

CHAPTER ONE

INTRODUCTION

1.1 General Background

Development is a dynamic process of positive changes that improve the standard of people. Head and Taylor (1997) opine development relates to growth, personally and professionally (p.1). Similarly, Richards and Farrell (2005) state that it generally refers to general growth not focused on a specific job (p.4). All types of professionals require change and growth once they start their profession and continue until their professional retirement, and until their deathbed.

Teacher development, in terms of teachers' own understandings refers to the process of learning and becoming better at what they are doing. Here, development involves the teacher in a process of reflecting on experience, exploring the opinions for change, deciding what can be achieved through personal effort, and setting appropriate goals. It is based on a positive belief in possibility of change. Development is not only a way forward for experienced teachers who believe that they have unfulfilled potential and who want to go on learning. If their attitudes and beliefs can begin in pre-service training, where trainees can be encouraged to learn from their own, developing awareness and reflection alongside feedback from tutors and fellow trainees, then it can continue as a base for career-long learning (Head and Taylor, 1997, p. 18).

Professional development is an ongoing, self-directed and autonomous effort of teachers to acquire new knowledge and skills and continually improve them after initial formal training in their career. According to Mann (2005) in teachers' professional development the teacher plays an active role: "It is self development that is at the centre" (as cited in Soproni, 2007, p. 57). It is also regarded as an opportunity in schools to learn new teaching methods thus

making them and their programs more effective. Similarly, Richards and Farrell (2005) view that professional development is a process that takes place over time, starts and ends with formal training or graduate education (p. 3). Although a lot of teachers think that their professional education is over when they graduate, a great number of them seem to agree with Underhill's view that teachers can learn to the extent that they are learning themselves (Bolitho, cited in Head and Taylor, 1997 as cited in Soproni, 2007, p. 56). In the literature, professional development is regarded as more career oriented, whereas teacher development is thought to include moral, personal, ethical and value dimensions. Moreover, a large number of different terms are used in the literature to refer to the concept of professional development, for example, teacher learning (Richards, 1998) and teacher development (Dobson, 2006; Head and Taylor, 1997; Underhill, 2004). Professional development as described in the U. S. Department of Education Document (1995) , Building Bridges as the bridge that takes practitioners, the new as well as the experienced, from where they are to where they need to be guide each student in learning (as cited in Sultana (2004, p. 4).

There is a general agreement that learning is a life-long process, and teachers must be equipped with sufficient knowledge, skills, and awareness in order to carry out their jobs. They have different needs at different times during their careers, and the needs of the schools and institutions in which they work also change over time. The pressure for teachers to update their knowledge in areas such as curriculum trends, second language acquisition research, composition theory and practice, technology, or assessment is intense, and it is the school and classroom that provide a major source for further professional development. Teachers are generally motivated to continue their professional development. Not all the knowledge that they bring to their teaching has been learnt in formal teaching but informally as well. Language teachers may rely on a number of learning strategies like study groups, self monitoring, dialogue journals, peer- observation, teaching portfolios, case study, seminars, analyzing

critical incidents, action research, team teaching, conferences which assist them in their professional development.

1.1.1 Importance of the English Language and English Language Teaching in Nepal

Actually, the use and importance of the English language has been spreading across the world. It has now acquired the title of the world's leading "global language", because it is used for business, science, and politics (Crystal 2003, p. 1). It is one of the major lingua francs in the world and an indispensable vehicle for the transmission of modern technology. It has the largest body of vocabulary and the richest body of literature.

The English language has been used for more purposes than ever before. In fact, one out of seven people in the world speaks English with some level of competence. Similarly, more than fifty percent of textbooks and print media of the world in any discipline are published in this language. Thus, the English language is used to get world- wide knowledge in various fields like literature, culture, religion, education, science and technological discovery. It is not only language for international communication but also a gate way to the world body of knowledge. We can have the access to the advanced scientific technology, world civilization, medicine, economics and other areas of knowledge by means of English. Instead, it is a vehicle that is used globally and will lead to more opportunities. Universities' use of the English language as the medium of instruction is expanding the scope of English and it is rapidly creating a generation of middle class professionals. Middle class people are more interested to learn and use the English language to get jobs and increase their economic status. So it may become one tool that opens windows to the world, unlocks door to opportunities and expands our mind to new ideas.

Language teaching came into its profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early

part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials (Richards and Rodgers, 2002, p. 1). Second and foreign language teaching provides a career for hundreds of thousands of teachers worldwide, and the vast educational enterprise of English language teaching could not operate effectively without the dedication and effort of such teachers day by day and year by year through- out their careers. Maintaining the interest, creativity and enthusiasm of experienced language teachers in their profession is one of the challenges faced by program coordinators, school principals, and teacher educators. Teachers need to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding. The field of language teaching is subject to rapid changes, both as the profession responds to new educational paradigms and trends and as institutions face new challenges as a result of changes in curriculum, national tests and student needs (Richards and Farrell, 2005).

In the context of Nepal, English has been given priority over other international languages. It is taught as a compulsory subject from primary to bachelor level and also as an optional or specialized subject in the faculties of Education and Humanities. In addition, a number of English medium schools have been established in private sector under the supervision, guidance and control of the ministry of education. So English language teaching has become the cry of the day in Nepal. English has begun to be learnt in Nepal after it entered the Indian subcontinent with the expansion of British Empire in the East. The British introduced English in Indian education system and later it expanded up to Nepal. In this context, Awasthi (2003) writes:

Formally English entered in Nepalese education in 1857 B.S. when the Prime Minister Jung Bahadur Rana opened Durbar High School in Kathmandu. However, it was not introduced in the higher education until 1918 when Tri-Chandra College was established. The introduction

of English language teaching in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP). Until then the English Language Teachers were not trained. It started only in 1971 when FOE of T.U initiated B.Ed. Program in English Education.

Thus, English is taught as a specialized subject in I. Ed., B. Ed. and M. Ed. English in T.U., in the Faculty of Education.

1.1.2 Learning Strategies

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized “battle plans” that might vary from moment to moment, or day to day, or year to year. Strategies vary intra-individually: each of us has a whole host of possible ways to solve a particular problem and we choose one-or several of those in sequence-for a given problem. Strategies are those specific “attacks” that we make on a given problem. They are the moment by moment techniques that we employ to solve “problems” (Brown 1994, p.114). In fact, learning is the human activity which at least needs manipulation by others. Most learning is not the result of unhampered participation in a meaningful setting (Illich 1972, p. 56 as cited in Harmer 2008, p.52).

Learning strategies play an important role in second language acquisition. They facilitate learners to become more aware of their own learning style. For Richards et al. (1999, p. 208) learning strategy is “a way in which a learner attempts to work out the wearing and use of words, grammatical rules and other aspect of language”. In this regard, Cohen (1998, p.4) opines learning strategies as “Learning process which is consciously selected by the learners”. In the same way, Ellis (1996, p.167) contemplates learning strategies as “The process of hypothesis formulation and testing”. Similarly, for Oxford (1990, p.8),

learning strategies are particular actions employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective, and more transferable to new situations. In the same way, O'Malley and Chamot, (1990) in their seminal study, define language learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information” (p.1). In one of the earliest researchers in this field, Rubin (1975, p.43) provided a very broad definition of learning strategies as “the techniques or devices which a learner may use to acquire knowledge” (as cited in Griffiths, 2004). For O'Malley “strategies are operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information” (as cited in Griffiths, 2004). Wenden (1987, pp 6-8) contemplates learner strategy as learning behavior that learners consciously employ in the language learning process.

Thus, learning strategies are particular actions or activities employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective, and more transferable to new situations. It is extremely powerful learning tool.

1.1.2.1 Types of Learning Strategy

There are literally hundreds of different, yet often interrelated, language learning strategies. Oxford (1990b) has developed a family detailed list of language learning strategies in her taxonomy. Her taxonomy is “perhaps the most comprehensive classification of learning strategies to date” (Ellis 1995, p.539). She categories language learning strategies into two types and three sub-types of each. They are as follows:

A. Direct Language Learning Strategies

This is the strategy which directly involves the target language such as reviewing and practicing. The following three strategies come under it.

I. Memory Strategies

Memory strategies aid in entering information into long-term memory and retrieving information when needed for communication such as grouping, imagery, rhyming and structured reviewing.

Cohen (1998) names these strategies as retrieval strategies. Retrieval strategies would be those strategies used to call up language materials from storage, through whatever memory searching strategies the learner can master.

II. Cognitive Strategies

Cognitive language learning strategies are used for forming and revising internal mental models and receiving and producing message in the target language such as reasoning, analyzing, summarizing and practicing.

Cognitive strategies are for memorizing and manipulating target language structures.

III. Compensation Strategies

Compensation strategies are needed to overcome any gaps in knowledge of the language. The strategies are used to compensate for imitated knowledge, such as guessing meaning from the context in reading and listening and using synonymy and gestures to convey meaning when the precise expression is not known.

Cohen (1998, p.7) calls it cover strategies which, he says, are used to produce simplified utterances (e.g. learners use not only that part of a phrase that they can feel with).

B. Indirect Language Learning Strategies

Indirect strategies do not directly involve the subject matter itself, but are essential to language learning such as planning cooperating and seeking opportunities. The following three strategies come under it.

I. Metacognitive Strategies

Metacognitive strategies help learners to pay attention, consciously search for practice opportunities, to plan for language tasks, to arrange, focus and evaluate their own learning and monitor errors.

Metacognitive strategies deal with pre-assessment and pre-planning, on-line planning and evaluation and post-evaluation of language learning activities and of language use events. Such strategies allow learners to control their own cognition by coordinating the planning, organizing and evaluating the learning process (O'Malley et al., 1985, as cited in Clouston 1997). Moreover, it encompasses the strategies of advance organizers, directed attention, selective attention, self management, advance preparation, self monitoring, delayed production, self evaluation and self reinforcement. Cohen (1995) names this strategy as rehearsal strategy which is used for rehearsing target language structure.

