

**Professional Development of English Language
Teachers in Nepal**

**A Dissertation Submitted to the
Office of the Dean, Faculty of Education, Tribhuvan
University**

**By
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Ph.D. Candidate**

2013

DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any other degrees. I understand that my dissertation will be the part of permanent collection of the Tribhuvan University Library. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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RECOMMENDATION

This is to certify that Mr. Rishi Ram Rijal, Reader in English Education, has prepared the dissertation entitled **'Professional Development of English Language Teachers in Nepal'** under my guidance and supervision. I recommend the dissertation for acceptance for evaluation and award of a Ph.D. degree in Education.

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DEDICATION

This dissertation is dedicated

To

My Parents

Gurus

And

All the Nepali English language teachers

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ABSTRACT

This study 'Professional Development of English Language Teachers in Nepal' attempts to explore the existing status of professional development of English language teachers, their experiences, perceptions, inspirations and motivating factors toward professional development along with their expectations for the future development. For this study, 200 teachers teaching English at secondary grades in five ecologically different districts of central region of Nepal viz. Dolakha, Nuwakot, Kathmandu, Chitwan and Sarlahi were randomly selected for the survey data and 20 teachers (one out of every 10) were purposively selected for the in-depth information as the sample. In order to generate the relevant data, a set of questionnaire for the teachers and the in-depth interview schedule for the key informants were used as the tools. The generated data have been analyzed applying the mixed method design.

The current status of professional development of teachers through innovative approaches, collaborative interactions, helping others learn, taking occasional courses and reading books, journals and articles is very poor. The teachers are still involved in closed classroom practices, facing lots of difficulties and challenges and taking no notice of other teachers' professional activities. They cannot manage their time for meetings, conferences and collaborative interactions within their own school or beyond the school. Mostly the newly appointed teachers have to rely on the apprenticeship of observation and the classroom experience without gaining so much help, support and advice from the headteachers or seniors to acquire professional competence.

A very few teachers have experienced the purposive leadership of the headteachers because most of them try to control everything, are suspicious of initiative of other teachers and do not like to involve all teaching staff in decision-making process. They think that they are in charge and the other teachers are bound to follow their orders. Making decisions, plans and school policies, and their implementations are the prerogative of the administrators.

Motivations deserve high significance in teacher professional development; self-motivation through gaining satisfaction in students' progress, caring subject matter for maintaining skills, experimenting and discovering new ideas, feeling teaching important, etc.

do encourage teachers to bring change in their teaching behavior much. In addition to these intrinsic encouragers, teachers are highly motivated with materials or extrinsic motivation that encourage recognition and praise, job security and working conditions, etc. to grow professionally ahead.

Teachers expect clear cut plans and policies from the government on teacher education and teacher license. They also expect formal mentoring, making headteachers of schools more accountable, implementing follow-up and monitoring system, balanced courses to teacher learners, and use of the senior teachers as the experts to conduct leadership activities. Teachers themselves wish to be more committed to the subject and the students they teach and to implement the knowledge they received from the teacher education and experience. They must take initiation to reflect, observe colleagues' teaching, give and receive critical comments gaining self-awareness. Based on these findings, the following recommendations are made:

The government of Nepal has to work out policies to implement inquiry based teacher professional development strategies like action research, classroom observation, reflective interaction, critical analysis and portfolio collection. As all the learners do not follow the same style of learning, the policy makers, the curricula framers, textbook writers, and teacher trainers should develop programs integrating sound research based approaches with the transactional method of delivering the training contents. For this, local education authority together with school administration should work to create a conducive environment to motivate the teachers to update themselves with the developments made in the field of teacher professional development. The leadership of educational administrators should be as accommodative as to respond to the need of professional development of the school faculty.

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ACRONYMS AND ABBREVIATIONS

B. A.	Bachelors of Arts
B. Ed.	Bachelors of Education
B. S.	Bikram Sambat
CERID	Research Centre for Education Innovation and Development
D.E.O.	District Education Office/Officer
Dr	Doctor
eg.	For example
ELT	English Language Teaching
Etc.	Et cetera
FOE	Faculty of Education
HRD	Human Resources Development
HSEB	Higher Secondary Education Board
IATEFL	International Association of Teachers of English as a Foreign Language
i. e.	That is
INSET	In-service Education and Training
IOE	Institute of Education
K. U.	Kathmandu University
M. A.	Masters in Arts
M. Ed	Masters in Education
MOE	Ministry of Education
MOES	Ministry of Education and Sports
M. Phil.	Masters of Philosophy
M. Sc.	Masters of Science
N.	Number of People
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teachers' Association
NESP	National Education System Plan
No.	Number (Table No.)
NSU	Nepal Sanskrit University
p.	Page

PCL	Proficiency Certificate Level
PD	Professional Development
Ph. D.	Doctor of Philosophy
pp.	Pages
Prof.	Professor
PTTC	Primary Teacher Training Centre
P. U.	Purbanchal University
RP	Resource Person
SLC	School Leaving Certificate
SEDC	Secondary Education Development Centre
SEDP	Secondary Education Development Project
SEDU	Secondary Education Development Unit
SESP	Secondary Education Support Program
SMC	School Management Committee
SOE	School of Education
SSR	School Sector Reform
TEFL	Teaching English as a Foreign Language
TD	Teacher Development
TPD	Teacher Professional Development
TEP	Teacher Education Project
T. U.	Tribhuvan University
TOEFL	Test of English as a Foreign Language
TESOL	Teaching English to Students of Other Languages
UK	United Kingdom
USA	United States of America
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

General Background

Teaching and learning seem to be two different concepts but they are closely interdependent. They cannot be separated from each other like the two facets of the same coin. The main aim of teaching is not only imparting knowledge and skills prescribed in a curriculum for the students but also facilitating the learning process by making it more effective. In this context, Day (2005) states that teachers have the sole potential to enhance the quality of learning by bringing life to curriculum and inspiring students to curiosity and self-directed learning.

Teachers' values, identities and moral purposes are the major affecting factors of effective teaching behaviors. Their attitude to learning, care and commitment to the subjects they teach are also associated with effective teaching. However, effective teaching does not always result in effective learning. There are several other factors that affect this. These factors include: the family histories and circumstances of the parents and the students, the leadership and the learning culture of the school, the effect of government policies, the perceived relevance and value of curriculum, behavior of classroom and staffroom, relationship with the parents and the wider community, and teachers' knowledge, competence and skills (Day, 1999). While gaining familiarity with such factors and fostering the knowledge, skills and experience, the teacher must be involved in the activities of initial teacher preparation, induction and gaining formal and informal experiences in and outside school.

The prospective English language teachers are introduced with pronunciation of English sounds, vocabulary, grammar, language functions, language skills, comprehension, discourses, etc. in their teacher education courses to make them familiar with the subject matter knowledge. They are introduced with the setting of context, constructing and using appropriate support materials, conducting practice and communicative activities, creating interest and motivation for learning, developing study skills, providing model and exposure, etc. to get them familiar with pedagogical content knowledge. They are also involved in a

short period of practice teaching to gain knowledge and experience at the end of theoretical courses of a certain level of initial teacher education. During the induction period in the first year's teaching after getting employed in the teaching job, in Tickle's (2000) view, the teachers are familiar with the prescribed curriculum and pedagogical procedures, learning and learners, classroom management and instruction, common room and school cultures, curriculum policy and principles, assessment and evaluation techniques, routines and functional know-how.

While gaining formal and informal experience, the teachers participate in workshops and seminars, trainings and conferences on the one hand and on the other, they are involved in collaboration and reflection through classroom observation, team teaching, networking, analyzing critical incidents and action research and mentoring (Richards and Farrell, 2005). All activities of these three phases (initial teacher preparation, induction and gaining formal and informal experiences) are associated with becoming the best English teachers, the main purpose of teacher professional development.

The best English teachers are those who are confident in their discipline and committed to their subjects, to their students and to their excellence. They are patient, caring and dedicated to their students' achievements. They feel pride in students' accomplishment and assess their knowledge, skills, dispositions and values in terms of the students' progress. They know how to arouse curiosity, ignite interest and win appreciation of the subject matter. The best teachers are always involved in search of the alternative strategies of teaching and learning and involve their students in the same way as they themselves are involved in their own professional development.

Teacher professional development is the lifelong learning process of deepening knowledge, skills and experiences necessary to provide effective instruction and assess student progress. It ensures that teachers possess the knowledge, skills and experience to collaborate with others, to meet the diverse learning needs of all students and to create safe, secure and supporting learning environment for all students. It also ensures that teachers have the knowledge, skills and dispositions to engage themselves and other community members as active partners in their children's education. Furthermore, the teachers can also use such knowledge, skills and dispositions in research and decision making. They can plan the

classroom environment, organize and manage the class, determine the sequencing and pacing of the overall structure of a lesson, the homework to be set, evaluate each student and decide on the corrective measures to be taken.

Statement of the Problem

There are multiple routes to the English teaching profession in Nepal as the teachers hold various certificates of graduate and masters levels. Some of the English teachers have received their degrees with a major in English language and linguistics whereas some others hold them with the major in English literature. Some others even do possess either of these. Professional development for them may mean different things based on their subject disciplines. For some of them, professional development may mean acquiring qualifications recognized by educational authorities while for others it may mean behaving in accordance with the rules and norms that prevail in their context of work.

The recruitment process of the English teachers is not very complicated as they are recruited on the temporary basis in the initial years of their teaching career. After their employment, there exists no structured professional support system like teacher induction and mentoring by the senior teachers for the new ones. A very few of them get chances of attending local, national or international conferences and workshops regularly in their teaching career.

These English teachers are different in acquiring knowledge about and knowledge how as well. So, they may vary in terms of how they conceptualize their roles, duties and responsibilities as teachers. Some of these teachers perceive their work as taking place solely within their classrooms and are content to let educational decisions about curriculum, policies and standard be made by outside experts and focus their work on implementation issues. They are also different in their implicit knowledge which covers a wide range of terms like principles, practitioners' knowledge, personal theories, maxims, etc. These English teachers must have their distinct experience as the teachers inside the classrooms and beyond. The way they are motivated and the experience they gain in the classrooms or beyond will determine what they will expect to do for their future professional career.

Teacher professional development goes beyond the traditional views of pre-service ‘training’ and in-service ‘workshops’ (Hernes, 2004). It is a lifelong process of learning and assessment. Teachers can promote their own professional development and that of their colleagues without having to rely much on or waiting for major organizational structures. However, the curricula in the past for preparing English teachers did not include any kind of content and practices of professional development. The attempts were only made to improve students' learning outcomes through a better allocation of resources, more accountability, curriculum reforms and refined education systems along with running the in-service trainings and workshops occasionally.

Because of the demand of high quantity for efficient English teachers, the policy makers and the private sectors have major concern toward producing these teachers (Herne, 2004). Despite this, Nepal still experiences the shortage of efficient English teachers (Awasthi, 2003). Therefore, enough compromise has been made to produce them by relaxing qualification requirements, promoting ‘out of license’ and ‘out of field’ teaching , increasing teaching workloads, increasing class sizes, reducing time required for student learning and counseling courses. These issues have led me to some genuine questions which I have formulated as research questions for the study:

1. What is the current status of professional development of English teachers like?
2. How do they experience and perceive their professional development?
3. What appear to be the most significant inspirations and motivating factors in their professional development? and
4. What are their expectations for future professional development?

Significance of the Study

The world is changing; so are the innovations in science and technology. The society, school and methodology of teaching and learning are also changing. So, there is a paradigm shift towards the ongoing development of teaching skills in order to help teachers adjust to changing needs of school and society. There is an increasing need of providing support to new teachers through induction programs to the school and career needs. After 1990s, a trend has emerged to move from ‘teacher training’ to teacher professional development and a move

from teacher training institutions to the agents of professional development. In Herne's (2004) view, the agents of professional development include teacher education institutions, schools, community organizations and also local, national and international networks of teachers who support each others' professional growth. This is the changing situation from the issue of quantity to the issue of quality. It shows the move away from the top-down, one-size-fits-all, one-shot workshop model towards decentralized, school-based, teacher-led professional development activities.

Once the English teachers are employed in the teaching profession, they need supervision, inspiration and updating their skills and knowledge. Teachers can teach effectively if they are involved in the process of continuous professional development. So, only the well managed infrastructure of school, its material resources, curricula, supply of textbooks are not sufficient for bringing excellence in teaching; the quality of teachers must be taken into consideration. Furthermore, In Herne's (2004) view, teachers want policies that promote their professionalism, pedagogical autonomy, provide more help and less control from local and central authorities as well as opportunities for their career development. In such a situation, this research study aimed to find out the current status of a host of alternative strategies of teacher professional development that allow English teachers for self-directed, collaborative and inquiry based teacher learning. The findings of this study provide lots of insights and encouragement for the teachers to engage in ongoing, in-depth and reflective examinations of their practices and their students' learning.

This research also explores the teachers' experiences of the classroom, school context and the wider professional communities along with the teachers' perceptions toward the use of various alternative structures and strategies for teacher professional development. Through such systematic explorations into the teachers' experience and perceptions, the school administration as well as the local and national education authorities gain much knowledge of contextual backgrounds of teachers' needs and interests so that they can manage locally based demand driven refresher trainings. The identification of teachers' inspirations and motivating factors for bringing change in English teachers' professional behaviors can also produce the impact they have on teacher learning and the kinds of teacher learning environments.

The identification of English teachers' expectations regarding their future career advancement help policy makers and curriculum designers reexamine, re-conceptualize and redesign the teacher education, trainings and teacher professional development modalities. On the whole, the findings of this research study will contribute to know the increased attention to the complexities of teacher learning which encompasses, after Johnson's (2009), the commitment to the emphasis on ongoing, in-depth, and reflective examination of teaching practices, the recognition that participation and context are essential to teacher learning, and the tremendous potential that practitioners' knowledge has as a mechanism for change in classroom practices which ultimately leave positive effects on student learning.

Objectives of the Study

The general objective of this study was to assess the current professional development status of the English teachers in Nepal.

The specific objectives of this study were:

- i) to find out the existing status of professional development of secondary English teachers;
- ii) to explore experiences, perceptions, inspirations and motivating factors toward professional development ;
- iii) to identify the English teachers' expectations for their future professional development.

Delimitations of the Study

- i) This study was delimited to the scope of exploring the current state, experiences and perceptions, motivating factors of professional development of English teachers as well as their expectations for their future career.
- ii) The English teachers were taken only from secondary level schools of Nepal for the study.
- iii) The sample population was taken from only the five districts of central region representing the mountain, hill, valley, inner Terai and the Terai ecological regions.

- iv) The data were collected by using questionnaire and interview only.

Definitions of the Terms Used

Professional development is a life-long learning process employing a number of different trajectories of achieving greater self awareness and gaining future direction in teaching. As long as the teachers are in their profession, they will continue to learn and adapt to new situations and use new research and materials in their work. Teacher professional development includes pre-service teacher education, teacher induction, and participation in workshops, conferences and conventions along with the meetings of professional associations, finding information on the internet, participating in professional development online, and working with educators where they work. Thus, the journey of teacher professional development starts with the initial teacher preparation, moves along the path passing through career entry, induction, reflection and formal and informal experiences throughout their career to become and remain better teachers.

English teachers (hereafter teachers only) are those teachers who have been teaching English at secondary level schools after completing their teacher preparation courses of bachelors' and masters' levels.

Experience is the knowledge or skills that the teachers of secondary level have obtained while teaching at secondary grades or observing their peers' classes. It also includes the traces of activity that teachers accumulate through teaching. The experiences are accumulated by the teachers while they were the students that influenced their views of teaching, experiences in professional preparation and the experiences as members of teaching society.

Perception, here, refers to a belief or opinion as well as the ability to notice and understand things that are not obvious to other people held by the teachers teaching English at secondary level school. Robins et al. (2000) are of the view that perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. The perception of an individual can be very different from the objective reality. For example, some teachers may view a school as a great place to work with favorable

working conditions, interesting job; good pay, etc. whereas some others may view it otherwise.

Motivating factors are those factors which cause the teachers to bring change in their professional behaviors which lead them to enhance and sustain their quality of teaching English throughout their teaching lives. Various things, actions or people can leave everlasting influences on the teachers that enable them to review and renew their purposes, values and practices for the better performances of their own as well as the greater achievement of their students' learning. In Huberman's (1994) view, there are two types of such factors which include material motivating factors and self motivating factors, which have been termed here as the intrinsic motivating factors and extrinsic motivating factors respectively.

Expectations are the attitudes, beliefs and qualities of the work that the teachers expect from the government as the policy maker, from the schools where they work in which their teaching behaviors are highly controlled, gained and influenced, and the teachers themselves who are responsible for the initiation, development and maintenance of their own quality of professionalism.

Summary

This chapter establishes itself as a background to the overall research issues. Teachers' effective performance in teaching learning process depends on discipline-wise knowledge with technical skills to deliver teaching courses. Self motivation and encouragement are needed for them to enhance their expertise, experiences and self awareness. This is termed here as the teachers' professional development. On this backdrop, this research aims to explore the current status of the teachers' professional development highlighting their experiences and perceptions toward it. In order to narrow down the concept of the teachers' professional development, mainly among those teaching at the secondary levels, this study is delimited to explore basically the state of English teachers in Nepal in relation to their experiences and mainly how they perceive the issues of professional development for applying to their day to day teaching processes.

CHAPTER TWO

LITERATURE REVIEW

This chapter contains theoretical review and empirical review grouping the information into five main categories. The first category includes the review of evolution of teacher professional development. The second category includes the review of theoretical perspective of teacher professional development. The third and fourth categories include the review of causative factors of teacher professional development and theories of language teacher learning respectively. The fifth category includes the review of empirical researches carried out on this area so far along with the implication of the reviews.

Evolution of Teacher Professional Development

The review of evolution of teacher professional development includes historical sketch of teacher professional development, teacher education in Nepal and English teaching in Nepal.

Historical Sketch of Teacher Professional Development

Head and Taylor (1997) maintain that teacher development is not a new phenomenon. Some of the ideas that have most influenced the current thinking about teacher development were first put forward by Socrates who was one of the most influential Greek philosophers around two thousand years ago. He saw himself as a companion and guide, facilitating the learners' discovery of knowledge. He looked forward to acquiring a new insight himself from the shared inquiry. His approach to teaching was some kind of reflective one emphasizing the learners' self in their learning process, which has contributed to the person-centered learning.

In Freeman's (2009) view, throughout 1970s and the period prior to it, language teachers learned to teach through various teacher training designs ranging from short courses to higher education courses and degrees. In the 1980s, the scope of teacher learning was refined as increasing attention was given to the person of the teacher. The procedural aspect of teacher training could be balanced by the person-centered notion of teacher development. There were a number of quite specific reasons why during 1980s English language teachers began to feel the need for some form of self-

motivated professional development. It began to be expressed in various ways through articles in journals, conference papers, workshops, and teachers' networking informally to share ideas. In an article Bolitho (as cited in Head and Taylor, 1997) identified a number of background factors for the emergence of teacher development as a distinct concept in English language teaching. They are summarized as:

1. *The huge expansion of language teaching industry, bringing large number of teachers into the profession and the lack of career structure offering opportunities for variety and promotion.*
2. *The 'mid-life crisis' experienced by many teachers after ten or more years in the field.*
3. *Low pay or poor conditions of service in many institutions and many teachers working on temporary or part time contracts, leading to low morale, low self-esteem, and often a sense of frustration and isolation among teachers.*
4. *An increasing preoccupation with qualifications. British ELT needed to professionalize itself, yet higher academic courses seldom have the kind of practical orientation that many teachers hope for, and there are no guarantees of permanent job at the end of them.*
5. *The influence of humanistic views of language teaching, while from a mere academic base studies of second language acquisition were also beginning to focus on the learning process, spawning generalizing new idea of a more learner centered approach to learning, (Head and Taylor, 1997 p.8).*

These factors have contributed further to move ahead with the other activities like forming interest groups. In this connection, Head and Taylor (1997) further mention that within IATEFL, the 'Teacher Development Special Interest Group' was formed in 1985. Its main aim was to provide a forum for interested teachers to exchange ideas and to reach a wider audience all over the world. Andrian Underhill was its founder and first coordinator. The information was exchanged through the teacher development newsletters and correspondences among the members. This revealed that there were two things happening: first, that some teachers were already working on their own and in groups independently of the IATEFL movement, in a variety of ways, on similar issues; second, that many teachers were ready and eager to join the exchanges, which addressed relevant issues concerning their own development, with the support and focus that the Special Interest Group could provide. It became clear that the concerns that led to the formation of the Special Interest Group were not confined to the context in which it was formed initially, but has already been engaging many

teachers worldwide. They found that personal self-awareness and reflective practices were the keys to professional development.

The 1990s marks the watershed in refining teaching English when Richards and Nunnan (1990) published their collection entitled 'Second Language Teacher Education'. This collection brought together a variety of sources including trainer account of activities, program designs and conceptual arguments (Freeman, 2009). After that second language teacher education included not only what teachers need to learn, but also how they would learn it. This is how, teacher professional development has gone beyond the traditional view of pre-service training and in-service workshops. It has become a lifelong process of learning and assessment. This is a move from teacher training to teacher professional development and a move from 'teacher training institutions' to agents of professional development which include teacher education institutions, schools, community organizations, and also local, national, and international networks of teachers who support each other's professional growth.

Teacher Education in Nepal

The preparation of teachers started in Nepal with the commencement of Adhar Shiksha (Basic Education) based on the Gandhian philosophy in 1947. In the same year, the 'Basic Teacher Training Center' was established with a view to provide a one-year or two-year courses for various levels including vocational subjects for teachers. These courses for various levels included the disciplines such as agriculture and spinning at primary level whereas agriculture, spinning, weaving, metal crafts, wood works as well as language (Nepali and Hindi, Sanskrit or English), mathematics, social science, general science, drawing, health education and general education at lower secondary and secondary levels. Though there were many choices in the general subject disciplines at secondary level curricula, the vocational subjects remained the same as prescribed at lower secondary level (Awasthi, 2003).

Because of the various reasons such as people's attitude towards education, social customs, students' low respect for vocational education, lack of practical knowledge in vocational teachers, poor physical facilities as well as the lack of systematic follow ups, the implementation of vocational education part remained poor. As a result, the vocational education lost its popularity. The effect of

this also fell on the Basic Teacher Training Center as well and it eventually was closed in 1953 (Aryal, 1970, as cited in Kafle, 2001).

In course of implementing the recommendations proposed by the National Education Planning Commission (MOES, 1956), the government of Nepal established many schools throughout the country. These schools aimed to provide training to the school teachers who were basically under SLC. The College of Education was established in Kathmandu in 1956 to give pre-service as well as in-service teacher education to the teachers of secondary level and below it. The period around 1960s and 1970s remained productive for the rapid expansion of formal education because many schools and educational institutions including Tribhuvan University were established during these very periods. Mainly there seemed two reasons for the rapid expansion of educational institutions: on the one hand, the autocratic Rana regime, which always kept Nepali people away from the light of education, was thrown off after the end of British Colonization in India, and on the other, people's awareness for mass education was encouraged by the people's movement for the establishment of multiparty democracy.

Although the party-less panchayat system (one party political system) was replaced by the multiparty political system in 1960, the awareness of people for education could not be put to an end but even increased more. As a result, the number of schools and colleges increased dramatically. Because of the number of schools, the demand for qualified and trained manpower for teaching also increased. To some extent, the United States Agency for International Development (USAID) supported financially to provide training to the principals of many multipurpose high schools, teacher educators, and officials of the ministry of education by sending them to the USA and some other countries (Chitrakar, 1995 as cited in Kafle, 2001). This opportunity for the principals, education officials and teacher educators helped bring educational, cultural and managerial exposure in them and most of them have been providing educational leadership in Nepal even at present.

In the history of Nepalese formal education, 1971 marks a turning point. It was the year that the National Education System Plan (NESP) was implemented phase-wise in Nepal. The significant contribution this plan made was making the teacher training mandatory for all teachers to be tenured in teaching profession. Furthermore, this plan brought various training institutions under the single umbrella of Institute of Education (IOE) under Tribhuvan University, which conducted pre-service

and in service teacher education throughout the country very effectively and helped expand the quantity as well as the quality of teacher education.

However, with the amendment of Education Act (1980) the Nepal government announced that the teacher training would no longer be mandatory to tenure teachers in the teaching profession. The negative effect of this act could be seen in the efficiency and effectiveness of teaching and learning processes. Because of the flexible and inconsistent policies taken by governments after the reinstatement of multiparty democracy in Nepal, the teacher education for both pre-service as well as in-service has been badly affected. The number of students and teachers dramatically increased but the infrastructure of the educational institutions was not reformed as per the demand for many years. The strong dominance of the inconsistent political condition of the country also caused degrading condition of teacher education for the last some years.

English Teaching in Nepal

Formally English teaching commenced in Nepal with the establishment of a high school in Kathmandu by the then Prime Minister, Junga Bahadur Rana in 1854. Though this school was established in a small complex of the Rana palace in the beginning, it marked the beginning of the development of modern education. The school was not open for all ordinary Nepalese but only for the Rana children and some elites connected to the Rana families. A very few ordinary Nepalese children had a chance to educate themselves in the Gurukul where the religious traditional education was given to them by their Brahmin Gurus. Some of the lucky Nepalese would go to the neighboring Indian cities to learn Sanskrit and English.

Although English entered in Nepalese education in 1854, it was not introduced in the higher education until Tri-Chandra College was established (Awasthi, 2003). This was the first college established in the kingdom in 1881. The curriculum, teaching styles as well as the evaluation systems were all influenced by the Indian style of education even in this college. There were also some other schools opened after the establishment of Tri-Chandra College, but were not systematically run with standard curricula. Although Tribhuvan University was established in 1958, Nepalese had to wait until 1971 for the introduction of English in the curricula of both school and higher levels systematically. The teachers were not trained with the academic knowledge and pedagogical

procedures. It was only 1971 that the Institute of Education under Tribhuvan University initiated B.Ed. program in English education (Awasthi, 2003).

Though National Education System Plan (NESP) was short-lived (1971-76), it brought a new impetus in either per-service teacher education or in-service trainings. It formed the policy of making teacher training mandatory to obtain tenure in schools. In Awasthi's (2003) view, this policy created favorable environment for the expansion of teacher education and training institutions throughout the kingdom. The various institutions like College of Education, National Vocational Training Center, and Primary School Teacher Training Center all came under the single umbrella of the Institute of Education under Tribhuvan University. This institute was solely entrusted to conduct both pre-service and in-service teacher education and trainings. In collaboration with the Ministry of Education and Sports, the Institute of Education conducted various in-service and pre-service teacher education programs along with the popular programs such as women teacher training, remote area teacher training, on- the- spot teacher training, teacher training through distance learning and vocational teacher training at various places effectively during the NESP period (1971-76). A one-year M. Ed. program for M.A. and M. Sc. degree holders was also initiated for the educators, but this program could not sustain for more than a year. However, the power and contribution of the Institute of Education could not continue after 1980 when the Ministry of Education and Sports converted the Institute of Education into Faculty of Education (FOE) with the recommendation of Royal Commission on Higher Education (1980). Since then the FOE has remained with the responsibility of only for conducting pre-service academic programs and the Ministry of Education and Sports for conducting all the in-service training programs.

Currently the pre-service teacher education programs are run by the FOE under Tribhuvan University, School of Education (SOE) under Katmandu University, Nepal Sanskrit University (name changed after the establishment of Republican state, Nepal, from Mahendra Sanskrit University), Purbanchal University, Far Western University and Mid Western University as well as the Higher Secondary Education Board. There are 24 University (constituent) and over 556 affiliated campuses distributed throughout the country under the FOE of Tribhuvan University. All these fall under the respective Campus Chiefs and the Dean of the faculty working as an academic head. There are separate subject committees under the Faculty of Education to prepare and execute the curricula of different levels. The course structure contains the components of general education, professional

and subject education in the case of three year B.Ed. While for one year B.Ed. and M. Ed. the faculty offers courses on professional and subject education only.

The School of Education under Kathmandu University has conducted post-graduate diploma and M. Ed. in ELT in addition to its M. Phil. and Ph. D. in educational leadership programs. Nepal Sanskrit University has conducted only one year B. Ed. program since 1998. The ELT courses included in the courses of these two universities seem to be a bit heavier and up-to-date than the Tribhuvan University (Awasthi, 2003). Purbanchal University has also run a three year B. Ed. along with its distance B. Ed. education program but the courses seem to be more theoretical than these courses of other universities. Recently, Mid western and Far western Universities have also started 4-year programs under semester system. All these universities prepare higher and medium quality human resource to English language teaching force. The Higher Secondary Education Board is also running courses at 10+2 level in the education stream equivalent to the former P.C.L. in education to produce lower skilled human resource for English teaching at lower secondary as well as primary grades.

Not only these faculties and institutions giving pre-service education to the English teaching force at different levels including secondary level, the Faculty of Humanities and Social Sciences, under Tribhuvan University has also been producing manpower for teaching English. Though the students of various levels –P.C.L., graduate and post-graduate, have been offered major English as their specialization subjects, these courses do not include any professional input for teaching. The teachers who are teaching English without doing any professional courses are regarded untrained in Nepal. If the English teaching is to be made effective and professional, these teachers will urgently need training in professional as well as pedagogical skills.

The in-service teacher training programs have been conducted by National Center for Educational Development (NCED) and Secondary Education Development Center (SEDC) under the Ministry of Education and Sports after 1980. The SEDC as a project began its functions in 1983 with the aim of improving the quality of lower secondary and secondary education in Nepal initially providing trainings for Science, Math and English teachers. Later it was converted into Secondary Education Development Project (SEDP) to run long-term (10 months) as well as short term (4 weeks) secondary teacher training programs in English, Math and Science. It also conducted 9-week-long headteachers' training programs through its 25 centers.

The NCED was established in 1992 with the aim of producing trained manpower engaged in school education. There are nine primary teacher training centers spread throughout the country. As the NCED holds the policy to allow the private agencies as well to run the training programs, there are several privately owned teacher training centers established in the country even in a very short period of time. NCED develops, implements and periodically revises teacher training curricula and training materials. The brochure of NCED (2012) states that it has also established an extensive training network with the education campuses, training institutions and higher secondary schools to provide primary teacher training at local level.

It further records that the Secondary Education Development Center and Distance Education Center have been merged into NCED in 2004 with the aim of ensuring coordinated and integrated provision regarding policy formulation and implementation of the Human Resources Development (HRD) related functions. The NCED not only does organize and provide trainings for teachers, professionals and educational managers working at various levels under Ministry of Education (MOE), but also monitors, follows up and evaluates the in-service teacher education programs including Teacher Education Project (TEP) and Secondary Education Support Program (SESP).

The Primary Teacher Training Centers (PTTCs) and Secondary Education Development Units (SEDUs) are associated with the NCED under MOE. The responsibility of training primary school teachers has been taken by PTTC whereas the Secondary Education Perspective Plan (1997-2011) has specified the functions of SEDU as delivering trainings to practicing teachers of secondary schools, providing professional advice and support to them and managers, developing partnership among schools and mobilizing resources for secondary education (Secondary Education Perspective Plan, 1997). Panta et al. (2001) state that SEDUs have been instrumental in developing in-service training packages for lower and secondary school teachers in the core subjects like Mathematics, Science, English, Nepali and Social studies, managing training for headteachers, training to handle science equipment and curriculum dissemination.

A new project called 'School Sector Reform' (SSR) has also been started under the Ministry of Education to increase the number of professional teachers. The MOE (2012) has claimed that currently more than 80 percent of the primary level, 53 percent of the lower secondary level and 70 percent of the secondary level teachers have been trained respectively so far. However, this claim

cannot cover the population of the teachers teaching various subjects at various privately owned schools.

As the conclusion, we can say that the history of teacher education and training in Nepal is not so long. However, it has followed several modes and approaches in this field. During the NESP period (1971-1976), teacher education got its formality and IOE in collaboration with MOE contributed a lot to this field. After converting IOE into FOE, the providers of pre-service and in-service education and trainings were separated and the roles of FOE and the government agencies have been made distinct. Because of the government's flexible policies in this field, lack of coordination with FOE and other universities and very weak monitoring and follow up practices in the school systems, the condition of teacher education and trainings have not been so effective so far.

Theoretical Perspectives of Teacher Professional Development

This category includes a survey of literature on teacher professional development drawing some themes on its development and its practices including the concept of profession, teaching as a profession as well as English teaching as a profession. It also includes professional development of teachers and English teachers along with the stages and assumptions of teacher professional development.

Concept of Profession

In Becker's (1970) notion, professions are the occupations possessing a monopoly of some esoteric and difficult body of knowledge which is considered to be necessary for the functioning of a society. Only the members of the profession own such knowledge which contains not only the technical skills and practical experience but also the abstract principles based on the scientific investigations and logical conclusions. In this context, Lortie (1975) also characterizes profession as the collective knowledge in arcane form, which is not available to others outside the profession. Similarly, Rowntree (1981) conceptualizes 'profession' as any occupation that is regarded as prestigious, generally on the grounds that its members are not only well paid but also need prolonged academic training founded on some systematic body of knowledge. The professionals exercise a considerable freedom of decision in their day-to-day work. They recognize ethical standard in their activities to

serve a society. They continue to learn and enhance their professional behaviors while practicing it. To Ahlstrom (1988), profession is a type of occupational monopoly, which exerts powerful control over not only the practitioners of the occupation and the way they practice but also the advancement in the field. For him such professionals hold scientific bases of discipline that shape their advancement. He, thus, defines the professionals as a group of practitioners who are seen as having certain common attitudes towards their work and norms which regulate their relations to colleagues and the general public.

In the same vein, Huberman (1990) adds two more criteria to the general ones of profession which include adequate resources for performing the profession as professional practitioners and facilities in order to apply the knowledge and skill in the specific working context. Patty and Rury (as cited in Abdal Haqq, 1992, p. 1) point out the remuneration, social status, authoritative power, and service ethics as the defining characteristics of a profession. To these, Hargreaves (1994) adds the presence of collegiality and collaboration as the essential features of a profession. In Roberts' (1998) view, "self-regulation, the legal right to govern their daily work affairs, high social status, restricted entry and a homogeneous consensual knowledge base" (p. 38) are some of the criteria of a profession. Ur (1999, p. 390) argues that professionals are: primarily occupied in real time action; think in order to improve the action; are interested in finding out what works; are immediate agents of real world change; are evaluated in the short term by the extent to which they bring about valuable change; and are evaluated in the long term by their influence on the thought and action of both academics and professionals.

Traditionally, only the practices of medicine, law, engineering and the like were regarded as profession. The professionals were distinguished from other groups of workers because they had a specialized knowledge base, commitments to meeting clients' needs, strong collective identity and collegiality as against bureaucratic control over practice and professional standards (Larsson, 1997; Day (1999, p. 5). Thus, doctors, lawyers, engineers and nurses were regarded as the professionals because their expertise involved not only the knowledge and skills but also the exercise of highly sophisticated judgment, their extensive study, often university based as well as practical experience through internship programs and the use of especial terms which were not easily comprehensible to other people. In this context, the main characteristics of a profession were the existence of generally recognized code of ethics supported by a group of discipline and the base of technical operation of general principles, rather than rules of thumb or outline skills. This view indicates that professional

activity was basically an intellectual one carrying with great personal responsibility. It was strongly organized internally and was motivated by altruism.

The recruitment in such a profession was strictly controlled so that under qualified and unqualified people could not enter into it. The highly qualified professionals were supposed to select the candidates through a test with licensure procedure. The member of such professional community could enjoy the autonomy and possessed highly esteemed position in the society.

By observing these delineations, we can come to the conclusion that the professionals perform any social service being a part of a particular community (i.e. doctors, engineers, lawyers,, etc.) with their own specialized knowledge and skills, both theoretical and practical supported by lengthy training and practices. They are committed to reach a certain degree of autonomy to satisfy their clients to maintain their professional standard. They have their own code of ethics prescribed to regulate the appropriate relationship of practitioners and their clients. They are the members of the community who are responsible for themselves for their own growth and development, so they always tend to precede their learning through formal and informal experiences. Thus, they possess a definably specialized theoretical and practical knowledge base acquired through the long and rigorous training and induction under highly expert professionals, service ethics, commitment, professional autonomy, continuous learning, collaborative efforts, and collegiality, self-experience, licensures to recruitment, remuneration, social status and power.

Teaching as a Profession

Looking through the lenses of aforementioned criteria, a number of scholars found some of the elements missing in teaching profession. As nation forms the national policies and regulatory rules, centrally designed curricula and provides the guidelines for standard teaching, they think that it lacks the degree of professional autonomy. Teaching profession is also considered to have insufficient body of specialized knowledge in codified form (Ahlstrom, 1988). This claim is plausible because not all teachers around the world are equipped with the content as well as the pedagogical knowledge during their initial training or education. In this regard, Case et al. (1986) remark that teaching also lacks the core features of professionalism like collegiality and collaborative efforts. Initial preparatory courses in some faculties and the formally organized trainings on the short-term basis are also insufficient from the extensive education point of view. Occasionally those substitute teachers

who are usually under or unqualified and untrained are found to take over the responsibility of teaching in the classroom. Teacher induction is one of the main requirements for the profession but as in Levine's (1988) claim the structured induction conducted under the supervision of expert professional practitioners is missing in the case of teaching. There is also a very limited contact with the other colleagues because of the closed classroom culture held in many parts of the world even today. These claims were genuine at some time in the past, but now they have lost their validity because teaching at present has become one of the genuine professions for many around the world. All the features that a profession holds apply to teaching in the real world context.

The professional practitioners have to possess a highly specialized knowledge base, which teachers acquire during their initial preparation and thereafter through short-term and long-term formal trainings along with their individual classroom and outside experience. Regarding the knowledge base, Shulman (1994) stresses that teachers must know not only 'how to teach' but also 'what to teach' and 'why'. In the same way, Calderhead (1994) emphasizes that teachers must use their specialized knowledge acquired through their university courses and experiences to cope with the complex problems they have to face in the classroom and outside. Teachers need to have appropriate background knowledge, develop their classroom skills along with skills of pastoral care and the administrative tasks of the classroom and to some extent a management role of the school (Dean, 1991). With this kind of expert knowledge, teachers can analyze and interpret the problems they come across in schools as well as in the whole society along with their own too.

Teachers also need to possess extensive knowledge about their children, curricular materials, various approaches, methods and techniques, classroom management, the best way of teaching particular topics, maintaining pupil's interest, construction and use of visual materials, testing and evaluation as well as the development of their students, their own and their school. Such knowledge has been impossible to be accumulated in the formal education only. So, they must be engaged in some kind of reflection and collaboration with the fellow professionals collegially.

Teachers enjoy their work because of satisfaction they gain from the challenges of contributing to the academic and social progress of their students. This satisfaction strengthens their commitment to their subject, their students and their own life-long learning. Commitment, for Day (2005), refers to the enthusiasm, care, belief in an idea (vision) of hard work, a sense of social justice and an awareness of the need to attend their own continuing development as well as that of their

pupils. As the teachers work for the good of their students, school as well as for the society along with their own, their profession is full of altruism and service ethics.

When we examine teaching in the post-industrial and post-modern setting which is characterized by accelerating change, intense compression of time and space, cultural diversity, technological complexity, national insecurity and scientific uncertainty,, etc. (Hargreaves, 1998), the role of teachers has also been changed and become more complex. Teachers stand at the heart of students' learning process. They are expected to be knowledgeable and skilled practitioners. They are accountable for raising standard of the achievement of all students in the ways that will stimulate pupils' interest in learning. So, they must be emotionally involved not only in the transmission of knowledge, skills and values, but also play various roles like teachers as passive technicians, teachers as reflective practitioners and teachers as transformative intellectuals (Cuban, 1989) in facilitating students' creativity, intellectual curiosity, emotional health and a sense of active citizenship. In such a situation, teaching is also regarded as a reliable profession for many people around the world.

English Teaching as a Profession

Since the members of the professional group require certain specialized knowledge and skills to perform their job, the English teachers prepare themselves to do their teaching job competently through learning, being involved in pre-service as well as in-service teacher education. Once they are recruited into their job, they start to utilize their knowledge acquired through apprenticeship of observation (Lortie, 1975). Such prior knowledge is gained by themselves as the students some years back in the real world of the classroom. During their pre-service university courses, they learn a lot of theoretical knowledge of core as well as their professional subjects. They carefully utilize this knowledge to survive in the job and win the favor of the students. However, they have also to rely on some kind of mentorship of the senior teachers or the department heads to be familiar with the routine, prescribed curriculum of the subjects they teach, and the leadership of the school as well as the school culture which is the rich source of knowledge for them. This enhances the collaborative effort among the teachers to cope with the problems that arise in the real classroom.

As the professionals have to maintain a set standard through compulsory examinations, and nationally and internationally recognized qualifications, the English teachers in Nepal must possess

academic qualifications. Technically, they do not only speak English in the classrooms but they also have to deal with the content creating situations for the practice as well as for the communicative activities using their English language. They know how to mediate learners' learning in a form that they can grasp and learn. In this regard, Ur (1999) says that the English teachers also know how to manage classrooms and relationships according to the nature of content they teach, classroom environment they have to work in and the proficiency the learners possess. They do not possess just the thinking skills, but these skills are thoughtfully evolved and become flexible sets of professional behavior. The combination of these kinds of knowledge enables them to be experienced English teachers.

Stressing on the strong professionalism, Ur (1999) further argues that English teachers are professionals in that they are a community, an identifiable group, whose members are interested in interaction with one another for the sake of learning and for the enjoyment of exchanging their experiences and ideas with sympathetic colleagues. They are committed to certain standards of performance being aware of their responsibility towards their learners and learning. They communicate their ideas and experiences to one another or to the wider public through workshops, seminars, national and international conferences along with journals and books. They are autonomous in the sense that nobody would instruct them what to do and when to do. They themselves are responsible for maintaining their standard. As teaching is one of the complex jobs being highly influenced by various phenomena of the world encompassing political condition of the country, technological development, cultural change, the English teachers cannot remain ideal gaining their initial qualification for English teaching. They have to update their knowledge more than the professionals of the other groups. So, they learn continually about many other things that make them better educated. They involve themselves in gaining formal or informal experience through various current approaches to teacher professional development.

Professional Development of Teachers

The word 'development' is perceived differently by different people. As such, various scholars have used different terms to refer to the professional development which include: teacher staff development, teacher development, professional development, teacher growth, teacher learning, professional learning, teacher education, in-service education, teacher training, teacher socialization, etc. However, Villegas-Reimers (2003) has taken it as a process of acquiring knowledge and skills

through systematic and conscious changes, whereas Underhill (1996) has taken it as a process of personal growth through their individual as well as collaborative effort and becoming the best teachers they personally can be.

Some people believe that teacher training and professional development are two sides of a coin, but they are clearly different from each other because teacher training is mainly concerned with knowledge of the topic to be taught and of the methodology for teaching it whereas professional development is concerned with learning atmosphere which is created through the effect of the teacher on the learners, and their effect on the teacher (Taylor and Head, 1997, p. 9). Here it cannot be claimed that they are exclusively different but they complement each other. Furthermore, professional development, being the broader one, can be accelerated by the activities in teacher training and the like.

Teaching is a skill which can be acquired by study, imitation of models, evaluation and other means (Bolitho 1986, p. 2). These are the processes of getting positive change in the professional behavior of the teachers. Talking about the positive change, Fullan (1998) says that it is essential for teachers to find ways of managing and responding positively to change, not only so that they themselves are not left behind as the world moves on, but also because they have a responsibility to prepare their students to cope with the world in which change is the norm. He further opines that the secret of growth and development is learning how to contend with the forces of change to the teachers' advantage.

In this connection, Hargreaves and Fullan (1992) discuss three different approaches to professional development of teachers. In the first approach, they emphasize on the development of teachers' knowledge and skills in the area of pedagogy, subject knowledge and students' learning. For them, teachers themselves are responsible for developing, updating and acquiring professional skills usually attending pre-service teacher training courses arranged by external institutions. In the second approach, they view teachers' professional development as the self- understanding and involving change in their own behavior. Teachers have their own ages, biographies, beliefs and values. These personal and professional aspects deserve very high importance from the point of view of professional development because there must be positive change in them if the teachers are to be professionally developed. The third approach they discussed was that they recognize the importance of ecological change for the professional development. The newly qualified teachers entering the

teaching profession bring a body of specialized knowledge through initial training, but the school where they start their teaching is probably the most significant source of learning for them from then on. Many contextual factors such as planning time, resources available, leadership, common room culture, micro politics of school, etc. have substantial influences on them and affect their development. Thus, in Hargreaves and Fullan's (1992) view professional development is the integrated whole of the individual as well as the organizational effect for the betterment of the students, teachers themselves and the school.

At this point, Borko and Patnam (1995) consider professional development as the issue of psychology. Their approach to professional development values teachers as active learners who have to construct their knowledge of their own through the reflection process. Here, supervision, classroom observation, knowledge sharing, feedback giving and receiving and support play a very significant role to shape their professional life. However, Lortie (1975) is of the opinion that organizational context, interaction with other members of the school, their workplace cultures, etc. can play a great role to shape their professional life culture. He further adds that peers influence the behaviors of the new entrants (novice teachers) as they adopt 'specific kinds of classroom activity'. In his view, apart from specialized knowledge base and trainings, entry in the form of apprenticeship or observation of experienced intuitive teaching helps teachers' professional learning. In this context, Leiberman (1996) talks about three settings in which learning occurs. They include: direct learning through conferences, courses, workshops, consultations; learning in school through peer coaching, critical friends, quality review, appraisal, action research, portfolio assessment, working on task together; and learning out of school through reforms networks, school university partnership, professional development centers, subject networks, school and informal groups.

A comprehensive conceptualization of professional development can be found in Day's (1999) definition which includes not only the conscious and planned activities but also all natural experiences for the benefit to the individual, group or school which contribute to the quality of education in classroom. In this learning process, teachers review and extend their commitment as change agents to the moral purpose of teaching. They acquire and develop knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

By observing the above definitions and features, we can come to the conclusion that professional development of teachers is an ongoing learning process for becoming the best kind of teachers. It includes not only acquired knowledge, skills and emotional intelligence through formal and in-service education and training but also the teacher induction and experiences of the whole teaching career through a number of trajectories of achieving greater self-awareness and future direction in teaching.

Professional Development of English Teachers

Teaching English is the profession which seeks the actor to be involved in life-long learning with commitment and enthusiasm. In addition to the university courses and formal short term training, there are a number of ways through which they learn and acquire knowledge, skills, and personal values. Professional English teachers acquire much knowledge and skills through their own teaching. While teaching, they try out new ideas experimenting them in the classroom which are peopled with the students of different backgrounds and dispositions. Along with gaining experiences from the classroom teaching, teachers involve themselves in action and classroom research, helping others learn, sharing ideas with other colleagues, observing others teach and being observed by others. They also tend to use their expertise in innovation, materials production and dissemination of knowledge and experience gained rigorously throughout the whole span of teaching life.

In this spirit, Ur (1999) advocates that like many others, the professional community of English teachers has developed means of consolidating relationships between its members and created opportunities for them to benefit from each others' knowledge. This community holds conferences locally or nationally and increasingly internationally (NELTA, IATEFL, TESOL, etc.). It sets up its organs through which members can exchange ideas and publish innovations in journals, newsletters, internet sites,, etc. apart from the basic qualification of English teacher preparation courses and periodically organized teacher trainings.

