Strategies Adopted by Secondary Level English Teachers for their Professional Development: A Narrative Inquiry

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

Submitted by
BinitaPaudel

Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2021

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Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any University.

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Recommendation for Acceptance

This is to certify that **Miss. BinitaPaudel**has prepared the thesis entitled "**Strategies adopted by Secondary Level English Teachers for their Professional Development: A Narrative Inquiry"** under my guidance and supervision.

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Dedication

Dedicated

To

My loving, caring and inspiring Father

You are my inspiration and I am glad your investment has not been in vain.

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BinitaPaudel

Abstract

This study is entitled as “Strategies adopted by Secondary level English teachers for their Professional Development: A Narrative inquiry”. The main objectives of this research study were to identify the strategies adopted by secondary level English teachers for professional development, to explore the challenges faced by secondary level teachers while applying those strategies and to suggest some pedagogical implications for teacher professional development. Narrative inquiry was the research design of the study. Only five secondary level English teachers teaching in community schools in Sindhupalchok district were selected as the sample of the study. The teacher respondents were chosen through purposive sampling procedure. The data was analyzed and interpreted by thematic approach, employing in-depth interview as a tool of data collection. It was found that strategies adopted by teachers are self-monitoring, case analysis, keeping teaching journal,keepingportfolio,conducting action research ,attending workshops and conferences. The teachers viewed that the strategies they adopted in their teaching help them to enhance the professional carrier and make teaching learning activities more effective. Moreover, while using those strategies secondary level teachers faced multiple challenges such as class management, time management, resource management, native language interference, less technical facilities from administration.

This thesis is divided into five different chapters. The first chapter deals with an introduction of the study. It consists of the background of the study, statement of the problems, objectives of the study, research questions, limitations of the study and operational definitions of key terms. Likewise, the second chapter deals with the review of theoretical as well as empirical literature. The third chapter deals with the methods and procedure of the study. It consists of research design of the study, population and sample, sampling procedure, tools of data collection and process of data collection. Similarly, the fourth chapter displays analysis and interpretation of results. Moreover, the last chapter involves conclusion and recommendations at various levels i.e policy level, practice level and further research. The references and appendices are mentioned at the end. This study will provide insights to ELT teachers, teacher educators, material and curriculum designer, policy makers in formulating

right kinds of planning and policies in the field of English Language Teaching in Nepal.

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List of Abbreviation and Symbols

ELT	:	English Language Teaching
M.Ed.	:	Mater of Education
MOE	:	Ministry of Education
NELTA	:	Nepal English Language Teacher's Associations
Regd.	:	Registration
T.U.	:	Tribhuvan University
TPD	:	Teacher Professional Development

Chapter I
Introduction

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms in this chapter.

Background of the Study

Development is a dynamic process of positive changes that improves the standard of the people. The act of teaching is perceived as a demanding task that test ones commitment and courage (Geijsel, 2003). It is a complex activity which requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institutions rules and regulations, the availability of material, the way of handling them and to facilitate understanding in others. It requires the investment of a great amount of social, intellectual and emotional energy on the part of teacher (Day, 2004). Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process.

In the same vein, English language teaching and learning emerged from the 19th century when English became a genuine lingua franca, the international language used widely for communication (Kirkpatrick, 2007). According to (Harmer, 2007), English teaching is like many other professions and disciplines; it is almost overwhelmed by acronyms and initials. In the academic field different courses, methodologies and materials are developed. As English is used for different purposes, we use English for academic purpose to describe those academic courses and materials. In most of the countries, English is included from primary to secondary level curriculum. In the context of Nepal, English is taught and learned from primary level to tertiary level of both governmental and private schools and colleges. Thus, English language teaching has become worldwide profession. Teaching needs skilled, experienced, matured and qualified teachers to handle it properly. A teacher should have sound knowledge of learning psychology, teaching strategies, curriculum, institution's rules and regulations, teaching learning theories and methods and a whole knowledge of pedagogy. Hence, teaching as a profession needs perfect and expert professional teachers. So, to be an expert teacher, s/he needs advance professional

development in that field and sound skills of using different strategies. Professional development in a broad sense refers to the development of a person in his or her professional role and skills. More specifically, Reimer Villagas (2003p.11) says "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically."

Strategies are said to be the techniques in order to achieve desired outcomes in a comprehensive way. They help people to be successful by ending up the task in an efficient way. Strategy used by the instructor to develop their professionalism. (Roberts, 1998)Suggests that teachers can develop themselves by adopting various strategies like teaching professional collaborations, innovation and research, helping others learn formal courses, self-study and language learning. There are different activities or strategies for teacher learning or teacher professional development. Strategies help the teacher to achieve desired outcomes in comprehensive way. So teachers have to adopt different strategies such as workshop, self –monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incident, case studying, peer coaching, team teaching, conferences, and seminar, action research which assist them to make their classroom activities effective, systematic and qualified during teaching (Richard and Farrell, 2005).

The field of language teaching is subject of rapid changes due to many reasons such as new educational trends, new challenges faced by institutions and teachers, changes in curriculum, student's needs, and national goals. As a result, teachers need regular opportunities to update their professional knowledge and skills. As teachers need to be updated and changed according to time and demand, they adopt different mediums/ways for their professional development. These medium and ways are the strategies they adopt for sharping/polishing their profession. Since strategies facilitate and guide teacher for professional development, these needs to be explored in the context of Nepal. In this vain I went through number of studies. That encouraged me to explore the strategies that are mostly used by secondary level teachers for their professional development as well as opportunities and challenges faced by secondary level teachers while applying those strategies.

Statement of the Problem

Language teaching is two-way process. It is effective not because teachers teach and students learn but because they have different responsibilities to be pursued carefully. In other words, language teaching is fruitful only when there is active participation of both the teacher and learners in ELT classroom. Furthermore, it is difficult to maintain English Environment in school because of internal and external factors but English teachers have responsibilities to create learning environment inside the classroom. .

Strategies are the techniques in order to achieve desired outcomes in a comprehensive way. They help people to be successful by ending up the task in an efficient way and secondary level teachers cannot be exceptional for this case. They need a number of strategies to be professionally developed. There are various strategies like; study groups, self –monitoring, keeping a teaching journal, critical incident analysis, peer- coaching etc. (Orlich, Harder,Callahan,Trevisan,and Brown, 2012).However, some teachers understand the paramount importance of professional development but they might not be familiar with the strategies which could really help to foster their professional career. In addition, some teachers might be aware of the strategies but they do not want to follow them thinking that teachers job is only for teaching, ignoring the part of their own professional development. In Nepalese context, these kinds of initiatives may not be accessible to every teacher which in turn teachers become unaware of them. Moreover, most of the teachers seem to be interested in professional development activities and take part in but they ignore previously learnt information from those activities while teaching in real classroom.

Objectives of the Study

The objectives of this study were as follows:

i. To identify the strategies adopted by secondary level English teacher for professional development.
ii. To explore the challenges faced by secondary level teachers while applying those strategies.
iii. To suggest some pedagogical implication.

Research Questions

The study had the following research questions:

i. What are the strategies that secondary level English teachers adopt for professional development?
ii. What are the major challenges that teachers face while using those strategies?

Significance of the Study

This study is significant to the practitioner of ELT (English Language Teaching). Especially, it will be very relevant for all the professional teachers, researchers, educational bodies, material and curriculum designers, schools and institutions and even to the students in the field of ELT. Moreover, this study will be beneficial to the novice teachers in the field of English language teaching. By following the educational implications of this study the teachers will be able to enhance their professional development. Similarly, this study will be very fruitful to those who want to work in the field of education. Furthermore, this study will be useful to give the direction to curriculum planners, subject specialists, teachers and other concerned personnel. Additionally, this work can serve as a reference tool, for those who want to carry out further researches on this area.