II. Affective Language Learning Strategies

Affective language learning strategy enables learners to control feelings, motivations and attitudes related to language learning. Anxiety reduction, self encouragement, and self reward come under these strategies.

III. Social Strategies

Social strategies facilitate interaction with others, often in discourse situation. Social strategies are used for enhancing learning, such as cooperating with other learners and seeking to interact with native speakers.

Cohen (1998) names these strategies as cognitive strategies. These strategies are used with the focus on approaches to convey a message that is both meaningful and informative for the listener or reader.

Three types of strategies are noted in Oxford (1998a): asking questions, cooperating with others, and empathizing with others (p.21). General examples of language learning strategies given in each of these categories are as follows:

a. Asking questions

- i. Asking for clarification or verification
- ii. Asking for corrections

b. Cooperating with others

- i. Cooperating with peers
- ii. Cooperating with proficient users of target language

c. Empathizing with others

- i. Developing cultural understanding
- ii. Becoming aware of others' thoughts and feelings

1.1.3 The Concept of Professional Development

Professional development, in a broad sense refers to the development of a person in his/ her professional role. More specifically, “teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically” (Glalthorn,1995, p. 41). Professional development includes formal experiences such as attending workshops and professional meetings and mentoring and informal experiences such as reading professional publications, watching television documentaries related to an academic discipline (Gender, 2000). The concept of professional development is therefore, broader than career development, which is defined as

“the growth that occurs as the teacher moves through the professional career cycle”, and broader than a staff development which is “the provision of organized in-service programs designed to foster the growth of groups of teachers. It is only one of the systematic inventions that can be used for teacher development” (Glathorn, 1995, p.41). When looking at professional development, one must examine the content of the experiences, the processes by which the professional development will occur and the contexts in which it will take place (Fielding and Schalock, 1985; Ganser, 2000).

Actually, professional development is an elusive term in education. To many, the term conjures up images of in-service days and workshops. To others, it refers to a process in which teachers work under supervision to gain tenure or to enhance their professional practice. Here, professional development is defined as an ongoing learning process in which teachers engage voluntarily to learn how best adjust their teaching to the learning needs of their students. Professional development is not a one-slot, one size-fit all event, but rather an evolving process of professional self-disclosure, reflection and growth that yields the best results when sustained over time in communities of practice and when focused on job-embedded responsibilities.

Professional development has become increasingly important as a way to ensure that teachers succeed in matching goals with their students’ learning needs. In the case of second language teacher, professional development is needed to enable them to help their students develop proficiency in the target language and an understanding of the cultures associated with the language (Diaz-Maggoli, 2003). Professional development focuses specifically on how teachers construct their professional identities in ongoing interaction with learners, by reflecting on their actions in the classroom and adopting them to meet the learners’ expressed or implicit learning needs. The ultimate purpose of professional development is to promote effective teaching that results in learning gains for all students.

For professional development and to be successful, it must be in line with research on teachers' career development and patterns of adult learning. According to Huberman (1989) teachers' careers are characterized by cycles of conflict /resolution that lead to growth and development. His research describes at least five stages in the professional lives of teachers' exploration and stabilization, commitments, diversification and crisis, serenity and distancing, and conservatism and regret. Teachers have different needs as they progress through these stages and professional development needs to target their specific needs at each stage. For example, there is high attrition rate among certified language teachers, many of whom leave the profession after only a few years. According to Huberman's conceptualization, this is most likely to happen at the diversification and crisis stages. Appropriately timed participation in professional development activities such as workshops, self monitoring, mentoring, study groups, keeping a teaching journal, teaching portfolios, action research, and peer coaching etc. may help retain these professionals (as cited in Diaz- Maggoli, 2003).

An important consideration in professional development is the educational context in which it is carried out. Pontz (2003), highlights minimum conditions that education for adults (including education for teachers) should meet in order to be effective: clarity of goals, adequate levels of challenge, capitalization on previous knowledge, sustainability over time, organizational support, and alignment of achievement with the goals set (as cited in Diaz- Maggoli, 2003).

Professional development models are differentiated by the degree of involvement of the teachers themselves in planning, delivering and evaluating the activities in which they are involved. Sparks (2002) argues that professional development should be embedded in the daily lives of teachers with strong administrative support and use of strategies that are tailored to their specific

needs. These needs may incorporate issues of language, culture, or pedagogy (as cited in Diaz-Maggoli, 2003).

There are a number of models that have been developed and implemented in different countries to promote and support teachers professional development from the beginning of their career until they retire; the three main ones, as described in Wallace (1993), are as follows:

a. The Craft Model

The trainee learns from the example of a master teacher, whom s/he observes and imitates. Professional action is as a craft, rather like shoe making or carpentry, to be learned most effectively through an apprenticeship system and accumulated experience. This is a traditional method, still used as a substitute for postgraduate teaching courses in some countries.

b. The Applied Science Model

The trainee studies theoretical courses in applied linguistics and other allied subjects, which are then, through the construction of an appropriate methodology, applied to classroom practice. Many university - and - college based teacher training course is based, explicitly or implicitly, on this idea of teacher learning.

c. The Reflective Model

The trainee teaches or observes lessons or recalls past experience; then reflects, alone or in discussion with others in order to work out theories about teaching; then tries these out again in practice. Such a cycle aims for continuous improvement and the development of personal theories of action (Schon, 1983). This model is used by teacher development groups and in some recently designed courses.

1.1.4 Professional Development of English Language Teachers

A profession is a type of job that needs special training or skill, especially one that needs a high level of education. As Taylor (1978) defines, “A profession is an occupation that assumes responsibility for some tasks too complex to be guided by rules”. Similarly, Walling and Lewin (2000) opine, by the definition, professions can introduce highly specialized expertise to solve complex problems, and yet historically “teaching has fallen sort of the status of profession”. For Weiler (1995) professionals are at the top of a hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good. Professionals perform the tasks by artistic adaptation of general principles. In order to perform the responsibilities, competent language professionals must understand the objectives underlying these responsibilities. They must further be able to apply the principles that are relevant to a particular situation, and to follow them in accord with principles of their profession, whether we are talking about doctors or teachers. “Professionals must learn how to work out appropriate answers for individual situation” (as cited in Soproni, 2007).

Broadly speaking, a professional is one who performs tasks involving not only skills and knowledge but also expertise. Professionals form a special group or community. English language teachers are professionals and they, therefore need a specific kind of knowledge, skills and expertise for which they need training according to their needs. Putting it another way, they cannot be English language teaching professionals without English language training. By virtue of its nature, English language teaching professionals constitute a special group of people, and have a special kind of publications like ELT journal, Young Voices in ELT; they have special organizations like IATEFL, TESOL, and NELTA. Obviously, for professional development, English language teacher therefore, requires a great deal of development in specified skills, knowledge and expertise in the field of ELT which cannot be replaced or substituted by any other kind of training or courses.

Moreover, English teachers are, in principle, professionals because their responsibility is not confined only to perform tasks like a technician but it also involves innovation and critical thinking in the area of expertise. For this they need special knowledge, skills, and expertise in English language teaching. English teachers have professional responsibility to share new trends, new knowledge, issues and the latest development in ELT to the students (Khaniya, 2006).

In this context, Jones and Hayes (1980) view that educational reforms require teacher not only to update their skills and knowledge but also transform their roles as educators. It establishes new expectations for students, teachers and institution communities that some educators may not be prepared to meet. Professional development helps teachers to learn new role and teaching-learning strategies that will improve student achievements. Educators have access to an expanding body of knowledge in regard to their content area, teaching techniques and meaningful engaged learning for students (as cited in Sultana 2004, p.13).

According to Gueskey (2002), to be successful, professional development must focus on the content that teachers teach and the methods they use to teach that content and it must be sufficiently sustained and linked to daily classroom practice to effect students learning. Similarly, Mann (2005), points out that “reflection is a pre-requisite of development” whereas, “research is a desirable option” and he later adds that “self monitoring and self evaluation are essential for development to take place” (pp. 108-109). In the same way, Wallace (1998) views that action research or self reflective inquiry, which may result in personal and professional growth, has been dealt with extensively. For Roberts (1998) collaboration with colleagues might be another way to grow professionally (as cited in Mann, 2005). Combining the above two collaboration and action research into collaborative action research, which renders action research more valid, might improve the quality of teaching in

institution (Burns, 1999; Wallace, 1998). Learning from peers is a learning experience often mentioned in the literature by drawing parallel between workplaces in general and schools in particular. In this context, Underhill (2004) coined the phrase ‘the learning schools’, which means learning from peers and colleagues which is also touched upon by Hobson et al. (as cited in Soproni, 2007, p. 57).

In a large scale study in England, past, potential or actual relationship with students, former and present teachers, teacher colleagues have been found to be “central to the becoming a teacher experience” in initial teacher training that (Baracsi, 2004) emphasizes the importance of structured or focused observations in helping trainee to develop. Prior to Mann’s model Richards (1998) stated that personal and situation specific planning, decision making, hypothesis testing, experimentation, reflection should form the focus of teachers’ professional.

Finally, English language teachers themselves are an important source of their work as teachers. Bullough and Crow (1991) suggest “Learning to be a teacher requires the development of a professional self concept, this is achieved through a reassessment of oneself and the context in which one works particularly the individuals with which one interacts” (as cited in Sultana, 2004, p. 38).

1.1.5 Need of Professional Development for Teachers

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of students. This means the educators must pay attention to the results of professional development on job performance, organizational effectiveness and the success of all students (Sparks, 1991, as cited in Sultana, 2004, p.12). In service education and training (INSET)-intended to stimulate the professional competence and development of teachers (Kenney 1995)-improve classroom teaching practices and/ or implement

educational innovations decided upon at governmental level (Roberts, 1998; Pennington, 1990), and provide teachers with continuous education throughout their learning career (Sprinthall 1996).

