

CHAPTER ONE

INTRODUCTION

This section includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. These components are presented as following.

1.1 Background of the Study

Teacher's professional development is one of the major research areas where many researches are being carried out each year. The researches related to teacher professional development (TPD) are focused upon examining the problem seen in the teaching and learning field. Similarly, this research is related to the study of conference networking and its contribution for professional development of English language teachers. This section includes introduction to English language teaching and conference networking which has been presented as follows:

As English language has been used worldwide, there is a growing demand of it all over the world. One of the major sectors of demand is education especially teaching and learning. It is for the teacher to learn psychology of the self, others and of groups, managing stress, coping with changing circumstances and understanding the change process, motivation - self and others, physical and psychological well-being, learning about learning itself, how spiritual and moral well-being relate to teaching (Wright, 2000, p.2). In similar cases, experts, scholars, linguists are constantly developing different new theories, methods and techniques every day. Moreover, for the professional development of the teachers s/he has to adopt different theories, methods and techniques, innovative practices, interaction with different scholars and strengthen their professional expertise through different professional development opportunities like trainings, workshops, reading journals, collaboration and conference

participation. Furthermore, this research has been focused towards the examination and the significance of the conference networking for the professional development of English language teachers.

Conference networking is the networking focused on professional development of people in particular field. Many organizations and institutions are found functioning as a unit which provides them some extra force for the professionalization. Recently, teaching has been getting its recognition as a professional discipline. According to Trust (2012), many teachers have extended their learning by developing online professional learning networks (PLNs). PLNs connect teachers to other individuals worldwide who can offer support, advice, feedback, and collaboration opportunities. There are hundreds of the associations of ELT professional around the world (TESOL, 2011). In the UK based English teachers associations IATEFL has international community of ELT teachers with over 4,000 members in more than 130 countries throughout the world associated to it (IATEFL, 2017). Similarly, we can find many other teachers' associations in several English as a second language and English as foreign language countries. Nepal English Language Teachers Association (NELTA) in Nepal (NELTA, 1992), Japan Association of Language Teachers (JALT) in Japan (JALT, 1979), Bangladesh English Language Teachers Association (BELTA) in Bangladesh (BELTA, 1984), Sri Lankan English Language Teachers Association (SLELTA) in Sri Lanka (SLELTA, 1999), International Association of Teachers of English as a Foreign Language (IATEFL) in Britain (IATEFL, 1967), English Language Teachers Association of India (ELTAI) in India (ELTAI, 1992), English Teachers Association of Western Australia (ETAWA) in Australia (ETAWA, 2018), Teaching English to Speakers of Other Languages (TESOL) in America (TESOL, 2013) are some examples of English language teachers association. These associations are working in the field of English language teacher's professional development. Similarly, these professional associations organize conferences, workshops and seminars. Among them conference networking is one of the key strategies for teacher's professional development.

Conference can be defined as formal meeting in which small numbers of people talk about the topic which is about their interest (Merriam Webster Dictionary, 1928). Networking refers to deliberate activity to build, reinforce and maintain relationship of trust with other people to further goals. On the basis of above descriptions we can assume that conference networking is all focused to the betterment and professionalization. It is equally indispensable as in another field.

From above discussion, it is assumed that conference networking is important for teacher's professional development. A teacher can participate and be engaged into these kinds of different professional networks. In this network they can also share their ideas and gain some precious insights for their professional betterment. On the other hand, from their involvement in different networks teachers can enhance their access to great deal of resources, lesson plans, and conferences, following amazing educators and their blogs, get support when needed, make international connections, learn the latest trends in education and they never run out of ideas for new things to try with students.

1.2 Statement of the Problem

This research study attempts to find out the knowledge as well as experiences of teachers that they got after taking part in the conferences. Teacher can develop their knowledge and skills by attending the conferences. Conferences are the platform for a teacher in which s/he can participate in different activities and make contact with the different scholars from home and abroad. Generally, conferences are tended to make language teacher more professional by improvising their knowledge and skills. Teachers can develop professionally through different ways like trainings, experiences, conversations, peer observation, panel discussions, workshops, seminars.

Although many research like Perception of In-service Teachers about NELTA for Professional Development (Gautam, 2011), Collaborative Learning for Professional Development (Adhakari, 2010), Mentoring as a Mode of Teacher

professional Development(Pandey, 2009) and Teacher Professional Leadership in Support of Teacher Professional Development(Taylor.et.al, 2011) have been carried out on teacher professional development, very few studies have been done on the role conference networking as an activity for the professional development. Most of the teacher are not familiar with the term conference and have not participated in such a program. There is few teachers who are living in the urban area have the knowledge about the conference and participating in such a program. Although teachers have knowledge about the conference, some are not participating in the conferences after attending one or two conferences. However, despite their participation in these conferences the level of their professional development is not found good. In my preliminary observation, teachers are not attending the conferences because of economic problem, lack of time, improper knowledge about the conferences and their perception they have gained from the previous conferences. So, it is assumed that this can be a research problem and it must be studied to find out real cause of gap seen in their profession and practices.

1.3 Objectives of the Study

The objectives of the study were as follows;

- a. To study the role of conference networking for the professional development of English language teachers.
- b. To suggest pedagogical implications of conference networking for the professional development of English language teachers.

1.4 Research Questions

The research questions of my study were:

- a. How do conferences support or hinder for the professional development of English Language teachers?
- b. What are the strategies do conferences employ to help in professional development?
- c. How do the teachers develop their professional development while attending the conferences?

1.5 Significance of the Study

The methodology, findings and conclusion of my research will be beneficial to all the teachers of English. This study will be very helpful for the entire teacher who are teaching at different levels but did not take part in conference to broaden their knowledge in their professional development and will be encouraged to attend the conference. They get the reflection and experience of teachers, scholars as well as intellectuals about the content that they have delivered in the conferences. The findings and conclusions will be beneficial for the teachers in general, and subject teacher, in particular, to enhance their professional career through different kinds of workshops, seminars, panel discussions and training which are some part of conference. Furthermore, it will provide the teachers with considerable insight to different aspects like what, why, and how to deal with the students in the classroom by interacting with the participants from different countries.

This study encourages the teachers to attend the conferences to develop their professional development in English language. Further, the concept of this research suggests to teachers to attend the conferences and government to conduct such a conference for the professional development of English language teacher. Moreover, this study will provide some suggestions and guidelines to the teachers who are planning to attend the conferences. The readers of this study will certainly get the ideas how a conference is an opportunity and a challenge for the teachers.

1.6 Delimitations of the Study

The delimitations of the present study were as follows:

The populations of the study were all the English teachers of Kanchanpur district. Among them, four English teachers having five years of experiences and participated in conferences related to English language for their professional development. The academic area that I explored was conference networking and professional development of English language teacher. I have

discussed about the opportunities and challenges of conferences networking and how it helped for the professional development of English teachers. I used semi-structured interview and informal conversation as the tools for collecting data and information. The collected data and information were analyzed by using thematic analysis.

1.7 Operational Definition of the Key Terms

Teacher Professional Development: Teachers investigating their practice to construct their own theories of teaching (Keiny, 1994). In this research, it refers to investigating practice to construct their own theories of teaching by English language teachers who have participated in conferences for professional development.

Conference: an occasion to bring together professionals to share their research and teaching practices, including day to day professional struggles and pleasures (Sah, 2019). In this research, it refers to the one of the aspects professional development for English language teachers who share their research and teaching practices, including day to day professional struggles and pleasures.

Professional Organizations: are formal or informal groups of teachers set up for mutual professional benefits (Gnawali, 2013). In this research, it refers to the formal or informal group of professionals who are working in the field of English language teaching.

Collaborative Learning:...meeting together group of teachers can help each other to improve their English by identifying their own needs and setting their own agenda for self-improvement, these teachers are engaging in teacher development (Head and Taylor, 1997, p.96). In this research, it refers to the process of sharing of skills and knowledge through paper presentation, seminar, panel discussion, workshops among the English language teachers.

Narrative inquiry: An interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (Schwandt, 2007, p.204). In this research, narrative inquiry refers to understanding and inquiring into experience through collaboration between researchers and the English language teachers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This proposed research is focused to study the significance of conference networking for the professional development of English language teachers. For the better understanding of this research area, I have reviewed some theoretical and empirical literature. These reviewed literatures consist of conference papers, journal articles, research and other theoretical literatures. This section of review is divided into theoretical and empirical review as follows:

2.1 Review of Related Theoretical Literature

This section includes the professional development, different theories regarding TPD and conference networking, different professional associations which are working in the field of English language teaching and different activities used in the conferences. These all component are described as following.

2.1.1 Professional Development

Teacher's professional development is the demand of the day which is inevitable for quality education. Effective teaching can provide the better collaborative educational opportunities to the students and also help them to learn on their own. Professional development is a process of updating with knowledge and skills in related field. In other words it can be defined as the process of reviewing, renewing and extending their knowledge and skills in their respective fields. Hayes (2014) states that professional development is multi faced life long experience, which can take place inside or outside of work place (as cited in Negi, 2018). From the aforementioned description professional development is a process of learning times and again and making progress towards better performance.

On the other hand to make teachers familiar with the recent revolutions in the field of teaching, different theories, strategies as well as models are being employed. In this section of theoretical reviews, I have reviewed some of the models for professional developments proposed by Wallace (2010) are as follows:

Craft Model

Craft model is an oldest model of professional development. In this model a novice teacher observes the class of experienced teacher and imitates the teaching methods and techniques of teaching. Under this model experienced teacher is the key source for learning for novice teacher. Teachers in their initial phase learn by imitation and follow up activities or imitation and practice.

As in craft model teacher learn by observing the practices of an experienced teacher and adopt same practices in their own classroom. In similar way, teachers can participate in different conferences and implement their learning into own classroom. In this regard conference networking can be appropriate platform where they can learn methods and techniques. As this research is the study of role of conference networking for teachers' professional development, the teachers participate and observe the activities of the conferences and imitate the teaching methods and techniques of teaching.

Applied Science Model

This model derives its authority from the achievements of empirical science. The knowledge to be imparted to novice teachers comes from research findings. In other words, research findings are used to develop theories of learning, pedagogical knowledge which are applied to practice in a particular field. On the other hand, in the field of education the applied science model takes ideas from linguistic and pedagogical theories and this theoretical component is usually supplemented with practice based subjects like applied linguistics. It means that applied science model of professional development is

based on empirical studies. Earlier practices, theories and methods of language teaching are revised with research studies and experiments and findings are developed in the form of theories. These theories are taught and trained to the novice teachers.

