

Research Article

Pedagogical Knowledge and Classroom Practice in Mother Tongue-Based Multilingual Education

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Abstract: This paper examines how mother tongue-based multilingual education (MTB-MLE) empowers teachers to improve their skills in pedagogy, classroom management, and professional development within a multilingual environment, particularly in primary English education. The study aims to explore educators' experiences with pedagogical practices of the MTB-MLE approach as implemented in schools and to highlight the importance of these experiences. The authors adopted a hermeneutic phenomenological approach to explore and interpret the lived experiences of teachers within the context of MTB-MLE. Seven English teachers from schools implementing the MTB-MLE framework were purposefully selected as participants. Data were gathered through in-depth interviews and informal conversations. The collected responses were transcribed in Nepali, translated into English, and systematically coded to identify emerging themes. These themes were then analyzed in light of relevant literature and interpreted through theoretical lenses such as schema theory and linguistic interdependence theory. The results showed that understanding students' linguistic backgrounds, prior knowledge and individual needs leads to instructional effectiveness. Proper classroom management skills help teachers create learning environments that motivate students and keep them engaged. Pedagogical knowledge promotes ongoing professional development whereas professional knowledge boosts teaching skills and enhances confidence along with decision-making abilities.

Keywords: schema theory; linguistic interdependence theory; pedagogical knowledge; professional knowledge; classroom management

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1. Introduction

Pedagogical knowledge empowers teachers to make subject matter accessible to students (Jacob & Farrell, 2001). Teachers' roles include mastering their subject matter and creating an effective, contextually appropriate and conducive classroom environment. Knowing students' linguistic backgrounds, knowledge, and interests supports teachers in effectively teaching their students. Students come to school with their language and prior knowledge. Their first language and expertise help them to learn new languages and content. In the mother tongue-based multilingual education (MTB-MLE) program, students learn to read and write in their mother tongue at first, and then they gradually learn to read and write in other languages. This process allows students to transfer their learning concepts, skills, knowledge, and experiences from their mother tongue to different languages and learning contents with better understanding (Cummins, 2007). Students' first language supports them in acquiring additional languages easily by connecting their linguistic repertoire and ideas across languages (García, 2013).

Teachers' pedagogical knowledge and its practices in the real classroom setting help teachers to be competent, creative, constructive, energetic, qualified, skillful, and academically and practically up-to-date. This knowledge contributes to society and supports students in the mainstream education system by promoting the development of both academic and soft skills at the pre-primary education level. Teachers' pedagogical knowledge and practices in the classroom enhance teachers' professional development and students' learning with better results. Teachers' pedagogical knowledge enables them to be creative and cognitively engaged

through training and experiences in teaching-learning activities. Teachers' pedagogical knowledge is essential in the teaching process; without it, teachers cannot teach effectively or demonstrate competence and confidence. Teachers must understand their students' linguistic backgrounds and prior knowledge related to the content before introducing new concepts. Understanding students' linguistic backgrounds, needs, interests, behaviors, attitudes, and prior knowledge related to the content is essential for effective English teaching.

The teacher's role is to provide more opportunities for students by managing the classroom environment. Classroom management in the present context is highly appreciated and is essential for conducting effective teaching at the primary level of education. A well-managed classroom and a positive classroom environment motivate students and spark their interest in learning. Professional development refers to teaching experiences, skills, ability, knowledge, and qualifications. It is related to interpersonal skills, analytical skills, leadership, decision-making, communication, and time management.

Teachers' pedagogical knowledge helps them better understand teaching curriculum, materials, language instruction, contents, methods and techniques, classroom activities, and students' learning outcomes. The application of teachers' pedagogical knowledge enhances teachers' ability to manage effective and conducive classrooms in a multilingual classroom setting. The objectives of this study are to explore teachers' experiences with the pedagogical knowledge and practices in the context of the MTB-MLE approach implemented in schools and to explore the meaning of their experiences. The study seeks to answer the following research questions: How do teachers experience pedagogical knowledge and practices in the context of the MTB-MLE program implemented in the classroom? How do they define their experiences in terms of knowledge about students, classroom management, pedagogy, and professional development?