Only in the past few years has the professional development of the teachers been considered a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been so dramatic that many have referred to it as a 'new image' of teacher learning, a 'new model' of teacher education, and a 'reevaluation' in education and even a 'new paradigm' of professional development (Waltin and Lawin, 2000; Cochran Smith and Lytle, 2001). As Wajnryn (2002, p. 9) says:

The teacher does not learn solely by acquiring new information or knowledge about teaching, but through thinking about new ideas in the light of past experience, fitting new ideas into his/ her thinking and reappraising old assumption in light of new information.

Similarly, Ur (1996) focuses on teachers' active role for the professional development of his/ her own and Ur (2006), says that a teacher can and should be advance in professional expertise and knowledge throughout his / her career and such advances do not depend on formal course or external input. In the same way, Sulman (1987) claims that teachers need to see how ideas connect across fields and to everyday life. In this context Mohanty (1995) adds:

Professional development of teacher is essential for qualitative improvements of any systems of higher education. Professional development is concerned with development of knowledge and skill of the teachers. The individual is the main agency for professional development. The teacher can update his/her skill if he/she is sincere in effort and gets opportunity of individual. The individual will not be able to provide necessary facilities for skill improvement with the price of

having excellent in recent years; it is beyond the reach of a teacher to have even a few books every month. The institutions which are in better position should take the responsibility. All good institutions have good libraries. These also run occupational programs for skill development of teachers. The universities and professional bodies also work for professional development of teachers (as cited in Sultana, 2004, p. 41).

It is believed that effective educators are lifelong learners, that professional development must be an ongoing process of refining skill, inquiring into practice, and developing new methods. The mastery of subject is not possible without seeking for more knowledge; knowledge is never complete and is always advancing and a teacher who is not a fellow traveler in this exciting pursuit and stands merely watching others misses the thrills of adventure which is so potent a stimulus of thought. Research or quest for new knowledge is not merely an additional causal activity of teacher which he may if he so chooses, omit; it is an essential part of his function and may be neglected only at the peril of intellectual sensation. Research implies an enquiring attitude of mind in the laboratory of thought, no one is fitted to work whose intellect has stopped from questioning.

More than sound reforms, innovation, the real success of qualitative improvement of teacher education will depend upon the sense of purpose, denotation and commitment of teachers who feel proud of teaching profession, deep satisfaction in watching his/her students grow to a constructive citizen in a modern world. Teaching has caused supreme challenge, which could be met by real sacrifice of teachers in the form of our ancient tradition, not by simply rising salaries and the other material gains (Panda, 1997, as cited in Sultana, 2004, p. 35).

In summary, the professional development of teachers is a key factor in ensuring that reforms at any level are effective. Successful professional development opportunities for teachers have a significant positive effect on

students' performance and learning. Thus, when the goal is to increase students' learning and to improve their performance, the professional development of teachers should be considered a key factor.

1.1.6 Learning Strategies of English Language Teachers for Professional Development

It is said that successful teachers are those who continue to develop throughout their professional life: the completion of a pre-service course and initial qualification are only the beginning. A teacher can and should advance in professional expertise and knowledge throughout his/her career and such advance do not depend on formal course or internal input. It is a common experience among teachers to feel, after several years of teaching, that they need a fresh impetus to encourage them to go on listening and developing. Most teachers can recognize a point in their career when they have mastered technical skills. Some believe having reached that point, that they have attended their own personal best and have nothing more to learn. Some decide to go on a further course of academic study such as an advanced diploma or master's degree, or some kind of in service training. Many other teachers who are keen to understand more about teaching and learning find, however, those academic courses either are not an option or seem not to provide an appropriate way of developing themselves. The questions that motivate such teachers to go on learning come from the sense that they have the potential within themselves to become better teachers through depending their own understanding and awareness of themselves and of their learners (Head and Taylor, 1997, p. 5).

Teachers personally themselves are an important aspect of their work as teachers. Bullough and Crow (1991) suggest "Learning to be a teacher requires the development of a professional self- concept, this is achieved through a reassessment of one self and the context in which one works particularly the individual with which one interacts"(as cited in Sultana, 2004, p. 38).

One of the most promising approaches for teacher learning, that occurs as teachers and administrators engage in their daily activities. Learning strategies for teacher learning are the result of educators sharing what they have learned from their teaching experiences, reflecting on specific work experiences to uncover new understanding, and listening to colleagues share best practices they have discovered while trying out new programs or planning or implementing a project. It is the learning, learning by doing, reflecting on the experience and their generating and sharing new insights and learning with one and others. Such things as workshops, self monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research are identified as strategies for teacher learning by Richards and Farrell (2005). However, almost any activity that provides the English language teachers an opportunity to develop can be taken as the learning strategies of English language teachers for professional development. Both formal as well as informal activities designed to promote teacher learning can be regarded as learning strategies of English language teachers. Different scholars have discussed the various strategies for teacher learning. The most frequent learning strategies of English language teachers for their better professional development can be discussed briefly as follows:

a. Self - Monitoring

Self- monitoring or self- observation refers to a systematic approach to observation, evaluation, and management of one's own behavior in order to achieve a better understanding and control over the behavior (Armstrong and Firth, 1984; Koziol and Burns, 1985). A starting point in teacher development is an awareness of what the teachers' current knowledge, skills, and attitudes are and the use of such information as a basis for self- appraisal. However, teachers are also often able to make such judgments themselves based on information they collect about their own teaching, self- monitoring is intended

for this purpose and refers to activities in which information about one's teaching is documented or recorded in order to review or evaluate teaching. In everyday life, people often make use of self-monitoring.

Self-monitoring is based on the view that in order to better understand one's teaching and one's own strengths and weaknesses as a teacher, it is necessary to collect information about teaching behavior and practices objectively and systematically and to use this information as a basis for making decisions about whether there is anything that should be changed.

b. Workshops

A workshop is an intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills. In a workshop, participants are expected to learn something that they can later apply in the classroom and get hands on experience with the topic workshop. Workshops are one of the most common and useful forms of professional development activities for teachers (Richards, Gallo, and Renandy, 2001), although the first workshop for teachers dates back only to 1936 (O'Rourke & Burton, 1975).

Workshop based learning is such a familiar format for professional development that the nature of effective workshop is often for granted. A well conducted workshop can have a lasting impact on its participants.

c. Teacher Support Groups

Probably, this is the most frequently discussed teacher learning strategy. A teacher support group can be defined as two or more teachers collaborating to

achieve their individual or shared goals or both on the assumption that working with a group is usually more effective than working on its own. Typically, a support group will involve a group of teachers meeting to discuss goals, concerns, problems and experiences.

Teacher support groups as Lieberman and Grolnick (1998, p. 723) point out, play a major role in “providing opportunities for teachers validate both teacher knowledge and the teacher inquiry”.

A support group, however, is not a staff meeting or an in-service activity such as a workshop. A support is a voluntary activity and does not include all teachers; it is an appropriate forum to discuss or resolve matters that affect the whole school.

James (1996, p. 94) says, “The person using the group solidarity to support others and to be supported then becomes empowered to act productively elsewhere”. There are a number of beliefs to be obtained through participating in a supportive teacher group instead of “going it alone”.

d. Action Research

Action research can be a powerful way for language teachers to investigate their own practice. It is usually undertaken with the idea of improving a teacher’s classroom practice.

Groups of teachers or/and administrators use action research to find answers to the questions about the best way to improve teaching and learning in the work setting. Throughout the process of planning and conducting an action research project, a great deal is learnt about subject, content, teaching methodology, problem solving skills, systematic thinking, responsibility for improving one’s teaching, and understanding research. Action researchers feel empowered to improve their professional practice (McKay, 1992, as cited in Sultana 2004, p. 57).

e. Peer Observation

Peer observation refers to a teacher or other observers closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction. The main purpose of peer observation is to get feedback of our own teaching from our colleagues. Harmer (2003) describes “peer observation involves colleagues- who are equal- watching and teaching together so that both may be helped in their understanding and practice” (p. 348). It can help teachers become more aware of the issues they confront in the classroom and now these can be resolved.

f. Teaching Portfolios

A teaching portfolio is a collection of documents and other items that provides information about different aspects of teacher’s work. Like many other teacher learning strategies, it is another form of teacher development that is build around self- appraisal and teacher directed learning. It provides a teacher with an opportunity to document his/her strengths, skills, and accomplishments as a teacher. It serves to describe and document the teacher’s performances, to facilitate professional development, and to provide a basis for reflection and review. We can include teaching plans, sample of student work, feedback, achievements, photos, drawing, poems, observation, report and discussion in our teaching portfolios which help us to reflect on our working and provide idea for future development.

g. Mentoring

Mentoring brings together a more knowledgeable professional with a less experience colleague for collaboration and feedback on teaching and learning. Mentors provide advice, support encouragement, and modeling for their mentees, who, in turn provide mentors with opportunities to use and reflect in their expertise. Mentoring relationships work best when structured and

developed over time. They are particularly suited to begin teachers who need to understand issues such as school culture and climate and their impact on students learning. Mentors can be instrumental in helping novice teachers enhance their proficiency in the language as well as their cultural knowledge and pedagogical competence. Mentors also help novices reflect on the efficacy of their language use and the pedagogical strategies they use in class by modeling the thinking processes and communication processes required of professionals in the field.

h. Keeping a Teaching Journal

Journal keeping is also a valuable tool for developing reflection in which they can record daily experience, feelings, emotional responses and analysis of observation and teaching.

