CHAPTER: ONE

INTRODUCTION

1 .1 General background

The present world is in a state of transition. In this transit world everything is in a process of change. Therefore, we cannot see anything being fixed, final, absolute, complete and perfect. If so, it is no exceptional case where there is a changing concept in language teaching. Some scholars view it as the activities which are intended to bring about language learning. According to Sthapit (2003, p. 1) "the objectives of teaching a thing is to help, the learner in learning it. Teaching, therefore, should be geared to facilitating learning on the part of learners. This is true of language teaching as well". Similar opinion can be seen in Brown (2001, p. 7) as language teaching is" showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand". Moreover, in the age of globalization, the concept of language teaching is becoming very vast and complex. It is in this sense that our learners from early days of their class they start to learn with computers, e-mail internet which are the call and need of the day as well as great source of language teaching and learning. If we do not familiarize ourselves with these recent technologies, of course we will face great challenges. Challenges wait us at every turn in our professional path because the discipline of language teaching has only begun to solve some of the perplexing questions about how people learn foreign language successfully (Brown, 2001, p. 2).

In our Nepalese context, our teachers have perceived this language teaching profession as a low-paid, less prestigious and very difficult job. They put this job in low priority in comparison to others. They do not understand that teaching is really one of the most wonderful jobs in the world (Cowley, 2008). It, of course, has its difficulties and if we do our job in accordance with the job description and job nature we will be really dedicated and hard working. But

for every down side and for every difficulty day in the profession, there are millions reasons for teachers to love their work. Cowley (2008, p. 3) has provided some specific upsides of teaching profession. They are: a job in teaching is rewarding and worthwhile. If you like children and are willing to work hard to help them succeed, then there is nothing like teaching for a sense of satisfaction; teaching is of course a profession. Although it is not respected as much as it once was, it is still a good career choice for graduates; teaching will stretch you in a number of ways- intellectually, physically, emotionally, psychologically. If you want to challenge yourself on a daily basis, teaching is a great option; teaching is a mobile profession. You can work pretty much anywhere in the country or even in the world. Especially teachers who speak English are in great demand in international and language schools; although it might be tiring and stressful, the job is almost never boring. You might be learning about a new topic or going out on a trip with your students, but every single day will offer you a different challenge; you really have the opportunity to make a difference to the lives of other people. Some teachers have a genuine, long-term impact on the students with whom they work; the job is reasonably well paid and there is a defined and rising salary scale as you gain more experience or take promotion; from teaching field we never stop learning.

Similarly, Brown (2001) says:

> One of the most invigorating things about teaching is that you never stop learning. The complexity of the dynamic interplay among teachers, learners and subject matter continually gives birth to an endless number of questions to answer, problems to solve, issues to ponder (p. 426).

From the above mentioned ideas about the downsides of teaching profession what we can understand is this teaching profession is a rewarding if we develop the visions of 'upsides' towards this profession. Those teachers who have developed positive attitudes and beliefs toward teaching they will be by nature

passionate teachers. Passionate teachers are those who are committed, enthusiastic and intellectually and emotionally energetic in their work, with their children, young people and adults. They are the aware of the challenges of the broader social contexts in which they teach, have clear sense of identity and believe that they can make a difference to the learning and achievement of all pupils. They care deeply about them. Regarding the nature of passionate teacher Day (2004) opines that:

> Passionately committed teachers are those who absolutely love what they do. They are constantly searching for more effective ways to reach and teach their children, to master the content and methods of their craft. They feel a personal mission …to learning as much as they can about the world, about others, about themselves and helping others to do the same (p. 3).

According to the above mentioned views about language teaching in general and English language teaching in particular what we understand is it is our concept and personal efforts that determine this profession to be rewarding or boring. Therefore, first and foremost, we teachers should have the concept of upsides and personal efforts then of course we can make this profession as a better career option in our life.

1.1.1 Teaching as a profession

The act of language teaching is a complex phenomenon though it is an established profession. "Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century" (Richards and Rodgers, 2001, p.1). The teacher is the main person who has a key role to foster language learning genuinely and naturally. It is an intellectually challenging job to execute as the classroom situations demand. Moreover, it is normal for teaching to be considered as a profession and for teachers as

professionals. There are frequently confusing views about profession and occupation. People are not clear about which job is profession and which occupation is. About this Wallace (1991, p. 5) has proposed five qualities to be called profession which assist to differentiate between profession and occupation. They are attempted to mention in the following way:

- a basis of scientific knowledge
- a period of rigorous study which is formally assessed
- a sense of public service
- high standards of professional conduct; and
- the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner

It is supposed that the above mentioned qualities are possessed by the teachers who enter in teaching field. Then, it can be called them as the professionals. First and foremost reason to be called teachers as professionals is they are the bringers-about of real-world change. This means they are the change agents. The doctor cures the patients, the architect designs the buildings, the teacher brings about or catalyses learning. Essentially, the professionals prioritize real-time action. Regarding the specific activities of the professionals Ur (in Richards and Renandya 2002, p. 390) gives six points as the activities of the professionals. They are given in the following manner:

- The professional is primarily occupied in real-time action.
- The professional thinks in order to improve the action.
- The professional is interested in finding out what works.
- The professional is an immediate agent of real-world change/ change agent.
- The professional is evaluated in the short term by the extent to which he or she brings about valuable change.
- The professional is evaluated in the long term by his or her influence on the thought and action of both academics and professionals.

However, if we turn our critical eyes on the current practice of language teaching, we should be doubt to accept language teaching as a profession and teachers as professionals. This means teaching has long been portrayed as lacking both organizational and professional controls. Most of the teachers have developed the concepts of downsides towards their profession. They lack creative and critical spirit to investigate and explore the classroom reality. They are functioning as the technicians to transform the knowledge from textbook to learners' minds. Schools and classrooms are being as the knowledge-transformation, rather than knowledge-creating and learning communities. Our teachers do not have the sense of public service and feeling of passionate teachers. Roberts (1998, p. 38) also argues that in a normal usage a professional is a someone who is highly trained, skilled and self-disciplined. In this sense there are many professional language teachers. However, a more rigorous definition applies stricter criteria; self-regulation, the legal right to govern their daily work affairs, high social status restricted entry and a homogenous consensual knowledge base. By these criteria, the law, medicine and architecture are 'major profession' but in many school contexts teaching is not. Lortie (1975 as cited in Roberts 1998, p. 38) has given the reasons that teaching is not a profession. They are mentioned in the following way:

) Teachers continue to be employed subordinates who are employed in organizations where those who govern do not belong to the occupation.
) There was not consensual base of professional knowledge.
) Membership was not carefully screened by the occupational group itself.
) Entry in teaching was eased by society, as compared with the professions; entry requirements were relatively lacking rigor and length and the decision to enter could be made at almost any age.

In the same way, Day (1999) has also argued that whether or not teachers as professionals have been the subject of much writing over the years. Traditionally, professionals are distinguished from others groups of workers because they have:

- a specialized knowledge base- technical culture;
- commitment to meeting clients needs- service ethics;
- strong collective identity-professional commitment; and
- Collegial as against bureaucratic control over practice and professional standards-professional autonomy.