2. Theoretical Framework

This section places the study within its academic framework by exploring essential theoretical approaches and empirical research about teaching methods in multilingual environments. The study investigates schema theory and linguistic inter-dependence theory as crucial frameworks to analyze the role of existing knowledge and native language proficiency in learning a second language. The study investigates how pedagogical and professional knowledge influences classroom practices while focusing specifically on MTB-MLE settings. The section demonstrates that these concepts guide instructional methods for teachers while benefiting student learning and advancing teacher professional growth in classrooms with diverse linguistic backgrounds.

2.1. *Schema Theory of Learning*

Richard C. Anderson is a key exponent of the schema theory of learning. He states that an organized unit of knowledge is an elaborate network of abstract mental structures that help the learners to understand the world (Anderson, 1994). It focuses on the importance of teaching general knowledge and generic concepts to learners. According to this theory, learners' difficulties may arise due to the lack of proper general knowledge. It often occurs in cross-cultural situations. Comprehension of abstract messages depends on an individual's ability to represent abstractions with concrete representations consistent with the message. Students' knowledge, interests, and personal experiences connect the ideas between schemata and the interpretation of meanings. An ability to learn is based upon a framework of general schemata (prior knowledge) to which new knowledge can be connected. Zhao and Zhu (2012) stated that the schema theory suggests that when people comprehend, they need to combine their background knowledge with the information in a text, and prior knowledge and cognitive structures play an essential role in cognitive processing. In the MTB-MLE approach, students' background knowledge about their culture, traditions, surrounding environment, and social atmosphere play the most important role. Since the teachers of the program are from language minority communities, they enable learners to connect their prior knowledge with newly acquired knowledge. This enables learners to build meaningful schemas by linking and connecting ideas coherently.

2.2. *Linguistic Interdependence Theory*

Cummins (1979) developed this theory to improve language teaching and learning. Cummins claims that students' knowledge of their mother tongue or first language can be transferred to second language acquisition. This theory also claims that students' basic interpersonal communication skills support gaining cognitive academic language proficiency.

This theory raises the issue of the distinction between surface-level fluency and academic language skills. Cummins (1979) labeled these distinctions in terms of Basic Interpersonal Communicative Skills (BICS) and Cognitive/Academic Language Proficiency (CALP). BICS refers to everyday conversational fluency, while CALP refers to the students' academic ability. CALP refers to the student's ability to understand and express ideas and concepts required for academic proficiency. The MTB-MLE approach emphasizes BICS and focuses on CALP in teaching-learning activities.

2.3. Pedagogical Knowledge in Mother Tongue-Based Multilingual Education

The mother-tongue-based multilingual education approach refers to the process of providing education to children in their mother tongue. They learn to read and write in their first language. They gradually transfer their learning concept, learning skills, methods, knowledge, and learning experiences from their mother tongue to other additional languages in early grades. In this regard, UNESCO explains:

The language used in teaching is of central importance for enhancing learning. It is necessary to bridge home and school experiences by using children's mother tongue(s) as the school's medium of learning and teaching. This helps children to develop the necessary tools and literacy skills to move forward and acquire another language. (UNESCO, 2007, p. 19)

Using students' mother tongue as a medium of instruction in English classes supports teachers in teaching English and content better with comprehension. Students get motivated in learning English and content, and they confidently express their ideas in their mother tongue with teachers and friends. They easily learn to read and write in their mother tongue at first and then in other languages, respectively. In addition, Hornberger (2009) states: "Multilingual education is, at its best, (1) multilingual in that it uses and values more than one language in teaching and learning, (2) intercultural in that it recognizes and values understanding and dialogue across different lived experiences and cultural worldviews, and (3) education that draws out, taking as its starting points the knowledge students bring to the classroom and moving toward their participation as complete and indispensable actors in society – locally, nationally, and globally (p. 2)."