A teaching journal is an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, or electronic mode which serves as a source of discussion, reflection, or evaluation. Journal writing enables a teacher to keep a record of classroom events and observations. Although journal writing procedures are fairly straightforward and successful implementation of journal writing requires careful thought about its goals, its focus, and the time demands it can create for both writers and readers.

i. Analyzing Critical Incidents

Critical incidents are unplanned incidents that occur during teaching and that serve to trigger insights about teaching. Critical incident analysis involves documenting and reflecting on such incidents, whether as an individual or in a collaborative activity.

When using critical incidents as professional development activity, a teacher or group of teachers would normally plan to monitor their teaching for a specific

period of time (e.g., one term or for the duration of a particular course) and prepare a series of incident reports. These can then be shared and served as a basis for discussion and review.

j. Peer Coaching

Peer coaching is a procedure in which two teachers collaborate to help one or both teachers improve some aspects of their teaching. According to Robbins (1991, p. 1):

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices, expand, refine, and build new skills, share ideas; teach one another; conduct classroom research or solve problems in the work place (as cited in Richards and Farrell, 2005, p. 143).

For Joyce and Showers (1982) peer coaching is the developmental process and is an effective way to promote professional development. It provides opportunities for two teachers to look at teaching problems and to develop possible solutions. For example, peer coaching could be an opportunity to work together to understand implement a new curriculum. Similarly, according to Benedetti (1997, p. 41), there are three different types of peer coaching: technical coaching, collegial coaching, and challenge coaching (as cited in Richards and Farrell, 2005).

k. Case Analysis

Case analysis in teacher education involves collecting information over time about a teaching situation and using that information to help understanding the situation and to derive principles from it. By documenting examples of successful practice and exploring and writing about problematic issues that arise in teaching, a rich set of records can be used as a basis for professional development. Through reading and commenting on cases, teachers can learn

from the experience of others as well as developing a deeper understanding of their own beliefs and practices. Because cases are relatively easy to develop, they can serve as an initial teacher development activity, one that can be followed up by other more demanding activities, such as action research.

l. Seminars

A seminar is very helpful in finding solution of problems. It can be organized on various educational problems concerning any field of education like reorientation of educational objectives, curriculum development, and new techniques of teaching, administration, supervision and finding varied other aspects of education system.

It provides the teachers a good place for a frank and friendly discussion of the common problems and also for friendly discussion of the common problems and also for finding their concrete practical salutations, which will not only broaden the professional outlook of the participants but also prepare them well to face the challenge successfully.

m. Reflective Logs

Reflective logs are used to encourage learning from successes and problems occurred during the workday. Teachers and administrators record key events in their work life, in working or on tape. They not only summarize what happened, they also reflect on those experiences and report on what they have learned. Periodically, those involved with keeping a log are asked to summarize what they have learned and shared. It will be a colleague or several other who are keeping their own logs.

Keeping a log helps educators learn how to improve professional practice, to discover what is working and not working, uncover personal strengths, and identify areas where improvement is needed.

n. Team Teaching

Team teaching (sometimes called pair teaching) is a process in which two or more teachers share the responsibility for teaching a class. The teachers share responsibility for planning the class or course, for teaching it, and for any follow up work associated with the class such as evaluation and assessment. The shared planning, decision making, teaching, and review that result from the team teaching process, serve as a powerful medium of collaborative learning. Implementing successful team teaching requires that both teachers have a strong sense of confidence in each other.

o. Conferences

Teachers' conferences can be organized on subjects of practical interest like revision of the institution curriculum, selection of textbook, reports of successful education innovations, guidance of backward, delinquent and exceptional students and various other problems directly related to the daily teaching. The conferences may also be organized at local level or district, zonal, national or international level.

p. Refresher Courses

It is also a strategy for teacher learning. The fundamental purpose of refresher course is to enable the learners to keep themselves abreast of the latest developments in their subjects as well as in the pedagogy of education. These are short term professional courses. Participation in such course brings about the desired awakening in the teachers.

q. Use of Resource and Teacher Activity Centers

This strategy involves the setting up of resource centers which become the venues for conducting in-service training. They hold regular meeting at the centers. Malaysia has got about 350 teacher resource centers. Similarly, many other countryside of the region also started setting up of similar centers for INSET purposes.

1.2 Review of the Related Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of English teaching; a very few of them have been conducted in the field of teachers' professional development. Some research studies related to this study are reviewed as follows:

Broko and Putnam (1995) says, "professional development plays an important role in changing teachers' teaching methods, and these changes have a positive impact on students' learning." They further say that professional development shows "powerful evidence that experienced teachers' pedagogical content knowledge and pedagogical knowledge beliefs can be affected by professional development program and that such changes are associated with changes in their classroom institution and student achievement".

Holloway (2001) claims, "mentors who have received some form of mentoring training are more effective in their roles". In his study he further reports that 96 per cent of beginning teachers, and 98 per cent of experienced teachers felt that they had benefitted from the professional development programs.

Ingersoll (2001) opines, "requiring teachers to teach classes for which they have not been trained or evaluated harms teachers and students both." He further reports that most 'out-of-field' teachers are more commonly found among first-time teachers, in low income schools, small schools, and lower achieving classes. Classes with 'out-of-field' teachers usually generate lower student achievement.

Sultana (2004) conducted research entitled "Need Assessment and Designing a Model of College Teachers in Pakistan", and found that professional training of college level teachers was considered necessary for their professional development in latest knowledge, teaching techniques, instrumental

technology, motivational techniques, evaluation techniques and social and administrative skills and information technology.

Atay (2006) conducted research entitled “Teachers’ Professional Development: Participants in Research”. In his study he found that participants in collaborative research had a positive impact on the professional development in-service teachers by broadening their perceptions of research, helping them to recognize the value of collaboration, and encouraging them to implement new institutional practices.

Soproni (2007) conducted research entitled “The Way Teachers of English Learn: Through the eyes of Novice and Experienced Teachers”, and found that professional development mostly comes from teacher’s own teaching experience and the school context they work in.

Ganawali (2008) conducted research entitled “Strategies and Opportunities for English Language Teachers’ Professional Development”, and found that although there are apparent differences, most teachers have realized that they have made substantial improvement in their performance due to similar factors like: knowledge and skills, challenge and responsibilities dealing with their wants and needs professional interaction and decision making.

Phuyal (2008) conducted a research entitled “Practice of Reflective Teaching Used by Primary Level English Teachers”, and concluded that majority of the primary level English language teachers are not using reflective teaching for their professional development, though some of them responded that they use reflective teaching as a way to their professional.

There are several research works carried out in the Department of English Education in different areas like: Attitudes, Contrastive Analysis, ELT, Comparative Study, and Mass Media. This is a teacher centered research work on strategy in the Department of English Education. This study is different from the existing ones. This research is the first research about strategies for

teacher learning in the Department of English Education, Tribhuvan University.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To identify the learning strategies employed by English language teachers for their professional development.
2. To find out the benefits of different learning strategies employed by English language teachers.
3. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

This study is significant to the teachers who are working in the field of English language teaching. It tried to indicate the learning strategies actually practiced by college level English language teachers for their professional development. It reflects the very common strategies for teacher learning in English language teaching. Similarly, it is helpful to the teachers, supervisors, subject experts, curriculum designers and others who want to carry out further research in the field of teachers' professional development. It is equally beneficial to the other language teachers which help them to develop in their professional career.

Especially, this research work is very much helpful to the novice teachers in the field of English language teaching, who can improve or change their learning strategies on the basis of the findings of the study and let them know whether they are adopting the learning strategies adopted by the experienced or more successful teachers or experts.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodologies to carry out the study.

2.1 Sources of Data

In order to carry out this research, the researcher used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The study was mainly based on the primary sources of data i.e. the responses made by the English language teachers who are teaching in different colleges of Kathmandu valley to a set of questionnaire.

2.1.2 Secondary Sources of Data

The researcher used some related books, journals, articles, unpublished research works, websites for the preparation of the questionnaire and for widening her insight and knowledge in the related area. Some of them were: Richards and Rodgers (1986), Oxford (1990), Head and Taylor (1997), Brown (1994), Kumar (1999), Ur (2000), Bhattarai (2001), Awasthi (2003), Devkota (2003), Diaz-Maggioli (2003), Harmer (2003), Sultana (2004), Richards and Farrell (2005), Khaniya (2006), Rain (2006), Soproni (2007), & Ganawali (2008).

2.2 Population of the Study

The population of this study was the English language teachers who are teaching in different colleges of the Kathmandu valley.

2.3 Sample Population

The sample population of this study was forty-five English language teachers teaching in different colleges of Kathmandu valley.

2.4 Sampling Procedure

The researcher used non random purposive sampling procedure while selecting the colleges. Fifteen colleges were purposively selected from different parts of Kathmandu valley and three teachers from each college were randomly selected. The selected teachers altogether were forty- five.

2.5 Tools of Data Collection

The main tool for the collection of data was a set of questionnaire. The questionnaire contained both close as well as open ended questions (see Appendix I).

2.6 Process of Data Collection

Having prepared the required copies of questionnaire, I visited the purposively selected colleges with an official letter from the Department. Then I talked to the administration of each college about my intention of visiting the college. After that I consulted the English teachers and established rapport with each of them. Then I took permission from the respected respondents and briefly explained about my research study and what they were supposed to do. After that I distributed the questionnaires to the teachers and requested them to answer the questions. Then I studied those questionnaires and analyzed and interpreted the data collected from them.

2.7 Limitations of the Study

The study had the following limitations:

1. The study was limited to the learning strategies practiced by English language teachers for their professional development.
2. It was further limited to the forty-five (respondents) English language teachers.
3. The population was selected only from the colleges of Kathmandu valley.
4. Data was taken only through questionnaire.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data was collected from the forty-five English language teachers teaching in different colleges of Kathmandu valley with the help of questionnaire consisting of both close as well as open ended questions. The questionnaire also contains a list of the possible learning strategies with slight information about each of them practiced by English language teachers.

