

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Teaching is a facilitative or collaborative activity where a teacher facilitates or collaborates the learning. A teacher and students collaborate and discuss about a topic in a classroom situation where a teacher facilitates the students and guides their learning. Thus, teaching is a socialization process. Traditionally it is taken as the transmission of knowledge, where a teacher transmits his knowledge to the students. But nowadays, it is taken as a socialization process where, a teacher socializes in the school environment and school culture and the students socialize in learning environment.

The English Language has become an inseparable part of the present day world because it has been used as a means of international communication. The use of the English language in information technology, media, business, etc. made it inseparable part of the present day world. Today English is not confined only with its native speakers. It has become the language of all the people and all the areas. This view is expressed by Awasthi et al. (2009, p.iii) "English is a widely used medium of communication for different purposes, not only the vehicle of writing or reading British or American literature." "Since the English language is an inseparable part of life, the teaching of the English language emerged as a separate discipline. Now, English is taught in private language schools and institutions all over the world" (Harmer 2008).

Teaching language is a challenging job in itself. Teachers are the most important part of English language teaching. So, the novice teachers in English language teaching are not apart from this. They face many challenges or problems during the teaching learning process from the first class. Generally, novice teachers refer to those teachers who are in induction period. In ELT, they are the persons who are just appointed in a school as an English teacher.

They are in the way of becoming a full time professional teacher. They are learning how to teach and what to teach in real classroom setting. Therefore, the professional learning of novice teachers starts from the first class of their teaching.

Learning refers to the act, process, or experience of gaining knowledge or skill. It is a lifelong and continuous process of human beings. It is the process as a relatively permanent change in behavior based on an individual's interactional experience. It is an important form of personal behavior adaptation.

Becoming a teacher requires not only the development of a professional identity but the construction of professional knowledge and practice through continued professional learning. Professional learning refers to the learning of knowledge and skills by the professionals which is more helpful and necessary in their profession. Aubusson et al. (2009, p.234) state that “Professional learning that enables opportunities for critical reflection and access to changing knowledge, effective teacher use of information technologies in their classrooms is likely to be limited”.

Teachers’ professional learning involves the learning process of teachers where a teacher starts to learn professionally in the process of becoming a professional teacher. In teachers’ professional learning, a teacher obtains knowledge and skills by his teaching experience and collaboration with colleagues as well as students. He also obtains professional knowledge through the participation in many activities like: workshop, seminar etc. The obtained knowledge is essential and helpful for teachers operating their profession which help them to establish in their job. When a teacher is appointed in a school and starts to teach, he encounters many challenges related to teaching. In the way of seeking the solution of those challenges, one experiences or obtains the knowledge which is helpful for teaching. Thus, teachers’ professional learning runs throughout teaching life.

1.1.1 Understanding Teacher Induction

The term 'induction' refers to the first year of an employee in an employment. In teaching, teacher induction refers to the entry into the teaching profession which includes recruiting people with appropriate qualifications to teach and helping them to develop a career in teaching. "It is the first year of employment as a teacher where newly appointed teachers are crossing studentship, through novice hood and becoming a professional in teaching" (Tickle, 2000, p.1). It is the linking 'bridge' which links teachers' initial theoretical knowledge with real classroom practice. In teacher induction period, a teacher tries to establish in his job by facing the challenges in real classroom practice. He tries to survive in his job and discover new knowledge in teaching. Thus, "it is the 'survival or discovery' phase of a novice teacher" (Huberman,1993, p. 5).

Induction is the process of becoming full time professional teacher. It is the most important period for novice English language teachers. As described above, induction is the period of discovery; a novice teacher is discovering new knowledge and skills by real classroom practice. In this period, a teacher works hard for his better performance. In this way, he is enhancing his professional knowledge by professional learning.

1.1.2 Novice Teacher: An Introduction

The term 'novice' refers to the person who is involved in a job or activity as a newly appointed employee. S/he is the beginner in that field. In teaching, 'novice teachers' are those persons, who have just completed their initial teacher Education and trainings and appointed as new teacher in a school. That's why they are also known as newly qualified teachers as Farrell in Burns & Richards (2009, p. 182) states "novice teachers sometimes called newly qualified teachers (NQTs), are usually defined as teachers who have completed their teacher-education programme and have just commenced teaching in an educational institution".

A novice teacher is newly appointed teacher who is less familiar with subject matter, teaching strategies, and teaching context. They may not know the expected classroom problems and solutions. “The term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student-teachers or teachers in their first year of teaching” (Tsui, 2003, p.4). Those who are new to the profession find themselves unclear or even confused about how they are to become best equipped to serve their pupil. New teachers tend to have a fairly heavy teaching load and tend to get the more basic and less problematic courses. However, it is also generally the case that the pre service course they took were of a fairly general nature, somewhat theoretical and not directly related to their teaching assignment, and thus much of what they need to know has to be learned on the job.

Every professional at any career has to start somewhere as in life, these professional learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful professional. Novice teachers have to go through the trial and errors to become expert teachers.

1.1.3 Differences between Novice and Expert Teachers

Although the nature of expertise in language teaching is an underexplored research field, however, some of the differences between novice and experienced language teachers seem to lie in the different ways in which they relate to their contexts of work and hence their conceptions and understanding of teaching, which is developed in these contexts (Tsui, 2003, as cited in Richards and Farrell, 2005, p. 7).

Regarding the differences between novice and expert teachers (Tsui,2003, p.4) says:

Identifying novice teacher is relatively straightforward. The term novice teacher is commonly used in the literature to describe teacher with little

or no teaching experiences. They are either student teachers or teachers in their first years of teaching. Occasionally, the term novice is used for people who are in business and industries, but have an interest in teaching. These people have subject matter knowledge, but no teaching experiences at all and no formal pedagogical training. The identification of expert teacher is more problematic.

As cited in Tsui (*ibid*), Bereiter and Scardamalia (1993) point out, it is much harder to identify an expert teacher than, say, an expert brain surgeon, who can remove brain tumors. This is because unraveling what distinguishes an expert from a non expert teacher is very difficult. There is no reliable way of identifying expert teachers.

