

# English Teachers' Practices on Pedagogical Well-being and Skills on Multiliteracy Pedagogy

Ganesh Kumar Bastola, Assistant Professor, Department of English Education, Tribhuvan University, Sanothimi Campus, Bhaktapur, Nepal

## Abstract

*The study examines the practices of secondary-level English teachers regarding pedagogical well-being and skills in multiliteracy pedagogy, in reference to the public school in Dharan Sub-Metropolitan. The teachers' well-being and skills in multiliteracy pedagogy are assets that measure students' reading strategies, analytical thinking, creativity, and critical thinking, among others, based on the students' outcomes. This research was qualitative, and the prior design used here was a narrative inquiry. The prior source of the research data was obtained from five secondary-level English teachers of Dharan Sub-Metropolitan city. This research employed primary data, particularly from the secondary school and students studying in grades 9 to 12 in the secondary classroom. Classroom observation and interview were the tools to collect data. A closer reading of the narrative data indicated that each participant had different perceptions, experiences and practices. It was also noted that each teacher's well-being was unique and versatile in their classroom engagement. The research found that teachers' well-being requires in-depth knowledge of subject matter. They equally accepted that teachers' well-being is to have appropriate knowledge and skills about managing materials and methodology. Furthermore, they believed teachers' strong well-being is to have sound knowledge about technology; and to be able to make contextual use of the 21st century skills, including communication, collaboration, creativity and critical thinking. They equally provoked that teachers' well-being is to being and becoming self-esteemed and retrospective in the classroom context.*

**Keywords:** Pedagogy, practices, multiliteracies, teaching & learning well-being

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**Correspondence with the Author:**

ganesh.bastola@mahmc.tu.edu.np  
<https://orcid.org/0000-0003-1173-2402>  
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## Introduction

Teaching and learning activities explicitly make a strong foundation on teachers' knowledge and pedagogical expertise. To be true, teachers and students must cooperate and collaborate to master the content knowledge and pedagogical assets, considering pedagogy as "a highly complex blend of theoretical understanding and "practical skill" (Lovat 2003, p. 1). Teachers are expected to cope with the challenges of the 21st century language classroom situation. Thus, when a teacher is tasked with instructing specific content, they must carefully assess

various methods and materials available to ensure a meaningful and effective delivery.

There has been a paradigm shift in our curriculum, teaching methodology and pedagogical practices. We teachers in the 21st century emphasizes much on using language and cultural knowledge as a means to communicate and connect to others around the globe (Eaton, 2010) rather than rote memorization. Teachers are treated as change makers in today's classroom, and their teaching has to be more linguistic, cultural and practical. In doing so, we should focus on

teachers' well-being and multiliteracy pedagogy.

Pedagogical well-being refers to the profound knowledge teachers gain in their subject matter. Teachers' well-being and skills are determined by the effort that they put into their profession. Their efforts are shaped and nurtured by pedagogical strengths and dedication. The multiliteracy pedagogy, on the other hand, amalgamates their sound pedagogical content knowledge, methodological expertise and technological awareness (Bastola, 2020) that help students enhance better content knowledge and develop linguistic and cultural ideology.

English teachers' pedagogical well-being is the asset in which teachers' overall language teaching strategies and policies, students' encouragement and motivation, maintenance of the child-friendly environment, and adaptation of new techniques and approaches as per the interests of the learners are embedded (Bastola, 2017). Teachers' well-being accepts innovative ideas and replicates pedagogical experiences, whereas a multiliteracy pedagogy accepts and encourages a wide range of linguistic, cultural, communicative, and technological perspectives. Thus, the multiliteracy pedagogy paves the way for preparing students to compete in the globalized era of the 21st century. Students' learning outcomes are significantly affected by pedagogy, which is fundamental to teachers' professional knowledge, identities, and practices. It is closely related to the transmission of knowledge and can be viewed as part of the schooling process (Bernstein, 1996, cited in Ahmad-Shaari, Jamil & Razak, 2012).