This study was carried out to identify the common learning strategies practiced by English language teachers and the benefits they had got from them. For this purpose, the researcher tabulated the information and analyzed the data under the following three main headings:

- a. Common learning strategies used by the English language teachers for their professional development
- b. Learning strategies used by the English language teachers
- c. The benefits of different learning strategies

For the information or data the respondents were made to respond 17 close ended questions and 14 open ended questions. Open ended questions required their free opinions and were asked mainly to support close ended questions.

The first objective of the study was to identify the learning strategies of English language teachers for their professional development. To meet this objective, I tried to extract the views of teachers' towards the learning strategies that they have practiced. The collected data was analyzed minutely and interpreted under the following two headings:

3.1 Common learning strategies used by the English language teachers for their professional development

To identify the most common learning strategies practiced by English language teachers teaching in different colleges of Kathmandu valley, they were asked to list top five learning strategies which helped them to promote professionally. Besides these five strategies, 'with the help of some open as well as close ended questions I tried to identify the most common learning strategies among the English language teachers which helped them to develop professionally. The most common strategies practiced by the English language teachers are practiced in the table below.

Table No. 1

Common learning strategies among English language teachers

S.N.	Strategies	Responses					
		Agree		Partially agree		Disagree	
		No.	%	No.	%	No.	%
1	Self-Monitoring.	38	84	7	16	-	-
2	Workshops	36	80	9	20	-	-
3	Conferences	36	80	8	18	1	2
4	Seminars	31	69	14	31	-	-
5	Learning from Colleagues	30	67	15	33	-	-
6	Team Teaching	28	62	17	38	-	-
7	Peer Observation	27	60	18	40	-	-

* No. = Number of teachers

The above data shows that a high majority of teachers (84%) have learnt from self-monitoring. Similarly, it is also revealed that majority of teachers (80%) viewed that they had learnt from workshops. While analyzing the responses to

strategy no. 4, it was found out that 80% of the teachers strongly agreed and 18% of them only partially agreed that they had learnt from conferences. Similarly, 69% teachers agreed and 31% of them only partially agreed that they benefitted a lot from the seminars that they attended. However, none of the teachers disagreed on learning from seminars.

The data presented in table no.1 also shows that majority of college teachers (67%) agreed that they had learnt from their colleagues and 33% of them partially agreed on learning from colleagues where as none of the teachers disagreed with the statement. Likewise, table no.1 displays that majority of teachers (62%) agreed and 38% teachers partially agreed that they can get a lot of new ideas from team teaching where as none of the teachers disagreed with the statement. In the same way, according to the data presented above, most of the teachers i. e. 60% have learnt from peer observation.

3.2 Learning strategies used by the English language teachers

In the second half of the questionnaire, the teachers' view on their possible learning strategies for their professional development were collected. The teachers were also asked to indicate to what extent they agreed with the statements or to what extent it was true for them (see appendix A for detail of the questionnaire). The first objective of the study was to identify the learning strategies of English language teachers for their better professional development. With the help of the 17 close ended and 14 open ended questions, I tried to extract the view of teachers' towards learning strategies of English language teachers for their better professional development. The teachers' views are analyzed minutely and interpreted in various sub-sections on the basis of their responses.

a. Self- monitoring

This section deals with learning from one's own behavior. It is believed to be a starting point in teacher development. It helps to provide information about

ones current knowledge, skills and attitudes for self-appraisal. For making decisions about whether there should be made any changes about ones teaching, it is necessary to collect information about his/her teaching behavior. The researcher asked whether they had learnt from self- monitoring or not. The result shows that almost all of the college teachers had positive attitude towards learning form self-monitoring.

The table shows the responses of the teachers on learning from self-monitoring for their better professional development.

Table No. 2

Learning from self-monitoring

S.N.	Responses	No. of Teacher	Percentage
1	Agree	38	84
2	Partially Agree	7	15.5
3	Disagree	0	0

From the responses it is revealed that almost all i.e. 84.5 per cent teachers viewed that they had learnt from self-monitoring and only 15.5 per cent teachers partially agreed with learning from self-monitoring. However, none of the teachers viewed that they had not learnt from self-monitoring. The result shows that it is one of the most common learning strategies among the college teachers. One of the main reasons behind this is that most of the college teachers came into this profession by their keen interest in English language teaching.

b. Learning from colleagues

Teachers provided different responses regarding learning from their colleagues. The information obtained on to what extent the teachers have learnt from their colleagues has been illustrated in the following table.

Table No. 3
Learning from colleagues

S.N.	Statement	Responses					
		Agree		Partially agree		Disagree	
		No.	%	No.	%	No.	%
1	I have learnt from my colleagues.	90	67	15	53	-	-
2	I think visiting my colleagues classes provide me an opportunity to learn more.	27	60	18	40	-	-

* No. = Number of teachers

According to the data presented above, most of the teachers i. e. 67 per cent opined that they had learnt from their colleagues and 33 per cent teachers only partially agreed with the statement. However, none of the teachers disagreed with the statement.

Similarly, most of the teachers (80%) agreed that they had got the opportunity to learn more by visiting their colleagues' classes where as 20 per cent teachers partially agreed with the statement. The result also shows that none of the teachers disagreed that visiting their colleagues' classes provided them an opportunity to learn more.

In this context, one open ended question 'what was your opinion about being observed by their colleagues?' was also asked to the teachers. The result shows that almost all teachers had positive attitudes towards being observed by their colleagues. They further opined that getting the opportunity to be observed by their colleagues helped them to get constructive feedback which was very much beneficial for the effective teaching learning process. It also made them aware of their strengths and weaknesses which helped them to make some necessary changes in their teaching methods and techniques which are very important for English as a foreign language teacher.

c. Workshops

Workshops are one of the most common and useful forms of professional development activities for teachers. They are designed to provide specific knowledge and skills. It is believed that a well conducted workshop can have a lasting impact on its participants. Therefore, I wanted to extract to what extent the teachers had learnt from the workshops that they had attended. The following table presents their responses.

Table No. 4

Learning from the workshops

S.N.	Responses	No. of Teacher	Percentage
1	Agree	36	80
2	Partially Agree	9	20
3	Disagree	0	0

The table clearly shows that almost all (80%) teachers had learnt from the workshops that they attended. Similarly, 20 per cent teachers partially agreed that they had learnt from the workshops. However, none of the teachers opined that they had not learnt anything from the workshops that they attended.

d. Teacher support groups

Working with a group is usually more effective than working alone. Therefore, the researcher wanted to know to what extent the college teachers had learnt from the teacher support groups. A teacher support group involves a group of teachers meeting to discuss goals, concerns, problems and experiences. The data on the teachers' responses of learning from teacher support groups is presented in the table below.

Table No. 5

Learning from teacher support groups

S.N.	Responses	No. of Teacher	Percentage
1	Agree	11	24.5
2	Partially Agree	28	62
3	Disagree	6	13.5

This table shows that out of total, 62 per cent teachers partially agreed and only 24.5 per cent teachers agreed that they had acquired new knowledge from teacher support groups. However, only 13.5 per cent teachers disagreed that they had acquired new knowledge through teacher support groups. This means this strategy has not been much effective.

e. Learning from mentor teachers

Though mentoring brings a more knowledgeable professional with a less experienced colleague for collaboration and feedback on teaching and learning. The result shows that learning from mentors is not a usual learning strategy among college teachers. It is not found much beneficial in reference to college teachers. The table below shows the responses of the teachers on learning from their mentor teachers.

Table No. 6

Learning from mentor teachers

S.N.	Responses	No. of Teacher	Percentage
1	Agree	5	11
2	Partially Agree	13	29
3	Disagree	27	60

From the above responses it is revealed that out of total, only 11 per cent teachers agreed and 29 per cent teachers partially agreed that they had learnt from their mentor teachers. However, 60 per cent teachers disagreed that they had learnt from their mentor teachers.

It seems that more than half of the college teachers, 27 out of 45 claimed that they have not learnt from their mentor teachers.

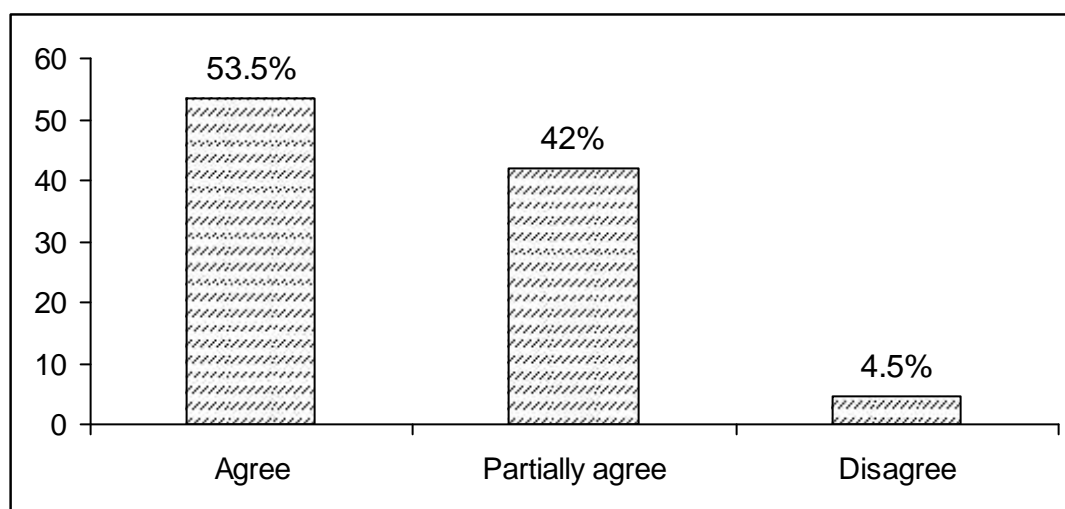
f. Usefulness of ELT journals

This part deals with the usefulness of ELT journals for the better professional development of a language teacher. The majority of teachers opined that ELT journals play a vital role in the professional development of a teacher. They generally reflect the experience, feelings, emotional responses, analysis of observation and teaching.