Teaching is “a wonderfully complex endeavor” and “one of the most rewarding professions” (Wyatt III and White, 2007, p. 15). Teaching is rewarding, because teachers have the opportunity to make positive contribution to the lives of children and most of those contributions will live long even after the teacher has left the profession. Teaching profession is complex, because it is to promote learning relatively in a large group of students with different individual characteristics, needs, and backgrounds. Experienced teachers approach their work differently from novices because they know what typical classroom activities and expected problems and solutions are like involving all students in the lesson, creating a safe learning environment, encouraging shy students, and managing the class are just among some responsibilities of a teacher (Berliner, 1987, cited in Richards and Farrell, 2005, p. 8). Still, the teachers’ job is not only in classroom. "Their primary role is to help children grow and develop to their best potentialities, at which they cannot ignore the influences outside the classroom that are shaping children’s lives" (Grinberg, 2002).

In most studies, in addition to teaching experiences, expert teachers were identified by nominations or recommendations from school administrators, usually the principal, or the school district board as outstanding teachers. "In some cases the nominated teachers were further screened by the research team. In other case there were further criteria such as being selected as a cooperating teacher by university campus or a mentor teacher by the school district boards, being awarded teacher of the year by the state, and having attained a master's degree, expertise was linked to the academic achievement of students" (Tsui, 2003, p. 5). The most dramatic differences between the novice and expert are that the expert has pedagogical content knowledge that enables him to see the larger picture in several ways; he has the flexibility to select a teaching method that does justice to the topic. "The novice, however, is getting a good start in constructing pedagogical content knowledge. Starting small and progressing to seeing more and larger possibilities in the curriculum both in terms of unit of organization and pedagogical flexibility" (Gudmundsolottir and Shulman, 1989, p.33, cited in Tsui, p. 56). Expert teachers thus exhibit differences in the way they perceive and understand what they do.

1.1.4 Characteristics of Expert and Novice Teachers

Planning is considered the most important thinking process in which teachers engage. It is in planning that teachers translate syllabus guidelines, instructional expectations, and their own belief and ideologies of education into guides for action in the classroom.

According to Tsui (2003), there are four main characteristics of pre-active thinking identified in the research literature on which novice and expert differ. The first characteristic is that in the planning process, expert teachers exercise more autonomy. A novice teachers' planning is guided by rules and models. As Dreyfus and Dreyfus (1986 as cited in Tsui, p. 29) point out, these rules are often devoid of context. This is why novice teachers often have problems implementing their plans in the classroom when there are many contextual

elements affecting the general direction of the lesson. Expert teachers on the other hand are fully aware of the contextual variables that they need to consider when planning. From their experience, they know what works in the class and what does not. Hence, they are much ready to depart from and take responsibility for their own actions.

Tsui (ibid), further says that expert teachers are much more efficient in lesson planning. They spend much less time planning, and yet their planning is often more effective. According to the research literature, this is because expert teachers have in store well established routines that they can call upon when planning. They can also recall their experience in teaching similar lessons and make whatever amendments necessary. It appears that there is a certain degree of “automaticity” and “effortlessness” in their planning, because they can rely on routinized behavior and ‘what normally works’, especially if they are planning something that they have taught before. In this respect expert teachers seem to be similar to experts in other fields. However, the research literature also found that expert teachers’ mental plans are much richer and that they do engage in detailed planning. Furthermore, we can say that expert teachers also engage in conscious deliberation and reflection when they are doing long term planning, when they consider whether they need to make any amendments to what they did the year before, and when they make mental plans. The most dramatic complaint, which the novice teachers display, related with their teacher education program is that it does not prepare them for the complex reality they encounter in the first years of their teaching (Smith & Sela, 2005, p.28).

Tsui says more about characteristic of pre-active thinking that expert teachers are much more flexible in planning; they are much more responsive to contextual cues, and much more ready to make changes to their plans accordingly. For expert teachers, the context is very much an integral part of their teaching act, whereas for novice teachers, context is very often taken as something external and ignored. Planning thoughts of expert teachers reflect a

rich and integrated knowledge base. When they plan they integrate their knowledge of the curriculum, the students, the teaching methods and strategies, the context including expectation of the principal, teachers and parents, the classroom setting, the time of the day, the time of the year, and so on (p. 30). Decisions made in the pre-active phase are subject to modification as teachers implement them in the class.

1.1.5 Professional Learning

Professional learning refers to the learning which is specific than normal learning. It occurs when a person involves in a profession. During the working period, a person experiences different activities (incidents and accidents) in a profession. The result of those activities may be good and bad. By those experiences he/she learns knowledge which is called professional learning. It is the learning by the profession and for the profession. So, a person's professional learning starts when a person involves in a profession. It has often been seen as something that occurs outside normal work practices, something additional, usually provided by someone from outside. In reality, professional learning is something most teachers and educators do every day. By professional learning, a person enhances his professional capacity, knowledge and skills and become an excellent professional. It is obtained by different activities in profession like: sharing ideas, discussion, collaboration etc.

1.1.6 Teachers' Professional Learning

A teacher's professional learning journey is an ongoing process of inquiry into, and reflection on their practice, punctuated by learning activities and programs designed to enhance their professional knowledge, skills, and attitudes. This process of growth and development provides opportunities for teachers to examine and challenge their assumptions about their role, experiment with teaching strategies and develop a deeper understanding of their subject content, the students they teach and how their students learn. Defining teacher professional learning, Willis (2002) mentions:

professional learning is a lesson-study program, in which teachers and support staff get together to plan instruction, to observe what happens when it's implemented, to analyze what went wrong, to come up with ideas for improving it, and to try doing it again in their classrooms.

(Retrieved from www.det.nt.gov.au)

Teachers' professional learning starts when a person is appointed as a teacher. But somehow, non-formally, it is started from initial teacher Education or trainings. Though it is started from initial teacher trainings a student teacher may not know the difference between learning and professional learning. Therefore, he/she may not care about the professional learning.

When a person is appointed as a new teacher in a school, he encounters challenges with real classroom teaching. The problems related to the classroom teaching like: classroom management, maintaining discipline, controlling the class etc. are the main challenges of novice teachers. Besides those challenges, the main challenge of novice teachers is applying the pedagogical skills in the context of the classroom. He/she does not know how to use appropriate methodology for the different content nature. So, to solve these problems a teacher needs to prepare himself for his better performance. He should work hard for the preparation. In this way, by the hard preparation and encountering challenges, a teacher starts to learn professionally. Thus, teachers' professional learning starts from the first real classroom teaching.