The MTB-MLE approach supports teachers' efforts to maintain the values of multiple languages in teaching and learning. It also promotes the values of more than one culture through experiences. Students learn new languages and knowledge based on their prior knowledge and linguistic background. They expand their knowledge in education, being actors in society locally, nationally, and globally.

Students get the opportunity to learn in their own mother tongue and they interact with teachers and friends in their language in the MTB-MLE approach. Cummins (2000) emphasizes the link between the development of the mother tongue and second language proficiency, highlighting that a strong foundation in the first language enhances literacy abilities in the school language. UNESCO (2003) suggests the role of education in building resilience against conflict and fostering peaceful coexistence in a multicultural society. MTB-MLE benefits students by allowing them to express their knowledge confidently, achieve learning goals from the beginning, and actively participate in class (UNESCO, 2007).

MTB-MLE works as a comprehensive and holistic approach to child education. This approach aligns with global educational goals, recognizing and validating the crucial role of the mother tongue in the cognitive and cultural development of learners. MTB-MLE enhances understanding and retention of new information and bridges linguistic gaps, making the transition to additional languages smoother and more effective. This approach promotes a multilingual and conducive learning environment, accommodating diverse linguistic backgrounds and ensuring no child is left behind. MTB-MLE empowers students, respects the cultural heritage, and paves the way for equitable and accessible education for all Indigenous students.

Pedagogical knowledge of MTB-MLE includes various critical elements, each contributing to language teachers' competencies. Burns and Richards (2012) define pedagogical knowledge as the foundation for effective language teaching, including curriculum, assessment, reflective teaching, classroom management, and skills. Curricular knowledge is integral to English teachers' competencies, including understanding teaching goals, language instruction, context, teaching contents, scope and sequence, lesson plans, resources, methods, strategies, approaches, techniques, and evaluation (Crandall, 2000; Johnson, 2009). The need for teachers' pedagogical knowledge, as informed by Gupta (2021) and Moradkhani, Akbari, Samar, and Kiany (2013), underscored the multifaceted nature of teachers' pedagogical knowledge and its implications for effective teaching practices. Through

an exploration of various perspectives and theoretical frameworks, it becomes evident that pedagogical knowledge extends beyond the mere transmission of curriculum content to encompass a complex interplay of teaching methods, classroom management strategies, and an understanding of student characteristics (Dadvand & Behzadpoor, 2020; Moradkhani et al., 2013). Pedagogical content knowledge (PCK) refers to making subject matter accessible to students (Jacobs & Farrell, 2001). Different teaching contexts create distinct potentials for learning and comprehension, necessitating dynamic understanding and adaptability from teachers (Cooke & Simpson, 2008). Professionalism in language teaching involves adherence to institutional standards, qualifications, professional competence, and reflection on personal values and beliefs (Leung, 2009). Pedagogical knowledge of MTB-MLE encompasses a multifaceted understanding of curriculum design, language-specific content mastery, and the contextual nuances of diverse linguistic environments.

In multilingual classroom settings, teachers' pedagogical practices are deeply influenced by their understanding of students' linguistic and cultural backgrounds. The MTB-MLE approach offers a unique framework that supports both student learning and teacher development. This study focuses on exploring how this approach shapes teachers' instructional strategies and professional identities. It seeks to understand how English teachers experience and interpret pedagogical knowledge and practices within the context of the MTB-MLE program. What are their lived experiences regarding the knowledge of students' linguistic backgrounds, classroom management, and instructional practices? How do teachers define the meaning of their pedagogical and professional knowledge in relation to teaching English in multilingual classrooms? In what ways does the MTB-MLE approach influence their teaching strategies and professional development?

3. Materials and Methods

The authors adopted a hermeneutic phenomenological research design which come under qualitative research method, to explore English teachers' lived experiences with pedagogical knowledge and practices in MTB-MLE classrooms in Dhading district of Nepal. "Qualitative research in applied linguistics aims to understand and interpret language, language learning, or use in specific contexts, as well as social phenomena, within natural settings like social and school environments" (Pandey, 2025). This approach, grounded in the interpretive tradition of Heidegger, emphasizes understanding participants' subjective experiences by engaging in a dialogic and reflexive process. It allowed the researchers to link their own prior knowledge with the insights gained during the study. In alignment with Heidegger's notion of Dasein (being-there), the authors recognized the impossibility of separating interpretation from personal context. Following the hermeneutic tradition, they engaged in the interpretive cycle known as the hermeneutic circle—moving between the parts and the whole—to uncover deeper meaning and insights.

