

# **MENTORING PRACTICE FOR TEACHER DEVELOPMENT**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
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Prithvi Narayan Campus, Pokhara  
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# **CHAPTER ONE**

## **INTRODUCTION**

This thesis is on “Mentoring Practice for Teacher Development”. This chapter consists of general background on teacher professional development, stages of mentoring, types of mentoring, principles of effective mentoring in language teaching, current approaches and practices of mentoring literature review, objectives and significance of studies, definition of the key terms.

### **1.1 General Background**

Language is a means of communication. Language is viewed as a type of complex system along which such other phenomena as body language, gesture and facial expression are involved. Teaching is a technical task that tests teacher’s commitment and determination. Specially, it is an activity which requires a sound knowledge on how to handle classroom situation, children’s behavior, the available materials, curriculum, rules and regulations. It requires the investment of great amount of social, intellectual and emotional energy on the part of the teacher. Consequently, teacher especially the new ones tend to get information during interaction with students. Teachers are generally interested in expanding knowledge and keeping up-to-date with theory and practice so that they may feel more confident about they teach in order to be competent. According to Hasen (1999):

Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understanding which allow students to progress rather than to regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities...Other things being equal, a person with a sense of

calling comes inhabit the role of teacher more fully than does an individual who treats it as only a job... will be more likely to exert a broader and more dynamic, intellectual and more influence on students...As a calling teaching is public service that also yields personal fulfillment to the person who provides that service (as cited in Day, 2004, p. 16).

Teachers are primarily the learners as they are engaged in learning how to teach throughout their lives. This view is supported by Liverman and Miller (1990).

They say:

They are problem posers and problem solvers, they are researchers, and they are intellectuals engaged in unraveling the learning process both for themselves and for the young people in their charge. Learning is not consumption, it is the knowledge production. Teaching is not performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent needs and interest of learners'. Assessment is not judgment, it documents the progress over time. Instruction is not technocratic; it is inventive, craft like and above all an important human enterprise (as cited in Day, 2004, p. 105).

Teachers have different needs at different times during their careers and the need of the schools and institutions in which they work also change over time. Richards and Farrell (2005) mention "In any school or educational institution, there are teachers with different levels of experience, knowledge, skill and expertise. Mutual sharing of knowledge and experience is a valuable source of

professional growth” (p. 2). Similarly, Harmer (2008) highlights the roles of teachers as controller, assessor, organizer, prompter, participant, resource person and tutor (p. 108). In order to handle these multiple roles and responsibilities, teacher should be equipped with sound knowledge and skills. Those roles and responsibilities are being changed due to the emergence of advanced technology. Similarly, the need and interests of the learners and society or country also change with time. For this, teachers are engaged in the lifelong learning simultaneously; Most of the activities are carried out under teachers’ own initiatives, though the institution in which the teachers are involved also play an important role in facilitating their effort. Teachers can adopt various tools and strategies in order to develop themselves. Among them, the mentoring practice is one of the strategies for teachers’ professional development. Protner (1998) says “Mentoring is a powerful and effective way to provide support and assistance to neophyte teacher during their first year on the job” (as cited in Bhatta, 2011, p.176).

If the novice teachers do not get good mentoring, they cannot do their task well. If the teacher is not aware of mentoring, he cannot get the desired success in his professional development .If the teachers are well informed and self-aware of the latest development and new innovation related to their profession, they can adjust themselves according to the need and interest of their students.

### **1.1.1 Teaching as a Profession**

A lay man may take the terms job, occupation and profession synonymously but they are not so. Hence, there have been debate over the years and throughout nations as to whether teachers are professionals and whether teaching is a profession and not just an occupation. Villegas Reimers (2003) mentions “Fortunately, the Tendency over the last few years has been to begin to accept teaching as a profession and consequently the transformations from teachers training to teacher professional development” (p.36) In the sense that teaching is not the job or occupation which is simply engaged in profit because

it also carries a sense of public service and personal dedication. Southern Illinois University (2004) proposes that professions have the following common characteristics.

- a Associated with a profession is a great body of special knowledge.
- b Preparation for profession includes training in applying that knowledge.
- c The standards of profession are maintained at a high level through the force of organization or concerted opinion.
- d Each member of a profession recognizes his/ her responsibilities to the public over and above responsibilities to clients or to other members (as cited in Paudel & Gyawaly, 2011, p. 4).

Thus, teaching is a profession since it has all the afore mentioned characteristics. Professionalism is a recurring concern of Language teaching organizations. Profession is a job recurring type of skill or knowledge. Teachers as other personnel like doctors, pilots, engineers too require a special type of skill or knowledge to accomplish their particular job. So teaching is also regarded as one of the professions. Khaniya (2006, p. 7) states “Teachers, Professors, Doctors, Engineers, Lawyers, etc. are regarded as professionals”. In the survey by Richards, (1990) English language teacher reported their belief that language teaching is a profession and that teacher engaged in it is professionals. They reported that they are willing to assume professional responsibilities that they can take charge of their teaching and they can improve the learning outcomes of their students. They shared the common view toward the language they teach.

Professional development is a continuous process. Thus, Professionalism is a recurring concern of language teachers and language teaching organizations. It is a matter of personal awareness.

### 1.1.2 Teachers' Professional Development

The word Development means progressive change or make larger, more mature and more advanced. It refers to the gradual improvement of a situation to some better state. Similarly, teacher development is a process of becoming the best kind of teacher that 'I personally can be'. It is a continuous process of transforming human potential into human performance and this process is never finished. Underhill (1998) mentions:

Development means... keeping myself on the same side of the learning fence of the students. This is the only way that I can keep always to keep alive a sense of challenge and adventure in my career and to avoid getting into rut. If I am in a rut then so is my teaching and so are my students and learning from a rut so tedious slow and uninspiring (as cited in Head & Taylor, 1997, p.7).

They further mention that "teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding". Teacher professional development is a key factor to bring the positive effort on the educational product.

According to Cooper and Boyd (1998) principles that should be reflected in the teacher development program are as follows:

- 1 Opportunities to try out new practice and be self-directed in the learning process.
- 2 Careful and continuous guided reflection and discussion about proposed changes and time to analyze one's own experience, because experience is the richest source of adult learning.
- 3 Personal support for participants during the change process.

- 4 Provisions for differences in style, time, and pace of learning (as cited in Richard & Farrell 2005, p.19).

For professional development, teacher oneself has to explore his or her own beliefs and thinking process and to examine how these influence his/her classroom practice, these should be a spirit of inquiring to develop the expertise in any field which is the key for teacher development. A good teacher always holds this spirit. Head and Taylor (1997, p.1) mention:

Teacher development, as we understand it, draws in teacher's own inner resource for change. It is centered in personal awareness of the possibilities for change, and of what influence the change process. It builds on the past because recognizing how past experience have or have not been developed helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are and of other people's response to you. It is a self-reflective process because it is through questioning old habit that alternative ways of being and doing are able to emerge.