The following bar-diagram presents the responses of the teachers.

Figure No. 1

Usefulness of ELT journals



The figure shows that most of the college teachers had positive attitude towards the usefulness of ELT journals. Out of total, 53.5 per cent teachers found ELT journals very much useful. Similarly, 42 per cent teachers partially agreed that

ELT journals were useful for them where as only 4.5 per cent college teachers did not find ELT journals much useful.

Thus, it was concluded that ELT journals are found very much useful for the professional development of a language teacher.

g. Team teaching

To find out to what extent the teachers can learn from team teaching, the teachers were provided with the statement, 'I think I can get a lot of new ideas from team teaching'. With the help of this statement, it was tried to find out whether the teachers had learnt from team teaching or not.

Table No. 7

Getting new ideas from team teaching

S.N.	Responses	No. of Teacher	Percentage
1	Agree	28	62
2	Partially Agree	17	38
3	Disagree	0	0

The table shows that majority (62%) of the teachers agreed that they can get new ideas from team teaching and only 38 per cent teachers partially agreed that they can get a lot of new ideas from team teaching. But none of the teachers disagreed with this point.

h. Analyzing the critical incidents

In this part, teachers were asked to response on whether they had learnt from the analysis of critical incidents or not. In response to this, more than 50 per cent teachers viewed that they had not learnt from the analysis of critical incidents.

The table below shows that to what extent the teachers had learnt from the analysis of the critical incidents.

Table No. 8

Learning from the analysis of the critical incidents

S.N.	Responses	No. of Teacher	Percentage
1	Agree	13	29
2	Partially Agree	8	18
3	Disagree	24	53

From the above responses it is revealed that 29 per cent teachers had learnt from the analysis of critical incidents. Similarly, 18 per cent teachers only partially agreed that they had learnt from the analysis of critical incidents but 53 per cent teachers had not learnt from this strategy.

The teachers were also provided one open ended question, 'Have you ever learnt from the analysis of critical incidents?' With the help of this question, I tried to find out whether the college teachers have practiced this strategy or not. From the results, it is found that most of the teachers had not learnt from the analysis of critical incidents. More than 50 per cent teachers viewed that they did not get any opportunity to learn from the analysis of the critical incidents.

i. Keeping a teaching portfolio

A teaching portfolio is a collection of documents and other items that provides information about different aspects of teacher's work. Thus, the researcher made a query to the teachers that to what extent they have got the ideas for their further development from teaching portfolios. The responses made by the teachers reveal their habit of not keeping a portfolio. The following table presents the data in detail.

Table No. 9

Learning from teaching portfolio for further development

S.N.	Responses	No. of Teacher	Percentage
1	Agree	10	22
2	Partially Agree	11	24.5
3	Disagree	24	53.5

From the responses made by teachers, it is revealed that only 22 per cent teachers agreed and 24.5 per cent teachers partially agreed that they had got ideas from teaching portfolios for their further development. However, 53.5 per cent teachers had not got any ideas from teaching portfolios for their better professional development.

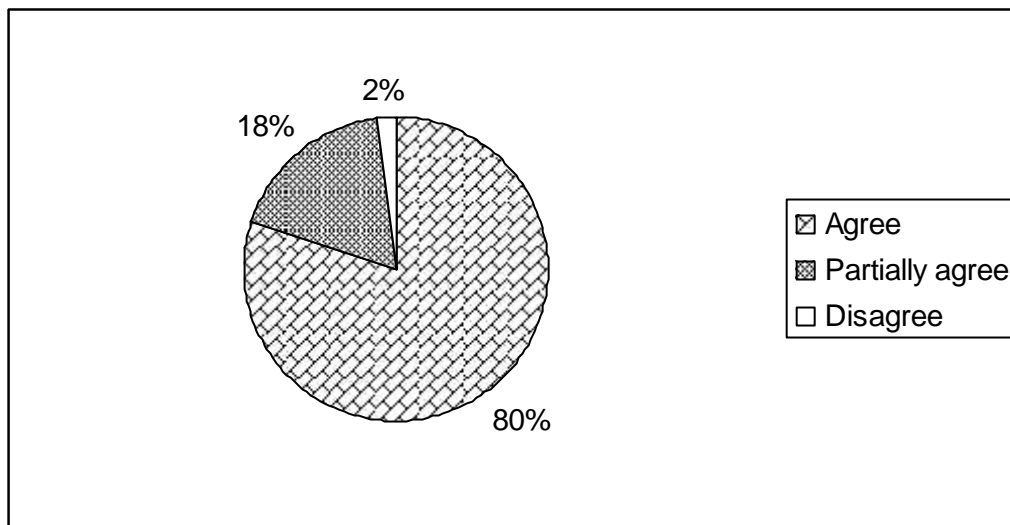
It seems that although some teachers (22%) agreed and some (24.5%) partially agreed that they have learnt from teaching portfolios, but majority (53.5%) of teachers opined that they had not got any ideas from teaching portfolios for their further development. This data proved that the college teachers are not practicing this strategy because they do not have the habit of keeping it.

j. Conferences

Teachers' conferences can be organized on the subjects of practical interest and other problems directly related to the daily teaching. Here, the teachers were asked to respond on whether they had learnt new things from the conferences that they attended. The following figure presents the data.

Figure No. 2

Learning from the conferences that the teachers attended



Majority of teachers (80%) had learnt many new things from the conferences that they attended where as 18 per cent teachers partially agreed on it and only 2 per cent teachers disagreed that they had learnt from the conferences. Conferences were also given high priority and taken as one of the most learning strategies among college teachers teaching in different colleges of Kathmandu valley.

k. Learning from reflective logs

Keeping a log helps educators to learn how to improve professional practice especially to identify the areas where improvement is needed. The following table shows the responses made by the teachers that reveal their learning from reflective logs.

Table No. 10

Learning from reflective logs

S.N.	Responses	No. of Teacher	Percentage
1	Agree	10	24.5
2	Partially Agree	16	35.5
3	Disagree	19	40

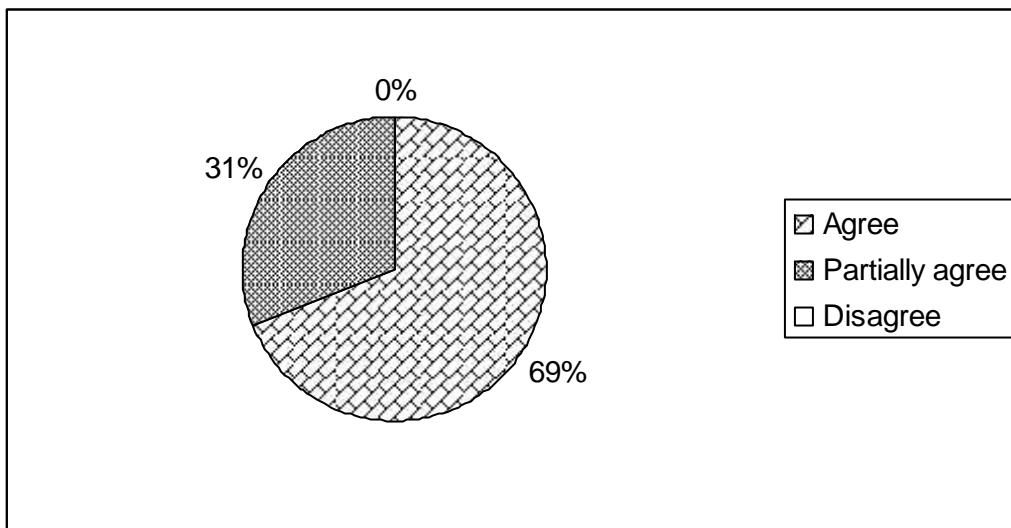
The result shows that only 24.5 per cent teachers agreed and 35.5 per cent teachers partially agreed that reflective logs help them to improve their professional practice. On the other hand, only 40 per cent teachers disagreed that reflective logs helped them to improve their professional practice. The data makes it clearer that reflective logs were found less important among the language teachers who are teaching in different colleges of Kathmandu valley.

1. Seminars

Seminars provide the teachers a good place for a frank and friendly discussion of the common problems and also for their concrete practical solutions, which will prepare them well to face the challenge successfully. Therefore, the researcher wanted to find out to what extent the college teachers had learnt from the seminars that they attended.

Figure No. 3

Learning from the seminars that the teachers attended



The figure shows that out of total, majority of teachers (69%) agreed that they were benefited a lot from the seminars that they attended and other remaining (31%) teachers partially agreed but none of the teachers disagreed that they were benefited from the seminars that they attended.

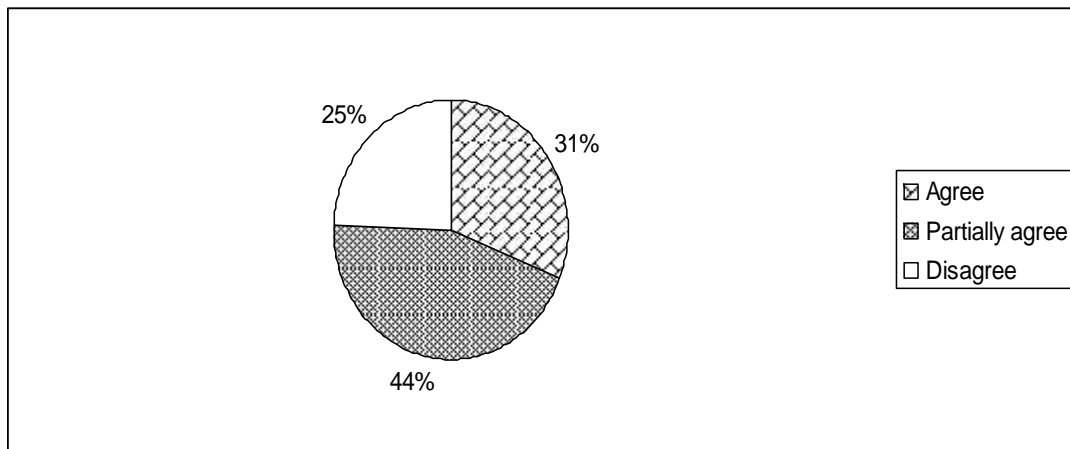
m. Learning from case analysis

Case analysis is a way of gathering information over time about a teaching situation and to derive principles from it. It helps to solve problematic issues that arise in teaching.