To collect data, the researchers employed unstructured phenomenological interviews and informal interactions, aiming to elicit in-depth insights into teachers' perceptions and experiences regarding pedagogical practices in MTB-MLE settings. The interviews were conducted in a progression from general to more specific themes. Data analysis followed Vagle's (2018) "whole-part-whole" method, which involved transcription, translation, coding, and theming of the data. Drawing from Saldana's (2013) concept of "theming the data," the authors synthesized individual narratives into broader themes, which were then interpreted in relation to relevant literature and theoretical frameworks. The final themes were constructed without bracketing prior knowledge, embracing the interpretive essence of hermeneutic phenomenology to represent the rich experiences of English teachers in multilingual classrooms.

4. Results and Discussion

This section presents the results gathered from interviews and informal conversations with English teachers from schools MTB-MLE implemented schools in Nepal. Through thematic analysis employing a hermeneutic phenomenological approach researchers identified essential themes that represent both teachers' actual experiences and their professional understanding. Four primary themes organize the research outcomes which include knowledge of students, classroom management, pedagogical knowledge and professional knowledge and each theme is followed by a discussion that relates these findings back to existing theories and previous research. Analyzing participants' stories alongside theoretical

frameworks leads to enhanced comprehension of how the MTB-MLE methodology influences teaching approaches within multilingual educational environments.

4.1. Knowledge of Students

Understanding students' linguistic backgrounds stands as a fundamental responsibility of educators. This understanding is cultivated through various means, including home visits, direct interactions with students and their families, and formal and informal assessments of their needs, interests, and psychological inclinations (Kılıç, 2011). In this context, T2 expressed "teachers need to understand students' psychology, their needs, motivation level, and learning capacity." This implies that teachers must discern students' interests, motivations, needs, attitudes, and learning capacities before instruction. Teachers' understanding of students' characteristics and needs informs instructional strategies to meet individual learning requirements (Clark & Peterson, 1986, as cited in Hill & Chin, 2018). Likewise, T1 expressed, "*one of the roles of a teacher is to know about students' linguistic background to scaffold students' learning.*"

T2 said, "*Understanding students' prior knowledge, experience, and skill is essential.*" This highlights the impact of students' linguistic backgrounds on their English language learning in the classroom. Moreover, T4 stated, "*Teachers' knowledge about students' language and pre-knowledge is important while teaching.*" Teachers become familiar with students' linguistic backgrounds by visiting their homes and interacting with them and their parents. They are encouraged to understand students' needs, interests, attitudes, behaviors, and psychological characteristics through both formal and informal means. English teachers shared that being aware of students' linguistic backgrounds and pre-existing knowledge before teaching supports effective instruction and learning. Knowing students in terms of their linguistic background, needs, interests, and prior content knowledge is essential when teaching English.

In the MTB-MLE program, teachers visit students' homes and their families to understand better their linguistic background, their interest in learning, motivation, and needs. Teachers' visits to students' homes help them to understand their students' real situations. That real situation of students supports teachers to guide them in a real direction of teaching and learning by adding new knowledge to them on top of their pre-knowledge and linguistic knowledge. Building a good rapport with students makes teaching easier and more effective. We, as teachers of English, have realized the significance of recognizing and responding to students' linguistic backgrounds, prior knowledge, and individual needs in effective English language instruction.