Stages of Teacher Professional Development

Teachers as professionals need to get mastery over instructional competences which include the subject knowledge; awareness of the prescribed curriculum; pedagogical expertise; the capacity to manage and generate change; the ability to engage constructively in self- development through

reflection as a teacher; and involvement in research development of schools and the education service (Tickle, 2000). It is not possible for the teachers to get mastery over all these competences at once with the pre-service teacher education. It needs time and effort from the part of the teachers to progress in their careers by solving various crises. They confront and solve the problems stemming from their daily lives. According to Huberman (1993), teachers' progress along with five distinct stages in their teaching careers which include exploration and stabilization, commitment, diversification and crisis, serenity or distancing, and conservatism and regret.

When teachers enter into the exploration and stabilization stage of their teaching profession, they possess some theoretical knowledge gained during their teacher education as well as more informal knowledge gained through the apprenticeship of observation (Lortie, 1975). In Diaz-Maggioli's (2004) view, teachers develop strategies to cope with day-to-day tasks. They find confrontation of this acquired knowledge with the reality they face in the classroom. So, they start to seek balance and stability trying to develop some resources to cope with the various problems which arise from the interaction with students, colleagues, administrators and the wider school community. During this stage, most of the teachers try to survive anyhow even sometimes overlooking the students' learning. He further says that there is little or no focus on student learning during this phase. Once the teachers have found the resources to cope with the classroom and school situations on a daily basis, they begin to focus on improving student learning and enter into the commitment stage. According to Diaz-Maggioli (2004), during this stage, teachers take hold steps towards focusing on student learning, developing a repertoire coping techniques and trying out new ideas. However, teachers have to face the problem of crisis of quality teaching to render quality learning. For this teachers have to effort more with the commitment to their subject, to their instructional competence and to their student learning.

During the diversification and crisis stage, teachers begin to consider that their careers move either moving to administration or learning the teaching profession altogether. As they start questioning their roles, this phase remains the stage of identity crisis. Therefore, teacher support is particularly important in this stage. During the serenity and distancing stage of their teaching career, there are two forms. If the teachers are satisfied with their career choice (teaching) they are easily settled in the profession and are ready to renew their energy and competence to pursue even better student learning. However, if they fail to fulfill their dream, there seems to be professional distancing. In Huberman's (1993) view, teachers with professional distancing are likely to comply

with school regulations and do not interest to pursue improvement in their teaching. In such a condition, these teachers need incentives and help to find new direction. Towards the end of teachers' career, some teachers become extremely conservative in their ways whereas some others regret that they will have to retire. Those conservative teachers cannot remain effective teachers, but those who regret to be retired still feel the joy of teaching becoming a powerful motivator within the educational community. This stage marks the conservatism or regret stage.

Huberman (2001) has also identified and defined similar five stages comprising career entry, stabilization, divergent, second divergent and disengagement stages. The first stage, career entry, lasts for one to three years in the teaching profession in which stage, the teachers as raw teachers try to survive and discover new knowledge and skills. The second stage, stabilization stage, lasts for four to six years in the profession in which stage the teachers usually make a commitment to teaching as a career and achieve a sense of instructional mastery. The third stage, divergent stage, lasts for seven to eighteen years in the profession. Some teachers find this stage as a period of experimentation and activism as they develop their own courses, try out new approaches to teaching and confront institutional barriers. However, others find this stage as a period of self-doubt and reassessment. So, many teachers leave the teaching profession at this stage as their level of frustration with the system reaches its peak. The fourth stage, second divergent stage, lasts 19 to 30 years in the teaching profession. For some teachers this stage remains a self assessment, relaxation and a new awareness of a 'greater relational distance' from their students. However, others enter into a stage, where they criticize the system, the administration, their colleagues and even their own profession. The fifth stage, disengagement stage, lasts for 31 to 50 years in the profession. During this stage teachers feel gradual separation from the profession. For some teachers this stage remains a time of reflection and serenity but others a time of bitterness.

Dreyfus and Dreyfus (as cited in Berliner, 1994) have also presented five stages of professional development of teachers in a more detailed way. These five stages include: novice, advanced beginner, competent, proficient, and expert. In the novice stage, the behavior of the novice teachers is relatively inflexible and tends to conform to whatever rules and person was told to follow. They are exposed to the real teaching world and feel personal experience which is more valuable than the theories from their initial training. They develop the concepts of the rules of the school culture, objective facts and features of situation. During the advanced beginner stage, the teachers as advanced beginners pass the second and third years and begin to combine textbook knowledge with

their experience knowledge. Their experience begins to affect their classroom behavior in a meaningful way. Thus, they can melt their real world experience with the verbal knowledge, recognize similarities across contexts, and develop episodic and strategic knowledge. Context begins to guide their behaviors in this stage.

In the competent stage, the teachers as competent practitioners pass the third and fourth years. The most advanced beginners move into this stage once they have enough experience and motivation to succeed. During this stage, the teachers can make conscious decisions about what they are going to do and implement their plans setting priorities. They possess much more control over the situation and can organize themselves their daily activities and teaching behaviors. In the proficient stage, the teachers as proficient professionals usually pass the fifth years teaching but a smaller number of teachers move on to this stage during which the situation or know-how becomes prominent. The teachers begin to recognize patterns similarities in a holistic way. However, the proficient professionals still remain analytic and deliberative (Berliner, 1987) in deciding what to do.

In course of moving ahead, the professional teachers move to the expert stage in which they have both an intuitive grasp of the situation and non-analytic and non-deliberative sense of response to be made (Berliner, 1987). The professionals show fluid and effortless performance, which may be due, in the past, to their use of routines. They are not conscious of choosing what to attend to and what to do. They are more likely to discern what is important from what is not when interpreting classroom phenomena when anomalies occur; they bring analytical process to bear on the situation. However, they work smoothly; experts rarely appear to be reflective about their performance. They show more emotionality about the successes and failures of their work. Thus, the expert teachers perform in a more qualitatively different way than other teachers.

Though scholars like Huberman (2001), Dreyfus and Dreyfus (1986) and their stages of progress they have propounded do not seem to be consistent with each other, they have led others to go deeper into the depth and find out the suitable models of professional development. Villegas-Reimers (2003) who has acknowledged Keiffer-Barone and Ware (2001) and described a model in which five stages of professional development have been used as guiding principles to determine their rank and salary. This model includes intern stage, in which the student teachers are involved on a part time basis; apprentice stage, in which the teachers spend the first year of their full employment receiving support from an induction program and mentorship; novice stage, in which the teachers

take core courses and receive a pay rise when completed successfully. In career stage, a number of professional development opportunities are available to the teachers and in advanced and accomplished stage they may apply to become lead teachers in the district and take on new responsibilities and leadership positions like the Resource Person (RP), at present, in the Nepalese education system.

Assumptions of Professional Development of Teachers

Teachers are the greatest assets of the total educational process. They stand at the front not only for the transmission of knowledge, skills and values but also for the facilitation of learning. They have the responsibility of inculcating in their students a disposition towards life-long learning. In order to do so they must exhibit commitment and enthusiasm for life-long learning. Teaching is a very complex enterprise because classrooms are full of students of different motivations, and dispositions of learning of different abilities and from different backgrounds. In such context, Richards and Farrell (2005), mention the following assumptions of language teacher professional development:

- a) *In any school or educational institutions, there are teachers with different levels of experience, knowledge, skills and expertise. Mutual sharing of knowledge and experience is valuable source of professional growth.*
- b) *Teachers are generally motivated to continue their professional development once they begin their career.*
- c) *Knowledge about language teaching and learning is a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.*
- d) *Classrooms are not only places where students learn they are also places where teachers can learn.*
- e) *Teachers can play an active role in their own professional development.*
- f) *It is the responsibility of schools and administrators to provide opportunities for continued professional education and to encourage teachers to participate in them.*
- g) *In order for such opportunities to take place, they need to be planned, supported and rewarded,* (Richards and Farrell, 2005 pp.2-3).

These assumptions present the ground reality of teachers and the contexts in which they work. They also reveal the fact that professional development of teachers is a life-long learning process that takes place over time rather than an event that starts and ends with formal education and trainings.

The learning process has to be initiated by the individual teachers and accelerated with the support at the institution.

Causative Factors of Teacher Professional Development

This category includes factors affecting teacher professional development, most significant influences and motivating factors of teacher professional development along with teachers' beliefs, maxims and identity.

Factors Affecting Teacher Professional Development

The journey of professional development of the teachers starts with the registration for the admission of the student teacher and ends with career exit. The actions, activities and events during the initial education, career trainings as well as experience of teaching itself always leave some kind of effect on the teachers. Bit-by-bit the knowledge and experience are accumulated in the repertoire of the teachers' pedagogical knowledge which lead them further. In this context, Calderhead (1994) rightly says that learning to teach involves acquiring a repertoire of pedagogical behavior, which also requires the development of the ways of thinking about children, the curriculum and task of teaching. In course of developing these things, they have to resolve certain commitments and beliefs about teaching and about their roles as teachers.

According to Leiberman (1995, as cited in Villegas Reimers, 2003), there are five major factors for creating the supportive culture of professional development of teachers. They include: developing norms of collegiality, openness and trust; creating opportunities and time for disciplined inquiry; providing opportunities for teachers learning content in context; rethinking the functions of leadership and redefining leadership in school to include teachers; and creating and supporting networks, collaborations and coalitions. To these, Bush (1999) adds another factor i.e. one 'preparing teacher leaders of their own professional development'. The developed leaders have to know how to design, implement and assess their and their colleagues' development. In Fernandez's (2000, as cited in Villegas Reimers, 2003) notion, the supportive leaders of schools must possess the quality of visibility, modeling, high expectations, decisiveness and courage. In fact, the contextual factors like

learning communities, adequate resources and favorable environment contribute significantly to enrich teachers' knowledge and skills.

Schools and other educational institutions are not only the places for students' learning, but they are also the effective places for teachers, administrators and supervisors who form such learning communities in these places in various modes. They must value the ongoing learning by involving themselves in individual and collaborative experimentation, practice and reflection. They foster collegiality in solving problems and emphasize continuous improvement in classrooms and schools.

Strong leaders are persons who are in control of a group, a country, and a situation. In a school or an educational institution, some capable leaders control and regulate the institution. If the professional development of teachers is to take place effectively, these leaders must be strong enough mentally with a vision to recognize the value of high quality professional development, encourage and facilitate teacher participation, and communicate about the benefits of professional development to key stakeholders. The leadership for such professional development is distributed among teachers, principals and other administrators.

Money, people as well as time are the resources which come from a variety of sources and always remain limited in comparison to the need and expectations. They must be carefully analyzed and allocated based on the careful analysis of return on investment in professional development. This signifies adequate resources. Resources can be adequate only when they ensure that all teachers can study, practice and implement the knowledge and skills necessary to be effective with their students.

Expectations are the beliefs that take place positively in the future. If these expectations are shared among all stakeholders, the school leaders work with an understanding and consensus built around them. The expectations are reflected in negotiated agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of professional development. In addition to these factors, common-room culture, micro-politics of the school, available resources, and relationship of the teachers with their students and parents, teachers' eagerness and initiations, school's reputation, locality,, etc. are also considered the affecting factors of professional development of teachers.

Motivating Factors of Teacher Professional Development

Motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action (Brown, 1990). It plays a very important role in teacher development. Teachers vary with what motivates them. Motivators also vary at different periods of a person's career. They also differ in men and women to bring change in their professional behavior. Recognizing the contribution of motivation to bring change in professional behavior, Fullan (1982) suggests that the teacher always involves in changes in activities and beliefs to such an extent that change is inevitable in each and every aspect of classroom dynamics. He further adds that change gives a different significant contribution for the teacher to cope up with the psychological and physical strangeness in learning situation. In fact, if teachers can address all the changes that are bound to occur, professionalism develops in them along with leadership qualities. Dean (1991), in the same vein, opines that the process of professional development is concerned with change in teacher activity. This requires to be backed by the changes in attitudes and thinking intrinsically and extrinsically.

There are a number of factors that cause teachers to be motivated for change. Commonly they include children's progress, enthusiasm in subject matter, praise, encouragement, chance to contribute, taking new responsibility, challenge to professional skill, inspiration of others, career prospect, school policy, status, material benefits, etc. in the context of professional learning, such motivating factors can be classified into two groups namely self-directed motivators and material motivators. In the case of the former, the teachers are inspired from within themselves whereas in the latter, some external instigators inspire them to get changed in their usual teaching behaviors.

Teachers' Beliefs

Teaching is a very complex mental process. Teachers conceptualize it in a number of different ways. Traditionally, teachers used to conceptualize it in terms of only action and behaviors and the effects of these in their learners, but now it is assumed that what teachers do in the classroom is the reflection of what they know and believe. Richards and Lockhart (1994) suggest that the teacher knowledge and teacher thinking as their beliefs provide the underlying framework or schema to guide their classroom actions. Teachers often describe their approaches to lesson in terms of their beliefs. They try these beliefs to put into practice in their teaching by reflecting their individual belief system. Teachers' belief systems are founded on the goals, values and experiences they hold in

relation to the content and process of teaching and their understanding of the systems in which they work and their roles within it. These beliefs serve as the background to much of the teachers' decision making process and action they follow thereafter. Richards and Lockhart (1994) call this process as the 'culture of teaching'.

Williams and Burden (1997) also claim that beliefs are notoriously difficult to define and evaluate, but people can make many useful statements about them. Beliefs for them tend to be culturally bound, to be formed early in life and to be resistant to change. Beliefs about teaching appear to be well established by the time a student teacher gets to college. Beliefs are closely related to what the learners think they know but provide an affective filter which screens, redefines or shapes subsequent thinking and information processing.

Teachers' beliefs do have a greater influence on their teaching behavior than on knowledge on the way they plan their lesson; define tasks and problems (Pagares, 1992, as cited in Williams and Burden, 1997). People's beliefs, for Argyris and Schon (1974), usually have to be inferred from the ways in which they balance rather than from what they say they believe. Teachers' belief systems are stable sources of reference for teachers. They are built up gradually over time, and relate to such dimensions of teaching as the teachers' theory of language teaching, the nature of languages, the role of the teacher, effective teaching practice and teacher-student relationships. Thus, teachers are highly influenced by their beliefs, which are closely linked to their values, to their view of the world, and to their conception of their place within.

Teacher beliefs consist of both subjective and objective dimensions. They are built up gradually over a long period of time using a number of different sources. All teachers were once students and got a chance to observe their own established teachers' performances of different subjects from the very beginning of their schooling. For Lortie (1975), this experience is 'apprenticeship of observation'. It could leave an everlasting influence on the teachers' thinking and teaching behavior in the classroom and forms the basis of their beliefs.

For many teachers, teaching experience in the classroom is the primary source of beliefs about teaching because they have to encounter students of diverse background, needs and expectations on the one hand, and, they have to use various methods, approaches and techniques which sometimes work and sometimes do not work well on the other. Similarly, the school of diverse

nature and status may have their own distinct styles and practices of teaching which can also leave some typical influence on the teachers working there to form their belief system.

Every teacher may have his own personality like introvert, extrovert,, etc. and use it to suit his personality and gets the source of forming his own beliefs. Sometimes, teachers are highly influenced by the methods and techniques used by the teacher educators, experts or the methodology courses they studied. The new approaches and methods derived from the research in the related field can also attract their attention and form the source of their beliefs.

If the teachers are constantly re-evaluating, their beliefs about language, or about how languages are learned, or about education as a whole in the light of new knowledge, everything that they do in the classroom will be affected by them, whether these beliefs are implicit or explicit. Their classroom actions are influenced more than a particular methodology they are told to adopt or course book they follow. Thus, their belief systems are crucial to understand and articulate their own personal philosophy (teachers' maxims) which is the main goal of teacher professional development.

Teachers' Maxims

While teaching, teachers utilize two different kinds of knowledge. One relates to subject matter and curricular issues and how the content of the lesson can be presented in an effective and coherent way (Shulman, 1987). This aspect of teaching has to do with the curricular goals, lesson plans, instructional activities, materials, tasks and teaching strategies. The other kind of knowledge relates to the teacher's personal and subjective principles of teaching and the teachers' view of what constitute good teaching. This aspect of teaching implies the teacher's mental images, thoughts and processes which provide them with the interpretative frame to understand and approach their own teaching. They develop personal practical principles which function like the rules for the best behavior and guide many of the teachers' instructional decisions. These personal principles are known as teachers' maxims.

Referring to Cobuild English Language Dictionary, Richards (1996) defines 'teachers' maxim' "as a rule for good or sensible behavior, especially one which is in the form of a proverb or a short saying (p.281)". He further opines that teachers' maxims appear to reflect cultural factors,

belief systems, experience and trainings and the understanding of which maxims teachers give priority to and how they influence teachers' practices. In the similar way, Zeichner, Tabachnic and Densmore (1987 as cited in Richards, 1996) define more personal views of teaching "as the ways in which teachers understand, interpret and define their environment and use such interpretation to guide their actions (p.283)". In this way, teachers' maxims are the total set of belief systems governing their entire professional activities or practices.

In the process of conceptualizing the teachers' maxims, Clandinin (1985, as cited in Richards, 2009) introduces the concept of 'image' which she describes as "a central construct for understanding teachers' knowledge" (p. 363). However, in Jonston's (1992, as cited in Richards, 2009) view, images are not always conscious, reflect how teachers view themselves in their teaching context, and form the subconscious assumptions on which their teaching practice is based. Similarly, Halkes and Deijkers (as cited in Richards, 1996) refer to teachers' teaching criteria and characterize them as personal values teachers pursue and use while teaching. Teachers hold personal views of themselves, their learners, their goals and their roles in the classrooms, and without any doubt try to reflect these in their teaching.

At the beginning stages of their professional learning, the teachers are concentrated on the development of instructional skills (Shulman, 1987). These skills refer to the strategies for organizing and presenting content and for the effective management of teaching and learning in the classroom. Berliner (as cited in Tsui, 2009) further adds that developing skills in these aspects of teaching involves the mastery of routines and procedures which the teachers use in order to move successfully through the agenda of lesson. Moving ahead in teaching, teachers involve themselves in developing personal theory of teaching and their own frame of reference which contains a set of beliefs, values and principles that provide them with an orientation to teaching.

As teachers' maxims are personal working principles, they may differ from one teacher to another guiding their teaching actions. Some examples can be drawn from Cortazzi (1991, as cited in Richards, 1996) 'The maxim of involvement' leads the teachers to follow the learners' interest to maintain student involvement. 'The maxim of planning' leads the teachers to plan their teaching and follow it. 'The maxim of order' directs the teacher to maintain order and discipline throughout the lesson. 'The maxim of encouragement' shows the teachers to seek ways to encourage student learning. 'The maxims of accuracy, fluency and appropriacy show the teachers the work for accurate,

fluent and appropriate student output. 'The maxim of efficiency, conformity, and empowerment, lead to teachers making the most efficient use of class time, ensuring that their teachings follow the prescribed method and giving the learners control.

Teachers' maxims functioning as the guidance for teachers' classroom teaching behavior offer perspective on teacher learning and understanding of what teaching is, and how teachers acquire the capacity of effective teaching. If teachers' thinking is guided in their teaching by both personal maxims as well as by general instructional skills, the nature, status and use of such maxims deserve high significance in teacher education as well as teacher professional development. The personal maxims provide useful perspective for the student teachers to examine in the course of their professional preparation. They explore both their own thinking-in-action as well as that of other teachers. In this context, Richards (1996) contends that "the making explicit of beliefs, principles and values can be an ongoing focus of teacher professional development programs" (p.294). Since the target of teacher professional development is to achieve the teachers' maxims, for this purpose, there are a number of ways which include teacher narratives, journal writing, discussions and other forms of critical reflections.

Teacher Identity

English language teachers' identities are formed and developed with values, assumptions, and attitudes through the experience of the classroom as students, the teacher education programs where they receive their professional knowledge and skills and the schools where they start to teach and pass their initial years of teaching career. These are the places where acting and interacting take place to enable them in shaping their complex ways of thinking about themselves, their subjects, the activities of teaching and the teaching learning processes. This is the journey of getting to the destination of forming teacher identity beginning with the student life and ending with the career exit of the experienced teacher.

Conceptualizing the teacher identity, Miller (2009) defines it as a way of doing things which is influenced by what is legitimated by others in any social context. All teachers do have their 'way of being' in language classrooms, yet most would attest to the power of their students to grant or refuse a hearing. Miller (2009) further asserts, "In exploring teacher identity, issues of agency and

power can therefore not be ignored, and increasingly a critical age using sociological theory has been added to cultural research" (p. 173). Teacher professional identity is based on teacher professionalism. Barker, Kagan, Klemp, Roderick, and Takenaga-Taga (1997, as cited in Diaz-Maggioli, 2004) define a true professional as "a teacher who is engaged with a career path that encourages, fosters and rewards constant professional growth that reflects directly and positively back on classroom practice." Sachs (1999, as cited in Diaz-Maggioli, 2004) views that identities are negotiated, open, shifting, ambiguous, the result of culturally available meanings and the open-ended power laden enactment of those meanings in everyday situations". According to Diaz-Maggioli (2004), there are five dimensions of identities which include:

1. Identity as negotiated experiences: In this dimension, teacher identity is defined by the ways they experience their selves through participation in various activities.
2. Identity as community membership: In this dimension, teacher identity is defined by the criteria of teachers' familiarity with the other members of the teaching community.
3. Identity as learning trajectory: In this dimension, teacher identity is defined by the criteria of where the teachers are now and where they are going in the future.
4. Identity as a nexus of multi-membership: In this dimension, teacher identity is defined by the ways the teachers reconcile their various forms of identity into one identity.
5. Identity as a relation between local and global: In this dimension, teacher identity is defined by the criteria of negotiating local ways of belonging to broader constellations and manifesting broader styles and discourses.

Identities are not fixed but emerge through social processes of the classroom and are shaped by many other factors than institutionalized roles, including workplace conditions, cultural differences, gender, language and ethnicity. To be a successful professional, a language teacher needs to develop a sense of personal identity. Through the teacher belief and developing personal practical principles, teachers can establish their own identity which is the supreme goal of teacher professional development. Thus, for language teachers, learning about developing identities lies within the social and institutional context.

Theories of Teacher Learning

Mainly I have reviewed four learning theories in this category which include Behaviorist, humanistic, cognitive constructivist and social constructivist theories.

Behaviorist Learning Theory

Behaviorist learning theory is the psychological theory of learning which regards a person as an input. This theory states that human and animal behavior can be studied in terms of physical process without taking into account the mental state of the organism. This theory of learning is based on Pavlov's Classical Conditioning and Skinner's Operant Conditioning. Both of these Conditionings explain how an extra event (stimulus) can cause a change in the behavior of an organism (a response) without using concept like 'mind ' or 'ideas' or any kind of mental behavior to form the association between them. This is why this learning theory is also known as stimulus-response theory. A 'stimulus ' is that which produces a change or a reaction in an individual or organism whereas a 'response' is the behavior which is produced as the reaction to a stimulus.

In a typical experiment, the Russian Psychologist, Pavlov trained dogs to salivate by associating the stimulus with response and propounded the classical conditioning learning theory. Later this process was further expanded by B.F. Skinner who experimented on rats and pigeons and tried to demonstrate that this process could be used to all kinds of learning and propounded the learning theory of operant conditioning.

Operant conditioning, for B.F. Skinner, is a type of conditioning in which an organism produces an action which achieves an outcome which is called the 'operant'. If the outcome is favorable, the operant is likely to occur again and is said to be reinforced. The reinforcement is thus a stimulus which follows the occurrence of response and affects the probability of response occurring or not occurring again. The reinforcement which increases the responses is known as a positive reinforcement whereas the reinforcement which decreases the response is known as a negative reinforcement. If no reinforcement is associated with a response, the response may eventually disappear which is known as 'extinction'. This is how, the behaviorist psychologists believe that organisms are conditioned or trained to learn many forms of behaviors including the complex ones,

through the process of conditioning which is not automatic process of producing the responses in the organisms to a stimulus but through the formation of a chain of associations.

In connection with the implementation of behaviorist theory to teacher education, Roberts (1998) states that "behaviorists theory offers an approach to curriculum design in which a model of a target behavior is broken in discrete sub-behaviors" (p. 14) which can be learned step by step by the organisms. In the context of language teacher education, classical micro-teaching and competency based teacher education are based on the behaviorist psychology of learning theory. In micro-teaching a single model of target behavior is presented to the student teachers and their behaviors are shaped to match it by means of observation, imitation and reinforcement with feedback. To enable their step by step learning, teaching skills are defined in a list of precise behavioral competencies and specify learning objectives and serve as assessment criteria. The practice is called micro-teaching because the competencies are practiced in scaled down micro-setting which includes a small number of learners, a short period, a limited teaching objective and a focused skill. They are assumed to transfer to the more complex conditions of the genuine classrooms. The test of such micro-teaching is the skill transfer to the active repertoire of teachers in the classroom.

The competency-based teacher education is another approach based on behaviorist learning theory. This approach to teacher education is characterized by its "relevance on objectives specified in advance and known to the learners" (Huston 1987, as cited in Roberts, 1998). This approach is found to provide clear expectations for student teachers to link theoretical principles to practice and to allow a degree of individualization (Turney, 1977). In this approach, the objectives are defined in terms of learning activities and observable teaching skills. The main procedure of learning in student teachers is following the model's behavior by imitation.

With the general shift in psychology toward a cognitive perspective, critiques have raised many issues. They assume that behaviorist psychological theory of learning excludes mental states from the explanation of behavior. Roth (1990), for example, views the description of mental events as merely speculative, and observable behavior as the only reliable basis for theory building. They stress that complex social behavior like teaching and learning cannot be explained without the reference to thinking and self-direction. For them, shaped behavior rarely transfers to conditions different from those of original training.

From the pedagogical point of view as well, questions have been raised as the prospective teachers are trained to enact their behaviors by imitating the presented model. It fails to address the appropriate use of these behaviors because skills lie in knowing and belief but not only in imitating the model and shaping their behaviors as the model's behaviors. As there is a model presentation to imitate, the exposure to such a single model of teaching assumes that there is only one best way of teaching. It prevents the exposure to other alternative teaching strategies and explorations of the conditions under which these alternatives might be appropriate. Such model based trainings ignore individual differences in teachers' beliefs, values and experiences. The craft knowledge of the model teacher' is built from his past experience which may become obsolete with the goal of language teaching change. Again, this model based training is inflexible since it strains teachers to cope with the present conditions but if the circumstances change or the course objectives change, the teachers cannot transfer their skills creatively. Teaching always takes place in culturally different settings; it will be difficult for the teachers to transfer their behaviors in such a situation.

Although behaviorist psychology of learning theory provides insights into skill learning, the use of practical models and structured skill training does not accomplish the view that teachers learn by imitation only. The simplistic model of behavioral training cannot capture the mediating power of each trainee's prior knowledge and personal theories. In order to address personal, conceptual and contextual dimensions of skill acquisition, the cognitive psychology emerged as the reaction to the behavioral psychology. In language teacher education pedagogy, these perspectives involve the use of multiple, realistic exemplars rather than a single idealized model; structured observation of real teaching to engage with real rather than laboratory conditions; use of uncovering activities to raise teachers' awareness of their own teacher images and personal theories about 'the teacher I am' and 'the teacher I want to be'; and adequate opportunities to experiment and self-evaluation in real teaching conditions.

Cognitive Psychology

Cognitive psychology is concerned with the way in which the human mind thinks and learns. It is, therefore, interested in the mental processes that are involved in learning. It includes such aspects as how people build up and draw upon their memory and the ways in which they become involved in the process of learning. In this approach, the learner is seen as an active participant in the learning

process, using various mental strategies in order to sort out the system, the language and other contents and skills to be learned. They are required to use their minds to observe, think, categorize and hypothesize. Chomsky's criticism on behaviorist language acquisition marked the decisive shift from behavioral to cognitive perspectives on learning. The adequacy of cognitive model of language acquisition encouraged researchers in other fields and contributed to the 'cognitive revolution' of 1960s and the predominance of humanism and constructivist models of learning in contemporary educational thinking.

There are several approaches which make use of cognitive outlook in dealing with the learning process of human beings. In language teacher education pedagogy, these perspectives involve the use of multiple, realistic exemplars rather than a single idealized model; structured observation of real teaching to engage in with real rather than laboratory conditions; use of uncovering activities to raise teachers' awareness of their own teacher images and personal theories about 'the teacher I am' and 'the teacher I want to be'; and adequate opportunities to experiment and self-evaluation in real teaching conditions. Among them I have reviewed only humanism, cognitive constructivism and social constructivism.

Humanistic Learning Theory

Humanistic psychology emphasizes a person with self-agency which means individuals can exercise their own choices to determine their own personal growth and change that are enabled but not directed as in behaviorist learning theory. This approach to learning psychology emerged as the reaction against the prevailing positivist theory based on behaviorism in the 1950s. The development of this theory is strongly associated with the emancipatory and mould-breaking social movements in the U.S.A. and Europe in the late 1950s and the early 1960s (Roberts, 1998, p. 18). This theory views behaviorism and experimental psychology as deterministic and one dimensional. It also reacted against the strongly deterministic view of psychoanalysis that people are driven by sexual and aggressive impulsive and unconscious ideas that they cannot consciously control.

The essential concepts of humanistic theory of learning as summarized by Roberts (1998, p. 18) include: each person is unique and is a whole; every individual has an innate potential for a fully developed 'self' who is essentially good; every individual knows intuitively what they need for their growth; and they have self-agency. Rogers (1961) stresses on the healthy development of this 'self'

to activate all the capacities of the 'self' which awaits only the proper conditions to be released. There are three conditions that support the self actualizing person. They are: the freedom to pursue their development and to make their own choices; to meet the most basic of their needs, such as safety, before higher needs such as self-actualization: and to connect with and act on their true needs and feelings, rather than be pushed by others into behaving in ways that deny them.

Humanistic theory of learning is mainly represented in the works of Rogers (1961), Maslow (1968), Kelley (1970 as cited in Roberts 1998) and Erikson (1993). Rogers developed his theories in the context of psychotherapist client relationships and known as non-directive intervention. The essence of this approach to learning is to offer the clients unconditional regards, to value their inner world so that they can become open to their true feelings. The inhibition or distortion of these feelings will cause in the clients illness. Thus, the nondirective intervention assumes that, with support, the clients are capable of growth by means of inner resources and that attempts to impose change will not work.

In teacher education, this non-directive intervention approach assumes that all human learners have a natural potential for learning. The significant learning takes place when the subject matter is perceived to be of personal relevance to the learners. There must be active participation and self-initiation from the part of the learners. Learning never takes place unless there are hands on experience of the real classroom and school environment. Independence, creativity and self-reliance are most likely to flourish in learning situations where external criticism is kept to a minimum and self-evaluation is encouraged. The most useful kind of learning to prepare learners is learning about the process of learning. In this context, Rogers (1996) mentions that "the only man who is educated is the man who has learned how to adapt and change; the man who has realized that no knowledge is secure; that only the process of seeking knowledge gives a base for security"(p. 104). In William and Burden's (1997) view, the best kind of learning takes place in the atmosphere of 'unconditioned positive regard' which can best be established when teachers come to see their learners as clients with specific needs to be met.

Maslow (1968) explains human behavior in terms of addressing basic needs. Individuals experience certain drives to meet these needs. In order to reduce these drives, the individuals are driven to act in a particular way. He suggests a hierarchy of needs which is usually represented in the form of pyramid-self actualization on the top and basic psychological needs on the bottom. The first

four needs, that is basic psychological needs, needs for security and safety, needs for interpersonal closeness and needs for self-esteem are directly related to a person's psychological and biological balance and include such physiological requirements as food, water, sleep and the absence of pain along with the needs for security, belonging and self-esteem. For him, these needs are deficiency needs. If these needs were not met or their fulfillment was disrupted in some way, it would become or even impossible for a person to fulfill needs further up the hierarchy. The other needs, that is, cognitive needs, aesthetic needs and self-actualization are being needs which are represented by the top three levels and are related to the fulfillment of individual potentials. These 'being needs' are considered to require a particular kind of nurturing environment in which people can express and explore.

There is an apparent contradiction between the two sets of needs (deficiency needs and being needs) because 'deficiency needs' require a safe and secure environment which is aimed at producing a state of equilibrium whereas 'being needs' can drive the individual into potentially dangerous territory where a degree of tension and stress can be most productive. For this very reason, Frank (1964, as cited in Williams and Burden, 1997) and Lavi (1979) do not accept this view fully. They claim that even in the destruction period, many people can use their potential to be able to survive and overcome their appalling conditions.

Maslow's (1968) ideas about human need fulfillment do have great significance in teacher education. They help to recognize that the student teachers who may be having difficulties with learning at teacher education centers because their basic needs are not being met at home or in the classrooms. They point to the importance of establishing a secure environment where they feel that they belong and where they can build up self-respect. It can be seen that learners need encouragement to think for being different and creative. They need challenging limits and encourage curiosity in order to help the teachers to realize their full potentiality.

Erikson's (1993) epigenetic principle also emphasizes the human psychological development. This psychological development assumes that every individual proceeds through some stages from their birth to the old age. Each of these stages has some particular kind of challenges and crises posed by the society. So, for their smooth development, the learners need the significant help of other people. Erikson's (1993) theory of psychology also has a very important role in teacher education. It provides a 'life-span' view of psychology which helps us to recognize learning and development as

lifelong, rather than restricted to a particular phase of one's life. Since it focuses on important tasks at different stages of a person's life, it enables us to see that real life learning involves challenges which often require a particular kind of help from others who are in the position of providing it, if they are to meet them successfully. In the same spirit, William and Burden (1997) contend "it also presents learning as a cumulative process whereby our resolution of one set of life tasks will have profound influence upon how we deal with subsequent tasks" (p. 32). In addition to the above, the humanistic view of Erikson (1993) prepares teacher education as involving the whole person, the emotions and feelings.

Linking the humanistic and the constructivist views, Kelley (1970 as cited in Roberts, 1998) proposed 'constructive alternativism' theory. It emphasizes that each person develops a unique repertoire of constructs based on his or her experience of the world. He has used the term 'construct' to refer to the concept as the 'frame of reference' with which people make sense of persons, events and information. He suggests that people use their construct systems to observe, classify, explain, predict and control the events that they are interested in. Kelley's (1970, as cited in Roberts, 1998) work, thus, places emphases on the self-determining characteristics of man who has the potential to be endlessly creative in interpreting the world where he lives. He further says, "The events we face today are subjected as great a variety of constructions as our wits will enable us to contrive" (p. 1).

In Pope's (1993, pp. 20-21) view, the implication of Kelley's (1970, as cited in Roberts, 1998) theory for teacher education include: the world is real but individuals vary in their perceptions of it; an individual's conception of the world has integrity for that individual; teachers use personally pre-existing theories to explain and plan their teaching; and teachers test these theories for fruitfulness and modify them in the light of such testing.

On the whole, the humanistic theory of learning has its own place in teacher education. It recognizes autonomy and individual needs of the person. It stresses that learning must be internally determined rather than externally controlled as in model based approach to learning. It views positive teacher-learner relationship since it seeks teachers' roles as facilitators not controllers as master puppeteers. It recognizes the need to respect teachers' personal autonomy when system wide change is introduced in the curriculum. It adapts counseling models to intervention with experienced teachers. It tries to develop partnership relationship between supervisors and student teachers in the initial teacher education program which must be provided to the prospective teachers as a process of

self-realization. As this approach recognizes the emotional dimension to personal change, it requires teachers' needs for support.

Though the humanistic learning theory has contributed to the teacher education as well as provided a foundation for the theories like cognitive constructivism and social constructivism, critics of this theory have raised questions to the ethics of self-agency, the reliance on one's inner feelings as a guide for action; the relevance of therapeutic models to non-therapeutic situations; a focus on the individual abstracted from society; and appropriacy to cross-cultural settings. The critics say that there is the lack of any construct within this theory to prevent selfishness. Learners only seek their own satisfaction. The morality and other common standards become relative and individualistic. So, the individuals do not have their full self-agency but partial one. Similarly, the inner resources alone may not be enough as the guide for action. There might always be gaps between a person's knowledge and experience. In such a case, others are needed to make the person aware of these gaps and help them to find the knowledge they need. Every individual needs feedback to learn, whether it is formal and from a supervisor, or informal and from peers.

The relevance of therapeutic model to non-therapeutic situation is also questionable because a theory developed to account for client-therapist relationships cannot be transferred indiscriminately to other kinds of social relationships like teaching-learning because the clients may not have the similar types of needs and demands. With regard to the issue of focus on the individual abstracted from society as well, this theory fails because it emphasizes self-agency as the means to personal development and does not take sufficient of the social aspects of teachers' work. School culture imposes norms of behavior and ways of relating to others which teachers cannot ignore, and so a teacher's development cannot be abstracted from their social setting (Richards and Lockhart, 1994).

In the same way, language teacher education typically takes place in the cross-cultural settings. Therefore, the teacher educators need to be sensitive to possible mismatch between an ethnic of self-realization and the beliefs of learner teachers who might find individualism inconsistent with their view of themselves as the members of schools and the community. Learner self-determination is consistent with the pluralist and individualistic culture, and would therefore be in hand-on conflict with group oriented school culture where good teachers and good learners are expected to maintain group cohesion rather than to assert personal needs (Richards and Lockhart, 1994).

Though there is disapproval to humanistic learning theory as a self-agency, it offers a lot of insights to the teacher learning. It is essential for the learners to be valued. It also stresses that change interventions in language teacher education need to start from a sympathetic understanding of the identity and perceptions of the teachers as they are. When teacher professional development is considered at any stage, it is essential to take into account the whole person; his/her personal history and emotional and interpersonal world as well as the technical and public aspects of his /her role.

On the whole, teacher learning cannot be understood only in terms of self-agency. The individuality and autonomy of teachers should also be valued recognizing the emotional aspect of personal change. Teachers must take into account the public face of teaching, the social imperatives that act on them all. Bell and Gilbert (1996, p. 68) put it, "rather than absolute self-determination, learners as developing people have partial agency." Thus, a teaching identity develops through exchange between their personal theories and self-concept on the one hand, and the demands of their social and occupational context on the other.

Cognitive Constructivist Learning Theory

Cognitive constructivism is a theory of knowledge which assumes that people generate knowledge and meaning from an interaction between their experiences and ideas (Williams and Burdens, 1997). This theory regards learning as an active mental process in which learners construct and internalize new concepts and ideas based on their present and past knowledge and experiences. Learning involves the process of constructing meaning and knowledge. The learners construct knowledge, make sense for themselves but do not receive from anywhere beyond them. In this regard, Roberts (1998) states that this theory consists of a family of theories based on the notion that people operate with mental representations of the world which are their knowledge, and which change as they learn. All learning takes place when an individual constructs a mental representation of the world. There is no intellectual growth without some reconstruction and some reworking (Dewey, 1938, as cited in Roberts 1998, p. 23).

While constructing new knowledge and making meaning, people filter the new information according to their own expectations and existing knowledge of the world. They actively construct

and test their own representation of the world and then fit it into the personal framework. New input and experience may affect the persons' construction of the world in two different ways. If the learners interpret the input to fit with their existing knowledge, then they are engaged in the process of 'assimilation', but if they revise their knowledge to take the input into account, then they are involved in the learning process of 'accommodation'. Their constructions of such reality determine their expectations, mediate their experiences and set their parameters to their following learning. Change in their thinking and behavior occurs as they accommodate new input, as confirmed or challenged by their interaction with the other people and the environment where they are living.

Constructivist learning theory assumes that learning is not only the passive acceptance of the knowledge which exists 'out there' but is an active process of constructing meaning through the use of sensory input and thinking process. Learners must initiate and are actively involved in the learning activities. Although the physical actions and hands-on experience may be necessary for learning, they are not sufficient. So, the learners need to provide activities which engage their mind as well as their hands and heart.

Learning takes time since it is not a transient activity. The learners need to revisit their ideas, ponder them, try them out, play with them and use them while assimilating the new ideas and input with their prior knowledge and accommodating their existing knowledge and experience with more new knowledge and input. It is not possible to learn more with the process of assimilating and accommodating without any prior knowledge and experience of the learners. The more a learner knows, the more he or she learns. Therefore, any effort to teach must be associated with the state of the learners' prior knowledge and experience to provide path into the subject area.

William and Burden (1997) consider that Piaget did not agree with the traditional view of children's plays as aimless and of little value. These plays show the children's cognitive development which he made the basis of child development theory. For him, learners are actively involved in making their own sense of input. Based on this kind of notion, Roberts (1998) discusses that Piaget's work on child development originated the constructivist model of human thinking. This theory focused on the development of mental representations of the behavior and the world along with the various objects. In this theory, he mentions that mental representation is the means by which human being internalizes knowledge and perceives the world. The application of Piaget's notions of assimilation and accommodation to learning is seen highly applicable to the teacher professional

learning as well. However, Piaget's emphasis upon individual development causes him to overlook the significance of social context for learning.

Kolb (1984) also acknowledges Lewin, Dewey and Piaget as the most intellectual ancestors of experiential learning theory which has adopted the constructivist view of learning as the development of personal schema which are progressively confirmed and disconfirmed by experience. He holds the view that learning is the process whereby knowledge is created through the transformation of experience. Kolb (1984) views experiential learning as a cycle of experience, reflective observation, abstract conceptualization and active experimentation. He defines 'concrete experience' as "the direct contact with an object of study rather than its anticipation or recall"(p. 15). In concrete experience, the learners are fully involved in the new experience; in reflective observation, the learners observe and reflect on these experiences from diverse perspectives; in abstract conceptualization , the learners store abstract concepts to integrate the observation into logically sound theories; and in active experimentation, they use these theories to make decisions and solve problems.

The experiential learning theory in language teacher education is based on the principles of direct personal experience and its reflection needed for conceptual development and the analysis of experience. Through these principles, Kolb (1984) proposes the functions of dialogue in clarifying ideas and using the words and the integrated activities. As Piaget, Kolb (1984) also tends to discuss learning in individualistic terms while recognizing the interaction between private and public knowledge.

Constructivist learning theory has extended the aspect of Piaget's theory of learning by suggesting three different modes of thinking (William and Burden, 1998), which include the inactive, the iconic and the symbolic modes of thoughts. At the inactive level, learning takes place by means of direct manipulation of object and materials. At the iconic level, objects are represented by visual images whereas at the symbolic level, linguistic symbols can be manipulated in place of objects and images. They consider these three categories for the levels of thought to represent the essential ways in which learners make sense of their experiences, since linguistic symbols can be used for materials as well as the images, language comes to play an increasingly important part as a means of representing the world.

A constructivist view of language teacher education regards an intervention such as classroom experience, a lecture on some topic or a peer observation not as a model to be followed but as an experience and data for analysis to develop insights of their own. This view assumes that before entering micro-teaching program, each novice teacher holds distinctive, complex conceptual schemata relating to teaching. Though there are a great deal of individual differences in forming these schemata, there exist a large amount of commonality as well, which show a high degree of stability. However, there lies the possibility of getting gradual change in the schemata that the novice teachers hold through the acquisition of further instruction and experience. These very schemata in the novice teachers can play the role of motivation and controller of their teaching behaviors.

In constructivist learning theory, motivation and inspiration also play a very significant role in the learning process. The learners must realize the usefulness of the thing that they are going to learn and in the use of it in the real practical field. Unless they know 'the reasons why', they may not be very comfortable in gaining the knowledge even though there is very clear and organized presentation of the materials by the facilitators. In connection with the motivation and feedback, Roberts (1998) maintains that the constructivism in language teacher education suggests that there are personal differences in each novice teachers whose learning lies in their conceptual frame of reference which determines teaching behaviors. So, feedback is given to them focusing on their thinking and perceptions but not only for shaping their behavioral actions. Micro-teaching as well as their early teaching can help them develop their own thinking by integrating their experience and skill practice with observation, analysis of context, and self-awareness.

Though cognitive constructivist learning theory provides a useful framework to understand personal change and explains why each individual learner learns different things in different ways, it does not address the social dimensions of learning. According to Williams and Burden (1997, p. 28), each person's development occurs in constant change with their social circumstances. For the language teachers, their social contexts include their immediate working relationships of student, colleagues and the administrators with diverse values, expectations and dispositions; the school environment; and the culture along with the wider social forces that affect it. Thus, the fact that the language teachers make their own sense of the world within a social context through social interaction has not been captured in the cognitive constructivism.

Social Constructivist Learning Theory

Social constructivism which originates in the work of Vygotsky (1978) is a learning theory under cognitive developmental psychology. It does not limit its scope of explanation in the straight forward relationship between what happens and a person's response. Neither does it incorporate only personal cognitive process nor does individual's mental construct. Along with the one's own role in life, it encompasses the mental representation of other people as well. Thus, this theory of learning sets aside all the weaknesses of behaviorist, humanistic as well as the cognitive constructivist learning theories which tend to focus exclusively on individuals.

Cohen, Manion and Morrison (2007) have illustrated that both cognitive constructivism and social constructivism involve active participation in learning process, knowledge construction through reflective observation, ongoing process of learning along with the higher order cognition. By contrast, the social constructivism is differentiated by the reference to the social basis of much learning, particularly the higher order cognition. Thus, social constructivism regards that meaning is typically created not only by individual cognitive process but also as a part of social exchange process.

In Vygotskian (1978) concept, learning is social, collaborative and interactional activity. Learners seek necessary scaffolding (though Vygotsky never used this term) in developing and accelerating their ability to think for themselves, control and take responsibility for their own learning. Scaffolding is the support given while constructing a building, it is an inevitable part but the important feature is that once the building is completed, the scaffolding is removed. In educational terms, this suggests that the teachers, mentors as well as the senior colleagues can provide advice and support in learning. They also encourage the development of student teachers and novice teachers as independent learners, capable of standing on their own and thinking for themselves.

Teachers and mentors can provide scaffolding for the student teachers' and novices' learning in a variety of ways, for example, by asking questions, by prompting and probing, by providing reminders, by giving step by step instructions, by demonstrations, etc. Similarly, the rich and constructive feedback can also play a very good role of scaffolding in teachers' learning. Scaffolding is not only provided by the teachers and mentors for the teachers' learning, small groups of

colleagues can also provide it for each other. Such peer provided scaffolding is highly motivating and meaningful to create collaborative learning.

Vygotsky (1978) also introduced the notion of 'zone of proximal development' which has been defined as the distance between actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. Through the process of scaffolding, the learners' level of development can be extended to the limits of the potential development level. He further suggests that if the learners are to receive appropriate scaffolding to fit their zone of proximal development, then this requires paying attention to the social context of learning. Social constructivism places a high emphasis on 'context' as a contributing factor to learning. Vygotsky (1978) has defined context as learners' culture and its modality of expression. The learners are constantly acting in social interactions with other people of the community like colleagues, students, parents and adults, both in school and out of it. The more meaningful context they find, the more they can learn. The lack of such meaningful cultural context distorts the learners' view of development.

In fact, culture includes the shared beliefs, values and knowledge. It also includes skills, structured relationships and ways of doing things along with socialization practices and symbol systems such as spoken and written language. In the cases of teacher learning, they are communicated through institutional routines. Vygotsky (1978) further included physical and historical influences in the concept of cultures for example, natural disasters, conflict, political unrest, etc. He also advocates for 'cultural mediation' and 'interpersonal communication' which can play a great role in constructing meaning of the world. He observed how higher mental functions developed through these interactions also represented the shared knowledge of culture. This process is known as 'internalization' which means one aspect of 'know how'. The mastery of skills occurs through the activity of the learners within the society. 'Appropriation' is another aspect of internalization in which the learner takes it as a tool and makes it his own through the use of language.

Vygotsky (1978) further views language as the most critical psychological tool. Thinking, comprehending and producing language are all the processes that affect individual perceptions of the social world. In his view, it is by means of language that culture is transmitted, thinking develops and learning occurs. According to Williams and Burden (1997), "Vygotsky's approach was essentially

holistic in that he rejected the view that what is to be learned can be broken down into small subcomponents and taught as discrete items and skills" (p. 40). In his view, meaning should constitute the central aspect of any unit of study which should be presented in all its complexity rather than skills and knowledge in isolation. The concept of 'mediation' is another contribution of Vygotskian psychology which refers to the part played by other significant people in the learners' lives, who enhance their learning by selecting and shaping the learning experiences presented to them.