Applied science model is one of the models of teacher's professional development in which different theories are developed on the basis of researches and these theories are taught to the teachers. In the similar way, in conferences different research studies and articles are presented from which teachers can get knowledge about the best ways of presentation in the classroom. In this regard, the study of conference networking will be helpful to understand its usefulness.

Reflective Model

Reflective model of professional development is based on the reflection upon the experience. It is one of the models in which teacher reflects upon his own prior experience and examines whether his methods and practices are being fruitful or not. On the basis of his reflection he or she brings some necessary modification in teaching practice.

Under reflective model, teachers reflect upon their own practices and make some necessary improvement. In relation to this research, teacher can learn from own practices and share the ideas in different conferences of professional networks. Conferences can provide a platform to the teachers to share their own experience and classroom practices. In this way, conference networking can be beneficial for the teachers and ELT practitioners.

After reviewing Craft, Applied Science and Reflective models, I have based my research upon the applied science model of professional development. Huge numbers of researches are being carried out and on the basis of their findings several changes have occurred in the practice of language teaching. Language teaching methods have faced many fluctuations in last couple of decades and shifted from one to another. It was all because of the research

findings. Research findings are seemed to be significant to modify teaching practices. So, I have based my research on applied science model of professional development.

2.1.2 Theories of Professional Development

Our current practices of teaching practice are based on earlier theories (reflective, craft, applied). As many theories have been existed, some of the major theories are reviewed from Cambridge Assessment International Education (2017) as follows:

- a. The aim of professional development is to change our professional thinking, knowing, feeling and doing.

Regarding this theory, in an article on professional development, published in Cambridge Assessment International Education, Evans (2011) divided these goals into a taxonomy featuring the following three main inter-related categories as these are behavioral component, attitudinal component and Intellectual component. This theory assumes that unless attitudes and ways of thinking are changed that is hearts and minds won over the desired change in behavior may not happen. On the basis of this theory we can say that to be professionally well equipped and developed first of all a change should occur in their thought and beliefs. When they develop positivity within them, they will automatically head towards perfection.

- b. In order to develop as a teacher, it is necessary to learn from experience through reflection.

Teachers are always learning simply by doing their jobs. However, the process is significantly advanced by reflection, which is a fundamental part of teacher development theory. This essentially involves critical analysis of one's practice, with the aim of reaching a new perspective with modified attitudes. Teachers must be careful to critically analyze their attitudes and actions. Kolb's experiential learning theory provides a rationale for a variety of learning methods, including independent learning, learning by doing, work-based learning and problem-based learning (Healey&Jenkins, 2000.P.2).

It is argued that not only a deeper understanding of Kolb's original theory is required, but a return must be made to John Dewey, perhaps the architect of experiential learning, to fully comprehend its importance. In so doing, a fuller appreciation of young people's experience is acquired, as well as a wider theoretical basis established for existing youth work practice (Ord.2009). To sum up, both Kolb's experiential learning and Dewey's theory of learning by doing are interrelated.

- c. Teachers do not learn in isolation, but develop by working together to achieve common teaching goals

This theory states that learning does not occur in isolation but with collaboration. It is also sometimes known as a 'community of practice. This concept was inspired by social theories. Vygotsky claims that the child is completely dependent on other people, usually the parents, who initiate the child's actions by instructing him/her as to what to do, how to do it, as well as what not to do (Turuk,2008.P.246). From these descriptions, we can say that social theory is equally useful for teacher's professional development. Many teachers are involved in different professional organizations and unions which are also like professional and intellectual communities for them. In these professional networking they get support from each other.

To sum up, we can say that these theories are useful for professional development. These are the theories concerned with existing practices of professional learning or professional development. As mentioned in earlier section, third theory is the foundation and the guiding theory for this research. Teacher's conference networking or professional networking is the significantly contributory for the betterment of any profession and enhancing professional skills.

2.1.3 Professional Associations

Professional associations are defined as an unincorporated business entity formed for the purpose of providing a professional service (Merriam Webster Dictionary, 1928). Many professional associations are involved in the development and monitoring of professional educational programs, and the

updating of skills, and provide a certificate to indicate about a person possesses qualifications in the subject area. In this research professional association refers to the associations that help for the professional development of the English language teachers. There are different organizations like NELTA, JALT, BELTA, IATEFL, SLELTA, TESOL, ETAWA which are working in the field of English language teaching in different countries. The short description of these associations is as below.

NELTA

It stands for Nepal English Language Teacher Associations. It was founded in 1992 in Nepal. NELTA has fifty four district branches and seven provincial branches. This association provides a forum for English teachers for exchange of ideas, knowledge and skills at local, regional, national and international level. It also provides training and other professional development opportunities to the English language teachers. Moreover, it promotes a professional network with international ELT professionals (NELTA, 2019).

ELTAI

The English Language Teachers' Association of India (ELTAI) was founded on August 7, 1974. This organization brings out "The Journal of English Language Teaching", a bi-monthly, and it is given free to all the members of the Association. Our consultancy services offer Teacher training packages and organize bi-monthly meetings on current ELT themes relevant to the Indian context. This organization organizes annual conferences and regional conferences on specific areas relevant to the ELT scenario today. Delegates from all over the country as well as the world outside participate in them, present papers and conduct workshops (ELTAI, 2019).

JALT

It was established in 1976 in Japan. The Japan Association for Language Teaching (JALT) is a nonprofit organization dedicated to the improvement of language teaching and learning both within Japan and internationally with nearly 3,000 members in chapters and affiliates across Japan as well as members abroad. JALT promote excellence in language learning, teaching, and

research by providing opportunities for those involved in language education to meet, share, and collaborate (JALT, 2013).

BELTA

BELTA was first established in 1984 in Bangladesh. BELTA's mission is to link and support English Language teaching professionals throughout the country and thus contribute to improving teaching/learning and subsequent capacity building of the learners themselves. Its objectives are to assist in developing and empowering English teachers (primary and secondary levels), to facilitate effective communication within the English language teaching community (BELTA, 2019). In this way, we can say that BELTA is aiming to improve the standards of learning and teaching English throughout the country. Huge numbers of English language teachers are linked into this professional organization.

IATEFL

It was established in 1967 in Britain. This association is working in the field of English language teaching. It helps to develop networks among institutions and individuals related to English language educations. It links with teacher associations from different countries to share skills, knowledge and experiences about English language teaching. The mission of this association is to link, develop and support English language teaching professionals worldwide. International Association of Teachers of English as a Foreign Language is one of the widest-reaching teacher associations in the world, with members in nearly 120 countries (IATEFL,2019). Events within the Association are related to wider social trends and geopolitical changes but also to the development of ideas within the profession as a whole. It shows that the scope of English language teachers association is very wide and also it has historical depth.

SLELTA

SLELTA was founded in 1999. The aim of the association was to develop English Language teaching in Sri Lank. The organization conducts various workshops for the development of the teachers in English. It also organizes seminars and workshops for students studying English at various levels. The

organization has its presence in other countries as well. It keeps all its members updated by publishing various academic journals and newsletters under the title of The SLELTA Quarterly. To keep itself updated, it also networks with other international bodies who are working towards promoting English language and teaching (SLELTA, 2019).

TESOL

TESOL was founded in 1960s and it has a worldwide membership. There are more than 100 affiliate countries in the worldwide. It helps to connect teachers, researchers, administrators and students to advance the profession of teaching English to the speakers of other language. Moreover, this association helps to become more effective, more knowledgeable and more skillful through professional programs, publications and professionals interest sections.

TESOL's total number of members, including those of affiliate organizations, was around 44,000. As of 2013, it had 12,100 members worldwide, and it was affiliated with 109 language education organizations, just over half of which were based outside the United States (TESOL-2013)

ETAWA

The English Teachers Association Western Australia is a professional association for teachers of English and related subjects in schools and tertiary institutions. Its emphasis is on secondary schools. Membership of The English Teachers Association of WA is open to any person or organization; however secondary English teachers are strongly encouraged to join to strengthen the advocacy role of the association (ETAWA, 2018).

Based on the ideas mentioned in above paragraphs, after realizing the necessity English language teachers formed and got engaged with professional networks to develop their professional competencies through collaborative learning. It has also contributed for enhancing their existing skills so that these professional networks are yet being continued in different countries across the world.

2.1.4 Activities used in Conferences

There are different activities done in the conferences as like workshop, seminar, paper presentation, panel discussions, online communications and informal communications. These major activities are described below:

Workshop

Workshop is an event which involves the participants in to some sorts of task and imparts the practical knowledge and develops skill to do something. According to Richards and Farrell (2010), the benefits of workshops for language teachers are provides input from experts, offers teachers practical classroom applications, raise teachers motivation, develop collegiality, support innovations, short-terms and flexible in organizations. For example workshop can be useful to involve teachers in the task of developing teaching materials. It is one of the activities takes place in conferences.

Seminar and paper presentation

Conference or seminar plans can help teachers make more sense out of conferences and seminars while helping them feel that they too can contribute to the development of the school and profession. Plans are also powerful tools for novices, as they provide a safe structure for exploring new ideas and techniques while also supporting self-reflection and assessment (Maggioli, 1963.p.141).Seminar papers are very important for sharing the new ideas and the research findings to the large audiences. We do many researches and bring new ideas but it won't be worthy unless we share it to others. It means that seminar paper presentation is one event or activities that take place in conferences.

Panel discussions

Panel discussion is the activity which involves the scholars, experts or professionals in the discussion where they can share their opinions on a particular topic. Drennon and Foucar-Szocki (1996) explains that “practitioners working with groups of colleagues have the benefit of immediate feedback on their ideas from peers. Learning is enriched as group members draw on the skills and perspectives each brings. As individuals learn, so does the entire

group. . . . Authority shifts from outside experts to practitioners inside the program who come to develop and articulate theories grounded in their real-world experience” (p. 72). Audiences will be hearing the conversation and get insightful knowledge related to ELT pedagogy. They make their queries if they have any different opinions or confusion.

Online communications

Online communication refers to the way of communicating with each other through the electronic media. This includes Facebook, email, chat rooms, blogs, WhatsApp and other social networking sites. These sites help to share research papers, journals, articles and materials related to TPD. On the other hand, online courses also have an inherent tendency to stimulate curiosity, as they allow for more reflection and thought about a particular topic/idea under consideration (Russell, 2014). In this regards, online communication helps the teachers with online learning communities and makes them much more competent in their respective fields.

Informal communications

Informal communication is any type of communication that takes place in anywhere but not in the formal setting. While attending in the conferences, participants introduce each other and share their knowledge and skills regarding the different issues which are related to the TPD.