Delimitations of the Study

The study had following delimitations:

i. It was limited to five secondary level English teachers of five secondary schools of Sindupalchok district.
ii. This research study was limited to the strategies of TPD and challenges faced by secondary level English teachers.
iii. The methodology of this research was Narrative inquiry.
iv. The data were collected through in-depth open ended interview, formal and informal conversation, narrative reflection.

Operational Definition of the Key Terms

***Professionalism*.**It a continuous growth and development of the professionals.

***Challenges*.** Not acquainted with different strategies and not using properly

***Professional development*.**Being able to enhance the performance of students through their continuous learning.

***Strategies*.**In this study, strategies means any types of activity used to develop professional development such as writing journal, teaching portfolio, attaining training, course book, peer observation, action research, workshops, collaborative learning etc.

***Secondary level teachers*.**Secondary level teachers are those teachers who are teaching at 9-12 level

ChapterII
Review of Related Literature

This chapter includes review of related theoretical literature, empirical literature, implications of review for the study and conceptual framework.

Review of Related Theoretical Literature

One of the most important aspects to help the learners to express their ideas orally or graphically is theoretical knowledge about contents and skill. The more theoretical knowledge about writing skill we have, the more we can express our ideas in written form. So, this chapter aims at providing some theoretical background of the study, thematically.

Teaching as a profession.Profession means a job or an occupation that helps a person to earn for living. The criterion of a profession is to have sound knowledge in both technical aspects and liberal arts as well. Updating the existing knowledge is very important in profession. Similarly, maintaining high ethical standard is required in any profession, if the person is not loyal to his duty and does not show moral standards to it, it is not profession. Teaching is also profession but it is different from other kinds of profession because the virtues like commitment, courage, self-discipline, self-respect and integrity are required in any profession. In this regard, (Richard, 1996, p. 40)argues that profession is a recurring concern regarding language teaching, teachers, and institutions. However, language teaching is not universally regarded as profession that is a having unique characteristics, as a regarding specialized skills and training, as being a lifelong and valued career choice and as offering a high level of job satisfaction. Teaching profession is defined as the job which needs special training, skills and education is profession.

Similarly, Lortie (1975) says that professional means someone in non-manual occupation who is highly trained, skilled and self-disciplined. It is said that, a professional is a person who has legal right to govern his/her daily work affairs. In broad sense, the professionals such as actor, pilot, engineer, teacher etc. whose expertise involve not only skill and knowledge but also the exercise of highly sophisticated judgment and study is extensive often university based with practical

experiences. Regarding teaching as a profession, there is debate about whether teachers are professionals or workers? And whether teaching is a special profession or just an occupation to survive? However, over the last few decades teaching has been accepted as a profession.

Regarding teaching profession, (Wallace, 2010, p. 5)states that a profession only can be practiced after long and rigorous academic study which should be well regarded because of the difficulty in attaining it and the public good it brings, but it is not for profit because it is also a public service and personal dedication. The degree to which individual teachers have a sense of professionalism about their work depends upon their own working conditions, their professional goods, goals and attitudes and career prospects available to language teachers in their community.

Similarly, Cannale 1985, as cited in (Richard, 1996, p. 40) states, “All teachers do not think of teaching as a profession”. He found some teachers who said that language teaching as the most rejected profession. Thus, the teachers engaged in teaching profession may or may not be satisfied with their profession.

Teaching profession and professionalism. The terms profession and professionalism are inter-related to each other. A person cannot be professional who does not have all the essential qualities and expertise which a profession needs. In fact, a profession is an occupation, vocation or career where specialized knowledge of subject, field or science is applied. It requires a prolonged academic training and formal qualification (Wallace, 2010, p. 5). Different activities take place in a profession. A professional activity involves systematic knowledge and proficiency. Teaching as a professional activity, needs some important qualities and expertise with its professional.

(Wallace, 2010, p. 5)has defined the following criteria on which a professional should have an expertise:

i. A basis of scientific knowledge
ii. A period of rigorous study which is formally assessed
iii. High standards of professional conduct and
iv. The ability to perform

Thus, any professional teacher in ELT should have all these qualities to perform in his profession. Hence, having all these qualities and being an expertise in these areas is called professionalism.

Teachers' professional development. Professional development, in broad sense refers to the development of a person in his or her professional role. More specifically, teacher development is the professional growth a teachers achieves as the result of gaining increased experience and examining his or her teaching systematically. Professional development includes formal experience (such as attending workshop and professional meetings, mentoringetc.) and informal experiences (such as reading professional publications, watching television, documentaries related to an academic discipline, etc). Professional development isbroader than career development, which can be the growth that occurs as the teacher moves through the professional career cycle.(Glatthorn & Fox, 1995, p. 41)Only in fast few years has the professional development of teachers been considered a long – term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. Many scholars define professional development differently such as Ganser (2002) says that when looking at professional development one must examine the content of the experiences, the process by which the professional development will occur and the contexts in which it will take place .As we know that teacher's professional development needs continuous practice and self-reflective habit. Teachers professional development obviously influence the teaching learning activities and methods, if the teachers are competent over the subject matter, teaching skills, adopt the changes for self-development it will automatically enhance the level and competence of students too. So that, Teachers in teaching profession are considered to be the key to educational and school improvement.

In this sense, teachers not only implement the curriculum but also define and refine it, so that teaching and learning becomes more systematic. For that, teachers should develop their professional knowledge. According to (Richards. and Renandya, 2010, p. 85), teachers should embark on a life-long journey of developing professional competence. It is the professional responsibility of teachers to undertake a wide range of activity to improve their teaching.

According to Taylor as cited in (Richards. and Renandya, 2010, p. 385), teachers mostly can develop their profession from classroom practices and the investigation of new ideas and thought. So, it is suggested teachers to start with small available project which helps them to handle their instruction successfully.

Similarly,(Richard and Farrell, 2005, p. 4)states, “Development generally refers to growth not focused on a specific job”. Professional development of teachers consist a long-term goal and seeks to facilitate the growth of teachers understanding of teaching and themselves as teachers. It often involves examining of different dimensions of teachers practice as a basis for reflective review and can hence be seen as ‘bottom up’. Therefore, it should go beyond personal and individual reflection.

For teacher’s professional development, there is an important role of teacher educator but the role of teacher educator is different than that of teacher. Broadly speaking, professional development refers to the development of a person in his/ her role in that profession. Professional development includes formal experiences (attending at workshops and professional meetings) and informal experiences (reading professional publications, watching T.V. documentaries related to the profession). Hence, it is broader than the career development, staff development and teacher training since they are short-term programs. However, such other types of training and development help to enhance teacher’s professional development. In the process of teacher development, teacher’s potentials are transferred into performance which never ends. (Village- Reimers, 2003, p. 133), teacher’sprofessional development takes “U” shaped model which includes the following five stages:

i. Survival
ii. Exploration and bridging
iii. Adaptation
iv. Conceptual change and
v. Invention and experimentation

Different aspects and factors affect teacher’s professional development. In this regard, (Village- Reimers, 2003, pp. 119-40) introduces the following factors to be considered while planning, implementing and assigning the professional development:

- A culture of support: the role of schools and education leaders.
- The role of context: multiple settings, multiple profession communities.
- Time
- Financial resources
- Stages for professional development
- The use of technology for teaching purpose
- The role of unions in teacher's professional development and
- The role of teacher educators.

The teachers as the professionals of teaching profession are different from the professionals of other professions and people.

Characteristics of teachers' professional development.