As teachers do not have to control over professional standards, in this respect teaching has been regarded as 'semi-profession'. Moreover, Glazer (1974 as cited in Tsui 2003) has also said that due to the lack of systemic rigorous, scientific knowledge or technological knowledge based on science it has been named as ' minor profession' in comparison to medicine and law. Now, whatever, the titles are given to the teaching profession, what we need to understand is teaching is a profession and our teachers are the professionals, but we should change our attitudes towards our profession. We need to understand that teaching is also a better career option in our professional life. It can give much satisfaction in our life if we have positive attitudes towards it.

1.1.2 Teaching professionalism

The word professionalism refers to the capacity that teacher as a professional possesses to reach and teach to the students. Regarding this Leung (in Burns and Richards 2009, p. 49) also says that the term 'professionalism' is regularly used particularly in a constitutive sense to refer to practitioners' knowledge, skills and conduct. There are different views about what constitutes or what are the determinants of professionalism? Lam (1983) identifies:
- teaching experience;
- academic qualification;
- professional qualifications; and
- Professional development activities as the possible determinants of teacher professionalism.

Lam (1983 as cited in Sharma and Shrestha 2013, p. 5) talks about endogenous variables and exogenous variables as the determinants for professionalism. The

determinants of teacher professionalism, in particular, the endogenous variable, viz. academic qualifications, inherent when teachers enter the profession, and the exogenous variables acquired during practice - this is the period spanning from entry into the profession to retirement. The exogenous variables studied are professional qualifications, teaching experience and professional development. An examination of how these variables are interrelated to teacher professionalism is paramount for excellent professional practice in three ways. They are:

-) Firstly, the relationship between the endogenous variable and teacher professionalism has implications in the selection process for new entrants to the profession.

-) Secondly, the exogenous variables are important for the future planning of professional development activities and the encouragement, or otherwise, of teachers to further their professional practice competency through attendance at courses.

-) Thirdly, the recognition of seniority in the teaching service, measured in terms of years of teaching experience becomes an important consideration. Understanding the degree of teacher professionalism is important to all the concerned with the business of education. Where teacher professionalism deteriorates, it is difficult to see how the quality of education demanded by the public can be ensured.

Aun-Toh et al. (1996) conducted a research about the factors to determine the teacher professionalism. Their study showed that professional development is an important determinant of teacher professionalism. There is, therefore, a need for all agencies with an interest in the welfare of teachers and consequently their commitment and competence, to focus on suitable professional development activities as a means of boosting teacher professionalism of the teachers. It is necessary to provide teachers with resources, including those which promote self-learning and cooperative learning, bearing in mind that, ultimately, we must entrust to them our educational excellence.

1.1.3 Teacher Professional Development

Teaching as we know is a profession and those people who enter in this field are generally considered as professionals. These professionals' professional development starts from the time of recruitment to retirement. If this is so, then we have to see the historical part of the teacher professional development as well.

1.1.3.1 Historical Perspective of Teacher Professional Development

Teacher education is the process of getting professional knowledge throughout the teaching profession. It is very broad concept. Many scholars have viewed and understood this area of knowledge from different angles and perspectives. Regarding it, Richards and Farrell (2005, p.3) say that "teacher education is a process that takes place over time rather than an event that starts and ends with formal training or graduate education." It has two broad goals. They are:

- ﹚ Training; and

- ﹚ Development (ibid, p. 3).

The main focus of this research study is the latter type of goal of teacher education, particularly, focusing to the Nepalese practice. Regarding it, Shrestha (2069, p. 321) has mentioned that:

> The history of teacher education in Nepalese context does not have long-rooted history. We can start it with the inception of Basic Teacher Training Centre in 2004 B.S. This was the first effort shown from the government side with the view to training primary level teachers. The second effort was the establishment of National Teacher Training Centres (NTTC). At that time very few teachers were trained. However, the centre had to discontinue its functions by the recommendations of

the Nepal National Education Planning Commission (NNEPC) in 2010 B.S. for the establishment of College of Education to provide two-years and four years teacher education programs to the prospective lower secondary/ secondary level teachers of Nepal (Awasthi 2003, p.17). As a result, College of Education established in 2013 B.S. Due to the growing interest of the primary level teachers to be trained even outside of the Kathmandu valley, people felt a need to establish other training centres out of valley. Consequently, Mobile Teacher Training Centres (MTTC) were established. These centres were later converted into Primary Schools Teachers' Training Centres after the recommendations made by the All Round National Education Committee in 2018 B.S. (Educational Glimpse 2009).

The National Education System Plan (NESP-2028-32) also brought a new impetus in teacher education making teacher training compulsory. This policy created a favorable environment for the expansion of teacher training institutions throughout the kingdom. All the institutions such as College of Education, National Teacher Training Centers came under the single umbrella called Institute of Education (IOE) under the Tribhuvan University (TU). Later, the Royal Commission for Higher education-2039 B.S. converted Institute of Education into Faculty of Education. Today, we have Faculty of Education under Tribhuvan University which has been preparing prospective teachers providing pre-service education. National Centre for Educational Development (NCED), after its expansion of scope to merge the then Secondary Education Development Centre (SEDC) in 2061 B.S. has become the apex body for the development of educational manpower under the Ministry of Education(MOE), is involving for the in-service teacher training programs. These two

sides of the government are providing pre-service and in-service programs for the teacher professional development.

1.1.3.2 Current Teacher Professional Development Program

Teacher professional development is the by-word. It is in every body's mind and mouth that are in education field. This refers to the process of becoming the best kind of teacher that a teacher can personally be (Head and Tylor 1996). Similarly, Reimers-Villegas (2003) says:

> In a broad sense professional development refers to the development of a person in his or her professional role. More, specifically it is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. It includes formal experiences such as attending workshops and professional meetings, mentoring, etc. and informal experiences such as reading professional publications, watching television documentaries related to an academic discipline (p. 11).

From the above mentioned saying of Reimers-Villegas what we can understand is professional development or growth means enabling teachers to generate their own ideas about classroom practice, Victoria-Hamilton in Burns (1999, p. 216). Moreover, the concept of teacher professional development has come with the view that every teacher will continuously have his or her pedagogical problems. In order to solve those pedagogical problems it is not possible to send and bring teachers to the training centers under the care and guidance of trainers. It is, therefore, what is thought is that if we can convert our teachers from technicians to researchers, they can solve their own pedagogical problems and they never stop learning. How many challenges they notice and deal with them successfully is the main basis for their professional growth.

Teacher professional development which we are talking cannot be done by a single means. It involves multilevel changes which therefore demand multilevel experiences. It demands from the teacher to be from classroom learner to action researcher about classroom problems, cultural diplomats within the cross-cultural settings of classrooms and so on. It requires from the teacher's side to be reflective, creative and critical. Therefore, teacher professional development is a personal journey (Brown, 2001, p.2) or personal mission rather than something that can be done and prepared by others. We teachers are the self-agency. We put all the responsibilities on our shoulders how much we want to grow or develop. Now, if we see the following assumptions on the basis of which TPD is designed, we will have clear ideas:

1.1.3.3 Assumptions about Teacher Professional Development (TPD)

Teacher Professional Development program is such area about which many researchers, thinkers, critical educators have started to think about it. From their research findings it seems that there are some key assumptions on the basis which this program has been done. According to, (Richards and Farrell 2005, Brown 2001, Head and Taylor 1976) the assumptions of teacher professional development program can be of the following types:

) In any school or educational institution, there are teachers with different levels of experiences, knowledge, skill and expertise. Mutual sharing of knowledge and experience is a valuable source of professional growth.