All types of professionals require change and growth once they start their careers. The growth starts from the very beginning and continues until the requirement professionally and until the deathbed personally. So as usual saying goes learning in any profession is a lifelong process. Ressler (1992, as cited in Paudel & Gyawaly, 2011, p. 23) carried out a short survey and their responses indicated four key areas that teacher development is concerned with...

- a Developing language and other skills like counseling, mediation, computing, etc.
- b New experiences, challenges and opportunities for teacher to broaden their repertoire and take on new challenges and responsibilities.
- c Needs and wants of the individual teacher in ways that suit the individual.

A bottom-up approach in decision making about developing teacher needs. Teacher development comes about when efforts are sustained over time and when support structure exist that allow participation to receive modeling and advice from more experienced peers.

To understand the concept of teacher development, Head and Taylor (1997) mention the following table to show the differences between teacher training and teacher development

**Table 1**  
**Differences between Teacher Training and Teacher Development**

Teacher training	Teacher development
) Compulsory	) Voluntary
) Competency based	) Holistic
) Short-term	) Long-term
) On-off	) Ongoing
) Temporary	) Continuous
) External agenda	) Internal agenda
) Skill technique and knowledge based.....	) Awareness based angled towards personal growth and development of attitudes/insights
) Compulsory for entry to profession	) Non-compulsory
) Top-down	) Bottom-up
) Product/certificate weighted	) Process-weighted
) Done with experts.	) Done with peers.

We can say that comparing between teacher development and training are two complementary components of a fully rounded teacher education. Teacher training essentially concerns with knowledge of topics to be taught and the methodology for teaching. It emphasizes classroom skills and techniques. Teacher development is concerned with the learning atmosphere which is created through the effect of the teacher on the learners and their effect on the teacher.

### **1.1.2.1 Characteristics of Teacher Development**

As defined above teacher development is a continuous and never ending process. Development can mean many things and take many different forms as teachers find ways of responding to the inner desire that motivate them to learn. It seems that certain core characteristics emerged when teachers are asked what they think teacher development is. Rossner (1992, as cited in Head & Taylor, 1997, p.4) lists some key characteristics of teacher development. They are as follows:

- a It is about dealing with the needs and wants of the individual teacher in ways that suit the individual, the needs may be many and diverse from confidence building to language awareness or technical expertise.
- b Much of teacher development is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and face new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.
- c Teacher development is not to do with language teaching. It is also about language development (particularly for teachers whose native language is not English) counseling skills, assertiveness training, confidence building, computing, mediation, cultural broadening, almost anything in fact.

- d Teacher development, in most teachers' opinions, has to be bottom-up, not dished out by managers according to their own view of what development, teachers need. This does not mean to say that managers should stop organizing in-service or other training courses.

### **1.1.2.2 Importance of Teacher's Professional Development**

Teachers need to be given adequate training before they enter the field of teaching. The formal training provided to the teachers is time bound but they can continue with their professional development throughout their lives. Teachers are generally interested in adding to the professional knowledge and keeping up to date with the theory and practice in the field in improving their teaching skills that they feel more confident about what they teach and achieve better results with their students. The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changes in the theories of language learning, emergence of new approaches and methods, so there is a need of regular opportunities for the teachers to update their knowledge and skills in this field. Head and Taylor (1997, p.11) say "Stale or narrowly subject bound teachers are a menace to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate". Hence, learning to teach is a lifelong process. Similar is the view put forward by Richards and Farrell (2005), according to them:

In most schools and institutions today, language teachers are expected to keep up to date with development in the field, to regularly review and evaluate their teaching skills and to face on new teaching assignments according to the changing needs of the institution.

Teacher's development serves a longer term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. A teacher teaches what he/she is if the teacher fails to update himself/ herself in this rapidly changing world, he/she cannot meet the dynamic needs of the learners with the stale and static knowledge in his/her repertoire. As a result, the society may look at their job as an inferior one and there is the chance for development of inferiority complex in teacher, which may sometimes lead to quit their job. In contrast, if the teachers are well informed and self-aware of the development and newly emerging concepts and new innovations or technologies related to their profession, they can present themselves according to the need and interest of their students. They can confidently make their own professional.

Strategies for teacher development often involve documenting different kinds of teaching practices, reflective analysis of teaching practices, examining beliefs, values and principles, conversation with peers on core issues; collaborating with peers/colleagues on classroom projects. These materials and activities help the teachers develop their professional career. Acquisition of the proper knowledge and expertise are necessary for personal advancement and promotion, including supervisory and monitoring skills.

According to Richard and Farrell (2005, p.15), goals of professional development are as follows:

- ) To become better informed about field.
- ) To learn more about learning strategies and to explore ways of incorporating a focus on strategies into teaching.
- ) To develop more effective ways of assessing students.
- ) To improve aspects of teaching that is in need of review.
- ) To develop a better understanding of English grammar and how to teach it.
- ) To work on collaborative materials development projects with colleagues.

) To learn how to plan and evaluate a language course.

These above mentioned points seem to be important for professional development.

### **1.1.3 Mentoring and Teacher Development**

In teaching profession mentoring is a process in which the more experienced senior teacher (a mentor) supports and assists the novice teacher (a mentee) by providing required guidance, counseling ideas and information. Together with the professional knowledge and information, the beginning teachers are provided with the psychological back up as well. Moon (1994, p.350) states:

Mentoring is a collaborative learning relationship between individuals who share mutual responsibility and accountability for helping the mentee work towards the fulfillment of clear and mutually defined learning goals. Mentoring is used to assist individual at specific stage of development or transition and lasts for a sustained but defined period of time. The mentoring relationship provides a development opportunity for both parties and can thus be of mutual benefit.

Most successful organization depend on people working effectively together in teams, but special effort often has to be made to develop team work in schools because teaching is generally seen as an individual activity. The goals of collegial forms of professional development are to encourage greater interaction between teachers, peer based learning through mentoring and sharing skills, experience and solutions to common problems. Teacher's professional development programs are applied in universities in almost all the countries of the world. These programs are held to serve the teachers with

apparatuses and best environment to develop their profession. They deal with teachers' professional development from different outlooks, which put pressures on teachers' engagement in inquiry as a fundamental part of their teaching practice.

Teaching profession by nature, demands hard work, investment of most of the time on planning lesson, assessment and making decisions about curriculum and instruction. Teacher also needs to face different critical situations like handling disruptive behaviors of the students, classroom management work load and other professional demands. Due to these causes and lack of prior teaching experience, there is a great chance that the novice teachers develop frustration towards their job. In this condition, mentoring proves to be a powerful instrument to prevent the teachers from the professional isolation and provide strong emotional as well as psychological support. When novice teachers are confused regarding their roles, responsibilities, routines and costumes of their new school environment, the successful mentoring supports their early career and strength and encourage them to face various possible challenges to emerge in teaching field.