There are many reasons of attending the academic conferences. Gaining knowledge, presenting their research results, staying current in the field are the major reasons for attending the conferences. Conferences include workshop, seminar, paper presentation, panel discussions, online communications and informal communications. Workshop helps to provides knowledge from experts, offers teachers’ theoretical knowledge into practical skill and vice versa. In the same way, Seminar papers helps for sharing the new ideas and the research findings to the large audiences and panel discussion helps to get insightful knowledge from the scholars, experts or professionals from the discussion.

2.2 Review of Related Empirical Literature

In this section of literature review, I have reviewed some of the research studies carried out in the field of teacher professional development. Some of the significantly useful literatures are reviewed as follows:

Gautam (2011) has carried out a research on the 'Perception of in-service teachers about NELTA for Professional Development. The major objective of this research was to identify the perception of teachers on NELTA activities for professional development, identify whether the members of NELTA apply the ideas learnt in NELTA program in their professional life and to suggest some pedagogical implication based on the findings of the study. Moreover, this study intended to significant to all the stakeholders and practitioners involved in the field of English language teaching. Similarly, researcher had believed this study to be helpful to the teachers, supervisors, subjects' experts, curriculum designers and others who want to carry out further research in the field of teacher professional development. The population of this study was the in-service teachers. All the teachers were NELTA members of Morang NELTA branch. By adopting nonrandom purposive sampling researcher had selected forty-five in-service teachers teaching in different colleges and schools of Morang district as participant. From this literature review I have found that NELTA conference and other Tots are useful for professional development but it depends to what extend they execute their learning into practice.

In the reviewed research, researcher has focused towards studying the perception of teachers on NELTA activities for professional development and identifying whether the members of NELTA apply the ideas learnt in NELTA program in their professional life. Unlike this my proposed research has been focused to study the contribution of conference networking for TPD. In this reviewed literature, researcher has used survey design and statistical tools but I will adopt narrative inquiry and qualitative tools for collection and interpretation of data.

Adhikari(2010) has carried out a research on “Collaborative Learning for Teachers Professional Development”. The major objective of this research was to identify the attitudes of English language teachers towards collaborative learning, find out the environment available for the teachers in learning and practicing collaboratively and list out some pedagogical implications on the basis of the findings of the study. This study was tended to be useful for the prospective researchers who want to undertake researches in the area of Teachers' Professional Development. The research design of the study was survey research and used only one tool ‘Questionnaire’ for the data collection. Both primary and secondary sources of data were employed. In this research it is found that almost all (97.5%) secondary level English language teachers have positive attitude towards collaborative learning for their professional development and they were aware of the effectiveness of different small scale collaborative learning activities on teachers' professional development. Moreover, they believed that in collaborative learning they exchange their problems and to reach the solution through joint effort and it also develops to enhance their confidence. Despite the usefulness of collaborative learning most of the teachers all of them do not take part in those activities regularly. In most of the cases, their participation is occasional. Researcher has also recommended that teachers should be made aware of the importance of collaborative learning in course of their formal education, pre- service trainings and INSET programs. She has further stated that just having positive attitude towards collaborative learning activities is not enough for teachers’ professional development; instead the teachers should voluntarily and enthusiastically get involved in those sorts of activities.

The main objective of reviewed research was to identify the attitudes of English language teachers towards collaborative learning and find out the environment available for the teachers in learning and practicing collaboratively. Unlike it, my research is quite different in its objective. I have focused to study the contribution of conference networking for TPD rather than studying their beliefs and perception.

Pandey(2009) conducted a research entitled "Mentoring as a Mode of Teacher Professional Development". The main objectives of the research were to find out whether the language teachers are aware of mentoring as a mode of teacher professional development and whether mentoring is a relevant mode of teacher development in Nepal. The research was limited to the Kathmandu district and questionnaire and interview were used as the research tools. The findings of the research showed that almost all the language teachers are aware of the importance of mentoring in their professional development but unfortunately there is not any formal system of mentoring in the schools of Nepal.

Taylor et al (2011) have carried out a research on Teacher Professional Leadership in Support of Teacher Professional Development. This report focuses on data from a larger scale evaluation commissioned by New Zealand's Ministry of Education (MOE) to evaluate the effectiveness of subject specialists' associations (SSAs) support for classroom teachers. Moreover this evaluation study investigated the results of a professional development initiative for subject specialist teachers and to a leadership role in their curriculum areas. Interview and survey data supported teacher growth in subject expertise and leadership capacity attributed to the opportunities provided by the new teacher-leadership role. The findings of this study indicate expanded leadership roles may further develop experienced professionals while simultaneously supporting teacher knowledge during a period of embedding educational reform. This research team took a constructivist approach. At the end of this research it is found that all SSAs were highly positive about the opportunity to be involved in the initiative, citing its contribution to their own professional and personal development. Furthermore, while many of the SSAs had prior experience working with teachers in informal leadership roles, the opportunity to be an SSA allowed for further development of the capabilities required for adult learning environments. From this review of literature we have found that senior subject advisors are playing important role for the professional development of teachers.

Chowdhury & Le Ha (2008) has carried out a research on Reflecting on Western TESOL Training and Communicative Language Teaching (CLT): Bangladeshi teachers' voices. It is stated in the research that the increasing demand for competent users of English in the era of globalization has had a significant impact on English Language Teaching (ELT) in Bangladesh. The paper has discussed Bangladeshi teachers' perceptions of pedagogical appropriateness, power, and the politics associated with CLT and Western TESOL training. Many changes are being existed in the field of ELT all over the world. To facilitate the successful implementation of these changes, besides introducing local training programs to familiarize teachers with CLT, teachers of English from Bangladesh have also been sent overseas, especially to the English-speaking West, for further training. This research study was based upon the qualitative research study. Further, this paper discusses the pedagogical concerns of Bangladeshi English teachers, including those who are Western-trained, in relation to their teaching of English. It also investigates their perceptions of the politics of the Western Teachers of English to Speakers of Other Languages (TESOL) industry associated with problems of pedagogical ethics and appropriateness. In conclusion they have stated that adaptation courses for Western-trained teachers of English on their return to Bangladesh need to be conducted to help them clarify and readjust their professional goals and identify students' and their own expectations in a local context. These courses can also provide opportunities for these Western trained English teachers to acknowledge and legitimize the knowledge and skills of students and other teachers. In these courses, teachers are introduced to new trends in English language teaching. From the above literature review we can say that TESOL is one of the prominent network that enhances the efficiency and capabilities of English language teachers around the world.

2.3 Implication of the Literature Review

The reviewed research of Gautam (2011) entitled 'Perception of In-service Teachers about NELTA for Professional Development was useful for my study

in the sense that it has helped me to understand the gap and identify whether the members of NELTA apply the ideas learnt in NELTA program in their professional life or not. On the other hand, it has also been found that NELTA is one of the teacher's professional organizations helping teachers' professional development by conducting different seminars, workshops and conferences.

Similarly, Adhikari(2010)'s research on "Collaborative Learning for Teachers Professional Development" was helpful for understanding the significance of collaborative learning and finding out the environment available for the teachers in learning and practicing collaboratively. Moreover, this research has also found that almost all (97.5%) secondary level English language teachers have positive attitude towards collaborative learning for their professional development.

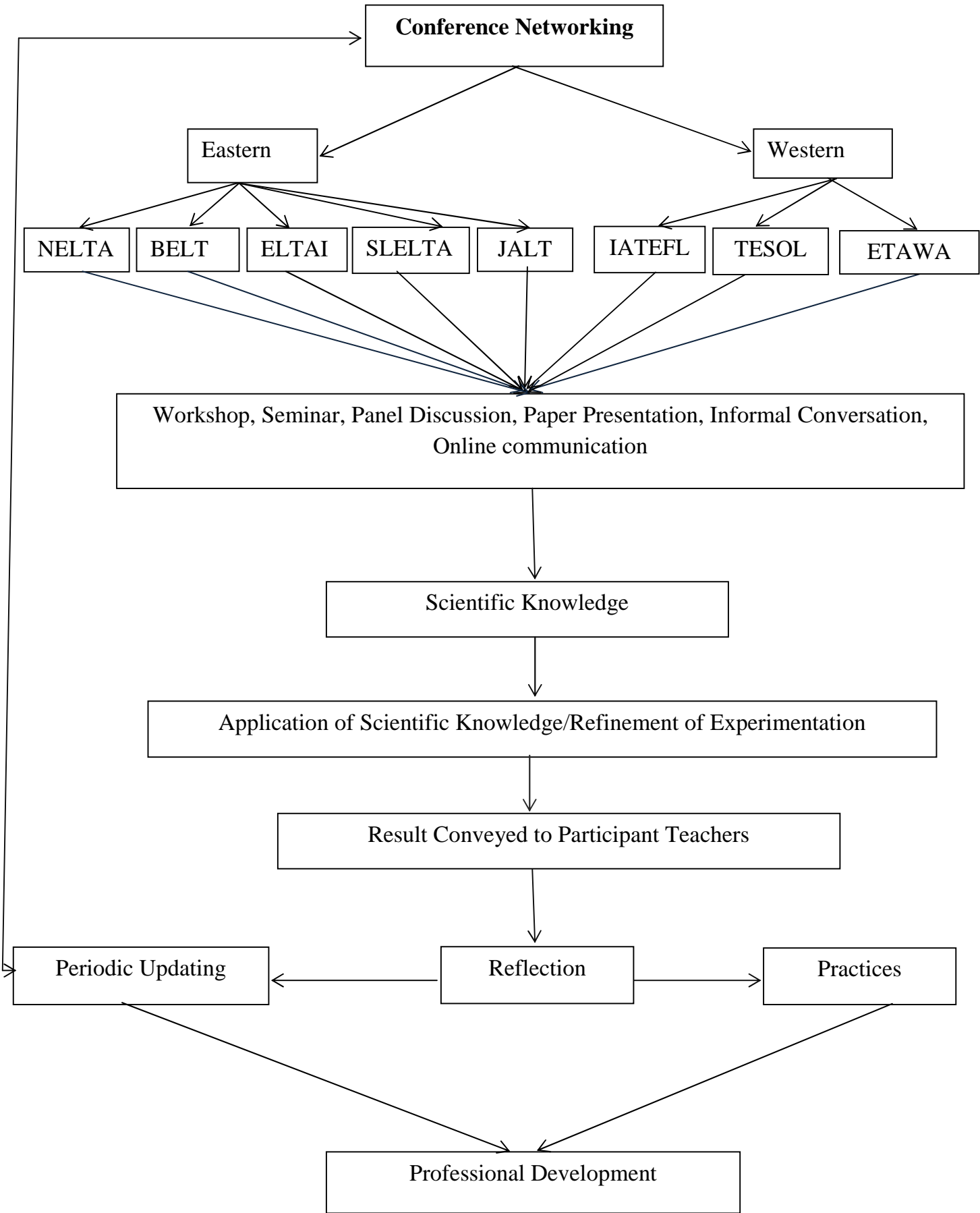
Taylor et al (2011)'s research on Teacher Professional Leadership in Support of Teacher Professional Development has highly valued to the professional leadership because it helps other novice teachers to get initiatives and support from subject specialist teachers in their curriculum areas. In addition, the findings of this study indicate expanded leadership roles may further develop experienced professionals. From this review of literature we have found that senior subject advisors are playing important role for the professional development of teachers.