Therefore, the teachers were provided with the statement, “I think case analysis provides us different new solutions for a particular problem”. With the help of this statement, it was tried to find out whether the teachers had learnt from case analysis or not. The data on teachers’ responses to this statement is presented in the following figure.

Figure No. 4

Case analysis provides different new solutions for a particular problem



From the responses made by the teachers it is revealed that 31 per cent teachers agreed and 44.5 per cent partially agreed that case analysis provides different new solutions for a particular problem. However, 24.5 per cent teachers disagreed that case analysis provides different new solutions for a particular problem.

In this context, one open ended question was also asked to make a query on whether they had the experience of learning from case analysis. The responses show that only 45.5 percent teachers had the experience of learning from case analysis but almost all of them added that though they had learnt from case analysis but not much. On other hand, 55.5 per cent teachers did not have the experience of learning from case analysis.

n. Refresher courses

Teachers require constant refresher courses to enable them to be familiar with the latest developments in their subjects as well as in pedagogy of English.

To find out whether the teachers were facilitated by the refresher courses, they were provided with the statement, 'I have learnt from the refresher courses' with three alternatives agree, partially agree and disagree. The information

obtained from the teachers' responses to this statement is presented in the table below.

Table No. 11

Learning from refresher courses

S.N.	Responses	No. of Teacher	Percentage
1	Agree	12	26.5
2	Partially Agree	9	20
3	Disagree	24	53.5

From the above responses made by the teachers, it is found that 26.5 per cent teachers had learnt from the refresher courses where as only 20 per cent teachers partially agreed on it. However, more than half, 53.5 per cent teachers had not learned from the refresher courses.

o. Influence of resource and teacher activity centers

Resource and teacher activity centers play an important role in teacher learning. Therefore, in this section, the teachers were asked whether they had learnt from resource and teacher activity centers or not. Here, almost all teachers opined that resource and teacher activity centers do not have a good influence on their professional development.

The following table shows the responses made by the teachers on this aspect.

Table No. 12

Influence of resource and teacher activity centers

S.N.	Responses	No. of Teacher	Percentage
1	Agree	12	26.5
2	Partially Agree	9	22
3	Disagree	24	53.5

From the responses made by the teachers, it is revealed that only 26.5 per cent teachers had a good influence of resource and teacher activity centers on them and 22 per cent teachers only partially agreed with the statement. However, 53.5 per cent teachers did not have a good influence of resource and teacher activity centers on them.

p. Learning from one’s own teaching experience

This part reflects to what extent the college teachers had learnt from their own teaching experience. The result shows that almost all teachers had learnt from their own teaching experience.

The following table displays the teachers’ responses on this aspect:

Table No. 13

Learning from one’s own teaching experience

S.N.	Responses	No. of Teacher	Percentage
1	Agree	43	95.5
2	Partially Agree	0	-
3	Disagree	2	4.5

The table shows that 95.5 per cent teachers agreed that they had learnt from their own teaching experience. However, only 4.5 per cent teachers had not learnt from their own teaching experience.

In this context, one open ended question was asked to the teachers whether they have learnt from their own teaching experience or not. The result shows that almost all of the teachers had learnt a lot from their own teaching experience. In response to this question, majority of teachers viewed that they had learnt more from their own teaching experience than the courses of study or their educational programs up to now. It seems that almost all the teachers, more

than 95 per cent agreed that they had learnt from their own teaching experience than the course of studies that they had studied up to now. Therefore, it is the most common way of learning among college teachers.

3.3 Benefits of different learning strategies practiced by English language teachers

The second objective of the study was to find out the benefits of different learning strategies practiced by English language teachers to promote their professional development. To elicit the information required to meet this objective, the teachers were provided with some open ended questions to respond. Among which three of them Q. N. 7, 11 and 14 (see appendix A) were directly related to this objective and others were supporting questions.

In Q. N. 7, the teachers were asked whether they were benefitted from teacher support groups or not. In response to this question, most of the teachers viewed that they were sometimes benefitted from teacher support groups. There are a number of believes to be obtained through participating in a teacher support group instead of going alone. Some of the teachers opined that teacher support groups help the teachers to update their knowledge. Similarly, some others opined that teacher support groups helped the teachers to achieve their shared goals to discuss. The teacher support groups provided them opportunity to discuss different problems related to teaching learning process and find the solutions for those problems. Teacher support groups also helped them to share their experiences.

Similarly, in response to Q. N. 11 a, the researcher asked the teachers if they participate in the workshops, seminars and conferences, ‘what benefits do they get from them?’ The teachers have presented different benefits that they have got from workshops, seminars and conferences. Some of them were as follows:

- a. Workshops helped them to acquire specific knowledge and skills.

- b. Seminars helped them to find solutions for the problems related to teaching learning process.
- c. Conferences provide solutions for problems directly related to the daily teaching.
- d. Workshops provide ideas for improving a teacher's classroom practice.
- e. Seminars provide a place for a friendly discussion of a problem.
- f. They taught them to be more creative.
- g. They helped to find out appropriate solutions of different problems related to classroom teaching and provide knowledge of various aspects.
- h. They helped us to evaluate ourselves and to get chance to improve their professional skills.
- i. They helped them to generate new ideas and some sort of light in new directions could be received.
- j. They enhanced and increased our knowledge in this profession by providing new information about the recent developments in ELT and updating their knowledge in this field.
- k. They helped them to make their teaching effective and efficient.
- l. They provided us the opportunity to share our experiences with our colleagues.
- m. They helped them to get new sources of information for English language teaching.
- n. They provided a platform to be acquainted with the professionals and experts from the same field.
- o. They helped them to be more confident and make teaching more effective by providing new ideas.
- p. They helped them to learn more about the teaching learning process.

- q. They helped them to promote their skills in their profession and gave a space to share their experience.
- r. They helped them to upgrade their institutional level and standard.
- s. They provide them an opportunity to share their personal experiences with other participants as well as with the experts from the same profession.

Looking at the above all benefits provided by the English language teachers that they got from the workshops, seminars and conferences after attending them. It can be also concluded that the workshops, seminars and conferences are the very common learning strategies among the college teachers.

Similarly, Q.N. 14 was also directly related to this objective. With the help of this question, I wanted to know whether the teachers of English teaching in different colleges of Kathmandu valley were benefitted from teaching portfolios and reflective logs or not. In response to this question, the result shows that most of the teachers were not benefitted from these strategies. To get further information about these strategies in Q.N.14a it was asked if they were benefitted from these strategies then what kind of benefits they got from them. Some of which are as follows:

- a. Teaching portfolios provided information about different aspects of teachers' work.
- b. Teaching portfolios helped them to learn from the different works of the experienced teachers.
- c. Reflective logs helped them to use the experience of previous classes in the coming classes and they also helped them to analyze the different problems of the students.
- d. I have got information about strengths and weaknesses of their own and also helped to make some changes if necessary.

- e. Reflective logs helped them to get extension and knowledge that gave them more confidence and strength to present their subject matter in the classroom.
- f. They helped them to render on their activities and modify them in terms of teachers' needs.

Though, some teachers viewed that they were benefitted from teaching portfolios and reflective logs and listed some of the benefits that they got from each of them. However, the result shows that most of the teachers were not benefitted from these strategies. Therefore, they can be taken as less common learning strategies among the English language teachers teaching in different collages of Kathmandu Valley.

Similarly, with the help of some other open ended questions, I tried to collect the benefits of other learning strategies from the teachers of English who are teaching in different colleges of Kathmandu Valley. Some of them were listed as follows:

- a. Keeping a teaching journal helped them to reflect on their work and make necessary changes, if needed. It also helped to match their work with the other teachers.
- b. ELT journals helped them to get information about the recent development in the field of ELT and also make them familiar with different experts throughout the whole world.
- c. Resource and teacher activity centers provided them different teaching materials which are practically applicable in their teaching and also provided a wide network of professionals.
- d. I have learnt to teach effectively using different materials with the help of resource and teacher activity centers.

- e. I got different teaching materials like reference books, workbooks, teachers' guide, and story books, journals which helped them to make their teaching more effective from resource and teacher activity centers.
- f. After visiting their colleagues' classes the teachers got constructive feedback which was very much beneficial for the effective teaching learning process.
- g. With the help of peer observation the teachers were aware of their strengths and weaknesses which helped them to improve themselves and make some necessary changes.
- h. Analyzing critical incidents helped us to cope with different classroom problems.
- i. Case analysis provided us different new solutions for a particular problem.
- j. They have learnt more from their own teaching experience than the educational programs.

From the above points it is clear that all the teachers were directly or indirectly benefitted from different strategies. However, some learning strategies were more beneficial than others.

CHEPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of data, the following findings have been made.

