

## Exploring Dimensions of Teacher Education in Nepal: Perspectives, Challenges, and Reform Opportunities

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### Article Info

#### Article history:

Received 2023-06-10

Revised 2023-06-27

Accepted 2023-06-28

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#### Keywords:

Teacher Education

Professional development

Reframing

Technology-mediation

Research behaviours

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### ABSTRACT

This study evaluates Nepal's English Language Teacher Education (ELTE) reform possibilities and challenges. The study examines teacher education in connection with social contexts, knowledge transformation, and knowledge generation from many perspectives. Reflective teaching, modelling, and research habits improve instructors' professionalism and create effective learning environments. According to the report, English Language Teachers in Nepal face obstacles that must be addressed in teacher education. Content analysis is used to study the diverse literature. Surkhet English teachers and headteachers participate in a focus group. The paper's results and discussion section summarize the literature review and participants' opinions. It covers key concerns such as the absence of physical facilities and funds for teacher training, poor English language ability among instructors, coordination issues between pre-service and in-service training programs, and minimal research on ELT classroom methods. Reforming teacher education to improve topic knowledge, pedagogical skills, and technology expertise is recommended. English language teacher education faces societal inequities, uneven government regulations, and limited access to internet resources and databases. The study also examines technology integration in English language classrooms, online platforms, and the lack of research on ICT integration in Nepalese education. This research article helps to understand ELTE in Nepal and suggests areas for development and additional study.

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## 1. INTRODUCTION

Teacher education plays a vital role in improving professionalism in foreign language teaching. It aims to enhance teaching practices by drawing on successful strategies implemented in various educational settings. Additionally, teacher education offers language teachers a deeper understanding of the intricacies involved in language teaching. Given the growing demand for language teachers, particularly in English

language instruction, there is a pressing need to provide training and development opportunities for these educators. English language teachers often find themselves training other language teachers, assuming the responsibility for their professional growth while embracing current trends, principles, and ethical considerations. Johnson [1] reports that second language teacher educators should integrate their learning within a socially interactive framework and effectively apply diverse types of knowledge, including subject matter, curriculum, and context, to benefit both learners and society. The author further emphasizes that classroom behaviours, values, interactions, assumptions, and attitudes are deeply intertwined with teachers' personal experiences, and teacher education plays a crucial role in shaping the learning environment and fostering professional ethics [2]. The position presented suggests that teacher education is integral to teachers' learning, encompassing contextual and specific activities and processes related to social context, knowledge transformation, and knowledge creation. It emphasizes that teacher education includes practice-based acquaintance, which includes the effective administration of knowledge, the adaptability of methodologies, and the deliberate selection and organization of evaluative processes. This approach considers the learners' and society's social, psychological, and affective aspects. Wright [3] emphasizes teacher education that characterizes teacher reasoning and specialized values. In addition, he contends that reflective teaching practices, modelling to the SLTE, and examining behaviours are essential in developing teachers' professionalism and supporting pedagogical context for the expansion of an influential teaching-learning culture.

Meihami [4] reported that teacher education has several dimensions associated with product concepts that contribute to current trends and shifting perspectives on the evolution of knowledge. In teacher education, interpretivism, constructivism, connectivism, critical theories, and postmodern theories embrace social acknowledgement, responsibility, and adaptation of a central role in building social strictures in the social agenda and cultural realism.

Teachers of English have been referred to as second language instructors in Nepal. The reformation process is correlated to the professional development of teachers. Based on my experience, I believe that teachers are the agents of change in society and must be informed of the most recent language teaching and learning perspectives. Following Richards [2] and Richards and Burns [5], the influence of the social framework and current needs can significantly impact professional ethics, prompting teachers to consider the developmental characteristics of teaching and learning opportunities. Second language teachers in Nepal encounter numerous challenges that warrant further exploration. However, the reformation of teacher education in the context of second language teaching remains a relatively unexplored area with limited existing literature. In light of this, the present study delves into this problem, aiming to provide valuable insights for policymakers and practitioners.

Furthermore, the findings of this research endeavour have the potential to contribute to the existing body of literature in the Nepalese context, offering new perspectives and knowledge. Consequently, this paper aims to investigate the prospects and obstacles of English Language Teacher reformation in Nepal. For this purpose, content

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analysis and focus group discussions were conducted with five English language teachers and principals in Surkhet.