The important people in the learner's learning are known as 'mediators'. Williams and Burden (1997) conclude that the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skill and knowledge. The role of the one with most knowledge is to find the ways of helping the other to learn. In the case of teacher learning, these mediators are either teacher educators, mentors or the more competent colleagues in the teaching field. In this context, key concepts of Vygotskian social constructivist learning theory have been summarized in Randall and Thornton's (2001) work which includes:

- *Knowledge is constructed by dialogue, usually between a learner and a more expert individual.*
- *Knowledge/concepts exist first of all on an inter-psychological plane (in social interaction) and then on an intra-psychological plane (within the mind of the learner)*
- *Learning of new ideas or 'appropriation', takes place when concepts move from the inter-to the intra-psychological plane.*
- *This process of appropriation is mediated by 'tools' – cultural symbols – the most important of which is language.*
- *For each individual there are concepts/skills which are 'on the edge' of their knowledge (the individual's zone of proximal development). These concepts/skills are activities which the individual can manage with the help from another more expert individual, but cannot manage by themselves.*
- *The process of helping individual through the zone of proximal development and thus helping them to appropriate a new concept/idea has to be called 'scaffolding,' (Randall, 2001, pp. 51-52).*

Feuerstein (1979, as cited in Williams and Burden, 1997), as one of the proponents of social interactionist movement and a strong supporter of Vygotskian view, believes that “anyone can become a fully effective learner” (Williams and Burden, 1997, p. 41). He holds the view that Piaget’s cognitive structures are infinitely modifiable which means no one ever achieves the full extent of their learning potential, but they can continue to develop their cognitive capacity throughout their lives. The application of this view is that teacher professional learning is the lifelong learning process which starts as the student of pre-service teacher education and ends with the career exit. Feuerstein (1980, 1981 as cited in Williams and Burden, 1997) contributed to the social constructivist model of learning theory with his most well-known concepts of people learn to learn through the notion of ‘Instrumental Enrichment’ and ‘Cognitive Map’ as well as the ‘Dynamic Assessment’ which is a way of assessing the true potential of learners through the interaction between the assessor and the person to be assessed.

Von Glasserfeld (1995), one of the advocates of radical social constructivism, argues that education is essentially a ‘political’ enterprise with two main purposes – to empower learners to think for themselves, and to perpetuate in the next generation ways of acting and thinking that are judged the best by the present generation. He further argues that all knowledge is instrumental that is used to achieve particular purposes and is meaningless in isolation. As the proponent of radical constructivism, he claims that knowledge is not a commodity which is transferred from one mind to another but it is up to the individual to link up specific interpretations of experiences and ideas with their own reference of what is possible and viable. Thus, the process of constructing knowledge is dependent on the individual’s subjective interpretations of the experience from the social context. Social constructivism has its own distinct characteristics which have been explained briefly based on the learners, instructors, tasks and the contexts here in the following paragraphs.

Social constructivism views the learners as self-directed, creative and innovative ones. As the learners have to analyze, conceptualize and synthesize their prior knowledge and experience to create the new knowledge, there must be self-initiation to learn and involve in gaining concrete experience. While conceptualizing and synthesizing their prior and new knowledge, they can develop their higher order thinking and meta-cognitive power. This social constructive learning theory not only admits the uniqueness and complexity of the learners, but actually encourages, utilizes and rewards them as the integral part of the learning process. Since the background and the culture of the learners help to shape the knowledge and truth that the learners create, discover and attain in their learning process,

they deserve very high importance throughout their learning process. Social constructivism encourages the learners to arrive at their own versions of truth. The learners' circumstances, culture and already implanted worldview along with their historical background and symbol systems have a great influence on arriving in their own versions of truth. The social interaction with the more knowledgeable person also plays a very important role in acquiring the social meaning of important symbol systems and their utilization. Learners develop their thinking abilities by interacting with other colleagues, mentors and the physical world.

Stressing on the active participation of learners, Von Glassersfeld (1989) argues that the responsibility of learning resides increasingly with the learners. Social constructivism emphasizes the learners' active involvement in their learning process. Since they have to construct their understanding and the meaning of the input, they do not simply mirror and reflect what they read as the passive receptacles. Learners look for meanings and try to find regularity and order in the events of the world in the absence of full or complete information.

Social constructivism credits the level and source of motivation for learning as an inevitable component. Von Glassersfeld (1989), for example, holds the view that sustaining motivation to learn heavily depends on the learners' confidence and their potential for learning. The feeling of the confidence and belief in their potential to solve any new problems come from the first hand experience. The experience of successful completion of challenging tasks encourages the learners to gain more confidence and further inspiration to undertake even more challenges.

The role of instructors in social constructivist mode of learning and model based learning theory is quite different in that in the former one, instructors adapt the role of facilitators who help the learners to get their own understanding of the content by asking questions, supporting from the back, providing guidelines and creating the environment for the learners to arrive at their own conclusions. However, a teacher in a model-based learning approach gives a didactic lecture that covers the subject matter by standing in the front, sometimes writing some incomplete lines on the board and giving answers according to the set curriculum mostly in the form of monologue.

Social constructivism assumes that learning is an active social process. Knowledge is first constructed in the social context and the individual appropriates this knowledge through the interaction with each other and the environment the learners live in. As they have to analyze and

discover principles, concepts and facts for themselves, learning always requires active participation from the learners' part. Social constructivists never believe that truth lies 'out there' and the learners have to discover and own it for the individuals' appropriation. Kukla (2000), in this respect, argues that reality is constructed by our own activities and that people, together as members of a society, invent the properties of the world.

Social constructivists stress the need for collaboration among the learners with diverse skills, knowledge and background. Vygotskian (1978) notions of scaffolding, zone of proximal development and mediation can have the strong application here in the context of collaboration. More capable colleagues, teachers and mentors can provide support to reach the highest potential level, the zone of proximal development, through scaffolding and mediation.

Williams and Burden (1998) say that the whole context has a significant influence on the teachers' learning. This applies not only to the immediate context of classrooms of teacher preparation programs, common rooms and school environment where the teachers work, where it is important to establish supportive physical environment together with facilitative personal interactions. It also applies to the broader social, educational and political context within which the teacher learning experiences are occurring. So the social constructivist learning theory assumes the context of learning as central to learning itself.

Learning takes place in a meaningful situation. This theory regards that the decontextualized learning does not give the learners the skills to apply their understandings to authentic tasks. In Williams and Burden's (1997) view, "Learners will make sense of the learning situation and learning tasks in ways that are personal and unique to them" (p. 205). Therefore, this theory leads us to realize the need, interests and the expectations that are meaningful to the learners which encourage them to find their own style, to identify their own strengths and to develop their own self-knowledge.

Social constructivists emphasize on 'dynamic assessment' (Feuerstein, 1980 as cited in Williams and Burden, 1997) as a way of assessing the true potential of learners. The essentially interactive nature of learning is extended to the process of assessment. It is a two way process involving interaction between both instructors and learners. The role of assessors becomes one of the persons being assessed to find out their current level of performance on any task. The assessors share with them the possible ways in which the performance might be improved on a subsequent occasion.

Thus, in social constructivism, the learning and assessment are seen intricably linked together. This view sees assessment as a continuous process that measures the achievement of the feedback created by the assessment process which serves as a foundation for further teacher professional development.

The theory of social constructivism assumes that knowledge is created as an integrated whole (McMahon, 1997). Though knowledge is divided into separate subjects, the complete meaning of the world cannot be made in a separate form but a large number of complex facts, problems and dimensions are grasped by the learners on the whole. The social constructivism stresses the dynamic interaction between the tasks, instructors, learners and the contexts. There is always a close relationship between the instructors and the learners in their learning process. They are equally involved in the learning experience which is both subjective and objective in that the instructors' culture, values and background also become an essential part because the teacher selected tasks reflect their belief about teaching and learning. Learners compare their own version of truth which they construct based on their own background with that of the instructors and fellow learners to get to a new, socially tested version of the truth. Thus, learning tasks represent an interface between teachers and learners through the interactions with the other people as well as the physical world.

Social constructivist learning theory is not an exception to criticism. The critics like Kirschner (2006), and Sweller (1988) claim that this theory either explicitly advocates or implicitly reduces to social relativism because it takes the concepts of truth to be socially constructed. This leads to the charge of 'self-regulation'. If what is to be regarded as 'true' is relative to a particular social formation, this very conception of truth must itself be regarded 'true' in the society only and in another social formation, it may well be false. In this context, social construction of knowledge in one society can be true and false simultaneously in two different societies. If the concepts of two different social formations are entirely different and inappropriate, it is impossible to make comparative judgments according to each worldview. It is because of the criteria of judgment that are themselves based on some worldview or other. In such a circumstance, there arises a question how communication between them about the truth or falsity of any given statement could be established.

As individual learners construct their representation of the worldview in a particular social context, the social constructivist often argue that this theory liberates those who are oppressed because it either liberates the oppressed group to construct their own worldview in accordance with their own interests rather than according to the interests of dominant groups in a society or compels

people to respect the alternative worldview of the oppressed groups because there is no way of judging them to be inferior to dominants' worldviews. Foucault (1980) argues that one finds something of a bifurcation between the theorist and the non-theorist. The theorists always play the role of the instructors of discoveries while the non-theorists play the role of subjects who are constructed in a quite deterministic fashion. Though such questions have been raised to the central claims of the social constructivist theory of learning, several other critics have presented their rebuttal to their questions claiming that their own views are based on the behavioral change and deterministic ones. They claim that the critics of the social constructivist theory have not captured the core contribution to the teacher professional development.

Teachers, either they are novices or expert ones teaching English at secondary and higher secondary grades are adults. The learning of the children and the adults differs a lot. Adults have many more experiences based on their previously existing neurological structures and new learning for them requires new connections between the already existing neurological structures. Teachers, performing the role of facilitators in students' learning, have their own distinct needs, interests and expectations. They have already developed their own personal theories which are known as teacher maxims, which reflect their cultural factors, belief systems experience and trainings along with their understandings (Richards, 1996) and function as the rules for their best behaviors. These personal theories vary from teachers to teachers. Teachers as adults need a sense of autonomy and control in changing their practice with enough support from their colleagues, administrators and the immediate environment. Teachers need opportunities to disclose their difficulties and problems which are very painful while getting change.

Teachers must develop trusting and collaborative relationships not only with the students to whom they teach, but also with their colleagues as well as the headteachers and other senior members of the management to create their own favorable climate for their professional growth. They need opportunities for private reflection, experimenting new ideas, gaining concrete hands on experience and chance to link their own beliefs with their classroom practices so that they can develop their self-awareness of their own current practices and behaviors. Dialogues with their fellow teachers and others addressing one's own beliefs and the social pressures are essential parts of their socialization process of teaching. Challenges or surprises are necessary for the teachers to stimulate their thinking and taking initiation to get better teachers.

Adult learning process requires several operational schemata which include: mechanism for mutual planning, diagnosis of learners' needs and interests, cooperative learning climate, sequential activities for achieving the objectives, formulation of learning objectives based on the diagnosed needs and interests, selection of materials, resources and methods, and dynamic assessment of leaning. Due to the consciousness in adult learners, they prefer to know why something is important for them to learn and how to direct themselves through the information. The topic and the content presented in some in-service training and workshops have to be related to their learning experiences and relevant to their personal contexts. There is a tendency in the adult people like teachers that they do not involve themselves in learning unless they are ready and well motivated. They also need help and support in overcoming their inhibitions, behavioral problems and false beliefs about teaching and learning. As social constructivists learning theory addresses almost all of the issues mentioned above, I have used this theory as the theoretical framework for this study on English language teachers' professional development.

Matrix of Learning Theories

The above discussed four theories of learning have been summarized here (Table No. 2.1).

Table 2.1: Matrix of Learning Theories

Theories	Scholars	Learning Models	Main features
Behaviorist	Pavlov B.F. Skinner	Classical conditioning Operant conditioning	<ul style="list-style-type: none"> • Explain how an extra event (stimulus) can cause a change in the behavior of an organism (response) without using mental process • Adapt classical micro-teaching and competency based teacher education
Humanistic	Carl Rodgers Abraham Maslow George Kelly Erik Erikson	Non-directive intervention Need fulfillment theory Constructive alternativism Epigenetic principle	<ul style="list-style-type: none"> • Recognize the needs of the learners to respect their personal autonomy • Adapt counseling models to intervention with experienced teachers • Have partnership relationship between supervisors and supervises • Recognize the emotional dimension to personal change • Recognize learning and development as life-long process
Cognitive constructivist	Piaget George Kelly Kolb Bruner	Action based theory Personal construct principal Experiential learning Discovery approach to learning	<ul style="list-style-type: none"> • Filter new information according to learners' expectations and knowledge of the world • Construct the meaning of the input through active mental process • Match the meaning with the prior internal representations relevant to the input • Matching confirms (assimilation) and disconfirm (accommodation) of their existing representations of the world
Social constructivist	Vygotsky	Scaffolding Zone of proximal	<ul style="list-style-type: none"> • Regard learners as self directed, creative and innovative

Theories	Scholars	Learning Models	Main features
	Feuerstein	development Cultural mediation 'People learn to learn' Instrumental enrichment Cognitive map Dynamic assessment	<ul style="list-style-type: none"> • Credit the level and source of motivation for learning as an inevitable component • Instructor roles as the facilitators • Learning as an active social and mental process • Stress the need for collaboration among the learners with diverse skills • Learning takes place in a meaningful situation • Dynamic assessment • Assume that knowledge is created as an interpreted whole • Adapt self-reflection
	Von-Glasserfeld	Radical constructivism Individual subjective interpretation of the experience from the context	

Models of Teacher Professional Development

Teacher professional development models are those specific processes and opportunities that are planned to provide professional competences to teachers from the very beginning of their preparation. European Training Foundation (1997, as cited in Kafle, 2001) defines a model as a preliminary work that serves as a plan from which a final product is to be made; a schematic description of a system that accounts for its known properties; and may be used for further study of characteristics of learning. Thus, a model is an elaboration of the plan and procedures based on the observed phenomena leading to a new system.

There are a number of models that have been developed and implemented in different countries by different scholars to promote and support teachers' professional competence from the very beginning of their thinking of entering the career to their retirement. For Villegas-Reimers (2003), most professional development initiatives use a combination of models simultaneously, and the combinations vary from setting to setting. For the clarity of presentation, she groups the models into two categories- organizational partnership models and smaller group or individual models.

Under organizational partnership model, she has grouped professional development schools; other university-school partnerships; inter-institutional collaborations, schools' networks, teachers'

networks; and distance education whereas under smaller group or individual models, she has grouped: supervision; traditional and clinical supervision; students' performance assessments; cooperative and collegial development; workshops, seminars and courses; case based study; self-directed development; observation of excellent practices; teachers' participation in new roles; skill development; reflection; portfolios; action research; use of teachers' narration ; and coaching or mentoring, etc. Though she has categorized these all as models, but they are more likely to be approaches to professional development.

Kafle (2001), carrying out a research on 'A Professional Development Model for Technical Education and Vocational Training Instructors' in Nepal has summarized the main features of five different models used in technical education and training. He summarizes these five models as: staff development model; clinical supervision model; mentoring model; coaching model and eclectic model. The supporters of staff development model hold the view that staff conducts research on students' achievement regularly with the view to see the whole school improvement including teachers' performance, students' achievement and staff management. They believe that effective teaching leads to effective learning and principal and senior teachers take care of students' learning and discuss issues in self-review sessions with the whole staff. The school creates opportunities for teachers to work together, try out new ideas, and promote a sense of belongingness and accountability.

The supporters of mentoring and coaching models hold the view that senior teachers guide and support the new and inexperienced teachers by providing creative ideas for them to adjust and solve problems. They try to increase collegiality and professional dialogue in non-threatening, nonjudgmental environment improving the collaborative school culture. They try to formulate career-long habit of self- initiated reflection. Similarly, the supporters of clinical supervision model hold the view that the collection of objective data by using the wide-lens and narrow-lens strategies to observe the teaching learning process in the classroom is a very important tool. The teachers collect techniques for special instruction and employ focused supervision or direct face-to-face interaction between supervisors and other practitioners to improve their instruction and competence during conferencing. They provide feedback and re-enforcement on the basis of observed data in non-evaluative manner. The eclectic model summarizes all the good features of other models and forms the features of its own.

Furlong and Maynard (1995, as cited in Diaz-Maggioli, 2002) also suggest using apprenticeship model, competency based model and reflective model to support the teachers' progress in their professional development. They suggest that the apprenticeship model be used by expert teachers for the support of the novice teachers who are passing initial stages of their career. They further add using competency based model to support the teachers who are passing in their second and third phases of their progress in the development to overcome the problems if they feel weary in their professional lives. They advocate using reflection not only for their later stages but also from the very beginning of their career.

In the context of teachers' professional development, Wallace (1995) discusses three models of teacher professional development - the craft model, the applied science model and reflective model. He argues that in the craft model the expertise in teaching resides in the master teacher. It is the trainee's job to imitate him/her. The applied science model, though one of the traditional models has been taken as the recent model underlying most teacher education and training programs (Burns and Richards, 2009). The followers of this model believe that all teaching problems can be solved by experts in content knowledge and not by 'practitioners' themselves. The reflection model envisions as the final outcome of the training period that the novice teachers become autonomous, reflective practitioners capable of constant self- reflection leading to a continuous process of professional self development. This model is regarded as the current trend in teacher education and development. That is why; I have used this model to assess the current professional development of teachers in Nepal.

Current Approaches to Teacher Professional Development

The models and the approaches of professional development have been used interchangeably in different discourses of scholars. I think that the models can cover the various approaches, for example, the reflective model can cover the approaches such as self-monitoring; writing teaching journals, peer observation, teacher support group, reflective conversation, action inquiry and teaching portfolio.

The approaches to teacher professional development refer to the learning strategies which the teachers employ in the development of their teaching art. After the completion of their teacher preparation and the induction period, they attend workshops, seminars as well as the professional conferences to acquaint themselves with the new trends and approaches to teaching from the experts of home and abroad. Two or more colleagues can collaborate to improve their performance of teaching through non-judgmental and non-evaluative way when they are involved in peer coaching. Diaz Maggioli (2002) defines peer coaching as a voluntary process of observing teaching and then sharing perspectives and advice based on the observation. The English teachers can also involve themselves in self-monitoring which is an awareness of what their current knowledge, skills and attitudes are and the use of such information on a basis of self-appraisal. Writing teaching journal, peer observation, teacher support group, action research and teaching assembling portfolio are the approaches to teacher professional development which provide the basic ground for critical reflective practice in learning teaching art. In Bartlett's (1990) view, the critical reflection refers to an activity or a process in which an experience is recalled, considered and evaluated, usually in relation to a broader purpose.

A teaching portfolio is the collection of those things that illustrate the teachers' working and learning at their best (Underhill, 2006). The records of classroom observation, action research, case analysis and critical incident analysis can be assembled in the teaching portfolio. It can be the reliable proof of the teachers as to whether they are involved in a systematic way of learning from practitioners' practice and looking back on an unplanned classroom incident and reflection on its meaning. A narrative description of a real life situation or a 'slice of life' as a case analysis can also be included in the teaching portfolio.

The English teachers can learn a lot from advising and supporting the newly appointed teachers. Reading professional materials like newly published books, articles of journals, presented papers, etc., developing professional materials, and using them while giving presentations in their own institutions or at local or national conferences, continuing taking courses joining the local universities, language courses and training centers. They can also take advantage of distance courses and through the use of the various websites at their own homes by utilizing the modern mind and technology.

Concluding various approaches to teacher professional development, Diaz-Maggioli (2002) argues that the professional learning of teachers must be significantly different from what it has been in the past to produce high levels of learning for students and staff members. The approaches to professional development outlined here focuses on the needs, interest and desire of the teachers to improve the quality of learning. By adopting some of them or all of these approaches for their own professional development, teachers will be better equipped to cope with the challenges of the world ahead while empowering schools to become better learning places for both students as well as the teachers. As the teacher learning is congruent with social constructivist framework of learning theory, I have used this theory in this research study.

Review of Empirical Researches on Professional Development

This review includes the journal articles and the related researches written and carried out by the Nepalese scholars with major highlights on their main themes / issues, gaps in them and their implications towards theoretical perspectives.

Timsina (2004) writes that the quantity of the schools as well as the teachers has been dramatically increased for the last some decades. However, the quality education has become the cry of the day. She says that quality of education largely depends on teachers' ability. Unless the teachers are qualified and devoted to their profession, the better product cannot be expected. The excellence does not result in compliance of the teachers, but it comes with the active involvement in the learning process through reflective practices. Her concern in the article reveals the fact that professional development of the teachers is the product of their continuous learning process through in-service training and the reflection of their own work.

In the similar spirit, Bhandari (2006) has expressed his view that the present provision of teachers' education and training is not sufficient for the effective teaching, teachers and schools. In teacher education, whether in-service or pre-service, the recognition of the element of teacher professional development has been missing. If the policy level realizes the importance of teachers' professionalism and plans supports with enough fund, the quest of quality education cannot be far away. With the systematic analysis of data through research, the competent, professional and committed teachers can be produced. However, this is a long term process which cannot be accomplished by a single shot of training, which has been the existing mode of professional development at Nepalese education system. Poudel (2006) has also supported the idea of Bhandari (2006) discussing various processes and approaches to teachers' professionalism. He argues that these processes have not been addressed in the Nepalese teacher education system yet. Similarly, Wagle (2007) writing an article on 'viewing Nepal from the current trends in teacher education' expresses the need of following the academic tradition, social efficiency tradition, the developed mentalist tradition and social re-constructionist tradition to raise the status of teacher education in Nepal reshaping the current traditional mode of teacher Education. The ideas expressed in these articles by Bhandari, Poudel and Wagle make us aware of the inadequacy that exists in the mode of teacher education and trainings along with their impact on teachers thinking and action. The ideas they revealed through their articles have initiated a discourse to rethink about teacher Education and teacher professional learning in Nepal.

Similar kind of conceptualization of teacher professionalism through reflective practice can be found in Chaudhari (2008), Gnawali (2008) and Bhandari (2009). Chaudhari (2008) pleads 'reflection' as a means of meditation which explores the hidden potentials of teachers, and helps them modify their ritual knowledge. He further argues that this is a mark of a shift in emphasis on thinking and action. Emphasizing on reflective practice as an integral part of classroom teaching, Gnawali (2008) complains that many teachers are not aware of this concept and are not using it yet as a means of their own professional learning. They cannot also be forced to do so. However, these teachers can be helped to utilize it by enabling them to find their weaknesses, problems as well as their strengths. Once they are able to reflect upon their own practices, attitudes, beliefs and values they hold, they will find the ways to move along the journey of their professional development. They themselves find the suitable measures to enhance their performance in their teaching career. In this connection, Bhandari (2009), expresses her view that those teachers who examine their own teaching

through reflection can develop in them positive attitude towards their professional growth and can get self-awareness. It cannot only be beneficial for their career growth but also to improve their support for their students' learning. She further stresses that reflection involves the ability to analyze and prioritize the issues. So, reflective teachers can tacitly acquire knowledge and develop a feasible plan of action. She has illustrated five different categories of knowledge: knowledge of self as a teacher; knowledge of content; knowledge of teaching and learning; knowledge of students; and knowledge of school and social contexts which the reflection process incorporates. However, to become a reflective teacher, it requires active engagement, consciousness in gaining experience and self-initiation from the part of the teachers themselves.

The above discussed writers are obviously conscious of the professional development of teachers and its importance. However, they all are not satisfied with the existing plan and policies as well as the practices in their teaching profession. This indicates that the self-conscious public has felt the need of education reformation as per the trends seen outside the country but the curriculum planners and designers have yet to realize it in Nepalese teacher education.

Several researches have been carried out in the field of teachers' professionalism in Nepal. Such research works consist of individual researches for certain academic levels such as M.Ed., M. Phil, Ph. D., and institutional researches conducted by CERID, MOE, and NCED, etc. In this regard, CERID (1997) has carried out a research on S.L.C. examination and classroom practices with a focus on group discussion, class observation and the analysis of students' workbooks. The study found that teaching English in Nepal was like one-way communication even lacking the question answer drills during the classroom teaching. Since the teaching was done paying a great attention to S.L.C. exam, the rote learning has been emphasized. The students' creativity was not utilized and the classroom interaction was not fostered.

Faculty of Education of Tribhuvan University (1998) has also studied on 'teacher education for the 21st century: problems and prospective'. The study has found out that the majority of primary teachers lack the professional knowledge and skills. The institutions that provide trainings do not have sufficient training materials as well as the efficient trainers. The trainees too have not been motivated to any training program. The qualification of primary teachers is not sufficient, so it should be at least either certificate level pass or higher secondary level pass. There should be the provision of follow up programs to see the effectiveness of the training provided to the teachers. With the

findings of this research study it can be concluded that the existing teacher education programs, their delivery process as well as the monitoring and follow up systems are not so effective for the teacher professional learning.

The research that MOE/NCED (2000) carried out focusing on the follow up of the training impact found that a large number of English teachers were very weak in using the correct form of classroom instructions, managing classroom, constructing and using visual materials, using the student-centered methods and providing feedback. The findings of these types leave the impression that teacher trainings, whether they are pre-service or in-service arranged so far, have not been so fruitful for the school teachers for their effective English teaching.

In the same vein, Gnawali (2001) carried out a research which focuses on the current teacher education needs. His findings pointed out that current teacher Education needed innovative change like reflective practice in collaborative culture. This practice could help teachers grow personally as well as professionally because they could look into their own beliefs, values and attitudes along with their actions and find their strengths and weaknesses to be further strengthened or corrected in time. The findings of this research indicate a clear need to shift the paradigm in teacher education from knowledge transmission oriented model to knowledge construction model.

Jaishi (2001) in his research on 'teachers professional competencies in the primary schools of Nepal' also illustrated that the environment of schools was not healthy to promote the teachers' professional competencies because of such influencing factors like lack of opportunities, low academic qualification of primary teachers, low quality of trainings, heavy workload, frequently changing policy of the government, low social prestige of the teachers, lack of enough incentives, encouragement and reward system. The similar types of findings were also drawn by Tripathi (2001) in his research which focused on teachers' experience about teaching English, their motivation, attitudes towards it and the difficulties they have been facing while teaching. The findings of this research contributed to know that the English teachers are not so motivated because they face many difficulties like unsuitable school environment, lack of motivation in students, weak base of students in English, lack of academic support from the school, very less collaborative work with their colleagues, etc. Kafle (2001) focusing on the selection of a model for technical education and vocational training instructors in Nepal claims that a school based professional model which utilizes

clinical instructional supervision is useful for the targeted institution. The findings of this research emphasize the locally based school initiated professional development programs for teachers.

A research on the professional development of primary teachers in Nepal carried out by Pradhan (2003) focused on the perceptions of teachers about their development activities. Her findings contributed to develop the notion that there is an essential relationship between teachers' personal and professional life. Without addressing the personal problems of the teachers, the professional problems cannot be solved which can leave only the negative effect on their career satisfaction as well as on the students' learning outcomes.

Problems do not only lie in primary schools and the teachers of these schools, but they also appear in the tertiary levels. The research by Galami (2004) has illustrated that all stakeholders of higher education are not playing their assigned roles duly. They need greater support from their own respective positions for teacher professional development. The teachers of higher education are also not using their received and experiential knowledge and skills properly. In Khanal's (2006) claim, teacher training is an important facet of teacher professional development. Through such in-service trainings the teachers receive during their teaching period help them to be professional and the best kind of teachers. Teacher's self-initiation for their learning through reflection and investigation of their own practices deserve high significance. At this point, Kandel's (2007) exploration of his own journey from a teacher to a facilitator help many teachers realize the teacher professional development as a gradual process through one's own experience of change from an idealist condition to a realist one.

Several studies have explored the reflective practices of English language teachers (e.g. Pandey, 2007; Phuyal, 2008; Shah, 2009; Pandey, 2012; and Timalisina, 2012) and illustrated that English teachers in Nepal are not formally trained using reflective practices (Pandey, 2007). So, they have not been using it in their practices as a means of gaining self-awareness in their professional learning (Phuyal, 2008). Shah's (2009) work also supported the earlier findings that reflective practice in Nepalese teacher Education and training courses is not a common practice. Most of the courses for teacher learning focus on theoretical knowledge rather than developing the practical skills and experiences. In the same spirit, Pandey (2012) concludes his research work stating that professional English language teachers become and remain professionally competent and confident

only through reflective practice in the process of their professional growth. However, its practice in individuals or in groups was very weak. Timalisina's (2012) work also comes to the same conclusion.

Two other means of teacher professional development like classroom observation and mentoring have been explored by Bhatta (2009) and Pandey (2009) respectively. Bhatta (2009) has come to the conclusion that most of the English teachers observed other teachers' classes for evaluation and judgment at the time of their practice teaching but not as a critical friend giving and receiving feedback later on. Though they hold positive attitudes towards classroom observation and feedback as the tools for their professional growth, they have not used them yet in their practice. The English teachers are afraid of being observed and gaining feedback from their own colleagues because of the less common practice of non-judgmental, non-evaluative and constructive comments and feedbacks to the observed teachers. Pandey's (2009) conclusion also reveals the fact that English language teachers and teacher educators in Nepal are aware of the concept of mentoring and have positive attitudes towards it, but there is not any formal provision of it in the Nepalese Education system which can be very valuable to the new entrants into the teaching profession. Similarly, Bhusal's (2010) exploration on opportunities and the undertakings of secondary school English teachers for their professional development also illustrates the current status of in-service English teachers' professional learning practice through workshops and peer observation. The teachers are eager to participate in workshops and seminars but they do not have any easy access to such opportunities. Peer observation is used only by the student teachers during their teaching practice at the end of their B.Ed. and M.Ed. courses due to the obligatory provision of these teacher education programs of TU and other universities.

Bishwa (2010) and Bhattarai's (2011) findings have also exemplified poor condition of English teachers' professional learning in Nepal. Using various approaches is very uncommon amongst them because it was a neglected business for them (Bishwa, 2010). Professional development of English teachers is full of challenges because there is lack of interest, less-supportive school culture, lack of access to professional development activities, non conducive environment, etc. (Bhattarai, 2011). On the issues of using senior English teachers, Rijal's (2011) finding emphasizes that schools should make the best use of skilled and senior English teachers to share their personal experiences internally to help other teachers grow professionally.

The overview of journal articles and related researches as discussed above shows that the teacher professional development has not been deeply rooted into the theory and practices of teachers working in Nepal. The practicing English teachers got their initial teacher education without doing any components of professional development in their university courses. These courses were designed emphasizing the discrete language teaching skills based on the traditional model of teacher professional development. During the in-service trainings too, some of the overlapping knowledge and skills were given. Therefore, though the English teachers hold positive attitudes towards reflective teaching, observation and feedback, a very few of them have been practicing them yet. They do not keep records of their teaching. They do not reflect individually as well as collaboratively, not because of the lack of time but because of the lack of ideas as well as their self awareness. They are either reluctant to be observed and gain constructive feedback or afraid of them because they have never found any observer giving constructive and non- judgmental, non-evaluative feedback to improve their performance.

The overview also shows that despite a huge scope, researches have been carried out in the limited areas of professional development of teachers like reflective practice, classroom observation, teacher support group, training, distance education, etc. The other ways of teacher learning are left to be researched on the whole such as peer coaching, self-monitoring, writing teaching journals, teaching portfolio, action research, continuing taking occasional courses, etc. It is necessary to see what their existing conditions are. The current professional development practices, English teachers' experiences and perceptions towards them, motivating factors and their future expectations regarding their own professional development have not yet been researched intensively. So, I believe that this research addresses these issues and fills in the gap seen in this field.

Implications of the Review

The theoretical perspectives incorporate various aspects of profession and teaching. From the discussion with the teachers, I have got insight in understanding the nature and process of teacher professional development. Teacher education and English teaching in Nepal provide background setting, the concept of teaching and teaching profession which enables me to be clear about the essential features of professional development of the teachers. It does not only include initial teacher education and in-service training, but also the various means of gaining formal and informal experience along with the induction and mentoring programs. Historical sketch and stages of teacher

professional development enable me to know the background factors of why professional development comes into being and the gradual progress of practicing teachers, which enables the researcher to know that at different phases, the teachers need different kind of support and help to go further ahead in their career. Factors affecting professional development, models and approaches as well as the indicators of the professional development remind the researcher the essential contextual factor of English teachers to be researched.

Teacher professional development covers a wide range of activities. These activities have been practiced at different parts of the world by different scholars at different phases. The traditional model, which emphasizes the pre-service and in-service teacher training as the sole means of teacher professional development, has still been used extensively in Nepal. However, the ground reality has changed now. Because of the advancement in science and technology, the individual teachers take part in local, national as well as the international conferences, go to the book stall to browse the books, and stay at their computers to play with internet. Similarly, they somehow, reflect their attitude, values and practices. The theoretical perspectives provided me with an insight to carry out the present research study.

The review of four learning theories incorporates behaviorist theory, humanistic theory, constructivist theory and social constructivist theory. The behaviorist learning theory provides some insights into skill learning. The humanistic learning theory is essential to the understanding of personal change recognizing the whole person and the emotional aspect of development. Constructivist learning theory provides a fruitful conceptual framework to understand individual conceptual change. However, all these three theories are framed essentially in terms of individual perspective. The social constructivist learning theory assumes that each person's development proceeds in constant change with their social circumstances, their immediate working relationships, the climate of school and wider social forces that affect it. Since the teacher professional development is an ongoing constructive process of gaining self-awareness, the social constructivist learning theory offers the most suitable theoretical framework for teacher professional development.

Summary

This chapter has presented a brief review of conceptual issues such as evolution of teacher professional development, theoretical perspectives, causative factors and theories of teacher learning along with the empirical review of available research works. The chapter further discusses historical sketch of teacher development around the world and its influence in Nepal, concept of teaching profession, stages and assumptions of professional development along with the teachers' beliefs, maxims and their professional identities. Teacher learning theories have included two classic theories of psychology - behaviorism and cognitivism. The cognitive theory is further elaborated under its sub-categories such as humanism, constructivism and social constructivism with their respective models and approaches to teacher learning. The implication of these theories, models and approaches has also been discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents methods, procedures and steps that I have adopted to carry out the research work. The goal of this chapter is to provide a complete description of the steps, that I have followed in the study. So, it includes the brief introduction, sources of data, research field selection, sample population and its selection procedures, research methods, tools, document and record analysis, questionnaire piloting, data triangulation, reliability and validity, ethical issues, data collection, editing, coding, entry and analysis, along with the processing of interview data.

Introduction

The term methodology refers to the theoretical and philosophical framework into which the methods and techniques of answering the research questions fit in (Tuchman's 1998; Brewer, 2000). In other words, it refers to the way as to how the researcher approaches and seeks answers to his research problem. As this study mainly seeks to find out the current state of professional development of secondary English teachers, to explore the experience and perceptions towards their professional development, to identify the most significant influences and motivating factors as well as their expectations for future development, both quantitative as well as qualitative methods were used and the required data were collected through the questionnaire and semi-structured interviews.

Sources of Data

In order to achieve the objectives of this study, I have used both primary as well as the secondary sources of data. The primary sources were the secondary level English teachers from five different districts of Central Development Region of Nepal. The secondary sources included the written documents like books and journals of related field, research articles, research reports as well as related available office records.

Research Field Selection

Nepal is a small country covering a total area of 147,181 sq. km. extending nearly 900 kilometers from the east to the west. However, it has high diversity topographically and socio-economically. Topographically, it has been divided into three broad belts (the mountain, the hill and the Terai regions) which is spread 200 kilometers north-south. The north belt is known as the mountain region which includes high mountains and high hills. As this region has a very cold climate, there are sparse and seasonal settlements. The southern belt is known as the Terai region which has hot and humid climatic condition and is densely populated. The land between these two belts is known as the hill region which includes several low hills, valleys and inner Terai areas.

Politically, so far, Nepal has been divided into 75 districts, 14 zones and 5 development regions. The five development regions are: eastern, central, western, mid-western and far western. The central development region consists of fourteen different districts of three zones- Janakpur, Bagmati and Narayani. The Janakpur zone has six districts- Dolakha, Ramechhap, Sindhuli, Sarlai, Mahottari and Dhanusha. The Bagmati zone has eight districts – Rasuwa, Nuwakot, Sindhupalanchok, Kavrepalancok, Dhading, Katmandu, Bhaktapur and Lalitpur. The Narayani zone has five districts –Chitwan, Makawanpur, Bara, Parsa and Rautahat.

Out of these fourteen districts of the central region, I have selected five districts – Dolakha (representing mountain districts), Nuwakot (representing hill districts), Kathmandu (representing the valley and the capital district), Chitwan (representing the inner Terai districts) Sarlahi (representing the Terai districts) purposively. There are mainly two reasons as to why I have selected the central region and these five districts of this region. On the one hand, it was because of the accessibility for the collection of data; on the other hand, the diversity of five different topographically typical districts including the capital district could also be included in the study field.

Sample Population and Sampling Procedures

As stated under research field selection, the five districts (Dolakha, Nuwakot, Kathmandu, Chitwan and Sarlahi) were selected as the field study area purposively. There were altogether 1,186 SLC appearing schools and 45, 685 regular SLC examination candidates in 2065 B.S. in these districts (Record of the SLC examination controller's office).

Out of the above mentioned 1,186 SLC appearing schools of the five districts, 200 English teachers were selected as the sample population for the quantitative data following the stratified random sampling procedure. While taking the sample population following stratified random sampling procedure, 20 teachers were selected from those districts where the number of schools contains less than 100. Similarly, 40 teachers were selected from those districts having up-to 200 schools and 100 teachers from those districts having up-to 1000 schools which is the case of mainly Kathmandu district (Table 3.1). For the semi-structured interviews, 20 English language teachers (one out of every ten) were selected purposively.

Table 3.1: The Distribution of Sample Population and Sampling Procedures

District	No. of SLC appearing schools	No. of SLC candidates	Sample for quantitative data (stratified random)	Sample for qualitative data(purposive)
Dolakha	58	2946	20	2
Nuwakot	87	4205	20	2
Sarlahi	84	5659	20	2
Chitwan	168	8901	40	4
Katmandu	789	23974	100	10
Total	1186	45686	200	20

Source: Field Study, 2010

Out of 200 survey samples, 40.5 percent of English language teachers were chosen from the schools located at the rural areas and 59.5 percent were form the schools of urban areas.

Table 3.2: Distribution of Sample Population According to Category of Schools

Category of School	No.	Percent
Rural	81	40.5
Urban	119	59.5
Total	200	100.0

Source: Field Study, 2010

Similarly, by gender, a few (11 %) of the teachers were females whereas the rest (89%) were male English teachers. In comparison to the male samples, the number of female teachers was found significantly low in the teaching profession.

Table 3.3: Distribution of Sample Population According to Gender

Gender	No.	Percent
Male	178	89.0
Female	22	11.0
Total	200	100.0

Source: Field Study, 2010

By the category of age of the sample English teachers, 42 percent were of the age between 22 to 31 and 37.5 percent were of the age between 32 to 41 which indicates that the majority of the teachers (79.5%) teaching English at secondary level were young and energetic. Only 16 percent of them were of the age between 42 to 51 and 4 percent were of age above 52.

Table 3.4: Distribution of Sample Population According Age of the Teachers

Age of the Teacher	No.	Percent
22-31	84	42.0
32-41	75	37.5
42-51	33	16.5
52 and above	8	4.0
Total	200	100.0

Source: Field Study, 2010

Since the teachers teaching English at secondary grades in the different parts of the country are from different backgrounds and with different qualifications, they are also categorized by their educational qualifications. While selecting sample population randomly from the five districts understudy, 30 percent of the sampled teachers were chosen from B.Ed. degree holders, 16.5 percent

from B.A. with Major English, 22 percent from M.Ed., and 10.5 percent from M.A. English literature. This category of the sample population shows that the educational qualifications vary.

Table 3.5: Distribution of Sample Population by Educational Qualifications

Educational Qualification of the Teachers	No.	Percent
B. Ed. in English	60	30.0
B. A. in English Literature	33	16.5
Non-English (non-major English) Bachelor Level	2	1.0
M.Ed. in English	44	22.0
M. A. in English Literature	21	10.5
B.A. B.Ed.	21	10.5
B.Ed. M.A.	14	7.0
M.A. M.Ed.	5	2.5
Total	200	100.0

Source: Field Study, 2010

By the category of 'teaching experience of the teachers' 30 to 35.5 percent were selected having the experience of their teaching between 5 to 20 years respectively. The young ones who had the teaching experience below 5 years were 23.5 percent and the teachers with their experience between 21 to 30 and above 30 years were chosen a very few (only 2%).

Table 3.6: Distribution of Sample Population by Teaching Experience

Teaching Experience of the Teachers	No.	Percent
Below or 5 years	47	23.5
6-10 years	60	30.0
11-20 years	71	35.5
21-30 years	18	9.0
31 years and above	4	2.0
Total	200	100.0

Source: Field Study, 2010

Research Methods

There are mainly two research methods, namely quantitative method and qualitative method (Rudestam and Newton, 2007). These methods differ on the basis of the assumptions about reality, role of researcher, purpose of research, research questions, research design, typical data and their analysis. The following paragraphs show their descriptions.

Quantitative Method

The quantitative method is based on the positivism which indicates that a real world is 'out there' (Stake, 2005). Truth can be studied, measured and generalized in precise, objective, and time and context free manner. Positivism assumes that objective reality can be measured only probabilistically. It indicates that the research can generate the truth independently of any influences of human perceptions. The assumed truths are expressed in the form of statements. Later they are put into statistical terms to be analyzed and interpreted. This type of research procedure is known as 'quantitative method' which applies questionnaire as a basic instrument of research.

Quantitative method is believed to possess the quality of scientific rigor, objectivity and neutrality. If the similar objectives, methods and techniques are applied, this method leads to similar findings, and thus it contains reliability. As this method makes use of random probability sampling and statistical measures, it can represent the whole population and thus its findings can be generalized. The recommendations based on the rigorous findings can be implemented in the larger policy making level.

Qualitative Method

The qualitative method of research is philosophically based on constructivism. In Rudestam and Newton's (2007) view, "the term constructivism is a name for the epistemology associated with the view that what people may consider objective knowledge and truth are a result of perspective" (p. 35). For the constructivist, knowledge is not 'found' or 'discovered' from existing facts but constructed as the invention as an active, engaging mind in the context of researching. The constructivists focus on how humans create systems of meaning to understand their world and their

experience. Though the constructivist and social constructivists' assumptions are common in many respects, the latter emphasizes on the fact that "meaning is typically created not by individual cognitive processes, but as part of a social exchange processes" (Rudestam and Newton, 2007). The qualitative research method is linked to the constructivist theory of knowledge because it tends to focus on understanding, experiences and perceptions from the point of view of the research participants.

Constructivists believe that realities are in the form of localized and the multiple construction as perceived and interpreted by the people themselves. They realize that the social world is influenced by the actor's construction and reconstruction. The interaction between a researcher and the respondents proceed in a dialectical manner. So, there must be face-to-face interaction between the researchers and the respondents. While generating data, natural language is used as the basic form of data. This model of research study is known as qualitative method. The main research instruments for the method are individual interviews, observation, diaries, etc.

I also believe that social world and human knowledge are highly complex and contextualized. They are subjective because they are the social actor's creation and recreation. Human behavior can only be understood by the understanding of the meanings and purposes attached by human actors to their activities. So, there must be interaction with the actors to understand the social realities. The etic view (outsider's view) brought to investigate may have a very little meaning within the emic view (insider's view) (Rudestam and Newton, 2007, p.42) of those who are being studied. Naturally occurring phenomena cannot be understood without the study of their naturally occurring settings. So, the researcher's understanding and interaction with the respondents contribute to create enhanced interpretation of new knowledge.

Methodological Blending

There are some theoretical and philosophical differences between the quantitative and qualitative research methods. Many methodologists like Veroff (1993) claim that the data in quantitative research methods are expressed in numbers for measuring, describing, testing and generalizing about variables of interest to the researcher, but in qualitative research method, they are expressed in words. Quantitative research methods tend to use hypotheses prior to data collection whereas the

qualitative research begins with specific observation and moves towards the development of general patterns.

In the same way, the quantitative method seeks to define a narrow set of variables operationally and isolates them for observation and study. In contrast to it, qualitative method is more holistic and aims for a psychologically rich in-depth understanding for a person, program or situation by exploring a phenomenon in its entirety. By standardizing the procedures and measures quantitative research method seeks objectivity and it keeps the researcher distant from subjective judgment whereas the qualitative research method values the subjectivity of the participants and takes their unique characteristics as valuable aspects of the research situation. The aim of quantitative method is prediction, control and explanation in contrast of which the goal of qualitative method is more with description, exploration and search for meaning.

In terms of manipulation, participation and analysis too, the qualitative and quantitative methods are different (Mertens, 2005). The quantitative researchers pursue their study by manipulating and controlling the condition of the study, whereas the qualitative researchers usually invite the respondents to participate as a collaborator to contribute to rare knowledge and experience. Quantitative researcher relies on statistical analysis of the data including the use of descriptive and inferential statistics to determine the relationships between variables or the significance of group differences. In qualitative research, some kind of text analysis is employed to categorize responses and identify themes that are evaluated subjectively to shed light on the phenomenon of interest.

Like other several scholars (e.g. Crotty, 1998; Rudestam and Newton, 2007, etc.), I also do not consider qualitative and quantitative methods as mutually exclusive. So, I have used mixed model to design my research study by combining the rigor and precision of the quantitative data with the in-depth understanding of qualitative research methods. In practice, for Rudestam and Newton (2007), understanding is the fusion of the perspective of the phenomenon and the perspective of the interpreter. They further add that everyone brings life experiences and expectations to the task of interpretation, but each person's self-understanding is limited and only partially expressible. Interaction with the meaning of the text can help produce a deeper understanding of both the researcher and the respondents. To get the benefits from both methods- qualitative and quantitative, I have employed both of them here in practice. This blending occurs not only in the data collection

phase, the data analysis phase and the data interpretation phase of this study but also in setting objectives and using theories.

In practice this model combines the objectivist epistemological tradition and the constructivist tradition to validate knowledge by matching the knowledge claims of the researcher with phenomenon in the real world and the respondents' experiences, perceptions and expectations. This research report has also combined quantitative analysis of the responses to the questionnaire with the qualitative analysis of themes generated by the semi-structured interviews to assess a large number of participants using standard scales and measures in a field and the semi structured interviews with the subset of the original sample to derive richer understanding of the phenomenon in question. I have added the qualitative component to the quantitative analysis to help explain and extend the findings. The advantages of qualitative approach has compensated for the weaknesses of quantitative approach.

Research Instruments

The determination of research instruments depends on the nature of research questions and the objectives set for a study. The research questions in this study also required two types of data (quantitative and qualitative). The quantitative data have been collected through a set of questionnaire and the qualitative data have been generated through semi-structured interviews along with the analysis of documents and records. So, the main research instruments for this study were a set of questionnaire, and interview guidelines which were prepared after the review of related literature, documents and official records collected for the research purpose.