Besides that, it is also believed that teachers in the 21st century must be aware of the multiliteracies of pedagogy. The historic development of multiliteracy pedagogy took place in 1994 by the New London Group, which aimed at making classroom teaching more inclusive culturally, linguistically, communicatively, and technologically. They advocate that students will be better prepared for a successful life in a globalized world. The

New London Group (1996) has proposed the concept of multiliteracies, which views literacy as continual, supplemental, and pedagogically enhanced concepts that are established to empower learners' literacy through teaching and learning rather than replacing traditional practices (Rowse, Kosnik, & Beck, 2008, as cited in Benjamin, 2014). Therefore, for effective teaching-learning activities, we examine whether teachers' well-being, skills and multiliteracy pedagogy bring significant changes in our delivery of the subject matters or genres to be taught.

Thus, the transformative educational practices enriched the educated citizens to be global citizens (Kumaravadivelu, 2013). Moreover, concerning language instruction, Godwin-Jones (2015) contends that incorporating various language learning applications through the use of multiliteracy pedagogy can significantly enhance the effectiveness and meaningfulness of language teaching. The learners in the 21st century is engaged in different creative works and are offered several opportunities for creating their own spaces in their lives.

Teaching has been attached to technology in today's world. Regarding technological essentiality, AvidovUngar and Eshet-Alkalai (2011) state that teachers' eagerness to learn about technology prolong engagement in digital devices; maximum use of electronic media and professional opportunities obliges teachers to have technological knowledge. By this juncture, it can be claimed that language teaching requires technological awareness not just to pass their students, but also to promote technological knowledge for the holistic development of the learners. Therefore, every teacher needs to focus on students to be technologically aware, pedagogically enriched and methodologically sound.

### Problem Statement

Teachers' pedagogy and pedagogical well-being are fundamental aspects of the teaching-learning process. One of the rationales of this study is to understand contemporary ontological premises of

pedagogical well-being and multiliteracy pedagogy of English teachers among public schools in Dharan Sub-metropolitan city. More specifically, teachers' knowledge, skills and expertise mark a significant impact in every aspect of teaching-learning activities. As a researcher, I explored how teachers' well-being and multiliteracy pedagogy contribute to envisaging teachers' different practices in the language classroom in public schools.

Once, I was inspecting 'Practice Teaching' done by the Master of Education (M. Ed) level students as an external examiner in different public schools in Dharan. I did a final observation and witnessed a super exciting experience in which one of my student-teacher in the classroom was teaching completely in different ways. It was a public school, and the school was fully furnished along with digital equipment such as a Smart Board /TV and a projector. My examinee started teaching in a similar traditional manner as if there were no such facility in the classroom. I stopped him for a while and asked if he could use the Smart Board. Unfortunately, he confessed and requested permission to call upon the technician to operate the Smart TV. I suggested to him to continue. He accomplished his job, and I went out of the classroom. I talked to the head teacher about the internet facilities, digital devices, pedagogical well-being of teachers and material management (Kalantzis & Cope, 2012). He confessed that teachers working in his school were unable to operate Smart TVs and facilitate the students' use of those devices. He further shared that some of the teachers in school would use the Smart TV and the projector hung there. I was very discouraged to know about that; however, it was the bitter reality. I realized teachers did not have the knowledge of multiliteracy pedagogy in the competitive era of the 21st century.

The next day, I visited another school to examine some of the remaining students. When I went there, my prior query remained whether the school had a Smart Board and Projector and whether the teachers there used that digital equipment. I returned to the new class and sat behind the class where one of my

examinees was teaching. I found similar practices being done there. A Smart TV was in the classroom, but it was not being used. As soon as I examined the examinee, I went back to the head teacher. I interacted with him. He also confessed to almost similar experiences.

From the clues, I became closer to Ahmad-Shaari, et al, (2012) who insisted that teachers lacking multiliteracy pedagogies would not make a remarkable change in classroom (pedagogy) teaching. They need a little tacit, embodied and explicit skills and expertise to use those digital devices. Digital equipment and its presence do not mean that there will be a facilitative and supportive learning environment for the students. Rather, proper guidance, technological awareness, and methodological skills (Collie,2015) need to make classroom teaching more engaging and meaningful.