The significance of teacher education has increased as the education system has evolved. The formation of the Basic Education Teacher Training Center (BETTC) in 1948 signified the beginning of teacher education in Nepal, focusing on training teachers in primary schools [6]. He further mentioned that in 1956, the Nepal National Education Planning Commission (IINEPC) recommended establishing the College of Education, which offered two-year and four-year teacher education programs for lower secondary/secondary level teachers. The Mobile Normal Schools also offered a ten-month teacher training program for elementary school instructors, which was renamed primary school teachers' training centres (PSTTC) in 1963. Several cultural, ethnic, and religious communities in Nepal have presented obstacles to English language teacher education (ELT). These schools were later converted into primary school teachers' training centres (PSTTC) in 1963. Devkota [7] Initially, the Faculty of Education (FOE) of Tribhuvan University (TU) was responsible for providing ELT teacher education. In the late 1990s, other universities and professional associations/INGOs/NGOs, such as the Nepal English Language Teachers' Association (NELTA), Save the Children, UNICEF, and KIRDARC, began offering ELT teacher development programs [8].

Teaching and learning pedagogies evolve, inclined by particular contexts and learning circumstances [9], [10]. Similarly, Bashir [11] and Kokoç [12] argue that integrating recent technological improvements into the classroom is essential, improving educational outcomes and student engagement. Bates et al. [13] stated that the relationship between technological innovation and social transformation is intimate, resulting in changes in attitudes, behaviours, and activities related to cultural and economic values. On the other hand, Chowdhury et al. [14] reveal that in the domain of ICT incorporation in education, some teachers are hesitant to adopt technology despite having adequate content knowledge. In contrast, others enthusiastically incorporate ICT tools, believing it improves their teaching performance.

The global education system has adopted numerous online learning management systems, such as incorporating ICT, social networks, and web-based tools in English language instruction. These online tools and learning management systems are widely used in classrooms throughout many developing nations. They serve multiple functions: lesson planning, content sharing, attendance recording, assignment distribution, feedback distribution, and student work grading. I have used online tools such as Google Classroom, Moodle, Google Docs, Google Sheets, and Google Forms. Implementing Google Classroom in Nepalese university classrooms appears to be a practical strategy. It enables instructors and pupils to connect seamlessly through their Gmail accounts, granting them access to numerous Google Classroom features and benefits. I have observed, however, that the use of Google Classroom in higher-level English language teaching (ELT) classes in Nepal is a relatively recent practice, and its integration into educational settings, especially in English language classrooms, is still limited.

Brick and Cervi-Wilson [15] argue that although the ICT and educational policies have emphasized transforming traditional teaching methods into technology-mediated ones

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through ICT tools, a significant divide exists between policy-level government documentation and its actual implementation in educational sectors. Similarly, Gyawali [16] focused on using alternative pedagogical strategies because instructors must pay attention to contextual relevance.

The lack of Internet access and ICT infrastructures, the dearth of technological knowledge and skills among educators, and the absence of a digital learning environment in educational institutions have hampered the implementation of various prospective applications in English-language classrooms. In Nepal, there is little or no formal educational use of ICT technologies, social media applications, and online learning communities; consequently, there is little research and literature based on Nepal's culture. I have used Google Classroom, Google Meet, Edmodo, zoom, google sheets, google docs, and Google Drive in various Bachelor's and Master's level courses at a Midwestern university for several years. In light of the current COVID-19 pandemic, I have observed that enrolling students in the virtual online platform of Google Classroom has become more advantageous for meeting the current alternative demand for higher education e-learning courses.

## **2. METHOD**

The current work was based on content analysis, in which the literature from various contexts, such as the context of developed nations, the context of developing countries, and the local contexts, were evaluated under the qualitative research technique. Following Denzin and Lincoln [17] and Brydon-Miller [18], the research focus group discussion with six teachers and English teachers from the Surkhet district. The perspectives expressed by the headteachers and English teachers made it simpler to disclose the outcome of restructuring teacher education within the framework of second language instruction. Following the concept presented by Lambert and Lambert [19], the gathered evidence was evaluated utilizing an illustrated summary of the material, and the findings were addressed in an organized, reasonable, and relevant manner.