These responses highlight that understanding students' linguistic backgrounds, prior knowledge, and individual interests is crucial for educators. Various methods, such as home visits, direct interactions with students and families, and formal and informal assessments, cultivate this understanding. Schema theory provides a valuable framework for connecting new knowledge with prior understandings (Anderson, 1977, as cited in Kılıç, 2011); its application in diverse classroom settings warrants careful examination. The theory's emphasis on aligning prior and new knowledge may oversimplify the complexities of learning and overlook the diverse backgrounds and experiences of students. The contextual teaching approach, grounded in an understanding of students' characteristics, aligns with educational best practices (Peterson et al., 1989); their effectiveness across varied educational contexts necessitates further exploration. The implementation of contextual teaching methods may vary depending on teachers' expertise and the specific needs of student populations, considering contextual factors in educational research and practice.

Similarly, Cummins' linguistic interdependence theory (1979) aligns with the connection between students' basic interpersonal communication skills and cognitive academic language proficiency while learning the English language and content. This theory supports teachers in understanding the transfer of students' learning from their mother tongue to other additional languages. This theory claims that students' basic interpersonal communication skills support their ability to gain cognitive academic language proficiency. Activities such as home visits, informal interactions with parents about students, engaging students in classroom activities, and providing feedback and motivation support this process.

4.2. Classroom Management

The importance of cultivating a child-friendly environment within the classroom cannot be overstated, as it greatly enhances the efficacy of systematic teaching practices. A conducive classroom environment engages students in different learning activities that motivate them to learn by doing. Students' engagement in learning makes their learning sustainable. Classroom

management refers to the physical classroom structure and classroom environment. In this connection, T2 said, *"If a classroom is not managed well, students cannot learn well, and they cannot be ready physically and mentally."* A well-managed classroom gets students to be prepared physically and mentally to learn new knowledge. T2 further expressed, *"English teachers should have knowledge of classroom management for effective and meaningful teaching activities. When I teach students in a room that does not have windows and doors, my students don't get interested in learning, and they get interested in looking outside the classroom. That is why good classroom management is necessary for students' good attention in learning, and they can achieve expected learning outcomes."*

T2 argued that a well-organized classroom facilitates effective teaching and ensures that students remain focused on their studies rather than distracted by external stimuli. Similarly, T5 said, *"A conducive learning environment enhances students' learning in a way that engages students in different classroom activities."* In addition, T6 stated, *"If I don't create a good learning environment in the classrooms, my students do not pay attention properly and get motivated in learning"*. These responses emphasize the teachers' role in creating a good learning environment through well-managed classrooms, thereby supporting students to get motivated in their learning. One of the teacher's roles is to create a conducive environment in the classroom where students freely gain and practice their knowledge. A good environment affects students' learning directly and indirectly. Classroom management comprises the physical structure of the classroom and the environment of the classroom. Students get motivated and attracted by seeing a well-managed classroom and a peaceful, conducive environment.

The responses showed that a physically well-managed classroom setting and a conducive classroom environment are crucial for enhancing the effectiveness of systematic teaching practices. Effective classroom management shapes students' learning experiences and influences their engagement and motivation. Creating a child-friendly environment fosters interactive and student-centered learning experiences, promoting academic growth and development. Effective classroom management is essential for facilitating meaningful and engaging learning experiences at the primary level. Oliver and Reschly (2007) asserted that classroom management is fundamental in teacher preparation as mandated by educational policy. Classroom management encompasses teachers' deliberate strategies to establish a supportive atmosphere conducive to academic and socio-emotional development (Oliver & Reschly, 2007). A well-managed classroom not only fosters active participation in learning activities but also mitigates disruptions and unpreparedness, which can hinder student engagement and exacerbate management issues.

Teachers' knowledge about good classroom management empowers them to create an effective classroom by focusing on a well-organized physical setting and a contextualized, conducive learning environment that enhances students' learning and promotes better academic achievement. Students' engagement and motivation are key factors that foster active learning.