According to Villegas- Reimers (2003, p.116) "Mentoring is a form of coaching that tends to be short term (for a beginning teacher or for someone new to a school or a system, for example)". She provides a list of roles that the mentors have to fulfill. It includes, sharing information, providing access to resources, role modeling, counseling, coaching, encouraging reflection, advising in career moves and supporting new teachers. Similarly, Rabbins (1999) states "A mentor provides the new comer with support, guidance, feedback, problem solving guidance and a network of colleagues who share resources, insights, practices and materials" (as cited in Villegas-Reimers,2003, p.116).

Mentoring benefits novice teachers and the mentors as well. It is really something that can benefit everyone as well as helping the mentee develop and

advance through their career, the mentor can gain extra skills and understanding from the partnership. Mentoring helps both the mentee and the mentor recognize their abilities and limitations, thus highlighting areas for future development. It requires a willingness to share, listen and provide advice in a flexible relationship shaped by the needs of the mentee. In addition to contributing to supportive conditions for students' teacher learning, effective mentoring can also benefit the mentors and the education system.

There are some roles and responsibilities of a mentors and mentees. They are:

### **Mentor**

- ) Allocate time and energy
- ) Provides honest timely feedback
- ) Share knowledge and experience
- ) Learn from new perspectives and ideas brought by the mentees
- ) Connect mentee to other people in the field

### **Mentee**

- ) Take an active role in their own learning
- ) Dedicate time and energy in carrying out professional development goals
- ) Accept feedback
- ) Show willingness to learn and grow.

#### **1.1.3.1 Stages of Mentoring**

In the *initiation stage*, two individuals enter into a mentoring relationship. For informal mentoring, the matching process occurs through professional or social interactions between potential mentors and mentees. Potential mentees search for experienced, successful people whom they admire and perceive as good role models. Potential mentors search for talented people who are “coachable.” Mentoring research describes this stage as a period when a potential mentee

proves him- or herself worthy of a mentor's attention. Both parties seek a positive, enjoyable relationship that would justify the extra time and effort required in mentoring. Formal mentoring programs manage the matching process instead of letting these relationships emerge on their own. Good matching programs are sensitive to demographic variables as well as common professional interests. The assignment of a mentee to a mentor varies greatly across formal mentoring programs. Mentors may review mentee profiles and select their mentees or program administrators may match mentors and mentees. Regardless of the method, a good formal mentoring program would require both parties to explore the relationship and evaluate the appropriateness of the mentor–mentee match.

The *cultivation stage* is the primary stage of learning and development. Assuming a successful initiation stage, during the cultivation stage, the mentee learns from the mentor. Two broad mentoring functions are at their peak during this stage. The career-related function often emerges first when the mentor coaches the mentee on how to work effectively and efficiently. Coaching may be active within the mentee's organization when a mentor assigns challenging assignments to the mentee, maximizes the mentee's exposure and visibility in the organization, and actively sponsors the mentee through promotions and recognition. Mentors outside of the mentee's organization can also provide valuable advice on how to thrive and survive; although they lack organizational power to directly intervene on behalf of the mentee. The psycho-social function emerges after the mentor and mentee have established an interpersonal bond. Within this function, the mentor accepts and confirms the mentee's professional identity and the relationship matures into a strong friendship. The cultivation stage is generally a positive one for both mentor and mentee. The mentor teaches the mentee valuable lessons gained from the mentor's experience and expertise. The mentee may also teach the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field.

The *separation stage* generally describes the end of a mentoring relationship. The relationship may end for a number of reasons. There may be nothing left to learn, the mentee may want to establish an independent identity, or the mentor may send the mentee off on his or her own, the way a parent sends off an adult child. If the relationship's end is not accepted by both parties, this stage can be stressful with one party unwilling to accept the loss. Problems between the mentor and mentee arise when only one party wants to terminate the mentoring relationship. Mentees may feel abandoned, betrayed, or unprepared if they perceive the separation to be premature. Mentors may feel betrayed or used if the mentee no longer seeks their counsel or support.

During the *redefinition stage*, both mentor and mentee recognize that their relationship can continue but that it will not be the same as their mentoring relationship. If both parties successfully negotiate through the separation stage, the relationship can evolve into a collegial relationship or social friendship. Unlike the cultivation stage, the focus of the relationship is no longer centered on the mentee's career development. The former mentor may establish mentoring relationships with new mentees. Likewise, the former mentee may serve as a mentor to others.

### **1.1.3.2 Five Types of Mentoring**

The type of mentoring program you offer will shape your program's structure and operation—including the goals you want your mentoring program to achieve; the length and frequency of mentor commitment you require; and the kinds of activities that take place. According to Wenberg, Welsh and Hezlett (2003) there are five types of mentoring.

#### **i) Traditional One-to-One Mentoring**

One-to-one mentoring places one adult in a relationship with one youth. At a minimum, the mentor and mentee should meet regularly at least four hours per month for at least a year. There are exceptions—such as in school-based

mentoring, which coincides with the school year—and other types of special mentoring initiatives. In such special circumstances, mentees need to know from the outset how long they can expect the relationship to last so they can adjust their expectations accordingly.

### **ii) Group Mentoring**

Group mentoring involves one adult mentor forming a relationship with a group of up to four young people. The mentor assumes the role of leader and makes a commitment to meet regularly with the group over a long period of time. Most interaction is guided by the session structure, which includes time for personal sharing. The sponsoring mentoring program might specify certain activities that the group must participate in, or in some cases the mentor may choose or design appropriate activities. Some group mentoring activities may be intended as teaching exercises, while others may simply be for fun.

### **iii) Team Mentoring**

Team mentoring involves several adults working with small groups of young people, with an adult-to-youth ratio no greater than one to four.

### **iv) Peer Mentoring**

Peer mentoring provides an opportunity for a caring youth to develop a guiding, teaching relationship with a younger person.

Usually the mentoring program specifies activities that are curriculum-based. For example, a high school student might tutor an elementary school student in reading or engage in other skill-building activities on site. These youth mentors serve as positive role models. They require ongoing support and close supervision. Usually in a peer mentoring relationship, the mentor and the mentee meet frequently over the course of a semester or an entire school year.

### **v) E-mentoring (also known as online mentoring, or telementoring)**

E-mentoring connects one adult with one youth. The pair communicates via the Internet at least once a week over a period of six months to a year. Some

programs arrange two or three face-to-face meetings, one of which is a kickoff event. Often the mentor serves as a guide or advisor in school- or career-related areas; for example, helping the mentee complete a school project or discussing future education and career options. During the summer months, e-mentoring can serve as a bridge for mentors and mentees in traditional one-to-one relationship.

In practice, though, there are basically two types of mentoring:

*Informal mentoring:* often unplanned, certain chemistry emerges drawing two individuals together for the purpose of professional/personal growth.

*Formal mentoring:* This is a more planned process, often organized by an employer or a professional body.

### **Informal Mentoring**

Informal mentoring relationships develop spontaneously and are not managed or specifically recognized as a mentoring relationship within a larger organization. A mentor reaches out to a mentee (or vice versa) and a relationship develops which benefits the mentee's professional development. Due to the spontaneous development, these relationships depend somewhat more on the individuals having things in common and feeling comfortable with each other from the beginning. The relationship may develop out of a specific need by the mentee around a task or situation for guidance, support, or advice. The relationship is most likely to be initiated by the mentee as she or he seeks support around a specific task. This type of relationship might also develop when an established professional needs an early career professional to complete certain tasks within an office or project setting.