## **3. RESULTS AND DISCUSSION**

This section discusses the most critical findings from various published works and the perspectives of educators and school administrators with experience instructing students in English as a second language. Those instructing English as a second or foreign language in Nepal are called English language instructors. According to my observations, the education of teachers substantially contributes to the pedagogical contribution in the classroom. This is because teachers who have received this education can better manage and arrange teaching-learning activities than instructors who have just developed themselves from knowledge perspectives. Awasthi [6] reveals that the most significant challenges confronting the field of teacher education in Nepal are an inadequate supply of physical facilities and appropriate finance for institutions that provide teacher training and education, a dearth of English language proficiency among teachers, and a lack of opportunities for ongoing professional development for teachers and trainers. Similarly, there is a lack of coordination between pre-service and in-service teacher training programs

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and a lack of research concerning ELT classroom methods. He highlights the uneven government policy on training, particularly the absence of a training program for instructors working in higher education, as well as the lack of access to electronic resources and a database of English teachers working at all levels of education.

Conversely, teacher education provides instructors the tools and support to better organize and use their subject, pedagogical, and technology expertise in the classroom. While discussing the most critical topics, exploring the most current policies and practices, social equality and inequality, the difficulties connected with the education of English language teachers, and the role teachers play in overcoming these difficulties are beneficial. Richards [2] emphasized the fact that the primary concerns in the field of teacher education focus on the rethinking of the knowledge base and the practices that are institutionalized. These fundamental concerns point to a move toward sociocultural viewpoints and teacher cognition, particularly regarding adopting collaborative techniques. Awasthi [6] evaluates the nature of the policy that governs teacher education, which is stable but can be reshaped according to the requirements of the current environment; for instance, the current policy could have some landmarks for creating new policies in the future.

The study participants expressed their views on the significance of teacher education in providing insights and practical considerations for pedagogical reformation. They emphasized the importance of developing new paradigms and strategies tailored to the specific nature of the subject matter in the classroom. However, specific challenges were identified by the participants, as highlighted by their statements:

*T1: I believe in the need for classroom reformation by enhancing our knowledge and skills in current language teaching trends. However, we face practical obstacles in implementation due to limited access to required classroom resources and a lack of research-oriented behaviour.*

*T2: Research is crucial for professional development, but we struggle to conduct it due to the heavy classroom workload and large class sizes. We also face technological challenges as we lack proficiency in working with technological devices.*

*T3: I have been teaching English for ten years. My routine is entering and leaving the classroom on time. I have limited experience participating in conferences. Although I prepared and submitted action research to the headmaster, the problem was randomly selected.*

Based on the views expressed by the participants, it is evident that reforming teacher education and the teaching profession is necessary. Teachers must stay updated with content, pedagogical, and technological knowledge and skills. Furthermore, the identified challenges can serve as guidelines for professional reformation, enabling teachers to change society by promoting professional ethics and fulfilling their responsibilities.

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As a result of the creation of educational plans in Nepal, pedagogical issues will be covered in teacher education, and it will focus on the features of the characteristics of their execution. Devkota [7] stated that there are claims that the nation of Nepal emphasizes social inclusion as a core objective of formal education, even though there are several types of social inequality in the pedagogical elements of young children, such as gender, class, caste, and ethnicity. One such kind of inequality is the split between public and private education, likewise connected to a country's economic and social conditions. In addition to this, he emphasizes the fact that the issues of language and culture have also contributed to the difficulty of teaching English to everyone. Dhakal and Pant [20] discuss ICT-based strategies in teacher education and the practical use of ICT capacity as a supplementary characteristic for teachers.

On the other hand, Phyak [21] considers the disparity between the English language education policy and its implementation in the classroom in light of various circumstances, such as the unplanned nature of English language education policy in a multilingual context. Saraswati et al. [22] argue that Nepal is inhabited by individuals with multiethnic, multireligious, multicultural, and multilingual backgrounds and that students from diverse socioeconomic and cultural backgrounds enter the English Language Classroom. Reporting the cultural issues of all students in a language classroom and advancing their English language proficiency pose challenges.