) Teachers are generally motivated to continue their professional development once they begin their careers.

) Knowledge about language teaching and learning is always in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.

- Classrooms are not only the places where students learn, they are also the places where teachers can learn.

- Teachers can play an active role in their own professional development. This means individual's interest in lifelong learning and increasing their own skill and knowledge is at the heart of professional development.

1.1.3.4 Characteristics of Teacher Professional Development (TPD)

When we go through different teacher professional development books and articles we will see some overriding principles. There are some characteristics of teacher professional development (TPD) which also facilitate in our understanding. Sharma and Shrestha (2013) have also summarized the characteristics of teacher professional development. They are:

- It is based on constructivism rather than on a transmission-mode. It focuses on the idea that true knowledge emerges through interaction or using dialogic method (Freire 1970). It emphasizes on knowledge-creating schools than knowledge- transformation school (Day 1999). It believes on TPD is personal mission or self agency.
- It is as a long term process. It acknowledges that teachers learn over time.
- It is perceived as a process that takes place within a particular place or context. It is based on the assumption of Site-based TPD than "One-fits-all approach". Site-based TPD takes place in schools, resource centers, ETC. etc. The essence is "nobody can better understand the learning needs and styles of the teachers". Therefore, the focus is on "local solutions to local problems"
- Many identify this process as one that is intimately linked to school reform. Professional development is a process of culture building and not of mere skill training. TPD is improving teachers' performance and

by extension schools' performance. If teacher does well, it reflects on the results of school.

〕 A teacher is considered as a reflective practitioner. Reflection-in-action: This takes place during the action, especially when they encounter situations which are unanticipated, problematic or unique, hence, generating a new understanding which leads to immediate action. Reflection-on-action: It takes place when teachers reflect on what they have done or what they have experienced, often in order to prepare themselves for future actions. Reflection-about-action: Behaving as a professional clearly involves reflection not only in and on, but also about the action. Reflection of this kind is a means for professionals to exercise both responsibility and accountability.

〕 It is considered as a collaborative process rather than competitive process. It is believed that most effective professional development occurs when there are meaningful interactions, not only among teachers themselves, but also between teachers, administrators, parents and other community members.

Similarly, Joshi (2012, p.43) has also summarized some of the characteristics of teacher development or teacher professional development. They are of as follows:

〕 Teacher development is a bottom-up process.

〕 It values the insider's view or focuses on individuals' needs.

〕 It is independent of the organization but often functions more successfully with the support of managers or organizations related to teacher education and teacher training.

〕 Teacher development is a continuous process and does not ever finish.

) It is a process of changing inner thoughts according to the outer teaching context.

) Teacher development not only includes the development of teaching aspect but also includes personal, moral, and value dimensions.

) Though it is the development of an individual teacher, it can be encouraged and integrated in teacher training and teacher education programs.

From the above mentioned types of characteristics of teacher development or teacher professional development what we can conclude is teacher development is the process of individual efforts to involve and engages to explore some kind of new thing in the profession.

1.1.3.5 Practice of Teacher Professional Development in Nepalese context

In our Nepalese context Teacher Professional Development (TPD) program is conducted under the School Sector Reform Program (SSRP). It has brought five years program. This means within the duration of five years all the community-based teachers should receive thirty days -in three times, TPD program. Then, they are supposed to be personally and professionally sound teachers. However, we cannot claim this kind of soundness in our teachers' profession after receiving thirty days TPD program. Rather, this kind of program should be a continuous process. It should go on throughout teacher's teaching career. The modality of TPD which National Centre for Educational Development (NCED) introduced can be given in the following way:

Part-1: Training cum. workshop which will be conducted in face-to-face mode. It is conducted for five days in Educational Training Centre or in TPD hubs.

Part-2: The second part of this module is about self-study exercise. It is done in school-based event upon the completion of the part-1. It runs for 30 days'

gross period by engaging the participants independently in the structured sets of assignments and counted towards credits of 3 days equivalent.

Part-3: The third part of this module is about the instructional counseling. This part is done after the completion of the part-2. It runs for 2 days under the complete guidance of the same set of trainers invariably mobilized to check and collect the assignment and to provide on-site professional support.

In Nepalese context, this teacher professional development program has passed fourth years. However, from the ground reality, it is found that most of the teachers are still remaining to receive 30 days TPD program. NCED under the Ministry of Education has been planning to provide this program to all teachers who are engaging in community-based teachers.

1.1.4 Approaches to Teacher Professional Development

The concept of teacher professional development has been developing in different ways in accordance with the time and situation. It has crossed many ups and downs. Different scholars offer their different views. Some of the prominent ones me as a researcher will put here. According to Giable and Burns (2005, p. 25 as cited in TPD self-learning material prepared by NCED-2068 B.S.) the concept of teacher professional development can be categorized into three broad categories. They are;

Standardized or One-fits-all approach to Teacher Professional Development: It typically represents a centralized approach, involving workshops, training sessions and in many cases the cascade model of scaled delivery. Standardized training-based approaches generally focus on the exploration of new concepts and the demonstration and modeling of skills. When employed in accordance with best practices standardized approaches can be used effectively;

⟩ Expose teachers to new ideas, new ways of doing things and new colleagues.

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⟩ Disseminate knowledge and instructional methods to teachers throughout a country or region.

⟩ Follow the approach on a "one-fits-all" approach. In this approach teachers' location-specific and individual needs won't be taken in due consideration. This is the traditional type of approach to teacher professional development

⟩ Believe teachers are the sources of knowledge and students are the blank sheet of paper. This means this approach follows the principle of banking system of education (Freire 1970).

Self-directed Teacher Professional Development: In this type of approach teachers are involved in initiating and designing their own professional development and would share materials and ideas as well as discuss challenges and solutions. According to this kind of approach the following will be the benefits for the teachers;

⟩ This approach to professional development helps teachers to become models of lifelong learners.

⟩ Informal versions of self-directed TPD find teachers seeking out experienced colleagues for advice or searching for lesson plans on the internet.

⟩ The emergence of on-line communities of teachers to provide support in professional development across a range of subject areas and themes.

Site-based Teacher Professional Development: This kind of Teacher Professional Development (TPD) often takes place in schools, resource centers, or teachers' colleges. Teachers work with local- in house facilitators or master teachers to engage in more gradual processes of learning, building master of pedagogy, content and technology skills. Site-based TPD often focuses to the specific, situational problems and individual teachers' problems. Site-based TPD tends to;

- Bring people together to address local issues and needs over a period of time.
- Encourage individual initiative and collaborative approaches to problems.
- Allow more flexible, sustained and intensive TPD.
- It focuses to the local solutions to local problems.
- Provide ongoing opportunities for professional learning among a single set of teachers.