Similarly, Chowdhury & Le Ha (2008)'s carried out a research on Reflecting on Western TESOL Training and Communicative Language Teaching: Bangladeshi teachers' voices. This research has shed light on the importance of TESOL trainings in teacher's professional development. It has also explored Bangladeshi teachers' perceptions of pedagogical appropriateness, power, and the politics associated with CLT and Western TESOL training. From this review it has been found that trainings about readjustment of teachers after attending TESOL training are very necessary. It can be concluded that professional associations are very significant for teacher's professional development.

Literature review is a key component of research studies. It is useful in several ways that helps researcher to understand the research area and research problem. In other words, literature review is a significant work in the process of carrying out a research. Literature review has broadened my understanding of conference networking, teacher's professional development and different models and theories of professional development. Moreover, literature review has helped me to determine the delimitation of the study. Literature review is a core part of any research because it provides a foundation of interpreting the research findings.

2.4 Conceptual Framework

Conceptual framework is the mental map of the research study that gives a clear picture of our whole research. On the other hand this research is also based on a conceptual framework. This research study was based on following framework:



On the basis of above mentioned conceptual framework, this research study has been focused on the role of conference networking for teacher's professional development. In many countries English language teachers have their own association as NELTA, ELTAI, BELTA, SELTA, JALT, TESOL and ETAWA for professional development. These associations are conducting different kinds of workshops, seminars, panel discussion, informal conversation and online communication as well. These activities are very important and necessary from knowledge gaining perspectives because these are not just a presentation but also a platform to share new learning, experiences, research findings. It all makes it possible that teachers get opportunity to meet and collaborate with the scholars from different countries. All these activities are found helpful for teachers because different papers, research studies, reports and documents are presented and discussed in front of many scholars and professionals. It provides teachers insights about professional development.

Moreover, different scientific knowledge is presented in front of teachers so that they can make necessary improvements in in their professional practices. On the basis of scientific knowledge presented to them, teacher experiment new ideas and bring some refinement into professional behavior. In addition, after the modification in their practice teachers also reflect upon the results conveyed and the learning achievements. And the process of reflection, periodic updating and improvement in practices continues. All these efforts result in teacher's professional development.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This section deals with the methodology and procedures adopted by the researchers to achieve the objectives of this study. To specify, the design and method of the study, population, sample, sampling procedure, research area, data collection tools and techniques, data collection procedures, and data analysis and interpretation procedures have been included in this section of the study.

3.1 Design of the Study

Research is a systematic investigation that is designed to answer questions. In another words, research is a process of finding something new from the existed data. Among different research design, I have used narrative research design to accomplish the objectives of this study. Narrative research design is a form of qualitative research. Mainly, this research design uses field texts such as stories, autobiographies, journals, field notes, letter, conversations, interviews, and life experiences as the units of analysis to research and understand the way people create meaning and generalize truth in their life. It focuses on the organization of human knowledge more than merely the collection and processing of data. The personal accounts are taken as stories and participants are allowed to use their own words and categories to describe their own life experiences. The importance of personal experience and multiple perspectives, the existence of context bound and constructed social realities and the impact of the researchers in the research process is emphasized in this research. Schwandt (2007) defines narrative enquiry as “an interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (e. g., life histories, narrative interviews, journals, diaries, memoirs, autobiographies) and reporting that kind of research”

In this research design less numbers of respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies and in-depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on the individual's experiences. The process of narrative research design refers to the way of carrying out the research by using this method.

According to Creswell (2013, pp. 513-516), the steps of conducting narrative research are to identify a phenomenon, collect the story from that individual, restory and retell the individual's experience, collaborate with the participant-storyteller, write a story about the participant's experiences and validate and accuracy of the report. In this study, I have used the same process while conducting this particular research. The process is the guideline to complete any kind of research work perfectly. The processes of narrative inquiry are as follow:

-) Identify a phenomenon
-) Selection of appropriate individual
-) Collect the story from the participants
-) Restory or retell the individual's story
-) Collaboration with the storyteller
-) Write a final report based on the story
-) Validate the accuracy for the report

Similarly, according to Moen (2006), narrative is vygotsky's socio-cultural theory and Bhaktin's theory on dialogue. Considering about vygtoskyn theory, Moen concludes that for the comprehension of the mental function of human beings, understanding the ways and sources of knowledge is crucial. Moen and Bhaktin on the basis of their theories believe that dialogue within and outside plays vital role to shape our identity.

In this study, I have planned to follow the basic assumptions of narrative research proposed by Moen (2006). They are;

- Human beings organize their experiences of the world into narrative,
- The stories people tell depend on their past and present experiences, their values, the people to whom they are telling their stories, the context in which stories are told,
- Narratives research realizes the multi voices in narrative,
- Narrative research focuses on how individual make meaning of their lives through the stories they tell.

As a method, it begins with the experiences as expressed in lived and told stories of individuals. It also provides ways for analyzing and understanding the stories lived and told. In the data collection phase, the researcher has to build good rapport with the respondent for making the research more fruitful. In the same way, while collecting the data, the researchers have to be active because s/he has to collect more and more information from the respondent.

3.2 Population and Sample Size

In this research study, all the teachers engaged with different professional organizations and networks like NELTA, BELTA, IATEFL, SLELTA, are taken as total population. As this research is a scaled down study, few numbers of participants are intended to participate. From the total population of English language teachers, I have purposefully selected four English language teachers as a research participant because they can only provide descriptive data for the fulfillment of the research objectives.

3.3 Sampling Procedure

For the selection of sample or the participants, I have adopted purposive, nonrandom sampling procedures. This strategy supposed that the sample provided maximum data and enables us to answer research question and the participants are selected on the basis of research objectives and those teachers who are engaged with professional networks with 5+ year experiences of

participating different conferences were preferred as the participant. The participants were selected 5+ year experiences because they have engaged in different conferences and have depth knowledge conferences in national and international as well and its role for teacher professional development. This way helps to understand about the role of conference for the professional development of the participants. These participants are expected to provide raw data for the research to achieve the objectives.

3.4 Research Tools

For the fulfillment of objectives of this study, I have used in-depth discussion and informal conversation as the research tools to collect the data. Audio recorder (mobile) and some diary notes were useful for the collections of the data.

3.5 Source of the Data

I have used primary and secondary sources for the data collection. The respondents were the primary sources of data and the books, the articles, journals, and other documents were the secondary sources of the data.

3.4.1 Primary Sources of Data

The primary source of data were four University English teachers who were engaged with professionals networks with 5+ years experiences of participating different local, national and international conferences. The primary data were obtained from face to face interview and written narratives.

3.4.2 Secondary Sources of Data

The secondary information were derived from different printed and electronic materials like books, articles, journals and documents related with the study. I consulted different books including Head and Taylor (1997), Richard and Farrell (2010), Ditual (2012), Gardner (1972), Healey and Jeklins (2000), Chang (2010), Sapkota (2016), Joshi (2017). The dissertations and articles which I reviewed are; TESOL (2011), IETEFLL (2012), Turuk (2008),

Sah(2019), Adhakari (2010), Choudhary (2008), Negi (2018),Gautam (2011), Gnawali (2011) and Trust (2012).

3.6 Data Collection Procedures

This phase is considered as an important part of research. The researchers should focus on the certain and systematic procedures while collecting data. I have used stepwise procedures for collecting the data. Firstly, I have prepared interview schedule, consent letter, and participation information form.

Secondly, it was difficult for me to find out the participants who were willingly taken part in this study. Thus I became worried about the expected participant for my research study. For this, I called one brother who used to teach in college for providing the data for my research. While having conversation on cell phone, he suggested the name of teachers and provided their cell number who had experiences of national and international conferences more than five years. Then, I called one by one and they responded very well. After that, I visited them in school, college and coffee shop and built up good rapport with them. While visiting with them, I through coffee talk to them and discussed about their personal and professional life in informal setting. Then I asked them for proper time for discussion on the research area. They fixed their time for the interview. Two of the participants called me at their college for the discussion and two participants called me at hotel in 12 days.

For collecting the data, I begged for permission from each of them and took in-depth interview one after another according to their convenience. While I was taking interview, the mobile was set to record the interview after the permission of participant. After the interview was over, I requested each of them to write their narratives. While having the informal conversation about their personal and professional life, I have noted down the all the important points in the diary which are important for my purpose of the study. The recorded speech was transcribed. Then, I thanked them and asked them how they felt about the interview and also informed them that I again could meet or contact them if I would feel any confusion related to data and needed more

information. To analyze the data their responses were analyzed in accordance to the objectives.

3.7 Data Analysis Procedures

After the completion of data collection from the interview, the obtained data were analyzed and interpreted by using thematic analysis. Thematic analysis is a qualitative data analysis procedure where the researchers should construct a theme of the data. While analyzing the data their names were given by pseudo names as Atul, Bidur, Chandu and David. While constructing the themes from the data I have categorized their stories into seven themes. In this procedure, the data were collected from the discussion and informal talk was coded on the basis of the theme; Perception of Conference Networking and TPD, Motivation for English Language Learning and Teaching, Reasons for Attending Conferences, Experiences of the Conferences, Application of the Knowledge and Information, Significance for TPD and Problems for TPD and then similar coding should be kept in same column and one the basis of above theme. These are the process of making a theme. Therefore, thematic approach is a method which explains, analyses, and interprets the theme of the collected qualitative data.

3.8 Ethical Considerations

Ethical consideration is one of the most valuable ornaments of the researcher. Every respondent has their right to privacy. They should be informed the purpose of the study and value of their participation in it. They should be sure that there is no any harm in their personal career and in intuitional reputation so that they could provide sufficient data. That's why, to get reliable and authentic data ethical consideration is highly required.

To maintain ethical quality in my research, I took informed consent from the participants and developed trust with them. Then, I assured them to preserve their privacy and not to expose their original names. I promised in front of them that I would take any responsibility about possible harm that may fall

upon them in terms of society and psychology. I also gave due attention to maintain all the values and norms of ethicality as far as possible while collecting data. Moreover, the participants would be assured that all identifiable personal information would be strictly kept confidential and no names would be mentioned in the thesis as well as in any publications. However, I mentioned their ideas giving them pseudo names as Atul, Bidur, Chandu and David because to maintain privacy on their view points (strengths and weaknesses) regarding conference networking.