1.1.6.1 Importance of Teachers' Professional Learning

Teacher's professional learning is the learning process of the teachers where a teacher starts to learn professionally. What teachers know, do and believe has a major influence on what students learn. If we are to improve the quality of teaching and learning in our schools we must invest in the learning of teachers. This learning should support the growth of the individual as well as contribute

to the realization of the goals and priorities of the school and the system. Feiman-Nemser (2001, as cited in McCormack et al., 2006, p. 97) mentioned the importance of teacher professional learning as follows:

The importance of sustained professional learning opportunities which extend over more than the initial year of employment and based on flexibility to allow for individuals to shape their agendas according to those unique personal and situational factors which frame their context.

1.1.6.2 Characteristics of Teachers' Professional Learning

Characteristics refer to features of professional learning. Every teacher starts to learn as a professional learner after they take an appointment from the school. They learn professional knowledge and skills through their experience. The characteristics of teachers' professional learning can be drawn as follows:

a) Collaboration

Collaboration refers to discussion on a matter. Teachers collaborate with the students, colleagues, mentor teachers, parents etc. They can solve their problems through the collaboration. By the collaboration, they share their ideas and experiences which is the main way of professional learning. By sharing the ideas one can follow the same idea in his teaching and make his teaching effective.

b) Discovery

When a teacher joins a school and starts to teach, he faces many challenges: inside and outside the classroom. To solve those challenges or problems he starts to seek new methods of teaching and learning, tests the methods, and then reflects on the results. In this way, a teacher develops his professional knowledge by professional learning.

c) Action Orientation/Experimentation

This is the most important characteristic of teachers' professional learning. Teaching is an action based activity where a teacher does experimentation

applying his previous theoretical knowledge. By the experimentation a teacher learns professional knowledge of teaching.

d) Commitment to Continuous Improvement

As it is said that learning is a continuous learning process, professional learning involves the continuous process. It is positive learning, by which a teacher can improve his teaching. Thus, it is the continuous improvement in a profession through learning.

e) Supportive Conditions and Shared Practice

Teachers' professional learning is mainly based on supportive Environment. It is the collaboration process where teachers share their ideas and experiences in each other. If the supportive environment in a school is smooth, then the professional learning of teachers moves rapidly.

1.1.6.3 Models of Teachers' Professional Learning

Models refer to the type of activities that help to develop professional learning of teachers. Schools can access and adopt a rich variety of professional learning opportunities and models. These opportunities may vary in content and structure - from informal school-based programs and on-line, self-paced programs to structured professional learning activities that may lead to a formal qualification. Professional learning opportunities can arise through:

a) School-based/Initiated Activities

Professional learning teams within the school plan and develop professional learning activities in response to school or system priorities. These may be seminars or workshops that are initiated and conducted by and for staff at that school. Schools may also contact a professional learning provider (such as a teacher professional association), engage an outside expert, or invite a guest speaker. Individual professional learning also takes place, often on an individual or mentoring basis. Moderation is an example of a school based professional learning activity.

b) School-Based Curriculum Project Programs

This category includes activities that involve staff in a project that originates from outside a school but is conducted at the school level. Professional learning communities may be formed to engage in action learning projects as a result of staff/student involvement in the curriculum project.

c) Visits to Other Schools

Professional learning communities may be formed across the cluster as schools work together to address a priority area. Teachers can learn by observing colleagues and through opportunities to engage in professional dialogue.

d) Programs Initiated by an Employing Authority

In this category, professional learning opportunities are developed and implemented by education systems in response to a priority area. They may include a combination of school-based activities, seminars and workshops. These are often run on a large scale and may lead to a formal qualification.

e) Professional Association Programs

The large number of NGO and INGO and other professional associations provide a wide range of professional learning activities, including conferences, workshops, seminars and clinics. They also provide professional learning, professional learning and resources through active web sites and email lists.

f) Professional Learning Resources

This category includes resources that have been developed for use by teachers, teacher educators and trainers as the basis of a professional learning program. Such resources may be presented in a variety of forms, including print, CD-ROM and web-based programs, and can often be used in a variety of ways. For example, resources may be designed for individualized, self-paced learning, as the basis of a workshop, or simply as a reference.

(Retrieved from http://www.google.ca/search?as_q=characteristics+of+professional+learning&as_epq=&as_oq=&as_eq=&as_nlo=&as_nhi=&lr=

[&cr=&as_qdr=all&as_sitesearch=&as_occt=any&safe=images&tbs=&as_filetype=&as_rights=\)](#)

1.1.6.4 Principles of Teachers' Professional Learning

Principles of professional learning are the guiding ways of professional learning. These seven principles are designed to underpin the delivery of professional learning to improve student outcomes and apply to all levels of the system – school, network, region and centre. The following are the principles of professional learning which guide the professional learning of teachers:

- i. Focused on improving student outcomes (not just individual teacher needs).
- ii. Focused on and embedded in teacher practice (not disconnected from the school).
- iii. Informed by the best available research on effective learning and teaching (not just limited to what they currently know).
- iv. Collaborative, involving reflection and feedback (not just individual inquiry).
- v. Evidence based and data driven to guide improvement and to measure impact (not anecdotal).
- vi. Ongoing, supported and fully integrated into the culture and operations of the system – schools, networks, regions and the centre (not episodic and fragmented).
- vii. Both an individual responsibility and a collective responsibility at all levels of the system (not just the school level and not optional).

(Retrieved from [13](http://www.google.ca/search?as_q=characteristics+of+professional+learning&as_epq=&as_oq=&as_eq=&as_nlo=&as_nhi=&lr=&cr=&as_qdr=all&as_sitesearch=&as_occt=any&safe=images&tbs=&as_filetype=&as_rights=)</u>)</i></p></div><div data-bbox=)

1.1.6.5 Approaches of Teachers' Professional Learning

A teacher learns his professional knowledge through different activities. In the process of professional learning a teacher participates in many activities. By those activities a teacher experiences and obtains the knowledge and skills. Thus, according to Richards & Farrell (2010), the ways of teachers' professional learning are as follows:

a) Workshop

A workshop is an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills (Richards & Farrell, 2010, p.23). It is one of the most common and useful forms of professional learning for teachers. Workshop based learning is appropriate for issues that involve problem solving and the development of practical skills. In a workshop, participants are expected to learn something that they can later apply in the classroom and to get hands on experience with the topic. Workshops can also provide opportunities for participants to examine their beliefs or perspectives on teaching and learning, and use this process to reflect on their own teaching practices.

b) Self-monitoring

Self-monitoring is reflective practice in teaching. In it, a teacher monitors or evaluates his past teaching himself. From the past teaching experiences he gets the lesson for teaching. It is based on the view that in order to better understand one's teaching and one's own strengths and weaknesses as a teacher.