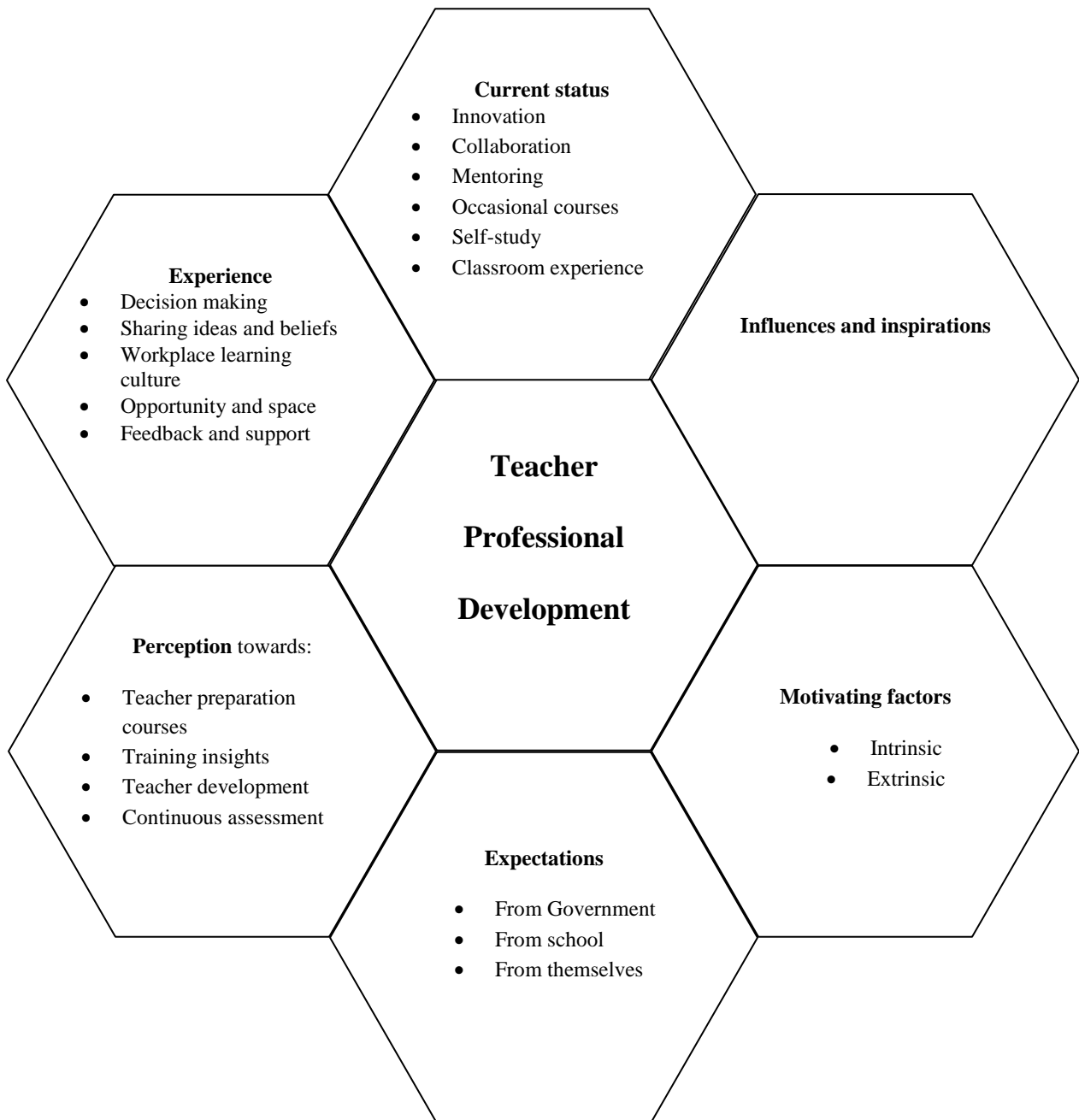
Questionnaire

A questionnaire consists of a list of questions for eliciting the responses obtained from the informants in course of a research study. It is a useful instrument widely for collecting survey information (Cohen, Manion and Morrison, 2011). It provides a structure often with numerical data. It can be administered even without the presence of the researcher. The questionnaire as the research instrument for this study consisted of two sections. The first section was related to the personal details of a respondent such as age, gender, previous experience and qualifications along with the

school types. The second section included 127 attributes under six different major domains, namely current status of professional development of secondary English language teachers, their experiences and perceptions towards their professional development, significant influences, motivating factors and their expectations for their future professional development. The attributes have been given with five point Likert scale ranging from strongly agree, agree, neutral, disagree, strongly disagree or always, most of the time, sometimes, occasionally and rarely. Under these six broad domains there are other sub-categories like decision making, sharing insights, work place learning culture, opportunities and space and feedback and support under teachers' experiences and perceptions towards their professional development. These all sub-categories contain other various attributes derived from different scholars' researches as reviewed in the Chapter II.

Similarly, under current situation of professional development of secondary English language teachers, there are six sub-categories namely innovation and research, collaboration, helping others learn, occasional courses, self-study and classroom experience. They contain six attributes each. In the third broad category 'most significant influences and motivating factors in professional development', there are two sub-categories including intrinsic motivation and extrinsic motivation which contain eleven and thirteen attributes respectively. The other category, i.e. secondary English teachers' expectations for their future professional development contains three subcategories namely expectations from the government, expectations from the teachers' own schools and expectations from themselves. After finalizing the questionnaire and interview guidelines, I went to the selected districts for the collection of data with the questionnaire and interview guidelines along with a voice recorder for recording the raw data.

Figure 3.1: Categories of Survey Questionnaire



Interview Guidelines

An Interview is another most useful and frequently used data generation instrument. This instrument was mainly used for generating qualitative data. Cohen, Manion and Morrison (2011) say that the use of interview in research marks a move from seeing the truth from outside objectively towards seeing it from within the author's view through conversation. In this context, Patton (1990) states that the purpose of using interview is to allow the researcher to enter into the other person's perspective. The perspectives of the actors are known, meaningful and explicit only through interviews. Researchers use interviews in their work, if the other instruments like questionnaire, observation, document analysis, etc. are not so effective for understanding the subjects' inner world.

In Silverman's (2005) view, interviews are crucial for understanding people's external reality and events, and internal experiences like feelings and meanings. Danzin and Lincoln (1998a) hold the view that interviews are the favorite methodological tool in qualitative research to produce situated understandings grounded in specific interactional episodes. Fontana and Frey (1998) are of the opinion that interviewing is one of the most common and most powerful tools for understanding people. Taking these views in mind, the individual interview guidelines were designed as the research instruments for the qualitative data.

A set of guidelines for individual interviews was prepared and presented to the research committee at the time of facing during the proposal viva. Valuable suggestions and advice were obtained from the research committee for the improvement of the guidelines which were incorporated before they were piloted in Lalitpur district. I also tested the interview guidelines through a pilot study of five teachers from the same group of Lalitpur district. The results of the pilot study became instrumental in finalizing the guidelines.

Documents and Records

I have collected and analyzed the related and available documents and records as the additional research instrument. Lincoln and Cuba (1995) distinguish documents from records. They state that documents are prepared for official reasons whereas the records are prepared for personal reasons. Examination of documents and records has an advantage in that they are relatively quick and

authentic ones to extract a particular piece of information. The records of the secondary schools, the number of English teachers as well as the policies and practices of trainings and development of teachers, letters, circulars, memoranda, policy documents, administrative records, etc. were analyzed for the present purpose.

Piloting the Tools

After going through the books and articles on teacher professional development, related journals, earlier research reports and other documents on the related area, a set of questionnaire consisting of four broad categories was designed for the English language teachers who had been teaching English at secondary and higher secondary schools. I felt a need for piloting the questionnaire to find out the difficulties and inconsistencies in them. The questionnaire was pre-tested in October 2010 with 10 English language teachers who had been teaching at secondary level of Lalitpur district. The result of the piloting was quite helpful for me to avoid the ambiguity, vagueness and redundancy along with the addition of the statements in the questionnaire.

Before finalizing the questionnaire, it had four broad categories including current state of professional learning for English teachers, experiences and perceptions towards professionally developed English language teachers and most influencing motivating factors for change, but after piloting the questionnaire with screening and editing I included the present situation of professional development of secondary English language teachers, teachers' experiences and perceptions towards their professional development, most significant influences and motivating factors in professional development and secondary English teachers' expectations for their future professional development. The scales were also changed for the present situation of professional development and most significant influences and motivating factors incorporating 'always', 'most of the time', 'sometimes', 'occasionally' and 'rarely'. The piloting also helped me to calculate the level of responses and the time required to fill up the questionnaire. It encouraged me to raise my confidence to conduct the survey research by making contact with the individual English teachers in person.

Reliability and Validity

Reliability and Validity are the two concepts utilized essentially in measurement and research. Though they incorporate distinct notions, they are inter-related. According to Mertens (1997), reliability is the degree to which the finding is independent of accidental circumstances of the research (p. 20). It is claimed that the traditional positivist view of reliability is based on the assumption of replicability or repeatability. Its main concern lies with whether we would obtain the same result, if we used the same sample, tools and methods twice. In my belief, the piloting of the survey questionnaire, shared interview guidelines with feedback, repeatedly listened to the voice recorder and personal contact with the respondents while completing the survey questionnaire and taking face-to-face in-depth interviews helped me to ensure the reliability of the findings of this study.

Similarly, according to Mertens (1997), validity is the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure (p. 20). Validity is the tool to measure what we want to measure accurately. Validity, in research, is of two types- internal and external validity. Internal validity refers to the rigor with which the study is conducted by making careful selection of the sample, the research methods and measurement instruments to be used in order to recognize important influences occurring in an experiment. External validity refers to the extent to which results of a study are similar to other context and to what extent the researcher can make connection between elements of the study with their own experiences.

Though validity and reliability do not fit exactly in this type of mixed model research, I have tried to ensure the internal validity of this research by triangulating the data through both survey questionnaire as well as the in-depth interviews. For Patton (1990), there is a great importance of triangulation in achieving the internal validity of the research because it includes the use of several different data sources, the use of multiple perspectives to interpret the data, and the use of multiple strategies to study the single set of data. For him, through triangulation, the quality of research like the validity and credibility can be enhanced being open to more than one source and method of data generation. Similarly, Yen (1994) argues that the validity of the research can be addressed with the multiple sources of evidence. I have also tried to ensure external validity by selecting an appropriate

sample population and piloting the research instruments before going to the respondents for the data generation.

Triangulation of Data

Triangulation is defined as the use of two or more methods of data collection in the study of some aspect of human behavior (Cohen, Manion and Morrison, 2011). If a researcher relies on a single method, there can be biasness or the researcher cannot capture the real picture of the behavior that is being researched. The use of multiple methods in the study of social sciences attempts to map out or explain more fully the richness and more complexity of human behavior by studying it from more than one standpoint. In this context, Denzin (1989b) mentions four types of triangulation—data triangulation, investigator triangulation, methodological triangulation and theory triangulation. If the researcher wants the higher validity and accuracy in his research, all of these triangulations should be used (Patton, 1990). As this research makes use of both quantitative and qualitative method, the methodological as well as data triangulations were possible which enhance the qualitative validity of the research. The findings through questionnaire survey have been merged with the findings through the in-depth individual interviews.

Ethical Issues

Ethical issues usually arise from the kind of problems being investigated by social scientists and the methods used to obtain valid and reliable data (Cohen, Manion and Morrison, 2007). This statement indicates that the research problems and the methodology go hand in hand in ethical issues. Social researchers involve human subjects who should not be treated as passive research objects. They are full human beings having the agenda of their own about what issues they would like to see investigated. They might be interested in sharing the knowledge from doing research on the particular aspect of their behavior. Therefore, greater respect of the rights and welfare of the participants was inevitable to promote their maximum involvement in the research process. There must be an honest effort to communicate effectively, respect the community members, and share the decision making (Mertens, 1997). This is a matter of protecting the rights of privacy, authority, confidentiality, betrayal and deception of the participants (Cohen, Manion, Morrison, 2011).

In order to enhance the credibility of this research, I obtained consent of the respondents in which they were made clear of a statement of the purpose of the research, the procedures I followed, what they were asked to do, and how the identity of the participants would be protected. They were informed of the statement of the risks and benefits there might have been for them and a statement indicating that their participation was completely voluntary and that they might have withdrawn from the research at any time if they wished so. At last, they were made clear about the use of collected data in the research report as well as in the future publications.

Data Collection

Once the questionnaire and interview guidelines were approved by the research committee, I visited the selected districts and requested the concerned authority to provide me with the records of the school (SLC appearing only) and the number of English teachers at secondary level. Then I identified the sample with their help by following the random probability sampling procedure for the survey data and visited the selected schools and individual teachers who were asked to fill up the questionnaires. For the in-depth interview data, out of every ten English teachers who had already filled up the questionnaire form, I choose one teacher purposively and obtained his/her consent for the interview and informally talked with him/her about the issue and its depth before entering the semi- structured interview. After establishing the rapport with the interviewees, I asked them for their permission to record the interviews. Then I started the interview beginning with some background questions and then the key information questions. I ended the interview reviewing the guidelines to make sure that I have not missed any important piece of information.

Data Coding

As soon as the administered questionnaires were collected, the questions in the questionnaire were re-coded to make the entry process easy. During the coding process, a code book was prepared in which the questions of the four broad categories were given the new nominal numerical values so that the computer could accept their entry in the coding frame developed with the assistance of responses received from the survey sample for the type of question designed for the study.

Data Entry

Data entry is one of the most important operations of the research processes. The data were entered into the computer software by checking the completeness of administering, making a follow-up among the respondents for those having blankness and arranging the sets of the questionnaire in a proper order. The edited questionnaires were entered in two different computers using Statistical Package for Social Sciences (SPSS). The entered data were manually checked to see whether there were any errors left in the entry process.

Data Editing

The objective of data editing was to check operations on the completed data set so that if there were any obvious errors, they could be controlled. It is done in the very field of research study. To ensure the correctness of data, I myself had contacted the respondents, distributed and collected the administered questionnaires by clarifying the confusions, if any, persisted in them. The questionnaires were administered in my own presence. The data editing was mainly focused on missing values, consistency of information and wrong entries.

Data Analysis

The survey data were tabulated and analyzed using frequency distribution including number and percentages. The recorded interview data were transcribed first and their summarized versions were incorporated to supplement and verify the data collected from other sources. The following four chapters present and analyze the information sought for the following key research questions:

- a. What is the current status of professional development of English teachers like?
- b. How do they experience and perceive their professional development?
- c. What appear to be the most significant influences and motivating factors towards it?
And
- d. What are their expectations for their future professional development?

These four key research questions encompass four major domains of research study which have provided the main themes as the headings of these chapters. These headings include the current professional development status of secondary English teachers, teachers' experiences and perception towards their professional development, most significant influences and motivating factors in professional development and their expectations for their future professional development.

Summary

The study area of this research covers the central region of Nepal representing five districts. The districts were purposively selected keeping in view the ecological belts. However, Kathmandu and Chitwan represented the valley and the inner Terai districts. Taking the list of all the secondary schools established in each district, schools were selected randomly with a lottery method. The number of sampled schools depended on the number of schools established in the districts. At least one English teacher teaching at the secondary level of the selected schools was made the respondent for this study. The key informants were selected purposively in the range of 1:10 respondents. In order to collect quantitative and qualitative data, a questionnaire and the interview guidelines were administered among the selected respondents. The quantitative data were analyzed using only simple frequency tables and percentages and the qualitative data were transcribed and interpreted. Depending on the nature of the data, somewhere quantitative data have worked as supplementary to the qualitative and the qualitative have also worked as those of quantitative. In this sense, this study has followed purely a mixed method.

CHAPTER FOUR

PROFESSIONAL DEVELOPMENT OF TEACHERS: EXISTING STATUS, EXPERIENCES AND PERCEPTIONS

This chapter is divided into three sections. In the first section, existing status of professional development of secondary English teachers is assessed. In the second and the third sections, I have presented and analyzed these selected teachers' experiences and perceptions towards their professional development based on the information collected through both questionnaire and interviews.

Existing Status

In this section, the information is sought on the areas of innovation, collaboration, helping others learn, occasional courses, self study, and classroom experiences with various attributes of professional learning.

Innovation

The innovative English language teachers are those who are informative and analytical seeking more information about their subjects and students they teach. They are always eager to know how their students learn; where they encounter difficulties; what teaching activities would be appropriate for their effective learning and how curricular materials are utilized experimenting them in the real classrooms. In Christine's (2006) words, they are 'out-of-the-box' teachers who try to be more creative and inspirational. Teachers trying new styles and methods often go through a phase where they feel deskilled (Head and Taylor, 1997). These teachers have an initial experience with the new style, but they are not yet fully competent in it. Further, they are already dissatisfied with their old ways. In this context, Williams and Burden (1997) are of the opinion that the innovative teachers must have their way into new ideas and skills, not just they think their way into them. To explore the effectiveness of the new strategies, methods and techniques used in their teachings, the innovative teachers apply different approaches of teacher learning like keeping teaching journal, analyzing critical incidents, case studies, assembling teaching portfolios, experimenting new ideas with the prescribed curriculum, action research and reflection (Table 4.1).

Table 4.1: Innovation (N=200)

Attributes	Rarely/ Occasionally		Sometimes		Most of the time /Always	
	N	%	N	%	N	%
Keeping teaching journal	151	75.5	38	19.0	11	5.5
Analyzing critical incidents	151	75.5	47	23.5	2	1.0
Analyzing cases	161	80.5	36	18.0	3	1.5
Assembling teaching portfolio	195	97.5	4	2.0	1	0.5
Experimenting new ideas	37	18.5	99	49.5	64	32.0
Doing action research	180	90	17	8.5	3	1.5
Reflecting upon own practice	108	54.0	62	31.0	30	15.0

Source: Field study, 2010

Keeping a Teaching Journal

Keeping a journal is the simplest approach of teacher learning used by many teachers around the world. Through this, they keep the records of the accounts of observation, reflection and ideas about teaching usually in the notebooks or in an electronic device. It can be both factual records of the teaching and a means of reminding teachers of their highs and lows (Head and Taylor, 1997). Teachers take this means as the record of incidents, problems and insights that occurred during the lesson already taught. Dean (1991) views that a teaching journal of what is happening in the classroom noticing specific things can provide opportunity for teacher development. Though it can reflect only the representative events of teaching, it can provide a lot of factual data to be analyzed later on.

The English language teachers in Nepal are introduced with the concept of keeping teaching journal or maintaining daily diary at the time of their practice teaching. It takes place just after they have completed their theoretical courses of teacher education. However, the information through survey questionnaire of this research study reveals the facts that only negligible numbers of sampled 'English language teachers' (5.5%) were found using it 'most of the time' followed by nearly one fifth (19%) 'sometimes'. This shows that over three quarters (75.5%) of them do not use it as a means of their professional development regularly (Table 4.1). This indicates that there was not any obligatory provision of keeping teaching journal in the school teaching.

Analyzing Critical Incidents

Critical incident analysis is another way of deriving innovative ideas to be used in teaching as well as in teacher learning. Critical incidents are those unanticipated events that occur during the lessons and serve to trigger insights about some aspects of teaching and learning. In Dean's (1991) view, "critical incidents are those incidents which are seen to rise to problems" (p. 34). English teachers encounter many incidents during their teaching in and outside of their classrooms. However, not all of these incidents are critical. The teachers have to problematize some of them, analyze them and derive insights from them. When some particular incidents are problematized, to tackle them, the teachers collect information about them and try to find out how and why they occur and how they can be solved. Such analysis of the critical incidents can be the means of reflection on the incidents which serve an important part of the process by which teachers learn more about their teaching, their learners and about themselves. In this connection, the information through survey questionnaire shows that a very few (only 1 %) teachers were found to problematize and analyze such incidents to learn. More than 75 percent teachers did not have such attitude and tendency of using it as a means of teacher professional development (Table 4.1).

Analyzing Cases

Teachers can learn much by analyzing cases in which they are involved in collecting information of a situation, individual or an event for the purpose of deriving principles. The case analyses are based on the use of accounts of how practitioners carry out their practice and resolve the issues that they confront. A written case analysis includes a description of the context, an outline of the issue and an account of the solutions that can be implemented. Like in the case of critical incidents analysis, the survey information of this study shows that a very few teachers (1.5 %) of the sampled areas were found to use case analysis as a learning tool. Over 80 percent English teachers were 'rarely' and 'occasionally' involved themselves in analyzing the cases. Eighteen percent of them used cases 'sometimes' and more than 80 percent 'rarely' and 'occasionally' analyzed cases for the development of their own professional capacity (Table 4.1).

Assembling a Teaching Portfolio

A teaching portfolio is a collection of documents and other items that provide information about different aspects of a teacher's work. Depending on the purpose and the audience, many different kinds of items are included in a teaching portfolio. Richards and Farrell (2005) claim that a teaching portfolio serves as the description and documentation of the teachers' performance which facilitates teacher professional development and provides a basis for reflection and review. It is built around self-appraisal and teacher directed learning. This is one of the best ways of providing teachers with an opportunity to present evidence of thinking, creativity, resourcefulness and effectiveness. It can help teachers create the atmosphere of collaboration with others.

Looking at the Nepali context recorded through the survey questionnaire, almost all English teachers (97.5%) do not have any practice of assembling portfolios (Table 4.1). Though many English teachers write articles, present papers at the national and international conferences, gain some higher qualifications, etc., they do not update their record files regularly. Certainly, the school administration as well as the local education authority have not been encouraging and enforcing to collect and prepare their teaching portfolios.

Experimenting New Ideas With Prescribed Curriculum

A curriculum is a proposal with the set of principles and the features like objectives, contents, methods and evaluation schemes along with the prescribed text books and references to be translated into educational practice. The English language teachers must be familiar with the breadth, balance, relevance and differentiation of the curriculum, so that they can incorporate new ideas and strategies while helping children how to learn and provide them opportunities to use and strengthen the variety of intellectual faculties they possess (Tickle 2000). English language teachers also try out new ideas with pupils and learn from the results. Work of this kind is more profitable when a group of teachers work together to design and experiment and evaluate the results than the teachers work in themselves. In experimenting with the new ideas using the curriculum in the classroom while facilitating their students, the teachers understudy were seen a bit stronger (32%) than the other ways of exploring the ideas and skills through innovation. Nearly 50 percent them do it and learn to teach and develop their professional performance (Table 4.1).

Doing Action Research

English teachers can also learn to teach by investigating and collecting information systematically to clarify and resolve practical classroom problems. This process of investigation is known as teacher research or action research. In Head and Taylor's (1997) words, it is "an act undertaken by classroom teachers either to improve their own or colleague's teaching or to test the assumptions of educational theory in practice" (p. 194). Action research of such kinds involves teachers in small-scale, systematic, publicly reported research in their own classrooms and context, with the aim of changing or understanding those classrooms and contexts. Through the process of action research, the English language teachers learn not only the context and process of delivery but also the students' psychology, their dispositions as well as backgrounds and expectations.

Though action research has been prescribed in methodology courses of Bachelor level, the syllabus for teacher licenses and teacher promotion as well as the research methodology courses of education, curriculum and the specialization courses, for the masters' level, a very few English language teachers (1.5%) were found to use this approach to teacher professional learning. Nearly 90 percent English teachers rarely and occasionally use this approach in their teaching English (Table 4.1).

Reflection of Their Work

Professional English language teachers are more than program automata delivering pre-selected materials (Randall and Thornton, 2001) because they are actively engaged in critical examination of what they do in the classroom. They are involved in self-reflection which "provides them a window on the relationship between the individual and the social world, highlighting both constraints and possibilities for social change" (Hopkins and Norton, 2009, p .31). While reflecting, teachers question and articulate their teaching and learning philosophies which include an amalgamation of assumptions, beliefs, values, educational and life experiences. They see their teaching differently by learning how to make their own informed teaching decisions through systematic observation and exploration of their own and others' teaching (Fenselow, 1988; Gebhard and Ophrandy, 1999 as cited in Burns and Richards, 2009, p. 298).

As soon as the teachers begin to engage themselves in the reflective process, they notice that there are aspects of teaching that they would like to change and follow the alternative courses of action that are open to them. Teaching obviously includes both thought and action. Effective teachers are prepared to question and evaluate their thoughts and actions seriously with a view to understanding the process of teaching and learning. While reflecting, teachers reflect their own environment, their own actions, their abilities, beliefs and identities and ultimately approach to their personal sense of mission at the core from the balanced perspective (Burton 2009, p. 301).

As constructivists, Bell and Gilbert (1996) assume that “learners can construct their knowledge through action.” Metacognition is an important part of learning and can involve reflection on the degree of understanding or the nature of the thought (Robert, 1998, p. 44). As Williams and Burden (1997) assume that reflection is one of the important components of constructivist learning theory for teachers to become aware of what their beliefs and views of the world are. However, the English language teachers in the context of Nepal are not so accustomed to reflect by using different approaches like keeping journal, self-monitoring, assembling teaching portfolio, analyzing critical incidents, cases and carrying out action research. As only about one third (31%) of them opted 'sometimes', and a few (15%) expressed 'most of the time' or 'always'. It means over half of the English teachers (54 %) rarely reflect as a tool for practice (Table 4.1). This shows that most of the teachers did not have enough time to reflect with records. They have not been encouraged, compelled or involved in such an activity yet.

On asking the reason why the key informants did not utilize the innovative means of teacher learning in the field, they said that there was not any obligatory provision of using such means like keeping teaching journals, analyzing cases and critical incidents, doing action research and reflection of their work, assembling teaching portfolio as the record of their progress,, etc. They did not have supportive environment, time and resources for them. The monitoring system of the local education authority is also very weak so that the teachers’ needs and strengths cannot be analyzed. The use of innovative means of teacher learning also depends more on the encouragement, support and the dispositions of the headteachers and the management of the schools.

The discussion above shows that except 'experimenting new ideas with the prescribed curriculum', most of the teachers rarely use the approaches to innovative ideas as a means of teacher professional development which indicates that the current situation of professional learning of the

teachers through innovation is still very poor. They have not taken the right tract which certainly has some negative effect on the students' learning and the development of the whole school.

Collaboration

Teacher learning is not something that individual teachers need to achieve on their own only. It is “a social process that is contingent upon dialogue and interaction with others” (Burns and Richards, 2009, p. 239). It is the process through which teachers can come to better understand their own beliefs and knowledge as well as reshape these understandings through listening to voices of others. This process of teacher learning is known as collaborative teacher development which has been an increasingly common kind of teacher development process found in a wide range of language teaching context.

Teaching has traditionally been regarded as an occupation persuaded largely in isolation from one's colleagues. Freeman (1988) famously described this as an ‘egg-box profession’ in which each of the teachers is carefully kept separate from their fellow teachers. Roberts (1998) maintains that “isolation is greatly reinforced if there is a culture of ‘individualism’ in the school” (p. 228). In the same vein, Fullan and Hargreaves (1992) believe that “professional isolation limits access to new ideas, better solution and is detrimental both to the individual teachers and to the institutions in which they work” (p. 19). They contrast this with the school environment in which ‘interactive professionalism’ is the norm. In such a school culture, collaboration among teachers flourishes; teachers work together by habits; and learn from each other and share their ideas and expertise as in a learning community. They further added that "isolation means two things whatever great things individual teachers do or could do go unnoticed, and whatever bad things they do go uncorrected" (p. 19). Many of the solutions to teaching problems are ‘out there’ somewhere but they are inaccessible.

A culture of individualism can be costly for teachers because it weakens the ability of the group to bargain effectively for their right of professional development. The teachers rely on their individual accountability for the reward and punishment but some situations appear adverse whose solution cannot be in the control of teachers and feel a great stress within them. In this context, Lortie (1975) observes that the burden of perceived individual failure or shortcoming is very great because there can be no recourse to colleagues or to a body of practice to justify action under question. In the

same line, Martin and Andrew (2006) argue that “effective professional development linked to a focus of pedagogy, is relevant to issues pertinent to the school and community, and is focused on increasing the professional learning community” (p. 88).

Burns and Richards (2009) also assert that collaborative teachers’ development arises from reinforcing a view of teacher learning as fundamentally a social process. It indicates that teachers can only learn professionally in sustained and meaningful ways when they are able to do so together. Freeman and Johnson (1998) had their similar spirit that collaborative teacher development supports a view of teachers both individually and as a community as producers not just consumers of knowledge and understanding about teaching. Thus, collaboration arises from a belief that teaching can and should be fundamentally a collegial profession.

Collaboration as a means of teachers' professional development is based on the notion of Vygotsky's (1978) concepts of zone of proximal development and mediation. These are two constructs which present a view of learning as a process of ‘apprenticeship’ where apprentices collaborate in social practice with teacher educators, as well as mentors, critical friends and peers acquire and construct new forms of interaction and thinking. Thus, collaboration is viewed as a process that facilitates teacher professional development, services to generate knowledge and understanding, and help develop collegiality. Such collaboration can take different forms such as interacting with their colleagues while planning a lesson or trying new ideas out together, sharing ideas with their colleagues after returning from seminars, workshops and conferences, joining inter-school learning networks, involving themselves in teacher support groups with the assumption that working with the partners is usually more effective than working on their own, sharing responsibilities with a colleague for teaching a class, involving themselves in collaborative action research.

Table 4.2: Collaboration

Attributes	Rarely/ Occasionally		Sometimes		Most of the time /Always	
	N	%	N	%	N	%
Interacting with colleagues	21	10.5	119	59.5	60	30
Sharing ideas through trainings	14	7	49	24.5	137	68.5
Joining inter-school networks	151	75.5	26	13	23	11.5
Involving in teachers' support groups	191	95.5	9	4.5	-	-
Sharing responsibilities with colleagues	75	37.5	112	56	13	6.5
Collaborative action research	189	94.5	10	5	1	0.5

Source: Field study, 2010

Interacting With Colleagues

A school where there is an interactive collaborative culture, teachers can have a shared set of beliefs, attitudes and expectations. The teachers can interact with their colleagues while planning a lesson; trying new ideas in the teaching learning process requires a lot of thinking and mind storming. The social constructivist perspective recognizes dialogue and talk to be the central element of teacher learning. The emphasis on dialogue and talk in this perspective is that “collaborative and task focused talk is of the practical value because it offers social relationship that supports changing views of self as a teacher” (Roberts, 1998, p .45). Sharing ideas with the colleagues is one of the most important ways of generating professional knowledge, which can be done by asking questions, clarifying ideas, seeking explanation and examining alternatives. In this regard, the information through survey questionnaire of this study shows that more than half of the respondents (59.5%) interact with their colleagues periodically and nearly one third of them (30%) do so while planning a lesson or trying new ideas together (Table 4.2). This indicates that the culture of collaboration and interaction in the sampled areas has not been so firmly established.

Sharing Ideas Through Seminars, Workshops and Conferences

A positive climate for teacher professional development is one in which teachers talk to each other about teaching and the ideas gained in professional development activities like workshops, seminars, conferences and short term trainings. Such positive climate is closely related to the micro-politics

(Roberts 1998) of the schools, in that a structure that encourages and provides a chance to every teacher's participation and responsibility sharing tends to support dialogue and collaboration. Teachers enjoying the chance of working in such a positive interactive school culture share their ideas and insights not only with their colleagues who are near and dear but also to the others being gathered together in the school in the presence of their department heads and other senior staff. This can benefit not only to the colleagues who had not participated in those professional development activities physically, but also to those who are sharing these ideas and experiences from those activities because they are self-aware of the orderly and systematic presentations. If this is done in the school, this can lead input and skill transformation in the specific school context.

The situation of this kind is that more than two third of teachers (68.5%) shared their ideas and insights with their colleagues regularly followed by 24.5 percent of them who do so now and then after coming back from those activities organized locally and nationally (Table 4.2). However, many schools did not have much favorable atmosphere in the schools for sharing their ideas and insights, through short term trainings, workshops and seminars along with taking part in the national and international conferences.

Joining Inter-school Networks

English language teachers can collaborate with their fellow teachers through interschool learning networks as well. Every school is a complex social system that perpetuates itself through role expectations and working relationship. In the schools, individuals behave and monitor each other's behavior according to schools. These school norms differ from schools to schools. They are useful for the teachers if the teachers have been linked with the interschool learning networks. Further, there may be general experts and novice teachers in every school. If the English language teachers along with the teachers teaching other subjects visit the networked schools observing and interacting with their colleagues, they can share their experiences gained in some particular contexts and can avail their visit for the professional learning through the process of gaining self-awareness. In Robert's (1998) view "school development can also be focused through working relationships, natural expectations, dialogue and collective action" (p. 203).

In the study, the status of interschool learning networks shows that more than three quarters of sampled teachers (75.5%) had never got any chance to visit the other schools in course of the

professional learning. Only negligible number of teachers (11.5%) had mentioned that they had joined interschool learning networks. Thus, the study shows that learning networks have not been established and practiced in the study areas.

Involving in Teacher Support Group

Collaboration can also be set up by forming a teacher support group with the assumption that a group can be more effective than individuals both in initiating change for themselves and in managing change imposed from outside. The group members consisting not more than 5-8 meet together regularly and are free to decide their own agenda. In this connection, Houston (1990) says, “Starting a teacher support group involves identifying one or more other teachers, who are interested, talking through ideas, fixing time and place for the first meeting, and then using an invitation to other teachers to come and join in”(p. 12). In the same vein, Head and Taylor (1997) argue that “teachers tend to develop strong interpersonal bonds which can support an individual member in any decision that they might be working about their own development” (p. 97).

The forming and continuing success of teacher support group help remove the sense of isolation and develop the feeling of fellowship among the participating teachers. However, the concept of teachers ‘involving in teacher support group with the assumption that working with the partner or partners is usually more effective than working on their own’ was found almost nil among the teachers as revealed by their overwhelming response on ‘rarely’ (95.5%) (Table 4.2). This reveals the fact that English teachers do not have any concept of utilizing teacher support group as the medium of teacher professional learning.

Sharing Responsibilities With Colleagues

Teachers learn from one another when they work together in a team. Teacher being involved in a team, in particular, provides a good learning situation for those who have taken part in the team teaching. Two teachers share the responsibility of planning, decision making, teaching and reviewing with their colleague for teaching a class. The school where these participating teachers work may offer its less experienced members opportunities for working with other teachers. They seek a solution to a particular problem working with other teachers and making plans for the piece of work. Both teachers of the team observe each other’s class, help and support in every aspects of the lesson.

Dean (1991) says, “The teachers may listen what the others say, trying an idea here, a method and style there, gradually evolving a personal teaching style” (p. 25). Since team teaching involves agreeing to work with another person in a particular kind of teaching arrangement, the team teachers’ speaking and observing are shared enthusiastically. Every member of the team may have different ideas and styles of self explanation and ways of facilitating the students which can trigger the other’s self awareness. For this very reason, Knezevick and Scholl (1997) claim that collaboration through team teaching provides team teachers with rich opportunities to recognize and understand their tacit knowledge.

Although team teaching is a process in which two teachers share the responsibility for teaching a class involving collaborative approach to planning, developing materials, teaching and evaluating lessons, the members of the team take equal responsibility for each stage of this process, possessing a strong confidence in each other. In this study, over half of the respondents (56%) were found to have shared their responsibilities with their colleagues for teaching a class, i.e. planning, decision making, teaching and review (Table 4.2).

Collaborative Action Research

In social constructivist theory of learning, teachers are regarded not only the consumers of the knowledge produced by the university or professional researchers from outside, but also the producers of knowledge and experiences through collaborative action research. Collaborative action research appears to be a process of carrying out a systematic investigation and collecting information getting some classroom teachers together for the purpose of illuminating an issue or problem with the view to improving classroom practice.

Collaborative action research in teacher education context aims to create opportunities where a group of teachers problematize their practices through collaboration and dialogues, and critically engage in the live contexts, procedures, processes, challenges and outcomes of their research. Participation in a collaborative action research is likely to have a more productive and lasting impact on practice than individualized learning. However, the status of collaborative action research was found very poor among the respondents; most (94.5%) of them applied it ‘rarely’ (Table No. 4.2).

This indicates that the school environment has not come out of the 'individualist culture' because of which almost all teachers have to bear the credit and discredit of their own work individually.

The information through interview with the key informants reveals the fact that English teachers are very busy because they have their own fixed periods of classroom teaching assigned in the school routines. In addition, they have to spend much of their time checking students' class work and homework which cause in them fatigue and want more time to get rest even at their residence. They also have their personal lives and family responsibilities which do not allow them to work with their colleagues giving more time to get involved in teacher support groups, planning lessons, preparing materials and designing evaluation tools, etc. In their opinion, the school environment, local education resource centers and the headteachers also play very important roles in creating collaborative school culture. They can initiate to establish interschool networks, to use senior English teachers as the resource persons in their schools, to involve teachers in teacher support groups, to encourage teachers to share their ideas through workshops, classroom research, etc. If the headteachers only can remain honest, fair and eager to do something more for the betterment of students, the teachers' capacity building and the whole school improvement getting free from any kind of biasness in their thinking and action, they can easily create the environment of collaborative culture in their schools.

To sum up, culture of collaboration among teachers in Nepal is found to be very poor. Although sharing ideas among colleagues after getting trainings is satisfactory, this process lacks formal procedure and thus remains in formality. Unless an environment of frequent interaction with the fellow colleagues is ensured, the practice of teacher professional development still remains isolated.

Helping Others Learn (Mentoring)

Helping others learn, i.e. 'mentoring' is a process by which an older and more experienced teacher takes a younger person under him or her to offer advice and support with encouragement. Mentoring is defined as a situation where a knowledgeable person helps a less knowledgeable one (Eisenman and Thornton, 1999, p. 81). Novice language teachers have to face many problems and challenges as they learn how to teach in their first year. Essentially, they are developing conceptions of 'self-as-teacher' formulating their own teacher identity needed to institutional, personal and professional

conception of the novice teachers (Farrell, 2009, p. 183). When novice teachers begin their first year of teaching, they require assistance and support as they attempt to give directions through their experiences. Farrell (2009) mentions that “both teaching skills and emotional support may come formally and informally through mentoring by school authorities and colleagues within the school or externally” (p. 184). By performing various roles like models, acculturators, supporters, sponsors or educators (Malderez and Bodockzy, 1999) the mentors can also develop their own professional capacity.

“The process of one-to-one, workplace based, contingent and personally appropriate support for the person during their professional acclimation, learning growth, and development” has been referred to as mentoring (Malderez, 2009, p. 260). For this very reason as well, mentoring needs to occur within supportive school environment. The school climate that is supportive of mentoring is one that provides with sufficient time to talk, observe and give feedback as well as to learn and develop as mentors. In addition, such a climate provides the mentor recognition in the form of increased salary and career advancement. The head teacher and the senior members of the management system need to be convinced of the value of mentoring to the whole school in order to protect the time allocated for it.

One of the means of teacher learning is helping others learn which includes different forms such as working as mentors, giving presentations, involving themselves in peer coaching, developing materials, helping prepare training materials as well as supervising trainees or novice teachers (Table No. 4.3). The benefit a mentor can derive from helping others learn may be of equal or even greater than those experienced by novice English teachers.

Table No. 4.3 Helping Others Learn (Mentoring)

Attributes	Rarely/ Occasionally		Sometimes		Most of the time /Always	
	N	%	N	%	N	%
Working as a mentor	160	80	39	19.5	1	0.5
Giving presentations	135	67.5	62	31.0	3	1.5
Peer coaching	173	86.5	26	13.0	1	0.5
Developing materials	62	31.0	66	33.0	72	36.0
Helping prepare training materials	93	46.5	65	32.5	42	21.0
Supervising trainees or novice teachers	92	46.0	70	35.0	38	19.0

Source: Field study, 2010

Working as a Mentor

Malderez and Bodozky (1999) state that “for mentor development to occur, sufficient time is needed not only for the development of skills, but for mentors to develop a language with which to think and talk about teaching”. Mentors provide two kinds of help. They have to offer to do things for the mentees, such as getting materials copied in order to calm a busy and stressed mentee, or ask another teacher if their mentee might observe them, or provide the listening ear so often need during the initial preparation process (Hobson et al. 2006b). The second kind of help is the educationally supportive process of scaffolding the learning of the core skills of professional learning, thinking and action. They also have to notice learning from experience, informed planning and preparation. In this kind of help, it is the mentee who must not only learn better but also learn to review and assess his or her own development (Malderez and Bodozky, 2009, p. 268). Effective mentoring requires experience and training with careful selection and adequate time allocation for the task and suitable acknowledgement and reward of their work.

The sampled teachers' response on ‘working as a mentor’ was that more than three quarters of the teachers (80%) 'rarely' worked as a mentor helping the new teachers get started and enrich their own performance (Table 4.3). The approach 'mentoring' as the teacher learning has not been so effective in the school system up to now.

Giving Presentation

Senior English language teachers may have rich experience and knowledge to share them with their colleagues. Sharing the experience and knowledge does not only cause extra burden in them but also provides enough chance of developing their thinking ideas and processes of presenting them. In Dean's (1991) view, the preparation of a presentation for a group of colleagues or parents and guardians involves thinking out the ideas on the context, procedures as well as their audience which provides them development opportunity. So giving presentations in their own institutes or at local or national/international conferences can be one of the effective means of teacher professional learning. However, two thirds of English language teachers (67.5%) gave presentation 'occasionally' and 'rarely' whereas only nearly one third (31%) used the idea of 'giving presentation' as the means of learning to teach (Table 4.3).

Peer Coaching

In peer coaching two or more English language teachers collaborate with each other to help improve some aspects of their teaching. In this regard, Robins (1991) maintains this procedure as a 'confidential process'. Through this process two or more professional colleagues work together to reflect on their current practices, expand, refine and build new skills; share ideas; teach one another; conduct classroom research or solve problems in the workplace. This process of peer coaching involves at least two teachers in planning a series of opportunities to explore their teaching collaboratively. One adopting the role of a coach or critical friend provides constructive and non-judgmental feedback to the other in a positive and supportive manner. When the status of this was explored in the study, most of the teachers (86.5%) were not found to have involved in peer coaching approach to the teachers' professional development focusing on their existing teaching practices because they responded on 'rarely' (Table 4.3). The indication of this is that the teachers either prospective or full-fledged ones have not practiced this approach to their professional development yet. It was because of their prior experience or the compulsion enforced by the local education authority or the school administration along with the institutes where they received their degrees and minimum required pre-service qualifications.

Developing Materials

English language teachers require planned activities which involve thinking of different objectives of the lesson to be taught, materials to be used in the teaching learning activities, evaluation procedures and remedial teaching on the one hand and they have to design and develop the materials like lesson plans, classroom teaching on the other. When they help their colleagues to design and use these materials in the classroom, they can gain a lot of insight and experiences. In this regard, among the sampled teachers, more than one third (36%) followed by just one third (33%) helped their colleagues develop their lesson plans; prepare their class note books and supplementary materials regularly and every so often respectively (Table 4.3). This shows that most of the schools do not have the environment of teaching English using the materials like lesson plans and other audio-visual materials.

Helping Prepare Training Materials

English teaching is a very demanding job because every effective English language teacher must remain up-to-date with the skills and strategies that are originated in the whole globe. This is only possible through the frequent organization of various trainings for the teachers locally and nationally. Not all the teachers have a chance of contributing as the trainers but some have it. Those English teachers who have not obtained a chance of contributing, as the trainees and facilitators, can also be helped by the other English language teachers to design training materials so that they can use this vicarious experience in the days to come and get a chance to develop their professional capacity. The study on this aspect shows that nearly one third of such English teachers (32.5%) did so 'occasionally' whereas 21 percent were found to help their trainers in preparing such materials 'regularly' (Table 4.3). This reveals the fact that the teachers have not obtained enough chance of contributing to prepare training materials. They also get very less opportunity to take part in the trainings organized at the local resource centers.

Supervising Trainees or Novice Teachers

Presently, T.U., K.U., P.U. and N.U. have been running bachelor and master level courses in education in their constituent as well as affiliated campuses throughout the country. Along with the theoretical courses, the student teachers have to complete their student teaching course at the end of

their theoretical study just before or after the final examination in the case of a three-year program but after completing all theoretical courses in the case of one year B.Ed. program. It is obligatory for them that they must spend at least six weeks in the assigned schools under the supervision of the school they are assigned to and the campus internal supervisors before they are evaluated by the external supervisors. As the student teachers of those university programs are taken to the nearby schools for their teaching practice, a lot of school English teachers avail the opportunity of observing them in their own classrooms. Nevertheless in the present study, just more than one third (35%) English language teachers were found to observe such trainee teachers now and then whereas 19 percent were regularly observing the student teachers in their own classrooms sitting with their own students (Table 4.3). The indication of this is that many school teachers do not observe the student teachers' classroom teaching.

The reasons behind it, according to the key informants of individual interviews, are: the lack of time, lack of formal provision, individualist culture and the culture of mistrust between the school administration and the newly appointed teachers as well as the others. In many cases, except getting the newly appointed teachers in the assigned class for his introduction with the students and the direction of the routine and the way to the class, the newly appointed teachers do not get any help and support. If the senior teachers are sent to observe their classes, they are thought to be involved in some kind of sycophancy to the administration and other teachers of the school start backbiting against them.

They also expressed that the level of confidence of some English teachers is very weak in that they do not believe in their own linguistic ability to present themselves in front of the other fellow English teachers from home and abroad. Furthermore, many schools as well as the English teachers in Nepal do not have equal access to the modern technology which also causes them to lag behind. The keys informants also think that most of the trainings organized by the local education authority are very theoretical in nature which are not so distinct from the delivery process of teacher preparation courses and do not require any materials. There is not any need analysis of the trainees, neither do they have any follow up and monitoring of the application of the knowledge and skills through such trainings. This indicates that the teachers cannot feel their ownership of these trainings.

The data on 'helping others learn' reveal the fact that more than three quarters of the teachers (80%) rarely worked as mentors; only one third of them (31%) sometimes give presentation; most of

them (86.5%) do not involve themselves in peer coaching; nearly half of them (46.5%) rarely help prepare training materials and only 46 percent of them supervise trainee teachers. This indicates that besides developing materials (36%), almost all of the other means of ‘helping others learn’ are not used by the English teachers satisfactorily. So, the application of this approach is also weak.

Occasional Courses

The teachers have a challenge to deal with rapidly changing discipline and pedagogical knowledge now. On the one hand, they have to face increasing student diversity because of the excessive population mobility around the world and on the other, they have to cope with the challenges posed by the new information communication and technology employed in teaching. So, they must cultivate a new kind of literacy which emerges implicitly as they take courses, read the field literature, take part in the workshops and seminars and accumulate practical knowledge and skills needed to face the challenges of the twenty first century English language teaching. Hence, the teachers have to become up-to-date in their own disciplines. The knowledge and skills of these types cannot be transmitted to the developing teachers either by one person at one site through an apprenticeship or through the initial teacher preparation courses only. Such knowledge and skills are constructed only through the interaction with the colleagues, in-service trainers, teacher educators, and other experts of different disciplines whom they meet at training spots, conferences, universities, etc. by the way of attending workshops and seminars, conferences, taking courses at local university programs, joining language training courses, joining distance courses, and taking inter-disciplinary courses (Table No. 4.4.)

Table 4.4: Occasional Courses

Attributes	Rarely/ Occasionally		Sometimes		Most of the time /Always	
	N	%	N	%	N	%
Attending workshops and seminars	10	5.0	94	47.0	96	48.0
Attending professional organizations’ conferences	118	59.0	48	24.0	34	17.0
Taking courses at local university programs	174	87.0	20	10.0	6	3.0
Joining language training courses	176	88.0	18	9.0	6	3.0
Joining distance courses	199	99.5	1	.05	-	-
Taking inter-disciplinary courses	185	92.5	11	5.5	4	2.0

Source: Field study, 2010

Attending Workshops and Seminars

Teacher learning is concerned not just with theories of instruction but also with learning to learn, developing skills and strategies (Williams and Burden, 1997, p. 44) to continue to learn. Teachers try to make their learning experience meaningful and relevant to the individuals when they go to workshops and seminars together and take part in the professional development activities. The participants get enough chance in the workshops and seminars to expose themselves to the professional learning environment interacting with the colleagues and experts from home and abroad. The present study shows that almost half of the respondents (48%) attended workshop and seminars regularly whereas nearly the same percent of the respondents (47%) attended them now and then to acquire specific knowledge and skills needed for them (Table 4.4). This reveals the fact that more than 50 percent of the teachers in secondary levels do not avail the chances of attending workshops and seminars.