Similarly, I did not plagiarize the sources; rather I wrote my thesis by giving proper citation and references and tried my best to make the research original. Moreover, I followed all the values and norms of academic writing as far as I could.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Analysis and interpretation of the data is a core part of the research. I have analyzed the data thematically under different headings and sub-headings.

4.1 Analysis of Data and Interpretation of Results

The data obtained from semi-structure interview and informal conversation were transcribed and analyzed by using thematic analysis. Themes of the personal interviews were drawn based on the research topic as conference networking for the professional development of English language teacher as Perception of Conference Networking and TPD, Motivation for English Language Learning and Teaching, Reasons for Attending Conferences, Experiences of the Conferences, Application of the Knowledge and Information, Significance for TPD, and Problems for TPD In this study, pseudo names are used to conceal the identity of the participants as Atul, Bidur, Chandu and David. I have asked questions (Appindex-1) and some informal talks related to role of conference networking for teacher professional development of English language teaching to all the participants then analyze and interpret it thematically. Some major themes are described with the supporting statements of participants and different research based statements as in following discussion;

4.1.1 Perception of Conference Networking and Teacher Professional Development

Various organizations or associations (NELTA, BELTA, SELTA, ELTAI, ETAWA, TOFEL and IATEFL) are organizing conferences for the professional development of their respective field. Different scholars (Richard,2009,Odiambo and Ngayni,2007) and Participants have different kinds of perception regarding the conferences. Some associations which are organizing conference for enhancement of their knowledge for business, some

are for awareness and some are for updating knowledge and skills with the advancement of science and technology. To be specific, this research is mainly focused on the role of conference networking for the professional development of English language teachers. Different ELT associations are organizing conferences for the professional development of English language teachers.

Through voluntarism, teachers associations create opportunities for the members and non-members alike for their professional development. Their activities are aimed at facilitating the professional growth of the teachers (Odiambo and Ngayni, 2007). It means different organizations related to English language teaching conduct different kinds of programs like workshops, seminar, book exhibition, concurrent sessions, talk shows and informal conversation are activities for the professional development of English language teacher. According to Chandu, “*Conference is a long lasting networking and a type of collaborative work and which is quite useful for the teacher their professional development*”. In this regard, Atul said,

I have attended NELTA conference in 2010, SLELTA conference in 2014 and TESOL conference in 2017...Well, these English language teachers' networking like BELTA, SLELTA, IATEFL, NELTA, ELTAI, TESOL organizes various conferences where they bring experts and professionals from all around the worlds and discussed on various classroom practices. Conference networking refers to building the relationship between and among the professionals from all around the globe for discussing on the issues related to the pedagogical fields...conference provides for everyone to learn from the experiences that the other person have faced in the classroom, their success stories and learn from their failure at the same time.

From the above data, we came to know that conference has a paramount role for the professional development of English language teacher. Teacher associations organize conferences to provide learning opportunities and networking opportunities for a professional (Richard, 2009). In conference,

different scholars and experts come and meet at a one place and get opportunity to share their innovative knowledge and skills. In addition, conferences organize different sorts of programs like seminars, talk shows, concurrent sessions, key note speech and book exhibition. These activities help to update practical knowledge into theoretical one and vice versa. Likewise, David shared his ideas on perception of conferences and TPD on the basis of his own experiences.

Conference helps teachers... who are participated in conferences know how to conduct research in terms of teaching learning activities. Teacher become familiar with teaching learning methods or they become familiar with newly developed theories of language teaching and next important thing I have thought that, when participants attended such type of conferences, they developed how to express their views in front of large mass, ability to express views and opinions in front of large audience.

While analyzing the above data, conference networking plays vital role for the ELT practitioners for their professional development. The teachers or the participant gain insightful knowledge about the newly developed ELT methods and techniques which are practicing all over the globe. They also build up confidence and techniques for expressing their views in front of large audience.

4.1.2 Motivation for English Language Learning and Teaching

Motivation is a key factor for explaining the success and failure of any activity. We know that success in a task is due to the fact that someone is motivated. According to Dital (2012), learners were highly motivated with positive attitudes towards learning English. They were both instrumentally and integratively motivated. Chang (2010) expressed that class group impacted learners' motivation and they felt relaxed with the motivated classmates. In the course of interview, Bidur explained;

I was interested to learn English from my childhood. When I was in class 10, I saw one the English teacher with beautiful English and I would practice how he uses to speak. Later on having English in intermediate level, I have joined English in bachelor level and knew the course book as phonetics and phonology. There are some foreign books like grammar, English for mass communication, academic writing and literature as well. When I went to Kathmandu, I heard about the NELTA conferences and I think my first conference was 16th international conference of NELTA. I started teaching and different publication like Ekta, Koseli, and Intellectual publication gave me training and I want to become a die heart lover and this is how I started teaching.

From the above mentioned data we can find that, teachers can play a significant role in motivating learners to the learning of a second/foreign language.

Motivation is an important factor in learning a foreign language which is influenced by different variables. Motivation sometimes overlooked by some EFL teachers in urging their learners to learn more. Teachers and classmates have great impact to promote motivation. Teachers should help their learners to find motivation in the areas where they do not expect it and also to research for their own motivational processes so they can take advantage of it. Moreover, course book, and different training has also great role for motivation to learn and teach English language. In the similar way Chandu articulated;

Regarding my career, when I completed my B.ED in education from Kathmandu, at that time I got chance to participated in NELTA international conference at that time... Some of the senior colleagues and teacher inspired me to take part in first international conference of my life. When I participated, I was so happy and excited to see the presentation of key note speakers speech, experts' talk show, different concurrent session different works shop, books exhibition and got some other material like general article and hand note. Definitely those materials found useful for the subject what I have been studied in

particular level as well as teaching carrier so after that regularly took part in such type of conferences and became the life member of NELTA as well.

From above, we come to conclude that, Learners' motivation can go up and down depending on the context of language learning. Motivation has a key role in the development of language skills. According to Gardner and Lambert (1972), learners are motivated to learn when they think of themselves as competent persons, deal with materials arranged to their level, see goal in their activities, see their studies as significant, are given difficult work, live in a safe environment, have the chance to express psychological needs for success, recognition and acceptance, think that the learning is for them and not for their teachers, work with interesting materials, have opportunity to make decisions and feel responsibility for participating, and experience more success than failure. These opinions suggest that motivation to learn an L2 depends on the attitudes towards such community. While attending the conferences, the participants or teachers get good exposure form the conference and feel that one of the competent member of the event one. Moreover, the teachers find different research based innovative ideas about the methods and techniques from the keynote speech, talk show, concurrent sessions and informal conversation to minimize their problems in the field of their profession.

4.1.3 Reasons for Attending Conferences

Many people think that joining the organization is enough but for the updating of knowledge and skills, everyone needs to engage in different kinds of activities that are organized by the organization. There are different reasons for attending the conferences. Sharma, (2019) few reasons of attending for attending the conferences as;

Apparently, one pragmatic reason is the constant need to update my CV, utilize the fund that my university offers, and update my professional

portfolio that is needed for my tenure and promotion. But my biggest drive to travel to conferences such as TESOL and AAAL is to create my scholarly space and identity in the field, update my knowledge repertoires with recent developments in scholarship, and network with junior and senior colleagues. For this, Atul claimed that;

I joined NELTA and come across various activities of NELTA but initially it was quite expensive for we kind of people because we have to pay registration and travel on our own. I have to self-sustained and have not job as well so I have been problematic. When I heard a NELTA conference through NELTA Kanchanpur chapter and I said why no try once without any pressure and nothing else simply the hearing and reading so many stories of professors of master's degree like Jay Raj Awasthi. They used to share so many things like this happened in this conferences and it was in this conference and slowly and gradually that motivates to attend that conferences.

In above quotation it is clarified that most many people do participate in ELT conferences because they get the opportunity to listen the words by experts and well established and known professional in their respective fields. In conferences participants get opportunity to learn from the shared experiences of subject experts and improvise their professional skills in future. It is key motivation for them. In the similar way, Bidur articulated that;

... When I went the class of university campus, one of the teacher told about the 16th NELTA international conference going to be held after couple of days and asked my seniors what happens in the conference and they told me that we learnt a lot of things not only pedagogical expertise but also confidence and skills... We can have rapport building with so many peoples and this is how professionalism increases. They told me and my aim is also to be expert teacher because I read teacher

development, psychology, education and curriculum. I have met all things of course in the NELTA conference that helps further professional development of English language teacher and decided to join all the conferences.

Based on the above narrative we can conclude that conference participants attend conferences not only to gain the subject matter knowledge and expertise but also to boost their confidence level. Moreover, they also get the opportunity to be introduced with many people in that field. In addition to this, participants can also have good rapport building that likely to help in coming future. So, it can be concluded that motivation and long term vision of good future in their interested field encourages participants to attend many conferences. Similarly, conference networking helps teacher for their professional development in many ways.

Conference networking has gained people's attention since 1980's. During the 1980s, English language teachers began to feel the need for some form of self-motivated professional developments, and to express this in various ways, through journals, conference papers and workshops and teachers networking informally together to share ideas (Head and Taylor, 1997). From above, I come to say that, conference helps to build up good rapport or establish networking among the participant. It also helps build up confidence and professional development of the participants. Involvement in ELT conferences around the world has many advantages. Participants might be very attracted to what they see, hear, and experience or they may gain a deeper appreciation for the situation you are currently in.

4.1.4 Experiences of the Conferences

Thousands of ELT professionals attend conferences around the world each year. ELT professionals who are engaged in teacher organizations, they participated in different conferences and gain knowledge and skills. Attending conference is opportunities to leave your school or home town for few days,

experiencing the difference and engage in conversation about English pedagogy and materials development with wider audience (Sharma, 2019). Khan (2011) claims that English language teacher associations work in order to uphold the English teachers' identity as members of a language teaching community and to disseminate new information about the language teaching. Regarding the experience of conferences, the Bidur articulated:

Really after attending the conferences I felt rejuvenated, I recharged myself... People from different works of life like professors, learners, presenters, students, and teachers get together from different parts of the world. I thought that this kind of conference is really useful in one's life better. I also thought for presenting papers and writing articles the next conference ... A lot of knowledge not only regarding classroom management, marking answer sheet, handling large classroom or maintaining discipline, building rapport with the students and other teachers, making friendly relations in the classroom and not only this but also how to make oneself professional teachers.

From the above statement we can generalize that conferences are not only significant for handing over the knowledge and skills but also it refines and freshens existing knowledge. Attending conferences is an important way through which we can observe the people and assimilate their good practices into our own. Many experienced professionals and subject experts present their papers which with no doubt imparts the knowledge among the fresher. Likewise, David shared his ideas on experience on conferences on the basis of his own experiences.