Armstrong & Firth (1984), Koziol & Burns, (1985) as cited in Richards and Farrell (2010, p. 34) states that "self-monitoring or self observation refers to "a systematic approach to the observation, evaluation, and management of one's own behavior in order to achieve a better understanding and control over the behavior". The purpose of self monitoring is to provide and objective account of one's teaching.

c) Teacher Support Groups

A teacher support groups involves a group of teachers meeting to discuss goals, concerns, problems and experiences. The teachers will discuss or collaborate on their issues and problems in group, they share their ideas and experiences and find out the immediate solution. It is a voluntary activity and does not include all teachers, it is not an appropriate forum to discuss or resolve matters that affect the whole school. Richards & Farrell (2010, p. 51) defined a teacher support group as “two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on one’s own”. The group provides a safe place where teachers can take part in such activities as collaborating on curriculum and materials development and review, plan and carry out activities as peer coaching, team teaching, action research and classroom observation. Support group also referred to by other names, such as study groups, teacher networks, and learning circles (Richards and Farrell, 2010, p. 51).

d) Keeping a Teaching Journal

A teaching journal is an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection, or evaluation (Richards & Farrell, 2010, p. 68). It enables a teacher to keep a record of classroom events and observations. In it, a teacher writes or records his daily classroom teaching activities and other activities related to teaching. It may be used as a record of incidents, problems, and insights that occurred during lessons. It may be an account of a class that the teacher would like to review or return to later, or it may be a source of information that can be shared with others. A journal is a teacher’s or a student teacher’s written response to teaching events. Journal writing enables a teacher to keep a record of classroom events and observations. It provides an “opportunity for teachers to use the process of writing to describe and explore their own teaching practices” (Ho &

Richards, 1993, as cited in Richards and Farrell, 2010, p.70). It offers a simple way of becoming more aware of one's teaching and learning. It enables to discover the importance of relating teachers own experience of learning to that of the pupils they teach. It enhances awareness about the way to teach and how students learn.

Journal writing can serve different purposes depending on who the audience for a journal is. For teachers, a journal can serve as a way of clarifying their own thinking and exploring their own beliefs and practices. It can be used to monitor their own practices to provide a record of their teaching for others to read, and to document successful teaching experiences.

e) Peer Observation

The term 'peer observation' refers to a teacher or other observer 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 (Richards & Farrell, 2010, p. 85). Observation tends to be identified with evaluation, and consequently it is often regarded as a threatening or negative experience. In teaching, observation provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it. It provides an opportunity for the teacher to see how someone else deals with many of the some problems teachers face on a daily basis.

Peer observation, no doubt, can help teachers become more aware of the issues they confront in the classroom and how these can be resolved. It helps in professional learning by observing a peer's class and his teaching. He may follow the peer's teaching way to solve his problem. It can also help narrow the gap between one's imagined view of teaching and what actually occurs in the classroom.

f) Teaching Portfolios

Portfolios are the documents that provide the ideas and knowledge of teaching for teachers. Richards & Farrell (2010, p.98) have mentioned a teaching portfolio as “a collection of documents and other items that provides information about different aspects of a teacher’s work. It serves to describe and document the teacher’s performance, to facilitate professional development, and to provide a basis for reflection and review.” A portfolio consists of a set of different types of documents like: lesson plans, anecdotal records, student projects, class newsletters, videotapes, teacher evaluations and letters of recommendations. Compiling a teaching portfolio provides a teacher with an opportunity to document his or her strengths, skills and accomplishments as a teacher. By the help of it, the teacher can trigger self-appraisal, facilitate review, and help set goals for further development.

g) Analyzing Critical Incidents

A critical incident is an unplanned incident or event that occurs during teaching. Richards & Farrell (2010, p. 113) define “a critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning”. Analyzing critical incidents in teaching involves the documentation and analysis of teaching incidents in order to learn from them and improve their practice. Documenting & reflecting on incidents can serve as an important part of the process by which teachers learn more about their teaching their learners and themselves.

Analyzing critical incidents can facilitate professional learning in a number of ways (Richards & Farrell, p. 115-117).

- It can create a greater level of self-awareness.
- It can prompt an evaluation of established routines and procedures.
- It can encourage teachers to pose critical questions about teaching.
- It can help bring beliefs to the level of awareness.
- It can create opportunities for action research.

- It can help build a community of critical practitioners.
- It can provide a resource for teachers.

h) Case Analysis

Case analysis in teachers' professional learning 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. In language teaching and other fields, it is based on the use of accounts of how practitioners carry out their practice and resolve the issues that they confront (Richards & Farrell, 2010, p. 126). A case is different from a critical incident in that it starts from identification of a particular issue or phenomenon and then selects a method for collecting information about it. It usually has a broader focus than a critical incident, though critical incidents can provide the initial motivation for a case study. A case is thus a narrative description of a real-life situation that can provide a forum for teachers to explore issues that arise in real classrooms.

Case analysis provides a basis for arriving at valuable insights and principles, enabling teachers to verbalize and share the problem-solving strategies they make use of in their teaching. A collection of cases focusing on a particular kind of problem or issue can be a valuable teacher-training resource for novice teachers.

i) Peer Coaching

Peer coaching is a form of teacher collaboration in which one teacher coaches a peer in performing a teaching activity. Richards & Farrell (2010, p. 143) define peer coaching as "a procedure in which two teachers collaborate to help one or both teachers improve some aspect of their teaching". Robbins (1991, as cited in Richards and Farrell, 2010, p. 143) defines peer coaching as follows:

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, teacher one another, conduct classroom research or solve problems in the workplace.