Attending Professional Organization's Conferences

Professional organizations are set up in order to run various programs throughout the country. In Nepal, NELTA was setup in 1993. Regionally and internationally, there are several such professional organizations like TESOL/IATEFL in which many Nepalese attend these conferences sponsored by national/international organizations/ agencies or any other such TPD promoting institutions. They have been linked to NELTA and contributing to the professional development of the English teachers. Every year NELTA Center organizes conferences along with the various training programs just before and after the conferences. During the conferences there are several concurrent sessions facilitated by the experts from home and abroad, who are known to the ELT world. Participants can advantage of the sessions, on the one hand, and they can do face to face contact with the experts during the sessions or at lunch or tea snacks period on the other; they can also exchange their identity to contact each other through electronic media later on. This is how the English language teachers can identify themselves as the member of the English teaching community and keep in touch with the experts of their own area or in a large region around the globe.

The study in this regard shows that almost two third of teachers (59%) teaching English in the sampled area attended conferences of professional organizations (like NELTA) infrequently whereas only 17 percent of them regularly (Table 4.4). The teachers who have been teaching in

Kathmandu, Nuwakot and Chitwan can take benefit of the chances of international and local NELTA conferences but the English teachers of Sarlahi and Dolakha are devoid of these chances because, on the one hand, they are a bit away from the centre, on the other, the NELTA centre has not been found to have extended its influences organizationally to these areas.

Taking Courses at Local University Programs

Teachers can keep themselves up-to-date through the habit of life-long learning. In Underhill's (1998) view, it keeps teachers on the same side of learning fence as their students. This is the only way that they can remain updated to meet the challenges in their career. A culture of such life-long learning habit requires knowledge about learning context and learners' identities which are impossible to develop through a one site specific apprenticeship or once graduation at the initial teacher preparation institution. English language teachers can keep themselves alive in their own disciplines by going to the local programs of universities.

Certainly, it is very difficult to manage time for being students while they are teaching English as the full time teachers. But it is very useful for them to take part in some periodic programs. However, the condition of the teachers in the study was found very poor on taking courses at local university programs because their response on infrequent participation was 87 percent (Table 4.4). The respondents claimed that they do not have time to attend the regular classes as the students.

Joining Language Training Courses

During their own school days, the teachers were not fortunate enough to avail such an opportunity in which they could learn and practice their own English. Their teacher preparation courses also helped a little getting mastery over linguistic competence at college level. So, still some of them are not satisfied with their own language competence but they want to move further ahead in their career taking different language trainings run by British council or others to improve their competence. The status of 'joining language training courses' in the study was found very poor because the response on it is 88 percent on 'rarely' (Table 4.4). Most of the teachers do not feel the necessity of joining them. Some of them do not find the time suitable for them when these language programs run. Furthermore, these programs are a bit more expensive for the average English teachers. The English teachers from out of Kathmandu valley do not have access to such courses.

Joining Distance Courses

The teachers, who cannot manage their time to join colleges or language training centers, can avail the benefit of joining distance learning. It is the learning in which there is no or little requirement for teachers to physically attend institutions providing the prescribed courses (Burns and Richards 2009, P. 200). Now-a-days, those teachers who are eager to learn and are able to utilize information technology can also visit websites in which there may be writing centers or other services online that they can have access to, of course, or they can take online courses. However, the position of 'joining distance course' to upgrade teachers' qualification was found overwhelming because except a single respondent, opting 'sometimes', nobody opted 'most of the time' or 'always' (Table 4.4).

Taking Interdisciplinary Courses

English teachers can use knowledge and skills provided from other fields and disciplines to help promote their own personal and professional development. This has often been promoted by a particular feeling of being stuck in or burn out or when a specific problem has arisen in their teaching. Their personal and professional personalities are highly influenced with the knowledge of other disciplines like sociological knowledge, voice training, yoga, counseling, to name a few. Such other fields can provide them with practical techniques and skills, and help them acquire the attitude needed both to promote learning and to maintain energy, enthusiasm and opens to further change. But the present study shows that a very few teachers (less than 8%) took interdisciplinary courses 'sometimes' and 'always' because 92.5 percent opted for 'very rarely' (Table 4.4). This reveals the fact that the respondents have not realized the effectiveness of interdisciplinary knowledge.

The information through interviews also provides some supporting clues that most of the headteachers usually choose the participants for the workshops and seminars on the basis of the criteria of nearness which demotivates other teachers from taking part in such professional learning activities. On asking about taking courses at local university programs, joining distance courses and taking interdisciplinary courses, the informants have not been found to realize the usefulness such programs, and courses in their teaching profession.

Scope of attending occasional courses by the English language teachers is confined to workshops and seminars. Various reasons are responsible for this. First, the teachers' understanding

that leads them to such workshops and seminars only. Second, these teachers overloaded with so many extra class either in other schools as part timers or as private tutors, hardly spare their time to attend these courses.

Self Study

From the very day one in teaching profession, teachers have to show their competence not only in the knowledge of their subject matter but also the knowledge about pedagogic procedures, learning and learners, classroom management and instructions, curriculum policies and principles, evaluation policies and techniques along with the school ethos and culture. Teachers do not automatically inherit these. Neither of them comes through taking different courses at the initial teacher preparation as the students at colleges. Therefore, the teachers must be ready to go through various professional reading materials like books, articles, journals, and the papers presented in the conferences along with other references and supplementary materials; internet browsing, reading special tips in newspapers and magazines, students' writing and comments (Table No. 4.5). For this very reason, Randall (2001) has mentioned the phase of teachers who are in the second or third years of their teaching career as 'advanced beginner'.

Table 4.5: Self Study

Attributes	Rarely/ Occasionally		Sometimes		Most of the time /Always	
	N	%	N	%	N	%
Reading professional materials	4	2.0	4	2.0	192	96.0
Browsing internet	86	43.0	90	45.0	24	12.0
Reading special tips in magazines or newspapers	39	19.5	117	58.5	44	22.0
Reading students' writing	184	92.0	16	8.0	-	-
Reading comments or feedback on bulletin board	198	99.0	1	0.5	1	0.5

Source: Field study, 2010

Reading Professional Materials

Once the prospective teachers have completed their graduation, their study does not necessarily end. If they choose teaching profession as their long career, they must be ready to keep them up-to-date

with the knowledge by screening the related materials like books, journals, articles and presented papers. In this context, Dean's (1991) view is relevant, which says "a teacher has to do a good deal of reading, selecting the books and other materials which seem to offer something useful". This gives additional impetus to teacher if they are asked to report on their reading to groups of staff. So, all schools must have staff library equipped with a wide variety of books and other related materials for the teachers. The present study on this phenomenon shows that almost all the teachers (96%) read the professional reading materials like books, journals, articles and papers presented in the conferences for developing the knowledge of their related field (Table 4.5). However, while talking to the teachers personally, some of them express that the habit of reading professional materials and follow up discussions are no longer in practice as in the past.

Browsing Internet

This is the age of information and technology which has made the entire world as a small hamlet. The use of computers, email, internet as well as the websites of various kinds has provided each and every able people easy access to keep the entire treasury of knowledge, experiences and ideas. The eager and energetic teachers can travel throughout the world vicariously through the technology and gain insights and share the ideas and experiences sitting on their own beds. The present study exhibits that the use of internet to explore new insights into English language teaching field was found not so satisfactory because 45% of the sampled teachers rated 'sometimes' only which is followed by 12% who have rated on it as 'regularly' (Table 4.5). The ground reality of browsing internet demands skills and resources from the part of the schools as well as the individual teachers. The young and energetic teachers have sometimes been using them as the resource and skill training. Computers are not sufficiently available for browsing internet and using computers for the professional learning is still considered a kind of luxury.

Reading Special Tips in Magazine and Newspapers

These days, many daily and weekly papers publish teaching tips of various subjects prepared by the experts of the concerned areas. They can also be good sources of gaining insights and knowledge to better teachers' performance and develop their personal principles as their teaching maxims. In the study, more than half of the respondents (58.5%) read the special tips appeared regularly in the magazines and newspapers from time to time whereas only 22 percent of them read these tips

regularly so that they could gain insights with the ideas of the teachers who have been teaching the same type of students at the same levels (Table 4.5). This shows that as these tips are published in some newspapers and magazines on the weekly or monthly basis, they are not so easily available to everyone and everywhere. That's why, whatever is found in the market, and they read them only.

Reading Student's Writing

Among various ways of gaining feedback from the students, the teachers can get their students to write something about their teachers whom they like most, most influential teachers, the English language teachers who taught them last year, last years' English teaching or a comment on the English teacher, etc. Such writings reveal the assessment of and emotion towards the teacher which may prove to be one of the reliable sources of receiving feedback from their own students. When these students' written materials are gone through, the teachers can feel warm and sometimes cold into their heart on noticing their strengths and weaknesses through the people who are affected by their personal behaviors. This reveals the fact that a large number of the teachers (92%) of the sampled area were not found to have got their students to write about themselves and gain any feedback from them (Table 4.5). This indicates that neither the teachers nor their students had any practice of receiving and giving feedback with the aim of improving their teaching and learning.

Reading Comments on Bulletin Boards

Many schools have some kinds of bulletin boards for the students to write about themselves, their teachers and the things they like most graciously. As the teachers' teaching behaviors leave everlasting influences on the students, they frequently disclose the influence they have on them as the expression of their inner world so creatively. In many cases, the creative and talented students cannot express their pent up feelings directly before their teachers or in the essays and comments that they are asked to write about their teachers, but they can articulate them on the board indirectly and creatively. The present study found that almost all of the respondents (99%) do not read the comments on the bulletin board (Table 4.5). This indicates that there is not any practice of writing about the teacher, their teaching and about themselves in the secondary schools.

The information obtained through interviews also exhibits the fact that almost all schools have set up their school libraries but they have not been so equipped with the recently published

books and reference materials. Quite a few teachers have been found to have enough time to visit these libraries frequently.

To sum up, excluding books, journals, etc. secondary teachers sometimes (58.5%) read special tips given in the daily and weekly newspapers. Almost none of them have the habit of reading students' writing and comments or feedback about themselves and their performance on the bulletin board. Because of the lack of internet access to all the teachers, the practice of using a computer for different purposes is also very weak.

Classroom Experience

Teaching requires a contextualized understanding which involves a specific classroom context and a large number of pertinent concerns about subject matter, learners, learning process, teacher's roles, the purpose of education and so many others. These concerns are not written into the textbooks prescribed for the initial teacher education courses, but they derive them from the involvement in the classroom practices. In this context, Clandinin and Connelly (2004) argue that "practical knowledge is gained through experience and is personal; context bound and includes implicit knowing."

Although the campus based pre-service teacher education programs mark the initiation of teacher professional development, the learning of practical knowledge and skills are gained in the schools by the teachers through classroom experiences. Such experiences may be the prime means of developing teacher cognition which does not regard teaching simply as the application of knowledge and learned skills. Burns and Richards (2009) view it as "a cognitively driven process affected by the classroom context, the teachers' general and specific instructional goals, the learners' motivation and reaction to the lesson, and the teachers' management of critical moment during a lesson" (p .5).

Teaching is an activity situated in the complex cultural, social and political contexts. These contexts are not places where the teachers directly teach. Freeman and Johnson (1998) are of the opinion that these are "the communities of people, entrenched in social systems that operate according to tacit and explicit norms, hierarchies and values". In order to participate in such communities, teachers need to understand why they are there, how they are positioned in the contexts, and how to develop power to negotiate and change them. In the same vein, Kolb (1984, p.

38) characterizes the experiential leaning as a continuous process grounded in the learners own experience. It involves bringing out the learners’ existing beliefs and theories, testing them against new experiences and insights, and integrating the new, more refined ideas that are evolved through the process of ongoing adaptation to an environment which is constantly changing.

Through the live experiences in the classroom or in the environment where they work, teachers can enrich the knowledge base of teacher education precisely. There is always a close relationship of how teachers think about this work and the problems they have to tackle to make the subject matter relevant to teaching. In order to make the sense of the practice, teachers who are still learning need to engage in practice their learning. Engaging in practice can provide teachers with the opportunity to observe teaching, to prepare for teaching, the act of teaching, to follow the guidelines given in the textbooks, to reflect on it, to analyze it(Table No. 4.6), and thus to learn from it (Graves, 2009, p. 118).

Table 4.6: Teaching and Experience

Attributes	Rarely/ Occasionally		Sometimes		Most of the time /Always	
	N	%	N	%	N	%
Learning to teach through experience	8	4.0	16	8.0	176	88.0
Following the given guidelines in the textbooks	10	5.0	4	2.0	186	93.0
Observing colleagues at work	160	80.0	24	12.0	16	8.0
Taking new role at work	51	25.5	132	66.0	17	8.5
Recollecting ideas through apprentice of observation	7	3.5	2	1.0	191	95.5

Source: Field study, 2010

Learning to Teach Through Experience

Not all knowledge and skills that teachers need for their teaching are gained through formal training. Much of the skills and knowledge is accumulated from experience. The different teaching-learning situations that the teachers have been in from childhood onwards have left their mark on the kind of teachers they are today and on their subjective picture of what good teaching and learning are. Their understanding of themselves and their teaching are not shaped by their trainings and initial courses only, but by the contact they have with people like students, their own colleagues, their teacher

educators as well as the experts from home and abroad and with the interaction of different kinds of materials and resources they are exposed to. In this context, Goodson (1992) says that “Life experience and background are obviously key ingredients of the people that we are, of our sense of self. So to the degree that we invest our ‘self’ in our teaching, experience and background therefore shape our practice” (p. 114). Looking at the professional learning process of the teachers under study, a vast majority of them (88%) gained ideas and skills through their classroom experiences (Table 4.6), as almost all of the teachers experienced that unless they go to the real classroom for presenting the content, they have only axiomatic knowledge, the impact of which, according to Flores (2001), could be utilized very low in percent (15%) while teaching.

Following Given Guidelines in Textbooks and Other Supplementary Materials

The first year of teaching English is often a challenge for new English teachers. Mentors could play a very crucial role in helping the newly appointed teachers make their smooth transition from the campus program to the classroom. However, there is not any formal provision of mentoring in the school systems of Nepal. So, they have to rely on the instructions, guidelines, exercises and activities given in the prescribed textbooks, teachers’ guides and other supplementary materials in the process of their professional socialization. The textbooks, teachers’ guides and other supplementary materials have been designed in Nepal as well based on the contemporary teaching methodology.

The case of the English teachers as in some other parts of the world, still tends to be regarded as curriculum implementers rather than planners (Burton, 2007) because almost all of the respondents (93%) rated their responses on 'always' following the given guidelines in the textbooks and other supplementary materials (Table 4.6). Such restricted conception of teaching has been characterized as technical or instrumental. The position indicates that most of the schools do not have so much favorable school culture of helping others to teach, the newly appointed and qualified teachers have to rely on the textbooks and the guidelines given in each and every exercise. So, the teachers feel that this is the phase for them as to how to survive and sustain as the full time teachers which requires them most of the time to work as the curriculum implementers.

Observing Colleagues at Work

Teachers observe other colleagues' classes in order to gain an understanding of some aspects of teaching, learning and classroom interactions. They can focus on the learning tasks by observing and exploring their mentors' professional behaviors including their presentation styles and techniques, their management of contents and tasks, their feedback, and their use of negotiation and dialogue (Johnson, 2000). Classroom observation by the learner teachers thus, gives them a chance to observe the climate, rapport, interaction and functioning of the classroom available from other sources. However, the response of the teachers of the sampled area, more than three quarters of the respondents (80%), rated on infrequent observation of the colleagues at their work (Table 4.6) shows that the teachers are not habituated to observe their colleagues' classroom teaching in order to gain understanding of some aspects of teaching, learning and classroom interactions.

Taking a New Role at Work

Learning to teach is an ongoing developmental process. Stressing on it Graves (2009) contends that "There is no terminal competence for teachers because most teachers change roles, institutions, or responsibilities at various points in their teaching careers" (p. 118). As teaching requires a careful balancing of various skills and concerns, it is an intelligent exercise quite contrary to a mechanical one. Teachers must have a capacity to reason about these skills and concerns within the dynamic context of a particular classroom by performing various roles (Clark and Peterson, 1986).

Teachers must strive to find a professional place within the school culture with some specific roles (Ewin and Smith, 2003; Herbert and Worthy, 2001). People need to experience discomfort, frustration, longing to be rescued, waiting the theory explained, dying to be told what to do, impatience, anger, even some fear before they take responsibility for themselves (Brandes and Ginis, 1990, p.116). However, teachers have to take additional responsibilities as well. They can be asked to take someone's responsibility in some aspects of their work. In Dean's (1991) view "the job of the group also be re-planned so that they have the stimulus of something to tackle" (p. 22). Similarly, they can also learn about someone's job taking their roles as the substitute teachers for some periods. This requires careful organization to free the teachers concerned, but the preparation for further learning and if the school can organize this to happen from time to time, it is useful (Dean, 1991, p. 24). Taking part in every problem solving activity has some learning opportunity. Involvement in the

school management also provides opportunity for acquiring management skills which may include participating in decision making activities, exercising interpersonal skills with adults, sharing a job and job rotation, understanding a particular post for a period as part of deliberate staff development policy (Dean, 1991. P. 24). In the case of 'taking new role at work' the study found that almost two third of the respondents (66%) rated on 'sometimes' (Table 4.6). This shows that the teachers would like to take new roles to perform, but the school administrations do not allow them to do so except to a very few of them.

Recollecting Ideas Through Apprenticeship of Observation

Teacher identity formation is shaped by multiple trajectories. From their past, teachers draw their experiences when they were students in primary, secondary and tertiary level classrooms. Freeman (1994) considers the formidable influence of prior beliefs and relatively weak impact of language teacher education program on the action of newly appointed or novice teachers. In this context, Flores (2001) stresses the low impact of pre-service teacher education programs on the teachers and high impact of workplace condition and classroom experience as the student in shaping identities and practices (Miller 2009, p. 176). The teaching profession is unique in that the beginning teachers must assure all the roles and responsibilities of the experienced practitioners with no materials support from the seniors and other allowances made for their newness. However, most of them are able to do so with the schooling experiences which include all levels of teacher education, from kindergarten, elementary and high school to university, and involve in what Lortie (1975) refers to as an 'apprenticeship of observation'. Since almost all English language teachers (95.5%) responded to 'regularly or most of the time' on 'recollecting ideas through apprenticeship of observation' (Table 4.6) the effect of their experience as students had left a great deal of influence on the teaching and learning process.

According to the key informants of the individual interviews, almost all of the seniors do not allow the new comers in the teaching profession. The new teachers also do not have enough spare time to observe and converse with the seniors because of the full load of the classroom teaching and the burden of their survival to teaching without any support and advice from the seniors and the school administration formally. Besides colleagues' classroom observations and taking new roles at work, teachers use the other means of teaching and experience for their professional growth, which

indicates that Kolb's (1981) experiential learning theory has its relevance in teacher professional capacity building.

Experiences

Teacher experiences here include knowledge and understanding of different activities and states like decision making, sharing ideas and beliefs, work place learning culture, opportunity and space, feedback and support which have been analyzed and described in the following paragraphs. The perceptions towards their professional development include teacher preparation courses, in-service trainings and the application of their insights, their own professional development along with their continuous appraisal and evaluation.

Decision Making

The school where a teacher works has a strong and lasting influence on the teacher's professional development. The values and attitudes the head teacher holds are crucial. The decisions the head teacher or the school administration makes about the process of activating potential and providing space and conditions can affect the teacher's capacity building. Where there is collegial and participative style of leadership, the teachers are also involved in the decision making process of the school conduction. In this case, the headteacher delegates significant responsibilities, encourages staff ownership of INSET policies and programs, invites open review of processes and activities involving the teachers in planning, decision making and determining their needs of both institution and their own (Table 4.7).

Table 4.7: Decision Making

Attributes	Strongly/Disagree		Neutral		Strongly/Agree	
	N	%	N	%	N	%
Determination of needs	140	70.0	12	6.0	48	24.0
Discussion with individual teachers	180	90.0	1	0.5	19	9.5
Involvement of teachers while planning and decision making	174	87.0	4	2.0	22	11.0
Encouragement to teachers for contributing to form school policies	183	91.5	-	-	17	8.5
Decisions to support teachers	151	75.5	18	9.0	31	15.5

Source: Field study, 2010

Determination of Needs

The school where a teacher works has a strong and everlasting influence on the quality of teaching and the teacher socialization. The qualities of teaching not only depend on the context of systems, school programs and the infrastructure that the school possesses, but equally important is the quality of teachers with high professionalism in their thinking and behavior. The quality of teaching and teachers is enhanced with the capacity building of the teachers who work there. In this connection, Day, Whiteker and Wren (1997) view that the headteacher committed to high level of professionalism, greater analysis of practice, a receptivity to new ideas and a willingness to explore them leads the school effectively which determines the need of both institution and its teachers. The experience of the teachers in this regard is that nearly three quarters (70%) of the teachers rated on 'strongly disagree' and 'disagree', which shows that their experience to this situation is negative one that is 'unpleasant' (Table 4.7).

Discussion With Individual Teachers

Fullan (1992) points out that a school where teachers talk to each other about their teaching and have some sense of collegiality provides positive climate for teacher learning. According to Roberts (1998, p. 40), "a school, which has individualistic culture, offers less favorable condition for development". Lortie (1975) also had the view that the individualist occupational culture can inhibit development of teachers and their professional effectiveness. In contrast, a positive climate for teacher development is one in which teachers can and do talk to each other about their work, their strengths and weaknesses as well as their needs to be fulfilled. This sort of climate seems to be closely related to the micro politics of the school which allows and encourages teachers to take and lead the discussion. The status of this condition in schools was found shocking because 90 percent of the respondents rated 'strongly disagree' and 'disagree' to the statement. A very few schools (9.5%) discuss with individual teachers to identify their professional development needs (Table 4.7).

Involvement of Teachers While Planning and Decision Making

Every school has its own plan for conducting various activities and programs for both students as well as the staff. The programs and activities without any pre-plan may not go in the right track as expected. The school and its management are supposed to involve their entire staff in planning and

decision making procedures so that their experiences, ideas and expectations can also be incorporated in the plans and be utilized not only for the development of teaching quality but also the development of the staff. If it is done, they can identify their ownership in the planning and the decision making and actively get involve in them and become committed to achieve the outcomes. However, the experience that the respondents had was disgusting because 87 percent of them judged the activity of 'the schools involving the teachers in planning and decision-making' 'strongly disagree' and 'disagree' (Table 4.7).

Encouragement to Teachers for Contributing to Form School Policies

Schools are complex social systems that perpetuate themselves through role expectations and working relationships. The nature of the workplace relationship can significantly influence the extent to which the teachers are able to develop themselves and to deal with change. The contribution they make to a school is measured by all kinds of intangible ways. The relationships the teachers form there have a significant effect on the level of job satisfaction they experience as well. Since the school culture and teacher professional development are intimately related, the success of latter is essentially related to the school policies which give a basis for formulating a number of activities the school undertakes. In Dean's (1991) opinion, "these activities give a basis for making judgments about practice and lead to aims and objectives which can be worked out in practice" (p. 28). The creation of written policies provides good opportunity for this which is involved in formulating and later in the reviewing of the policies. If the school encourages the teachers to contribute to the formation of school policies and formulates them, the school will gain a good deal and begin to acquire the formulated policies which lead not only to the individual development but also to the whole school development. The position of this situation as found in the survey is very disappointing because over 90 percent of the respondents experienced it negatively and rated it 'strongly disagree' and 'disagree' (Table 4.7).

Decisions to Support Teachers

Teacher learning will not be completed through the individual teachers' efforts only. They need support of various kinds like logistic support, economic support, moral support, etc. They include making time available, reducing teaching loads, making it possible to work with the other colleagues and senior staff, taking trainings, visiting other schools, getting ready for presentation, leading group

discussion, forming groups, preparing and using hand outs, providing opportunity for experimental learning, etc. The senior staff working in the school management can also provide support by encouraging them to participate and share responsibilities through dialogue and collaboration. The status of this situation was also found not so pleasant in the experience of the teachers of because more than three quarters of them (75.5%) rated 'strongly disagree' and 'disagree' in the study (Table 4.7).

The respondents of the interviews claim that there is not any practice of involving individual teachers in decision making process for determining their needs and providing them support for their professional development by talking, discussing with them and encouraging them to contribute to form annual plan and school policies. Till now, the school administrations have not been practicing democratic culture following bottom-up approach in place of top-down approach to decision making and its implementation. The people who have taken the responsibility of administration hold the view that it is their responsibility to make decision and implement them in their own schools. Sometimes meetings are called in which the administrators give the instructions to implement the decisions that the school management committees have already made. Although there is the provision of choosing one of the teachers as the teacher representative in the school management committee, mostly the teacher is chosen by the headteacher from his/her nearest ones and he/she can never speak from the teachers' side about their professional capacity building.

To conclude, the teachers' experience is not so pleasant because in almost all attributes, they have expressed their disagreement. It indicates that the environment of the secondary schools has not been favorable for the teachers' interactive involvement in the decision making process of their own growth as well as the growth of the schools. In such a situation, the teachers cannot feel their ownership of their schools' development and associate it with their own professional growth.

Sharing Ideas and Beliefs

Akin (1991) suggests that the culture of school resides in the shared beliefs, outcomes, attitudes and expectations of the school staff within a complex set of school relationships. A set of such beliefs, outcomes, etc, come to inform the teachers or govern their behaviors. An organization establishes its culture to a large extent as the major driver of its everyday operations. In this connection, Kamhi

Stein(2009) state that Teachers working in different places face different expectations and are affected by such beliefs and values that are unique to the setting in which they operate. Teacher's belief systems are built up gradually over time and consist of both subjective and objective dimensions. They make every teacher different holding their unique and diverse belief systems. Though teachers differ from each other based on their belief and value systems forming their own distinct ‘frames of references’, there may be common grounds in their beliefs and ideas. The teachers can experience these common grounds like sharing their beliefs about their school goals, sharing their values and philosophy with their headteachers, discussing new ideas with their colleagues, sharing samples of students’ work, articulating aims and policies, revisiting teachers’ core values and beliefs, etc.(Table 4.8).

Table 4.8: Sharing Ideas and Beliefs

Attributes	Strongly/Disagree		Neutral		Strongly/Agree	
	N	%	N	%	N	%
Sharing teachers' beliefs about school goals	93	46.5	25	12.5	82	41.0
Sharing teachers' values and philosophy with teachers	118	59.0	17	8.5	65	32.5
Discussing new ideas with teachers	35	17.5	7	3.5	158	79.0
Sharing samples of students' works	178	89.0	5	2.5	17	8.5
Articulating aims and policies	186	93.0	5	2.5	9	4.5
Revising teachers' core values and beliefs	198	99.0	2	1.0	-	-

Source: Field Study, 2010

Sharing Teachers’ Beliefs About School Goals

Each and every school must have their own goals set not only for educating their students, but for their staff development as well. If the beliefs of the colleagues share their beliefs about the goals set by their school, it will be very useful for the teachers to advance their professional learning. To this issue, the respondents had not so pleasant experience because only 41 percent of them rated ‘agree’ and ‘strongly agree’ (Table 4.8). This shows that the sharing of teachers' beliefs about school goals has not been so helpful for the teachers to advance their professional learning.

Discussing New Ideas With Teachers

Interaction with other professionals seems to be a critical factor for the reflective teacher development. Sharing and discussing the new ideas obtained at in-service trainings with their colleagues are the reliable means of generating their own insights within a professional community. It provides them with an important opportunity to construct their professional knowledge by asking questions, clarifying ideas, seeking explanations and examining alternatives. The experience of the teachers to this issue was pleasant one because more than three quarters (79%) of the teachers rated on 'agree' and 'strongly agree' (Table 4.8) to the statement. This experience of the teachers indicates that discussion of new ideas with their colleagues has positive influence in generating their own ideas within their professional community.

Sharing Teacher's Values and Philosophies With Other Teachers'

The working conditions of the teachers include the social and professional culture of teaching. Where the headteacher's values and philosophy of education are similar to the other teaching staff's, there is certainly congenial working condition, but if the values and philosophy of education of the headteacher and of the other staff do not match, the climate can never be so congenial and become less collegial, so there appears lack of support, lack of accountability, lack of resources, poor organizational structure, and unacceptable work expectation (Anthony, Clenda, Ord and Kate 2008, p. 373). In the present study, it was found that more than half of the respondents (59%) experienced it unpleasant whereas only nearly one third (32.5%) felt it positive (Table 4.8). The indication of this result is that in many schools, the working condition and the chance of getting developed through the act of teaching is not so promising for many teachers.

Sharing Samples of Students' Work

Most of the teachers share their ideas informally with someone they trust. They share not only the ideas, opinions and difficulties but also their expertise and samples collected from their students. They share their common observation based on their own frame of reference to analyze and interpret the work so that they learn a lot from each other. Since 89 percent teachers responded 'strongly

disagree' and 'disagree', they have experienced unpleasant situation to this issue (Table 4.8). Through this, we can deduce that the share of the samples of students' work is rare in the schools.

Articulating Aims and Policies

The individual teacher development and school development go integrating each other. The schools must have their own aims and policies which are worked out in the practice of a number of activities they undertake. In some schools, these policies are formulated in the school handbooks that they are clear to everyone. If these aims and policies are formed and articulated for the school following consultation and discussion with everyone concerned, the learning climate in the school becomes favorable to everyone. However, to find such a situation in the school is very difficult because the teachers have experienced so on this issue. A very few teachers (4.5%) rated 'strongly agree' and 'agree' (Table 4.8). It shows that the formation and articulation of aims and policies of the schools are beyond the people who are directly concerned with them.

Revisiting Teachers' Core Values and Beliefs

The social constructivist learning theory views that teachers' classroom behaviors are the reflections of their beliefs and core values they hold. If their teaching behaviors are to be formed, first of all, their beliefs and values are necessary to be revisited so that the inner drive of their action and practice are questioned and analyzed. When their beliefs and values are reformed, the change in their practice can be sustainable. The school which creates such an environment of revisiting the beliefs and core values can involve all teachers to make them more analytic about their problems and they become more inventive in thinking as to how to tackle the problems ahead. The experience of the teachers to this respect is pitiable because almost all of them (99%) rated 'strongly disagree' to the statement 'revisiting teachers' core values and beliefs' (Table 4.8). This confirms that the Nepalese secondary schools are still suffering from the climate of isolation (Fullan and Hargreaves, 1992) which limits the access to new ideas, better solutions and collaborative culture.

The experience of the informants of the in-depth interviews on 'sharing ideas and beliefs' on the whole was that although the individual teachers have their own belief systems, they might have common values and thinking on the issue of the professional learning. The role of headteachers, in

this regard, may be supreme of all for the creation of positive climate in the schools. However, these days because of the excessive political dominance on every sphere of human life in Nepal, the headteachers' treatments have not been so fair in providing support and opportunities to every individual teacher which certainly have some negative effect on the improvement of school climate and the teacher professional learning as well.

As a conclusion, the teachers do not have the atmosphere of sharing their insights with their administrators as well as their own colleagues, with the exception of discussing of new ideas with their immediate colleagues (79%). Although some teachers (32.5%) have similar values and philosophy to those of their headteachers and share their beliefs with them, they have never been involved themselves in reading students' samples, revealing the aims and policies and rethinking their values and beliefs. This is the indicator that shows the most significant attribute of social constructivism.

Workplace Learning Culture

The places where the teachers work are schools which differ considerably in providing them with the climate for the individual professional development. If the school is developing as an organization with a clear sense of overall direction, the development of individuals is most likely to take place. Juice (1980) suggests that the school developing as an organization provides training clearly and directly, teachers have the opportunity to generate their own ways of helping one another, the results have been consistently impressive and the feedback, skill and strategy training, curriculum implementation or staff reorganization are focused on. Such climate is regarded as the positive interactive school culture. In Fullan and Hargreaves' (1992) belief, in such an environment collaborative professionalism is the norm, collegiality flourishes, and teachers work together by habits, learn from each other and share their problems and expertise as in a community. In Dean's (1991) view, "in a school which is developing, there will not be only positive attitudes towards development but also positive and supportive attitudes towards individuals" (p. 27). In contrast to this climate, there is 'individualism' in which the individual teachers are accountable for their work in isolation.

Under this field, the exploration of the experiences has been carried out on continuous learning and seeking new ideas, identification of teachers' problems, constant stimulation of internal demands for change, positive attitudes towards the development of schools, teachers' up-to-date in the area of work, colleagues treating as resources, good practice of network among similar institutions, forum providing for teachers to review their progress and arrangement of their visit to other schools (Table 4.9).

Table 4.9: Workplace Learning Culture

Attributes	Strongly/Disagree		Neutral		Strongly/Agree	
	N	%	N	%	N	%
Continuous learning and seeking new ideas	118	59.0	16	8.0	66	33.0
Identification of teachers' problems	164	82.0	14	7.0	22	11.0
Constant stimulation of internal demands for change	177	88.5	5	2.5	18	9.0
Positive attitude towards the development of the schools	117	58.5	18	9.0	65	32.5
Teachers' up-to-date in the area of work	147	73.5	28	14	25	12.5
Colleagues treating as resources	159	79.5	6	3.0	35	17.5
Good practice of network among similar institutions	185	92.5	7	3.5	8	4.0
Forum providing for teachers to review their progress	193	96.5	-	-	7	3.5
Arrangement of visit to other schools	195	97.5	-	-	5	2.5

Source: Field Study, 2010

Continuous Learning and Seeking New Ideas

Learning to teach is an ongoing socialization process because, on the one hand teachers have to keep themselves up-to-date with the content and pedagogical skills, i.e. being equipped with the recent development of knowledge and technology, on the other, they also have to change their roles, responsibilities and institutions at various points in their teaching lives. Leung (2009) states that becoming an effective language teacher is not only a matter of individual disposition, but also depends on the conditions under which they carry out the work along with how they are prepared. If the school leadership provides an environment of working together as a team with a clear sense of direction, there must be openness and trust among the teachers. They involve themselves helping each other and create a culture of an ongoing learning. When the status of 'teachers' continuous learning and seeking new ideas' was examined, it was found that only one third of the respondents

(33%) judged it as 'agree' and 'strongly agree' whereas nearly two thirds of them (59%) judged it as 'strongly disagree' and 'disagree' (Table 4.9). It shows that the experience of the respondents was not satisfactory.

Identification of Teachers' Problems and Needs

The school which has avoided individualistic culture tends to create the conditions in which the individual teacher's needs and problems are identified through regular interaction, classroom observation by the senior teaching staff and continuous teacher appraisal. The sound leadership in the school can create a climate that promotes every teacher to participate in the interaction, classroom observation as well as the interviews as a means of their regular appraisal. In this context, Fullan and Hargreaves (1992) argue that such interactive professionalism exposes problems of incompetence more naturally and gracefully. They further stress that "it makes individuals reassess their situation as a community commitment" (p. 19). However, the situation of 'identification of teachers' needs and problems' was very poor since more than three quarters of the respondents (82%) rated 'strongly disagree' and 'disagree' as their response in the survey study (Table 4.9). This result reveals the fact that the school leaderships have not been so capable of creating the environment that encourages every teacher to participate in the interaction, classroom observation and interviews as the means of their continuous appraisal.

Constant Stimulation of Internal Demands for Change

Change in teachers and teaching is inevitable. Change within school begins with the change in teachers' beliefs and practices. Where the headteachers and senior staff look at the teachers' purposes, persons, and the context in which they work and the working relationships with their colleagues they constantly stimulate internal demands for change and consider them legitimate. The status of this issue when explored was found unfavorable for the teachers since they have experienced it as unpleasant. A vast majority of the teachers (88.5%) rated it as 'strongly disagree' and 'disagree' in the survey study (Table 4.9). This indicates that a very few school administrations were looking at the teachers' purposes, persons and the context in which they work and their working relationships and stimulating internal demands for change.

Positive Attitudes Toward the Development of School

The attitudes and values of the headteacher and the senior staff play a significant role in looking at a school as a developing organization and giving a clear sense of direction to it. In Dean's (1991) idea, a school where the headteacher and senior staff work to ensure that attitudes are positive, where children and young people matter, where there is a feeling that problems are there to be solved, not only is more likely to be offering its pupils a good education, but also is likely to be developing its staff. The condition of this attribute was also found not so favorable because more than half of the respondents (58.5%) judged their experience on 'strongly disagree' and 'disagree' whereas only about one third of them (32.5%) judged it as 'agree' and 'strongly agree' (Table 4.9). It shows that the attitudes and values of the administrators have not been so positive in every school looking at the schools as the developing organizations and giving clear sense of direction.

Teachers' With-it-Ness in the Area of Work

The head teacher and the senior staff of the schools are responsible for seeing that all colleagues have opportunity, support and encouragement to develop their work performance to keep them up-to-date in their own field. This requires the establishment and maintenance of a fair school policy for the professional development of the teachers. As a sound leader, the head teacher must ensure that all the teachers have been sufficiently involved in their evolution and growth to feel a sense of ownership. To this issue, the teachers judged 'strongly disagree' and 'disagree' by almost three quarters of them (73.5%) which shows that the experience of the English teachers is not so favorable for them to grow (Table 4.9).

Colleagues Treating as Resources

Teachers must realize that they are the groups who have been working together for years and know very little about others, if they are working in an 'individualistic' school culture. They can be suffering from several difficulties and problems unnoticed and uncorrected. The solution to their problems can be found not only in the conferences and workshops run by experts from external sources but also in the persons rubbing their shoulders with them in the teachers' room can also be a

good source of solution of their problems (Andrew, 1993, p. 115). Many teachers in the same school are very effective but problem is lack of access to them.

In the positive interactive school culture, they can treat their own colleagues as the reliable source of learning through sharing their own problems and their solutions with their own expertise whatever they have (Fullan and Hargreaves, 1992). The school may have many experts and novice teachers. The experienced and experts have a frame work of beliefs and assumptions about schooling, curriculum, teaching and learning built from their professional histories and classroom experience (Robertson, 1997). Since 79.5 percent of the teachers did not experience the treatment of their own colleagues as resources (Table 4.9), the condition of this issue is also very poor in the Nepalese context.

Good Practice of Network among Similar Institutions

In this age, networking with the other similar institutions is very important not for the students of different institutions only but also for the teachers who have been teaching at these institutions which have the similar types of students, curriculum and teachers management. Through networking, the teachers can share their problems, experiences and expertise with the teachers of other institutions. The teachers involved in the networking can avail the opportunity of hearing how they work, exercising a good deal of joint planning of many activities like conducting examinations, co-curricular activities, etc. Advances in technology have provided new opportunity for both traditional form of campus based teaching as well as for the distance mode of learning through online. These new forms of delivery allow for the development of teacher networks that cross regional and national boundaries, establishing globalized communities of teachers who can bring their own cultural, social, professional and personal experiences into the second language teacher education process (Burns and Richards, 2009, P. 6). Since only four percent of the respondents experienced such networking in their area (Table 4.9), the condition of this issue is very poor in practice in the Nepalese context.

Forum Providing for Teachers to Review Their Progress

Good management of a school involves work in teams. In this context, Dean (1991) asserts, "Team building generally consists of the activities designed to keep its members to reflect upon the work of the team they are in, to increase openness and trust and activities in small teams which can be observed and analyzed" (p. 100). The team work with openness and trust in each other provides the teachers a forum for them to meet and review their progress. As almost all English teachers (96.5%) rated 'strongly disagree' and disagree', their experience is not admirable to this issue (Table 4.9). So, a very few teachers have enjoyed the forum provided to them to review their progress.

Arrangement of Visits to Other Schools

There is a good deal of value in arranging visits to other schools of the neighboring areas and the distant ones to find out how teaching and learning activities as well as teacher professional development activities have been conducted and supported in those schools. The teachers will have enough chance to know the school, the possibility of classroom space, the students, their neighborhoods, the resources and the curriculum implementation, the supervision and meeting along with the appraisal system of the school visited, which are all, for (Miller, 2009, p. 178) critical elements that affect what teachers can do and how they negotiate and construct their identities moment to moment. Since nearly all teachers (97.5%) were found choosing 'strongly disagree' and 'disagree' (Table 4.9); the status of this issue seems to be very poor because almost all teachers have not experienced any practice of it yet.

The information through interviews also helps to deduce the individualistic culture in the sampled area schools. Instead of stimulating the teachers to learn and bring change in their teaching behaviors, the administrations give priority on the facilities for the teachers who are ideologically on the side of the headteachers and the chairpersons of school management committee. On the one hand, headteachers are unable to identify the teachers' problems and needs, on the other; the manipulation of the manpower for this work also cannot be biasless. Except some cases; the administrators do not pay so much attention toward the teachers whether they are up-to-date in their disciplines. They are much more concerned with as to whether the classes are engaged or not. In some private schools, they are concerned with the achievement oriented result. Rarely any school is seen treating

colleagues as the resources of teaching. So, the school cultures have not come out of the 'individualistic' culture giving opportunities for all teachers equitably.

Furthermore, the qualitative data also shows that many teachers are stuck in their own ways and do not want to change. Although the newly appointed teachers have ideas from their earlier experience and recently completed initial teacher preparation courses which have incorporated many recent notions and ideas that they want to use in their teaching. The experienced teachers were really not interested in listening to them. The new teachers had to fit them into their system if they wanted to survive in their teaching profession.

Apart from the situation of continuous learning and seeking new ideas (33%) and positive attitude towards the school development (32.5%) which have nearly one third of the teachers' responses with their agreement, the other attributes of workplace learning culture have a very poor status. This reveals the fact that the schools have not been providing conducive environment for both stake holders. In social constructivist learning theory, this very workplace learning culture is the most affecting factor for the teacher professional learning.

Opportunity and Space

Although teacher learning is a personal matter depending on individual disposition, motivation and imitation, the teacher professional development is strongly affected by the opportunity and space provided to teachers. The schools, headteachers and the senior staff can have everlasting influence on their teaching careers. One of the major reasons for giving the headteachers and senior staff a more limited teaching load is to enable them to help and support other teachers.

Development means change or growth (Head and Taylor, 1997, p. 1) which implies space to grow into. Bolitho (1986) says that “growth cannot take place if the space is constantly cluttered with aids, materials, demanding students, examination,, etc” (p. 2). The teachers who get opportunity of receiving training for classroom performance, opportunity for gaining senior management post, opportunity for their other professional activities through external support, opportunity to lead INSET from talented teachers, opportunity for classroom observation of senior colleagues and

providing incentives for creative and innovative work come under this opportunity and space to grow (Table 4.10).

Table 4.10: Opportunity and Space

Attributes	Strongly/Disagree		Neutral		Strongly/Agree	
	N	%	N	%	N	%
Ensuring trainings for all staff	133	66.5	20	10.0	47	23.5
Providing management trainings for teachers	196	98.0	-	-	4	2.0
Using talented teachers for leading INSET activities	175	87.5	7	3.5	18	9.0
Giving opportunities for colleagues to observe classes	196	98	-	-	4	2
Providing PD opportunities through external experts	175	87.5	1	0.5	24	12.0
Giving incentives for innovative works	74	37	3	1.5	123	61.5

Source: Field Study, 2010

Ensuring Training for All Staff

Schools with the headteachers committed to high level of professionalism ensure that training has been provided for all staff. Training has been associated with the high quality of teaching. It has been long accepted that the quality of education not only depends on the content of system, school programs and infrastructure provided to support teachers but equally important is the quality of teaching which occurs in the classrooms (Rowe and Rowe 2002). One of the important factors in the quest for quality teaching in the schools is the ‘teacher capacity building’ (Rowe, 2003). One of the reliable means of teacher capacity building is teacher training based on the teachers' needs, interest and expectations. Much recent in-service teacher training has placed teacher development in the context of whole school improvement rather than simply treating transfer of training as an individual matter (Hopkins 1995, Widen and Andrew 1987 as cited in Roberts 1998, p. 228). Because of this very reason the school must make sure that all teachers have received essentially basic trainings. However, more than two third of the respondents (66.5%) in the study were found to rate 'strongly disagree' and 'disagree' (Table 4.10). It shows that not all teachers have availed equal opportunity of gaining teacher training.

Providing Management Trainings for Teachers

It has been accepted that to train people for senior posts is very important. They are trained for the future posts, making them clear that they will have to compete for the post in the formal way. It can help them to know that no one of them sees promotion of their right. Opportunities for them to get trained on responsibilities of more senior posts help them know what is involved in the work. However, the survey information of this research shows that none of the teachers (98%) have obtained the opportunity of getting trained for the management posts (Table 4.10).

Using Talented Teachers for Leading INSET Activities

INSET is one of the inevitable means of teacher professional development. Teachers learn a lot from it if they genuinely engage with it, if they understand its basis and recognize the need for change (Roberts 1998, p. 98). Effective INSET includes needs analysis, monitoring, dissemination of information to participants, and collection of evaluation data. All phases of the cycle of planning, orientation, implementation, support and feedback need adequate resources and experience with talent. Therefore, it is only possible to conduct activities by the teachers who are talented and have rich experience in it. At the same time, it is important that the person chosen for this activity has very good interpersonal skills because he or she will need to proceed by persuasion in many occasions (Dean 1991, p. 107). Only negligible numbers of the teachers (9%) have got the chance of experiencing for leading INSET activities (Table 4.10). It indicates that a vast majority of teachers (87.5%) have not been utilized in the need analysis, monitoring, dissemination of information to participants and collection of evaluation data in the schools yet.

Giving Opportunities for Colleagues to Observe Classes

Observation of each colleague at work and discussion of what happened in the classroom at the time of teaching and learning help the teachers in two ways –one is the way of gaining self-awareness and the other way is providing models. When the teachers observe the colleagues' classroom teaching, they can compare their own styles of teaching and learning activities with the colleagues and gain self-awareness which can further be the frame for their reference. Many teachers need a model from which they can develop their own teaching style, particularly at the beginning of their teaching

career. Teachers who do not have the opportunity to see a range of teaching models will fall back on the models they know best as offered by the teachers who taught them at the school level. These may not be good models and it is, therefore, very important that inexperienced teachers, in particular, see good models of teaching. Experienced teachers too can gain from seeing how others work. However, almost none of the teachers (98%) have got any chance of gaining 'self-awareness' or following a model by observing colleagues at work (Table 4.10).

Providing Professional Development Opportunities Through External Experts

Schools annually need to arrange some in-service school based trainings and orientation programs. Speakers should also be decided both from the same schools where the training programs have been arranged and from outside the school as the experts. Such training programs provide the participants chances to be familiar with the recent development of knowledge and technology on the related field from the external experts. The participants' needs and interests are also addressed and reoriented by the internal experts and the persons in the senior management posts sharing their experiences of the bygone year with their colleagues and develop the interactive school culture and collegiality among the whole staff of the school. The experts from both in as well as outside of the schools may be the models of presentations, growth and the life-long learners for the teachers who participate in the programs. In the survey, a few teachers (12%) were found to have an experience of receiving professional development opportunities through external experts. Most of the teachers (87.5%) have negative experience on this issue (Table 4.10).

Giving Incentives for Innovative Works

Teachers always seek recognition and acknowledgement in their creative and innovative works. They are further encouraged to proceed their creative work if they obtain positive feedback not only from their students but also from the headteachers and senior staff. Feedback and encouragement in the form of incentive can work as the trigger for further innovative work in teaching and learning. The schools can also manage some incentives by giving some extra money, opportunity to take part in the short term training programs, some leverage for further study as well as the reduced teaching load. In this case, nearly two third of the teachers (61.5%) have obtained incentives of various kinds for their creative and innovative work (Table 4.10).