I have attended a lots conferences organized by different organization. While attending the first conference, I have attended 25th NELTA international conference at Galaxy public school. Later on I have attended other conferences conducted by Scholars Associations of Nepal. Before attending the conference, I felt so fearful while standing in front of large mass. It was difficult for me to express my views and

how to initiates the talks. After attending the first conference I got a lot of ideas how to presents papers, how to conduct research and how to write research articles. Nowadays, I do not fell any hesitation to express my views in large mass.

From above data, most of teachers get good exposure by attending conferences. They can build up confidence and got a lot of ideas how to presents papers, how to conduct such conferences and write research articles. From above what I find that any conferences that innovates knowledge and skills, challenges teachers and motivates the use of the best teaching practices can be seen as distinctive and special by educators who face daily challenges in and out of the school environment.

4.1.5 Application of the Knowledge/information

ELT associations organize local, state, national as well as international conferences. On the conferences, scholars from different parts of world come and present their paper and publish journal, newsletters and articles and update their knowledge and skill. In this regards, David said, *“I tried my best and next things after attending conferences, I motivated my colleagues to establish one organization that is Scholars Association of Nepal which also for organizing conferences, seminars and writing and publishing journal articles”*. Gnawali (2011) argues that English language teacher associations support EFL teachers by bringing them opportunities and giving them an environment to explore such opportunities. Conference helps to meet with the other professionals, learning from them and experiencing their enthusiasm what we do helping our students progress. In the similar way Bidur responded that;

Yes, I am applying. Previously, I learnt ELT or curriculum or child syllabus or motivation children. I had learnt this just pass the exam. But while I attended different sessions of NELTA conference, I learnt that yes these are the ways to do these activities practically...I have learnt that the techniques whatever we have learnt are not sufficient, the

method whatever we have learnt is not sufficient because this is post method era. It is era of Post Method Pedagogy (PMP), where no method exists, methods have died. I have learnt that I have to be a post method teacher. What kinds of techniques works place I should be able to find out. I also learnt to be a creative and to be knowledge creators.

From the above statement we can generalize that knowledge gained from the conferences can be applicable in the field of teaching and learning.

Conferences provide knowledge and creative ideas about how previously gained theoretical knowledge can be implemented in practical one. Moreover, conference provides knowledge about the PMP. As this is era of Post Method Pedagogy (PMP), where no method exists, methods have died. So, conference networking enhance knowledge about what kinds of techniques works place and how should be it implement in the real classroom according to situation and context. Likewise, Chandu said;

To most of the extent I think , I have been using this knowledge, experience and tried to use knowledge in teaching and learning and may be because of time limitation in the classroom, lack of technology materials all the experiences and techniques may not be applied in the classroom but most of the things I share to the students according to their level whatever techniques are useful in which level and so definitely I tried to apply those techniques to some extent and think more or less I have been using these knowledge and technique according to situation and need of the subject matter.

On the basis of above data, it can be concluded that conference are organized to provide a high quality of academic platform for the different communities like English as foreign language (EFL) or English as a second language (ESL) to promote connection between theory and practice and explore different perspective on the application of research finding into different practices. Conferences also provides lots of techniques and methods to fit in the learners

levels because the learners are from different cultural background, different linguistic background.

4.1.6 Significance for TPD

Meeting scholars from all around the globe and learning from their shared experience is inspiring. Building network with professors from colleges and other professionals increases the effectiveness of all the participants. . IATEFL (2017) argues that it “provide[s] general support in helping teachers and other ELT professionals in their professional development, and to provide a platform where they can offer their views, exchange research, and teaching experiences and learn from each other in the field of professional development” In this regards, Atul states, “*conferences orient each and every participant towards the important of research and building the capacity of any participants and any ELT professionals so they can do better in their future life*”. In the similar way, Chandu mentioned;

Professional networking can help any teachers to develop professionally in various ways. A first thing is to expose themselves in the field to get opportunity, to get a lot of information, experiences and their expertise from experts and teachers. Another thing is making networking and sharing ideas, bringing many types of activities collaboratively and most of thing we also build of confidence and motivation to do such types of conferences. In the similar way it also helps us for promotion and to get certificate.

From above mentioned statement we can say that attending the conferences provides opportunities, get information from the experts and teachers. In the similar way, conferences help to teachers to share ideas, build up confidence and motivation to do such type of conferences in local level too. Moreover conferences also help for promotion and to get certificate of that conference. Furthermore, David added;

... Conference networking makes all the audiences to familiar with how to write a research articles or conference articles because different scholars from different countries present their research. Next things, it gives insights in terms of teaching and learning activities to the teachers. It encourages ability to express their views or opinions in front of large mass. It encourages participants to establish such types of organization which can help to develop their teaching learning ability just like we have established a one organization Scholars Association of Nepal after attending the 25th NELTA international conference.

From above mentioned data, it can be concluded that conference networking plays vital role for the professional development of English language teacher. Attending a conference supports continued professional development of ELT teachers. Conferences build of confidence and provide lots of knowledge and skill related to teaching and learning field. It also increase ability to express in front of large mass and provides ideas to establish such organization in local level and conduct such types of program in local level. Attending conferences is perfect way to stimulate change and to increase capacity to bring the best instruction and helps to develop creative thinking to the students. In the same way, it can be concluded that, for the betterment of the English teachers have to join a professional organization, find relevant conferences to attend, meet colleagues from all around the globe and get involved in the future of best practices.

4.1.7 Problems for TPD

Professional development is continuous that occurs in span of time. A lot of challenges or hindrances may come that one might have to face in the process of their professional development. According to Atul, *“I have found one negative aspects; limited time. Due to the limited time participant from different countries want to visit different places rather gaining knowledge from the conference”*. It gives the clear idea that due to shortage or limitation of time many people prefer to visit different places rather than attending conferences.

Even while participating in those kinds of conferences they don't take it seriously and bung the sessions and presentations. It shows that proper attention and dedication is also required for English language teacher's professional development. On many occasions, attending conferences might charge certain amount which is a kind of barrier for less motivated participants. Many of them don't desire to attend the conferences because they want to save their money.

In the similar way, David said that *No, I don't any challenges there. This is a part of development of teacher. So, we should not take economic factor as a challenging. We are earning for all-round development so we should not take any burden.* From the above statement, David don't consider economic factor as burden instead he mentioned that it is an investment for his own development. Investment in the sense that when he pays some charges, he gets multiplied times much benefit in the form of learning. In other words, it enhances his all-round professional development. Moreover, it denotes that, economy is one of the barriers in the ways of professional development especially participation in ELT conferences.

Time management is another that matters regarding to what extend one interests to attend conferences on foreign soils. To attend conferences abroad, it minimally requires a week which is difficult to manage. Moreover, information is tended to be power in present era. Many English language teachers don't get information about what is going to take place around them. Regarding this views, Chandu articulated;

Regarding the weakness, one thing is management of time. To go to the abroad, we need more than one week. Next thing is economic problem; sometimes some paper have been accepted in abroad too could not pay for that. Sometimes there is also lack of information. Where, what types of activities are taking place we do not have information.

It means that time management matters for English language teachers. It is better to conduct the conferences at the venues that seems to convenient and reachable for the teachers. Moreover, English language teachers must be provided proper information about the upcoming events or any conferences useful for their professional development. On the other hand, English language teachers must be encouraged to participate in these types of conferences.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter concludes my study which I have drawn from chapter I to chapter IV. Based on the analysis of data and interpretation of results, the findings of the study were derived. The findings of the study led to some conclusions and recommendations based on the study. More especially, the final chapter discusses the main findings of the study presented in chapter four. It also deals with major findings of the study, conclusion and recommendation to the policy maker, ELT organization, teacher educator, ELT researchers and ELT practitioners. It is all about the brief description of my research study. Similarly, I have concluded the data with the help of reflective ideas including the challenges, conflict, dilemmas that I encountered while preparing the overall thesis.

5.1 Findings

Narrative inquiry allowed me to describe participants' journeys and experiences from holistic perspective that captured an ongoing context. Analysis and interpretation relied on six themes: perception of conference and TPD, motivation for English language learning and teaching, reason for attending conferences, experience of the conferences, applications of the knowledge/information, significance for TPD and problems for TPD. They were inductively drawn from the data to answer four research questions.

-) How do conferences support or hinder for the professional development of English Language teacher?
-) What are the strategies do conferences employ to help in professional development?
-) How do the teachers develop their professional development while attending the conferences?

To address these research questions, the major findings of this study are presented on themes: perception of conference and TPD, motivation for English language learning and teaching, reason for attending conferences, experience of the conferences, applications of the knowledge/information, significance for TPD and problems for TPD

From the analysis of participant views on conference networking and TPD showed that conference networking is a long lasting and a type of collaborative work which provides different sorts of program like seminars, talk shows, concurrent sessions, keynote speeches, book exhibitions to update practical knowledge into theoretical and vice versa.

It was found that various English language teachers' networking like BELTA, JALT, IATEFL, TESOL, SLELTA and NELTA organizes ELT conference and calls different scholars and experts from home and abroad to share their innovative knowledge and skills. It helps to English language teacher to build up confidence to express their views in front of large mass and to write a journals and articles.

This research showed that inspiration of colleagues and teachers has great impact to learn English language. Moreover, Teachers help their learners to find motivation in the areas where they do not expect it and also to research for their own motivational processes so they can take advantage of it.

Participant viewed that conference activities were found useful for the subject what have been studied in particular level as well as teaching career. Moreover, motivation increased from attending the presentation of key note speakers speech, experts' talk show, different concurrent session, different works shop, books exhibition and got some other materials like general article and hand note.

This research showed that people are participating or attending for the purpose of updating knowledge and skills, building confidence and pedagogical expertise, rapport building and professional development. It was found that

most of the participants attended conferences by the hearing and reading so many stories of professors of master's degree like: Jay Raj Awasthi. They used to share so many things like this happened in this conferences and it was in this conference and slowly and gradually that motivates to attend that conferences.

This research showed that involvement in ELT conferences around the world had many advantages. Attending in conferences provides energy to present papers, to conduct research, to write research articles and develops knowledge and skill to conduct such types of conference in local level. Participants might be very attracted to what they see, hear, and experience or they may gain a deeper appreciation for the situation.

The participants reported that conferences provides a lot of knowledge not only regarding classroom management, marking answer sheet, handling large classroom or maintaining discipline, building rapport with the students and other teachers, making friendly relations in the classroom and not only this but also how to make oneself professional teachers. Most of the teachers teaching English language as a job but such type of conference networking develop the feeling that teaching is not a more job it is a profession but I sometime say it is a backbone of professional development.