### **Formal Mentoring**

Formal mentoring relationships develop within organizational structures that are specifically designed to facilitate the creation and maintenance of such relationships. Wanberg, Welsh, and Hezlett (2003) identified six primary

characteristics of formal mentoring programs that can directly influence the program's effectiveness: (a) program objectives, (b) selection of participants, (c) matching of mentors and mentees, (d) training for mentors and mentees, (e) guidelines for frequency of meeting, and (f) a goal-setting process (pp. 39-124). Program objectives may vary from socializing newcomers into an organization to intense career development of a target population (e.g., high potential people, women, ethnic minorities). These objectives affect the scope of the mentoring and will help drive goal-setting and training objectives. Formal mentoring programs are generally more effective when mentors voluntarily participate (rather than being dangled or coerced) and are intrinsically motivated to help mentees.

Formal programs vary widely in their methods to match mentors and mentees, and in their preparation of individuals to engage in mentoring. Programs that solicit important matching criteria from both parties are more likely to initiate successful mentorships. Matching criteria may include professional interests, demographics, geographical location, human interest factors (e.g., hobbies, lifestyles), personality, values, and learning orientation.

Orientation or training programs for mentors and mentees can help both parties establish a psychological contract for the relationship. Training objectives can include clear communications of expectations of the relationship, goal-setting procedures, conflict resolution skills, and general structure of the mentoring program. Furthermore, these programs often suggest guidelines for frequency of meetings. Such guidelines were related to more frequent meetings and more mentoring. Typical guidelines suggest one or two meetings per month and specify the mentee as the responsible party to initiate these meetings.

### **1.1.3.3 Principles for Effective Mentoring in Language Teaching**

Effective mentoring is a true gift. Mentoring needs to occur within supportive systems. An education system that is supportive of mentoring is one for example that provides mentors with sufficient time to mentor as well as to learn

and develop as mentors. Novice teacher needs the help or support of other experienced one. Mentoring is an approach to career development that introduces an independent and objective source of help outside and independent of the line management relationship. Mentoring also features within the academic sector in the teacher development processes of some colleges of further and higher education and it also is being used in schools to foster the development of gifted school children. According to Bhatta (2011, p.113) lists some principles for effective mentoring. They are:

**a**      *Create a gift culture*

In other words, encourage anyone and everyone to give freely of their time and insight to help colleagues. Make this common practice throughout the organization.

**b**      *Start with specific work needs*

A project or business goal that one person has and to which the second person can contribute. This gets the initial relationship going in a comfortable, useful way. Later if the chemistry between the two is stronger, the relationship may evolve into a broader discussion of career goals and personal aspirations, but that is a hard place for most people to jump in cold.

**c**      *Put the responsibility on the mentee*

Allow the mentee to seek out the mentors if and when desired. By far, the most effective approach is to give the mentee the name of 2 or 3 people and encourage him/her to reach out if and when input is needed to one or to all.

**d**      *Make it two ways*

In other words, encourage older employees to seek out younger employees again with specific questions or for advice in areas of the younger employee's expertise.

Mentoring is beneficial for everyone involved mentees, mentors and the organization for which they work. Mentees are able to learn from someone who

has traveled the teaching path before him. Mentors have an opportunity to invest themselves in someone who seeks what they can offer. Likewise councils can share and spread their acquired learning and know how. Mentoring also helps the community by creating an environment where people motivate each other and work together to improve skills and knowledge.

According to Moir (2010) "Mentors are transformative change agents who bring clarity, voice compassion, attitude and direction to the beginning teacher. Mentors are transparent in their practice so that beginning teachers are able to connect theory to practice and make these connections in their classroom". (as cited in Paudel & Gyawaly 2011, p.179)

#### **1.1.3.4 Current Approaches and Practices of Mentoring**

Many Language programmed directors rely on the model their won mentoring relationship with a professor in their graduate institution; a professor who may or may not have been a Language programmed director. Malderez and Bodoczky (1999) mention:

Mentors are models of a way of teaching but more important of 'being a teacher' in the context acculturators enabling the mentee to become fully integrated into a specific connect and community, supporters of the mentee as a person during the often emotionally charged process of transformation that the learning can require, champions or sponsors of their mentee in terms of doing everything they can to ensure both the mentee's acceptance into the professional community and the availability of optional conditions for learning and finally educators... in the sense of scaffolding the process of mentee learning for becoming or being

a teacher for teaching and for learning teaching (as cited in Bhatta 2011, p.120).

The most common mentoring strategy is to structure a relationship between the youth and adult mentor to provide him or her with the security and stability that are critically important to the successful development of a child. Many young people are invited to participate in mentoring programs because they have a pattern of poor attendance. This behavior can carry over to the mentoring relationship. The children who might benefit from a mentor have had little opportunity to interact with an adult who encourages them to set and pursue goals and to develop self-esteem. Mentors provide two kinds of help. The first is help in an ordinary sense that is a mentor may offer to do things for the mentee such as get materials copied in order to claim a busy and stressed mentee or ask another teacher if their mentee might observe them or provide the listening ear during the initial teacher preparation process. The second kind of help is the educationally supportive process of scaffolding the learning of the core skills of professional learning thinking and action noticing, learning from experience and informed planning and preparation.

Finally there are two types of approaches of mentoring which are as follows:

***a The two by two approach***

A variation on the traditional model of one to one mentoring provides an answer to many of these concern. The approach is called "two by two". Two by two means that while mentors and youth are matched individually or one to one they participate in mentoring activities on a two by two(two mentors and two youth) basis. This design is beneficial for the following reasons:

When a mentor is forced to miss an appointment with a young person the child is still part of a small, circle. This helps the impact of the mentor's absence. This second mentor is familiar with both youth.

- 1 If a child is unable to attend a mentoring session the mentor still has a purpose for the meeting.
- 2 If a child is unable to attend a mentoring session, the mentor still has a goal for the meeting.
- 3 Begin with a two by two approach and change to one on one as the relationship matures and everyone gets to know one another.

***b The coalition approach***

Many involved in the mentoring world think it would be very helpful to offer services to every young person who could benefit by a mentoring relationship. In small communities this may be possible but in large cities providing comprehensive mentoring services is very difficult.

The focus of the collaborative learning is to serve more youth by combining individual mentoring efforts which in turn will cut costs and attract funders. They join their efforts in the following traditional program areas: orientation, trainings, celebrations, program evaluation and fund raising events.

Portner(1998) says “Mentoring is a powerful and effective way to provide support and assistance to novice teachers during their first year on the job” (as cited in Paudel & Gyawaly, 2011, p. 176).