The information through interviews shows that in spite of the great efforts and spending a lot of money on teacher trainings by the government of Nepal, the teachers have not availed their benefits. While choosing the teachers for the participation in the training programs, the school administrations have not been so fair. The management chooses its own men. Every time the same persons get chance but because of weak monitoring systems, nobody takes initiation of checking their performances whether they have brought any change in their teaching behaviors or not. Now and then, the headteachers of the secondary level schools get chances in taking part in some management trainings. However, the teachers have never got such chances for the prospective roles of headteachers, deputy heads, department heads and coordinators of different sections. In their beliefs, it happens because there is not a fixed time period of the head teacher-ship and the headteachers are appointed without following any transparent norms and values. On the one hand, many schools do not run any kind of INSET programs in their own schools; on the other hand, the culture of learning from the juniors has not been established in the context of Nepal.

Till now a very few schools have witnessed the classroom observation of the colleagues except for the phase of practice teaching. Self-awareness and the feedback after the classroom observation could be very fruitful for not only the novice teachers but also for the senior teachers to know the development of different trends and approaches in teaching. Theoretically, most of the teachers know the different ways and strategies of professional development but most of them are unaware of their implications in their learning. So, the help and support of the external experts is

necessary for the teachers but the schools cannot afford them or do not take initiatives for such works.

As the conclusion of the discussion, besides giving incentives for innovative works like recognition letters, cash prizes, trophies, insurance, medal,, etc. the teachers in Nepal have not been enjoying the opportunity and space for their professional growth and learning. The reflection of this directly falls on the image of schools as growing institutions and the teachers' personality and identity.

Feedback and Support

Most schools have some form of annual review or appraisal procedures for their teachers, in which an individual's performance over the past year is evaluated and objectives are set for the next twelve months (Head and Taylor 1997, P. 175). Teachers who have been practicing a reflective approach are well prepared for this kind of review and are likely to value the opportunity for an evaluative appraisal, in which they can clarify their own personal and professional development agenda in terms of their institutional context in which they work (Head and Taylor, 1997). The schools also encourage their teachers to involve themselves in their self-appraisal, which is an effective part of teacher's normal way of working.

Self-appraisal includes the process of reflecting on performance, defining objectives, analyzing outcomes, checking outcomes with objectives, rethinking contents and methods or approaches and talking about teaching and learning with teachers and students, which make for better performance (Head and Taylor 1997, p. 200). Such self-appraisal prepares the teachers to be stronger while entering the annual school appraisal process. Under the category of 'feedback and support' five attributes have been explored making appraisal of teachers every year, placing teacher training and development in high priority, giving resources and support to each professional development activity, providing time for ongoing review and feedback, observing each colleague at work have been explored (Table 4.11).

Table 4.11: Feedback and Support

Attributes	Strongly/Disagree		Neutral		Strongly/Agree	
	N	%	N	%	N	%
Making appraisal of teachers every year	173	86.5	11	5.5	16	8.0
Placing teacher training and development in high priority	117	58.5	25	12.5	58	29.0
Giving resources and support to each PD activities	183	91.5	4	2.0	13	6.5
Providing time for ongoing review and feedback	196	98.0	-	-	4	2.0
Observing each colleague at work	198	99.0	1	0.5	1	0.5

Source: Field study, 2010

Making Appraisal of Teachers Every Year

Since teacher appraisal involves evaluating the work of teachers, this is more likely to be acceptable to teachers if it is seen as part of the total process of reviewing the school (Dean 1991, p. 28). School review has considerable opportunities for teacher professional development because all teachers need to be involved in it in some way or the other. In taking part in such school reviews, teachers become more analytic about the problems and think intensively as to how to tackle those problems. Although all headteachers and senior staff make their own judgments about the work of teachers as a regular phenomenon of their work schedule in order to manage the school effectively, they ought to appraise each teacher's work formally and informally in order to provide information and feedback to the teachers. Appraisal is most likely to be successful where there is an atmosphere of trust in the school. In the favorable situation, all presume that they valued and that their views are taken seriously. However, most of the teachers (86.5%) reported negative experience to 'making appraisal of teachers every year by the school' (Table 4.11) in the survey of the study.

High Priority on Training and Development

Since teacher learning is generally seen as extending links between institutional development and that of individual teachers, it is only possible if the school regards the teacher training and development as a matter of high priority and provides clear and direct training to the teachers based on their needs and expectations as well as creates the school climate for the teachers to generate their own ways of helping one another. Regarding this issue, nearly one third of the respondents (29%) showed their response 'agree' and 'strongly agree' whereas 58.5 percent showed negative ones (Table

4.11). So, the schools are not able to create conducive environment where training and teacher learning are placed in a high priority.

Resources and Support to Each Professional Development Activities

Schools vary a great deal in possessing the resources as overhead projector, video recorder, computers, tape recorders, along with the conference hall, budget,, etc. They are very important for the teachers in developing their professional capacity. The more a school can provide such resources to the teachers and the students, the more able teachers and the students are produced with their use and become compatible with the modern technology. Only the physical resources are not enough for the teachers to develop, there must be genuine support from the school management including headteachers and the senior staff in management for creating the learning situation in and outside the school. A vast majority of the teachers (91.5%) marked 'strongly disagree' and 'disagree' on this issue, depicting a very poor condition of it.

Providing Time for Ongoing Review and Feedback

If the school has positive, supportive and interactive climate for the teachers, it can provide teachers' time for ongoing review of their professional activities. This means that time is allowed for discussing what professional programs they have been engaged in throughout the year, what achievement they have got, what different difficulties they have been facing and what learning and self-awareness they have got so far. Since teachers learn a great deal from discussing their work with colleagues followed by feedback, they need opportunities to be made for doing this. Since almost all teachers (98%) showed their negative response on this point, the teachers have experienced that the situation of 'providing time for ongoing review and feedback' is very poor at school level.

Observing Each Colleague at Work

One of the important means of giving and receiving feedback is observing each colleague at work. Where there is a culture of such classroom observation and discussion on what happened in the classroom, there is always the possibility of creating non-threatening and non-judgmental situation. However, it should be stressed that the idea is to provide advice and feedback which will be helpful

for the teacher development. As almost none of the teachers marked positive response on this issue, it has not been practiced at the school level (Table 4.11). This result reveals the fact that observing the colleague's class and holding discussions thereafter for giving and receiving feedback has not been practiced in the schools as a means of teacher learning.

Almost all of the respondents during the interviews pointed out that they have rarely experienced their explicit appraisal every year as the dynamic process of assessment. They expressed that those headteachers, who are politically less biased and academically sound, give trainings and development of the teachers a matter of high priority. These headteachers are ready to provide resources and support to them at their best. Because of the excessive teaching load, a very few English teachers could get time to stand and stare back at their ongoing review and feedback.

From the above discussion, it can be drawn that nearly one third (29%) of the teachers in Nepal have been receiving feedback and support from the school administration in their professional development activities. This indicates that the teachers' professional development needs and efforts have not been well supported with enough feedback and reinforcement. If teacher professional development is geared up with the learning model of social constructivism, feedback and support deserve very high significance.

Perception

In this section, I have presented and analyzed the information through interviews with the key informants including perceptions towards teacher preparation courses, the use of training insights, teachers' own development and continuous assessment.

Teacher Preparation Courses

English teachers have perceived that the initial teacher education courses taught at B.Ed. and M.Ed. levels of different universities, have given them a lot of insights to equip them with the concept of foundation of language and linguistics, teaching skills, and teaching strategies. Moreover, they have also given the ideas to construct and use visual materials and evaluation procedures along with the knowledge of the student psychology and philosophical foundations. However, they have felt that

there are not any strong mechanisms to follow up their effectiveness in their classroom teaching behaviors. Because of the lack of such formal provision, it is very difficult to find whether the teachers have been using the beliefs and maxims they have formed with the concept given in their teacher preparation courses or not. In their perception there are not timely revisions of the courses to incorporate new concepts.

Teacher 'B' thinks that the school environment do not allow them to apply their knowledge and skills through teacher preparation courses. Most of the school administrations are not supportive in using the modern methodology because they assume that the teachers have to give much time to the students for securing good marks in the board examination. The ideas and methods also do not suit the situation they have to work in because they are propounded either in the English speaking countries or they are standardized with highly sophisticated facilities. Teacher 'G' also holds the same view that ideas and insights through teacher preparation programs cannot be implemented because of insufficient resources, poor physical facilities and the students' weak backgrounds as well as the invention and experimentation of these methods and techniques in the highly developed countries. Teacher 'D' also states that these courses have very weak implementation aspect and rest on the individual teachers and their school environment.

Teacher 'C' thinks that the curricula of these levels have emphasized on the core courses like 'Foundations of Education', 'Psychology and Evaluation and Measurement' which are taught in the Nepali medium; they do not help English teachers develop their vocabulary power, sentence structure and comprehensibility. The English courses are only technical courses without enough materials to read extensively. Teacher 'M' also feels that there is inadequate material of English literature for reading in the courses prescribed for B.Ed. and M.Ed. students.

Teacher 'E' emphasizes on the importance of spoken English and contents of the English language since the contents and skills are well prescribed in these courses. However, the way of teaching these courses at campus level are too theoretical. The student teachers are given only the theoretical knowledge and even the practical skills are explained theoretically. The teacher educators give them the hints of how to cope with the theoretical examination at the end of the academic session. Teacher 'H' also perceives that the knowledge and skills received through the teacher preparation courses have been less used in the classrooms. The teaching style of these teacher preparation courses is solely theoretical. Most of the English teacher educators who have been

teaching these courses also follow the same traditional style to teach their students using the same lecture method and sometimes dictating notes for the preparation of final examination. In the same vein, teachers 'M' & 'P' think that though teacher preparation courses contain ample knowledge and insights for the prospective English language teachers, the problem is that these courses are learnt by the student teachers by heart only for securing good marks or pass marks in the board examination and not for their implementation. The teacher educators also never think about the practical aspects of the skills in their classroom delivery. In view of teacher 'P', the teacher preparation courses taught at B.Ed. and M.Ed. are theoretically sound but practically very weak. On the one hand, there are hundreds of privately run T.U. affiliated campuses which do not have sufficient manpower and strong infrastructure to provide facilities for practical classes, on the other, the teacher educators as well as the environment of the teacher education colleges are also not favorable for the practical teacher education classes.

Teacher 'F' also feels something weak in content areas in these courses. She further says that many other English language teachers from B.Ed. background believe that "the English language teachers from B.A. and M.A. backgrounds know the contents better and have better linguistic competence than the English language teachers from education background but they do not know how to motivate students, how to present the materials and how to evaluate them. These teachers can follow the same procedures whatever they have observed in their own learning classes some years back. She thinks that the English language teachers from B.A., B.Com. B.L., etc. backgrounds are only technical but not professional English teachers. In this context, teacher 'K' said that he studied B.A. and M.A. majoring English literature and has been teaching English at secondary grades for a long time. He found the knowledge he received from those courses was not compatible with the content and skills prescribed in the high school English. He learnt to teach English reflecting the style of his own English teachers who taught him at secondary grades. He believes that those English teachers who have done B.A. M.A. with no major English need some kind of orientation and training before going to the classroom for teaching English.

Many English language teachers received their minimum qualifications many years ago. The teacher education courses during their time did not have enough contents like the courses prescribed today. Those English language teachers who have not been able to get opportunities for participating in the refresher trainings need to be exposed to modern knowledge and technology.

In-service Trainings and Application of Their Insights

Knowledge and skills through different short and long term trainings are very useful for the secondary level English language teachers. However, the implementation in their classroom teaching behavior depends on the individual teachers' willingness and the school environment. There are many teachers who do not like to take part in the trainings and seminars. Even if they take part in any training, they do not apply the knowledge and skills through these trainings in their classrooms. They take part in the trainings only for gaining some fringe benefits as allowances. Many teachers who are sincere and honest believe, in this regard, that this is because of the lack of monitoring and follow up systems in the Nepalese contexts.

In view of teacher 'B', there is no feasible condition in many schools to implement the knowledge and skills obtained through these trainings. On the one hand, there is a very weak willingness on the part of teachers, and in many cases the lack of ability as well can affect in this respect. On the other hand, the school culture does not allow the teachers to implement what they have received in their trainings. In this context, teacher 'T' expressed her interesting experience that when she decided to use the idea of student- centered approach in the class, she had to encounter difficult situation. She said, "Once I was teaching 'going to future' in grade nine; students were engaged in pair work. I was only giving instructions and monitoring them and their activities. I was not noticing what the head teacher was doing outside the classroom. Immediately after that class, I went to another one. When I returned the staffroom, I noticed that the head teacher had called some of the students and was asking them why they were making noise instead of listening to the teacher. He was ready to punish them although the students were trying to convince him". Such misconceptions from the part of the school administration can also affect the implementation of knowledge and skills through trainings.

Another teacher also experienced the same situation. Once she was sent to take listening-speaking test of S.L.C. examination to a neighboring school with her colleagues as the expert after she had received the training. When they made contact with the head teacher of that school, he was not ready to allow them to take that test. He suggested them giving marks without seeing the examinees of the school, but they insisted on involving the students in listening and speaking tests.

The head teacher became angry and left the centre. However, they managed the situation and performed the given task involving the students in the test.

Teacher 'C' opines that usually trainings are organized without analyzing the teachers' needs. So, most of the participants either do not pay much attention to the seriousness of training or they attend it very infrequently or exhibit a poor time management. Many of the participants of the trainings showed their concern as to how much allowance they would get. If there is no provision of allowances, they would never have attended the trainings and workshops.

Teacher 'G' thinks that the implementation of knowledge and skills through trainings and seminars/workshops is not influenced only by the teachers' willingness and school culture, but also by the political situation of the overall country because there are many disturbances and strikes of various political groups which compel the schools as well as the teachers to increase their speed to finish up the courses in a short period of time. If the teachers try to implement the insights obtained through trainings and seminars, they have to spend much more time than the usual ones to finish the courses in time.

Teacher 'P' expresses his perceptions towards the implementation of training insights in his teaching behavior that when he returns from the teacher training, he feels some influence of it for about a week. He tries to use it as well, but after that he does not care about it and follows the same track what he has been accustomed to. He thinks that this is because of the lack of monitoring and lack of will power. So far, there is no such mechanism of assessing whether the teacher who has been sent to the training has learnt anything to bring any change in his teaching behavior and contribute to the teaching learning situation of the school.

Some English teachers also view that the trainings organized on behalf of the government are only ritual ones because they think that organizers' attention is only how to spend the money before the end of the fiscal years. They arrange the trainers who do not have much specific expertise, skills and experience to conduct these programs with their common sense. The inquisitive participants put up the problems they usually face in the classrooms, but they do not get any satisfactory answers from the trainers. Furthermore, the trainings are conducted in a great hurry and the organizers finish them as their earliest convenience. Teacher 'M' says, "I have participated in some teacher trainings which were formally organized to spend the allocated budget and the participants who attended them

obtained the allowance only. The whole day was passed with the introduction of the participants and a language game along with the formality of opening and closing of the program”.

Teacher ‘L’ considers that the knowledge and skills given to the participant teachers at different trainings are not all implementable because they are not based on the need and interest of the teachers. There is always a wide gap between the teachers’ needs and the contents which are determined by the organizers themselves. These contents are always not so different from the ones taught at teacher preparation courses. The imposition of unnecessary theories and irrelevant knowledge cannot leave so much influence on the participant teachers. He says, “Surely, trainings can be the very reliable means of updating English language teachers in learning new methods, techniques and skills but they must be based on the participant teachers’ needs and demands. The trainers and the facilitators must possess expertise of the related field and the ways of giving trainings should also be practical based on the school experience”. He further adds that the application of the knowledge, skills and experiences also heavily depends on the individual teachers’ desire and capacity as well as the favorable school environment. Most of the classes of the community schools are overcrowded containing more than 100 students in a class. In such a situation, implementation of the ideas and insights acquired in some formal training is not possible. So, the English teachers have to rely on the use of their own teaching styles instead of new techniques and approaches in the classrooms.

In the opinion of teacher ‘G’ the trainings given to the English language teachers by the government organizations so far have not been so effective and practical because they are very similar to the often theoretical classes of teacher education campuses. So, the knowledge and skills the teachers acquire through these trainings could not be implemented in the classrooms. The English teacher trainings should be organized by analyzing the teachers’ needs through their classroom observations and talking to them about their demands and interests and facilitated by the experts of the same field taking them to the classrooms of the neighboring schools.

Teacher ‘E’ thinks that the application of ideas and knowledge received from in-service teacher trainings depends on the individual teacher. For him, there are several factors to affect this, such as how much he is interested in them, how much he is capable of implementing them, what belief he has about his learners and learning or what models he has learnt or he has chosen, etc. So, he says, “I have found very little chance to apply what I have learnt in the trainings in the

classrooms”. He further adds that "the training organizers themselves do not even know about the trainees’ needs and the school environment where the knowledge and skills they provide are to be implemented.” So the trainings themselves remain nonfunctional and even the really enthusiastic English language teachers can gain nothing from them except the waste of time and frustration. Although teacher ‘S’ always attempts to apply the ideas and skills learnt in the in-service trainings, seminars and workshops, the application aspect of training is rather contingent.

Teacher ‘I’ has his own perceptions towards the applicability of the ideas and skills through teacher trainings that the short term teacher trainings have not become fruitful for them now. Some of them have become rituals only. The teachers teaching English at different places can have different standards and they may have different needs and demands which must be analyzed first. In his opinion, teacher trainings, if the teachers are to implement the ideas and skills received from these in the classroom, should be arranged after the discussion and classroom observations of the trainees. They also need manuals prepared with the contents based on their needs and demands.

Though there are some so called ‘demand driven’ trainings organized by the government agency (NCED), the time duration of only three days for them (one day discussion, another day school visit and the next day training without any monitoring) is too short. Most of the teachers are seen trained in record, but many of them have not been applying the ideas and skills through either pre-service or in-service trainings in their classroom teaching behaviors. Furthermore, more and more teachers are entering the teaching profession from the background other than education. It is urgent for them to have arranged some kind of pre-service teacher orientation and training before giving them the English classes.

Teachers’ Own Professional Development

English teachers perceive that teacher professional development is the continuous process starting from their own student lives and ending in their career exit following a number of trajectories to gain self-awareness and set future directions. Teacher training is one of the components of professional development, which can play a very significant role in their teaching life. So, teacher professional development and teacher trainings are not two separate phenomena, they are to complement each other. In the context of teacher perception towards their own professional development, teacher ‘E’

opines that there are two types of English language teachers. Those who have been committed to the teaching profession do not think to go elsewhere leaving this profession. They are always keen on learning more for their professional development by taking part in the workshops/seminars, professional organizations' conferences, going through the recently published books and journals and browsing internet. But those teachers who do not feel their job secured and nor do they see any prosperity in this program are not so committed ones. They are not so willing to involve themselves in the activities for their teacher professional development. Teacher 'H' regards them that they have become teachers by accident. They take this profession as a platform for entering into the job for their temporary livelihood and waiting to move to another field.

In the personal experience of teacher 'B', theoretically most of the teachers of Central Region of Nepal are well informed about their professional learning. They possess the theoretical knowledge of how the specific topic is taught using various methods and techniques, what materials are suitable to the particular items, and how communicative language teaching can be done in the classroom. However, in the practical field, the knowledge has not been effectively implemented. So, the problem does not lie in obtaining the training but in its implementation. He thinks that the main reason for this situation is the lack of able, sincere and accountable administrator and the management aspects of the education sector. He says, "I believe this because the headteachers are not so responsible and devoted to the welfare of the schools and their teaching staff. They are appointed by their political inclination, not by their qualifications and experiences. The follow up and monitoring of trainings and learning are also not done systematically. The administrative supervision by district supervisors and resource persons are also not carried out regularly and systematically." In his view, the resource persons and the district supervisors have been passing their days without taking responsibility of their designated task at all. Teacher 'T' thinks that many supervisors and resource persons who are supposed to have organized short term trainings and workshops/seminars in their own resource centers, have been involved in politics forgetting their designated responsibilities. Similarly, some headteachers are also politically biased and tend to take favor of their own ideological counterparts and give less chance to the teachers from other ideological groups.

Teacher 'P' thinks that for the professional development of a teacher, he/she must have his/her own self-motivation. Unless he/she has motivation, he/she can never initiate to gain anything for his/her professional growth. Though school culture and headteachers also play very important roles in the teacher professional development, the self-initiation of the individual teachers is most

important. In this context, teacher 'T' also expresses her view that teacher professional development depends on the teacher's individual initiation. The teachers can create the environment themselves. For that, they should be devoted to develop their professional capacity. The habit of pointing their fingers to others should be abandoned. She says, "I don't agree that everything has been imposed on teachers; there are many fruitful aspects in training programs. We, the teachers need commitment to implement them in our profession."

Teacher 'L' is of the opinion that for his professional development, first of all he should equip himself with the new ideas and skills to update in his subject area. He says, "I think one should use internet, take part in workshops/seminars, trainings and conferences to update oneself." He also believes "If an English teacher involves himself in writing and presenting his new creation, he can develop his professional capacity quickly and easily."

In the belief of teacher 'K', only taking English education courses at college levels is not sufficient for making an effective English language teacher. If they are really committed and self-motivated, the teachers who are from out of English education or English literature can make really good English teachers but they must possess the quality of 'a passion for teaching' (Day, 2005).

Teacher 'F' views that "self-study is the most important means for our capacity improvement. If I do not initiate my learning, nobody's effect on me works well here." Taking any training without getting so much interest in it will be transient only. She further says, "None of the inspiration can work in you until you feel the necessity of change from your deep down and getting self-awarded to do something". When there grows self-interest in an individual, then the inspiration and help by others can work well. Then she feels readiness in working and chooses a model as well as a target she wants to reach.

Teacher 'B' thinks that only received knowledge (Wallace, 1991) is not sufficient for teachers' capability improvement. In addition to the pre-service teacher education and teacher trainings, they must learn some of teaching English through classroom experience.

Teacher 'D' believes that "if an administrator of an institution is good, he can create favorable atmosphere for teaching, learning and professional learning activities. Such administrators can create the atmosphere of collegiality and co-operation among teachers of the school."

Teachers' Continuous Appraisal and Evaluation

Evaluation and appraisal play a very important role in teacher professional development. To develop professional capacity of teachers, there must be continuous appraisal throughout their teaching career. If it is not done regularly and systematically, teachers may feel frustrated. If the difference between the teachers who try their best and those who do not cannot be made, the speed of teacher professional development process gets slow and gradually becomes insignificant. For some teachers, such appraisals and evaluation might be discouraging too, but if the appraisals are non-threatening, they will be the reliable encouraging factors for the teacher professional development.

Those teachers who are sincere, honest and responsible never feel discouraged with continuous evaluation and appraisal. For teacher 'C', they are carried out for the constructive feedback. The feedback brings a great change in the behaviors, when they are aware of their existing state, strengths and weaknesses. When these weaknesses are overcome, they can determine their ways of moving forward.

Teacher 'E' views that, if possible, there should be a separate unit in a school for teacher appraisal which observes the classes of the teachers, discusses with them, and collects their needs and demands and recommends the training unit how to arrange trainings for them. The unit should also monitor whether the teachers have done observations, in order to give and receive feedbacks, collected portfolios, applied the knowledge and skills learned in the pre-and in-service trainings, done cases analysis, or action research, etc. Such a unit finds teachers' quality and helps them in their quality improvement. Teacher 'E' further says that teachers should also be encouraged to assemble teaching portfolio which would prove to be one of the reliable records for the quality enhancement in education and would also help to bring transparency in teacher promotion.

Teacher 'F' raises the question as to whose responsibility it is to do so. Her school also has decided to appraise the teachers' performance regularly so that the contribution of the teachers could be recognized with some rewards. Similarly, teacher 'G' regards continuous teacher appraisal as "a process of teachers' updating their knowledge, skills and learning new techniques. It is also necessary to involve teachers in training and workshops and making the teaching profession more prestigious and bringing positive change in teachers' teaching behaviors".

Teacher 'H' thinks that teacher continuous evaluation and appraisal include teacher's self-reflection, students' judgment, colleagues' perceptions and the school's review of his performance and attitude. In the opinion of teacher 'I', all these means are necessary for the teachers to know their strengths and weaknesses and be aware of them.

Teacher 'J' thinks "my own evaluation is 'must'; self-evaluation, reflection,, etc. are very rare; there are not any separate units of evaluation of teachers in government line agencies either. Evaluation is a tool of getting further progress." But evaluation of teachers should be done by the team including at least one expert who knows the process and product well. However, teacher 'K' thinks that "the judgment of the team must be non-threatening. Its aim should be my progress in my teaching but not firing me from my job".

Talking about English teachers' evaluation and appraisal, teacher 'L' says that the English teachers are continuously judged by their own students in the classroom whether they have been satisfied or not with their performances. Similarly, the school administrations also evaluate the teachers inquiring whether they have been doing assigned tasks well or not. By means of these ways the teachers also become aware of their own strengths and weaknesses which can be corrected timely.

Through the process of evaluation and appraisal, the school administration finds out the teachers' needs and interest which can be addressed in the training organized in the beginning of the sessions as the refresher trainings and orientation. Reward and punishment are very effective means of improving teachers' capability. They can lead teachers with the feeling of competition, which can encourage them to keep themselves up to date. This is how, the form of teacher evaluation and appraisal can be used as the reliable means of teacher professional development.

Teachers' evaluation through the analysis of students' performance in the annual examination and periodic tests as well as the student's response and attitude towards the English teachers also play a significant role in the teacher appraisal. Such responses and attitudes encourage and force the teachers to reflect their own teaching behavior of the classrooms.

For some decades now, Nepal government has established resource centers dividing the districts into different resource units throughout the country. Each resource center is managed by a resource person. The resource persons are supposed to enhance the quality in education. However,

the resource persons as well as the school supervisors neither visit to the schools nor do they observe any teachers' classroom teaching with the aim of collecting information and analyzing the teachers' needs to provide them with the trainings they need as the government aims to enhance the quality in education by improving the capability of the teachers. Teacher 'L' thinks that "either these personnel do not possess any capacity of doing so or the government has managed them to show the outer world in the name of trainers and observers to enhance the so called quality in education." In this regard many teachers think that if these things get up-to-date, teacher professional development also gets help out of them.

Teacher 'M' regards continuous evaluation and appraisal of the teachers as the only means to refresh them. He says that 'English teachers need much more appraisal than the teachers of other subjects because it is a foreign language and a medium of introduction for the English teachers, and on the other, the fast development in the concept of and methodology in the world affects them very much immediately.

Time is a fast changing phenomenon. Along with the change in time the teaching-learning activities also get changed. Every teacher has to bring change in their teaching behavior. Unless there is a continuous evaluation of the teachers' performances along with their beliefs and attitudes, they cannot keep up with the time and progress of the teaching technology. In teacher 'N's' view, English teachers' continuous appraisal is a must for them to keep the pace of time as well. For teacher 'R', evaluation is the source of inspiration of the teachers who want their professional growth. Though the school teachers are not veiled with a fiber scar over their shoulders by the so called great people or are not recognized with the national award, they are always honored and respected by their present and past students whether they are in the high government positions or not along with the guardians. He further adds that, with this very reason of honor, a teacher continues his teaching profession throughout his working life.

English teachers have their own complaints that those teachers who frequently visit to the district education office and try to be in the good book of the personnel, they can get promotion and rewards. In schools too, the teachers who round the administrators can enjoy several facilities including leaves, opportunities to take part in trainings and promotion. However, if there is a continuous and fair teacher appraisal, the condition described above would not have happened and it could further help in the teacher professional development. In this regard, teacher 'O' thinks that

teacher appraisal as one of the ways of supplying the incentive to the teachers. He says, “I believe that the evaluation should include the components of showing how hard he is working, how effective his teaching English has become and what benefits his students are gaining from him.”

Teachers have felt that in our system there is not any effective measure of differentiating the good teachers from the weak ones. The ‘education award’ should have been given to the best ones but the worst one is often awarded with it. It has left a negative impact on the teaching and the professional growth of the teachers. The teachers neither get more prestige from the community, nor do they get any extra benefit by being better teachers. As a result of it, they lack motivation towards teaching and their own growths. Teacher ‘P’ and teacher ‘Q’ have similar views of teacher appraisal that the present situation is somehow difficult because nobody is ready to accept any critical comments from others. In teacher ‘P’s’ words, “English language teachers do not like to be appraised either. They can’t bear it. They believe ‘what I teach is well’, ‘what I say is right’. ‘I am the sole authority of this subject’. In many places, because of the undue political influence, the English language teachers also do not like to be appraised by the teachers of the group holding excessive and overt political ideology. Sometimes the appraisers also forget their professional ethics and involve themselves in some unethical business with the motive of vexing others though they have the same job, the same subject to teach and the same objective of producing good results.

As a conclusion, teachers perceive that teacher evaluation and appraisal are inevitable components of teacher professional development because if the teachers are appraised non-judgmentally providing critical feedback and constructive reformulation process can bring a great change in their teaching behaviors. As the teachers themselves know their existing status, their strengths and weaknesses to be reformed and can determine their own ways of going forward. Since language is dynamic and its teaching requires frequent updating on the latest practices, there is no end for teacher development. So, it requires regular process of evaluation and appraisal in both input and output of the language teaching as a continuous process.

Summary

Teacher professional development in Nepal has still been taken synonymously with teacher training because the teacher learning through innovation, collaboration and mentoring is yet to be practiced. A very few teachers receive feedback and comments on their performance from students and

colleagues. Teachers do not have enough chance to observe their colleagues' classes and discuss the strengths and weaknesses of their professional behavior. Most of their learning is limited to their own experience in the classroom as teachers and students. Since the teaching environment in the secondary level schools has not been so supportive for the teachers' interactive learning, the teachers have not felt the necessity of their own development as well as the all round development of schools. They have not been enjoying the opportunities and space equitably. Their professional development needs and efforts have not been adequately addressed by the authority with enough feedback and reinforcement. The English courses for the initial teacher preparation are not so balanced with the materials from both content and pedagogical areas. As proper attention toward the trainee teachers' needs, demands and interest has not been paid, the insights and skills that are supposed to be developed in teachers through trainings and workshops have not been as expected. Teacher professional development takes place smoothly only if the teachers are really committed to their profession. Though teacher evaluation and appraisal are most important components of teacher professional development, they cannot remain non-threatening and non-judgmental so far. They are yet to be utilized as the means of providing constructive feedback and encouragement for the teacher capacity building.

CHAPTER FIVE

PROFESSIONAL DEVELOPMENT: INFLUENCES, MOTIVATING FACTORS AND EXPECTATIONS

The attempt of this chapter is to explore the most significant influences, motivating factors in teachers' professional development and their expectations.

Influences

There are some notable reasons for the entry to any profession. The profession of English language teaching cannot be an exception to it. When we talk about the inspiration as to why the teachers get to English language teaching, they expressed various triggering influences and inspirations. These sources of inspiration are strong motivational factors for the teachers to involve in English language teaching. These factors also play the key roles in developing positive attitude towards the future professional development of English teachers.

Most Significant Influences

In real life situation, although people do not have direct authority over others, they can leave much influence as the examples or models providing inspiration to choose any job. The impacts are indirect ones, but the influences are so strong that their lives get distinct mode with them. In case of choosing teaching profession as well, the English teachers are found to have been influenced and inspired by various factors. The most significant of these influences have been explored in the following discussion.

Influences and Inspirations of Getting into English Teaching Profession

Many teachers in the beginning join English language teaching as their job for their livelihood, but later they gradually start enjoying it and develop a passion for it. They become passionate to it and gradually pursue their education towards English education so as to develop the insights and proficiency in their own major field. An example can be taken from teacher 'T' who starts her teaching career at the age of sixteen after she passed her SLC examination. She studied I. A., and B.A. majoring Mathematics and Economics. She opted for Major English at B.Ed. (three year) and

did M.A. Economics and has been teaching various subjects at school levels but she has found English as a challenging subject not only for the students to pass it but also for the teachers themselves, too. That is why; she has joined M.Ed. with Major English. English has now been her teaching subject. She thinks that English is one of the most difficult subjects for teaching-learning for the Nepali women. They have to help their mothers more than their bothers do. Most of them do not like to choose English as their major subject and hesitate to speak in it. She wants to prove that women can do anything what men can do. It is a matter of prestige for her and wants to set a model for the girl students too.

Teacher 'B' says that after passing his B.A. with Nepali and Economics as the major subjects, he went to one of his Gurus who had an established approach in the district, to discuss with him his intense desire of becoming a secondary teacher and told him he would go to any place of the district to teach either Nepali or Economics at secondary level but his Guru replied him that he had not done any English, Math or Science, so it was very difficult for him to get the job of teaching at secondary level. So, he decided to do B.A. with English as a single subject. In this context, he says, "I immediately took a decision to fill up the form of B.A. examination Majoring English as a single subject as a private candidate. I chose English because, on the one hand, I was a bit fond of it and on the other, I was a bit weaker in Mathematics. I appeared the exams of all three papers in the same year and passed them easily". He realizes that this very incident encouraged him to become the English language teacher. He thinks that he was implicitly influenced by his father because his father was also a secondary level Nepali teacher, on the one hand and on the other his lower middle class economic background also compelled him to take to teaching at the secondary level. Similarly, because of the respect given to his teachers teaching at secondary grades also lured him to become a teacher.

Teacher 'R' was attracted to teaching profession seeing the respect given to his own secondary English teacher by other teachers and the students who used to call him by 'B.Ed. sir'. He also says that it was easier to get a job, too and he could also take tuition classes for extra money. Teacher 'N' also realizes that he was attracted to teaching English because of the economic reason. He failed English subject when he first appeared the SLC exam. He had to study hard coming in contact with the English teacher of the school of the head quarters of the district. When he saw the earning of the English teacher who taught them private tuitions classes, he realized that, on the one hand, it was easier to get a job and on the other, he could earn more money by taking tuitions.

Teacher 'M' did not have any intention of becoming English teacher but he wanted to become a school supervisor or district education officer doing B.Ed. and M.Ed. English education. His father was also the secondary school English teacher and had got good influence in the district. He says that perhaps the impression of his father also attracted him to join English education. In the beginning, he didn't have any intention of joining teaching profession, but after getting bachelor's degree he had to wait for some time to join M.Ed. During that period he started teaching English at secondary school. This is how slowly and gradually, he became an English language teacher, but now he says he is satisfied with this profession.

Teacher 'L' views that it was a great matter of prestige, if a person could speak English. He would be regarded as a learned person, a great man in the society. He says, "My tender mind perhaps was attracted towards becoming a great man by being an English teacher." He further says that English is an international language and if a person has good command over English, he can avail a good job. So he tried his best to learn the English language and wanted to become a great man in the eyes of his relatives and neighbors. He thinks, "Perhaps there is economic reason as well because I am lower middle class economically and by being a secondary level English teacher, I wanted to uplift my economic status."

Teacher 'K' says that he was better in English subject from the very beginning of his school years. So, he chose English as a major subject at college level as well. When he was doing diploma, he used to take tuition of English subject to the students of SLC level. This helped him support his education. He was also inspired by the social prestige of his own English teacher who taught him at high school. However, he thinks that the value of an English teacher has been getting deteriorated day by day.

Teacher 'J' realizes that he has become an English language teacher as a product of compulsion. He did not like to be an English teacher, so he did I. Sc. and B. Ed. majoring Mathematics and English. He used to think 'English' was his extra subject and mathematics as his mainstay for his livelihood and started teaching Mathematics at secondary school. However, the school administration compelled him to apply as an English teacher in the teacher service commission because the administration had to adjust another teacher who was close to the head teacher. After passing the examination of teacher service commission he started teaching English and did M. Ed. as well in English education. Now he has become one of the renowned English teachers in

the district. He thinks that the main reason of becoming English language teacher is the economic reason; otherwise he would have never left science discipline. This very teaching led him slowly and gradually moving toward English teaching as his permanent career.

Teacher 'A' was attracted toward teaching English due to the influence of his own English teacher who had taught him at secondary level. It was also linked to his economic status which forced him to go for English teaching. In this context he says, "I used to think English teachers could manage some tuition classes which could be one of the economic sources for me as the mainstay of my living and earning for my family."

Though teacher 'I' had not thought of becoming English teacher and enjoying higher prestige like his teachers, he had to choose this job for his living in Kathmandu and continue his study. Once he had been chosen as the sub-accountant in a government office, but he had to leave Kathmandu and go to Hetauda. He left the government service and stayed in Kathmandu in the capacity of a teacher. At that time, it was a bit easier to find the teaching job in comparison to other jobs. This is how; he became the English language teacher not because of the social reason but of the economic one.

Teacher 'H' was interested to read and write in English when he was a small boy. He had studied up to SLC level from a government aided school of Kathmandu district. Since that time, he says, "I would go to British Council and American Language Center with my seniors to read books and papers. Gradually, I started reading books in English which inspired me to read more English, and listen to more news in English on radio. I wished I could speak English like the news anchor. When I read newspapers, I wished to write the articles like them. These all attracted me towards English and become an English teacher."

In teacher 'G's' thinking, he was one of the good students in the class. He was attracted by his English teacher's speaking and writing very much. Being a good student in the class, he used to be encouraged by the English teacher to read more stories, newspapers and listen to news on the radio and B.B.C. World Service as well as speaking English and taking part in various competitions like debate, spelling contest, essay writing, etc; his English teacher was the most influential one in the school and was loved by one and all. He says, "I got the first impression of becoming English teacher like him". He also chose this profession because of the social reason and because of his

locality, those who could speak English fluently would be thought great people. He would also like to become a great man speaking English and becoming the English teacher.

Teacher 'G' also mentioned that he chose this profession as a part of social service. Teachers get a chance to help the young children and make them members of a society. English is one of the most difficult subjects for the young children. Like his English teacher, he also wanted to leave some influence on the life of his students. Teachers can play the role of social moderators being the model and getting in touch with the young learners.

Teacher 'I' has chosen this profession because of the inspiration of her teacher educator who advised her to take English as a major subject. In the beginning of her college life, she was not so good at her English but when she took classes in American Language Center, she could speak good English which took her once to Britain as well, which also inspired her to become an English teacher.

Some teachers have chosen this profession being distracted from other subjects and getting negative impression of the teachers. In this context, teacher 'C' says that when he was the student of secondary school, he was not good at Mathematics. One day he asked his Mathematics teacher as to how to solve a problem, the teacher flatly said to him that he should come to him for the tuition class, otherwise he could not understand it, which left a negative impression on him. Similarly, teacher 'E' studied science first, but later he came to realize that if he studied science and passed it with average marks, his family would not support him for getting admission anywhere for the study of medicine. He says, "So I thought to be a good English teacher. Later I also realized that there would be better demand of English teacher." In this respect teacher 'O' says, "I chose this profession because of three reasons-the first one is "I love it", the second "it was to get a job", and the third "I could earn somehow more money by being an English teacher."

As a conclusion, English teachers in Nepal have chosen English teaching profession being fond of it and weak in other subjects like mathematics, influenced by their own English teachers, their guardians as well as the headteachers. They have also been found to have got compelled to find easy job of teaching, maintain family livelihood both from their school teaching and tuition classes. Some of them also have got inspiration to teach English at secondary grades taking English as a part of social service, being good at the English language and as a matter of prestige.

Motivating Factors

Motivation is usually defined as “the processes within individuals that stimulate behavior or arouse us to take action. It is what makes us act the way we do” (Arends, 2001, p. 80).

In this context, Williams and Burden (1997) state that "the concept of motivation is composed of many different and overlapping factors such as interest, curiosity, or a desire to achieve the expected outcomes. These factors differ in different situations and circumstances and can be affected by such external influences, such as parents, teachers and exam" (p. 111).

Motivation is the perceived value of an activity to the individual performing it. The greater the value that individuals attach to the accomplishment of or improvement in an activity, the more highly motivated they will be both to engage initially, and later to put sustained effort into preceding the activity. This would appear to be true whether they are influenced by intrinsic or extrinsic reasons. In this vein, William and Burden (1997, p.118) are of the opinion that motivation is multifaceted construct which will be affected by situational factors. It also stresses the importance of what the learner brings to the task of learning including cognitive aspect. So, it is more than arousing interest. It also involves sustaining that interest and investing time and energy into putting in the necessary effort to achieve certain goals.

A constructivist view of motivation centers on the premise that each individual is motivated differently. People will make their own sense of the various external influences that surround them in ways that are personal to them, and they will act on their internal disposition and use their personal attributes in unique ways. Therefore, what motivates one person to learn a foreign language and keeps that person going until he or she has achieved a level of proficiency with which he or she is satisfied will differ from individual to individual.

People are aroused in some ways. This may involve the element of desire, but not necessarily. The initial arousal may be triggered by different causes, perhaps as internal ones such as interest and curiosity, or often by external influences such as by another person or event. Whatever the cause, the person’s interest and enthusiasm is activated, leading them to make a conscious decision to act in certain ways in order to achieve a particular goal(s) related to the activity undertaken (Williams and Burden, 1997). Motivation occurs as a result of a combination of different

influences. Some of these are internal, that is, they come from inside the learner, such as an interest in the activity or a wish to succeed. Others are external, for example, the influence of other people.

Intrinsic Motivation

Intrinsic motivation refers to the eagerness of a person for doing something. It occurs when the person behaves because the act brings personal satisfaction and enjoyment in him/her. In this context, Arends (2001) defines intrinsic motivation as a behavior which is sparked internally by one's own interest or curiosity or just for the pure enjoyment of an experience. In teacher professional learning, teachers are intrinsically motivated through gaining satisfactions in seeing pupils develop and mature, caring their subject matter for maintaining skills and sharing love of the subject with students. They also enjoy opportunities of showing others their own contribution, face a challenge to professional skill and experiment new ideas for bringing change in their behaviors. The intrinsic motivation for them also encompasses participation in other professional development activities, discovering of new ideas and experience and sharing of knowledge with other colleagues along with the feeling of the importance of the teaching job and the desire to be better teacher. The overall status of these intrinsic motivating factors can be observed here.

Table 5.1: Intrinsic Motivations

Attributes	Rarely/ Occasionally		Sometimes		Most of the time /Always	
	N	%	N	%	N	%
Gaining satisfaction in seeing pupils develop and mature	5	2.5	23	11.5	172	86.0
Caring subject matter for maintaining skills	7	3.5	11	5.5	182	91.0
Sharing love of a subject with pupils	5	2.5	97	48.5	98	49.0
Enjoying opportunities to show others his/her contribution	39	19.5	66	33.0	95	47.5
Facing a challenge to professional skill	23	11.5	30	15.0	147	73.5
Experimenting new ideas for bringing change	14	7.0	32	16.0	154	77.0
Participating in other PD activities	21	10.5	80	40.0	99	49.5
Discovering new ideas and experience	2	1.0	39	19.5	159	79.5
Sharing knowledge with colleagues	21	10.5	44	22.0	135	67.5
Feeling teaching job important	5	2.5	29	14.5	166	83.0
Fulfilling desire to be better teacher	8	4.0	11	5.5	181	90.5

Source: Field study 2010

Gaining satisfactions in seeing pupils develop and mature

Most teachers gain satisfaction from seeing that their students have learned something new or have acquired skills as a result of their efforts. Over a long period there is satisfaction on seeing students develop and mature. In such satisfaction, teachers feel proud and are prepared to learn more and get afresh themselves in order to gain this kind of satisfaction further which can be one of the intrinsic inspirer in their professional development. In this research as well, a vast majority of the teachers (86%) had a strong positive feeling in gaining satisfaction of their students' academic development and maturity (Table 5.1). This implies that students' academic upliftment is one of the major determining factors for creating intrinsic motivation for their professional development.

Caring subject matter for maintaining skills

Teaching is a complex task which demands many things (skills) to be carried out simultaneously. While teaching, teachers must execute not only the pedagogical skills, knowledge of curriculum and policies, students' psychology and school culture, but also their competence on the subject matter which cannot be acquired all of a sudden by the context, but by really caring about their subject matter which enables them to maintain skills and knowledge at a high level. In the survey, too, a significant proportion of the teachers (91.01%) agreed with the fact that cares for the concerned subject matter enables them to generate intrinsic motivation for their professional development (Table 5.1). Thus, we can say that concern of the 'what' aspect of teaching; i.e. subject matter counts much for professional development.

Sharing love of a subject with students

Commitment to the subject, to students they teach and to themselves may also make teachers ready to work at improving teaching skills in order to share the love of subject with their students. If they like the subject they teach and if they want their students to like the subject, they are ready to share their love of the subject they teach with their students. Some teachers like a particular subject most while some others like a different one. And if the teachers do not like the subject they teach, they cannot concentrate their attention for searching the knowledge and develop their capacity. Consequently, they are less enthusiastic in sharing the love of the subject with their students. In the survey the

teachers get intrinsically motivated sharing the love of subject they teach with their students by 49 percent (Table 5.1).

Enjoying opportunities to show others his\her contribution

By nature human beings want to contribute to the group in which they find themselves comfortable and to gain recognition for this. Teachers are also not exception to it, so most teachers are motivated by the opportunity to show others how well they can do. It is the task for the management of the school to see that all teachers get appropriate opportunities to contribute to academic programs of schools and gain recognition. In this category, almost half of the teachers (47.5%) do enjoy showing their contribution to academics (Table 5.1).

Facing a challenge to professional skill

A vast majority of the teachers (73.5%) opted for facing challenges to professional skills. This implies that the majority of the teachers believe that challenges are to be tackled for professional development. Teaching is a struggle to discover and maintain a settled practice. A set of routines and patterns of action solve the problems posed by students or the class. These patterns, content and resolutions to familiar classroom problems are shaped by each teacher's biography and professional experience. The meanings of these patterns of actions only become clear when they are set in the context of a teacher's personal and professional history , his or her hopes and dreams for teachings , and the school he or she works (Louden 1991, p. xi as cited in Williams and Burden 1997, p. 52).When the teachers are confronted by new problems and challenges , they struggle to solve them in ways that are consistent with the understanding they bring to the problem and this process leads in turn to new horizons of understanding about teaching (Williams and Burden 1997, p. 52).

Experimenting new ideas for bringing change

Teachers process certain personal attributes to the learning situation. They come with particular feelings, attitudes and views of themselves in the world as learners. They also possess a certain motivation which inclines them to make specific choices within the situation. In addition, they select certain strategies to use which enable them to learn in ways that are personal to them (Williams and Burden 1997, p. 203). Such teachers are inclined to experiment new ideas, techniques and

approaches to bring change in their profession when they come across these procedures while participating in the workshops, seminars and conferences. In this research, 77 percent teachers opined (Table 5.1) that they are ready to experiment with new ideas for bringing about change.

Participating in other professional development activities

When teachers participate in different professional development activities like involving in teacher support groups, workshops, seminars and conferences, they get opportunities to expose themselves to the environment of communicating ideas through the papers presented in them. They get a chance to listen to and observe the communication skills of high order and they know the skill in exposition, leading discussion, questioning, eliciting responses from the individuals, ability to explain, select appropriate materials and help participants to see what is significant in what is under consideration. As participants, they are motivated to participate in other more professional development activities like making presentations at seminars, workshops and conferences, organized locally or internationally. It has been one of the most influential motivating factors to bring change in the teaching behavior and develop the teacher professional capacity. Around half of the teachers (49.5%) are in favor of participating in other professional activities to trigger professional development in academics (Table 5.1).

Discovering new ideas and experience

The discovery of new ideas in the field of teaching and learning spread throughout the world within a second at the speed faster than the lightning before thunderbolt. The enthusiastic and committed English teachers can avail this in their teaching as well as in their own professional capacity building. In this survey, a significant number of teachers (79.5%) opted for discovering new ideas and experiences for professional development (Table 5.1).