This is the third kind of teacher professional development approach that me as a researcher want to investigate and explore something new for the teacher professional development. That is local solutions for local problems. This is the need and call of the day for the teachers' professional development.

1.1.5 Strategies for Teacher Professional Development

The term 'strategy' refers to the specific activities that teachers use in the classroom. It is implementation in its nature. This means whatever the activity teacher uses in the classroom in order to achieve the set objectives of the lesson plan they are generally known as strategies. In the case of teacher professional development as well there are many different strategies that a teacher can use to enhance his or her profession. Regarding this Richards and Farrell (2005, pp. 23-171) have provided eleven strategies for the teacher professional development. They are;

- Workshops
- Self-monitoring
- Teacher support groups
- Keeping a teaching journal
- Peer observation
- Teaching portfolios
- Analyzing critical incidents
- Case analysis

〕 Peer coaching

〕 Team teaching

〕 Action research

Similarly, Prodromou in Karl (1989-1993) has provided some of the ways of improving one's knowledge of ELT and thereby increasing one's confidence as a teacher. They are;

〕 Subscribing to ELT magazines and journals

〕 Joining professional organizations such as NELTA, IATEFL and TESOL and attending their conferences wherever possible

〕 Forming local teachers' groups and holding regular meetings to discuss common problems

〕 Inviting fellow teachers / teacher trainers and guest speakers to contribute lectures and workshops

〕 Reading professional publications

〕 Joining a special-interest group in IATEFL such as the one on teacher development

〕 Arranging ELT books exhibitions with the help of ELT publishers

〕 Publishing an ELT newsletter on a local or national scale

In the same way, Brown (2001, p. 427) has also provided some of the specific strategies for the teacher professional development. They are:

〕 Read x number of teacher resource books in one academic year

〕 Observe five other teachers this semester

〕 Attend two professional conferences/ workshops this year

〕 Monitor my error treatment in the classroom

〕 Design my next test to be more authentic, biased for best with maximum washback

Moreover, Craft (1996, p. 7) has also provided some of the strategies for teacher professional development. They are:

- Action-research
- Self-directed study
- Using distance learning materials
- Receiving on-the-job coaching, mentoring or tutoring
- School-based and off-site courses of various lengths
- Job shadowing and rotation
- Membership of working party or task group
- Teacher placement
- Personal reflection
- Experimental 'assignments'
- Collaborative learning

Regarding the strategies for the teacher professional development Sharma and Shrestha (2013, pp. 24-25) has also provided some of the strategies for the teachers. They are;

- Firstly, develop the concept of 'upsides' toward the teaching profession.
- Develop inquisitive mind to learn new thing.
- Think that teacher development is continuous and personal mission.
- Prepare plan to read x number of teacher resource books in one academic year.
- Make a plan to join in a local professional organization.
- Make a plan to attend at least two professional conferences/ workshops in a year.
- Make a plan to observe at least two fellow teachers classes in a year.
- Inviting fellow teachers/ teacher trainers and guest speakers to contribute lectures and workshops.
- Make a plan to carry out action research about classroom problems.
- Involve in project work activity.
- Make a plan to deal with learners' errors treatment.

- Be familiar with the recent issues and discoveries in the field of language teaching.
- Be in touch with the respective subject trainer to discuss about the professional problems.
- Develop TPD handbook to record your professional problems.
- Develop awareness about language teaching. Awareness is empowering.
- Trainers, if possible, should assist to the teachers by providing practical books of professional development.
- Designate one TPD head in each school in facilitation to the head teacher (HT).

From the above mentioned readings what we understand is that teacher professional development cannot be done by a single means. Teachers need to involve in different activities. Then, only we can imagine teacher professional development.

1.2 Review of Related Literature

This provides information of previous research works and other related literatures on teacher professional development in general and strategies for teacher professional development in particular. The aim of reviewing the previous research works and literature is to explore what has already done before and what is left to be done in the very field.

The field of teacher professional development has recently attracted serious attention from different stakeholders. It has emerged over the last decade as an identifiable area of study and much has been written, discussed, interacted and researched on the subject. The teacher professional development literature has served to disseminate information on and ideas for improving teachers' and, by extension, schools' performance. It has provided the forum for discussion about the future of the teaching profession and the nature of teaching as a job. In the teacher professional development literature, for example, very few studies

could be found which were done for searching strategies for teacher professional development. This research study examines the nature of teacher professional development and local strategies for professional development.

Gnawali (2001) conducted a research entitled " **Investigating Classroom Practices: A Proposal for Teacher Development for the Secondary School Teachers of English in Nepal"** with one of the objectives to find out answers to "How do teachers develop?" He interviewed eight teachers and teacher educators from different countries: England, Georgia, Nepal, Romania, and Uzbekistan. It was found that teachers develop- in their career and that happens due to several factors such as reading, challenges, responsibilities and exposure to different types of colleagues.

Richards and Farrell (2005) have explored a list of the following eleven different procedures that can be used to facilitate teachers professional development; workshops, self-monitoring, teacher support group, journal writing, peer observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching team teaching and action research.

Bhatta (2009) carried out a research on **"Classroom Observation and Feedback for Teacher 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 of secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed.

Gautam (2009) carried out a research on the "**Perception of Teachers on NELTA activities for Professional Development of Teachers**". The primary sources of data that he used were the responses provided by NELTA members of Morang NELTA branch. He used questionnaire as a main tool and found out that hundred percent teachers viewed that to develop his profession by joining his related professional organization and also found out that NELTA has been able to develop professional awareness among the English teachers.

Phuyal (2009) carried out a research on "**Practices of Reflective Teaching Used by Primary Level English Teachers"** to find out the practices of reflective teaching used by primary level teachers. The study was mainly conducted considering the significance of reflective practices for making improvement in ELT classroom. To achieve the objective, she designed and administered questionnaire for primary level English teachers of private school from Kathmandu valley. Her conclusion was that majority of the primary level English teachers were not found practicing reflective teaching for their professional development.

Adhikari (2010) carried out a research on "**Collaborative Learning for Teacher Professional Development"** to ascertain the usefulness of collaborative learning for teachers' professional development. The study was predominantly based on the questionnaires for the teachers. From the study it was found that collaborative learning is one of the good strategies for the teachers' professional development. Professionally sound teachers were found to be involved and engaged in collaboration for their professional development.

In the Department of English Education at T.U., there has been many studies done similar to this research study which examines the attitudes, beliefs and theoretical knowledge of concerned people towards teacher professional development. This study also comes under teacher professional development, but the researcher is concerned with solely local strategies for secondary level's teacher professional development which is entirely different than that of previous studies.

1.3 Objectives of the Study

The objectives of the present research were as follows;

) To find out the strategies used by the community-based English teachers to grow their profession

) To identify the strategies for the local solutions to local problems for teacher professional development.

) To suggest some strategies for the teacher professional development.