Since many questions have arisen, do all the public schools in Dharan have Smart Boards, Projectors, and Interactive boards? Do all the teachers in Dharan Sub-metropolitan have pedagogical well-being? Do all the teachers know how to use those digital devices, technological assets and methodological practices in their classroom? What would happen if teachers were not in a condition to make prior use of digital equipment? Moreover, the understanding and application of teachers' knowledge within classrooms are profoundly revealing and influenced by various factors such as their knowledge base, students' expectations, and previous curricula they have encountered. These elements shape their pedagogical values and assumptions. Therefore, by this study, I tried to explore how English language teachers use their pedagogical well-being, their methodological skills and multiliteracy pedagogy in their language classroom.

### Research Objectives

The prime objective of the study was to explore the practices of English teachers' pedagogical well-being and skills in multiliteracy pedagogy in the public schools in Dharan.

## Methodology

The study was conducted based on a narrative research design (Clandinin & Connelly, 2000) under a qualitative research approach to capture the complexities and subtleties of practices of teachers' well-being on multiliteracy pedagogy. There were five research participants selected from public schools in Dharan. Among them, three were male namely Ananta, Safar and Samundra (pseudonyms) and two were female namely Saloni and Sujan (pseudonyms). To maintain a balanced caste and gender while selecting participants, I selected two from the Brahmin community (a male and female in each), the other two from Indigenous community (a male and female in each female) and another from Terai community (male).

Ananta was born in a Brahmin family in the eastern region of Nepal called Dhankuta. His father was a middle-class family and he lost his mother when he was born. His father gave all the love, care and support. He was the only child in his family who had a greater academic achievement. He earned his master's degree and he has been teaching in secondary school for about a decade. Saloni, the second participant, also represents Brahmin female, who was born in Sunsari district. She had earned bachelor's degree in English literature. She was the eldest kids of her parents and had the responsibility to look after three siblings. She had a very terrible journey; however, she was committed for teachers' professional development. Representing indigenous community, I chose Sujan as a participant, who was born in remote village of Shankhuwasava in a Limbu community. She was guided by Limbu Mundhum culture. She hardly had a bachelor degree when she started teaching. But now, she has been having her MPhil degree. She has been perceived as the best teacher in her school.

Safar was from Tamang community male who was born as the youngest child in his family. He was originally from Bhojpur, the eastern region in Nepal. He was inspired by his elder brother who had earned a PhD degree and was teaching in the Tribhuvan University.

He also earned master's degree and has been teaching English as a permanent teacher from the last fifteen years. Finally, Samundra represented Terai community who was born in Siraha district of eastern Nepal. His parents were almost illiterate but he had earned bachelor degree both in English and Mathematics. There were five children in the family where he was the second eldest. Due to his father's interest to give him the higher education, he got chance to study. All siblings were his sisters and they had a very struggling life cycle. His father had to work as a carpenter and mother used to work as a servant in other's house. However, Samunda happened to manage time for the study, had his degree and started teaching in a community school at Dharan Sub-Metropolitan City. I used pseudonyms for my participants, their institutions, schools and universities.

In order to collect the information (field-texts) with reference to the research purpose, I employed two approaches to collect data, namely in/formal observation and open in-depth interviews. Interviews and observation were the tools to collect data in this study. The interview, the most common and powerful research tool, enabled participants to speak about themselves, their well-being and skills. The open in-depth interview was conducted to elicit in-depth data (Norton & Early, 2011) about teachers' experiences and practices on multiliteracy pedagogy in their classes. In this process, to narrate their stories, I attempted to incorporate their words, voices and uphold the narrative principles of my methodology and the holistic-content analysis identified by Lieblich, Tuval-Mashiach, and Zilber (1998). However, the findings revealed in the study may not be the generalizable in all the context.

## Results and Discussions

Teachers' potentials and capabilities are the prime sources for the learners to empower. Pedagogical practices are context-sensitive, learner-dependent and outcome-oriented. The overall result of the institution evaluates teaching learning. Since the overall embodiment of the result depends on teaching, learning and the well-being of management.