- It is based on constructivism rather than on a 'transmission oriented model'. As a consequence, teachers are treated as active learner (Lieberman, 1994; MCLaughlin and Zarrow ,2001) who are engaged in concrete tasks ofteaching, assessment, observation and reflection (Dadds,2001; Darling –Hammond and McLaughlin, 1995; King and Newmann,2000).
- It is perceived as a long term process as it acknowledges the fact that teachers learn over time. As a result, a series of related experiences (rather than one – off presentations) is seen to be the most effective as it allows teachers to relate prior knowledge to new experiences (Cohen, 1990; Ganser, 2000; Lieberman, 1994; Dudzinski*et al.,* 2000). Regular follow-up support is regarded as an "indispensable catalyst of the change process" (Schifter,Russell, and Bastable ,1999,p.30).
- It is perceived as a process that takes place within a particular context. Contrary to the traditional staff development opportunities that did not relate 'training' to actual classroom experience, the most effective form of professional development is that which is based in schools and is related to the daily activities of teachers and learners., (AbdalHaqq,1996; Ancess,2001; Baker and Smith,1999; Darling –Hammond ,1998; Dudzinski et al.,2000).
- Many identify this process as one that is intimately linked to school reform (Guskey ,1995b; Loucks-Horsley,1998), as professional development is a

process of culture building and not of mere skill training (Cochran-Smith and Lytle,2001) which is affected by the coherence of the school programme (King and Newmann,2000). In this case, teachers are empowered as professionals, and therefore should receive the same treatment that they themselves are expected to give their students. A teacher professional development programme that is not supported by the school or curricular reform is not effective.

- Professional development is conceived of as a collaborative process. Even though there may be some opportunities for isolated work and reflection, 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.
- Teacher is conceived of as a reflective practitioner, someone who enters the profession with certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge. In doing so, the role of professional development is to aid teachers in building new pedagogical theories and practices, and to help them develop their expertise in the field.

Professional development may look and be very different in diverse setting, and even within a single setting, it can have a variety of dimension.

Importance of teachers' professional development. Teachers need to expand their roles and responsibilities over time. So, they should be provided many opportunities for their long term career development. They are also expected to keep up to date with development in the field. Language institutions are also expected to maintain high professional standards, to provide opportunities for their teachers to pursue professional development. Opportunities for in service training are crucial to the long-term development of teacher as well as for the long term success of the program. There is pressure for teachers to update their knowledge in the areas such as curriculum trends, second language acquisition research, composition theory and practice, technology, assessment is intense. Even after several years of teaching, teachers feel a need to refresh themselves in order to accomplish their professional responsibilities effectively. There is not any moment in the life in which one can rest thinking that what s\he has learned is enough and need not learn further ahead. But

only experience is not enough to meet the needs and expectation of the students (Richard and Farrell, 2005, pp. 1-4).For this purpose, people involved in it should be allowed to work for its development, advancement and continuous improvement.

The teachers in teaching profession should keep themselves standby controlling and recovering the follow of knowledge and information from all directions. They must be able to capture appropriate materials and consume according to the demand of parents, students, and community. (Ur, 1996, p. 317)Opines that a teacher can and should advance in professional expertise and knowledge through his/her career, and such advances do not depend on formal courses or any external aspects. Teacher's own teaching routine may be the main tool for their professional development. It takes place when teachers working as an individual or in group, consciously take advantages of such resources to forward their own professional learning. Moreover, the constant teacher development can solve or prevent the problems caused by both first year stress and later burn out. Teacher development process contributes to the success, career, and satisfaction in the profession at present and in the future. Since, teacher development is not constant it changes together with the changes in the theories, methods, and materials in teaching. So, teachers should get regular opportunities to update their knowledge and skills in the field. Regular opportunity can ensure the all-round development, success, and satisfaction to the teachers.

Strategies of professional development. Strategies are said to be the techniques in order to achieve desired outcomes in a comprehensive way. They help people to be successful by ending up the task in an efficient way. A teaching strategy used by the instructor to develop their professionalism. (Roberts, 1998)Suggests that teachers can develop themselves by adopting various strategies like teaching professional collaborations, innovation and research, helping others learn formal courses, self-study and language learning. Teacher's professional development cannot be possible without presentation of new ideas and the opportunity being involved in conference, seminar, articles and regular chat with colleagues. Teachers should be motivated to update their professional development when they begin their teaching career by doing negotiation, discussion, cooperation, collaboration among the teachers as well as with students. Teachers should encourage the students in different activities

by adopting different strategies for teacher development. In this regard, (Nisimura, 2014)has suggested five best practices in language teaching: school based professional development, coaching and follow up procedure, collaborative information, imbedded practices in the daily lives of teachers and collaboration and co-teaching. Teachers and institutions should analyze their needs and the particular context before deciding the strategies for teacher's professional development. (Richard and Farrell, 2005, p. 4)argue, "strategy for teacher development often involve documenting different kinds of practices, examining beliefs, values and principles, conversations with peers on core issues and collaboration with peers on classroom projects." Based on the above mentioned definition it can be said that strategies are the techniques in order to achieve desired outcomes in a comprehensive way. Therefore, they need a number of strategies by with the teachers can be developed. In order to become successful, teachers might be familiar with different strategies.

Richards an (Richard and Farrell, 2005, p. 14), present the following activities/strategies for teacher professional development.

Self- monitoring. Self-monitoring is the act of observation and regulating own behavior in a social context. It is a systematic approach to observe and evaluate one's own behavior in order to achieve a better understanding and control over behavior. It is very helpful for teacher to evaluate himself.

Keeping a teaching journal.Keeping a teaching journal is one of the strategies for professional development. (Richard and Farrell, 2005)States that teaching journal is "An ongoing written account of observations, reflections, and other thoughts about teaching usually in the form of notebook, book or electronic mode, which serves as a course of discussion, reflection or evaluation." It is a writer's record of observations which helps the teachers to find out his or her improvement.

Critical incident analysis. It is one of the approaches of teacher professional development. It is an unplanned and unanticipated even which takes place in the classroom. (Richard and Farrell, 2005)Assert, "A critical incident is an unplanned and unanticipated even that occur during a lesson and that serves to trigger insights about

same aspects of teaching and learning." This process of documentation and reflection provide opportunity for teachers to learn more about their teaching.

Teaching portfolio.A portfolio is collection of documents containing information about a teacher. It is a collection of teacher's effort done to bring change in student's performance, change in his or her academic performance and used as a self-assessment tool for further improvement. (Richard and Farrell, 2005) Define "a collection of documents and other items that provides information about different aspects of the teachers work".

Action research.It is a kind of research which refers to self-reflective inquiry that seeks to clarify and resolve practical issues and problems of language teaching. In other words, it refers to a systematic approach to carrying out investigation and collecting information that is designed to illuminate an issue or problem and to improve classroom practice. (Richard and Farrell, 2005), Define action research as "teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems". It makes teacher as a producer of knowledge rather that only the consumer of knowledge. It is one of the best tools to meet the local needs by facing local problems with local solution.

Workshops.It is one of the most powerful and effective forms of teacher development activities. It is intended to enhance teacher's practical skills and help resolve problems. A workshop is "an intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills" (Richard and Farrell, 2005). Workshop can provide opportunities to the participants to examine their own beliefs and prospective towards the topic. In other words, workshop is the period of discussion and practical work on a particular subject in which a group of people share their knowledge and experience. It helps to enhance critical thing about teaching method, develop competence and make teachers aware of teacher's professional development.

Teacher support group.It is simply a form of supervision. It is one of the collaborative ways of teacher professional development. In other words, it is also known as study groups, learning circle, teacher networks or teacher professional networks. Generally, a teacher support group will involve a group of teachers meeting

to discuss goals, concerns, problems and experiences about current practices in the field of language teaching. Teachers support groups provide the teachers with the opportunity to share their individual as well as common problems. It makes teacher able to plan, perform and evaluate effectively so that they can develop themselves professionally.