1.4 Significance of the Study

The research study is about strategies for the local solutions to the local problems for teacher professional development. In the present day, the concept of teacher professional development is being such by-word where every teacher is willingly or unwillingly involving in the practice of this new paradigm of teacher education. Every scholar, school community, society acknowledges the recent fact that we people are practicing banking system of education in our schools. Today's schools have been the places of knowledge-transformation. We concerned authorities did not recognize this fact. True knowledge cannot be delivered. It should be generated. It emerges through the interaction, collaboration, discussion and negotiation with the students. Our students are the problems solvers where teachers are just problems shooters. They themselves are the knowledge- creators. It is for this reality to achieve the concept of teacher professional development emerged. In this kind of present educational scenario our teachers, especially community-based teachers are tackling many difficulties to act as the teacher professional development activities demand them. Therefore, me as a researcher have strived to delve into the potential areas of practices of teacher professional development activities and explore solid picture of current practice along with the practicable solutions for the local teachers' problems. If my study investigates and explores this kind of ground reality, of course, it is needless to say that the findings of this study will be beneficiary to university students, prospective teachers, teachers, head teachers, parent teacher association (PTA), school management committee (SMC), syllabus designers, text book writers, materials developers, and for other researchers who want to carry out research in this teacher professional development

CHAPTER: TWO

METHODOLOGY

2 Methodology

The researcher followed the following methodologies to carry out this research study.

2.1 Sources of Data

In order to carry out this study, both primary and secondary sources of data were used to meet the specified objectives of this research study.

2.1.1 Primary Sources of Data

The primary sources of data for this study were 20 Secondary level English language teachers teaching English in the Secondary Schools of Tanahun district, 5 Trainers from Educational Training Centres (ETCs) and 5 Roster Trainer from Resource Centres (RCs).

2.1.2 Secondary Sources of Data

The Secondary sources of data were the various books, articles, reports, research studies, dictionaries, journals and internet related materials to the study area. Some of them included Head and Taylor (1997), Roberts (1998), Brown (2000), Awasthi (2003), Villegas-Reimers (2003), Sthapit (2003), Richards and Farrell (2010), Richards and Renandaya (2010), Wallace (1991) etc.

2.2 Sample of the Study

The sample of this study were selected 20 English language teachers who were teaching English in different schools in Tanahun district, 5 Trainers and 5 Roster Trainers. Altogether there were 30 population in this research study.

2.3 Sampling Procedure

The secondary level English language teachers as well as trainers and roster trainers were the study population of this research. The researcher used purposive sampling procedure to select the school, trainers and roster trainers. Similalrly, the researcher selected secondary schools, Educational Training

Centre and Resource Centres from Tanahun district. The total sample size consists of 30 population of this study.

2.4 Tools for Data Collection

In order to collect the required information I used 'Interview' tool to elicit the required information for local strategies from the side of the trainers and roster trainers and questionnaires for the teachers to find out their curenrt strategies for professional development.

2.5 Process of Data Collection

To collect the required primary data, the researcher went to the purposively selected schools with an official letter from the department. Then, researcher got permission from the administration to consult the English language teachers and established rapport with the concerned teachers. The researcher explained them about the purpose of the study. After that, the researcher requested them to help by filling out the questionnaires. Similarly, researcher visited Educational Training Centre and Resource Centers to meet trainers and roster trainers. First, the researcher informed about the visit to them then had interview about the local strategies for the teacher professional development.

2.6 De-limitations of the Study

This study has the following type of de-limitations:

) This study was limited to the selected 20 teachers from community-based secondary level English language teachers of Tanahun district.

) It was limited to the current practice of teacher professional development focusing to the strategies.

) It was limited to the interview and questionnaire tools for data collection

) The population was selected only from the Training centres, Resource Centres and Schools of Tanahun district.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION OF DATA

In order to gather the required data the researcher used predominantly two tools i.e. questionnaire and interview schedule. The researcher used the questionnaire tool to the selected secondary level English teachers to get their inner ideas about what strategies they use for the sake of their professional development. Similarly, the researcher also used interview with the Trainers and Roster Trainers of Tanahun district. While analyzing data I analyzed and interpreted descriptively and analytically using appropriate tables, lists, illustrations, and diagrams. This can be seen in the following sub-sections. According to Bogdan and Biklen (1998):

> 'Data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, searching for patterns, discovering what is important and what is to be learnt and deciding what you will tell others' (as cited in Neupane, 2007, p.61).

Thus, all the information collected through interview and questionnaire has been presented under this unit. Various headings and sub-headings are given here.

3.1 Interpretation of data collected through questionnaire

In order to collect the required information regarding the teachers' practice of teacher professional development activities, the researcher selected 20 English teachers from different secondary schools of Tanahun district. The researcher has analyzed and interpreted the information collected from them in the following way:

3.1.1 Teachers' opinions about professional development program

Among the 20 teachers, 10 teachers showed their strongly agreed opinions and said that it is the program which helps teachers to be remained updated in the era of knowledge explosion. And remaining 5 were in favor of the category 'agree' and other 5 were in 'not certain' position with the question "Do you think that teacher professional development program is necessary program for the teachers?" This kind of information has been presented in the following table.

Table No.1

Teachers' opinions about professional development program

Strongly agree	Agree	Disagree	Strongly disagree	Not certain
10	**5**	**0**	**0**	**5**

From the above mentioned table what we understand is majority of the teachers have shown their opinions towards teachers professional development program. This is because language teaching and learning is always tentative and incomplete (Richards and Farrell, 2005) and teachers need regular opportunities to be updated with the cross-cutting issues emerged in the field of language teaching in general and in the field of English language teaching in particular. Those teachers who have shown their opinions towards "agree" and "not certain" will realize the importance of teacher professional development program.

3.1.2 Teachers' responses towards the question "have you ever attended the TPD program?"

In the question "Have you ever been attended the TPD program?" Most of the teachers said "Yes". This means slowly teachers have been directly or indirectly involved in the teacher professional development activities. Out of 20 teachers, 10 teachers were found in the category of "Yes", and 7 teachers said that they have just heard the word TPD, but not attended. Remaining 3 teachers were found in favor of 'not heard position'. This information has been presented in the following table.

Table No. 2

Teachers' responses on "Have you ever attended the TPD program?"

Yes	No	I have just heard
10	**3**	**7**

The above mentioned table depicts that majority of the teachers are familiar with the term "TPD" and have attended the program as well. That is to say, 50% teachers were found to be familiar with this kind of program. Similarly, 35% teachers were found just heard but not attended the program. Finally, only 15% teachers were found who were not familiar with this kind of program.

Finally, when we summarize the 20 teachers' opinions regarding the question" have you ever attended the TPD program?" concerned bodies are required to launch the program in such a way that which makes aware to all teachers and employ in their professional and personal lives.

3.1.3 Teachers' responses to the question "did you find professional development program to address your pedagogical problems?"

In the question, "Did you find professional development program to address your pedagogical problems?" Only ten teachers responded to this question because they were the teachers who attended this program. Among them, six teachers responded that TPD program is indeed good for teachers' sound

professionalism. Then, remaining four teachers reacted as this is the program which is like previous program. And no teachers responded to the 'No' option. This information has been presented in the given table.

Table No. 3

Professional development program to address teachers' pedagogical problems

Yes	No	It was like previous training
6	0	4

From the above mentioned table what findings can be drawn is 30% teachers felt this is the program which addresses teachers' real pedagogical needs. It is need based program. It focuses to the local teachers' local needs. Therefore, it is necessary and important program. In the same way, only 20% teachers were found to be perceived this program as the continuation of the previous program. Further, they did not find this program and the previous program as the different for teachers. It is the matter of happy that no teachers responded to the option 'No'.