Sharing knowledge with colleagues

Those English language teachers who are innovative and reflective in their nature are involved in some kind of classroom research with some issues or problems in mind collecting information and analyzing them with a view to improving their teaching. The systematic investigation of such issue gives reliable finding which can be helpful not only for the investigators but also for other

colleagues. The investigators' desire to share the findings and knowledge of the research further encourage such English teachers to develop their professional knowledge and skills. In this research, 67.5 percent teachers agreed with the fact that sharing knowledge with colleagues plays a vital role for professional development (Table 5.1).

Feeling teaching job important

Teachers readily seek to improve their performance, if they regard their profession important and as part of their professional accountability (Dean 1991, p. 9). Those teachers who feel a passion for teaching get inspiration from the inner core of their heart and actively committed to themselves for the better performance every time. In this context, McCormick and James (1993) state that effective change depends upon the genuine commitment of those required to implement it. They suggest that commitment can only be achieved if those involved feel that they have control of the process. Teachers will readily seek to improve their performance, if they regard it as part of their professional accountability, whereas they will resist change that is forced upon them. Here in this survey, 83 percent teachers (Table 5.1) opined that they have felt teaching job important. This feeling has played a vital role for generating intrinsic motivation for their professional development.

Fulfilling desire to be better teacher

Teachers who are keen to understand more about teaching and learning find that academic courses as the way of developing themselves. The questions that motivate such teachers to go on learning come from the sense that they have the potential within themselves to become better teachers through deepening their own understanding and awareness of themselves and of their learners (Head and Taylor 1997. p. 5). Any change which is developmental will reach the inner subjective experience of the persons affected, and increase their awareness of their own potential to grow, challenging the attitude the teachers hold today as teachers, shaped by past experience and learning, can help achieve greater self-awareness and discover new direction from their development. In this survey, 90.5 percent teachers (Table 5.1) agreed with the idea that fulfilling desire to be better teacher can contribute a lot to have intrinsic motivation for professional development.

In short, almost all the English teachers' inner desire to learn more and bring about change in their teaching behavior for the better performance of their students have been influenced through

developing pupils (86%), caring subjects they teach (91%), feeling their job important (83%) and fulfilling their own desire to be better English teachers (90.5%). Similarly, they have been found to have been intrinsically motivated by facing challenges (73.5%), experimenting and discovering new ideas (77%) and (79.5%) respectively and sharing knowledge with colleagues (67.5%). This shows that teachers' self-motivation can play the role of an accelerator on their professional learning. To grow well, the teachers themselves must take their initiation and hold motivation from their inner core of the heart.

Extrinsic Motivation

Extrinsic motivation refers to the encouragers of behavior which is caused by external factors such as rewards, punishment and social pressures. In this context, Arends (2001) expresses his view about the extrinsic motivation that individuals are influenced to an action from external or environmental factors, such as rewards, punishments or social pressures. In the connection of teacher socialization, these encouragers include recognition and praise of work, opportunities to take responsibilities, and request to work at some new task. The inspiration of colleagues, the prospect of promotion and the image of school can also function as the extrinsic motivating factors. Similarly, encouragement of school administration, regular supervision and feedback, job security and working condition, attractive salary and fringe benefits, own achievement of being an effective teacher, the attitude and behavior of a particular year group, and quality of staff-room relationship (Table 5.2) are the other extrinsic motivating factors.

Table 5.2: Extrinsic Motivations

Attributes	Rarely/ Occasionally		Sometimes		Most of the time /Always	
	N	%	N	%	N	%
Recognition and praise of work	2	1.0	45	22.5	153	76.5
Opportunity to take responsibility	10	5.0	63	31.5	127	63.5
Request to work at some new task	16	8.0	64	32.0	120	60.0
The inspiration of colleagues	40	20.0	37	18.5	123	61.5
The prospect of promotion	33	16.5	49	24.5	118	59.0
The image of school	97	48.5	19	9.5	84	42.0
Encouragement of school administration	105	52.5	39	19.5	56	28.0
Regular supervision and feedback	59	29.5	38	19.0	103	51.5
Job security and working condition	15	7.5	29	14.5	156	78.0
Attractive salary and fringe benefits	46	23	43	21.5	111	55.5
Own achievement of being effective teacher	1	0.5	13	6.5	186	93.0
The attitude and behavior of a particular year group	18	9.0	23	11.5	159	79.5
Quality of staff-room relationship	102	51.0	70	35.0	28	14.0

Source: Field study 2010

Recognition and praise of work

Teachers tend to improve their performance in the atmosphere full of positive suggestions and free of negative suggestions (Head and Taylor 1997, p. 159). As anyone else, teachers are also susceptible to praise and encourage and recognize their work. If someone shows their interest in their work, they are more aware of their performance than they usually are. It is the task of the school management to see that sufficient recognition and praise has been offered (Dean, 1991, p. 16). In my survey too, 76.5 percent teachers (Table 5.2) agreed with the idea that recognition and praise of work mostly contributes to generate extrinsic motivation for professional development.

Opportunity to take responsibility

People grow best when they take responsibility of their own development by planning it, being active in it without being forced or threatened. Opportunities to take responsibility are highly motivating to many people and should be widely distributed. In this regard, Brandes and Ginis (1990) state that "People need to experience discomfort, frustration, longing to be rescued, wanting the theory

explained, dying to be told what to do, experiencing impatience, anger, even some fear before they take on responsibility for themselves" (p. 166). In this survey, 63.5 percent teachers (Table 5.2) asserted that if the opportunities are given to take responsibility, this adds extrinsic motivation to the teachers for professional development.

Request to work at some new task

Teachers whose performances have been recognized can be asked to write papers or to talk for a group of colleagues, parents or other professionals. For the standard papers and the talks they give, they must engage themselves in searching for the literature; facts and data which help them develop their performance. They can also be asked to coach someone else in some aspect of their work. The jobs of the group can be re-planned so that they have the stimulus of something new to tackle. They can also be asked to make a careful study of a person's job, identify particular areas within it for the development and provide them with insights. The status of this attribute was found well (60 %) (Table 5.2).

The inspiration of colleagues

Where there is a positive interactive leaning culture in the school for the teachers, they are in a unique position to influence on others. Individual teachers within a school and others outside may have the ability to inspire their colleagues through their own excitement over something. They inspire their colleagues to be more reflective, inquisitive and investigative (innovative) to solve the problems they have to face in the classrooms and outside of them. This research shows that around 61.5 percent teachers (Table 5.2) opined that inspiration of colleagues can be a strong factor for creating motivation for their professional development.

The prospect of promotion

Every teacher wants promotion in his teaching career, which is not possible unless he gets further qualification, experience and credentiality. The government has also provisioned the school teachers' promotion system as the probationers, second class, and first class teachers similar to the ones they have in the bureaucratic system. The teachers seek not only the salary increased and teaching load reduced, but they also seek recognition and prestige in the society. So, the prospect of promotion is

also one of the motivating factors for the teachers to bring change in their professional behaviors. Around 59 percent teachers (Table 5.2) say that the prospect of promotion is an important determining factor for generating motivation for professional development.

The image of school

Teachers are more likely to feel in control of the process, if they see their own development as part of the development of their schools where they have been teaching. School development goes hand-in-hand with the professional development of teachers. The teachers need to develop in order for the school to develop (Dean, 1991). The teachers are motivated to improve their performance to keep the image of the school as well. Slightly less than half of the teachers (42.0%) assert that the image of school is also an important factor for motivating teachers for professional development (Table 5.2).

Encouragement of school and administration

Schools may have different professional environments. The treatment a teacher receives from the head teacher and the senior staff in the school management affects his or her professional development. If the head teacher and the senior colleagues in the school are positive and regard professionalism, school image, quality of administration, etc. highly, and they respect the beliefs, attitudes and expectations of every teacher and encourage them to contribute to the school development through their own professional capacity building. Professional learning is critically influenced by organizational factors in the school (school climate, opportunity for school contact and exchange of ideas with peers) which are affected by school leadership and wider policy (Roberts 1998, p. 89). However, in the research, only 28 percent teachers (Table 5.2) noted that encouragement of school administration plays a role for motivating teachers for their professional development.

Regular supervision and feedback

Regular classroom observation by the head teacher or senior staff management is one of the means of teacher appraisal. Such classroom observation, as the teacher appraisal should be non-judgmental or non-threatening. It can provide a good context for dealing with the less satisfactory aspects of teachers' work. In Dean's (1991, p. 120) view, when such problems are dealt with in isolation, it is

very easy for the person on the receiving end to get the matter out of perspective. If it is discussed as part of a full review of work, where some things are good and others less so, most teachers can take the negative points in their stride, especially if a program is discussed for helping them to overcome the problem. The most important part of any teacher's work is within the classroom. Teachers are likely to benefit and increase ability to develop strengths and to analyze any areas of difficulty, if they experience careful observation by a sympathetic colleague. This should be a positive and helpful experience designed to reflect what is happening from another point of view (Dean, 1991, p. 139). As experienced teachers have valuable advice to offer to inexperienced ones, most teachers have benefited from this kind of help from senior colleagues in their real days of teaching (Dean, 1991, p. 140). In this category, only half of the teachers (51.5%) stated that regular supervision and feedback can play a role for motivating teachers for their professional development (Table 5.2).

Job security and working condition

Where teachers' work conditions are poor and their needs, beliefs and expectations are not respected or they are held in low esteem, morale may be too low for them to engage seriously with work related development activities (Roberts 1998, p. 23). In such a circumstance, they can feel their job is secured on the one hand, and where their pay is poor, they may be too busy to get some extra income for example, giving private tuition classes, going to take part time teaching in another school or farming. They cannot pay any attention to give time to any kind of in-service teacher education and training or any self-directed professional development activities. So, job security and working condition play a very important role of motivation for bringing change in their professional behaviors. Here most of the teachers (78%) agreed with the fact that job security and working condition can play a vital role for creating motivation on the part of the teachers (Table 5.2).

Attractive salary and fringe benefits

If teachers are underpaid, they may perceive their occupation improvement primarily in terms of their better work situation, or better pay, rather than the change in their practice. Also teachers may be unconcerned with professional issues because they have entered teaching unwillingly, or they see it only as a temporary occupation (Roberts 1998, p. 230). Slightly more than half of the teachers (55.5%) said that attractive salary and fringe benefits create motivation for professional development (Table 5.2). In addition to their monthly salary, many English teachers who have gained specialized

expertise in some particular fields of their discipline can earn extra salary and some other fringe benefits. It is a human tendency that everybody wants more and more. To earn more too, English teachers always need to develop the linguistic, communicative and pedagogic expertise which can function as a trigger of their professional development.

Own achievement of being effective teacher

An effective English teacher is one who has already got language competency, richer content knowledge than the students he has been teaching. Pedagogical skills which translate the content knowledge into the students' comprehensible form satisfy the students addressing their needs, interests, and expectations. He produces good results in his own discipline, enables his or her students to use their language as expected by the curriculum and gets his or her students to become useful citizens of the society through his or her own professional behaviors. When the teacher is recognized by the society giving some kind of award as the recognition of his/her work and is respected not only by his/her students and colleagues but also by the respected members of the society. The recognition of this kind of achievement can also encourage the English teachers to learn more and bring change in their practice. Almost all the teachers (93%) in this research also perceived that the teacher's own achievement of being effective teacher plays a vital role for motivating their professional development (Table 5.2).

The attitude and behavior of a particular year group

Each new group of students brings unique characteristics which may pose new problems, challenges and prospects. Many English language teachers are happy and satisfied with solving the problems, tackling the challenges and encouraging their prospects (Dean, 1991, p. 10). Each challenge brings new insights, new creative tasks and more time consuming work with head, paper and people. This enables the language teachers to remember them forever. Some groups of students remain so impressive that they never forget their teachers. Furthermore, he or she always seeks ways and strategies to enable the other groups too in the same way and wants to learn more and more. The vast majority of the teachers (79.5%) say that attitude and behavior of a particular group of students in a year also becomes a determining factor for professional development (Table 5.2).

Quality of staffroom relationship

A staffroom is the common room where all the teachers of a school teaching different disciplines gather together before beginning the classes, during the lunch hour or leisure time or after the classes are over. Different teachers with different dispositions, expertise and interests, and expectations sit together. Based on their disciplines and interest they talk and show their behavior. If a collaborative collegial culture has been developed, all teachers learn from each other and get inspiration to change their practices. Only a few teachers (14%) perceived that quality of staffroom relationship also plays a role for creating motivation on the part of teachers for professional development (Table 5.2). This implies that most of the teachers do not think that office staff relation has a role for professional development.

Finally, it can be claimed that only the self-initiators are not sufficient for the advancement of teachers' capability, there must be external instigators to bring change in teachers' classroom behaviors and maintain their motivation to learn more and more. These external motivating factors like recognition of the effort (76.5%), opportunity to take responsibility (63.5%), job security and working condition (78%), achievement of effectiveness in their performance (93%) and the attitude and behavior of a particular year group of students (79.5%) have become such extrinsic motivating factors.

Becoming and Remaining Better English Language Teacher

Like many other English language teachers, teacher 'B' says, "I always wanted to be known as a good English teacher. The success of the students we teach and their respect for us when they meet us always encourages me to change and become a better English teacher." The feeling of never tiring in reading and experimenting new ideas also encourages the English teachers to upgrade as better English language teachers.

Teacher 'Q' also feels encouraged when he sees his students' progress. Many English language teachers, when they watch someone's presentation on the national and international conferences, feel challenge in their performance and they further try to work hard collecting new

books and other materials to improve their performance. Their colleagues' respect on them also encourages them to become and continue as English language teachers.

Teacher 'N' thinks that along with the students' progress and achievement, the colleagues' encouragement, critical comments and schools' compliments inspire him to become and remain better English language teacher. However, teacher 'M' thinks that the social recognition inspires him to become better English teacher. English teachers expect positive and respectful responses from their students, which encourage them further to search new reading materials and draw some ideas and insights from them and execute them in their teaching. In teacher 'A's view, if the English teachers are engaged to teach sincerely and honestly remaining themselves in life-long learning through reading, taking part in professional development activities and experimenting new ideas and techniques, they can certainly bring changes in their teaching behaviors. Moreover, the students, their colleagues, their administrations as well as the whole community support them, respect them and urge them to update themselves to become better English language teachers.

Teacher 'I' always remembers his former head teacher's advice. "If you make a mistake in the class of seventy students, your one mistake will be converted into seventy different mistakes." It always reminds him of being cautious of becoming up-to-date with the recent ideas and insights. The participation in the trainings and exposure obtained from the foreign visits also encourage him to become and update as a better English language teacher. Teacher 'H' thinks, "It's me to make myself whatever I want to be. Nobody comes to me to make my fate better. Those English teachers who never hesitate to ask anything to their seniors and colleagues, who share their knowledge and ideas with their colleagues, who are always ready to give critical comments and accept those in their lives also become better English language teachers".

To sum up, the teachers become and remain better with their willingness to be known as the good teachers, success of their students and the respect they gain from their students. They also gain motivation through reading professional materials, watching someone's presentations at national and international conferences along with experimenting new ideas in the classroom teaching. Respect, critical comments and support as well as the encouragement from their colleagues, school administration and line agency also provide motivational inspiration for their professional growth.

Expectations

This section mainly refers to the amount and quality of behaviors, services and facilities that they want from the government, from their own schools where they work and from themselves who must have their self-initiation of gaining improvement in their own professional life.

Expectations From the Government

Teacher professional development is highly influenced by the policies, plans and actions of the government. Teachers who wish to get improved want clear-cut government policies on their professional development, trainings, the provision of formal mentors, headteachers' responsibilities, job security, monitoring and follow up systems, minimization of political interventions, exposure to authentic reading materials, practical experience, help in the use of modern technology, licensure, leave for further education and trainings and the attraction of intelligent human resources to teaching profession (Table 5.3).

Table 5.3: Expectations from the Government

Attributes	Strongly/Disagree		Neutral		Strongly/Agree	
	N	%	N	%	N	%
Government's policies on TPD	4	2.0	1	0.5	195	97.5
Mandatory teacher training	-	-	4	2.0	196	98.0
Frequent refresher trainings	-	-	5	2.5	195	97.5
Provision of keeping formal mentors	4	2.0	26	13.0	170	85.0
Headteachers' responsibility	2	1.0	5	2.5	193	96.5
Job security	-	-	-	-	200	100.0
Monitoring and follow-up	2	1.0	-	-	198	99.0
Minimized political intervention	10	5.0	16	8.0	174	87.0
Heavy exposure to authentic reading materials	4	2.0	16	8.0	180	90.0
Practical experience	-	-	2	1.0	198	99.0
Access to internet and technological networking	3	1.5	22	11.0	175	87.5
Compulsory trainings and license for permanent tenure	18	9.0	24	12.0	158	79.0
Continuation of long leave for further education	10	5.0	26	13.0	164	82.0
Enticement of intelligent human resource to teaching	2	1.0	25	12.5	173	86.5

Source: Field study 2010

Government Policies on Professional Development

Teacher professional development is not linked only with the teachers' classroom performance and their capacity building, but it is also linked with the development of the whole school system. Though the individuals' personal dispositions may affect their development process, they cannot expect their smooth development unless their school and national policies are well defined. The government policies on teacher professional development in Nepal have not been so clear because at some points of time teacher trainings are made optional whereas at some other points of time such trainings are made compulsory for the teachers to enter into the teaching profession (Awasthi, 2003). Furthermore, teacher professional development is not a straightforward way of gaining knowledge, skills and attitudes through initial teacher preparation courses and some short term trainings given after getting employed in the schools only. There are several other trajectories through which the teachers gain such knowledge, skill and their own self-awareness. The government either has no time to think about these trajectories or they do not like to take some burden of making those different ways like portfolio collection, action research, classroom observations, case analyses, reflection, etc. mandatory which can be the most reliable means of teachers' self-directed development, on the one hand and on the other, they may be the record of the teacher-self and school appraisals. The schools and government can use them for providing the teachers' needs based (demand driven) trainings and for their career promotion. So, almost all teachers (95.5%) expect clear cut policies on their professional development from the government (Table 5.3).

Mandatory Teacher Training

In Nepal, secondary English language teachers have been produced from different backgrounds like English literature, English education as well as other general disciplines. Those English language teachers who have done English literature courses have never studied any psychology, curriculum and practical courses on teaching. The English teachers who have done education courses study pedagogy, psychology, curriculum as well as some practical courses along with their practice teaching for at least six weeks in the assigned schools. They have somehow practiced journal writing, cases analyses, and peer observations. The other teachers who have done other major courses neither have done any methodology, psychology, curriculum courses, nor any specialized English courses.

In such a diverse situation in the schools, teacher trainings before entering the classroom for English language teachers are mandatory. Training should also be made compulsory because teaching English requires knowledge, skills and even some practical classroom experience. Only with the skill of speaking English fluently is not sufficient to become effective English teachers. They must possess sufficient knowledge of content, pedagogy, students' psychology, curriculum, evaluation and school culture. The English teachers (98%) have expected trainings focusing on these things from all sources (Table 5.3).

Frequent Refresher Trainings

At schools, English language teachers have to teach for a long time without getting any opportunities of updating themselves with recent knowledge, skills and attitudes even of their own disciplines. They have been found to have studied education, English and literature courses long back. Now the time has been changed. The courses in the campus and university levels have also been changed and reformed two or three times. However, many English teachers have not got any chances to take part in the professional development programs like attending workshops, seminars, conferences as well as short and long term trainings so frequently. They are able to enable their students to get passed even with high marks in the exams, but most of them are not familiar with the concepts like teacher research, reflection, student-centered teaching and their own various professional development procedures. So, the teachers (97.5%) feel the urgency of such refresher trainings. If there are any refresher trainings organized for them, they themselves can expose to the environment in which they can avail the interactions with the presenters and the participants to further their professionalism (Table 5.3).

Provision of Keeping Formal Mentors

When newly appointed English teachers, who are known as novice teachers, begin their first year of teaching, they face many challenges and solve their problems being familiar with the school environment. They require assistance and support as they attempt to navigate through their experiences and develop conceptions of 'self-as-teacher' formulating their own teacher identities related to institutional, personal and professional conception of the role of the novice teachers. Both teaching skills as well as emotional support may be provided to the novice teachers by the senior

colleagues formally or informally supplied by the school authorities. This process of mentoring is the core component of teacher induction. Though mentoring is an increasingly popular way of providing freedom and support on teaching at the pre-service level (Randhall 2002, p. 12), it has not been so effectively utilized in our school contexts. So, when teachers were talked about formal mentoring process and teacher induction, they were found enthusiastic about them. In the survey as well, a vast majority of the teachers (85%) expected the provision of keeping formal mentors in the schools for their support and help in learning to teach (Table 5.3).

Headteachers' Responsibility

The concept of a school consists of the people like administrators (headteachers), teachers, students, other non-teaching staff and the parents and local education authorities. All of them have their own roles and responsibilities. Among them the headteachers' roles as the leaders deserve very high significance for the schools to be effective or ineffective, and impressive or less impressive because they are the leaders who lead the other components of the school system to achieve the desired goals. The beliefs, values and attitudes of the headteachers and the senior staff of the schools are the heart of the school systems to produce not only the good results of the students but also making the institutions as the developing organizations which highly emphasize on teacher professionalism. If the headteachers and the senior staff are democratic, energetic and fair hearted, the whole school culture can leave an influence of school image on not only the teachers and the students of the schools but also the community around them. That's why almost all teachers (96.5%) expect the headteachers' fairness and responsibility for the development of the whole school as well as the individual teachers' high professionalism (Table 5.3).

Job Security

Every human being seeks security in their lives. Teachers cannot be an exception to this universal principle. Teachers are employed in the schools, where they engage their whole energy to facilitate the young learners to make their lives easier, better and prestigious for the days to come. Since teachers are devoted to their lives to make others' lives better implicitly or explicitly, they also seek their job security from the part of the state which is their natural and fundamental rights. However, in Nepal, the condition of teachers is not so encouraging because there are reasons like the whole

country has been facing the impact of political instability on the one hand, and the negative impact of ideological biasness, transitional phase of the state of affairs, inconsistent government policies, etc. on the other. Furthermore, thousands of school teachers have been working at the secondary level on the temporary basis because of the infrequent advertisements for the teaching job from the government. The teachers of private schools lose their jobs at any time with no reason at all against the school management. Where there are congenial environment, reasonable salaries, fair administration, high professionalism, etc, there the teachers can feel secure. If they feel secured they can employ their full energy towards the school development as well as their own individual development. Therefore, all the teachers expected their job security (Table 5.3).

Monitoring and Follow up

The aim of teacher education is to produce the best teachers. Teacher education which is given to the prospective teachers before they are employed for teaching at school is the pre-service teacher education. In pre-service teacher education, the prospective teachers receive the knowledge and skills usually prescribed in the curriculum. For the secondary English teachers, the curriculum and syllabuses include knowledge of different aspects of English teaching skills and strategies, evaluation and measurement schemes, etc. which the teachers are expected to use in the classroom. They receive such knowledge and skills in the campus based teaching and learning programs along with the certificates at the end of the level after appearing in the examination. When they get employment showing their certificates, there is not any mechanism or provision to see whether these teachers have been utilizing the knowledge and skills in the classrooms or in their teaching lives. Neither the university campuses, nor the local, or the state education authorities have taken the responsibility of any kind of monitoring or follow up activities after wards. Similarly, either need-based trainings organized by the particular individual schools or the training programs organized by the education authority periodically, in which the already employed teachers take part, have been monitored. For this very reason, teachers who take part in the trainings will not be so serious to reach the training venue in time, take part in the learning activities and use the knowledge and experience in their working field. So, all teachers (Table 5.3) expected the regular and systematic monitoring system in the school contexts to see whether the teachers have been doing as expected.

Minimized Political Intervention

For the last one and half a decade Nepal has been facing political instability and unrest because of which many schools and teachers have become the victims of several oddities. Either in forming the school management committees or appointing the new teachers on the temporary basis or part-time basis, there is obvious political intervention which has caused everlasting conflicts and debates in the schools. The headteachers and other members of the management committees are appointed on the basis of political sharing. The teachers who are near and dear to the management get a chance to take part in the professional development activities as well as enjoy facilities of reduced teaching load, taking leave, etc. The able and genuine teachers who do not politically align with the management remain frustrated. A high majority of the teachers expect the end of political intervention in school affairs (Table 5.3).

Heavy Exposure to Authentic Reading Materials

To become the English teachers, people have to make a long journey of academic courses and rigorous trainings. These courses show them the propped stones, innumerable bends, thorns and raspberry bushes along the way to reach the destination of receiving knowledge and skills and ultimately becoming the best English teachers. The teachers' preparation courses designed and prescribed so far have been regarded inadequate by the teachers to study and inclusive of various cultures that are authentically studied to know the target language culture as well as the cultures of the learners. The courses which have included linguistic analysis of the English language, some writing skills, methodology, some aspects of literature and literature teaching are not enough to produce a competent language user of English. So, over 90 percent of them (Table 5.3) expect that there must be some additional reading materials to provide sufficient language exposure to develop their rich vocabulary, comprehensive power and language competency.

Practical Experience

The teacher preparation courses prescribed either at bachelor level or master level at T.U., K.U., P.U. and N.U. are mostly delivered through lecture method. The teaching of literature both in B.A. and M.A. has its own separate story. The teacher educators who have been teaching these courses in the

classrooms have never done any methodology courses formally in the institutions in Nepal and whatever experience they have got as the students several years ago have been employing the source in front of the large mass of students. Most of the time students demand notes from the teachers. The Bazaar notes are significantly used by the students for their preparation of becoming prospective English teachers. Now-a-days most of the prospective teachers take private tuition classes in which they can get a chance to exchange the readymade tablets prepared by the tuition teachers. Similarly, most of the prospective teachers do not have any interest to take the classes regularly though they seem to go to the campus complexes during the time of their English classes. There are neither any overhead or multimedia projectors nor any computers and recorders or record players.

The methodology courses are delivered as the history and political classes. For this very reason, the student teachers during their practice teaching period cannot differentiate between the objectives for language and objectives for social studies classes. The prospective English language teachers have never been taken to the actual classroom while they have been taught methodological procedures. The student teachers do not like to get prepared for the classroom presentations and group discussions and preparing reports. So, all English language teachers (Table 5.3) expected that the teaching at campus level should be linked with the practice at school level.

Access to Internet and Technological Networking

Today, it has been possible for the teachers to visit the entire teacher education world through the use of internet and computers. However, many of the secondary schools of rural as well as urban areas do not have sufficient infrastructure for the information technology. The man power of these schools and even some of the English teachers are not well trained to use the technology in their teaching. The teachers (87.5%) expect that even the government schools should be provided with the facility of laptop computers to use in the teaching learning processes along with the training for the English teachers (Table 5.3).

Compulsory Trainings and License for Permanent Tenure

The provision of getting teaching license before entering into the teaching profession is one of the characteristics of English teaching as a profession. This is the only provision that can check the

under-qualified manpower into the profession. The license is provided only to the candidates who have passed the pre-service teacher education courses in the three year or one-year B.Ed. programs on the one hand, and on the other they must attend the examination for the license and get minimum pass mark in it. This provision has created the condition of gaining training minimally and the initial training mandatory. Most of the English teachers (79%) who have come even from the humanities background also realized the need of minimum training to become English teachers (Table 5.3).

Continuation of Long Leave for Further Education

Many English teachers have entered into teaching profession after completing their bachelor level education. Now their schools have been upgraded to 10+2 level. Though they have been teaching in the higher grades, their qualifications do not meet to do so. They want to further their education but the provision of long leave has been cancelled from the seventh amendment of Education Act 2057 B.S. Those English teachers who have already got masters degree in English also want to do M. Phil., if there was the provision of long leave of one or two years. They expect to resume such provisions. In the surveys as well, 82 percent of the English teachers (Table 5.3) expected to have the continuation of the long leave for their further education.

Enticement of Intelligent Human Resource to Teaching

Teaching is one of the very complex professions. It also demands capable human resource. Most of the intelligent students have been attracted to medicine, engineering, management and law or in the technical field. A very few of them come to enroll in humanities and education for their higher education. After the implementation of the National Education System Plan (NESP) in 2028 B.S., the government started to provide scholarship to 25% student teachers to attract intelligent students to the teaching field but the fund provided as the scholarship of that time has become now much less than the tuition waiver granted to the poor students. The provision of scholarship of that time was able to attract some intelligent and really energetic students to teaching but as the time passed by, the fund has not been able to attract such manpower now. In view of most of the teachers (86.5%), the government must rethink about this, if the intelligent human resource is to enter the teaching field. In short, almost all teachers expect a clear cut policy on teacher training and teacher professional development from the government. This indicates that for the professional development of English

teachers, there are several responsibilities that the government has to bear for schools' as well as the teachers' development.

In short, apart from avoiding teachers' appointment nearby their homes (28%), almost all English language teachers expect a clear cut policy on teacher training and teacher professional development from the government, all of the traits mentioned in the table. This indicates that for the professional development of Nepali English language teachers, there are several responsibilities that the government has to bear for schools' as well as the teachers' development.

Expectations From Their Own School

Since the teachers and the schools where they work have a very close relationship in the teacher professional development, the headteachers and the school management can play great roles in it. They can create the environment of school culture which encourages English teachers to use their creativity and innovation, use senior English teachers as mentors for advising and supporting other teachers; and where teachers exercise co-ordination and co-operation among themselves. They can also organize awareness programs for the parents and management and make them responsible for monitoring the school programs and the teachers' as well as the students' performances. The schools can encourage the teachers to keep teaching diary compulsory; observe colleagues' classroom teaching and give and receive feedback from each other; use collaborative action researches and disseminate their results; and prepare teaching portfolios every year as the record of their programs. Based on the reflection of the teaching portfolios and the discussions with the staff, they can manage demand driven trainings prior to school new sessions. If the school management and the headteachers want, they can easily manage the environment to use modern technology in teachers' capacity building and reduce teachers' teaching load. On the whole, English teachers' expectations from their own schools can be seen in Table 5.4.

Table 5.4: Expectations from Their Own School

Attributes	Strongly/disagree		Neutral		Strongly/Agree	
	N	%	N	%	N	%
Creativity and innovation in English teachers	3	1.5	8	4.0	189	94.5
Senior English teachers as mentor	1	0.5	7	3.5	192	96.0
Coordination and cooperation among teachers	1	0.5	9	4.5	190	95.0
Awareness programs for the parents and management			3	1.5	197	98.5
SM's responsibility for monitoring	1	0.5	2	1.0	197	98.5
Provision of keeping compulsory teaching diary	15	7.5	20	10.0	165	82.5
Preparation of teaching portfolio every year	7	3.5	11	5.5	182	91.0
Managing demand driven trainings prior to school session			2	1.0	198	99.0
Class room observation and feedback	1	0.5	1	0.5	198	99.0
Use of modern technology in teachers' capacity building	1	0.5	8	4.0	191	95.5
Use of collaborative action research	1	0.5	5	2.5	194	97.0
Reducing teachers' teaching load			2	1.0	198	99.0

Source: Field Study 2010

Creativity and Innovation in English Language Teachers

Innovative and creative teachers realize that no knowledge is secure; that only the process of seeking knowledge gives a basis for security. They always try to explore, analyze and experiment new ideas and styles in their work based on the learners' interest, needs and expectations as well as the knowledge and experience gained from the interaction with the recent development in the environment. This is only possible, if the school environment is congenial, encouraging and supportive. So, a vast majority of the English teachers (94.5%) expected their schools (Table 5.4) to provide them congenial, encouraging and supportive environment for their as well as the schools' development.

Senior English Language Teachers as Mentors

A school may have many senior and innovative teachers along with some novice ones who have just acquired their certificate from the academic institutions and got their appointment. Those senior and innovative teachers have already acquired a great deal of experience and developed their frames of references to see everything with them intuitively. The newly appointed novice teachers have to face

lots of problems and challenges not only for their survival and classroom control but also how to cope with the situation across them. In such conditions, the English teachers (96%) expected the schools to use the senior teachers as their mentors who give advice, help and support on the individual bases to make link between classroom experience, research and good practices (Table 5.4). Hence, the headteachers and other teachers need not go anywhere to look for the experts who can provide them knowledge, ideas and experience. They may be the ones teaching in the same school.

Co-ordination and Co-operation Among Teachers

A positive environment for teacher professional development is one where every teacher can and does talk to each other about teaching (Fullan 1982). This climate is closely related to the micro-politics of the school. In that the structure that encourages teacher participation and responsibility sharing tends to support dialogue and interaction. The teachers spend their time for planning, teaching as well as evaluating their students. Most of the English teachers close the classroom doors when they enter the class for teaching. We know that this individualism can be costly for teachers because it weakens the ability of the group to bargain effectively relying on individual accountability and individual rewards. Lortie (1975) observes that it adds stress in the teacher and the perceived individual failure or shortcoming cannot be corrected which not only harms the individual teachers, but also affects the image of school adversely. Therefore, it is the school that can encourage every teacher to interact, discuss and plan together in a collaborative way. Almost all of the English teachers (95%) expected to have been co-ordinated by and co-operated with teachers in the schools where they work (Table 5.4).

Awareness Programs for Parents and Management

School images and identities cannot be established only with the efforts of headteachers and other school staff. The role of the members of school management committee, and in some cases, the roles of students, guardians and parents also count a great deal. Nowadays, the school management committees are formed with the members getting elected from different political backgrounds. Sometimes, some ignorant people can also be elected in the competition. Though this seems to be common for the political cadres, it can have a very adverse effect on the images and identities of the

schools and their staff. For this reason the school administration especially the headteachers should arrange some awareness programs for those people as well, so that they do not come to intervene the school affairs, vex the individual teachers and the political influence on the school programs can be minimized. It can also be helpful and an appropriate opportunity for the school administration to get them to know the strength of their children, the need of their contribution to their children's learning. The development of the teaching staff is the growth of the whole school and the society. In this regard, in the survey as well, almost all of the teachers (98.5%) expressed their agreement that such awareness programs should be arranged by the head teacher so that they could be helpful for the teacher development as well.

School Management's Responsibility for Monitoring

School management committees are composed of different people including the elites, businessmen, donors, social workers, the representatives of D.E.O. and the headteachers as the member secretaries. The sole responsibilities of these committees are managing, supervising and giving support to the schools in every ways. The functions of these committees include planning, recommending headteachers, raising the fund for the development of school infrastructures, selecting teachers, etc. As there are school headteachers as well as the senior teachers as the representatives of the teachers in the management committees, they can form the direct supervision and control mechanisms. They can supervise and monitor not only the day-to-day administrations and classroom teaching, but also the training programs and their impact on the teachers' classroom behavior and the students' performances. If the members are well qualified, they can also monitor the teacher professional development activities and their effect on the development of the whole school. The schools can make all these people and committees responsible for monitoring and doing follow ups of the whole programs of the schools. Almost all the teachers (98.5%) expected that school management should bear the responsibility of monitoring of trainings and teacher professional development (Table 5.4).

Provision of Keeping Compulsory Teaching Diary

Since keeping diary records the accounts of observation, reflection and ideas of teaching, it reminds the teachers of their highs and lows of the teaching along with the incidents, problems and insights. It can be one of the means of reflection and gaining self-awareness and future direction. If the teachers

spend some few minutes writing the events of the working days every day, they can collect sufficient data to analyze and gain insights of their own teaching and self-awareness. So, most of the English teachers (82.5%) expected training essential to keep 'teaching diary' as a means of their professional development (Table 5.4).

Preparation of Teaching Portfolio Every Year

Throughout an academic session teachers remain busy in planning, collecting and designing instructional and supplementary materials, evaluating the students to ascertain their progress and upgrading themselves by taking part in workshops, seminars and conferences and engaging themselves in various activities for self reflection and research. Some teachers also acquire higher qualifications during this period. If the teachers are trained, facilitated and encouraged to collect portfolios, they can be the good source of teacher appraisal and the evidence to show as to how the teachers are progressing and developing the professional behaviors. The survey information of this study shows that over 90 percent teachers expected the preparation of teaching portfolios to be used as the record of the progress in their professional learning.

Managing Demand Driven Training Prior to School New Session

So far, short term trainings have been organized either by the local education authorities or some professional organizations like NELTA. Sometimes HSEB and NCED also organize the trainings for the English teachers. Most of these trainings are organized by the authorities fixing their own agenda and venues. They have their own assumed responsibility of organizing these programs to spend the allocated budget in the fear of getting it frozen. They do not analyze the teachers' needs and demands or see any relevancy of the content they deliver in the trainings. English teachers vary in their needs, interests and expected competency. In the survey as well, the teachers (99%) expected first these things to be explored and analyzed and be addressed through such trainings (Table 5.4).

Before the new academic session begins every teacher has to be familiar with the students' dispositions, the aims and planning of schools, changed curriculum and government policies as well as the evaluation procedures and the social, political and other circumstances which can affect the whole school programs. If the orientation programs are organized by the schools, they can also get

chances to analyze the problems and challenges they had to face during the bygone year and get prepared for the years to come. The schools as the developing organizations are expected to organize need based trainings and orientation programs before the new sessions begin.

Classroom Observation and Feedback

The most important part of any teachers' work is carried out in the classroom. Teachers can benefit and increase their ability to develop confidence and problem solving skills through the feedback they obtain from their colleagues who observe their classes. The teachers who observe the classes of their colleagues must be sympathetic and critical in that they should note significant events of every detail of the classroom activities unobtrusively. The procedures and area to be observed might have already been determined with the discussion at the pre- observation phase. Certainly the behaviors of students as well as the teachers to be observed will be affected by the presence of senior teachers. However, if the school cultures where frequent classroom observations of the teachers take place, the practice becomes normal and there seems less effect of such presence. Both experts as well as the novice teachers can learn from each other by observing other teachers at work and will have their own contribution to make to what is observed. Observations of the classroom teaching themselves have nothing to do, if there are not any advice and feedback afterwards. So, the feedback is given to the other colleagues focusing on their performances, the description of the activities with concrete and specific examples, sharing information and alternative ways of doing the same activities rather than judging them. This is how, through classroom observation, the individuals' needs, problems and weaknesses can be easily found and assessed. After the classroom observation, the experienced English teachers have valuable advice and support to offer to the inexperienced teachers and thus most teachers have benefited from this kind of help from their colleagues especially in their early years of teaching. But this can only be achieved if the school environment permits them to remain far away from the individualistic culture. So, 99 percent of the teachers have their expectations of the classroom observation and giving and receiving feedback to be used as the tool of teacher appraisal.

Use of Modern Technology in Teachers' Capacity Building

We are in a period of unprecedented change because of the rapid change in science and information technology. The teaching and learning activities of every human being have also been changed and crossed the four walls of the schools, campuses and universities and their libraries. The learners as well as the teachers have their easy access to the knowledge produced in any corner of the world through technology. Further the teachers do not have to rub the pieces of chalk on the blackboard, now they can use different sophisticated projects and pads. From the very display board, they can draw some pages of prints to give handouts to their students but there must be realization of them from the individual teachers' as well as the schools' part. So, the English teachers (95.5%) expected the encouragement and support from their schools to use the modern technology in their classroom teaching and in their own learning process and development (Table 5.4).

Use of Collaborative Action Research

Teacher professional development is mainly a matter of personal growth and development which enables a person to tackle new tasks, relate well to others, see important issues and so on (Dean 1991, p. 19). Part of this development is the acquisition of specific skills, knowledge and understanding, both for the classroom and for the management. Knowledge, skills and understanding gradually become internalized and refined so that they become part of the teachers' professional personality. Acquiring this personality in isolation is impossible in this post modern era. So, teachers have to be involved in collaborative teacher learning which has now become an increasingly common kind of teacher professional development. In social constructivist learning theory, teachers are believed to construct their own representation of the world while learning through various means including collaborative action research which requires not only the resources, time and efforts on the part of overloaded teachers, but also the institutional support. This support must be of two folds. The first is logistic and financial support and the second is moral support. The former might take the form of small grants, travel money, opportunity for reduced teaching load and so on. The latter, the moral support recognizes the importance of collaborative work on planning, believing that collaborative efforts with others not only enhance the individual learning, but also serve the collective goals of institutions, teachers, experts, etc. So, 97 percent teachers expected that the school should encourage

English teachers to use collaborative action research as a means of teacher professional development (Table 5.4).

Reducing Teachers' Teaching Load

Teachers of present time must deal with rapidly changing discipline and pedagogical knowledge; with increasing student diversity; and with new information and communication technology. These changes demand an unprecedented professionalism and a complex range of knowledge and skills, which cannot be transmitted to a developing teacher from one person at one site through an apprenticeship. The knowledge and skills constructed through interaction with multiple learners and with teacher professional development are the processes that take place over time which must be supported both at the institutional level and through teachers' own self-efforts. As has already been mentioned, logistic support can also include the English teachers' reduced teaching load. On the one hand, the novice teachers need time to consult with the senior teachers, say their mentors for their classroom observation and visiting to the other school where they can see their own fellow novice teachers, on the other, the senior English teachers who can act as the mentors also need time to observe their mentee's classes, give presentation, meet with the novices before and after their classroom observation. So, the school can manage this for both novice and expert English teachers which can also be the means of their professional learning. In Malderez's (1999) view, mentors need sufficient time not only for the development of skills, but also for the development of a language with which they can think and talk about teaching. In the survey, almost all of the teachers (99%) expected so and reasoned in in-depth interview that the teachers are overloaded and cannot manage time to involve themselves in the other activities of teacher professional development including mentoring and collaboration.

The school teachers are also not satisfied with the school culture and the school management which compel them to expect the attributes like creativity and innovation, using seniors as the mentors, and co-ordination and co-operation among the schools can be created in the schools by the innovative and energetic school administrations. Similarly, many other school managements as well as teacher professional activities can be organized by the schools themselves.

Expectations From Themselves

Since teacher professional development is not only the short term, one off, temporary event with the agenda set externally, it requires self-initiation from the part of the individual teachers who gain self-awareness and future direction in their profession. It angles towards personal growth and development of beliefs, attitudes and insights as a means to stay interested in the teaching profession. It is a long term, holistic, ongoing process with internal agenda of an individual. So, it requires active involvement of the teachers who want to be developed and equipped with the contemporary development of the knowledge and skills. For that very reason too, the individual teachers have some expectations from themselves. They include their commitment, self-initiation and with-it-ness. Teacher expectations from their own part also include commitment to implement the received knowledge honestly in the use of experiences and expertise and determination and planning of their own professional development path. Without the individual teachers' self-initiation and active involvement, self-reflection of their beliefs, attitudes and actions, involvement in professional organizations and in teacher support groups as well as sharing the received ideas and experiences are not possible.

Without self-initiation and expectations, teacher professional development with the external agenda becomes as the proverb 'A horse can be led to the stream but it cannot be made to drink the water'. Similarly, writing teaching journals and their reflections, visiting neighboring schools and becoming innovative with classroom research cannot be successfully implemented without self-expectations (Table 5.5).

Table 5.5: Expectations from Themselves

Attributes	Strongly/disagree		Neutral		Strongly/Agree	
	N	%	N	%	N	%
Teachers' commitment	-	-	1	0.5	199	99.5
Self initiation for PD	-	-	1	0.5	199	99.5
Getting up-to-date with new teaching strategies	-	-	6	3.0	194	97.0
Commitment to implement their received knowledge	-	-	5	2.5	195	97.5
Use of experiences and expertise honestly	23	11.5	15	7.5	162	81.0
Determination and planning of PD path	9	4.5	4	2.0	187	93.5
Reflection of own belief, thinking and attitudes	-	-	5	2.5	195	97.5
Involvement of professional organizations	9	4.5	27	13.5	164	82.0
Sharing the received ideas and experiences	-	-	11	5.5	189	94.5
Involvement in teachers' support groups	1	0.5	9	4.5	190	95.0
Writing teaching journals and their reflections	5	2.5	11	5.5	184	92.0
Visiting neighboring schools	1	0.5	4	2.0	195	97.5
Innovation and classroom research	2	1.0	2	1.0	196	98.0

Source: Field study 2010

Teachers' Commitment

English teachers should be committed to their subjects they teach, to their students, to themselves as well as to their profession. Committed teachers are willing to work with or around the system to ensure that at least it does not harm to themselves, to their students and to their colleagues. They continue to reflect on, share and improve their work in spite of the elaborated managerial systems designed to make them improve their work (Burns & Richards 2009, p. 221). It is important to stress that these teachers are not opposed to accountability and the need for continuous improvement in the quality of their work. Committed teachers initiate their own improvement strategies, reflect upon their work, share their insights with one another, and collectively enforce high standards of performance. These activities are hallmarks of self-renewing professional learning communities. Within the community of committed teachers, they manage their own performance; they do not need a policy of mandated appraisal cycles or a line manager to do it for them. They would also benefit from policies designed to foster an educational climate, culture and structure that nourishes the growth of strong, accountable learning communities within and across schools (Burns & Richards

2009, p. 221). In the survey too, all English teachers (99%) expected themselves to be committed to their subject they teach, to their students, and to their profession (Table 5.5).

Self-initiation for Professional Development

Self-initiation is the most essential element for teacher professional development because learning and change in somebody's behavior is most likely to occur when they want to learn. Teachers as learners must feel the need of change, the need for early classroom experience to challenge their assumptions and expectations. Novice teachers may be helped to develop their own teacher identity not by the particular content of their mentors' thinking but by the attitude and initiation they display towards their own practice (Kagan, 1992). If English language teachers want to develop their professional capacity first of all they must identify what their learning needs are since their learning experiences are built on their current knowledge and experience, they must realize their personal craft knowledge as the important resource unless they initiate their own development, it can be similar to the saying Generally, professional learning is tied with school based curriculum development, their 'inner will' must push them take part and experience in curriculum development and their teaching practice. So, all teachers (99.5%) had their idea of taking initiation for their own professional development (Table 5.5).

Getting Up-to-date with New Teaching Strategies

Burns and Richards (2009) claim, "The teaching profession is gradually evolving on changed understanding of its own essential knowledge base and associated instructional practices through the efforts of applied linguists and specialists in the field of second language teaching and teacher education"(p. 1).They have rigorously investigated different aspects of languages, the results of which can be applied to language teaching. In course of their study, they have propounded many approaches and techniques but they cannot be applied in the field of teaching universally. The contexts differ from situation to situation or from one country to another. However, the teachers (97%) in the survey (Table 5.5) expected to keep themselves up-to-date with the new teaching strategies.

Commitment to Implement Their Received Knowledge

In many contexts, teachers are heard that they cannot implement the knowledge and skills they have acquired in either their initial teacher preparation courses or in the in-service teacher education and training. They claim that the school environment, students' standard, administrators' co-operation and support do not allow them to implement the knowledge, skills and the insights they have obtained in their classroom teaching. However, it should be realized that, on the one hand, it is because of the lack of any provision of monitoring and follow up system, on the other, English language teachers' own weak 'will power' to use their knowledge, skills and insights. If the teachers have commitment, they can convert the headteachers and other senior staffs into co-operative positive ones. In the present study, almost all of the teachers (97.5%) looked for self-initiation as the most essential element for their professional development (Table 5.5).

Use of Experience and Expertise Honestly

Where there is individualism in the school cultures, the teachers of these schools suffer from isolation. Neither the newly appointed teachers nor the other seniors talk and interact with each other sharing their ideas, knowledge and insights. The senior English teachers too do not share their experiences with other teachers. There are various reasons behind this which could include that the senior English teachers are overloaded and they have not enough time to share their experience; they feel they have already got enough competence and training so that they do not need to do so. However, if the teachers are to maintain and advance their professionalism, they must share their experiences and expertise which does not limit them to roam within themselves, but they become respected and recognized with their contribution to the other colleagues and the whole school. So, in the survey, it was found that 81 percent of senior English teachers were expected to share and use their experiences and expertise honestly realizing that this helps them assimilate and accommodate their knowledge and experience.