It is the better and easy way of professional learning for novice teachers because novice teachers may feel uneasy to share their ideas and problems with experienced teachers. But with peer they can share their problem easily. So, to solve their problem they share their ideas and experience with each other. They can discuss frankly and unhesitatingly with their peer. They get ideas from the peers and able to solve the problem. In this way, peer coaching is an important way for professional learning of novice English language teachers.

j) Team teaching

Team teaching is a process in which two or more teachers share the responsibility for teaching a class. It is also called pair teaching. It is a collaborative process, where all the members collaborate, discuss in the issues and problems of teachers. They make solution of the problems in team. The planning, decision making, teaching and review that result from the team teaching process serve as a powerful medium of collaborative learning. 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. It allows teachers to co-operate as equals, although when teachers with differing levels of experience share the same class, some elements of a coaching relationship may also occur (Richards & Farrell, 2010, p. 159). Team coaching involves a shared and collaborative approach to planning, developing, teaching and evaluating lessons. It is important that both members of the team take equal responsibility for each stage of this process. It enhances the confidence of novice teachers because it avoids novice teachers' feeling of loneliness. It encourages the novice teachers for teaching because the problems can share and solve in team. It enhances professional learning by sharing and following the ideas in team. It also includes peer observation, peer coaching,

group work which confidence to them in their teaching and professional learning.

k) Action Research

The action research is a classroom investigation carried out to find out and solve the specific problems in local setting. It is the on-spot research that is done for the immediate solution of the problems. In teaching, an action research is carried out for the immediate solution of the classroom problem. Richards and Farrell (2010, p. 171) define action research as “teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems”. In other words, action research refers to a systematic approach to carrying out investigations and collecting information that is designed to illuminate an issue or problem and improve classroom practice. It takes place in the teachers’ own classroom and involves a cycle of activities centering on identifying a problem or issue, collecting information about the issue devising a strategy to address the issues trying out the strategy and observing its effects.

Action research can be a powerful way of language teachers to investigate way of language teachers to investigate their own practice and develop their own professionalism. It is a joint venture of the language practitioners (i.e. students, teachers and, or experts) in a practical way. It is a research conducted by the practitioners to find out and solve the difficulty of the subjects as well as for the feedback of their activities.

1.2 Review of the Related Literature

There are less numbers of researches that are carried on professional learning in the Department of English Education. This proposed study is the first research on professional learning of novice English language teachers in this department.

Ghaleei (2006) carried out a doctoral research under the supervision of Faculty of Education, University of Wollongong. The research title was “The Principal's role in Teacher Professional Learning”. The main aim of the study was to explore the principal’s role in teacher professional learning and its relationship with the Professional Learning Policy. He randomly selected all the members of three primary schools for the sample population of the study. Case study, semi-structured interview and questionnaires were the main data collection tools for this research. The major findings of this study was the principal as leader of the school professional learning team has the central role in leading and managing teachers’ professional learning.

Mc Cormack et al. (2006) conducted a research entitled “Early Career Teacher Professional Learning”. The aim of the study was to identify the factors perceived by the early career teachers which supported or hindered their professional learning. Sixteen early career teachers were the sample population as primary sources of data. ‘Journal writing’ and ‘interview’ with semi-structured questions were the tools for data collection. The major finding of the research was developing a professional identity and enacting a beginning repertoire to be the most challenging aspects of professional learning for the early career teachers. Learning support in the traditional form of formal induction programs and mentoring were recognized as useful; however, collaborative, informal, unplanned learning from colleagues and former peers was also reported as a most significant and valuable source of support.

Harvey (2009) conducted a doctoral research entitled “Developing a Professional Learning Community for Teachers of Religious Education” under the supervision of Faculty of Education, Australian Catholic University, Australia. The main aim of the study was to explore teacher perceptions of the characteristics of effective professional learning and identified factors influencing their professional growth. Surveys, guided conversations and moderation of student work samples were the methodology of the research. The main finding was effective characteristics of Professional learning for teachers

of religious Education that promote teacher learning and improve students' outcomes.

Hildebrandt (2011) carried out a research under the supervision of The Graduate School University of Wisconsin-Stout. The title of the research was "Professional Learning Communities and Student Performance an Investigation at River Heights Elementary". The main aim of the study was to determine if the implementation of professional learning communities would have an effect on improving student achieve in reading. She randomly sampled approximately 75 students in the form of a graduated data track. The main finding of the research was the implementation of professional learning communities and the work that happens within them might have a positive effect on student reading scores.

Basnet (2012) carried out a research under the supervision of T. U. Kirtipur. The research title was "Challenges Faced by Novice Teachers". The responses provided by eight novice teachers and six expert teachers from different schools were the primary sources of data. She used judgmental nonrandom sampling procedure to select the sample population of the study. Checklist and the interview are the main tools for data collection. The main finding of the research was challenges are found in managing classroom and maintaining discipline along with subject matter knowledge and novice teacher were criticized by students as being unfair or inexperienced.

Thus, very few researches have been carried on teacher development. But, no research work has been conducted on "Ways of Professional Learning of Novice Language Teachers". So, I have selected this topic to conduct the research.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the ways of professional learning of novice English language teachers.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

This study tries to explore the ways of professional learning of novice English teachers. This study is very significant in the sense that it helps to add a brick in the field of teacher education and teacher development. It helps novice English teachers to become a professional teacher in teaching and helps them to get the ways of professional learning. This study is expected to be significant to all those who are directly and indirectly involved in language teaching and learning activities and to the teachers, students, syllabus designer, other further researchers and other interested person in the field of professional learning in particular.

CHAPTER - TWO

METHODOLOGY

This study adopted qualitative research approach. I adopted the following methodology to fulfill the objectives of this study:

2.1 Sources of Data

I made use of both the primary and the secondary sources of data for the collection of required data. The primary sources were used to collect the data whereas secondary sources were used in forming the theoretical part of the research.

2.1.1 Primary Sources of Data

The novice English language teachers (who have experience below three years of teaching) teaching at secondary level in Syangja district were the primary sources of data for this study.

2.1.2 Secondary Sources of Data

I consulted different books related to professional learning, English language teacher development, ELT methodology, different journals, articles, internet websites related to topic as well as some previous theses. Some of the secondary sources will be Tsui (2003), Kumar (2005), Harmer (2008), Burns & Richards (2009), Richards & Farrell (2010), Richards & Rodgers (2010) and so on.

2.2 Population of the Study

Secondary level novice English language teachers were the population of this study.

2.3 Sampling Procedure

The sample size of this study was 20 novice English language teachers who did not have more than three years of teaching experience and are teaching at secondary level in Syangja district. I purposively selected 20 secondary schools. The population as a sample was selected on the basis of non-random

sampling. It is qualitative study. So, I selected only 20 novice English language teachers.

2.4 Tools for Data Collection

I used questionnaire to elicit the required data for the study. A set of open ended and close ended questionnaire were distributed to the selected teachers in order to find out the ways of professional learning of novice English language teachers.

2.5 Process of Data Collection

I followed the following steps to collect the primary data.