## **1.2 Review of Related Literature**

Teacher professional development is a lifelong process or never ending process. Classroom is not only the place where students learn but it is also a place where teachers can learn. Many studies have been carried out in teacher development. Mentoring is an important field for teacher development. Therefore an attempt is made here to review the related literature.

**Richards and Farrell (2005)** in the book **Professional Development For Language Teachers** explored and listed the following eleven different procedures that can be used to facilitate teachers’ professional development;

workshops, self-monitoring, teacher support groups, journal writing, peer observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching and action research.

Similarly, **Pandey (2007)** carried out a survey research on **A study on the Reflective Practices of Secondary Level English Teachers** and found out that though the English language teachers are not trained in reflective practices formally, they have positive attitudes towards reflective practice.

In the same connection, **Bhatta (2009)** carried out a research **Classroom Observation and Feedback for Teachers' Professional Development** with a main purpose to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. The finding showed very few reason for this was the fear of being criticized and commented negatively by having their weakness exposed.

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

Similarly, **Adhikari (2010)** conducted a research entitled **Collaborative learning for teachers' professional development**. The main objectives of the research were to find out the attitudes of secondary level English language teachers towards collaborative learning and the school environment available to them for learning and practicing collaboratively. The research was limited to Pokhara and Kathmandu valley and questionnaire was used as the research

tool. The findings of the research showed that almost all the secondary level English language teachers have positive attitude towards collaborative learning and majority of them are provided with supportive and favorable environment for collaborative learning within their institutions.

On the other hand, **Joshi** (2010) carried out a research on **Learning Strategies of English Language Teachers for Professional Development**. It aims to identify the learning strategies of English language teachers and the benefits they got from those strategies for their professional development. The research was limited to Kathmandu valley and questionnaire was used as the research tools. The finding showed that teachers' own teaching experiences, self-monitoring, workshops, conferences, seminars, learning, form colleagues, pre-observation and team teaching, are the most common learning strategies that have been practiced by the English language teacher and the strategies like monitoring refresher courses ,teaching portfolios, resources and teacher activity centers' reflective logs and analysis of critical incidents are less common learning strategies among different English language teacher in different college of Kathmandu.

Although, various studies have been carried out in the field of ELT and a few on teachers' professional development still there is a lack of research in the area of mentoring as one of the best strategies for teacher development in Nepal. None of the studies have dealt with the mentoring practice. So I opted to write on this topic.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- 1 To identify whether English language teachers adopted mentoring practices for their professional development or not.
- 2 To suggest some pedagogical implications.

#### **1.4 Significance of the Study**

This research study will be very useful for further researchers and learners who may want to study in similar area. It will be more significant to those who are interested in teacher development and for those who wanted to know about the mentoring as one way of the important strategies for teachers' professional development. So this will be significant for the teacher willing to use different techniques to develop themselves professionally. The experienced teachers who are working with the beginner as well as the novice teachers will gain valuable insight too and find the study beneficial for them. All the persons who are directly or indirectly involved in the teaching profession will be benefited from this study in general.

#### **1.5 Definition of the Key Terms**

- Coalition approach : Union of young person for a special purpose.
- E-mentoring : E-mentoring connects one adult with one youth.  
The pair communicates via the Internet at least once a week over a period of six months to a year.
- Formal mentoring : This is a more planned process, often organized by an employer or professional body.
- Gift Culture : Encourage anyone to give freely of their time and insight to help colleague.
- Informal mentoring : Often unplanned, a certain ,chemistry' emerges drawing two individuals together for the purpose of professional/personal growth.
- Mentoring : One person helping or guiding other to improve teaching.
- Profession : Is a job requiring special type of skills or knowledge.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with research methodology adopted to carry out the study on mentoring practice for teacher development. This chapter includes the sources of data, population of the study, sample size and sampling procedure, tools for data collection, process of data collection, process of data analysis, limitations of the study and other procedures are described below.

#### **2.1 Sources of Data**

The researcher made use of both primary and secondary sources of data.

##### **2.1.1 Primary Source of Data**

The primary sources of data for this study were 40 English language teachers from the selected schools of Kaski district.

##### **2.1.2 Secondary Source of Data**

The secondary sources of data were the various books, articles, reports, dictionaries, research works, journals and websites to collect more information for the facilitation of the study area. Some of them include: Richards (1990), Head and Taylor (1997), Villegas- Reimers (2003), Richards and Farrell (2005), Khaniya (2006), Harmer (2008), Adhikari (2010) ,Bhatta (2011), Paudel and Gyawaly (2011).

#### **2.2 Sample Population**

Forty English language teachers of the selected school were the sample population of the study.

#### **2.3 Sampling Procedure**

For the research work the researcher followed non random judge mental sampling procedure to select government as well as private school teachers. In

this study, the size consisted of 40 English language teachers who were working in Pokhara valley and out of the valley, schools from the Kaski district. Then, the researcher selected four English language teachers from each school.

#### **2.4 Tools for the Data Collection**

The researcher used questionnaire as tool to elicit the required information for the study. The questionnaire consisted of both close-ended and open-ended questions.

#### **2.5 Process of Data Collection**

To collect the primary data, the researcher used the following step wise procedure:

Step-I: The researcher selected 10 schools in the Kaski district using non-random judgmental sampling procedure.

Step-II: She visited the selected schools with the permission from the authority to consult the English language teachers.

Step-III: She built rapport with the concerned teachers and explained the purpose of study of them.

Step-IV: Then she requested them to help her by responding to the questionnaire.

Step- V: Later she distributed the questionnaire to them.

Step-VI: She collected the questionnaire within a week from the date of distribution.

Step-VII: Finally, she thanked the respondents for their participation.

#### **2.6 Process of Data Analysis**

It is easy to analyze and interpret the data by the help of various statistical tools so; I have taken the help of various tools that are mentioned below:

- i For the analysis and interpretation of data, I have taken the help of table.

- ii I have taken out the percentage of the total teachers according to their responses
- iii The clear description is given after each table.

## **2.7 Limitations of the Study**

- 1 The study was limited to the forty English language teachers from Kaski district.
- 2 It was limited to the mentoring as one of the best strategies for teachers' professional development among other strategies.
- 3 It was limited to the questionnaire only as a tool to elicit the data.
- 4 The study will be based on only ten schools.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data collected from English language teachers under study. This is the main part of the research. The main sources used for data collection were questionnaire. The main objective of the research was to identify whether English language teachers adopted mentoring practice for their professional development or not. The data were collected from forty English language teachers from the private schools as well as the government/ community based schools of the different parts of Kaski district (within the valley and outside the valley). The questionnaire consists of twenty-five close ended questions and ten open ended questions. The responses were analyzed and interpreted using different statistical tools.

I studied the questionnaire filled in by the English language teachers. I have tried to analyze the data using the different statistical tools.

#### **3.1 Analysis of Data Obtained from Questionnaire**

The questionnaire consists of two types of questions close ended and open ended.

##### **3.1.1 Analysis of Data from Close Ended Questions**

The close ended questions (appendix A) consisted yes/No questions, multiple choice questions and rating scale.