***Peer observation*.** The peer observation of teaching is cyclical and reciprocal process. It provides both observed and observer with the opportunity to mutually enhance the quality of their teaching practice. In other words, it is the way of learning of others. It is one of the strategies of classroom research, through which teachers can develop a better working relationship with colleague and help them to develop classroom management and pedagogical skills, thereby develop them professionally.

***Case analysis*.**It is also known as case study, helps teachers to identify and solve the problems related to learners and learning. The main purpose of carrying out case analysis is to better understand the existing problematic situation of case and suggest some useful strategies to improve cases existing situation. (Richard and Farrell, 2005, p. 126)Define case analysis as the process of collecting information over time about a teaching situation and using that information to help better understand the situation and to derive principles from it.

***Peer coaching*.**It is one of the important strategies for the professional development. Providing professional support and promotion, teaching learning is the main purpose of peer coaching. Through peer coaching, two teachers can get chance to look at teaching problems and develop possible solutions. In peer coaching during and after the completion process the teachers provides feedback and suggestions to the other teacher.(Richard and Farrell, 2005)Define peer coaching as “a procedure in which two teachers collaborative to help one or both teachers improve some aspect of their teaching”.

Team teaching.Team teaching is also one of the most important strategies for the professional development. Two or more teachers share the responsibility for teaching in the classroom process. Sometimes it is also called as peer teaching. Team teaching is the process in which two or more teachers share the responsibility for teaching in class. It is based on the belief that ‘two heads are better than one’.

Through team teaching learning strategy, teacher boots up their pedagogical and intellectual advantage.

Challenges as an ELT for professional development. Teacher professional development is about the teacher learning, learning how to learn and transforming the knowledge into practice for the benefit of the student's growth. In other words, it is the complex process which requires cognitive and emotional involvement of teachers. While teaching in the classroom, teacher has to face many barriers (0bstacles) in their professional journey.

(Rhodes & Beneicke, 2002)State the following challenges regarding professional development which are as follows:

a) Teacher collaboration
b) Information and training
c) Selection of individuals
d) Need analysis
e) Time constraints

***Teacher collaboration*.** Collaborative teaching, sometimes called cooperative teaching or team teaching, takes place when member of an inclusive learning community work together as equal to assist students to derive success in the classroom. Teacher collaboration believes that teacher working together have positive on each other and contribute to school improvement. Specific types of teacher collaboration include working together in team, sharing responsibilities, providing feedback and building trust. If teachers lack collaboration, then it will be great challenge for teacher professional development.

***Information and training*.**Information helps the teachers to develop their ideas and skills for rising of standard and attainment in schools. Similarly, training helps the teacher to sharpen his or her mind in an effective way and to be more responsible. Without training and knowledge, teachers cannot flourish their profession properly. Therefore, this is also another challenge for teacher professional development.

Selection of individuals.Professional development for teachers is crucial for educators, because their application of new knowledge will directly affect students. Classroom achievement increases when teachers take part in development that is focused on addressing the major learning challenges for their students. Both personal and professional seem to be necessary for teachers to reach their professional and personal goals.

Need analysis. Need analysis is one of the assumptions of teacher development. It enhances the performance of teachers by engaging different activities. It should be carefully identified by the teachers for their student's learning needs which truly need to meet in order to raise standards and attainment within their schools.

Time constraints.Time is a design constraint, and embracing this constraint can be powerful tool for learning and professional growth. It is one of the great challenges for teacher professional development.

Review of Related Empirical Literature

Review of related Empirical literature is related to the research study that the researcher is going to do. According to Kumar (2005, p. 26), literature review is important in order to acquaint ourselves with the available body of knowledge in our area of interest. He further claims that literature review helps to clarify for any researcher, it is necessary to study and review the past studies and research works which research problem, improve methodology and broaden knowledge based on research.

Various research studies have been done in the field of ELT. Among them, very few researches are done about the teachers' professional development. Some researches related to my research study are reviewed below:

Gnawali (2008) conducted research entitled "Strategies and Opportunities for English Language Teachers' Professional Development". The objectives of the study were to find out the strategies used by teachers and the opportunities they get for their professional development. The finding of the study was that most of the teachers have realized that they have made substantial improvement in their performance due to

similar factors like knowledge and skills, challenge and responsibilities dealing with their wants and needs professional interactions and decision making.

Joshi (2010) conducted research entitled "Learning Strategies of English Language Teachers for Professional Development". The objective of the study was to identify the strategies used by the English language teachers for their professional development. Throughout the research, the researcher found that 41 all teachers were learning professional knowledge from own teaching experiences, self-monitoring, workshops, conferences, seminars, peer observation, and team teaching etc.

Further, Oli, (2014) carried out a research entitled “Practice of teacher support group in teacher professional development”. The main objective of this study was to explore the current practices of teacher support group for teacher professional development by the secondary level English language teachers of Dang district. It was a survey research design based on thirty English language teachers and school management committee from Dang valley who were selected through non-random judgmental sampling procedure. The data were collected from the respondents through the close -ended and open-ended questionnaires. The data was also collected with the help of interview which was consisted of open-ended questionnaires. The study showed that almost all secondary level English language teachers participated in professional development programs possessed positive attitude towards them. Majority of teachers were satisfied with the current practice if teacher support group.

Khatri (2014) carried out a research entitled “Teaching portfolio for teacher’s professional development.” It was carried out to find out practices of teaching portfolio as a strategy for teachers’ professional development. The study consisted of primary and secondary sources of data. For primary data twenty principals and twenty English teachers of secondary and higher secondary level were selected from Okhaldhunga district. Forty respondents were selected by applying nonrandom judgmental sampling procedures. Similarly, in this research, the principals viewed that portfolio provided extra teaching spirit and confidence to the teachers.

And, Shahi (2015) carried out research entitled “Keeping Teaching Journals for Professional Development: Teachers‟ Perceptions and Practices”. The objective of the study was to find out the perceptions of English language teachers towards

keeping teaching journals as well as to identify the practices of keeping teaching journals for professional development. The researcher found that majority of teachers (60%) viewed keeping teaching journals as the best strategy for teacher's professional development.

Chetri (2017) carried out a research entitled "Teachers perceptions towards workshop as a strategy for their professional development". The objective of this study was to find out teachers' perception towards workshop as strategy to get idea about content knowledge, pedagogical expertise, material construction and self – awareness which are the key factors for teacher professional development. For this survey research design, the researcher used a set of questionnaire consisting of 30 closed ended questions in order to collect the required information. To address the objective of the study, the researcher selected 30 English language teachers from Kathmandu valley by using purposive non- random sampling procedures. To analyze the data, he used sample statistical tool and he found that teacher showed positive attitude towards workshop as a strategy for professional development. Majority of the teachers found workshop as one of the best strategies for teacher's professional development. From this study, it is deducted that workshop is useful and is a key means for providing content knowledge, pedagogical expertise and ideas for material construction and for arousing self-awareness of the teachers.

Similarly, Paudel (2017) carried out a research entitled "Perception of Teacher on Application of Teacher Training in the ELT classroom". The main objective of this research was to find out the training that is transferred by the teachers or not. This research also made an effort to find out the perception of teachers on the training skill and knowledge that is applicable inside classroom or not. The knowledge and skills are really helpful for improving the teaching learning process of teachers and students which they acquire from the training. This research was based on survey research design. To meet the objectives of the study she selected 30 informants with non-random purposive sampling strategy. A set of questionnaire both close and open ended was used as the tools for collecting data. After analyzing the data, she found that all the teachers are trained but the skills and knowledge obtained from the training are not applicable due to the lack of proper management of the classroom and sufficient teaching and learning material.