4.3. Pedagogical Knowledge

Pedagogical knowledge includes curriculum design, teaching methodologies, and instructional techniques that facilitates learning experiences. Pedagogical knowledge also includes preparation, presentation, association, generation, and application of knowledge within the teaching and learning framework. Within this framework, contextual pedagogy emphasizes the systematic conceptualization of educational delivery tailored to individual and societal needs within the broader context of human development. This holistic view integrates various elements, including subject matter expertise, pedagogical understanding, awareness of student dynamics, and the nuances of environmental contexts, into the teacher's repertoire of skills and knowledge. Regarding the pedagogical knowledge gained through experience, T1 narrated: *"In the beginning, I did not know teaching pedagogy. I taught students, but my teaching was not effective. I realized and evaluated myself now. I was unaware of what to teach, why, or how to teach. One day, I participated in a meeting at my neighbor's school. I got an opportunity to observe English teaching in class three. The English teacher used a daily lesson plan, a weekly plan, and a teaching guide. Observing the class impressed and motivated me to follow the same teaching strategy. It was quite a different English class from my English class in terms of how the lesson was started, the teaching methods used, the language of instruction, teaching activities, evaluation methods, classroom management, and the use of teaching materials."*

This response presents the pivotal role of pedagogical knowledge in enhancing teaching efficacy and student engagement. It illuminates the importance of reflective practice, wherein educators continuously evaluate past experiences, seek insights from colleagues, and adapt strategies to suit the unique dynamics of their classrooms.

Similarly, T2 expressed the necessity for educators to be well-versed in the various

components of pedagogy, including “curriculum design, language instruction, classroom management, understanding of learning processes, familiarity with student dynamics, mastery of teaching content, utilization of teaching methodologies, selection of appropriate teaching materials, and proficiency in evaluation techniques”. This comprehensive understanding of pedagogy equips teachers with the knowledge and skills to navigate the challenges of classroom instruction effectively.

T3 also stressed the importance of pedagogical knowledge for effective teaching stating, “*If a teacher does not have pedagogical knowledge, he/she can be confused in terms of what to teach, why to teach, how to teach.*” He rightly intends to say that without pedagogical knowledge, teachers may struggle with what, why, and how to teach, leading to confusion. Qualified educators possess pedagogical expertise, enabling them to set clear teaching goals and choose suitable methods confidently. Embracing pedagogical principles ensures teachers can navigate their instructional responsibilities with clarity and confidence, enhancing student learning outcomes. T4 said pedagogical knowledge boosts teachers’ confidence and competence for effective classroom teaching. She reported her professional transformation as: *When I joined the teaching profession, I did not know about teaching content, methods, skills, techniques, and different activities. I was not capable of teaching students confidently. I studied the curriculum, skills, approaches, methods, techniques, and classroom management.*

T5 asserted, “*without knowing pedagogy, one cannot teach his students properly*”. His assertion significantly presents that pedagogy constitutes specialized knowledge crucial for proper teaching. Without it, effective instruction becomes challenging, hindering students’ learning progress. He regards pedagogy as a tool for teachers’ preparation and advancement, fostering reform and growth in students’ education. In addition, T6 expressed, “*Teachers’ familiarity with curriculum, instructional materials, content, and teaching methods as part of pedagogical knowledge is important. Teachers must be competent in pedagogical knowledge, particularly in English teaching, encompassing various aspects such as content, methods, skills, techniques, materials, and assessment*”. For him, teachers’ pedagogical knowledge is the most important thing in the teaching process; without it, teachers cannot teach effectively and nor be competent and confident. Teachers’ pedagogical knowledge makes them competent in delivering teaching concepts and approaches and in applying rational and critical reasoning on the subject matters while teaching in the classroom.

The responses showed that knowledge of curriculum, teaching methods, techniques, and instructional techniques among teachers is important. It empowers teachers to be competent and confident in their pedagogical knowledge and its application in the context of MTB-MLE implemented classrooms. In this connection, Moradkhani et al. (2013) emphasize how pedagogical knowledge fosters teachers’ confidence in their teaching abilities. Shulman (1986) defines three dimensions of teacher knowledge: subject matter content, pedagogical content, and curricular knowledge. In addition, Jacob, Pillay, and Oyefeso (2021) emphasize teachers’ competence in delivering subject matter understanding through pedagogical knowledge. Similarly, Satriani, Emilia, and Gunawan (2012) highlight the importance of contextually rooted awareness in teacher knowledge, while Shulman (1986) emphasizes integrating content and pedagogical knowledge. Teachers’ pre-knowledge about teaching pedagogy helps them better understand pedagogical knowledge by connecting it with new knowledge. Anderson’s schema theory (Anderson, 1970, as cited in Kılıç, 2011) also presents the connection between pre-knowledge and newly gained knowledge to construct knowledge in teachers and students on the related phenomena.