There were twenty-five close ended questions and out of them four were yes/No questions. The responses of the subjects in yes/No type questions are illustrated in table 2.

**Table 2**  
**Responses of the Subjects in Yes/ No Questions**

S.N	Statements	No. of teachers		Percentage	
		Yes	No	Yes	No
1	Maintain mentoring practice to improve the professional development.	36	4	90	10
2	Have a colleague's support while teaching.	36	4	90	10
3	Follow mentoring practice in institution.	36	4	90	10
4	Get help from colleague.	38	2	95	5

Table 2 shows 90% of teachers maintain mentoring practice to improve their professional development and 10% of them do not resorts to this type of mentoring practice. It shows that most of the teachers feel it is very necessary for professional development.

While analyzing the responses to statement 2 it was found that 90% of the teachers have colleague support and remaining 10% of them do not have colleague support.

Among the 40 respondents, the collected data revealed that 90% of them adopt mentoring practice in their institution and 10% of them do not adopt mentoring practice in their institution. Similarly, 95% of them get help or coach from their colleagues but 10% do not.

In conclusion, most of the teachers held positive attitude towards mentoring practice for their professional development.

In connection with responses of the teachers about obtaining information, feedback from colleague and sharing knowledge with others for professional

development in rating scale, there were twenty-five closed ended questions out of them six were rating scale questions which are illustrated in the table.

**Table 3**  
**Teachers' Responses to Feedback in Rating Scale**

S.N	Statements	No. of teachers					Percentage				
		Al	Fre	Occ	Rar	Nev	Al	Fre	Occ	Rar	Nev
1	Check the acquired information	13	13	10	4	-	32.5	32.5	25	10	-
2	Apply right information logically	23	11	6	-	-	57.5	27.5	15	-	-
3	Integrate available information	21	10	7	2	-	52.5	25	17.5	-	-
4	Share experience	11	14	13	2	-	27.5	35	32.5	5	-
5	Obtain feedback	16	9	15	-	-	40	22.5	37.5	5	-
6	Help colleague while teaching	11	14	13	2	-	27.5	35	32.5	-	-

Table 3 provides the information about frequency of obtaining feedback from the colleague and their application. The table clearly illustrated that 32.5% of teacher checked the acquired information; some of the teachers rarely check the available information to meet their necessity and other check occasionally.

By analyzing the responses to statement 2, 57.5% of teachers apply always, 27.5% apply frequently, and 15% of them apply occasionally. In this data, the researcher interpreted that the majority of them always apply the right information logically to their topic while teaching.

Likewise, 52.55 of them integrated always, 25% frequently, 17.5% occasionally and 5% rarely integrated available information with the local situation to develop their teaching skills.

While analyzing the responses to the statement 4, 27.5% shared always, 35% frequently, 32.5% occasionally and 5% rarely shared their experience as a language teacher practitioner. The majority of the teachers (35%) frequently shared their knowledge with the others which helped them to be a successful teacher.

Similarly 40% of teachers obtained always 22.5% frequently and 37.5% occasionally obtained feedback from their colleague to improve their professional development.

The last statement was “help colleagues while they encounter problem” in this statement 27.5% always, 35% frequently, 32.5% occasionally and 5% rarely. It shows that the majority of the participants were in the favour of helping colleague with their teaching problems.

Response of the teacher about the mentoring practice for the professional teachers is presented on table below

**Table 4**  
**Opinion of English Language Teachers Towards Mentoring Practice for Professional Development**

S.N	Statements	Responses									
		Strongly agree		Agree		Not Sure		Disagree		Strongly disagree	
		No. of teacher	%	No. of teacher	%	No. of teacher	%	No. of teacher	%		
1	Mentoring Practice provides right solutions to any problem of our	11	27.5	24	60	2	5	2	5	1	2.5

	teaching										
2	Without Mentoring we cannot imagine useful and competitive teaching	5	12.5	25	62.5	4	10	50	12.5	1	2.5
3	Professional teacher must be curious to obtain knowledge	29	72.5	11							
4	Professional teachers have to do different action research	25	62.5	15	37.5						
5	Professional teacher have to develop their experience in their content knowledge	12	30	26	65	1	2.5	1	2.5		
6	Mentoring Practice develop the teaching skills	9	22.5	28	70	3	7.5				
7	Mentoring Practice is beneficial for the both mentors and mentee	17	42.5	23	57.5						

8	Professional teacher got more information through mentoring practice	3	7.5	35	87.5	2	5				
9	Mentoring Practice is a useful for teacher development	12	30	28	70						
10	Mentoring Practice is part of teacher development	13	32.5	25	62.5	2	5				
11	Teacher is a lifelong learner	32	80	8	20						
12	Mentoring Practice provides right knowledge, skills and attributes to arouse a sense of task performance	9	22.5	31	77.5						
13	Professional teacher should have capacity to	13	32.5	23	57.5	2	5	2	5		

judge, analyze, develop alternate and make decision even in certain problematic situations.											
---	--	--	--	--	--	--	--	--	--	--	--

Table 4 shows, among the 40 respondents, the collected data revealed that 27.5% of them strongly agreed and 60% of them agreed the statement mentoring practice provides right solution to any problem of our teaching, out of them 5% were not sure about the statement, 5% disagreed and 2.5% of them strongly disagreed. It clearly shows that almost 88% teachers were aware of the importance of mentoring practice.

While analyzing the responses to statement 2, it was found that 12.5% of the teacher strongly agreed and 62.5% of them agreed, 10% of them were not sure about it, 12.5% disagreed and only one teacher strongly disagreed on the statement that without mentoring we cannot imagine useful and competitive teaching. This shows that all the teachers held positive attitude towards the mentoring practice.

Maximum number of teachers 72.5% strongly agreed and 27.5% agreed on the statement that professional teachers must be curious to obtain knowledge. Similarly, 62.5% teachers strongly agreed and 37.5% teachers agreed on the statement that professional teachers have to do different actions research to improve their professional career. It shows that all the teachers are aware of doing action research to improve themselves.

Likewise, 30% of the teachers strongly agreed, 65% agreed on the statement that professional teachers have to develop their experience in their content

knowledge. Whereas only 25% of them could not determine whether professional teachers have to develop their experience in their content knowledge, only one teacher disagreed on this statement.

The sixth statement was “mentoring practice develop the teaching skills.” In this statement 22.5% strongly agreed, 70% agreed, 7.5% teachers were not sure whether mentoring develops the teaching skills or not.

Similarly 42.5% of the participants strongly agreed and 57.5% of them agreed on the statement that mentoring practice will be beneficial for both mentors and mentees.

The data shows that all the teachers agreed that mentoring practice will be beneficial for novice teachers and professional teachers as well. Among the 40 respondents, 7.5% of them strongly agreed, 87.5% agreed whereas only 5% were not sure about the statement professional teachers got more information through mentoring practice. It shows that almost 95% teachers were aware of the importance of mentoring for their teaching career.