We know that teachers' pedagogical well-being is judged by the effort they make on behalf of the students. Teachers struggle to make students rich in content, and confidence is essential. Stoloff and Goyette (2022) state that the concept of well-being is complex and therefore difficult to define. We do not have such measuring issues that mark the complexities and subtleties of the subject matter. Thus, at some point, the concept of well-being focuses on pleasure and happiness (Stoloff & Goyette, 2022), in which teachers being satisfied, try to work on realizing or actualizing their potential, self-determined and resulting in a sense of accomplishment, pleasure and happiness.

Among five different secondary-level teachers, the following themes have been generated based on their sharing. Within this section, my prime research question is answered. The following themes have been generated: Engaging students in project work and report writing; Assessing students in a collaborative task, Exploring ICT integrated Tools/ devices for their learning, empowering students in critical thinking and self-reflection, and providing comprehensible inputs for better learning outcomes.

### **Engaging students in Project Work and Report Writing**

It is often essential to examine the existing progress of students in the language classroom. Teachers must emphasize the productive task for the learners. Teachers' content knowledge, materials and methodological skills are pillars in teaching-learning activities. Secondary-level students had prior instruction to review their visit to different places, read different books, watch different videos/movies and write their reflections based on the format provided. It is crucial to know how is students' preparation; how they practice and in what ways they are supported in their learning. One of my participants, Ananta, revealed;

*I bring a picture relevant to the discussion in the classroom. I hang it on the wall and ask students to interpret it*

*individually. After they make preliminary comments on the picture, I form students' pair and ask them for their interpretation. Then and there, I form a different group and assign some tasks to do in a group. In doing so, they get a sample of the report, format and specific rubrics.*

Sometimes, students feel boredom with continuing the lesson in a usual manner; therefore, we should revisit the appropriate ways for enhancing their understanding. Teachers' experiences and well-being create a specific platform for exploring how supportive our teachers' educators are and how understanding our learners are. It mostly focuses on pleasure perspectives for teachers and students because teaching-learning has to do justice for both learners and instructors (Ryan & Deci, 2020). Thus, we note that teachers should deal with a positive mindset and should engage students meaningfully.

Likewise, another participant, Safar, highlighted that teachers' knowledge about the subject matter, their self-esteem, and technological knowledge help them make their delivery more engaging and learner-friendly. He further shared;

*I use the student-friendly method in my classroom. I reduce Teachers' Talk Time (TTT) and increase Students' Talk Time (STT) to assist students. I make my schedule in the classroom, in which students' interests and expectations are addressed. I test students weekly, engage them in different projects such as interviewing people and developing a report, book review, etc., and I equally emphasize sharing and caring culture.*

The first and most important basis for professional progress is simply the teachers' reflection on the daily classroom (Ur, 1999). All of the participants accepted that teaching without productive engagement makes no sense. Teachers' pedagogical well-being, content knowledge, linguistic competence and collaborative skills are fundamental in designing creative tasks at the secondary level. The basic elements in obtaining pedagogical well-being, both teachers and

students should struggle to learn, unlearn and re-learn the course content. The secondary-level students in our classroom develop and nurture soft skills, which are also important for the well-being of students.

Likewise, Sujan, another research participant, shared that the most important asset teachers earn throughout their life is pedagogical well-being, which has variations in them. She further advocated this;

*I manage different projects myself. I let students lead or conduct different activities. I assist in different tasks to improve the relationship between teaching and learning, and teachers and learners. I offer several opportunities for their empowerment and personal and professional growth. I look at that minutely and offer constructive feedback.*

Teachers' reflection and motivation are essential to make classroom presentations more engaging and productive. Coulombe et al. (2020) state that teachers' well-being is to denote positive counselling through a positive mindset. Every teacher should have a positive state of affairs to deal with students who come from heterogeneous backgrounds. Teachers' well-being is to intervene in negative thoughts and to invite mindfulness among all the learners in the classroom.