Determination and Planning the Professional Development Path

Teacher professional development is a long journey from the very beginning of the student life to the end of the teaching career. This is a complex and dynamic process of developing personal and

practical knowledge (Burns and Richards 2009, p. 155). There are innumerable trajectories to reach the destination of getting and sustaining effectiveness in the classroom teaching and management. Every effective action requires four steps to be followed which include 'Thinking → Planning → Execution → Follow up'. So to gain and sustain effectiveness in their whole teaching career, 93.5 percent teachers looked for employing these different steps of actions, so that they never have to feel any untimely burn out in their lives (Table 5.5).

Reflection of One's Own Belief, Thinking and Attitudes

Richards and Lockhart (1996) assume that "What teachers do is a reflection of what they know and believe and that teacher knowledge and 'teacher thinking' provide the underlying framework or schema which guides the teachers' classroom actions." (p. 29). Teachers' beliefs are founded on the goals, values, attitudes that the teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it (p. 30). If the teacher beliefs provide the underlying framework for their actions, they should reflect these beliefs, thinking and attitudes to get change in their practices. The teachers themselves can expect to reflect these beliefs in relation to getting changes in practices. Otherwise reflection of their practices will be superficial and do not provide any insight to further their professionalism. In the survey, 97.5 percent teachers (Table 5.5) hoped for the reflection of their own beliefs, values and attitudes towards their practices.

Involvement of Professional Organizations

English teachers are the members of the English teaching community of the whole world. They share their common goals, values and fate using the common beliefs of language teaching. English teachers have been associated with many national, regional, and international professional organizations like NELTA, SPELT, BELTA, ELTAI, IATEFL, TESOL, etc. in the entire globe. Every year they organize national and international conferences in which the scholars from home and abroad present papers based on their own experiences and expertise. English teachers who are members of these professional organizations do not only attend the sessions and talk to the experts of home and abroad at lunch hours but also net work with them. Such net working further helps the teachers to update their own knowledge and skills in order to construct their own ideas, which are useful to establish

and develop their own professional identities throughout the world. But it depends on the expectations, hopes and beliefs of their own and initiation to do something with them. In this respect, the respondents of this research (82%) showed their desire to get involved in the professional organizations and develop their professional capacity (Table 5.5).

Sharing the Received Ideas and Experiences

Where the school culture has been raised above the individualism, where the teachers and administrators share their pain and pleasure together, teachers of those schools get ample chances of taking part in the workshops, seminars, conferences and short term trainings. When they return from these professional development activities organized by various organizations and authorities, they always feel their duties to share the ideas and experiences with the colleagues who have not got chances to go there and learn. On sharing the ideas and experiences, the teachers enjoy the memory of not only the joyful moments at the trainings but also the contents, skills and attitudes of the scholars who facilitated them. This activity can help them to retain them longer and make use of them in their teaching. In this regard, a vast majority of the sampled teachers (94.5%) showed their willingness to share the ideas and experiences gained from the workshops, seminars and short term trainings (Table 5.5).

Involvement in Teacher Support Group

When two or more than two teachers, from the same or different schools collaborate to achieve either their individual or shared goals, they form the teacher support group. Richards and Farrell (2005) have assumed that working with a group is usually more effective than working on one's own. Teachers can discuss their goals, concerns, problems and experiences in their own groups. It is one of the ways of getting rid of isolation from teachers' professional life. The teachers involved in teacher support groups can collect the materials, plan together, discuss the subject matter, and analyze the data collected through teaching diary, critical incident analysis, cases analysis, teacher classroom research and reflection on action. They can also observe each other's classes and give and receive feedback and advice critically. English teachers, though they have not been involved in any kind of such group to work collaboratively, expect to form such groups and work collaboratively to enhance

their professional behaviors. In this research work, the sampled teachers (95%) expected to be involved in such teacher support groups (Table 5.5). However, it requires supportive school climate.

Writing Teaching Journals and Their Reflections

Since writing teaching journal is one of the ways of teacher self-reflection, it functions as a reliable source of gathering data for analyzing as to where the teachers are and the course of action they take for their own professional development. Though teachers at present are overloaded, and suffered from unnatural expectations from the authority, low status and poor salary, they can do for themselves through writing teaching journals and keeping records of the main events, students' attitudes, successful and effective techniques as well as the areas to be reformed. If teachers keep their teaching journals and read and reread them frequently, they can reflect, review and reform their own weaknesses. In this respect, teachers (92%) hoped for writing journals and reflect them later on (Table 5.5) by reading and rereading them frequently.

Visiting Neighboring Schools

Visiting to the other similar schools and institutions is another means of teacher learning, but the teachers' leisure time limits its implementation to the teaching profession. Almost all full time English language teachers have to teach at least five periods a day. They do not have any time to think of visiting neighboring schools. Furthermore, the schools are not accustomed to send and receive any such teachers as a part of their professional learning through exchanging their teachers' visits to neighboring schools and managing the substitute English teachers for a short period of time. Moreover, in the rural areas one has to travel five to six hours to reach the other similar schools. However, it is one of the easier and cheaper means of developing their self-awareness through interacting with other colleagues, sharing their experiences, and observing their schools and classroom teaching followed by the feedback giving and receiving activities in the visited schools. In the survey, a vast majority of the teachers (97.5%) have expected this activity to be employed, so that they can avail the local expertise and experiences in their professional development (Table 5.5).

Innovation and Classroom Research

According to Scrivener (1998) there are four types of teachers which include 'poor explainers', 'over explainers', 'involvers' and 'innovators'. Those teachers are innovators who realize that students bring several things like their age, gender, religion, culture and ethnicity, their own interest, their backgrounds, expectation along with their pens and papers and the book in their bags. They are empathetic to their students' individual differences and address all these things while teaching. The path of teaching and learning does not move in a straightforward way but is often entangled with several twists and turns employing several strategies suiting to the circumstances; they become and remain innovative. In this respect, the sampled teachers (98%) hoped for being innovative employing different ways of classroom research for reflection (Table 5.5).

From the discussion above, it can be drawn that the English teachers expect from themselves the attributes like commitment, self-initiation, determination, etc. since almost all teachers expect these qualities; they all have not been maintaining them so far for their smooth growth and development.

Summary

Teachers have chosen teaching profession because of the teachers' fondness, influence of their own English teachers, encouragement of their guardians, ease in getting job, maintenance of their family livelihood, etc. Teachers' self-motivation and self-initiation from the inner core of their heart are of crucial importance in accelerating teacher professional learning. Along with their own initiation and commitment they require some external instigators to bring change in their classroom behaviors. The teachers excel in their profession if they desire to do so; if their students' achievement is remarkable and if they get respect and admiration from the community they work in. Similarly teachers expect a clear cut policy on teacher training and teacher development from the government. The schools where the teachers work have to provide them with the environment of using creativity, innovation and cooperation among all stakeholders. They can also manage and organize school based teacher orientation programs locally with the help of local education authority. The individual teacher's self-initiation, commitment and self-reflection can also play crucial roles for their professional growth.

CHAPTER SIX

DISCUSSION OF FINDINGS AND IMPLICATIONS

This chapter presents the discussions of findings and implications of professional development of English teachers in Nepal based on the analysis, discussions and interpretations made in the previous two consecutive chapters. This helps derive important lessons learnt as a whole from this research briefly stated at the end.

Findings

Professional Development of Teachers: Existing Status, Experiences and Perceptions

Existing Status

1. Of the surveyed teachers, 25 percent collectively showed that they engage themselves in professional development activities in one way or the other. However, their responses to each category of attributes under innovation show that only 5.5 percent were found keeping teaching journal, 1 percent analyzing critical incidents and 1.5 percent analyzing cases, 0.5 percent assembling teaching portfolio, 1.5 percent doing action research and 1.5 percent reflecting upon their own practice. This indicates that the status of teacher professional development through innovation is very poor. The interviewees claimed that these approaches are not obligatory for them to apply. They do not have enough time and ideas to analyze and record critical incidents and other cases. They also do not have supportive environment, and adequate resources.
2. The teachers were found to have been involved very little in any kind of teacher support group regularly; only 0.5 percent of them were involved in collaborative action research and 11.5 percent in inter school networks. This information shows that the culture of collaboration among the English teachers has not yet been established firmly for their professional development. They argued that the teachers are overloaded because they have to teach 30 to 35 periods a week and engage themselves much in checking students' exercise books during their spare time. They also indicated that the school administration does not like teachers' interactions to a greater extent. In some schools, however, teachers themselves do backbiting against the interactive teachers. They

further revealed that some English teachers are reluctant to do collaborative work because of the fear of getting their weaknesses exposed.

3. More than three quarters of the teachers (80%) rarely worked as mentors, only nearly one third (31%) sometimes gave presentations and 85.5 percent did not involve themselves in peer coaching. This indicates that new teachers have little chances in learning to teach during their induction period through advice and support from the seniors. There is mistrust between the school administration and the newly appointed teachers with a false belief that getting advice and support from the seniors in their initial years of teaching is a sign of weakness. Except directing the new teachers to the assigned classes with brief introduction of the students, the administrators or the senior teachers do not provide help and support for the new teachers.
4. Regarding the occasional courses, 48 percent of the teachers were found to attend workshops and seminars regularly. A very insignificant portion of them (3%) join the language training courses, 3 percent take interdisciplinary courses and only 0.5 percent join distance courses sometimes. This indicates that the mainstay of teacher professional development is attending workshops and seminars. Most of the teachers cannot get chances even to attend locally organized workshops and training along with the conferences of the professional organizations because of the lack of substitute teachers to retain the classes in their absence. They have not been taking advantages of attending various programs launched at different universities because of the time, hesitation and economic expenses.
5. A few teachers (8%) sometimes read their students' comments about themselves both in their writing and on the special bulletin boards arranged for the comments of teachers. Only 12 percent of them were found to use internet and 22 percent read special teaching tips in magazines and newspapers. This indicates that the teachers do not have a strong habit of reading comments, feedback and special tips on the internet and writing. However, they read available books, articles and papers for their professional support. Though they have their own school libraries, the newly published professional materials are rare there and they do not have adequate time to visit them for reading purpose.
6. Regarding the direct experience, 95.5 percent teachers were found recollecting teaching ideas through apprenticeship of observation, 93 percent were following the given guidelines in the

textbooks, and 88 percent were learning to teach through classroom experience. This indicates that classroom experience is one of the main sources of teacher learning. However, regarding the indirect experience like observing colleagues' classroom teaching and taking new roles at work, only 8 percent and 8.5 percent teachers respectively responded positively. This means teacher learning through indirect experience is very weak.

Teachers' Experience

1. A vast majority of English teachers did not agree that they have been encouraged to form school policies (91.5%), involved in planning and decision-making process (87%), discussed with individuals for determining their own needs (70 %) and provided support for their professional development (75.5%). This suggests that a vast majority of the teachers have not experienced democratic culture in the schools which apply the bottom up approach to decision-making. The responding teachers said that administrators still hold the view that it is their responsibility to make decisions and implement them in the schools. They further made it clear that sometimes staff meetings are called in which the administrators do not talk about the needs and interests of the teachers with instructions to implement the decisions already made.
2. The negative responses on the category of attributes like revising teachers' core values and beliefs (99 %), articulating aims and policies of the schools (93 %) sharing samples of students' work (89 %) indicate that the English teachers do not have so much experience of sharing ideas and beliefs in their workplace. The experience of secondary English teachers also supports this. This indicates that the most significant attribute of social constructivism is lacking in teacher relationship. The interviewees said that the headteachers' role is of crucial importance in creating positive climate for sharing ideas and beliefs.
3. An overwhelming majority of the respondents did not agree on the attributes that their schools provided them with forum to review their progress (96.5%), arranged visit to other schools (97.5%); networked good practices among similar institutions (92.5%), constantly stimulated internal demands for change (88.5%), and identified teachers' problems and needs (82%). This situation indicates weak workplace learning culture. It is evident that less than 20 percent treat colleagues as resources (17%) and teachers' with-it-ness in the area of work (12.5%). However,

about one third of the teachers agreed that, teachers are continuously learning seeking new ideas (33%) with positive attitude towards the development of schools (32.5%).

4. The vast majority of the responding teachers did not agree with the attributes that their schools provided them management trainings (98%), used talented teachers for leading INSET activities (87.5%), provided them with the professional development activities through external experts (87.5%), and ensured training for all staff (66.5%). This is indicative of the fact that the teachers have got little opportunity and space for their smooth professional growth.
5. Only a few English teachers (8%) have experienced any explicit appraisal of teachers every year as a process of their performance evaluation. In the same way, only 6.5 percent of them experienced availability of resources and support to each professional development activities in the schools. In the cases of providing time for ongoing review and feedback (2%) as well as observing each colleague at work (2%), the English teachers got very little experience.

Teacher s' Perception

1. The English language teachers have perceived the pre-service teacher education courses of B.Ed. and M.Ed. levels as giving a lot of insights, knowledge and skills to the prospective teachers, but they suggested timely revisions incorporating recent development of content, strategies and experiences. The courses taught at B.A. and M.A. are not sufficient for preparing people to choose teaching profession. There must be a balance in the teacher preparation courses incorporating reading materials from both content and pedagogic areas. To become English language teaching professional, people have to make a long journey of academic courses and rigorous trainings along with the reflective practice. The teacher education courses have been perceived by the teachers as one-sided that have included reading materials either only from language and linguistics or English literature. If they are balanced, the English teachers can be made stronger than they are now.
2. The teaching of the teacher preparation courses is so theoretical that even the practical portions are explained theoretically. The teacher educators give only the hints on how to cope up with the

theoretical examination. Practical knowledge and skills should have been accumulated during the teaching practice phase, but it has also become a ritual now-a-days.

3. Knowledge and skills gained through different short term and long-term trainings are very useful for the English teachers, but their implementation in the classroom varies depending on the individual teachers' willingness, school environment and effectiveness of the trainings. The sincere and honest English teachers try to implement them. They expect that the training providers must be well prepared; have good course management skills do what is announced, build variety in sessions, relate training to their own setting, value the participants' knowledge, and allocate time for teachers' responses, discussion and application.
4. English teachers perceive two types of teachers for their professional development. Those who are committed to the teaching profession are keen on learning more for their growth by taking part in various professional development activities like workshops, seminars, reflection, classroom research, etc. but those without their job security do not see any prosperity in this profession and are not so committed. Such teachers do not involve themselves in their continuous professional development.
5. Continuous evaluation and appraisal lead the teaching professionals to the right track providing them with the clues of real position and instant feedback. As they are non-threatening, they will be reliable encouraging factors for the teacher professionals to learn through need based trainings and counseling.

Professional Development: Influences, Motivating Factors and Expectations

Influences and Motivating Factors

1. A vast majority of teachers are intrinsically motivated when they gain satisfaction with their students' progress (86%), care the subject matter they teach to maintain skill (91.5%) and face a challenge to their professional skill posed by demanding students (73.5%). They also gain satisfaction and self-motivation by experimenting new ideas for bringing change in their professional behaviors (77%), discovering new ideas and experience (79.5%), sharing their knowledge and ideas with their colleague (67.5%), and fulfilling their own desires to become better teachers (95.5%).

2. More than three quarters of the English language teachers gain inspiration from the materials or the extrinsic encouragers like recognition and praise of the work (76.5%), job security and working conditions (78%), their own achievement of being effective teachers (93%), and the attitude and behavior from the students of a particular year group (79.5%). Similarly, two thirds of the teachers obtain extrinsic motivation through the opportunity to take responsibility (63.5%), request to work at some new tasks (60%), the inspiration of colleagues (61.5%), and the prospect of promotion (59%). In the same manner, around half of the teachers (51.5%) get materially motivated with the regular supervision and feedback; (51.5%) attractive salary and fringe benefits (55.5%) and feeling teaching as an important job. However, the quality of staff-room relationship (14%), encouragement of administration (28%) and the image of schools (42%) do not seem to motivate the teachers significantly to bring about the changes in their teaching behaviors.
3. Teachers also get inspired when they watch someone's presentation on national and international conferences. They realize their own weaknesses in their performance which encourages them to collect new books and other reading materials and further work hard to improve their performance. Some others get inspired through the respect from their own colleagues, their encouragement, critical comments and complements from the school. Social recognition, positive and respectful responses from their students, someone's caution and the feeling of self-confidence are the other most important motivating factors to become and sustain as better teachers.
4. There are some major factors of inspiration for the teachers to get into English language profession: inner passion, 'social prestige', family influence, teacher's encouragement, competence in English, English as a gateway for further studies, English as an income generating subject, and English as the subject of wider job placement opportunities.

Expectations

1. A vast majority of teachers expect clear cut policies from the government on teacher education, teacher trainings and teacher professional development (97.5%) and frequent refresher trainings for the teachers (97.5%), teaching for a long time. Through such trainings they themselves can expose to the environment of mutual interactions. In their beliefs, the compulsory trainings and

the provision of license (98%) also help check the entry of unqualified human resource to the teaching profession.

2. The newly appointed teachers are in need of professional assistance and support when they pass their induction period. So, most of the teachers (85%) expect formal provision of mentoring from the knowledgeable mentors.
3. An overwhelming majority of teachers (96.5%) expect that the headteachers should be made more responsible and accountable for the development of their schools and the teachers. They said that headteachers' roles as the school leaders deserve high significance in the schools. The beliefs, values and attitudes that the headteachers hold are the heart of the school systems. If the headteachers are fair hearted, intellectually sound and loyal to their profession, the whole school can leave a long lasting impact on the society.
4. Nearly all of the respondents (99%), expect that the government has to take some significant measures of follow-up activities for implementing teacher education effectively. They pointed out the weak monitoring and follow up mechanisms of both the universities and the state. In its absence it is very difficult to know whether the teachers are implementing the knowledge and skills they have received in pre- and in-service teacher education.
6. A vast majority of teachers agreed that they must have their job guarantee (100%), facility to use computers (87.5%), and continuation of study leave for further education (82%). This suggests that job security and facility can play important roles in teacher professional development.
7. A great number of teachers (over 80%) agreed that they must take self initiation to keep teaching journals, analyze critical incidents and cases, observe colleagues' classes, involve in the classroom research and include all of them in teaching portfolios.
8. Nearly all of the teachers expect promotion of creativity and innovation (94.5%) and co-ordination and co-operation (95%) among the colleagues by using the seniors (96%) as the resources to create congenial atmosphere in the schools for their professional learning. For this, 86.5 percent teachers agreed great responsibility of school management committees (SMCs) in planning, recommending headteachers, raising fund for school infrastructure and selecting teachers. If the

SMC chairpersons and the members are made self-aware about their expected roles, it is easy for the headteachers to create the conducive school environment for their professional development.

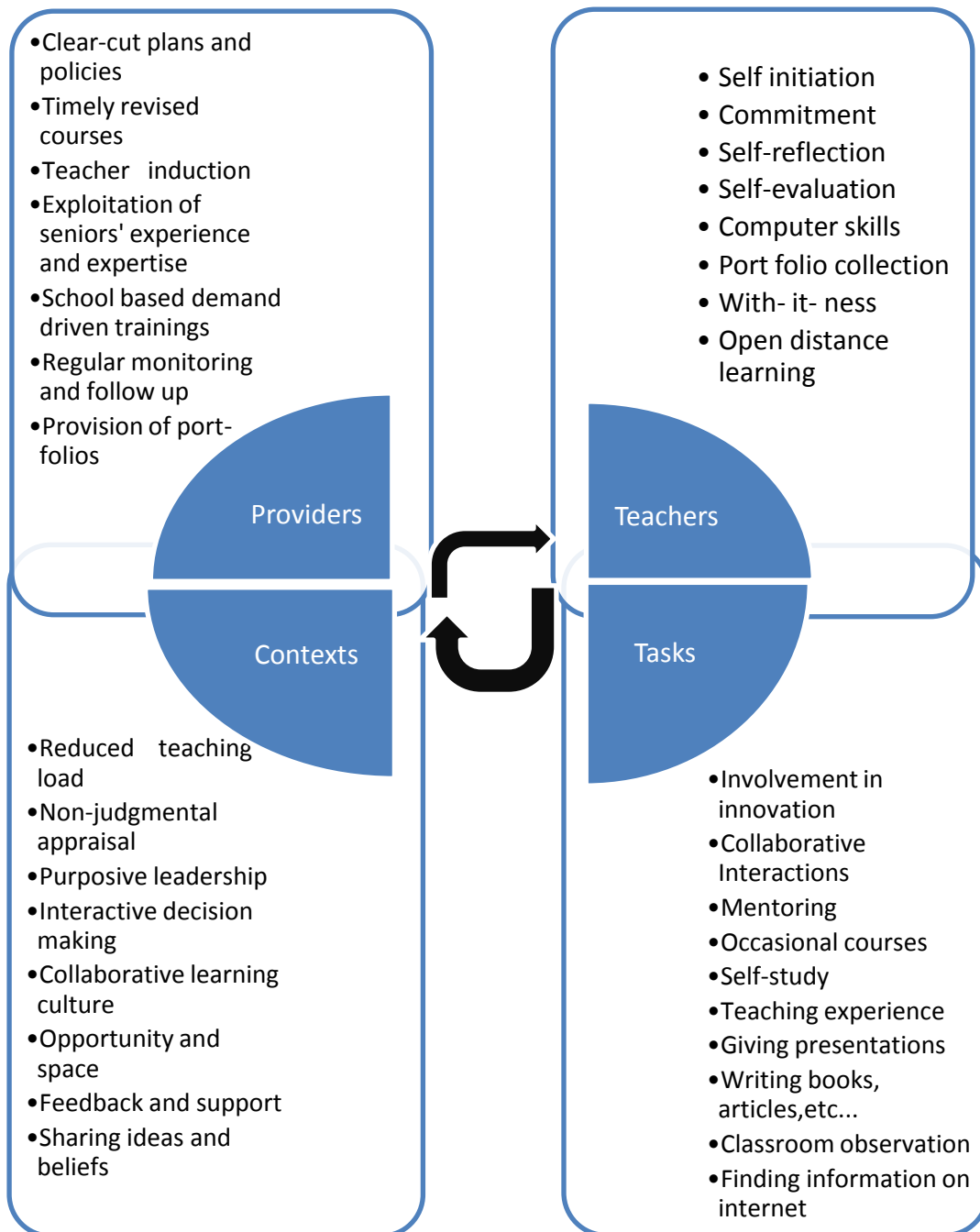
9. Almost all of the teachers expect their own commitment to initiate their own growth and implement their received knowledge, skills and experiences.

Implications

Teacher training has to be made a part of teacher professional development in order to achieve professional growth of the teachers. This has rather been ignored in the existing teacher training program as it has been falsely equated with teacher professional development. The existing top-down decision-making, prescriptive, decontextualized programs and one-size-fits-all techniques are not representative of the philosophy behind teacher professional development. There must be collaborative decision-making, collectively constructed and context specific programs, adequate support systems and dynamic assessment of the individuals in order to make these programs the essential elements of teacher learning and development system. Therefore, there must be dynamic interaction between the providers, teachers, tasks and contexts, as depicted by the model (p. 221), which link the teachers' prior knowledge and experience to their needs and demands, their active participation, self initiation and commitment.

1. Teacher Professional Development implies that government must workout policies to implement inquiry based teacher professional development strategies like action research, classroom observation, reflection, critical analysis, portfolio collection which are constructivist compatible strategies for teacher learning.
2. As all the learners will not follow the same style of learning, the providers should develop programs to incorporate the contents and integrate sound research-based approaches with training strategies that are transactional in nature. Such integrated approach is expected to involve teachers in gathering and analyzing data about teaching and utilize them in the classroom delivery.
3. Trainings as the components of teacher professional development should be organized by the schools with the assistance of local education authority analyzing their needs, demands and interest by observing the trainees' classes, talking to them or analyzing their teaching portfolio utilizing the experienced teachers of the schools as the human resources. As the teacher learning occurs when the information presented is adequately organized around the teachers' previous knowledge and experiences, the collectively constructed professional development programs should contain the contents for the trainees based on their knowledge base.

Figure 6.1: Teacher Professional Development Model



4. Induction programs for the newly appointed teachers should be made mandatory so that they can gain advice and support from the senior teachers in the form of the mentors in the initial stage of their teaching career.

5. Since the record of journal writing, case analysis, action research, classroom observations, giving and receiving feedback from others are included in teaching portfolios, there must be obligatory provision of assembling teaching portfolios which can be the proof of the teachers' progress and the means of analyzing teachers' strengths and weaknesses for making true teacher appraisal.
6. In the present context of very weak monitoring and follow up of pre- and in-service teacher education programs in Nepal, the government as well as the teacher education institutions should pay high attention to this aspect of teacher professional development which is always updated and upgraded based on the findings from such investigations.
7. Teachers' actions in the classroom and interactions with their colleagues mirror their own beliefs about learning, their views of the world, their views of themselves and attitudes towards the subjects and learners they teach. The critical reflection on these actions and interactions enhances self-awareness in the teachers. So, the teachers have to recall the events, write their descriptions, review their processes and question the events to process them at the deeper level as well as record the expectations through journal or audio-video recording as a part of their professional development.
8. Collaborative work enhances dialogues over research findings, ideas generated from workshops and conferences and collective work to evolve most effective strategies for teaching. So, the school administration should take the lead in creating conducive environment for collaborative work among the teachers.
9. As senior teachers can bear the responsibilities of taking the leadership roles which include the activities like mentoring other teachers, giving workshop presentations, publishing research, articles and books, bringing new ideas into practice, they need reduced teaching loads and increased role specification to accomplish these performances.
10. Teachers want to gain more professional expertise involving themselves in 'beyond-school teacher contact' which includes participating in workshops with teachers from other schools, attending to the meetings of professional organizations with teachers from different institutions and using electronic mails with the colleagues from other schools and areas. Such practice is expected to create a learning culture which will go a long way to develop the inner strength of the teaching community.

11. In constructivist compatible approach to teacher learning, the administrators can provide leadership in their schools through examples, listening, empowering, inspiring and learning. Where they demonstrate positive attitude and respectful qualities, care, empathy and fairness in their relationships and communications not only with their teachers but also with the parents and students, they can be great source of inspiration as well as the means of teacher professional development.
12. Administrators, teachers, students and parents are the stake holders of the educational institutions where these members of the school work together, solve problems, deal with challenges and at times cope with failures. The school can set open climate and support the learning environment for not only the students but also for teachers as well as for the administrators.
13. Teachers should be aware that they possess up-to-date knowledge and can help other teachers through initiatives such as mentoring, providing on-site teacher training workshops, and expert coaching with colleagues in other levels. They can also develop field notes-narratives of classroom success stories that they share with other teachers for feedback and development.
14. Senior teachers can serve as mentors for new teachers and reflect on their need to explore successful classroom practices. In the course of one year, they meet regularly. They write about their work with students, visit each other's classes, and develop research projects.

Lessons Learnt From This Research Work

Through the journey of this research work on teacher professional learning, I have come to realize that teacher learning is an active process of constructing internal representation of the world by means of experience and interactions. This representation is always open to modification as a result of assimilation and accommodation of new knowledge, ideas and experience. The structures and linkages of the representation form the ground to which the further ideas and experiences are attached and teachers develop their own frame of reference through which they interpret the events, objects and other experiences to accomplish their meanings.

Before entering into the research process of the study, I used to think trainings arranged by the government agencies and FOE (without paying so much attention to the voices and needs of the trainee teachers) were sufficient for the professional growth of the teachers. I had not realized these one off, one-size-fits-all trainings would certainly fulfill the needs of the providers but in many cases they would be burden to the teachers for the solution of their classroom problems. I had no idea of the real translation of these trainings in the classroom behaviors of the so called trained teachers because of the lack of ownership in the training programs organized for them and the regular monitoring system of the line agencies.

In spite of spending a lot of money and efforts by the government on workshops and short term trainings, little effect of such professional development activities have been left on the teachers. I would not realize the long lasting effects of teachers' ownership in the professional development activities. I also used to think that trainings organized with the aim of introducing new techniques and strategies experimented and standardized in the specific contexts could be implemented easily in the classrooms. I had never thought that a vast majority of the teachers have not availed the opportunities to take part in the professional development activities either because of the school administrations or the limited quota and space provided by the government for the training programs.

Now I have realized that teachers are talented and devoted individuals. The senior teachers have gained enormous experience and knowledge by interacting with students of diverse background, nature and expectations. They are able to fulfill different functions in their jobs ranging from mediating of students' learning, administrating of student information, counseling on learning and

resources for parents and the broader community to mentoring new teachers, providing on-site teacher training workshops and expert coaching with colleagues in other levels. They can also develop field notes, narrative of classroom success stories that they share with other teachers for feedback and development along with coordinating the professional development of other teachers as well as writing research articles and books in the related field.

Teacher professional development should not be regarded as an administrative duty which is offered only when it is convenient to the administrators. It should be the responsibility of teachers themselves in their own initiation as a career long endeavor. I have realized that development never takes place when something is given to the teachers but they must initiate it from within the core of their heart. It is only the teachers who know about their needs, values and beliefs. They can be accommodated and reformed through continuous process of reflection and self-awareness. This is possible through collegial interaction with competent colleagues and the teachers. Teachers' involvements in teacher support groups, professional organizations and the classroom research can help promote professional learning. These activities are successful only if the individual teachers take initiation.

School leadership deserves high significance to maintain democratic management style which consults staff and makes decisions based on their needs, interests and expectations. Though this process is time consuming, it results in enhanced moral and commitment in teachers by giving them a sense of ownership in their professional development. In order for teachers to develop such ownership, they need to be active participants in its construction, and tailoring programs to their needs and motivations. The leadership has to provide chance to all staff to attend the demand based trainings in their own school context at times offering expert help, advice and guidance and granting release time and opportunities for their growth. The leadership has to facilitate teachers creating conducive learning atmosphere by promoting contact among colleagues, serving as critical friends and offering resources at the schools. The schools where the administrators serve as good advisors, enquirers and listeners pay attention to stake holders' needs and expectations. The administrators have to organize meetings for faculty members to share their ideas and plan, monitor and evaluate their professional development. They have to assess teacher professional development cycles and strategies, teacher performance and use of resources none judgmentally.

Though this study has covered a wider area in the field of second language teacher education than any research carried out so far, there are still many aspects that need to be researched. The current status of teacher professional development in Nepal is still suffering from 'training model' based on the behaviorist theory of learning. The application of social constructivist approach to teaching and learning as well as in the field of research has to be implemented extensively if the teacher education is to be made more practical and professional than it is now.

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APPENDICES

Appendix A

Professional Development of English Language Teachers in Nepal

Questionnaire for Secondary Level English Teachers

Teacher's name...

School's name...

School location: Rural Urban

Age: Gender: Male Female.....

Degree Earned: B. Ed English... B.A. English ... Bachelor's degree (B. Com, BBS, B. Sc)

Specify...

Teaching Experience: Years...

Training Received: days.... Months.... Years.... Specify the type:

Definitions

Professional development: The process of keeping teachers up to date with the development in the field through regularly reviewing and evaluating their teaching skills.

Teaching journal: Keeping a record of classroom events by narrating of own teaching including what worked well and what didn't, etc either by using computer or by making notes.

Critical incident analysis: Analyzing an unanticipated event which occurs during lessons and serves to enhance insights about some aspects of teaching and learning.

Teaching portfolio: A collection of documents like certificates, description of courses of study, lesson plans, students' sample exercises, publications, papers, feedback given, etc which provide information about different aspects of teachers' work.

Action research: Teacher conducted classroom inquiries which seek to classify and resolve practical teaching problems.

Teacher support group: A group of two or more than two teachers working together to achieve their shared goals.

Mentoring: A process of supporting teachers (by senior ones) in getting better performance.

Value: The belief of language teachers about what is right and wrong and what is important regarding language teaching and learning.

INSET: In service education and training.

Appraisal: A way of identifying the professional development needs of English teachers as well as the evaluation of their performances.

Novice English teachers: The new entrants in the field of teaching English language who are comparatively less familiar with subject matter, teaching strategies and teaching context.

Reflective practice: The process of critical examination of experiences which can lead to a better understanding of one's teaching behavior.

Collaboration: Working with two or more teachers to achieve their individual or shared goals.

Collegiality: A culture in which friendly professional relationship is valued.

Peer coaching: A procedure in which two teachers work together to help each other and improve some aspect of their teaching.

Networking: The process of linking teachers either in person or electronically to explore and discuss topics, share information, address common concern, etc.

Apprenticeship of observation: The observation of the teachers made by their students while they were being taught.

Present Situation of Professional Development of Secondary English Language Teachers

Read the following statements about the activities of professional learning for English language teachers. For each statement indicate encircling the number 5 for Always, 4 for Most of the time, 3 for Sometimes 2 for Occasionally, 1 for Rarely given in the side boxes.

Innovation and research

I keep a teaching journal.

5	4	3	2	1
---	---	---	---	---

I collect information by analyzing critical incidents.

5	4	3	2	1
---	---	---	---	---

I involve myself in analyzing case studies.

5	4	3	2	1
---	---	---	---	---

I compile (assemble) a teaching portfolio.

5	4	3	2	1
---	---	---	---	---

I experiment new ideas with the prescribed curriculum.

5	4	3	2	1
---	---	---	---	---

I investigate and collect information systematically to clarify and resolve practical teaching issues.

5	4	3	2	1
---	---	---	---	---

I reflect myself of my teaching and bring changes on my work.

5	4	3	2	1
---	---	---	---	---

Collaboration

I interact with my colleagues while trying new ideas out together.

5	4	3	2	1
---	---	---	---	---

I share ideas with my colleagues after returning from seminars, workshops and conferences.

5	4	3	2	1
---	---	---	---	---

I join interschool learning networks.

5	4	3	2	1
---	---	---	---	---

I involve myself in a teacher support group with the assumption that working with the partner or partners is usually more effective than working on our own.

5	4	3	2	1
---	---	---	---	---

I share the responsibilities with a colleague for teaching a class i.e. planning, decision making, teaching and review.

5	4	3	2	1
---	---	---	---	---

I involve myself in collaborative action research.

5	4	3	2	1
---	---	---	---	---

Helping others learn

I work as a mentor teacher (senior) helping the new English teacher (novice teacher) get started to enrich my own teaching skill.

5	4	3	2	1
---	---	---	---	---

I give presentations in my own institute or at local or national / international conferences.

5	4	3	2	1
---	---	---	---	---

I involve myself in peer coaching focusing on refining our existing teaching practices.

5	4	3	2	1
---	---	---	---	---

I develop materials (own lesson plan, class notes, books and supplementary materials).

5	4	3	2	1
---	---	---	---	---

I help prepare training materials.

5	4	3	2	1
---	---	---	---	---

I supervise trainees or novice teachers.

5	4	3	2	1
---	---	---	---	---

Occasional courses

I attend workshops and seminars to acquire specific knowledge and skills.

5	4	3	2	1
---	---	---	---	---

I attend professional organizations' conferences.

5	4	3	2	1
---	---	---	---	---

I continue to take courses-by going to local programs of universities.

5	4	3	2	1
---	---	---	---	---

I join language training courses.

5	4	3	2	1
---	---	---	---	---

I join distance learning to upgrade qualification and skill.

5	4	3	2	1
---	---	---	---	---

I join inter disciplinary courses to develop insights across the discipline.

5	4	3	2	1
---	---	---	---	---

Self study

I read professional materials like books, journals, articles and presented papers.

5	4	3	2	1
---	---	---	---	---

I use the internet to search the new insight into my ELT field.

5	4	3	2	1
---	---	---	---	---

I read special tips given in magazines and newspapers.

5	4	3	2	1
---	---	---	---	---

I read students' writings like essays, comments, etc. on me.

5	4	3	2	1
---	---	---	---	---

I read comments, feedbacks,, etc. on the bulletin boards.

5	4	3	2	1
---	---	---	---	---

Classroom experience

I learn teaching skills through experience.

5	4	3	2	1
---	---	---	---	---

I follow the guidelines from course book and /or accompanying teacher’s books.

5	4	3	2	1
---	---	---	---	---

I observe another teacher in order to gain an understanding of some aspects of teaching, learning or classroom interactions.

5	4	3	2	1
---	---	---	---	---

I take on a new role at work.

5	4	3	2	1
---	---	---	---	---

I learn through the act of teaching itself.

5	4	3	2	1
---	---	---	---	---

I recollect experience through the teaching of my own teachers while I was a student.

5	4	3	2	1
---	---	---	---	---

Teachers’ Experiences and Perceptions towards their Professional Development

Read the following statements about English teachers’ experiences and perceptions towards their professional development. For each statement indicate encircling the number 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree and 1 for Strongly Disagree given in the side boxes.

Decision making

The school determines the need of both institution and its teachers.

5	4	3	2	1
---	---	---	---	---

The school discusses work with individuals, identifying their professional development needs.

5	4	3	2	1
---	---	---	---	---

The school involves colleagues in planning and decision making.

5	4	3	2	1
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The school where I work encourages teachers to contribute to the information of school policy.

5	4	3	2	1
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The school decides what kind of support the teachers need.

5	4	3	2	1
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Sharing insights

Most teachers here share my beliefs about goals set by my school.

5	4	3	2	1
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My head teacher’s values and philosophy of education are similar to my own.

5	4	3	2	1
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New ideas obtained at in service training are discussed by teachers afterwards.

5	4	3	2	1
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It is common for us to share samples of student’s works.

5	4	3	2	1
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The school articulates aims and policies following consultation and discussion with everyone concerned.

5	4	3	2	1
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The school creates the environment to revisit teacher's core values and beliefs about teaching.

5	4	3	2	1
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Workplace learning culture

Teachers in this school are continually learning and seeking new ideas.

5	4	3	2	1
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The school assures needs and identifies problems of teachers on an ongoing basis.

5	4	3	2	1
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The school constantly stimulates internal demands for change and considers them legitimate.

5	4	3	2	1
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There's positive attitude towards the development of the school as well as the individual staff.

5	4	3	2	1
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The school ensures that colleagues keep up to date in the area of work with which they are concerned.

5	4	3	2	1
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The teachers of this school treat their colleagues as resources.

5	4	3	2	1
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The school has networked good practices between/among similar institutions

5	4	3	2	1
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The school provides a forum for teachers to meet and review their progress.

5	4	3	2	1
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The school arranges visits to other schools, to find out how activities are conducted and supported there.

5	4	3	2	1
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Opportunities and space

The school ensures that training has been provided for all staff.

5	4	3	2	1
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The school provides management training for teachers in preparation for management roles.

5	4	3	2	1
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The school identifies and uses talented teachers to lead INSET activities.

5	4	3	2	1
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The school provides opportunities for colleagues to observe each others at work and exchange information about the way they do things.

5	4	3	2	1
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The school provides the professional development opportunities to the teachers through external expertise.

5	4	3	2	1
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The school provides incentives for innovative work.

5	4	3	2	1
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Feedback and support

My school makes an appraisal of its teachers every year.

5	4	3	2	1
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My school regards the training and development of its teacher's matter of high priority.

5	4	3	2	1
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The school has resources and support to each professional development activity such as the publication of school journal.

5	4	3	2	1
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The school provides time for ongoing review and feedback about how well these activities are working.

5	4	3	2	1
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The school observes each colleague at work and discusses what happened.

5	4	3	2	1
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Most Significant Influences and Motivating Factors in Professional Development

Read the following statements about the most significant influences and motivating factors in Professional Development of English language teachers. For each statement indicate encircling the number 5 for Always, 4 for Most of the time, 3 for Sometimes, 2 for Occasionally, 1 for Rarely given in the side boxes.

Intrinsic motivation

I am ready to update myself in order to gain satisfaction in seeing a pupil develop and mature.

5	4	3	2	1
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I really care about my subject matter to maintain skill and knowledge at high level.

5	4	3	2	1
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I am ready to work at improving teaching skills in order to share a love of subject with pupils.

5	4	3	2	1
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I am motivated by the opportunity to show others as to how well I can contribute to the group.

5	4	3	2	1
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I am ready to learn when a challenge to professional skill is posed by difficult students or the class.

5	4	3	2	1
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I am inclined to experiment new ideas, techniques and approaches to bring change in my profession.

5	4	3	2	1
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As part of a group, I am motivated to participate in other more professional development activities like making presentations at seminars and conferences.

5	4	3	2	1
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The discovery of new ideas in the field of teaching and learning pushes me further to learn.

5	4	3	2	1
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Desire to share my knowledge with my colleagues inspires me to gain more knowledge and skill.

5	4	3	2	1
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Feeling my job is important inspires me to learn more.

5	4	3	2	1
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My inner desire to be better teacher motivates me to learn more.

5	4	3	2	1
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Extrinsic motivation

I am motivated to learn further when my work is recognized, praised or encouraged or when someone shows interest in it.

5	4	3	2	1
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Opportunity to take responsibility motivates me.

5	4	3	2	1
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A request to work at some new task motivates me to bring a change in my activities.

5	4	3	2	1
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I am motivated with the inspiration of my colleagues within my own school or other outside of it.

5	4	3	2	1
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I am motivated by the prospect of promotion.

5	4	3	2	1
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I am motivated to bring change in my professional behavior because of the image of the school.

5	4	3	2	1
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The school administration encourages me to be changed.

5	4	3	2	1
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If I am supervised by the management regularly and provide me with the feedback, I am ready to bring change in my teaching behavior.

5	4	3	2	1
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Job security and working conditions also help me to be motivated for change.

5	4	3	2	1
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Attractive salary and other fringe benefits also encourage me to be changed

5	4	3	2	1
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My achievement of being effective English teacher helps me to be further motivated.

5	4	3	2	1
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The attitude and behavior of a particular year group or sub set of students encourage me to be changed.

5	4	3	2	1
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The quality of staff-room relationship also encourages me to be motivated.

5	4	3	2	1
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Secondary English teachers' expectations for their future professional development

Read the following statements about English teachers' expectations for their future professional development. For each statement indicate encircling the number 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree and 1 for Strongly Disagree given in the side boxes.

Expectations from Government

Government's policies on teacher professional development should be clear.

5	4	3	2	1
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Teacher training should be mandatory for all English teachers of secondary level.

5	4	3	2	1
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Refresher trainings should be provided for the secondary English teachers who have been teaching English for a long time.

5	4	3	2	1
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There must be the provision of keeping formal mentors in the secondary schools.

5	4	3	2	1
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The head teacher should be made responsible for the fair administration and teacher professional development.

5	4	3	2	1
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The system of monitoring and follow up of both pre-service as well as in-service teacher education must be established.

5	4	3	2	1
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Political intervention in school affairs should be minimized to a low point.

5	4	3	2	1
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The English language preparation courses must give authentic exposures of various cultures to the English teachers of secondary level.

5	4	3	2	1
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These courses must be taught practically.

5	4	3	2	1
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Internet use and technological networking must be made accessible to all secondary English language teachers.

There must be

5	4	3	2	1
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 compulsory training and teaching license before entering the English teaching profession.

The provision of long leave for further study must be resumed.

5	4	3	2	1
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5	4	3	2	1
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The present evaluation system of teacher preparation studies must be reformed.

5	4	3	2	1
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There must be enticement of intelligent manpower to English teaching profession.

5	4	3	2	1
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Expectations from their own school

English teachers should be encouraged to be creative and innovative.

5	4	3	2	1
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Senior English teachers should be used as a mentor in the schools.

5	4	3	2	1
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English teachers should be encouraged to have interaction, discussion and planning.

5	4	3	2	1
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Awareness programs should be conducted for the parents and the members of the school management committees.

5	4	3	2	1
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School management should bear the responsibility of the monitoring of trainings and teacher professional development.

5	4	3	2	1
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Keeping teaching diary should be compulsory for all English teachers.

5	4	3	2	1
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All English teachers should prepare and submit teaching portfolio every year.

5	4	3	2	1
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School based trainings on the needs and demands of the English teachers and orientations should be

5	4	3	2	1
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conducted before the new session is started.

Classroom observation and feedback giving and receiving should be used as the tool of teacher appraisal.

5	4	3	2	1
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English teachers should be encouraged to use modern technology in the teachers' capacity building.

5	4	3	2	1
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English teachers should be encouraged to use collaborative action research.

5	4	3	2	1
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Secondary English teachers' teaching load should be reduced.

5	4	3	2	1
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Expectations from themselves

English teachers should be committed to their subjects they teach, to their students, to themselves as well as their profession.

5	4	3	2	1
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Self initiation is the most essential element for professional development.

5	4	3	2	1
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English teachers must be up-to-date with the new approaches, methods and techniques.

5	4	3	2	1
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English teachers must have commitment to implement what they have learnt.

5	4	3	2	1
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Senior English teachers as well should share and use their experiences and expertise honestly.

5	4	3	2	1
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English teachers must plan and determine their professional development path themselves.

5	4	3	2	1
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English teachers should reflect their own belief, thinking and attitudes towards their practices.

5	4	3	2	1
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English teachers must be involved in their own professional organizations.

5	4	3	2	1
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English teachers must share their ideas and experiences after returning from workshop/seminars and short term trainings.

5	4	3	2	1
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English teachers must be involved in some kinds of teacher support groups.

5	4	3	2	1
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English teachers must write teaching journal and reflect them later on.

5	4	3	2	1
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English teachers must initiate to visit to other neighboring secondary schools.

5	4	3	2	1
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English teachers must do innovation and classroom research.

5	4	3	2	1
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Appendix B
Professional Development of English Language Teachers in Nepal

In-depth interview guidelines

1. How would you characterize English teaching as a profession?
2. In your opinion what are the different activities that the English teachers have been employing for their professional learning?
3. Are they having any kind of reflective practice? How?
4. What about their collaborative learning?
5. Do you think they are learning through innovation and research?
6. Is there any practices of helping others learn or do they solely rely on their experience of classroom teaching?
7. What experience have you got about the interactions among teachers and between the teachers and the administrator at your school?
8. Have you ever been involved in planning and decision making process at your school?
9. What kind of school culture have you experienced so far?
10. What roles do the headteachers play in creating professional school culture?
11. Did you get any support and help during your initial years of your teaching career?
12. What kinds of support for your professional development are available at the school you are teaching?
13. How far do your teacher preparation courses provide you with insight in content knowledge, pedagogic skills and attitudinal behavior?
14. How much of the contents of training you received during your teaching career do you apply to your actual classroom?
15. How do you perceive teacher training and teacher professional development of English language teachers in Nepal?
16. Do you think language teachers should be evaluated throughout their careers? If so, what form should this evaluation take?
17. How did you get into English language teaching as a career?
18. What are the motivating factors that enabled you become and remain a better English teacher?

19. What is the most rewarding aspect of teaching English language for you?
20. Can you remember of your former teacher or colleague who is particularly good at something, and whose knowledge, skill or ability you admire?
21. How can teachers and schools make best use of the experienced teachers?
22. What are your expectations for your future career development?
23. What kind of professional development activities do you think best support your professional learning?
24. What kind of training do you think English language teachers need?
25. What changes do you think are necessary in the English language teaching profession?

Appendix C
A Letter to Respondents

Professional Development of English Language Teachers in Nepal

12 Nov, 2009

Dear colleague,

I am pleased to mention that I am working at the Department of English Education, Mahendra Ratna Campus, Tahachal under the Faculty of Education, Tribhuvan University, Kathmandu which has allowed me to study on **Professional Development of English Language Teachers in Nepal**. Now I am in the process of collecting data from the five different districts. You have been selected as one of the respondents for my research study. I would like to request you to fill in the questionnaire attached herewith this letter. All information you have given will be confidential and used anonymously in the writing of the thesis only.

Thank you for your kind co-operation.

Yours sincerely

Rishi Ram Rijal

(Reader)

PhD student

Kathmandu

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