Another critical matter is the challenges connected with English language teacher education. Bista [23] states that implementational challenges are the primary challenges as teachers plan and act in harmony with their various identities and that using teaching-learning materials and manuals is a secondary concern for teachers. Similarly, Singh [24] argues that the methodologies, nature of teaching-learning, and the roles of teachers and students are evolving; adaptation to the current or innovative trend is one of the most significant challenges for teacher education.

As Contipelli and Picciau [25] and Everingham and Chassagne [26] stated, Amid the ongoing Covid-19 pandemic, ICT tools and apps have significantly expanded from the school level to higher education. Numerous schools are actively seeking alternative approaches to reach their students. However, a considerable obstacle lies in the lack of ICT infrastructure and the limited availability of staff with ICT skills to utilize the wide range of ICT tools effectively. Professional organizations such as NELTA (Nepal English Language Teachers' Association), Teachers' Associations, and Technology fraternal organizations have introduced and expanded several training and sharing programs nationwide to address this challenge. Within this context, different communities have clearly defined and explored the significance of distance and online learning modes.

In order to cater to geographically diverse, economically disadvantaged, and rural populations, as well as out-of-school children and educationally marginalized groups, it is imperative to establish a more flexible educational system. This flexibility is crucial for providing immediate teaching qualifications or upgrading qualifications for needy teachers. Adopting a flexible approach can extend education to these underserved populations, ensuring they receive the necessary qualifications and opportunities for educational advancement [25]. The persistent political instability and the prevalence of Banda (general

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strikes) and strikes have led to Nepal's frequent closure of educational institutions. As a result, students are unable to attend regular campus-based classes.

Based on my observations, there is a pressing need for reform in teacher education to address the challenges and social issues related to professional ethics. Additionally, it is crucial to implement policies that adhere to monitoring and supervision guidelines to ensure effective implementation and accountability.

This paper focuses on the challenges and possibilities of reforming teacher education in the second language context, particularly in Nepal. One of the main challenges in teacher education is the need for English language teachers and administrators to balance their professional knowledge while staying updated with the latest theories and practices. Additionally, there is a strong emphasis on improving teaching strategies to enhance teacher confidence and student outcomes. However, the presence of ancient knowledge and skills among teachers poses a significant obstacle in effectively transferring knowledge and skills in the classroom. The argument emphasizes the importance of an institutional perspective and professional development activities to enhance teachers' performance and provide equal opportunities for their growth [1], [2], [26]. The focus is not on improving teaching skills or acquiring new information and theories but on these aspects being integral to the broader institutional and professional development process. It is believed that teachers play a crucial role as change agents and have the potential to transform the learning environment into a robust and conducive platform. To achieve this, teachers need to possess psychological strength and a deep commitment to overcome the challenges they encounter in their professional journey.

Devkota [7] argued that inclusiveness plays a vital role in teacher education as it fosters the democratization and socialization processes, ensuring equal access for learners from diverse classes, castes, gender, and economic, cultural, and social backgrounds. In the context of English Language Teacher Education (ELTE) and other second language instructors, cultural and linguistic diversity is commonly observed. These teachers come from various cultural and linguistic backgrounds, so they must address the cultural, linguistic, and socioeconomic diversities among learners. Based on my observations and the experiences shared by teachers, ELTE faces numerous challenges associated with addressing these diverse issues and perspectives.

### **3.1. Policy-Related Challenges**

Teacher education in Nepal is primarily associated with pre-service and in-service criteria. Universities, specifically the education faculty, provide pre-service teacher education through various training-based programs. The curriculum is planned, designed, and developed at the national level with the coordination of a few educational authorities, excluding rural teachers, and is implemented in all regions of the nation [27]. The teachers who participated in the focus group discussion expressed concerns about the top-down approach to policy formation in teacher education. They felt that their role in curriculum design and development was limited and that the policies did not consider the realities and needs of teachers in different regions. The participants also criticized the teacher recruitment policy, which allowed individuals without pedagogical training to compete for

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teaching positions. They believed that this policy disregarded the demands of the teaching profession and favoured teachers from the central education system.

Additionally, the participants expressed disappointment with the lack of advocacy from professional organizations for teachers' professional needs. They felt these organizations should be more active in addressing teachers' challenges and promoting their professional development. The discussion also highlighted the negative impact of political interference on the education system, which was seen as a hindrance to effective teacher education and the quality of education overall.