### **Assessing Students in Collaborative Tasks and Creativity**

The students are expected to know much about theoretical concepts as well as a practical orientation with time. The teachers in the 21st-century classroom focus on the weekly text, unit tests, presentation skills, project work, term papers, mid-term exams, etc. in secondary school. The students cooperate with their teachers, collaborate with their colleagues and create a huge learning platform. The students accomplish tasks in pair or groups, work continuously on the projects and learn content knowledge effectively and meaningfully. The Secondary level students broaden their understanding through report writing and project work.

Stoloff et al (2020) state that teachers need to have productive engagement in the language classroom, emotional resilience for students, a positive outlook toward justice students, and collaboration with students and administration for meaningful and effective teaching-learning. Moreover, prior engagement in one's professional career demands a high level of sensibility and seriousness. Similarly, the administration is also equally responsible for the overall enhancement of teachers' well-being. Being closer to Stoloff et al (2020), Saloni one of my participants shared;

*I often engage students in a project, involve them in role-play, and sometimes they work in group work. I equally use a jigsaw, dramatization, flipped classroom and so on but secondary-level students could not use Google or search engine extensively.*

Teachers' strategies oblige students to work, contribute to and learn to expand their cognitive horizons. The students at the secondary level are curious, moral and anxious to know much about project work, group-based activities, and cooperative learning and very often they love to communicate with their pairs. So, teachers by understanding their psychology should treat them accordingly. The best practice in a language classroom could be dramatization or group work. One of my participants Samundra shared;

*I use pictorial materials which are vivid and larger on the side because I demonstrate the picture and offer some criteria for report writing. They work in groups, check their provided format and finalize their task. Sometimes, I use realia (real-like-object) to make my presentation clear and learner-friendly.*

The teaching-learning process is about transforming information or skills from expert to novice. In the secondary-level classroom, students are regularized, involve in active tasks and exposed to learner-friendly activities to replicate their creativity. Students'

engagement in different projects is essential. One of my participants Saloni shared this;

*I believe students should be creative thinkers and active learners. I go to my class with sample stories, biography, essay and other similar useful materials and discuss with them. I encourage reading and writing. As a result, they create their standard and learn better in their content course. Sometimes, group engagement and sometimes projects become tools for engaging in activities in the classroom.*

The students in the secondary classroom learn to review a book and develop the habit of reading. As we know, reviewing requires in-depth knowledge about the subject matter. Teacher pedagogical well-being matters in language pedagogy, either to improve soft skills or hard skills (Jellis, Williamson, & Suto, 2015). Teachers' roles and responsibilities matter for developing personal growth and professional understanding of both teachers and students. Moreover, there are a lot of opportunities for the learners to explore and know much about subject matter, pedagogy and technology.

### **Exploring ICT Integrated Tools/ Devices for their Learning**

Teaching and learning today have been greatly influenced by teachers' pedagogical well-being and multiliteracy pedagogy. As we know, learning is to have positive changes in students' well-being and behavior. In teaching-learning, learning is influenced by teachers, their pedagogical well-being, students, and their learning enthusiasm. The students at the secondary level learn computer skills, presentation skills, technocratic skills, etc., for their holistic development. The students learn several constructs, from soft skills to hard skills, in the course of their learning.

Students' attributes, qualities and perspectives are to be respected and accepted on behalf of students. Every individual learner is unique to enhance their interpersonal, communicative and well-being. In this regard, one of my participants Saloni shared;

*Creativity is the only inspiring thing for students. They learn it through group work and project work. Communicative competence, and collaborative and interpersonal skills energize students to master the content. Therefore, I focus on pair work, project work, group work, report writing and teaching problem-solving skills.*

Regarding teachers' pedagogical well-being, one of my participants, Samundra, provoked teachers to provide hands-on experiences and ideas for the students to explore abilities and applications. He further noted;

*I believe creativity is the beauty and fragrance of learning. My students work on different projects collaboratively and enhance productive ideas useful for their lives and career. I engage students in different tasks or projects; therefore, they learn greatly about the subject matter through corrective feedback from the facilitators.*

The students get constructive feedback to improve their learning, and they re-work and re-create their own space for learning. Neharika and Samundra's conceptualizations are closer to Kulju (2018), who prioritized digital marketing and examined organizing their learning process, priority and possibilities. Due to constructive feedback and learning priority, students develop self-esteem, concrete knowledge, and enhance their potential. Another participant, Sujana, shared;