Likewise, 30% of the respondents strongly agreed and 70% agreed “mentoring practice is useful for teacher development.” It clearly shows that all the teachers are in favour of mentoring practice. In response to this statement mentoring practice is the part of teacher development, 32.5% strongly agreed, 62.5% agreed and 5% are not sure about it. It shows that 95% of the teachers are in favour of this statement.

By analyzing the responses to statement 11, it was found that 80% of the teachers strongly agreed and 20% of them agreed that teacher is a lifelong learner. None of the teachers disagreed on the statement. This show all the teachers learn a lot in their life.

Similarly, 22.5% of teachers strongly agreed and 77.5% of them agreed on the statement that mentoring practice provides the right knowledge, skills and attributes to arouse a sense of job responsibility and task performance. None of

the teachers disagreed on the statement. This shows that all the teachers hold positive attitude towards mentoring and all of them use it for their career development.

The last statement was “professional teachers should have the capacity to judge analyze develop attitude and make decisions even in uncertain problematic situation.” In this statement, 32.5% strongly agreed, 57.5% agreed and 5% are not sure and only 2 teachers disagreed. It shows that 90% of the teachers are in favour of this statement. Majority of teachers have the capacity to judge, analyze and make decision in uncertain problematic situation.

The teachers were provided with the statement “Guidelines are necessary for the teachers development” and 5 alternatives strongly agreed, agree, not sure, disagree and strongly disagree. With the help of this statement it was tried to find out whether the teachers think guidelines are necessary or not.

The data on teacher’s responses to this statement is presented on the table 5.

**Table 5**  
**Guidelines Necessary for Teacher Development**

S.N	Responses	No. of teachers	Percentage
1	Strongly agree	19	47.5
2	Agree	19	47.5
3	Not sure	2	5
4	Disagree	-	-
5	Strongly disagree	-	-

As shown in table 5, 47.5% of teachers strongly agreed 47.5% of them agreed and 5% of them are not sure that guidelines are necessary for teacher’s development. No one teacher disagreed and strongly disagreed on that that statement. The data shows that 95% of the teachers are sure that guidelines are really helpful for teaching learning activities.

We have to share our knowledge and skills with other teachers. The teachers were given with the statement; we have to share our knowledge and skills with other teachers. The responses of the teachers are shown by the following table 6.

**Table 6**  
**Share the Knowledge and Skills to Other Teachers**

S .N	Responses	No. of teachers	Percentage
1	Strongly agree	24	60
2	Agree	16	40
3	Not sure	-	-
4	Disagree	-	-
5	Strongly disagree	-	-

Table 6 shows that 60% of the participants strongly agreed and 40% of them agreed that we have to share the knowledge and skills with other teachers for professional development. None of the teachers are against the statement. It shows all the teachers are aware of sharing the knowledge with other colleagues.

### **3.1.2 Analyzing data Obtained from Open Ended Questions**

Here the responses of each item of the open ended questions (appendix A) are illustrated separately.

#### **1 How do you define the term mentoring practice?**

In response to the first question, most of the teachers responded almost similarly. Most teachers defined it as a means of assisting and guiding activity. Some teachers said that it is useful, beneficial and essential be a successful teacher. More than 70% teachers said that it refers to a personal development practice in which a more experienced person shows the path to a novice teacher. Only 5% teachers are not aware of mentoring practice. Some of the

teachers responded it requires discussion in the group about the topic with colleagues.

**2 Do you think mentoring practice is essential for the professional teacher? Give reasons to support your response.**

Most of the teachers said that it is essential for the professional teacher. Some teachers said that it is not essential but it is helpful for the teacher development. They gave different reasons. Some of the teachers' response was that, it is necessary because less experienced teachers have ample opportunities to gain knowledge. It helps to increase confidence, skills, knowledge. 85% of teachers have positive attitude towards mentoring practice for teacher's development.

**3 How are you expanding your previous knowledge by updating with new one?**

In response to this question, most teachers used different books, materials, newspapers, e-mail, internet, counseling of seniors, sometimes organizational research. Most of the teachers updated their knowledge by sharing of knowledge with their experienced teachers. 60% of the teachers share their problems with the others teachers.

**4 Do you notice any improvements by adopting the mentoring practice in your job performance?**

In response to this question, more than 50% teachers noticed that there have been improvements by adopting the mentoring practice in their job performance. 40% teachers said that they had improvements like feeling comfortable in handling the situations, getting right information and knowledge, developing friendship with ease while teaching, obtaining interpersonal skills, adjusting in situation, etc. But they adopted informal mentoring practice. Some teachers are not sure whether it improves the job performance or not.

**5 What are some of the problems that the language teachers face in the first years of teaching?**

In response to this question, majority of the teachers gave almost same answer. They said that they had different teaching problems in the first year of teaching such as: classroom management, motivating the learners, using teaching skills. Some teachers added they had difficulty in writing on blackboard, pronunciation, boosting up confidence, understanding the child's psychology.

**6 How much collaboration/ support are there among teachers in your institution?**

In response to this question, almost all the teachers gave similar answer. They said that they had cooperative environment in their institution. Most of the teachers said that there is much collaboration/ support among teachers in the institution. Some teachers added that there is more or strong collaboration among teachers to develop the capacity, level, as well as other skills and there is no formal practice of mentoring.

**7 What do you think of the value of the mentoring practice in teaching?**

Most of the teachers responded that teachers can learn a lot of things from mentoring practice, the opinions include: teachers can learn how to manage classroom problems, how to motivate, how to use materials, how to cope with certain problems etc. Some teachers added that teacher can gain new knowledge, ideas, develop teaching methods and differentiate between what is wrong and what is not.

**8 What benefits can you see in mentoring practice?**

The respondent's response to this question was also similar .The views include modifying teachers according to the context encouraging to apply newly emerged approach, , helping to solve the problems, building the professional career, builds confidence, etc.

**9 In your opinion how can mentoring practice be helpful to the novice teacher/ experienced teacher?**

In response to this question, about 50% teachers said that it is helpful for both the novice teachers and experienced teachers, because none is perfect in this world. Novice teachers have different ideas and experienced teachers may learn certain new ideas from the novice teachers because experienced teachers have different experience in teaching field. So, novice teachers can learn a lot of things and get ideas from experienced teachers.

**10 What are some advantages of sharing the knowledge with other teachers?**

About 72% shared the knowledge with other teachers. The advantage of sharing knowledge with others are: getting different ideas, reducing hesitation, improving professional skills, coping with the problems, learning new things, familiarizing with new technology , developing team work, developing the skill of speaking, improving teachings strategies. Some teachers added that it helps to broaden and expand their mind.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

#### **4.1 Findings**

On the basis of presentation, analysis and interpretation of the data, the major findings of the study have been summarized and presented as follows:

- i All the teachers agreed that teacher is a lifelong learner.
- ii Most of the teachers agreed that teachers have to share their knowledge and skills with other teachers.
- iii Ninety percent teachers viewed that mentoring practice helps the teacher to do any work easily and it also increases their capacity to judge, analyze, develop, alter and make decisions even in uncertain problematic situation.
- iv Most of the teachers agreed that mentoring practice is essential for the professional teachers.
- v Eighty –five percent teachers can define the term mentoring practice as they perceive it.
- vi All the teachers believed that mentoring practice provides the right knowledge, skills and attributes to arouse a sense of job responsibility and task performance.
- vii All the teachers faced different problems in the first year of teaching.