In a nutshell, the focus group discussion emphasized the importance of a more inclusive and participatory approach to curriculum development, improvements to the teacher recruitment policy, more vital advocacy for teachers' professional requirements, and minimizing political interference in the education system.

### **3.2. Pedagogical Challenges**

The focus group discussed classroom pedagogical problems, particularly in Nepal's second language situation. Language education contributes to these issues, as do student and instructor behaviour in the classroom. The students in the classroom came from different social, economic, and ethnic backgrounds and had distinct demands and interests. They stressed that second-language teachers must overcome contextual differences. Community and private schools in Nepal differ in design, implementation, and monitoring. Participants acknowledged earlier studies that highlighted several Nepalese pedagogical perspectives. These factors included uneven teaching strategies, teachers' personal qualities, political influences in education, the lack of consciousness-raising activities for teacher identity and change, traditional teaching-learning approaches, and difficulties integrating content, pedagogical, and content knowledge.

Teachers can alter pedagogy, participants said. They prioritized teachers' professional development in adjusting to changing requirements and situations. Due to the COVID-19 pandemic, which has turned face-to-face learning into online and blended learning, they stressed the importance of classroom behaviour. New educational techniques like cybergogy and peeragogy, which use digital frameworks and ICT to facilitate learning, were examined.

Pedagogical challenges arise from the interactions between learners and teachers in the classroom. Language teaching is one aspect that requires careful attention. The classroom consists of students from diverse social, economic, and ethnic backgrounds, each with unique needs and interests. In a second language context, teachers must navigate various contextual diversities. Several studies [28], [29] suggested the following considerations for pedagogical perspectives.

The field of education faces several challenges that impact the quality of teaching and learning. One such challenge is the presence of uneven strategies or methods employed in teaching, where educators use different approaches or techniques. Additionally, teachers' personal qualities and attributes play a significant role in shaping the educational experience. Another factor influencing education is the impact of politics, as political influences can affect policies, curriculum decisions, and resource allocation in schools.

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Furthermore, there is a lack of sufficient initiatives to raise awareness about teacher identity and promote professional development, which can hinder the growth and effectiveness of educators. The persistence of traditional teaching methods is also prevalent, impeding the exploration of more innovative and engaging approaches. Lastly, integrating subject knowledge, pedagogy, and content knowledge poses difficulties for educators, as combining these aspects effectively requires thoughtful planning and execution. Addressing these challenges is crucial to foster an improved educational environment and enhance student learning outcomes.

The reform of pedagogy is conceivable due to the efforts of educators. Similarly, educators must adapt to the needs of time and circumstance. Students must demonstrate the appropriate classroom behaviours in the classroom. For instance, the current global pandemic of coronavirus is transforming face-to-face learning environments into online and blended learning environments. Consequently, pedagogical andragogical perspectives have been transformed into cybergogy and peeragogy with digital infrastructure and information and communication technology. Classroom behaviours, contextual differences, and school categories posed obstacles to instruction. They emphasized teacher endeavour, professional development, and appropriate pedagogical strategies to address these issues, including technology integration.

### **3.3. Technology-Based Challenges**

In Surkhet, Nepal, the challenges and opportunities of integrating technology into education become more apparent. While the importance of technology in education was emphasized in the focus group discussion, it was observed that many teachers in Surkhet lacked awareness and practical expertise in utilizing technology in their classrooms, resulting in its underutilization. This could be attributed to various factors, including limited access to technology resources, inadequate teacher training and support, and a lack of awareness about the benefits of technology integration. In Surkhet, where access to technology can be limited, teachers may face challenges in keeping up with technological advancements. Limited availability of computers, internet connectivity, and other technological resources can hinder teachers' ability to incorporate technology effectively into their teaching practices. For instance, in rural Surkhet areas where internet connectivity might be unreliable or nonexistent, teachers may struggle to utilize online educational resources or engage in interactive online platforms.

Moreover, affordability and socioeconomic status can further impact teachers' access to technology. Surkhet is primarily an agrarian society, and many teachers may not have the financial means to purchase expensive technological devices or access reliable internet services. This creates a digital divide, where teachers from more privileged backgrounds may have better access to technology and its benefits than those from disadvantaged backgrounds.