*I believe students need love, care and affection. Maintaining positive relationship prevail sound atmosphere of learning; therefore, I involve every student in project work as well as in practical tasks. I engage them in project-based learning. Thus, I understand that teachers' well-being is to assist students in their learning.*

The teaching-learning process has to be learner-oriented, and it has to open up the priorities and possibilities of students. Teaching knowledge about technology, pedagogy and methodology makes a

significant contribution to the diverse students. Students are counselled, motivated and inspired in their subjects and disciplines for improved learning outcomes. Teachers teaching at the secondary level are required to have multiliteracy pedagogy to deal with students, tackle their problems and enhance their interdisciplinary reading (Kress, 2010). Therefore, most research participants shared that secondary-level courses required comprehensive input and a learner-friendly environment.

### ***Empowering Students in Critical Thinking and Self-reflection***

Students require soft skills, interpersonal, and communicative skills for their cognitive knowledge cognition. Equally, teachers need to think critically about systems, culture, trends, courses, etc. As we consider that critical thinking skill is the skill that comes after all four general skills, students acquire. For the interactive lesson, the students are to be liberated and facilitated to work in a team efficiently. Pedagogical well-being incorporates knowledge about the subject matter, technology, methodology (Kulju et al., 2018) and linguistic and communicative competence that helps students improve overall success in their learning.

They enhance their pedagogic capabilities to be up-to-date and upgraded to instil several types of skills among learners. The pedagogical well-being varies from teacher to teacher, and they are context-sensitive (Nilson & Karlson, 2019). Normally, project work, collaborative learning, team or group work and practical activities are the basics in secondary-level teaching. Likewise, one of my participants Ananta, highlighted that teachers' knowledge and experiences matter in disseminating knowledge to the students. He further articulated;

*I engage students in raising awareness and assist them in questioning. I play a video and ask them to share their perspectives. Meanwhile, I request them to watch the video critically. For example, I suggest the students*

*examine strengths, weaknesses and other areas for improvement. In doing so, they develop critical thinking skills.*

The students' interaction, discussion and debate make them stronger to explore their content knowledge. Regular motivation, counselling and harmonious relationships in the classroom are mandatory (Miyata, 2017). Students' well-being is managing time for their study, accomplishing the assignment on time, and achieving leadership skills that involve inspiring, motivating and guiding others towards achieving a shared vision (Hiley, 2008). In this regard, Safar claimed;

*Sometimes, I start my class with a short clip of a video and pose some questions to answer. And sometimes, I start class by revising the previous lesson. Students show their keen interest when the video is played or a picture is demonstrated.*

The teaching-learning process is a very complex phenomenon in which all the stakeholders are responsible (teachers, students, parents, and school administration). The pedagogical well-being of teachers helps students know, realize and construct practical ideas in their learning. The students and teachers make equal efforts and achieve their goals together. Another participant, Sujana, stressed;

*I often begin my class by revising the last lesson. I distribute some samples to participants, instruct their work and initiate further clarification. In doing so, they do not feel bored and overloaded with their learning. I also teach them the benefits of self-reflection. For example, students in my class write a daily diary and reflect on their experiences and share the next day in class.*

All the participants agreed that self-reflection is one of the best tools teachers and students use in the language classroom for educational well-being. Both teachers and students need multiliteracy pedagogy in the 21st-century classroom (Avidov-Ungar & Ushet-Alkalai, 2011), and the fact is that the

level of expertise will vary between teachers and students. Thus, it is considered that the well-being of both teachers and students influences teaching-learning.

