and schools.

Policy

Local government should create a system for English language teachers to participate in NELTA International conferences for their professional growth. Curriculum Development Center keeps local content in English courses. The government should provide ELT-related training to English teachers for their professional growth.

Future Research

While conducting this study, I realized that the domain of knowledge is vast. This study is merely a small contribution compared to the depth of knowledge despite the significant time, effort, and resources I invested. This study opens crucial learning avenues in the area of English language teachers' readiness to teach English research, especially among English teachers. Research on English language teachers' readiness to teach English among the school teachers was widely conducted across Siraha, Nepal, but there is a dearth of qualitative studies in this research. This research has opened up the horizon of English language teachers' readiness to teach English by incorporating narrative inquiry as the methodology of the study. This study recommends more detailed qualitative research using various theories of visioning and readiness in teaching English in various research designs. It is also worth exploring Nepalese English language teachers', students', and parents' readiness and their visions of self concerning English language teaching learning activities. For future researchers, I would like to suggest some areas that might benefit the sake of knowledge in the world and the Nepalese context.

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Key Insights

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The stories of English language teachers shed light on why English language teachers are not prepared to teach English well. Based on the findings, one can

consider that to achieve a positive relationship among teachers, students, SMC guardians and educational stakeholders, there should be a good relationship among them so that teachers can be ready to teach English. If there is a positive and good relationship between teachers and students, students can ask questions to their teachers without hesitation, and teachers also teach being ready. In the same way, there should be good relations between teachers and guardians. Teachers should value, and respect guardians, and guardians should support teachers. The educational stakeholders also support teachers so that they feel comfortable and teach being ready. In a society like Nepal, this is very important, as parents consider teaching English to be one of the quality indicators of education. Parents' support in encouraging teachers and learners and managing interesting English language teaching resources and materials are positive ways to be ready to teach English and manage a good teaching-learning environment. The research is a rigorous process whereby problem identification, methodological lens or participant selection, and the required process scaffold the whole research design and development process.

I learned that reviewing the research design, participants, and research areas was important during the inquiry process. Exploring the unpreparedness of English teachers in teaching English was a motivating experience. This study was exciting to me in the sense that I was able to explore the readiness of English language teachers to teach English in a Nepali context. Further, I tried to capture English language teachers' readiness to teach English in the workplace and in the context of migration abroad.

In the early stages of this study, I struggled a lot in terms of framing the problem statement and research questions. Establishing the problem as a problem remained the challenging thing for me. To ask questions about the idea of research on why English language teachers are not ready to teach English well sometimes fooled me as it is a challenging question to ask English teachers. On the other hand, I wanted to explore why they are not ready to teach English well. I again discussed this with experts, and finally, he suggested making interview guideline questions with research questions.

While beginning the relevant literature review, I went through some of the thesis available in KUSOED libraries, though there were no similar studies I proposed. The quick review of some of the studies and suggestions of my dissertation supervisor gave me the idea to narrow down my literature review process in terms of

English language teaching themes to which my study belonged. I started reviewing literature based on 'English language teachers' readiness in teaching English.' While coming to the end of the analysis, I realized the need to review relevant literature on 'English language teachers' readiness for teaching English,' which could be one of the dimensions of teaching English. So, I learnt that the literature review would continue until the dissertation ends. With the literature review process, I found many studies related to the readiness for teaching English where teachers were the key agents, but the fact that the English language is taught outside the academia too, and this part of the research was not available to access. Hence, relating to my statement of the problem, I conceptualized the 'theoretical and conceptual framework' of my research, which links to socio-cognitive theory as the theory of my study. In addition, I used to think of the literature review as a one-time process, but during the analysis till the end of the dissertation, I kept going through the various research and relevant literature.

In the research methodology section, I shaped my worldview, positioning myself in the subjective world and considering the multiplicity of truths with regard to individuals and contexts. This position helped me funnel down my ontological, epistemological, and axiological stances. Considering the absence of single realities, I considered myself to be a constructivist or relativist. In the same way, I concluded that vigorous interaction between the world and the individual leads to knowledge generation.