However, despite these challenges, some teachers in Surkhet have shown enthusiasm and proficiency in using information and communication technology (ICT) tools. These teachers recognize the benefits of technology integration and have found innovative ways to overcome their limitations. For example, they may utilize offline

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educational apps, offline educational content stored on computers or tablets, or low-cost technological alternatives like smartphones to deliver educational content. Additionally, it is essential to note that while technical skills are crucial, the participants in the focus group discussion also emphasized the importance of qualities such as sincerity, responsibility, punctuality, and hard work in teachers. These qualities are essential for effective teaching, regardless of the presence or absence of technology. In Surkhet, where access to technology may be limited, teachers who possess these qualities can still create engaging and impactful learning experiences for their students using more traditional teaching methods.

Overall, in Surkhet, technology integration in education faces challenges due to limited access, affordability, and geographical constraints. However, some teachers are eager to embrace technology and have demonstrated the potential benefits of using ICT tools to enhance teaching and learning experiences. To address the challenges, it is crucial to provide teachers in Surkhet with adequate training, support, and resources to develop their technological skills and overcome the barriers they face in utilizing technology effectively. Additionally, efforts should be made to bridge the digital divide by improving access to technology and internet connectivity in rural areas of Surkhet. By doing so, technology can become a valuable tool to improve education and empower teachers and students in Surkhet.

### **3.4. Research-based Challenges**

Teachers must possess competence in content knowledge, pedagogical approaches, and classroom management while also being mindful of the various situations they encounter in their personal and professional lives. One such situation that warrants attention is research, which catalyzes examining and reassessing educational policies and practices. As educators, teachers should critically analyze educational policies, identify and address classroom challenges, and seek out strategies that align with their learners' specific needs, interests, and proficiency levels. Unfortunately, there is a tendency among some teachers to overlook the obstacles that impede learning and show less enthusiasm for engaging in research-oriented behaviours and following [4]. The concept of teachers as active members of the school community centres on promoting collaborative practices within schools. Following this, the current research is rooted in the social contexts of schools and seeks to cultivate and sustain teachers' professional learning via a collaborative professional development model. In addition, an essential aspect of teacher development is the goals or objectives that motivate educational institutions or individual teachers to participate in professional development activities. The continuous development of education and enhancing students' learning opportunities is a widely shared objective.

Research serves as a means to explore uncharted territories and aims to generate socially relevant knowledge. It plays a vital role in informing both educational practice and scholarly pursuits. As active participants in the teaching profession, teachers can engage in research related to the challenges they encounter in their careers. For instance, community school teachers often undertake action research, although their efforts are often limited to personal journals. From the perspective of English language teachers, research appears

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distant as they are primarily occupied with teaching and learning activities. Despite adopting new approaches and strategies in the classroom, there seems to be a disconnect between research and teachers' mindsets. Lack of awareness regarding research sources and methodologies presents a significant challenge.

Participants highlighted the importance of English Language Teacher Education (ELTE) research and professional development in the focus group discussion. They emphasized that teachers should possess comprehensive knowledge of their subject matter, pedagogy, and classroom dynamics. Participants also stressed the significance of teachers being cognizant of personal and professional events that can impact their teaching practices. Research emerges as a critical component in ELTE reform and advancement. Suggestions were made for teachers to delve into educational policies, identify and address classroom issues, and seek appropriate solutions. It was acknowledged that teachers should explore methods that cater to student's diverse needs, interests, and proficiency levels. However, the discussion revealed that teachers often struggle to tackle learning obstacles or adopt research-oriented approaches actively.

Furthermore, participants explored the role of teachers within the school community, underscoring the value of collaborative practices and the need for professional development. Purposeful collaboration was seen as instrumental in fostering and sustaining teachers' professional growth within the social context of schools. Participants unanimously agreed that teacher development and professional learning should ultimately aim to enhance the quality of education and student learning outcomes. Continued professional development should be aligned with this overarching purpose to ensure teachers possess the requisite knowledge and skills to provide an excellent education.