Concludingly, what can be said is TPD program is the new and this is the need and demand of the day. This program actually helps teachers to enhance their professionalism. However, we cannot say this does not have any such trouble giving conditions because in course of doing professional development activities the teachers need to tackle many several thorny challenges.

3.1.4 Teachers' opinions about the difference between previously conducted teacher training and present teacher professional development program.

Teachers' opinions regarding the differences between previously conducted training program and TPD program, there were varied opinions. This means those teachers who have not got opportunities to attend TPD program, they also tried to differentiate between these two programs by choosing the given

alternative options. Among twenty teachers, twelve and four teachers were in favor of the difference between previously conducted program and the presently conducted teachers' professional development program. They selected the option "Strongly disagree' and "Disagree" respectively. On the contrary, very few teachers were in favor of "Strongly agree" and "Agree". Further, it is the matter of goodness no single teachers selected the alternative "Not certain". This indicates that almost all teachers were near to favor the present TPD program whereas very few teachers supported that there is no any such difference between them. This information has been presented in the following table.

Table No. 4

Differences between training and development

Strongly agree	Agree	Disagree	Strongly disagree	Not certain
1	3	4	12	0

From the above table what can be made as the findings that 60% teachers claimed that there is difference between these two programs. Similarly, 20% teachers were found to be in favor of disagreeing with the question that there is similarity between two teacher training programs. Only 15% and 5% teachers were in favor of claiming that there are similarities between these two teacher training programs. Most importantly, none of the teachers were found in favor of 'Not certain' type of opinion.

In conclusion, what can be said is most of the teachers have realized that teachers' professional development program is different than the previous teacher trainings. In the present program, the teachers are required to act the classroom activities in a high manner. They need to engage and involve in many different professional development activities which were no in teacher trainings.

3.1.5 Teachers' feelings on professional development program is bottom-up process.

In the question, "Teacher professional development program is bottom-up process", most of the teachers were found agreed with the statement. They realized that in TPD program small activities are required to do. And very few teachers were found to be disagreed with the statement. This can be made clear by the help of the following table.

Table No. 5

Teachers' professional development program as bottom-up

Strongly agree	Agree	Disagree	Strongly disagree	Not certain
11	4	2	1	2

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From the above table, it was found that 55% teachers strongly agreed with the idea that teachers' professional development is the bottom-up process. Similarly, 20% teachers were also found in favor of agreeing with the notion of bottom-up process. However, there were some teachers who showed their 'strongly disagree' and 'disagree' ideas. This means 10% teachers were disagreed and 5% teachers were strongly disagreed with the idea teachers' professional development as the bottom-up process. Finally, there were also 10% teachers who were found to be dilemma about the bottom-up process or top-down process.

In conclusion, what can be made as the finding is most of the teachers were found to be in favor of bottom-up process which is the right idea as well.

Teachers are required to do the small things for their sound professional development or betterment.

3.1.6 Teachers' ideas about 'internally-designed programs' rather than 'externally-imposed programs' for the sake of teacher professional development.

In order to collect teachers' perception regarding the internally-designed programs and externally-imposed programs for teachers' professional

development the researcher asked 20 teachers "It is better internally-designed programs rather than externally-imposed programs for the sake of teacher professional development". In response, 14 teachers were in favor of the category 'Strongly agree' 6 teachers were found to be the category 'Agree'. And none of the teachers were found to be in favor of the categories like 'Disagree', 'Strongly disagree', 'Not certain'. This indicates that teachers have realized the processes of teacher professional development. This information has been presented in the following table.

Table No. 6

Teachers' professional development program as internally-designed

Strongly agree	Agree	Disagree	Strongly disagree	Not certain
70%	30%	0%	0%	0%

From the above mentioned table what was found that 70% teachers were found that teacher' professional development is the result of internally designed activities. Moreover, they showed their opinion to the 'strongly agree' category. Similarly, remaining 30% teachers were also found that they were positive to the internally designed activities. They showed their agreement to the 'agree' category.

Finally, what can be concluded as the finding that teacher professional development happens much than in externally-imposed activities. In internally-designed activities what can be seen is teachers do according to their desires and wants for their professional development.

3.1.7 Teachers' ideas about characteristics of teacher professional development program.

Many people believe that teacher professional development program should be done or designed on the basis of the principle 'local solution to local problem'. If this is the case, this kind of program should be location-specific, teacher-specific or on-the-job based. In order to get teachers' opinions regarding this matter the researcher asked a closed type of question like 'teacher professional

development program should be designed on the basis of location specific, teacher –specific or on-the-job specific way'. In the response of this question, 13 teachers out of 20 teachers strongly agreed with this question. Similarly, 5 teachers showed their agreement and remaining 2 teachers showed their opinion with 'not certain' category. It is the good aspect that no teachers were in favor of categories of disagreement. This kind of information can also be presented by the help of following table.

Table No.7

Ideas about the characteristics of teacher professional development

Strongly agree	Agree	Disagree	Strongly disagree	Not certain
13	5	0	0	2

From the above table what was found that most of the teachers were positive to the idea that teachers' professional development program should be designed on the basis of the location-specific needs of the teachers. Similarly, no teachers showed their oppositional opinion to the question. Overall, 65% teachers were found to be 'Strongly agreed', and 25% teachers were found to be 'Agreed' with the question. Similarly, only 10% teachers were in confusion position. This means they were found to be in the category 'Not certain'. And no teachers were found to be in disagreement position.

Finally, to conclude the finding what can be said is most of the teachers have realized that the real approach, that is to say, site-based approach or location-specific approach to professional development.

3.2 Interpretation of data collected through interview

In order to cross-check teachers' ground voices and trainers' delivery system the researcher tried to explore some information from trainers. Trainers, especially five from Educational Training Centre and five from Resource Centre were selected for my study. The researcher visited to those selected trainers and took

interview. The information collected from them has been analyzed and interpreted in the following way.

3.2.1 Trainers' opinions about teacher professional development program.

Out of ten trainers with five Roster trainers, reacted teacher professional development program from different perspectives. Particularly, Trainers of the training centre reacted towards teacher professional development program as a new and high level program to the teachers. They further said that teacher professional development is the program which continuously goes through out teaching career of the teachers. On the contrary, Roster trainers responded that this is the program like previous teacher training. They further said that in teacher professional development program teachers should be provided short-cuts, tricks and techniques. This indicates that even Roster trainers are not clear with the essence of teacher professional development program and the activities to be used for teachers' professional development.

In conclusion, it can be said that teacher professional development is very broad concept. It can be viewed from different perspectives. By the way, one common understanding should be developed among the practitioners regarding what teacher professional development program is. It is a process of becoming the best kind of teacher. And every teacher should talk about teacher professional development program should struggle to this direction.