In addition, I considered every individual to vary in respect to the values they hold. Considering the variations in individual values, I shape my axiological stance in this study. Based on these worldviews, I planned to use the interpretive paradigm of research study with narrative inquiry as a research method. During this process, I developed clear steps for the research design. While working on the data collection process, I developed field testing, data collection, and data protection skills. During the analysis process, I based my analysis on a three-dimensional inquiry space emphasizing time, sociality, and place.

Further, I made follow-up visits to my participants to maintain the quality standards of my research in terms of trustworthiness, representation, legitimacy, and verisimilitude. During the research process, ethical issues were duly considered. These started from the proposal write-up process, followed by field testing, data collection, data analysis, and report preparation.

In the data analysis, I started the process by transcribing and listening to the audio repeatedly to ensure I could capture the data without losing the essence of the participants. Further, I grouped the participant's stories in terms of themes I drew, which supported me in identifying the English teachers' readiness to teach English. This process led me to identify the readiness of English language teachers to teach English. In addition, the need for English language teaching in individual lives became decisive through the life events one countered. The critical incident for one was not critical for others.

Last but not least, I consider this inquiry to be able to bring a new dimension to English language teachers' readiness to teach English in a country like Nepal, where teaching the English language is considered an elite practice. In addition, using the qualitative methodology and adopting the narrative inquiry in the readiness of English teachers to teach English research was another area that I finally came across. Perception and narration of experiences of English language teachers regarding their own readiness to teach English were the key areas explored based on the research questions. My research questions guided me to organize the chapters. During the process, I emphasized the perception of teachers' readiness in Chapter IV. At the same time, I attempted to dig out teachers' practices for professional readiness in Chapter V. The participants' stories were the key source of shaping these chapters. I time and again went through the data transcribed, heard the audio of the interview, and drew the themes, especially limiting myself in the framework of English teachers' readiness to teach English, which is the key theoretical lens of this inquiry.

Finally, I recapitulated this overall research process with my conclusion, outlining the implications and reflections I will put forward in the next sections.

Reflections on the Research Journey

I passed a Master's in English Literature from Degree Campus Biratnagar, Nepal, in 2008. I began to teach at Everest College Lahanin 2011 and did an M.Ed. in 2013 from J.S.M.M. Campus Lahan Siraha, Nepal. Despite a strong desire for higher education, various responsibilities, and a financial crisis, I had to stop for further studies. In December 2019, the M. Phil. students of KUSOED came to J.S.M.M. Campus Lahan for a paper presentation, and I helped them much as the Chairperson of NELTA Siraha. That program encouraged me to join Kathmandu University School of Education for an MPhil degree, igniting my curiosity to explore new trends in the English language.

I commenced my research as an MPhil Scholar when I joined KUSOED in Feb. 2022. The first semester brought both memorable and challenging moments. Completing my thesis was a defining highlight, although uncertainty surrounded its scope. I thought about my research proposal, and it occurred to me that my personal experiences as a teacher at Siraha District could be the basis of my research. As Chair of NELTA Siraha, I had the opportunity to distribute and collect students' selection forms for the Access program in Siraha in various schools of Lahan Municipality. During the visit, I observed English language teachers' classes in schools and talked with English language teachers and principals. I found that they need to prepare to teach English well. With this realization, my research topic, "English Language Teachers' Readiness in Teaching English: A Narrative Inquiry," was born. The next step was to delve into extensive literature reviews, explore narrative studies, and engage with research paradigms and approaches. Concepts of epistemology, ontology, and axiology presented challenges, but in the end, I embraced the interpretive paradigm. The most enriching part of my research journey was with the teachers of various rural schools in the Siraha region. Their stories of teaching experiences, overcoming challenges, and taking advantage of opportunities left a deep impression on me. Although writing and translating these stories was hard work, it reminded me of the importance of teaching readiness and self-regulation. Their dedication and persistence in the face of challenges is truly inspiring.