Shrestha, (2019) carried out a research entitled “Strategies used by college level English teachers for their professional development” aims to find out thestrategies used by college level English teachers for their professional development. The study consists of primary and secondary sources of data. For the primary data 40 college level teachers were selected from Tanahu district and colleges were selected with the use of purposive non random sampling procedures. During the period of data collection, he distributed the questionnaire. It was found that strategies used by teachers are workshops, training, self-monitoring, teaching portfolio, action research, teacher support group, peer observation, case analysis, peer teaching, team teaching and critical incident analysis among them, workshops and training are more popular and preferred by majority of teachers in college level. The teachers viewed that strategies they adopted in their teaching career helped them to make their presentation more effective.

Implication of the Review for the Study

In literature review, my main focus was to examine and evaluate what has been studied before on a topic and established the relevance of this information to my research. This review of the study obtained from the variety of sources including books, journals, articles, reports etc. This entire source helped me bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is equally important to examine and evaluate what has been said and what has not been said yet for finding new areas for further research.

I got significant ideas about theoretical concept of TPD for example; Richards and Farrell (2005) gave me an idea about the definitions and strategies of TPD. Likewise, Rhodes and Beneike (2002) gave me the concept regarding challenges of professional development. The above mentioned books, reports, articles widened my theoretical knowledge about what TPD is, what the strategies of TPD are and so on. Through literature reviews, I came to know about methodology tool, technique and data collection procedure.

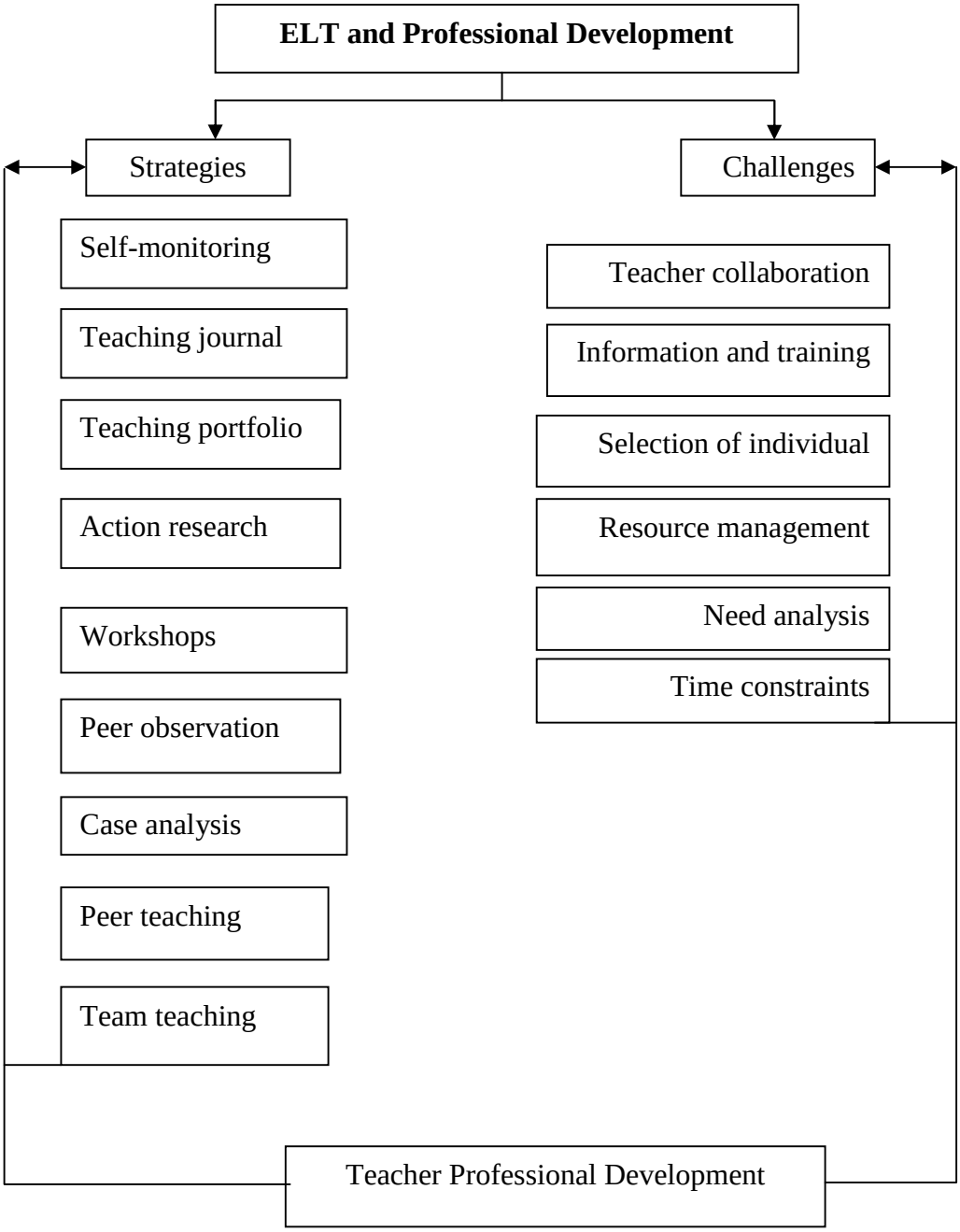
On the other hand, after reviewing Chhetri (2017), I got lots of ideas regarding teaching strategies used by teachers for professional development. I became more familiar about the primary and secondary data after reviewing Khatri (2014).

Likewise, study of Joshi (2010). Similarly, the work of Poudel (2017) provided me the guidelines to make research questions and methodological procedure. The research carried out by Oli (2014) supported me in data collection tools, select populations and sample size, sampling procedure, cited ideas and arrange respectively. These review studies helped me to make my research more systematic and scientific.

Though the further research works helped my research study, I could not found strategies adopted by secondary level English teachers for their professional development: A Narrative inquiry. Therefore, I considered and selected as one of the new studies in the field of ELT in the Department of English Education. I hope this work is a new attempt in the exploration of abovementioned untouched area. This study addressesprofessional development strategies adopted by secondary level and the challenges and opportunities they faced while applying those strategies in ELT.

Conceptual Framework

Conceptual framework is the representation of the understanding of the theories by the researchers and his/her own conceptualization of the relationship between different variables. It is the visual representation of the presumed relationship of the concept or variables that will involve in the study. After the intensive study of various theories and empirical researches; I have come up with the following conceptual framework which is presented in diagram.


ELT and Professional Development
Strategies
Challenges
Self-monitoring
Teaching journal
Teaching portfolio
Action research
Workshops
Peer observation
Case analysis
Peer teaching
Team teaching
Teacher collaboration
Information and training
Selection of individual
Resource management
Need analysis
Time constraints
Teacher Professional Development

Chapter III
Methods and Procedures of the Study

This chapter consists of design of design of the study, population, sample and sampling strategy, research tool, source of data, data collection procedure, data analysis and interpretation procedure and ethical consideration.

Design of the Study

Narrative simply refers to the process of accumulating information through narratives. The heart of narrative inquiry is a story or a collection of stories .In this regard, Creswell (2013,p. 502) writes, “In narrative research design researchers describe the lives of individuals, collect and tell stories about people’s lives, and write narratives of individual’s experiences”. He further states that narrative inquiry as a distinct form of qualitative research, a narrative typically focuses on studying a single person or more, gathering data through data collection of stories, reporting individual experiences and discussing the meaning of those experiences for the individuals. Narrative inquiry does not attempt to predefine independent and dependent variables but it acknowledges context and seeks to understand phenomenon through the meaning that person assign to them.