- i. At first, I visited the selected schools and talked to concerned authority and I built rapport with them.
- iii. Then, I explained to the respondents about the purpose and process of research and I asked them permission.
- iii. Then, I distributed the questionnaire.
- iv. Then, I collected the questionnaire.
- v. Finally, I thanked them for their kind information and co-operation.

2.6. Limitations of the Study

This study had following limitations.

- i. This study represented only secondary level teachers' way of professional learning.
- ii. It was limited to only 20 novice English language teachers.
- iii. This study was based only on the ways of novice English teachers' professional learning of Syangja district.
- iv. This study was limited to questionnaire only as a tool for data collection.
- v. Purposive non-random sampling procedure was used to select the population.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data collected from the questionnaire. The data were collected from 20 secondary level English teachers of Syangja district. This study was carried out to find ways of professional learning of Novice English Language Teachers. While carrying out this research, I collected the required data from 20 English teachers of secondary level who had teaching experience below three years. In this study, respondents were selected by using purposive non-random sampling procedure.

The questionnaire was used as a main tool for collection of data in which both open ended and close ended questions were used. I used eleven different key points of ways of professional learning-directly relating them to the tools of ways. And then, I discussed on the information collected through the data collection tool for each of the points across the participants and derived a common finding for each of the key points analytically. For this purpose, I tabulated the information and analyzed the data under the main heading (ways of professional learning of Novice English Language Teachers). First of all, I tabulated data, analyzed and interpreted by using simple statistical tools such as tools of percentage.

3.1 Professional Learning in the View of Respondents

Simply profession refers to the job, vocation. Hence, professional learning is related to the process of learning the issues related to their jobs. Professional learning is the prolonged activity that helps one to gain expertise about the profession and other things related to it.

In order to know the view of respondents about professional learning the question "How do you define professional learning" was asked and the responses of the candidates are as follows:

- Professional learning as learning skills for teaching in scientific way (Teacher no. 2 and 20).
- It drives the teacher to effective teaching (Teacher no. 5 and 9).
- It helps the teacher being updated with time and changing world (Teacher no. 6 and 7).
- It is a prolonged activity that imparts knowledge (Teacher no. 3 and 10).
- The learning that helps the particular profession (Teacher no. 8).
- Learning something during job (Teacher no.1 and 15).
- Learning the qualities and accumulating the experiences for professional enhancement (Teacher no. 2 and 17).
- Gaining knowledge and information (expertise) about any profession (Teacher no. 3, 6 and 16).
- Being proficient in the related field (Teacher no. 5).

3.2 Challenges of Teaching Profession and their Solutions

In the questionnaire, Q. No. 3 and 4 dealt with challenges of teaching profession and their solutions. All of the candidates mentioned teaching profession as having many challenges. The challenges in teaching profession as mentioned by the candidates are as follows.

- Making teaching learning process student centered (Teacher no. 6 and 7).
- Over crowded classroom (Teacher no. 1, 11 and 13).
- Arousing interests of the students towards learning (Teacher no. 1 and 12).
- Lack of reference (teaching) materials (Teacher no. 3, 4, 8, 9 and 20).
- Lack of training for teachers (Teacher no. 5, 10 and 14).
- Individual care to the poor students (Teacher no. 17 and 18).
- Not understanding the level of students (Teacher no. 2 and 6).

Though these were the challenges as mentioned by the candidates, they forwarded the following ways to over-come the challenges:

- Knowing the level of students and treating them differently

- Arousing interests of the students in learning process through different techniques.
- Being updated about related subject matters and issues.
- By using different strategies such as case analysis, creating support group etc.

3.3 Trainings after Entering the Teaching Profession

There are mainly two types of teacher training, they are: Pre-service teacher training and in-service teacher training. The training that is given to the people before entering to the teaching profession is known as pre-service teacher training. Such trainings help to prepare the skilled manpower in teaching profession.

In-service teacher training, on the other hand, refers to the training provided to the in-service teachers. It is one of the necessary trainings for the teachers to be updated with the newly emerged ideas, techniques, knowledge, innovation etc.

The following table shows the responses of the candidates on whether they got any training or not.

Table No. 1
No. of Teachers that Received In-service Training

Responses			
Yes	%	No	%
16	80	4	20

Table no.1 shows that 80 percent of the candidates get the training from the school after entering into the teaching profession. And 20 percent did not get it. In the question "If yes, what type of training did you get?" the following were the responses of the candidates.

- Teachers' professional development course in M.Ed.
- Training provided by NELTA.

In the question related to response 'No' that is "If not is it necessary for novice teacher for the professional development?" 20 percent agreed to this question and replied that it helps to be updated with new ideas, techniques, innovation etc.

3.4 Ways of Teachers' Professional Learning

A teacher's professional learning is an on going process. It provides opportunities for the teacher to examine and challenge their assumptions about their role, experiment with teaching strategies and develops deeper understanding of their subject content, the students they teach and how their students learn.

Teacher professional learning begins when a person is appointed as a teacher in the school. But somehow, non-formally it is started from initial teacher education or training.

There are different ways of professional learning such as workshop, teacher support groups, action research, keeping a teaching journal, peer observation, analyzing critical incidents, peer coaching, team teaching, self monitoring, case analysis etc.

3.4.1 Workshop or Seminar

Workshop is one of the common and useful tools of professional learning for novice teachers. Workshop based learning is appropriate for issues that involve problem solving and developing different skills.

The following table shows the response of the participants whether they involved in any workshop / seminar or not.

Table No. 2

Participation of the Teachers in Workshop or Seminar

Responses			
Yes	%	No	%
12	60	8	40

The table no. 2 tells us that 60 percent (12) of the respondents involved in workshops or seminar while 40 percent (8) did not take part in workshop or seminar.

In the answer of the question related to the response as "If yes, were they beneficial for your professional development? In what ways?" The candidates responded that those workshop and seminars are beneficial for teachers' professional development in the following ways:

- It provides chances to learn about teaching strategies (Teacher no. 1, 6, and 20).
- It provides ways to solve teaching problems (Teacher no. 9 and 11).
- It encourages the teachers to learn from sharing (Teacher no. 12).
- It helps to make class effective and interesting (Teacher no. 5, 7 and 10).
- It is beneficial for professional development (Teacher no. 3, 4 and 17).

3.4.2 Teacher Support Groups

It is a group of teachers meeting to discuss goal, concern problems and share experiences. It helps the novice teachers to share their ideas and experiences and find-out the solution.

The following table shows the response of the participants on the question "Have you formed the teacher support groups in your school?"