Teachers’ pedagogical knowledge is a dynamic aspect of the teaching profession. It develops through continuous learning, experience, expertise, and educational opportunities. Pedagogical knowledge plays a pivotal role in shaping the future of education and fostering positive learning outcomes for all students, as experienced and perceived by the participants of the present study.

4.4. Professional Knowledge

Teachers’ professional knowledge in teaching encompasses a spectrum of experiences and competencies essential for effective teaching, including skills, knowledge, qualifications, and abilities. It encompasses interpersonal skills, leadership cultivation, decision-making ability, communication and interaction, and time management proficiency in teachers. In relation to the teaching profession, T1 said, “*I feel proud of being an English teacher because I am the first English teacher in our village. The teaching profession has motivated me to establish my identity in our Tamang community.*” His narration clearly indicates that he is highly satisfied with his teaching profession, and the esteemed status of English teachers within the Tamang community

further motivates teachers to excel in their profession.

Similarly, T3 remarked, “*If I want to be a successful and competent teacher, I should have knowledge of teaching theories, principles, methods, and practices.*” He emphasizes the essential connection between teaching knowledge and effective instruction, asserting that teaching without a solid understanding of pedagogical concepts or practical experience is unsustainable. He further maintains that success as a teacher necessitates a deep comprehension of teaching theories, methodologies, and practical applications. Likewise, T6 presents the significance of “comprehending the scope and importance of teaching,” asserting that a clear understanding of these aspects is vital for fulfilling the responsibilities inherent in the profession. T7 emphasized the importance of continual learning, self-reflection, and evaluation in fostering professional growth when he stated, “*the teaching profession is not only for teaching others but also for learning myself and building up teacher professional development.*” It implies that teaching is not merely about imparting knowledge but also entails personal growth and development for educators.

These responses emphasize how a systematic approach to education, encompassing everything from lesson planning to classroom management, contributes to a teacher’s professionalism (Kenklies, 2012). Effective teaching involves not only knowing the subject matter but also understanding what to teach, why to teach it, and how to teach effectively. He argues that content knowledge goes beyond mere facts; it is about grasping the deeper structures and concepts within a subject (Shulman, 1986). The importance of this nuanced understanding suggests that teaching a subject requires more than just knowledge of its facts and concepts. Teachers’ professional development is always related to teachers’ qualifications, updates, network-making specifications, skills, expertise, experience, and knowledge of teaching theoretically and practically. Teaching experience, individual updates, reflective teaching, and self-evaluation really support teachers in building up professional development.

5. Conclusions

This study focused on investigating how English teachers in Nepal engage with their pedagogical knowledge and classroom practices under the MTB-MLE program. Through a hermeneutic phenomenological research design researchers collected and interpreted data from seven purposively selected English teachers using unstructured interviews and informal interactions. The analysis revealed four central themes: The analysis revealed four central themes: knowledge of students, classroom management, pedagogical knowledge, and professional knowledge. It revealed that teacher effectiveness depends on understanding student needs, managing classroom dynamics, applying pedagogical principles and maintaining professional growth. The combination of these elements resulted in English language teaching that met contextual needs in classrooms with multiple languages.

This study makes a substantial contribution to schema theory and Cummins’ linguistic interdependence theory scholarship by connecting these frameworks to the practical teaching experiences found in multilingual classrooms. This study delivers evidence of theory application in classroom environments and demonstrates how MTB-MLE delivers pedagogical and professional teacher development. The findings provide profound understanding but its generalizability remains limited because of the small sample size and specific geographic focus. The study reveals actionable insights for teacher education programs and curriculum development as well as language policy formulation through its promotion of training initiatives that prioritize culturally sensitive teaching methods alongside multilingual skills development.

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