In narrative inquiry research design, few numbers of respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies and in-depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on individual’s experiences. According to Creswell (2013, pp.513-516), the steps of conducting narrative research are to identify a phenomenon, collect the story from that individual, re-story and retell the individuals experience, collaborate with the participant- story teller, write a story about the participants experience and validate and accuracy of the report.In this study, I adopted the same process while conducting this particular research.

Sources of Data

Data are the units of information from which further measurement or analysis can be drown up. It helps the researcher to justify, analyze the findings. I used both primary and secondary sources of data to fulfill the objectives of the study.

Primary source of data. The primary source of data was collected from five secondary level English teachers of five community schools of Sindhupalchok district.

Secondary source of data. The secondary data was collected by consulting and reviewing different books, articles, journals, media and web sides which are related to the topic as we well as some previous thesis.

Population and Sample Size of the Study

The population of this study was all secondary English teachers of Sindhupalchok district. Mainly, the sample size of the study was fivesecondary level English teachers of five community schools.

Sampling Procedure

The whole population is very difficult to use in every research study. So the sample population of this research was five secondary level English teachers. I used non-random purposive sampling procedure for the selection of sample in my study becauseit helped me in finding better and high quality of data. Similarly, getting responses with non-random sampling is usually faster and cheaper. Moreover, it helped me to select the sample according to my accessibility to meet the objectives.

Research Tools

Tools are the most important elements of any research. For this, I employed in-depth narrative interview with the secondary level English teachers as a tool of data collection.

Data Collection Procedures

Initially, I prepared effective teacher narrative guidelines on the basis of objectives of the study. Then, I have visited selected schools and asked the concerned authorities for permission to carry out the research, explaining the purposes of my study. Then, I established rapport with the concerned teachers and request them to participate in interview. Finally I thanked them for their cooperation.

Data Analysis Procedures

The process of data analysis was started after the completion of data collection from the interview. The data analysis involved transcribing and translating and typing them up. I analyzed data through narratives. I did detail analysis with a coding process. Similarly, I have developed themes, by incorporating data directly addressing my research questions and objectives, and also I have looked for sub themes to analyze and interpret qualitatively in a thematic approach.

Ethical Consideration

Research is a systematic and rigorous process so that while studying on some research issues ethical aspects play vital role. While conducting research, the researchers should be careful about ethical things. In the field we might face some issues if we do not aware, so it is necessary to inform the purpose of study value of participation in it to the participants. Moreover, we should consider in our mind not to harm public and participants from the information they provided and have to avoid the plagiarism.

For the ethical consideration, first of all I obtained approval for the study from the Committee of Department of English at Tribhuvan University. After obtaining approval, I havevisited to the different schools of Sindupalchok district. Then I made them clear about my purpose of study and will get permission from the concerned authority in the selected schools. I established rapport with the concerned persons and also provide them participating information statement to inform them about the purpose of my study. Finally, I assuredto the participant that all identifiable personal information would be strictly kept confidential and no name would be mentioned in the thesis as well as in any publications.

Chapter IV
Analysis and Interpretation of Results

This Chapter contains analysis and interpretation of the collected qualitative data. The data carried out through the narratives were coded with the themes and sub themes and analyzed descriptively on the basis of my research questions.

Analysis of Data and Interpretation of the Results

The research was mainly conducted to find out the strategies adopted by secondary level English teachers for their professional development. I have collected information from my respondent teachers through in-depth interviews and experiences shared by them. The background information of each respondent elicited from their narratives has been presented in appendices.

In the process of getting data from respondent, I have established a good rapport with the selected teachers. I used to meet and have informal talks with teachers on regular basis because all the teachers whoever I selected are familiar with me. So, it was easier for me to collect in-depth data because they felt free to express

their experiences. In this chapter, I have presented the details of teachers' experiences regarding strategies adopted by them and challenges and opportunities faced by them in ELT classroom. For this purpose, I have collected the data through in-depth interviews by selecting 5 teachers through purposive sampling procedure. The selected teachers were the ones who were teaching English language at the secondary levels at different communityschools in Sindhupalchock district.

The data obtained from the teachers narratives were transcribed by using the 'listen and note' technique. The data were coded and on that basis broader themes were erected and further specific themes were generated. The headings are followed by the examples of the data and their analysis and interpretation. The data are analyzed and interpreted under the heading as follows:

Understanding of teachers towards the strategy of TPD. This theme is generated from the teachers narratives through which teachers understanding about strategies for professional development were found. Regarding this, secondary level

English teachers were asked this question, ‘What do you understand about the teaching strategies that helps teachers for their professional development? In response to this question, teachers defined strategy differently. The responses are as listed below.

Teacher A: *“In my opinion, strategy means the strategy, method or technique, that teacher follows for their professional development such as: action research, peer observation and so on which can be practiced for teacher professional development”.*

Teacher B: *“TPD strategies means techniques, which broaden the mind of* teachers*, different teacher apply different techniques to enhance their professional carrier and better teaching activities. It obviously develops their professional career, so the technique a strategy meanspeer- observation, action research, and keeping portfolio and so on…which guides teachers in right path”.*

Teacher C: *“strategy means tricks, ideas; methods etc used in teaching .In the past teaching was talk and chalk methods, nowadays the trend has been changed because of new innovation and development in the field of ICT.Nowadays students don’t lie on theoretical teaching, they need practical teaching using ICT,internet”.*

Teacher D:*“strategy means teaching activities, which is how to teach for the students. This means four skills i.e listening, speaking, reading and writing”.*

Teacher E: *“Teaching strategy means trick, techniques through which we can enhance the professional career and develop the career of students as well”.*

From the above responses of teachers three teachers have the similar views and teacher ‘C’ seems confused and teacher ‘D’ is totally unfamiliar about strategies of TPD.

In order to find out the views on different strategies of TPD and opportunities and challenges faced by secondary level English teachers, I took in-depth interview of five teachers of five government schools which helps me to draw the following analysis:

Self monitoring as strategies for TPD. Self monitoring is very helpful for the teachers to evaluate themselves. The respondents teaching in Secondary level have very positive perception towards self monitoring. Regarding this, teacher A said:

Self monitoring means, like observing our own activities, what we do inside the classroom……. Because of science and technology, we have to update ourselves ….. Students are learning many new things from their home, email, internet, and friends. That's why for updating and settle ourselves in this scientific era, we have to monitor ourselves, we have to search many things for professionally grown up.

The utterances made by teacher A highlights the fact about self monitoring, it is necessary to observe own activities. Further she states that students are learning many new things from home, email, and internet and so on, this is the age of science and technology, students are being smart day by day, so that to meet the need of students it is necessary for the teachers to update daily. She says that, self monitoring helps teachers to monitor their own activities related to teaching and learning. If teachers want to professionally grown up, self monitoring plays vital role. In the similar vein, teacher B articulated:

Self monitoring is necessary yeah…… while we are teaching grammar we sometimes make mistake later on I realized it through self monitoring and corrected on time.

From the teacher B's response, it is said can that she has positive point of views toward self monitoring. She says that self monitoring is necessary. There are different portion in course, in her case while teaching grammar she made mistakes, later on she knew it through self monitoring and corrected on time. From her interview it can be said that self monitoring plays significant role for teacher professional development. Furthermore, in the same regards, teacher C shared:

Self monitoring means the strategy of TPD. It can done teachers as well as students. Self monitoring helps teachers or the students to go in the right path ……. and it develops the confirmation ……. If we don't monitor ourselves, we don't know where we are going…….. through self monitoring we can judge ourselves who we

are? What we are? What the school environment are watching us? In which position we are right now?