Table No. 3

Formation of Teacher Supports Groups

Responses			
Yes	%	No	%
10	50	10	50

The table no.3 shows that out of the 100 percent 50 percent (10) of the respondents formed the teacher support group in their school while the remaining 50 percent (10) did not.

The answer related to the response 'Yes' majority of the candidates replied that the teacher support groups helped to learn about the professional challenges and their solutions from the teacher support groups.

3.4.3 Action Research

Teachers can conduct the action research in order to find out the immediate solution of the classroom problems. It is one of the important ways of professional learning. It involves the joint venture of the language practitioner in practical way.

Regarding the question did you carry out the action research in the classroom the following the responses to it.

Table No. 4
Teachers' Involvement in Action Research

Responses			
Yes	%	No	%
6	30	14	70

The above table shows that the total sampling population only 30 percent (6) of the respondents carried out the action research while remaining percent did not do so.

In the question, related to the response 'Yes' was asked as what were the subjects of that research, the candidates answered as follows.

- The weak students in their subject (Teacher no.2 and 6).
- Why the students are not paying attention to the learning (Teacher no.1 and 17).
- Why they are weak in grammar (Teacher no.7 and 19).

3.4.4 Keeping a Teaching Journal

Teaching journal is an on going teaching account of observation and other thoughts about teaching, usually in the form of note book, book or electronic mode. It provides the teachers a source of discussion, reflection, or evaluation. It enables to discover the importance of relating teachers; own experience to that of the student they teach.

The following table displays the responses provided by the respondents to the question "Do you keep a teaching journal?"

Table No. 5
Keeping a Teaching Journal

Responses			
Yes	%	No	%
12	60	8	40

The table no. 5 Shows that 60 percent (12) of the total percentage of the respondent kept teaching journal whereas, 40 percent (8) respondents did not do so.

Regarding the necessity of keeping a teaching journal for novice teacher the following were the responses.

- It helps teachers to be improved and modified (Teacher no.1, 5 and 6).
- It helps teachers to their professional development (Teacher no.3, 9 and 19).
- It helps teachers to keep a record or observation (Teacher no.10, 17 and 18).
- It strengths the skills and enhances the carriers for better performance (Teacher no.4, 11 and 16).

3.4.5 Peer Observation

Peer observation helps teacher to become more aware of the issues they face in the classroom and also provides chance to learn about the ways to overcome the problems. It helps in professional learning of the teacher.

The following table says about the responses of the participants to the question "Do you ask your peer to observe your class?"

Table No. 6
Peer Observation

Responses			
Yes	%	No	%
4	30	16	70

The above table shows that out of the total participant 30 percent (4) respondents said 'yes' and remaining 70 percent (16) replied as 'no'.

In the answer to the question related to 'yes' "what do you learn from your peers?" They mentioned the following:

- It helps the teacher to learn several teaching techniques, wish to handle the class properly (Teacher no.5 and 14).
- It helps to prepare and use teaching materials (Teacher no.2 and 19).

3.4.6 Analyzing Critical Incidents

Analyzing critical incidences in teaching involves the documentation and analysis of teaching incidents in order to learn from them and improve their practice.

The following table display the response of the candidates to the question "Do you analyze the critical incidents occurred in your class?"

Table No. 7
Analyzing Critical Incidents

Responses			
Yes	%	No	%
3	15	17	85

Table no.7 shows that only 15 percent (3) out of the hundred respondents told that they analyzed the critical incidents occurred in their classes. And 85 percent (17) of the participants did not do so.

Regarding the response 'Yes' the participants were asked question, "What were the subjects of it?" The responses were as follows:

- Drop out the class
- Side talking each other of students.

Regarding the sub question asked to the responses as "How did you over come those incidents?" They responded as follows:

- Making aware the students guardian about their activities.
- With the help of experienced teacher of the school.

3.4.7 Peer Coaching

Peer coaching is one of the learning strategies in which one teacher coaches a peer in performing teaching activities. It is better and easy way of professional learning for novice teachers.

The following table is concerned with the responses to the question "Is there the provision of peer coaching in your school?"

Table No. 8
Peer Coaching

Responses			
Yes	%	No	%
7	35	13	65

The above table shows that 35 percent (7) of the total participant teachers replied 'Yes' where as 65 percent (13) of them did not do so. In the answer to the question related to the importance of peer coaching to the novice teachers they mentioned the following ideas:

- It helps them (novice English teachers) for making their class effective (Teacher no. 6 and 10).
- It increases a sense of collaboration with the teaching staffs (Teacher no. 2 and 9).
- It increases the confidence level (Teacher no. 3).
- It makes teachers practical (Teacher no. 4).
- It helps to learn and gain knowledge by discussion (Teacher no. 18).

3.4.8 Team Teaching

Team teaching is a collaborative process where, two or more teachers collaborate, discuss in the issues and the problems of teachers. They plan, decide, teach and review the result from the team teaching process. In another words it involves a shared and collaborate approach to planning, developing teaching and evaluating process.

The following table presents the responses to the question, "Do you perform team teaching in your school?"

Table No. 9
Participation of Teachers in Team Teaching

Responses			
Yes	%	No	%
2	10	18	90

The table no. 9 shows that out of the total participants only 10 percent (2) of the respondent performed team teaching in their school. While majority that is 90 percent did not do so.

Related to the response 'Yes' the respondents were asked another question that is "If yes, why is team teaching necessary for the novice teacher?" They answered the importance of it as follows:

- It helps to find out the weakness of the teachers (Teacher no. 9).
- It helps teaching professionalism and increases confidence on the teacher (Teacher no. 16).

3.4.9 Self-Monitoring

Self monitoring involves observation, evaluation and management of teachers own behaviors in order to achieve a better understanding and control over the behavior. It helps the notice teacher by providing the objective account or his/her teaching.

The following table shows the responses of the teacher on the question asked as "Do you evaluate/self monitor your teaching?"

Table No. 10
Self-Monitoring

Responses			
Yes	%	No	%
20	100	0	0

The table no. 10 shows that all of the respondents (100 percent) replied that they evaluate/self-monitor their teaching. One sub question was asked related to the response 'Yes' as, "Why is it necessary for the novice teachers?" They replied as follows:

- To know their faults in teaching (Teacher no. 6, 11, 12 and 17).
- To make the class effective (Teacher no. 2, 9, 13 and 16).
- It helps to improve teaching (Teacher no. 1, 4, 5, 7, 8, 18, 19 and 20).
- It helps to judge own self (Teacher no. 3, 10, 14 and 15).