- a. Teachers' own teaching experience, self-monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching were listed as the most common learning strategies among the English language teachers.
- b. Mentoring, refresher courses, teaching portfolios, resource and activity centers and reflective logs were listed as the least used learning strategies among the teachers teaching in different colleges.
- c. The present study shows that the college teachers were directly or indirectly benefitted from almost all learning strategies which are included in the questionnaire. However, some strategies like self-monitoring, workshops, conferences, seminars and team teaching were more beneficial than the strategies like teaching portfolios, reflective logs, refresher courses and mentoring.
- d. Majority of teachers (84%) agreed that they have learnt from self-monitoring and only (16%) teachers viewed that they are partially agreed on learning from self- monitoring but none of them opined that they have not learnt from it.
- e. Fifty- three per cent teachers have positive attitudes towards keeping an ELT journal for their better professional development. ELT journals are found very much useful for the professional development of an English teacher.

- f. More than half teachers (60%) have got the opportunity to learn more by visiting their colleagues' classes where as majority of teachers (60%) were found that they had not learnt from their mentor teachers.
- g. Almost all (80%) teachers teaching in different colleges have learnt from the workshops that they attended.
- h. Fifty- three per cent teachers were not found learning from the analysis of critical incidents and teaching portfolios. They opined that they did not get any opportunity to learn from this learning strategy. This shows that the college teachers were not practicing these strategies because most of them do not have the habit of keeping a teaching portfolio and analyzing the critical incidents.
- i. Eighty per cent teachers viewed that they have learnt many new things from the conferences they attended and sixty nine per cent from the seminars that they attended. Most of them opined that they provided different solutions of the problems directly related to the classroom teaching.
- j. Only twenty- five per cent teachers viewed that they have got the experience of learning from case analysis and reflective logs.
- k. More than fifty per cent teachers were not found learning from refresher courses. They also viewed that resource and teacher activity centers do not have a good influence on their professional development.
- l. Almost all (95.5%) teachers opined that they have learnt a lot from their teaching experience. They further viewed that they have learnt more from their own teaching experience then the educational programs

4.2 Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study.

- a. Most of the teachers viewed that the strategies; self-monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching have been much effective. Therefore, other teachers should also share these strategies.
- b. Most of the teachers took mentoring, teaching portfolios, resource and teacher activity centers and reflective logs as the less frequently used learning strategies. These strategies should also be made common for the English language teachers.
- c. Although most of the teachers agreed that they learnt from self-monitoring but some teachers only partially agreed on it. All the teachers of English should develop the habit of documenting or recording their activities to review or evaluate their teaching.
- d. Just being positive towards keeping an ELT journal is not enough for their better professional development, instead the teachers teaching in different colleges must develop the habit of keeping it so that they can reflect on their activities as well. Different ELT journals should be made available to all the English language teachers.
- e. Teachers should get the opportunity to visit their colleagues' classes to know their strengths and weaknesses and to provide constructive feedback to make some changes, if necessary.
- f. All the teachers should be provided with the opportunities to attend the workshops as far as possible.
- g. All the novice teachers should be brought in contact with the experts for their better professional development.

- h. College teachers should be involved in team teaching which serves as a powerful medium of collaborative learning.
- i. The college teachers should be encouraged to involve in the analysis of critical incidents individually or collaboratively. They should also develop the habit of keeping a teaching portfolio which helps him/her to reflect on his/her working and provides ideas for further development.
- j. All the college teachers should be encouraged to attend conferences and seminars as far as possible which help them to solve different problems directly related to the daily teaching.
- k. The college teachers should be involved in learning from case analysis which helps the teachers to learn from the experience of others as well. They should be encouraged to keep their own log which helps them to reflect on their experiences and report on what they have learnt.
- l. The teachers should be provided refresher courses which enable them to keep themselves up to date on the latest developments in their subjects. They should also get opportunity to learn from resource and teacher activity centers. The number of resource and teacher activity centers should be increased and they should conduct in-service trainings and INSET programs.
- m. Though almost all teachers had learned from their own teaching experience, the experts in this field should design the courses as well as training packages for teachers' professional development including different teacher learning strategies.
- n. Only a few researches have been carried out on teachers' professional development therefore, the students from different universities like TU, KU, and PU should be encouraged to carry out further researches in this field.

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APPENDIX – I

QUESTIONNAIRE

Dear Sir/Madam,

This questionnaire is a part of my research study entitled, “**Learning Strategies of English Language Teachers for Professional Development**” under the supervision of Mrs. Saraswati Dawadi, Lecturer, Department of English Education, T. U. Your co-operation in completing the questionnaire will be of great value to me. There is no right or wrong answer; I am interested in your personal opinion. Please feel free to put your responses required by the questionnaire. I may assure you that the responses made by you will be exclusively used only for the present study.

Name:

Age:

College:

Qualification:

Experience:

Training (if any):

The questions are based on the following strategies for teacher learning.

a. Self- Monitoring: It refers to activities in which information about one’s teaching is documented or recorded in order to review or evaluate teaching.

b. Workshops: Workshop is an intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills.

c. Teacher Support Groups: A teacher support group can be defined as two or more teachers collaborating to achieve their individual or shared goals or both.

d. Action Research: It refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems.

- e. Peer Observation:** It refers to a teacher or other observer closely watching and monitoring a language lesson or a part of a lesson in order to gain an understanding of some aspects of teaching, learning or classroom interaction.
- f. Teaching Portfolios:** Teaching portfolio is a collection of documents and other items that provides information about different aspects of teacher's work.
- g. Mentoring:** Mentoring brings together a more knowledgeable professional with a less experienced colleague for collaboration and feedback on teaching and learning.
- h. Keeping a Teaching Journal:** A teaching journal is an ongoing written account of observations, reflections, and other thoughts about teaching.
- i. Analyzing Critical Incidents:** Critical incident analysis in teaching involves the documentation and analysis of teaching incidents in order to learn from them and improve practice.
- j. Peer Coaching:** Peer coaching is a form of teacher collaboration in which one teacher coaches a peer in performing a teaching activity.
- k. Case Analysis:** Case analysis in teacher education involves collecting information over time about a teaching situation and using that information to help better understand the situation and to derive principles from it.
- l. Seminars:** A seminar is very helpful in finding salutation of problems.
- m. Reflective Logs:** Reflective logs are used to encourage learning from successes and problems occurred during the workday.
- n. Team Teaching:** Team teaching (sometimes called pair teaching) is a process in which two or more teachers share the responsibility for teaching a class.
- o. Conferences:** Teachers' conferences can be organized to solve different problems directly related to the daily teaching.
- p. Refresher Courses:** The fundamental purpose of refresher course is to enable the learners to keep themselves abstract of the latest developments in their subjects as well as in the pedagogy of education.

q. Use of Resource and Teacher Activity Centers: This strategy involves the setting up of resource centers which become the venues for conducting in-service training.

A. Answer the following questions:

1. *What do you personally understand by the term “professional development”?*

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2. *How did you get into English language teaching profession?*

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3. *Do you think an ESL teacher needs to know about various learning strategies?*

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4. *Would you like to share with us five most frequently used learning strategies which have helped you to promote your professional development?*

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.....

5. *Please suggest us five less frequently used learning strategies which have helped you to promote professionally?*

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6. *What effect does the keeping an ELT journal has on your professional development?*

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7. *Are you benefitted from teacher support groups?*

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8. *What's your opinion about being observed by your colleague?*

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9. *Have you learnt from your own teaching experience?*

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10. *Do you have the experience of learning from case analysis?*

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11. *Do you participate in workshops, seminars and conferences?*

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a) *If yes, what benefits do you get from each of them?*

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12. *Do you have the facility of resource and teacher activity centers?*

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a) *If yes, what do you learn from them?*

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13) *Have you ever learnt from the analysis of critical incidents?*

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14) *Are you benefitted from teaching portfolios and reflective logs?*

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a) *If yes, what kind of benefits do you get from each?*

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.....

B. How does a teacher of English learn during his/her career?

Please state your opinion after each statement by ticking the alphabet that best indicates the extent to which the statement is **true of you**.

1. I have learnt from self-monitoring.

- a) *Agree* b) *Partially Agree* c) *Disagree*

2. I have learnt from my colleagues.

- a) *Agree* b) *Partially Agree* c) *Disagree*

3. I have learnt a lot from the workshops that I attended.

- a) *Agree* b) *Partially Agree* c) *Disagree*

4. I have acquired a lot of new knowledge through teacher support groups.

- a) *Agree* b) *Partially Agree* c) *Disagree*

5. I benefit a lot from my mentor teachers.

- a) *Agree* b) *Partially Agree* c) *Disagree*

6. I found ELT journals very much useful.

- a) *Agree* b) *Partially Agree* c) *Disagree*

7. I think visiting my colleagues' classes provide me an opportunity to learn more.

a) *Agree* b) *Partially Agree* c) *Disagree*

8. I think I can get a lot of new ideas from team teaching.

a) *Agree* b) *Partially Agree* c) *Disagree*

9. I have learnt a lot from the analysis of critical incidents.

a) *Agree* b) *Partially Agree* c) *Disagree*

10. I think teaching portfolio provides ideas for further development.

a) *Agree* b) *Partially Agree* c) *Disagree*

11. I have learnt many new things from the conferences that I attended.

a) *Agree* b) *Partially Agree* c) *Disagree*

12. Reflective logs help me to improve my professional practice.

a) *Agree* b) *Partially Agree* c) *Disagree*

13. I benefit a lot from the seminars that I attended.

a) *Agree* b) *Partially Agree* c) *Disagree*

14. I think case analysis provides us different new solutions for a particular problem.

a) *Agree* b) *Partially Agree* c) *Disagree*

15. I have learnt from the refresher courses.

a) *Agree* b) *Partially Agree* c) *Disagree*

16. Resource and teacher activity centers have a good influence on my professional development.

a) *Agree* b) *Partially Agree* c) *Disagree*

17. I have learnt from my own teaching experience.

a) *Agree* b) *Partially Agree* c) *Disagree*

Thank you very much for your help!

Kumari Damayanti Joshi