From the teacher C's narratives above, it can be revealed that he has been practicing self monitoring. He says that self monitoring one of the strategies of TPD, self monitoring is necessary for teachers as well as students. In interview he further states that self monitoring shows the right path and it develops the habit of confirmation. He states that without self monitoring teachers have no idea where they are going, what they are doing? So that through self monitoring teachers can judge themselves like who they are? What they are? What school environment is watching them? In which position the teachers belong to? Regarding the same theme, teacher D also commented:

Um, self monitoring also need for teacher, but I think it is that much better because every teacher's monitor themselves or not, we don't know……. I am not sure it helps for TPD.

From the above utterances it is clear that respondent D is not aware about self monitoring. In interview she seems confused so she said self monitoring also needed for teacher at first. She further states that self monitoring is not that much better because every teacher monitors themselves or not. I found that she has not understood the importance of monitoring in teacher professional development. Regarding this teacher E commented:

Self evaluating is necessary because we get more ideas about how to conduct class, which method is useful for students……. If we know ourselves first then only we can know the students. That's why it is necessary …..

From this narratives above it can be said that, respondent E totally agreed on discussion about self monitoring. She states that self evaluating is necessary because through it teachers have more ideas and knowledge about how to conduct the classes, which methods are useful for the students and so on. She further says that, teachers are the role model of the society, if teacher can evaluate and know their mistakes then only they can understand the students learning difficulties, that's why she believes

self evaluating helps to show the mirror to teachers and gives insights about professional development.

From the above analysis it is true to say that teachers have positive understanding about self monitoring. All the teachers agree that monitoring is necessary to reflect own behavior or activities, which can motivate teachers in career development.

Keeping a teaching journal and reading ELT journals to enhance the knowledge.ELT journals have a significant role on teacher professional development. The teacher respondents chosen for the interview found that they read ELT journals sometimes, because of heavy work schedule. Regarding this, teacher respondent A said:

Sometime, I read ELT journals ……. I didn't get enough time because of work schedule.

From above statement, it is clear that she read ELT journals whenever she got free time. She wanted to read journals, articles which really help in teaching learning activities but she had not got enough time because of heavy work schedule. In this regard, teacher respondent B shared:

Yeah, in past time, while I was student in college I used read but now because of busy work schedule, I didn't have time to read ELT journals. When I will have enough time obviously I will read.

The utterance made by respondent B is similar as A, she said that in past while she was a student she used to read ELT journals, articles. In interview she further states that because of heavy work schedule she didn't have enough time to read ELT journals, whenever she got free time she will definitely read. She has strong believed that ELT journals are really effective strategy for teachers'' professional development. In this respect, teacher C articulated:

Umm,,, we have library in our school, I have been studying many articles, journals, related to ELT.

From his response, it can be said that he seems confident. The teacher respondent in an interview says that he has been reading different ELT journals and articles which help to enhance the knowledge about teaching and learning. He further states that school administration have manage the library for the teachers, so that whenever they got leisure time, they can go to library to read ELT journals and articles which is really a good initiative. Similarly, teacher D also articulated:

Yeah, of course ELT teachers must have the knowledge of ELT journals, because of those journals teachers have knowledge how to teach.

This utterance of teacher D also expresses the similar idea like C, the teacher respondent agrees on the point that ELT teachers must have the knowledge of ELT journals. He says that reading different ELT related materials, articles , journals really guides teacher how to teach, which methods are useful for students, how can be more professional on teacher career and so on. In this regard teacher respondent E stated:

Yes, I have to study ELT journals to enhance my knowledge.

She is totally agreed to study ELT journals, she has been reading ELT related journal regularly. In interviews she stated that if teachers want to be professionally grown up he/she must have knowledge about different ELT materials, which helps to provide deep knowledge about teaching learning activities.

From the above mentioned analysis based on data, it can be interpreted that all the teachers are were familiar with ELT journals and articles. All the teachers believes that ELT journals really guides teachers about teaching techniques, methods and keeps update about new teaching strategy. If teachers want to be professionally grown up in teaching career, it is necessary to read ELT journals and articles.

Role of keeping portfolio for TPD.A portfolio is a collection of documents containing information about a teacher. It is a collection of teachers' efforts done to bring change in student's performance, change in his or her academic performance and use as a self assessment tool for further improvement. Regarding this theme, most of the teachers have practiced keeping portfolio and they believed it is an important tool for teachers' professional development. Regarding this teacher A said:

Yeah, of course, it helps in teaching learning activities…….. if we talk about students, it helps to know the background of the students. …. If any new teacher came in that school then he/she can review the portfolio of students and find background and his/her level of study. While talking about teachers it also helps to develop profession of teachers.

Teacher A's narrative shows that, keeping portfolio helps teachers in teaching learning activities and encourage them for better career. She has been keeping portfolio of her career. She said that keeping portfolio helps to know the background of the students. When new teacher came in the school, through the help of student's portfolio the teacher can find out background of students as well as abilities. She further states that teaching portfolio guides teachers in right path, which develops the profession of teachers. In the similar vein, teacher B commented:

Portfolio means keeping record of personal career yeah, through portfolio we can get chance to study the background of the students. By knowing the abilities, diversities, background of the students, we can teach and encourage students accordingly. From the side of teachers too, writing day to day activities obviously helpful for being more professional.

Teacher B's story reveals the fact that, keeping record of personal career helps teachers being more professional. Further she says that through the student's portfolio teacher get chance to study the background of the students, it is very easy for teachers after knowing the abilities, diversities, and background of the students. Because of that they can teach and encourage students accordingly. She says that, writing day to day activities obviously helps teachers to reflect own activities, which encourage and motivate for teachers' professional development. Likewise, teacher C in the same regards stated:

Actually, I have not kept portfolio till now but it is very helpful for TPD. Because it develops teachers habit of pronunciation, vocabulary and so on. If we establish the habit of keeping portfolio, it will be easy to conduct the classes.

From the teacher C's utterance, it can be clear that she had not kept teaching portfolio till now. She believes that keeping portfolio really helps for teacher

professional development. Through the help of teaching portfolio teacher can improves pronunciation, vocabulary other problems by observing own activities. Furthermore she clears that, if the teachers establish the habit of keeping portfolio, it will be easy for teachers to conduct the classes. In the similar vein, teacher D also commented:

Yes, portfolio helps in TPD. I really agree on this. We can collect everything through it. We can get the mirror image of students and the teachers too. Keeping portfolio is necessary because we can keep every record of students. In my opinion portfolio is best evaluation technique.

From the narrative of teacher D, it can be stated that, the teacher respondent agreed that teaching portfolio helps in TPD. She said that teacher can collect every activity through portfolio. She states that keeping portfolio helps to provide the mirror image of teachers and students. Keeping portfolio is necessary for keeping record of teachers and students. She believed that teaching portfolio is the best evaluation technique. In this regard, teacher D also shared:

Keeping portfolio means keeping journals of ourselves yea, of our daily teaching activities. But because of time management till now I have not done it but I believe keeping portfolio has an effective role for TPD.

This narrative above shows that keeping portfolio is keeping journals of teachers. Which can helps to record the daily teaching activities. She stated that because of time management problem, she had not done yet but she believed that keeping portfolio has an effective role for TPD.

Conducting action research in classroom. This theme is extracted from the secondary level ELT teachers' narratives. This shows that the ELT teachers conducted action research every year. Which really guides teachers about teaching techniques; it is a systematic approach to carrying out investigation that is designed to illuminate an issue or problem and to improve classroom practice. All teachers agree that action research helps teachers as well as students. Regarding this teacher A said:

Yes as a permanent teacher, we have to do action research every year. We conduct action research for students' betterment as well as for professional development. Furthermore, it helps to solve the problems, what we faced inside the classroom.