Conferences helps teacher to innovate knowledge and skills, challenges teachers and motivates the use of the best teaching practices can be seen as distinctive and special by educators who face daily challenges in and out of the school environment.

The research showed that conferences are organized to provide a high quality of academic platform for the different communities like English as foreign language (EFL) or English as a second language (ESL) to promote connection between theory and practice and explore different perspective on the application of research finding in to different practices.

The participants viewed that attending conferences is perfect way to stimulate change and to increase capacity to bring the best instruction and helps to

develop creative thinking to the students. In the same way, for the betterment of the English teachers have to join a professional organization, find relevant conferences to attend, meet colleagues from all around the globe and get involved in the future of best practices.

This research showed that limitation of time, people prefer to visit different places rather attending the conferences. Moreover, they do not take part in the conference but they are motivated to visit different places.

It was also found that lack of information and certain amount of money is the barrier for the less motivated participants. So it should be better to conduct the conferences at the venue that seems to be convenient and reachable for all the teachers.

5.2 Conclusion

Conference networking plays a vital role for the professional development of English language teachers. Various English language associations/organizations like NELTA, BELTA, JALT, SLELTA, IATEFL, TESOL other English language related associations organize ELT conferences. These organizations call experts and scholars from home and abroad to present and share their innovative knowledge and skills. In conferences, there are different programs like seminars, talk shows, concurrent sessions, keynote speech, and book exhibitions to update practical knowledge into theoretical and vice versa.

Teachers build up a network and learn with seniors, subject experts and scholars while attending the conferences. These successful experts and scholars might have come through many success and failure incidents. In conferences participants get the golden opportunity to listen their stories and get motivated with synergy of hope. It also provides language teachers about various techniques and various ideas for classroom settings they have been teaching. They learn by getting involved in activities in the field of ELT such as teaching, teacher training, conducting such programs at the local level, lecturing, research, writing and publishing journals and articles.

Conferences are also very useful for enhancing and initiating the best practice of ELT in the classroom. Conferences also provide the participants an opportunity to observe the presentations of scholars and experts. It can be very useful to uplift classroom activities. In the similar way, it also helps us for promotion and to get certificate. In the other hand, due to limited time people like to visit different places than the attending the conferences. Along with this, lack of information and economic factor demotivates the participant to attend the conferences for their professional development. While conducting conferences, venue should be reachable, affordable and well informed to the all concerned participants.

5.3 Recommendations

On the basis of finding and conclusion, some recommendations have been made to be applicable in:

5.3.1 Policy Related

There are certain issues which I believe are of great importance in understanding the role of conference networking for the professional development of English language teacher. Policy refers to plan, guidelines or arguments that justify a particular course of action or activities of a particular person, institution or a nation. On the basis of the findings of the study, the following policy level recommendations can be made.

- a) Government need to play participatory partnership role with the conferences or with these organizations who are organizing conferences. Government should focus to make the education participatory, research based, profession based and technical education as well.
- b) Government need to think of sending some of the school teachers in various conferences in home as well as abroad can bring betterment of English language teaching in Nepal.

- c) The monitoring bodies need to be strong and in terms of the work the teachers have to award if they got training who attended conferences they have really done some changes in the field of English language teaching.
- d) There need to be inclusion between conference organizers, NGOs, researcher and policy maker or stake holders from the government and finding or the gist from the conferences should be addressed in the policy and implement them in real practices.

5 .3.2 Practice Level

It is common across the literature of teacher education that practice plays an important role in the process of professional development of English language teacher. I hope, this study is equally advantageous to those who are at the practice level. Therefore, I can confidently assert that my research is very much significant for the teacher educator, ELT teachers and more especially for all the practitioners who engage in teaching profession and try to update knowledge and skill in ELT field through participating in conferences. The major implications of the study in this level are:

- a. From the participant views, it was found that conference activities were found useful for the subject what have been studied in particular level as well as teaching career. So, for the updating of the knowledge and skills of the teachers' organization need to organize more conferences and motivate to participate in the conferences.
- b. Likewise, conferences are limited to urban areas only. It might be difficult for participants to participate conference from remote area. So, such type of conference should be conducted in remote area as well.
- c. Though it was my small attempt to bring out the stories, I hope it motivates other teacher as well as themselves to attend the conference for the professional development of English language teacher.

- d. Moreover, this study also provides teacher to find out the activities of conference and their importance in the teaching and learning career.
- e. Furthermore, this research will be beneficial for both male and female teacher researcher from multiple angles to identify and explore the hidden reality of conference networking for the professional development of English language teacher through narrative inquiry approach.
- f. Last not the least, monitoring body has to be strong and in terms of the work the teacher have to award if the teacher who got training who have attended conferences they have really doing some changes in the field of English language teaching. Next, government should call all teachers from different part for at least annual conference as a national conference or provincial conferences.

5.3.3 Further Researches

No work is final and no research is complete in itself. This study also could not cover all the areas of research. There might have some limitation as well.

While doing this thesis, I encountered with several topics and ideas. However, I have pointed out some related areas for the further study:

- a. This study was limited to four male English language teachers who are teaching at college level in Kanchanpur district. It would be more interesting to see the perception of female teacher towards the conference networking for the professional development of English language teachers.
- b. In the same way, another possible direction to further research is related to strategies of conferences for the professional development of English teacher.
- c. Another possible area of research is challenges faced by the male and female from the remote area to attend the conference for their professional development.

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APPENDIX-I

Consent Form

Dear Informants,

I would like to invite you to take part as the respondent in my research entitled **Conference Networking for the Professional Development of English Language Teachers** under the supervision of Mr. Ashok Sapkota, Assistant Lecturer, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to study the role of conference networking for the professional development of English language teacher. The expected duration of your participation will be two hours. The interview and your reflection writing will be the main tools for collecting primary and secondary data respectively. Please, if you kindly help me, your participation will not merely help me in my research but it would definitely enrich my data and results.

Please inform me of your decision and consent giving me your response.

See you soon,

Shankar Datt Joshi

M.Ed 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

-) There will not be any risk & discomfort associated with this research.
-) The information regarding both interview and reflections writing will be used just for research purpose and remain confidential.
-) Interview will be recorded.
-) I hope you will not escape from the process at any stage until the research is over.

Signature.....

Name.....

Date.....

APPENDIX II

I will conduct interview to collect in-depth information with the help of structured as well as semi- structured questions on, under the guidance and supervision of Mr. Ashok Sapkota, Assistant Lecturer, Department of Education, **Conference Networking for the Professional Development of English Language Teachers**, Kirtipur, Kathmandu, Nepal. I am quite optimistic that the informants will assist me by providing invaluable information to accomplish my research.

Some question for interview

1. What do you understand by the term conference networking and professional development?

कन्फेरेन्स नेटवर्किंग र पेशागतविकास भन्नाले के बुझ्नु हुन्छ ?

2. Do you think conference networking and professional development are related to each other? If yes, please share your ideas.

कन्फेरेन्स नेटवर्किंग र पेशागतविकास एक अर्कामा सम्बन्धित छन कि छैनन? तपाईंको विचारमा ।

3. How did you get into English Language Profession; own interest or motivated by others?

तपाईंले शिक्षण पेशामा कसरी आउनु भयो ? आफ्नै चाहनाले वा अरुबाट उत्प्रेरित भएर ?

4. What do you think teacher should have to do for their professional development?

तपाईंको विचारमा शिक्षकले पेशागतविकासकालागि के गर्नुपर्छ ?

5. What do you think the role of conferences for the professional development of English language teacher?

अंग्रेजीभाषा शिक्षकको पेशागत विकासका लागि कन्फेरेन्स वा भाषासंग सम्बन्धित सम्मेलनको भुमिका कस्तो हुन्छ, जस्तो लाग्छ ?

6. What made you decide to join the first conferences ever you have attended?

तपाईंले पहिलो पटक कहिले त्यस्तो सम्मेलनमा सहभागी हुनुभयो ? कसरी र किन सहभागी हुने निर्णय गर्नुभयो ?

7. Would you share your experiences of first conference that you have attended?

तपाईंले सहभागीहुनुभएको पहिलो कन्फेन्सको अनुभव कस्तो रह्यो ? सेयर गर्न चाहनुहुन्छ ?

8. Share your feeling before and after attended conferences?

तपाईंले कन्फेन्स मा सहभागीहुनुपूर्व र पछिको अनुभव कस्तो छ ? के सिक्नुभयो ?

9. Have you ever attended any ELT conferences in foreign countries? If yes, share your experiences.

तपाईंले किहल्यै विदेशमा गएर अंग्रेजीभाषा सम्बन्धि सम्मेलनमा सहभागीहुनुभएको छ ? अनुभव सेयर गर्नुहुन्छ ?

10. How has conferences helped you in expanding the knowledge about professional development?

तपाईंको पेशागतविकासकालागि आवश्यक ज्ञानहरुको वृद्धि गर्न सम्मेलनहरुको भूमिका कस्तो पाउनुभयो ?

11. Did you apply your knowledge in real classroom while teaching that you gained from conferences?

तपाईंले सम्मेलनहरुबाट सिकेका कुराहरु कक्षाकोठामा वा व्यवहारमा कतिको उतार्नुहुन्छ ? कसरी ?

12. Share some strength and weakness point that you find while attending the conferences.

सम्मेलनहरुमा सहभागीताजनाउँदा खेरि तपाईंले यसका सवलवा दुर्बल पक्षहरु के के पाउनुभयो ?

13. What might be your suggestion for recommendation?

अन्त्यमा, तपाईंको केहीविशेष शुभाव छ भने राख्न सक्नुहुन्छ ।

APPENDIX III

The interview has been conducted to collect the viable insight for the research work entitled **Conference Networking for the Professional Development of English Language Teachers** under the guidance and supervision of Mr. Ashok Sapkota, Lecturer, Department of English Education, T.U, Kirtipur, Kathmadu, Nepal. I do hope the informants will cooperate by providing invaluable information to accomplish my research.

Thematic part of transcribed Data

Participant - Atul

What do you understand by the conference networking?

Well, Various English language teachers' networking like BELTA, SELTA, IATEFL, NELTA organizes various conferences where they bring experts and professionals from all around the world and discuss on various classroom practices. Conference networking refers to building the relationship between and among the professionals from all around the globe for discussing on the issues related to the pedagogical fields.

Role of conference networking for professional development of English language teachers?

As well, I think grouping or networking from different parts of life and different areas, they come to the same places. They share their success and failures. They share the learning experiences from different teaching and learning environments. So in conferences, it provides for everyone to learn from the experiences that the other person has faced in the classroom, their success stories and learn from their failure at the same time. It also provides language teachers about various techniques and various ideas for classroom setting they have been teaching.