- viii Sixty percent teachers viewed that mentoring practice is helpful for the novice teachers and experienced teacher to share the thing and to understand the new situation.
- ix Almost all the teachers adopted informal mentoring practice. There is lack of formal mentoring programme.
- x Most of the teachers agreed that professional teachers have to do different action research to improve their profession.
- xi Forty percent teachers always obtained feedback from their colleagues to develop their teaching skills.
- xii From the overall findings of the study, it can be concluded that majority of the English language teachers adopt mentoring practice for professional development though some of them responded that they were not adopt mentoring practice as a way to their professional development.

#### **4.2 Recommendations**

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

- i Most of the teachers claimed that there is no doubt that mentoring practice plays a vital role in one life. So, they should know whether mentoring practice is necessary or not, how to apply the acquired information at the right time and in the right situation.
- ii Most of the teachers are aware of the importance of mentoring practice for teacher development. The policy makers, syllabus designers, teacher trainers, administrative staff and even the members of the society should develop healthy attitude towards it.

- iii Sharing ideas with each other is one of the best ways of developing professionalism. For this, we can exchange our ideas by following mentoring practice. Sixty percent teachers are sharing their ideas with others. All the teachers should exchange their ideas and skills with others.
- iv Most of the teachers defined mentoring practice in their perspectives. But all are not aware of it. So, all the teachers should realize the importance of mentoring practice.
- v Ninety percent teachers faced different problems in the first year of teaching. So, there should be proper environment created by the institutions.
- vi Most of the teachers are not doing research work. They should do the different action research to overcome the problems and to be a proficient teacher.
- vii Only forty percent teachers always obtained feedback from their colleagues. All the teachers should develop the habit of obtaining feedback from the colleagues to develop their professional career.
- viii The training programme organizers and teachers, educators should focus more on mentoring programmes that promote English language teacher's autonomy rather than dependency on others.
- ix Most of the English language teachers have not formally practiced mentoring in their institution. So, all the teachers should formally practice mentoring activity in their institution.
- x About thirty-two percent of the teachers always check the acquired information .All the teachers should develop the habit of checking the acquired information to meet their necessity.

- xi Teacher should develop their teaching skills, activities for their professional development.
- xii Teacher education course should include mentoring practice for professional development.
- xiii Teacher training providers like NELTA, NCED, NESP and MOE should include and focus on mentoring practice as one of the most effective means for teacher development.
- xiv CDC should design the course on mentoring practice for the development of teacher's profession and should implement in school and college level for the development of teacher self-confidence.
- xv Since very few research has been carried out on mentoring practice for the development of teaching skills ,teachers and students should be encourage to carry out the further research in this field.

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## APPENDIX A

### Questionnaire

Dear sir/madam,

This questionnaire is a research tool for gathering information for my research entitled “Mentoring practice for teacher development” under the guidance of Mr. Amir Man Shrestha, Reader of Department of English Education, PNC. The correct information provided by you will be of great help for completing my research. Please feel free to put your response required to the questionnaire. I assure your response will merely be used as information for the research and will have no harmful effect upon your career. Specially the questions are based on the mentoring practice and usefulness of it.

Name:

Qualification:

Institution:

Experience:

Address:

E-mail:

### SET -A

Please put a tick ( ) on the alphabet to the alternative that best indicates your response for the following statements:

1. Mentoring practice provides right solution to any problem of our teaching
  - a) Strongly agree
  - b) Agree
  - c) Not sure
  - d) Disagree
  - e) Strongly disagree
2. Without mentoring we can't imagine useful and competitive teaching.
  - a) Strongly agree
  - b) Agree
  - c) Not sure
  - d) Disagree
  - e) Strongly disagree
3. I check the acquired information meet my necessity or not.
  - a) Always
  - b) Frequently
  - c) Occasionally
  - d) Rarely
  - e) Never
4. I apply the right information logically to my today's topic.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

5. I integrate available information to my local situation.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

6. Professional teachers must be curious to obtain knowledge.

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

7. Professional teachers have to do different action research to improve their profession.

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

8. Professional teachers have to develop their experience in their content knowledge.

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

9. Professional teachers should have the capacity to judge, analyze, develop, alternate and make decisions even in uncertain problematic situation.

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

10. I share my experience as a language teaching practitioner?

a) Always b) Frequently c) Occasionally d) Rarely e) Never

11. Mentoring practice develops the teaching skills.

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

12. I like to obtain feedback from my colleagues.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

13. Guidelines are necessary for the teacher development?

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

14. Mentoring practice is beneficial for both mentors (experience teachers) and mentees (novice teachers).

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

15. Do you maintain mentoring practice to improve your professional development as a language teacher?
- a) Yes                      b) No
16. I have got more information through mentoring practice.
- a) Strongly agree   b) Agree   c) Not sure   d) Disagree   e) Strongly disagree
17. Mentoring practice is useful for teacher development.
- a) Strongly agree   b) Agree   c) Not sure   d) Disagree   e) Strongly disagree
18. Do you have colleague support while teaching?
- a) Yes                      b) No
19. I help my colleagues while they feel teaching problem?
- a) Always   b) Frequently   c) Occasionally   d) Rarely   e) Never
20. Mentoring practice is the part of teacher development?
- a) Strongly agree   b) Agree   c) Not sure   d) Disagree   e) Strongly disagree
21. We have to share our knowledge and skills to other teachers.
- a) Strongly agree   b) Agree   c) Not sure   d) Disagree   e) Strongly disagree
22. Do you follow this mentoring practice in your institution?
- a) Yes                      b) No
23. Do you get help/coach from your colleague?
- a) Yes                      b) No
24. Teacher is a lifelong learner.
- a) Strongly agree   b) Agree   c) Not sure   d) Disagree   e) Strongly disagree
25. I believe the mentoring practice provides the right knowledge, skills and attributes to arouse a sense of job responsibility and task performance.
- a) Strongly agree   b) Agree   c) Not sure   d) Disagree   e) Strongly disagree

**SET-B**

Please provide the response in your own words for these questions.

1. How do you define the term 'Mentoring practice'?

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2. Do you think mentoring practice is essential for the professional teacher?

Give reasons to support your response.

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3. How are you expanding your previous knowledge by updating with the new one?

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4. Do you notice any improvements by adopting the mentoring practice in your job performance?

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5. What are some of the problems that the language teachers face in the first years of teaching?

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6. How much collaboration/support is there among teachers in your institution?

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7. What do you think teachers can learn from mentoring practice?

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8. What benefits can you see in mentoring practice?

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9. How do you think mentoring practice can be helpful to the novice teachers? Experienced teachers?

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10. What are some advantages of sharing the knowledge with other teachers?

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Thank you for your kind co-operation.

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