As I progressed, I faced the challenge of shaping my thoughts into a coherent research proposal. Although inexperienced and lacked confidence, I was determined to complete the research study. During the journey, I reflected on my two teaching levels days after finishing my Master's degree. I realized there are many reasons for wanting to teach English to teachers.

In conclusion, my research journey was a rewarding experience that gave me valuable knowledge for English language teachers to be prepared to teach English. I hope the information from this journey will help English language teachers prepare to teach English.

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APPENDICES

Appendix I

Approval forms format

Dear Participant

Greeting,

I would like to express that I'm doing an MPhil. in ELE from Kathmandu University. So I have to research my topic, ' English Language Teachers' Readiness in Teaching English: A Narrative Inquiry'. I have come here to have an interview with you. I have prepared some questions for this. So, I request your consent to volunteer participation in the research process as a research participant. Thank you.

Regards

Madan Kumar Mandal

M. Phil. in ELE, 2022 Feb. batch.

31/7/2023

Appendix II

Interview Guidelines questions

1. What was your attitude toward a teacher in the past, and what is your perception now after becoming a teacher?

2. What do you think about an English teacher?

3. What are the qualities of a teacher?

4. Why did you join the teaching profession? Why did you think that you were able to be an English teacher?

5. Have you taken any training or participated in any conferences or workshops?

6. How does a teacher feel ready after training or participating in workshops/conferences?

7. Which factors can affect teachers' professional growth?

8. Have you made any professional network for your professional growth?

9. What's your perception or the school's administration's perception about teacher education courses or about the English curriculum?

10. How did you prepare for your professional readiness? Please mention your self-education process.

11. How did you maintain the positive relationship?

12. What makes being an English teacher a matter of pride?

13. How did you prepare yourself with English language proficiency in four language skills?

14. How do you prepare activities for language skills?

15. What are your activities in the classroom to improve learning quality?

16. How do you design tasks to improve learners' behaviour and responsibilities?

17. What changes did you bring to classroom teaching with your readiness?

18. How do you update about current ELT skills, knowledge and practices?

19. How can new technical skills help an English teacher provide a good education to students?

20. How do you create professional networks?

21. Did you get professional mentoring? Who and how?

22. Have you ever participated in seminars/ conferences? Yes- any benefit?

23. What TPD training have you received? How has it benefited?

24. Have you done self and peer evaluation in the classroom and about your own class teaching? Yes- how did you do that? Does it make the English classroom effective?

25. What are the effects of administrative rules in your profession?

26. How can an English teacher serve his/her society?

Appendix III

Narrative Portal

Rakesh

I am Rakesh Mahato from Siraha district. I am from a simple family. I passed SLC in 2055 B.S. from Sapatary district. I came to Lahan for further education. I joined class 11 in the education faculty and took English subject as a major subject inspired by an English language teacher. I passed plus two levels of education by taking English as a major subject. After that, I earned a B.Ed. in English. After finishing my Bachelor's in English, I began to find a job, but there was a Maoist movement in Nepal at that time. I had no idea what to do or not. Then, there was a vacancy in a private school, and I was selected as a primary teacher there. My teaching career began from there. I began to work there. After that, I was invited to a community school even though there was not a good salary. I left the private school and began to work in a community school. It was said that if a new vacancy opens, you will get priority. I worked there for seven years. I was selected as an English language teacher for a relief fund in a public school. In 2076, B.S., a new vacancy was published, and I was selected as a permanent secondary-level English language teacher in another district. I have passed an M. Ed. in English language. Now, I am in a public secondary school in Siraha.

After becoming a permanent teacher, I used to take training, but before that, I also took part in different NELTA training because I was a life member of NELTA, and when I became a life member of Siraha NELTA, I used to take part in different training, and at this moment, I am working as an English language teacher. If training runs in my school, then sometimes the trainer also gives me the opportunity to train. I am updating myself as an English language teacher. I sometimes meet my friends, share my ideas, and learn something. From the internet and   YouTube, I can learn a lot. I formally and informally meet my friends, and I use to attend meetings and talk about teaching activities and how I face difficulties. I discuss, and it is happening.

