



## Use of English Teachers' Pedagogical Capital in the Classroom

**Ganesh Kumar Bastola**  
Tribhuvan University, Nepal

### Abstract

This study explores the Nepalese English as a Foreign Language (EFL) Teacher use of pedagogical capital. It aims to see how the practice of teachers about their pedagogical capital differs and whether it affects the way they teach. Specifically, it explores the practices of English teachers' pedagogical capital. The research has been carried out within the interpretive research paradigm using a narrative inquiry approach. The data were collected from three different participants. Methodologically, the study adopts of three-dimensional narrative spaces of Clandinin and Connelly, (2000) procedures of research methods and seeks Bourdieu's (1977) lens of cultural capital for theoretical insight. It concludes that teachers' profound knowledge and skills about their capital are useful to integrate various culture and content in the classrooms. Pedagogically inbuilt potentials of teachers maximally enhance learners' learning opportunities. Thus, the conclusion obtained in this study is assessed considering teachers' understanding and usage but they may not be generalizable necessarily. However, it contributes to teachers' education in general and professional practices in particular. Rationalizing the implicit, tacit and embodied knowledge of teacher into practices, the presenter, in this presentation, intends to discuss the overall contemporary ontological premises for teachers' pedagogical use in the EFL classroom for professional development.

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