Several measures can be implemented to resolve the challenges confronting education. First, the government should develop policies and initiate teacher training programs that enhance teachers' abilities to recognize and implement effective teaching strategies. Second, instructors should be given the authority to play a representative role in curriculum design, ensuring that their input and expertise are considered when forming educational content. Moreover, systematically involving school-level teachers in English Language Teaching (ELT) research practices can provide potential solutions to existing problems. Moreover, English instructors must design participatory, interactive, and communicative classrooms, ensuring all students participate equally in classroom activities. Rather than relying solely on traditional teaching methods, instructors should consider various factors when determining the most effective instructional strategies. Current and prospective teacher educators should comprehensively comprehend the factors influencing teaching and learning processes. For instance, teachers must recognize student distinctions in timing, interest, style, knowledge, and attitude by focusing on the medium of instruction in their Instruction and Instructional Objectives [30]. Teachers must identify the intended learning outcomes. They must establish methods for documenting and validating the achievement of these outcomes.

On the other hand, Gyawali [31] stated that social factors and ideological values must interact during the design and development of support programs. Alternative pedagogy may be the method of choice for teacher education in the 21st century, and

teachers need to experience a sense of responsibility and empowerment for their professional development. Therefore, a teacher is not only a content provider for students but also a researcher and practitioner of knowledge and skills in society. In the present context, teacher education is in the form of redesigning concepts. Rendon [32] explains that the emergence of new perspectives in teacher education results in a paradigm shift toward quality grading and research-focused activities. Lastly, all teachers must design and implement teaching methods that address their classrooms' unique requirements and demands to foster high learning outcomes and motivate students to actively engage in their educational journey.

#### 4. CONCLUSION

The study aimed to investigate the difficulties and perspectives of reforming second language teacher education, and the paper identified some reformative perspectives and difficulties. For instance, teachers must recognize student distinctions in timing, interest, style, knowledge, and attitude by focusing on the medium of instruction in their Instruction and Instructional Objectives. Teachers must identify the intended learning outcomes. They must establish methods for documenting and validating the achievement of these outcomes. On the other hand, Gyawali stated that social factors and ideological values must interact during the design and development of support programs. Alternative pedagogy may be the method of choice for teacher education in the 21st century, and teachers need to experience a sense of responsibility and empowerment for their professional development. Therefore, a teacher is not only a content provider for students but also a researcher and practitioner of knowledge and skills in society.

Outside of the classroom, teaching involves accumulating relevant content and contextual factors. It involves fulfilling various responsibilities influenced by our traditions, social structures, cultural influences, and personal and social ethics. Given their critical role in instructing sociocultural phenomena in routine practices, this study focuses on how teachers engage in research for their professional development. The focus is on employing developmental approaches that foster a research culture within educational institutions and reshape teacher education models in English Language Teaching. Teaching excellence in the context of English Language Teacher Education goes beyond academic credentials and pre-service training. It is only achievable if teachers engage in ongoing experimentation, reflection, collaboration, and research/publication processes to improve their teaching efficacy.

In the present context, teacher education is in the form of redesigning concepts. Rendon explains that the emergence of new perspectives in teacher education results in a paradigm shift toward quality grading and research-focused activities. My observation is that we must develop a learning context and learnability-based strategy. We must concentrate on text, technology, techniques, and teamwork in order to reform teacher education in Nepal, as different provinces in Nepal present various opportunities and challenges.

Nepal's English Language Teacher education program aims to revamp and enhance the country's current teacher education system. This requires addressing a variety of

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regulations, concerns, and difficulties, as well as putting into action strategies to rethink English Language teacher education with a primary emphasis on professional development. The tasks and responsibilities of instructors, as well as their attitudes and the integration of many forms of information essential for their professional journey, are at the centre of the primary focus. In Nepal, a person's level of trustworthiness is considered to be of the highest significance, regardless of whether or not they are experienced English Language Teachers. In order to meet the demands of education in the 21st century, instructors need to acquire a wide range of information, abilities, and points of view. They need to have a solid understanding of the material at hand, as well as pedagogy, technology, and society.

Additionally, having access to reasonably priced technology is very important when considering the context of a developing nation. As a result, educators are responsible for being attentive to context and acknowledging the interdisciplinary character of epistemic realities. Literacy in digital media and the potential and applicability of research conducted by teachers are also crucial components of good teacher education.

## ACKNOWLEDGEMENTS

I am thankful to the professors and coworkers who inspired and assisted me in writing this article. The authors of books and journals whose works were cited in the development of this article are acknowledged. Similarly, I am indebted to this journal's editorial board and reviewer for their constant feedback and assistance with the publication of this article.

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