Experience of first conference ?

A first conference that I have attended was NELTA international conference. It was in 2010 as far as remembered. When we were at the conference initially, I have not much idea about what conference is, how people speak and what things go around. I come to find that professionals from all over the world come and share and there were so many activities like workshops, plenary sessions, book exhibition, key note speech, group discussions, concurrent sessions and informal talk as well. Each variation session moves at the same time with the

various people from different parts of the world. So it provides experiences to the participants and for me first conference very surprising because I have never seen such a huge mass of ELT professionals within same areas within same buildings. It has big impact upon me because I come across so many scholars whose book I have read in academic sessions, whom I have heard about and got chance to make some friends from home and abroad to discuss about the different problems that we faced in the field of English language teaching and learning. So the first conference, as we well known first is always important, first has a kind of impact. In the similar way it helps to motivate to do from inner hearts and build of confidence to present a paper in large mass.

Reasons to join first conference?

I joined NELTA and come across various activities of NELTA but initially it was quite expensive for we kind of people because we have to pay registration and travel on our own. I have to self-sustained and have not job as well so I have been problematic. When I heard a NELTA conference through NELTA kanchanpur chapter and I said why no try once without any pressure and nothing else simply the hearing and reading so many stories of professors of master's degree like Jay raj Awasthi. They used to share so many things like this happened in this conferences and it was in this conference and slowly and gradually that motivates to attend that conferences.

Knowledge before and after conference?

Before the conference I have very difficult for me because I didn't have ideas about what things go on but after attending the conference I feel like I have missed so many conferences. I should not miss conferences. I got various flavor from different scholars of world regarding ELT. I feel like motivated. It also builds of my confidence that I can present the paper next time. The language used by Chinese, Japanese, Americans was a problematic but the language used by Indian, people from Bangladesh, Pakistan was not problematic. For me, while attending the conference in foreign countries like SELTA conference in Sri Lanka and TESOL conference at Washington on 2017 was more fruitful in my life.

Applying Knowledge in real classroom?

Well, I tried. This is needed as well but again at the same time the kind of environment may sometimes challenging but I do apply some ideas that I received from these conferences like for motivating the learners, bringing people for critical thinking.

Significance of conference networking for TPD?

Provides opportunities to meet the experts from all around the globe and get knowledge and skill to teach a single content in different context.

Experiences of experts' presentations can be very useful to uplift classroom activities.

It orients each and every participant towards the important of research and building the capacity of any participants and any ELT professionals so they can do better in their future life.

It helps to find new way of teaching methods and techniques.

Role of Gov. for conference networking for professional development of English language teachers?

Conference organizing body get some support from government but what i feel is, if government can participatory partnership with the conferences or with these organization who are organizing conferences. I have noticed very few numbers of people are attending from governmental school. Simply they don't have any kinds of motivation for attending conferences neither they get support. So if government can think for bringing certain number of teachers from various government schools, they can also be largely benefited. Most of the presenters, most of the attendees are from private schools. If government can think of sending some of the school teachers in various conferences in home as well as abroad can bring certain betterment of English language teaching in Nepal.

Participant - Bidur

What do you understand by the term conference networking and teacher professional development?

Well, conference networking means kinds of network where teachers from various aspects of life from nursery to tertiary level as well as from university level come together meet, share their views one another. This enhances learning. In conferences, because of the networks so many kinds of people from life experiences share their knowledge and skills to the all participants. In the similar way, teacher professional development is a lifelong process. It is not a kind of one day activity. It is a never ending process. There are so many things how teacher should develop oneself and out of them conferences networking plays vital role for professional development by reading books, writing journal articles, attending seminars, meeting and trainings.

Role of teacher for professional development ?

Positive attitude lies in the heart of professional development. Here positive attitudes encompasses everything the teacher do for professional development like peer teaching, peer coaching, team teaching observation should be there mentoring should be there (mentoring means senior teacher guides the junior ones and sometimes shares same shorts of question from another teacher as well. Here is one kind of reciprocal roles. Teacher should self-reflect, writing articles, doing research, attending conferences, seminars, workshops and updating new knowledge and skills related to English language teaching are the key strategies for professional development of English language teaching.

Relation between conference networking and teacher professional development ?

Conference networking and teacher professional development are deeply interrelated and I don't think that we don't remove conference networking if we have to develop professionalism English language. Conference networking in this era is most if we have to develop professional development. Reading books, self-reflections, attending seminars, trainings or pre-teaching , conferences. There are some core tools for professionalism but what I think is that conference networking even develops the concept of all tools. Because of the conference networking as I have already told teacher from various aspect of life come at a same place and share their experiences and what teachers have been doing to enhance the professionalism can be understood so, how they should be professionalism in their life. Attending in the conference they can get new insight into developing professionalism themselves. So, conference networking plays a vital role. It is a backbone of professional development.

Activates held in conferences:

In the conferences so many activities are there and all the activities are responsible to contribute towards learning. There are key note speech, plenary sessions, workshops, book exhibitions, concurrent session in different halls and formal talk as well.

Get into this profession?

I was interested to learn English from my childhood but when I was in class 10 I saw one English teacher with beautiful English and I would practices how he use to speak. Later on after on having English in intermediate level I have joined English in bachelor level and knew the course book as phonetics and phonology. There are some foreign books like grammar English for mass

communication, academic writing and literature as well. When I went to Kathmandu I heard about the NELTA conferences I think my first conference was 16th international conference of NELTA. I started teaching and different publication like Ekta, Koseli, and Intellectual publication gave me training and I want to become a die heart lover and this is how I started teaching.

What made you decide to join the conference?

When I was student of TU, I attended the 16th NELTA international conference I have never heard about the NELTA conference before while I was in Mahendranagar. But when I went there in the class of university campus, one of the teacher told about the NELTA conference going to be held after couple of days and asked my seniors what happens in the conference and they told me that we learnt a lot of things not only pedagogical expertise but also confidence and skills. We gained so many things in the conferences. We can have rapport building with so many peoples and this is how professionalism increases. They told me and my aim is also to be a expert teacher because I am ELT, teacher development psychology, education and curriculum. I have met all things of course in the NELTA conference that helps further professional development of English language teacher and decided to join NELTA conference.

Experience before and after the first conference:

Really after attending the conferences I felt rejuvenated, I recharged myself before going to the conference. I haven't seen such fair of English language teacher let's say but when I saw the people there from home and abroad. People from works of life like professors, learners, presenters , students, teachers from government school, private schools, university level from different parts of the world. I thought that this kind of conference is really useful in one's life better. I also thought for presenting the next conference. I also thought for writing papers articles. So what I think is that this first international conference led a new path for me which is leading me towards professionalism and what I think is that first conferences is only the course of attending other conference because I want to learn more.

Knowledge from conferences ?

A lot of knowledge not only regarding classroom management, marking answer sheet, handling large classroom or maintaining discipline, building rapport with the students and other teachers, making friendly relations in the classroom and not only this but also how to make oneself professional teachers. Most of the teacher teaching English language as a job but such type of conference networking develops the feeling that teaching is not a more job it is

a profession but I sometime say it is a backbone of professional development. It is because of conference networking that such concept develops in a teachers and new feeling and energy come in the teachers all because of conference networking.

Challenges while attending the conferences:

When I was first time attendee there, confused what people are doing. I did not know how to make a presentation in front of large mass and challenges were I did not how to go to the different rooms in concurrent sessions and there is a king of interactive language fair program and I did not know what they are doing, people going from one stop to next stop and did not know where should I go and what should I do. I am just following other people.

Significant key points of conferences:

I am going to be a professional teachers or I am going to be a teacher of private school or going to public service commission or not. When I attended international conference I made of my mind that I am not going to change of my mind I will be English language teacher only and I will dedicate my life in English language teaching. That is what main thing that I have learnt and following the same things now days.

Applying the knowledge in real class room:

Yes, I am applying previously I have learnt in theory. I learnt ELT or curriculum or child syllabus or motivation children. I had learnt this just pass the exam. But in NELTA conferences, while I attended different sessions, I learnt that yes these are the ways to do these activities practically then I also did the same things in the classroom still I am going the same things in the classroom.

Techniques and strategies of conference for teacher professional development

Techniques, it depends, I have learnt NELTA conference that the same techniques are not useful anywhere. There can be so many techniques and methods himself or herself to fit in the learners levels because the learners are from different cultural background, different linguistic background. I have learnt couple of techniques from NELTA conference but at the same time I have also learnt that this technique is not sufficient because I learnt that I am going to teach in a different kinds of background and different kinds of places. So I learnt that I have to develop techniques my selves whether I should use pair work or group work or demonstration or dramatization. Moreover I have

learnt that the techniques whatever we have learnt are not sufficient, the method whatever we have learnt is not sufficient because this is post method era. It is era of PMP(Post Method Pedagogy), where no method exists, methods have died. I have learnt that I have to be a post method teacher. What kinds of techniques works place I should be able to find out. I also learnt to be a creative and to be a knowledge creators.

Role of government for conference networking:

Government should be very much serious and I don't think that government has taken it seriously. Different organizations are doing but government should call for such kind of conferences. The teacher of government school it is bitter reality one they became permanent teacher they stop reading. They have passed bachelor's, masters with good marks. They have passed TSC(Teacher Service Commission). They did yes. After that their knowledge fossilizes. They teach in the traditional method which they have learnt in more than decades ago. I mean to say that if government pays attentions to the conference networking call all the teachers of all regions or say government call regional conferences or national conferences to upgrade their teachers to make the teacher to fit in 21st century knowledge and skills that the students are the future pillar of country and world. So government should be very much serious for all such conferences but ignoring such aspects.

Government in papers, I think they write they will conduct trainings or TPD programs but why are the stake holders not serious, where is the monitoring body, resource person are doing what and who is monitoring them are. They only paid salary or are they working. Sometimes training is given and the effectiveness of training is not monitored. Teachers are taking part in training but back to the school, they should share their knowledge to the other teacher but no one is doing and no one is monitoring. One recommendation is monitoring body has to be strong and in terms of the work the teacher have to award if the teacher who got training who have attended conferences they have really doing some changes in the field of English language teaching. Next, government should call for at least annual conference as a national conference or provincial conferences. I have not seen such a program but hope government will take it seriously and conduct such programs.

Role of conference for teacher professional development of English language teacher

Makes teacher update.

Make the teachers to understand the pedagogical knowledge and ELT waves of the whole world.

Teacher can create their own landscapes.

Teacher can contextualize their teaching.

Aware of their own identity

Help to exchange knowledge.

Aware about the problems teachers faces in life

Help to build up rapport and establish network among the participant from home and abroad.

To makes the student not only recipient of knowledge but also creator of knowledge.