3.2.2 Trainers' views between teacher training and teacher professional development.

Regarding the differences between teacher training and teacher professional development program Trainers and Roster trainers were varied. Trainers were clear and well known whereas Roster trainers were not clear. Roster trainers did not say clearly what actually developmental program and training program are. They seemed to be in confusion. They treated two teacher programs from

same eyes. On the contrary, Trainers from the training centre said that training is the teacher's capacity building program where they have to acquire short-cuts, tricks and techniques in order to make classroom effective and live. On the other hand, developmental program is high level program. Teachers are required to act from high level. For example, teachers should be classroom researchers, explorers, and innovators in order to add some kind of new dimensions in teaching and ultimately to their profession.

Finally, what could be made as the conclusion of finding is training is the specific and designed to address the teachers' short term needs whereas developmental program is long term and designed to address teachers' process-based skill-based and knowledge-based.

3.2.3 Trainers' responses towards the question "what teacher professional development strategies are practicing for school teachers' professional development?"

Regarding the question 'What professional development strategies are in practice in the field?' trainers gave many different strategies. They further said that the following are the strategies that community-based teachers have been practicing in the field. They were:

⟩ Project work

⟩ Action research

⟩ Case study

⟩ Interaction

⟩ Sharing

⟩ Collaboration

⟩ Writing articles in journals

-) Observation

-) Instructional counseling from trainers, school supervisors, resource persons and head teachers.

-) Teacher training

-) Keeping teaching journal/ Maintaining TPD diary

-) Paper presentation among colleagues

-) Reflective practice

From the trainers responses what could be found is there are many more strategies that a teacher can adopt and implement in his or her professional life. This means if we are supposed to make our personal and professional development there are many several means on the basis of which sound professionalism can be ensured which in turn makes sound professional development.

3.2.4 Trainers responses to the question "teacher professional development should be based on internally-based strategies than externally imposed ones".

Many scholars say that teachers' professional development should be guided by the notion of internally-based strategies rather than externally imposed strategies. If teachers they themselves adopt and employ the activities which are inside them, they accelerate their professional development. On the contrary, if imposed from centre level to local level, it becomes just formality rather than catering their real needs and fostering them. Regarding this internally vs. externally imposed strategies, ten trainers from different angles showed their agreement towards internally based strategies. They strongly claimed that there is high possibility of professional development if teachers try to experiment their inner voices for their enhancement and betterment.

In order to support their opinions, most of them said that those teachers who take high risk in their challenging task and want to involve and engage in classroom- based research activities they will develop their profession fast. Some of them also gave example of some successful teachers to whom they have known in course of their training, classroom observation and instructional counseling.

In conclusion, trainers have viewed teacher professional development program is a high level program and teachers are required to act from high level in comparison to previous teacher training program. They further said that if a teacher wants to improve or develop his or her profession, he or she has to do many several activities from classroom research to simple students' homework checking.

CHAPTER: FOUR
FINDINGS AND RECOMMENDATIONS

This chapter begins with the findings on the basis of themes analyzed and interpreted in chapter three. Then, this chapter presents some recommendations as per the findings.

4.1 Findings

This study was about the "local solutions to local problems for teachers' professional development". This study primarily focused on identifying the perceived attitudes of community-based English teachers' toward teacher professional development; strategies used by them for their personal and professional development; and trainers' and roster trainers' ideas for the strategies to local solutions to local problems. In order to delve into the depth, the researcher primarily employed two tools; questionnaire and interview schedule. Both tools assisted me to identify the perceived attitudes of community-based English teachers towards teachers' professional development. The researcher has also found some local strategies for teachers' professional development. The researcher has presented them in the following manner:

a) From the responses of the trainers and roster trainers what was found that teachers need to carry out many several locally-experimented strategies for their personal and professional development. They also pointed out some locally-experimented strategies which teachers can use in their classroom in course of developing their profession. Some of them were: project work; action research; case study; observation; discussion; mentoring; collaboration; co-ordination; article writing; paper presentation among colleagues; instructional counseling from trainers, school supervisors, resource persons and head teachers; sharing; teacher training; reflective practice; maintaining TPD diary; interaction with colleagues and so on.

b) Most of the respondents of questionnaire and interview tools said that teacher professional development program is bottom-up process. From their responses what was found that if teachers adopt and do even very minute classroom activities like homework checking; giving students appropriate feedback; involving and engaging in many several school's Friday program; and swimming in the local classroom dynamism with research based activities, they will develop their profession effectively and fast.

c) From the opinions of teachers' what was found is that only ten teachers were the teachers who participated in TPD program. Among them also six teachers responded that TPD program was conducted on the basis of their professional problems. On the other hand, remaining four teachers responded TPD program and previous teacher training program similar. They did not see any such remarkable difference between these two programs. From here what could be found is TPD program has been designing to suit and fit the local teachers' needs and demands.

d) From the teachers' responses and trainers and roster trainers' views, teacher's professional development program is necessary program for the teachers' personal and professional development. It was also found that TPD is not like the previous program which teachers did in the earlier days in their profession. In the earlier days there was teacher training program which was conducted to develop teaching tricks and techniques on the part of teachers. On the other hand, developmental program is different than that. The developmental program will be conducted to provide process-based knowledge to the teachers. It is the program which aims at developing teachers as classroom researchers, explorers, and innovators rather than just transmitters of text book knowledge.

e) From the responses obtained from teachers, trainers and roster trainers what was found that TPD program will be effective and successful if it is done on the basis of internally- designed mode rather than externally-imposed. All most all the participants agreed with this idea. Most of the trainers and roster trainers also responded that if teachers get ample opportunities to play with their inner professional voices in the class, among the colleagues, and with the ELT practitioners, they will improve their professional life sooner. On the contrary, if TPD program is designed by the so-called experts, this will be ineffective. It is in the sense that ELT expert will design this program on the basis of perceived needs rather than felt-needs of the teachers who are spending their lives with children and ground reality.

f) From the responses obtained in both tools it was found that TPD program if it is supposed to be successful and effective, it should be designed on the basis of location-specific and teacher-specific needs of the teachers. Many teachers out of twenty teachers agreed with this idea. Similarly, trainers and roster trainers also showed their views of agreement with this notion. Trainers and roster trainers further reacted that every teacher will have his or her location-specific pedagogical, subject matter, personal and professional problems. If this is the case, TPD program should be designed and conducted in accordance with the location-specific needs of the teachers. This means this should be like local solutions to local problems for teachers' professional development.