Preety

I am Preety Yadav from Siraha district. I am a female lower-secondary level English language teacher in a public secondary school in Siraha district. I have been teaching for eight years. I am married. I have two children. My family members are well-educated. My grandfather was a teacher. My father and mother are also teachers. My husband does a job. I live in a joint family. I love joint family. I love this

profession. My parents inspired me to become a teacher. In our society, teachers have been given more respect. I feel that this is a matter of pride. The English language is very important for future work as it is the age of Science and Technology. We all use laptops to do any work. We should know English; otherwise, we won't face any trouble. We can learn the English language through the internet and social media. I feel proud to be an English language teacher. I love my profession very much. I have passed my M.Ed. in English.

In English, I haven't taken any training, but I have taken my development training, election training, and TPD training. I haven't made any network, but when I go for TPD training, I make a group, and I sometimes use it to connect or ask questions with friends and share ideas with them. If there is any problem, then I ask senior teachers about my teaching problems.

Mukesh

I am Mukesh Yadav from Saptary district. I am a secondary-level English language teacher at a secondary school, Siraha. I have passed a B.Ed. in English from JSMM Campus Lahan. I have been teaching English here for 17 years. My aim from an early stage was to be an English language teacher because when I was studying in a School, Sapatary, an English language teacher used to love me so much. Being an English language teacher is a matter of pride because English is an international language. Without English language, we can't do anything these days. That is why our duty is also to serve society by educating all the children about the importance of English so that all the children must have knowledge of the English language. I am aware of the children and guardians of society in English, and it is such a loveable language, which is why it is my favourite subject. All persons must have knowledge of the English language. I am so glad to have attended your interview three times. According to my knowledge, I have expressed my views, and whatever I have told you know it is right or wrong. Being an English language teacher, what is the problem, you know, sir? Keeping all these things in mind, I am very happy and glad, and I also want to be a successful scholar in the future. I pray to God that your M. Phil. will be successful.

When I was at boarding school, one day, I took training. Everyone has wished to take training. Really, my school is in the countryside, and I want to provide an education as the city level. There is a lack of English language teachers, so I don't go outside to take training or haven't participated in any type of conferences. I have

contacted NELTA and participated in its conferences also, but I haven't taken a membership. I don't know about that, but I am a member of a teacher group.

Arpan

I am Arpan Bhattarai from Siraha district. I am a secondary-level English language teacher and the headmaster of a secondary school in Siraha. I was born on 2030/09/11. I have passed B.A. /B.Ed. in the English language and M. Ed. in EPM. I was selected in 2054 B.S. as a temporary English teacher. In 2063 B.S., there was a vacancy for an English language teacher in the relief fund (quota) in that school, and I was selected as an English language teacher in the relief fund in that school. From that time on, I have been working as an English language teacher at the school. My father was a political leader, and he spent 30 years in politics. He was also a social worker, so he encouraged me to serve our society as a teacher. I am satisfied with my teaching profession job. I think that being an educated person and a teacher can play a vital role in the development of society. We all know that English is an international language, so English is an essential subject. In our country, students can learn English easily if we teachers are capable and honest. In 2074, I was selected as H.M. by SMC in the school. In my opinion, if teachers are devoted to the teaching profession, they will achieve their goals perfectly in life. The community and the SMC of the school support me for my punctuality in my profession and administrative activities, so I run the school very well. Now, being an English language teacher and headmaster of the school, I am trying my best to develop and serve my society.

As an English language teacher, I haven't taken subject-wise training, but I am a member of NELTA. I have participated in many NELTA training sessions in our district. I have taken TPD training twice, but I haven't participated in a national conference. I haven't connected with any network, but I am a life member of NELTA. I have participated in district-level NELTA training, but I haven't taken any type of training at an international level. When a trainer comes to our district, then we take part in that training. Then the trainer gives us a lot of knowledge. After taking knowledge from there, we implement it in our classroom.