3.4.10 Teaching Portfolios

The collection of documents and other items provide information about different aspects of teachers work. It also helps to describe and document the teacher performance, to facilities professional development and to provide a basis for reflection and review.

The following table shows that the responses of the respondents on the question "Do you consult the teaching portfolios?"

Table No. 11
Participation of Teachers in Teaching Portfolios

Responses			
Yes	%	No	%
10	50	10	50

The above table shows that 50 percent (10) of the total participants replied as 'yes'. Where, the same 50 percent (10) of them replied as 'No'.

In the response to the question If 'yes' why? They replied as follows:

- It provides the knowledge about my work (Teacher no.1 and 3).
- It helps me in need in Future (Teacher no.4 and 16).
- It helps to know about the students' level individually (Teacher no.6).
- It is necessary for generating new ideas (Teacher no.9 and 20).
- It helps to improve teaching learning (Teacher no.5, 11 and 17).

In the response to the question if 'No' don't you think it is necessary for the professional development, all of them replied that they thought it necessary and they will start in near future.

3.4.11 Case Analysis

A collection of cases focusing on a particular kind of problem or issues can valuable resources for novice teaches. It also provides a basis for valuable insights and principles, enabling teachers to verbalize and share the problem-solving strategies that they make use in their teaching.

The following table shows the responses of the respondents regarding the question "Have you done any case analysis?"

Table No. 12
Case Analysis

Responses			
Yes	%	No	%
11	55	9	45

The table No. 12 shows that out of the total percentage 55 percent of the participants replied that they had done case analysis. On the other hand 45 percent of the participants did not do so.

In the response to the question directly related to response 'yes', "If yes, for what purpose do you analyze such cases?" They mentioned the following answers:

- To collect information about teaching situation (Teacher no.1, 3 and 10).
- To manage the classroom effectively (Teacher no.9 and 18).
- To improve the learning capacity of the weak students (Teacher no.7 and 15).
- To bring newness in their teaching (Teacher no.8 and 11).
- To uplift the poor students level (Teacher no.6 and 17).

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter reports the main findings of the study. Looking once back at the objectives of the study, it intended to find out ways of professional learning of Novice English Language Teachers. It further includes some recommendations based on findings.

4.1 Findings

After analyzing and interpreting the data explored through questionnaire, the following findings have been drawn:

- i. Most of the novice teachers (60 percent participated in workshops. They viewed that workshops provided them chance to learn teaching strategies and ways to overcome the teaching problems.
- ii. Regarding the teacher support groups in-order to learn about professional challenges and their solutions, only half of the participants i.e. 50 percent formed the teachers support group.
- iii. Few percentages i.e. 30 percent of the novice teachers carried out the action research in the classroom on the topic such as weak students in their subject, not paying attention in class but majority of the novice teachers were not found adopting this strategy.
- iv. In terms of keeping a teaching journal the researcher found that only 60 percent of the novice teachers kept a teaching journal for their professional development.
- v. The researcher found that only 30 percent of the novice teachers asked their peers to observe their classes in order to learn several teaching techniques and ways to handle the class etc. whereas 70 percent of the novice teacher did not do so.
- vi. Regarding analyzing critical incidents only 15 percent of the novice teachers analyze it and majority of the novice teachers i.e. 85 percent did not analyze such cases. It was found that novice teachers adopt this

strategy in order to find out the dropout of the class, side talking of the students.

- vii. Regarding peer coaching the novice teacher who used this technique was 35 percent where as, 65 percent of the novice teachers responded 'no' to this strategy. It was found that the candidates used this strategy for making their class effective, increase the sense of collaboration with novice teachers etc.
- viii. The researcher found that only 10 percent of the novice teachers performed team teaching in their school. Where 90 percent of respondents did not adopt this strategy.
- ix. All of the novice language teachers responded that they evaluated their teaching in order to know their weaknesses in teaching improve their teaching and make class effective.
- x. Regarding teaching portfolios 50 percent of the novice teachers consulted teaching portfolios but the same percentage i.e. 50 percent did not do so.
- xi. In terms of case analysis the researcher found that 55 percent of the novice teachers did case analysis but remaining 45 percent of the teachers responded 'no' to this strategy. Through this strategy it was found that the novice teachers collected information about teaching situation, to uplift the poor students' level and ultimately improve teaching learning.

4.2 Recommendations

On the basis of the above mentioned findings, I made the following pedagogical implications:

- i. Novice teachers should participate in different workshops or seminars that will help them to share their problems and gain new ideas to solve such problems.
- ii. All the novice teachers should form teachers support group in which the experienced teachers can help the novice teachers to solve their

problems. Similarly, the teachers can get new information/ knowledge from discussion.

- iii. All of the novice teachers should carry out the action research that helps them to find out the immediate solutions of the problems that exist in the classroom
- iv. The novice teachers should keep the teaching journal that provides them a source of discussion, reflection or evaluation.
- v. The novice teachers should adopt the learning strategy peer observation, so that, they can learn new techniques, ideas, information from their peers.
- vi. All the novice teachers should analyze the critical incidents which occurred in their class so that the novice teachers can improve their professional life.
- vii. The novice teachers should adopt the learning strategy i.e. peer coaching for their professional development from this strategy the novice teachers can be benefited.
- viii. All the novice teachers should involve in team teaching for certain time in a month so that, it helps them to share and collaborate each other in planning developing teaching and evaluating process.
- ix. The novice teachers should keep teaching portfolio that provides them a basis for reflection provides and review of their teaching and learning.
- x. All the novice teachers should do the case analysis in any subject/topic on which they are facing problem. It helps them to know what were the real problem and the way to overcome them.
- xi. The educational institutions or universities like T.U, K.U, P.U, Po.U and others are responsible for producing skilled human resources in the field of ELT. These institutions should design their course focusing on the agenda of novice teachers' professional development.
- xii. The training program organizers and teacher educators should focus more on course and programs that promote novice English language teachers' professionalism.

- xiii. The educational institutions where in-service language teachers are working should provide training on teaching learning strategies.
- xiv. The responsible stakeholders should make provision of training for the novice teachers.

In conclusion, I stress that the teaching profession of Nepal can be improved if the necessary measures as mentioned above are taken into consideration. So, all the concerned people involved in the field of teaching learning should pay proper attention for the improvement of the situation in the days to come.

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