4.2 Recommendations

On the basis of the findings made above, the following recommendations can be provided for the sake of further improvement and betterment in the days to come. It is because of the reason that teachers' professional development program is such program which should be conducted and done throughout the teaching profession of any teacher. A sound professionalism can only be envisioned by improving and integrating new ideas and experiences in the existing repertoire of teacher's knowledge. The recommendations can be:

a) As it was found that TPD program is being conducted to suit and fit to the local teachers' needs and demands, it slowly becomes as it should be because the TPD program which has been practicing in Nepalese context is home-grown, site-based, or school-based. It focuses to the teachers' real needs. Moreover, it is need-driven. Therefore, what can be recommended is if this program is supposed to be effective with special reference to local teachers' local-specific needs it should be designed on the basis of needs and demands of the teachers. And modules should be prepared by verifying the needs and demands of the teachers.

b) Most of the respondents of my research study responded that TPD program should be 'bottom-up' process rather than 'top-down'. This finding indicates that most of the educational stakeholders are aware of the fact that if teachers' professional development is intended to appear, it should care very minor classroom-related activities. It is, therefore, it should focus to the every teacher's professional site-specific problems. It should not consider only the activities as mentioned in the literature.

c) Teachers' professional development is not extra imposed program for the teachers. It is the need and call of the day. Time is changing, the teaching perspective is changing and the teachers are changing in comparison to old fashioned and outdated teachers. Therefore, concerned stakeholders should not understand this program as an extra

burden for the teachers. As we also know that there are two broad goals of teacher education: training and development. If teacher training has finished, then the next step in teacher education program is developmental program. Therefore, teachers' professional development program is necessary and by-word in the present educational scenario. This kind of notion has also been reflected by the ideas of the respondents of this research study.

d) As there was similarity among the voices of teachers, roster trainers and trainers with reference to internally-designed activities for effective teachers' professional development it should be considered to this fact. This means while designing professional developmental activities for teachers' activities should be such which should invoke teachers' inner efforts to solve their professional problems. This is technically we understand as an internally based activities for teachers' professional development. Therefore, ELT experts or trainers should consider this aspect of TPD program.

e) As one of the findings was teachers' professional development program should be designed as location-specific and teacher-specific it is the real fact. One-fits-all-approach can not address the individual teacher's location and individual specific needs. Therefore, it is one thing to be remembered while designing TPD program is it should be focused on individual teacher specific needs and problems. ELT trainers and roster trainers should prepare training modules different from one location to another location. One module cannot be used to every teacher.

f) There is high possibility of teachers' professional development if ELT trainers care about teachers' power in experiential knowledge. When teachers involve and engage in many experiential activities like action research, case study, project work and so on, they develop their profession fast. It is, therefore, ELT trainers and other educational

stakeholders, especially those who are related with teachers' professional development, should consider locally-experimented strategies rather than strategies found in literature for teachers' professional development. They should encourage and inspire to the teachers to engage in classroom based activities like students' homework checking, students' error correction, class work, home work and other many more activities.

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Appendix I

QUESTIONNAIRE FOR THE TEACHER

Dear Teacher,

This questionnaire is an integral part of my research study entitled "**A Study on Strategies for Local Solutions to Local Problems for Teacher Professional Development**", under the supervision of **Mr. Raj Narayan Yadav**, **Reader** at the Department of English Education, T. U., Kirtipur. To this day, teacher professional development is need and call of the day. This is the result of the changing time. This means time has brought us a new paradigm in teacher education, that is to say, schools and classrooms should be established as the places of knowledge- creating rather than knowledge-transformation. The concept of teaching is slowly obliterated by the concept of learning. In this kind of present scenario, our teachers need to adopt and implement such professional development strategies that will directly influence their professional development. This is the research study which seeks to explore such teachers' ideas of strategies for teacher professional development.

It is, therefore, your kind co-operation in responding all the questions will be extremely valuable to ascertain the attitudes, beliefs and perceptions towards "Strategies for Local Solutions to Local Problems for Teacher Professional Development". So, your participation is encouraged because only a small sample of teachers has been selected and a high percent of returns is necessary for a successful study. Please, feel free to put your responses required by the questionnaire. I assure you that any information you provide will be treated with strict confidentiality.

Group: A

Below is a set of statements relating to the teacher professional development for today's school's teachers in general and English language teachers in particular. Indicate your degree of agreement with each statement by putting tick mark.

Q. N. 1. A professional development program specially designed to today's teachers is necessary.

      a. Strongly agree   b. Agree   c. Disagree

      d. Strongly disagree   e. Not certain

Q. N. 2. Have you ever attended in any professional development program?

      a. Yes   b. No   c. I have just heard

Q. N. 3. If you were attended in teacher professional development program, did you find it was designed to address your pedagogical problems?

      a. Yes   b. No   c. It was like previous training

Q. N. 4. There is not any difference between previously conducted teacher training and present teacher professional development program.

      a. Strongly agree   b. Agree   c. Disagree

      d. Strongly disagree   e. Not certain

Q. N. 5. Teacher professional development program requires the teachers to act from a high level in comparison to teacher training.

      a. Strongly agree   b. Agree   c. Disagree

      d. Strongly disagree   e. Not certain

Q. N. 6. Teacher professional development program is bottom-up process.

      a. Strongly agree   b. Agree   c. Disagree

      d. Strongly disagree   e. Not certain

Q. N.7.Teacher professional development program believes that professional development can be achieved by practicing many means or activities.

    a. Strongly agree   b. Agree   c. Disagree

    d. Strongly disagree   e. Not certain

Q. N. 8. The main purpose of teacher professional development program is 'enabling the teachers to generate their ideas about their classroom practice'.

    a. Strongly agree   b. Agree   c. Disagree

    d. Strongly disagree   e. Not certain

Q. N. 9. It is better to apply 'internally-designed programs' rather than 'externally-imposed programs' for the sake of teacher professional development.

    a. Strongly agree   b. Agree   c. Disagree

    d. Strongly disagree   e. Not certain

Q. N. 10. Teacher professional development program should be designed on the basis of location specific, teacher –specific or on-the-job specific way.

    a. Strongly agree   b. Agree   c. Disagree

    d. Strongly disagree   e. Not certain

Group: B

Q.N. 1. Teacher Professional Development (TPD) program conducted by the Educational Training Centers is the main program for capacity- building of in-service teachers in Nepal. Now, could you say by which policy it is guided and how? List its any five characteristics of teacher professional development program.

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Q. N.2. There are many several strategies for teacher professional development for example; action research, case study, project work, self-directed study, classroom observation, collaborative learning, and using distance learning materials and so on. Which of these strategies of professional learning have you experienced? Which one did you feel more effective? If there are any others, could you mention some of them here?

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Q. N. 3. Most of the people say that teacher professional development happens if teachers use locally-experimented techniques, methods which fit into the local dynamism. Do you have any such story of success? If yes, could you share your ideas about the locally-experimented techniques or strategies?

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Informant   **Researcher**
                                                                 Binaya Pandit

Thank you for your kind-co-operation

Appendix II

FORMAT OF INTERVIEW

Name of Educational Training Center:

Name of Trainer:

Position of the Trainer:

This is also an integral part of my research. I have selected standardized open ended interview to meet the objectives of my study. It focuses to the attitudes of Trainers towards teacher professional development.

Q. N. 1. What are you currently working on your institutional?

➢

Q. N. 2. How long have you been working in this position?

➢

Q. N. 3What is your opinion about teacher professional development program is necessary for our school teachers or not?

➢

Q. N. 4. How do you express the differences between teacher training and teacher professional development?

➢

Q. N. 5. As an English teacher trainer, what teacher professional development strategies are practicing for our school teachers' professional development?

Q. N. 6. Many scholars say that teacher professional development should be based on internally based strategies than externally imposed ones. Could you mention some of the internally-based teacher strategies which could enhance teacher professional development?

➢

Q. N. 7. Finally, you as a teacher trainer, what could you suggest school teachers to improve their teaching profession in such a way that by ensuring learners' supremacy and increasing learning outcomes.

➢

Thank you for your kind response.