### **Providing Comprehensible Inputs for Better Learning Outcomes**

Teachers need in-depth knowledge about the subject matter, technical skills to operate equipment and pedagogical well-being to handle smooth classroom delivery. It is often considered that teaching-learning is context-sensitive, level-restricted and interest-laden. Teachers meet the prerequisite for the appropriate use of pedagogies and methodologies. So, thinking about the best testing strategies in the language classroom is always important. The students in the secondary level must have creativity, innovativeness and curiosity to master the skills required for their linguistic development. Ananta, another participant, insisted,

*I simplify complex subject matter into manageable chunks and ask students to review them. I give examples and evidence and use technology in my class; therefore, they simply understand what is being discussed. I revisit my lecture or class and treat it according to the situation.*

It is simply understood that pedagogical well-being for the teachers is to replicate that well-being in the students. Teachers' content knowledge, skills and abilities related to effective learning and pedagogy are always important. Learners' well-being is to encompass the strategies and resources for their development in learning. Similarly, Samundra shared'

*I believe teachers should be multidimensional and multitalented to shape and sharpen students' learning abilities. I teach students to write a review of a book or film, and ask them to focus on reading and writing to enhance their critical thinking skills. I facilitate students with comprehensive input because learners learn better and faster if they are exposed to multimodal literacy.*

It is realized that language teaching should go hand-in-hand from teachers to students. We require the ability to think, analyze, interpret and critique on our own. Similarly, students learn multiple skills and activities from their teachers and colleagues (Stoloff et al., 2019). So, I noted that pedagogical well-being enables students to learn language-related skills, critical thinking skills and comprehensive input. Callow (2003) states that the term multiliteracies acknowledges the multiplicity of meaning-making modes (visual, textual, audio, etc.) and the wider social contexts of these modes, from diverse local settings to global communities. Being closer to Callow (2003), Sujana noted thus;

*I use video to clarify the concept of complex subject matter. I equally empower learners through reflective techniques. Moreover, I use visual aids and audio-visual aids to simplify the content for the students. Students learn easily and pertinently when they are exposed to videos or other materials.*

Students' and teachers' perceptions of well-being and practices vary from person to person. Teachers' expertise makes an invaluable contribution to language teaching. Engaging students in different productive tasks and facilitating them through their comprehensive techniques has greater significance. Students also learn several skills and ideas equally when their inputs are modified. Thus, teachers' knowledge and skills make students self-esteemed and reflective learners. They also considered that teachers' well-being is to rejoice in a technocratic atmosphere, using multimedia resources and exploring possibilities and widening comprehensible inputs for their students in the language classroom at the secondary level.

### **Conclusion**

Pedagogy is about teaching; teaching is about learning, and learning is a lifelong journey. We, teachers, learn throughout our lives, whoever we teach and whenever we teach. The students at the secondary level have big expectations of learning, exploring

and gaining a new body of knowledge. This expectation is filled with teachers' well-being whose pedagogy guides teaching, nurtures learning, and learning shapes life and struggle. The study concludes that teachers in the 21st century must understand students' pain and pathos. The students learn, unlearn and relearn in their context extensively. Pedagogical well-being is to help students balance the complexities and subtleties of the course content, and it further offers rigorous feedback and contextual understanding for up-to-date information.

Analyzing and interpreting the overall embodiment of the teaching-learning process, students learn a different concept, apply their knowledge in practice and generate a new body of knowledge. Teachers' pedagogical well-being is addressed by teachers' well-being, and teachers' well-being is empowered through their multimodal practices in teaching and learning. Teachers empower themselves through different constructs; sometimes they attend conferences and seminars, sometimes they organize workshops and training, and sometimes they explore via reading, writing and publishing for their development. To be true, secondary-level teachers have limited opportunities, and so do challenges. However, students have been facilitated through multiple skills and literacy. Teachers have empowered themselves, even if they have low and limited resources for learning.

The students find the most difficult aspects in managing technological tools and handling those assignments offered in technocratic means. The course has a structured, and teachers hardly cover the course study timely. The students in secondary develop their pedagogical well-being via the teachers' positive mindset, technical assistance and pedagogical practices for learners. Pedagogical practices include project work, pair work, group discussions, peer feedback, and techno-friendly activities that enable students to share their understanding, exchange knowledge and create meaning in life. Teachers' pedagogical well-being and strengths are the paramount tools in enlarging students' understanding. The knowledge about

technology, content, curriculum, methods and materials helps students foster their potential and that makes their learning more accountable and academic throughout their learning process.

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