From teacher A's response, it can be said that as a permanent English teacher she has been conducting action research every year. Whatever problems related to teaching learning activities, issues related to students, she believed through the help of action research the problems that she faced inside the classroom can be solved. She further states that action has vital role in student's betterment and teacher professional development. In the similar vein, teacher B stated:

I have done lot of action research ….you know I am permanent teacher so that we have to submit one action research every year….we have to go to the field and ask some question related to problems to the teachers. It depends on our topic…we have to go to the depth of problem and diagnose the problem …so it helps in TPD.

Teacher B also has similar statement like A, she had done action research and submitted every year. She states that to find out the problems of teaching learning activities should investigate by going to the fields and ask the question to students as well as teachers, through which we can find out the solution. The action research helps to improve classroom problems, in interview she said that action research depends on topic; it means real problems of classroom. So it is really helpful for professional growth. Further, with the same regards, teacher C added:

I have done action research last year, actually action research means a type of research in which we find any problems of students and ……...what are the solution of those problems. Because of action research I find out …..There is a difficulty in pronunciation….. I have corrected pronunciation of the students in some extent.

From the C's response as well, I found that he conducted action research related to pronunciation difficulties of student last year. He further states that through action research we can find the problems of students and apply different strategies to solve problems related to teaching learning activities. In in-depth interview he said that the students are from 'Danuwar Community', they don't know about correct

pronunciation for example; they pronounce the word ‘tah’ as ‘taa’. He further says that the students cannot understand English very easily, it it’s because of their mother tongue. Through the help of action research he found there is difficulty in pronunciation and he had corrected the pronunciation of the students in some extent. In the similar vein, teacher D stated:

Yeah, we can conduct action research in many cases in every class, some students are very talent and some are very poor in the study. We must do action research ……..…through it we can solve the problems related to teaching learning activities.

From teacher D’s response as well, it is clear that she has been practicing action research for professional development. She believed that teachers can conduct action research in many cases in every class. There are varieties of students with varieties of background in every class, they have different learning abilities. Some of them are talent and some of students are very poor in study, she sates that teachers should do action research to find out teaching learning difficulties of students to improve teaching techniques and methods. In the same regards, teacher E added:

Actually, I haven’t got chance to do action research …..You know I think if we do action research in class it will be effective. I don’t have enough time to do action research….because we have to finish our course content on time.

From the teacher E’s response, it is found that she had not got chance to do action research, in in-depth interview I found that she was newly appointed teacher. She further says that action research have great role in effective teaching learning activities. Because of corona virus she had not got enough time to conduct action research in classroom, it is necessary to finish course content on time.

To conclude all the teachers’ narratives mentioned and discussed above, it can be said that all the teachers teaching in Secondary level believes that action research have effective role on teacher professional development.

Attending workshops and conferences related to TPD. This theme is extracted from ELT teachers’ narratives. This shows the idea about attending the

workshops and conferences which is necessary for teacher professional development. All the respondent teachers have positive view towards attending workshops and conferences. Regarding this, teacher A said:

Yeah, before lockdown also I have attended few conferences like two or three NELTA conferences. But during lockdown it gave me great opportunity to attend conferences, trainings …… I have attended more than 40 conferences related to English language teaching, but it was online.

From the teacher A's narrative above, it can be said that she is very energetic teacher. In interview she seems more confident; she said that before lockdown also she had attended conferences and workshops which are necessary for teacher professional development. She further states that lockdown created the opportunities for her to attend many workshops, conferences, trainings and other activities related to ELT. In the situation of lockdown she had attended more than 40 online conferences related to English language teaching. In the similar vein teacher B stated:

Nowadays I am in teaching field; in past I have attended some workshops ……. I have heard about NELTA conferences, till now I haven't got chance to join the conferences.

From the above utterances it is clear that she had attended some workshops in past. In interview she further says that, she participates in training and workshops organize by school. She agrees on the view that attending workshops and conferences really fruitful for English teachers. She states that she heard about NELTA conferences but she had not got chance to attend the conferences till now. In the similar vein, teacher C commented:

Why not, I have attended workshops last time in KavrepalanchokDhulikhel. Similarly, I have attended workshops related to TPD in Aaiselukharka held by BadriBahadurTamang sir. I have heard about NELTA but haven't got chance to attend.

Teacher C also expresses that he had attended many workshops and training related to teaching learning activities. He says that he has attended workshops related

to TPD in Dhulikhel, Kavre. He further states that he had participated in a workshop which is held by the initiation of BadriBahadurTamang sir about teaching learning activities. In in-depth interview he states that workshops and trainings really refresh the knowledge of teachers and provides insights about teaching learning activities. Moreover, he says that he had heard about NELTA but he had not got chance to attend the conferences. Regarding this teacher D said:

Yes, sometimes, I have attended workshops and trainings organized by school. It was really interesting and helpful for TPD. This kind of workshops and trainings really help to refresh our knowledge ……. I am member of NELTA but haven't attended any conferences because of heavy work schedule.

Based on teacher D's story, it can be said that she had attended workshops and trainings organize by school. She believed that, it is really interesting and helpful for TPD. She further says that, workshops and trainings should be organize in regular basis because those kinds of workshops really help to refresh the knowledge of teachers and helps in being more confident teaching career. She said that she is member of NELTA but had not got chances to attend any conferences because of heavy work schedule.

To be frank ….because of time problem I have not attended any workshops and conference till now.

From the narrative of teacher E, it can be stated that because of time problem the respondent had not attended any workshops and conferences till now.

To conclude the narratives of all the teachers above, it is true to say that all the teachers have positive response towards attending workshops and conferences. Most of the teachers said that they have attended workshops and training, which is really important for teachers to refresh the knowledge and being more confident on teaching career. Most of teachers heard about NELTA conferences but till now not got chances to join the conferences.

To sum up, based on the narratives of the teachers above, it can be said that teaching portfolio have an effective role for teacher professional development. They

said that teaching portfolio provides the mirror image to the ELT teachers and guides in right path. Through the help of keeping portfolio teacher can evaluate own activities, so it gives feedback related to teaching learning activities and personal career too.

Observing classes of peers. In order to find out the perception of teacher, this theme presents that the Secondary level English teachers have positive perception towards practicing peer observation as a strategy of TPD but due to period wise routine they do not got chance to practice it regularly. Regarding this, teacher respondent –A said:

When I feel difficult to teach inside the classroom, difficulties related to teaching and other activities which is related to English, I consult with my peers as well as I go to their classes and observe.

From this extract of teacher A's response, it can be said that she has positive perception towards peer observation, she has been practicing peer observation when she faced difficulties related to teaching methods, students issues, course content and so on. She has been consulting with her peers about teaching learning activities as well as practicing peer observation regularly. In the similar vein teacher-B stated:

Nowadays I have not observed classes of the peers but I believe if I got chance to observe classes of my peers, we can exchange ideas, knowledge about teaching methods and so on. But, we have period wise routine so that we have to go to our class that's why we cannot manage time; so it is the problem.

From the teacher B's response, we can be clear that in past, she had practiced peer observation but in present she hasn't observed the classes of peers because of period wise routine and problem in time management. She have positive point of view regarding peer observation, she believe that peer observation is really fruitful because they can exchange ideas, knowledge about teaching methods and activities. Furthermore, teacher C stated:

I have observed classes of my peers; it is a tradition in our school. Sometime we go to visit somewhere in Kathmandu, Kavre, different schools of Helamdbu, through that we got ideas and benefit from other teachers.

I found teacher C's response very interesting, he is more confident in the interview. He said that he has been observing the classes of peers. All the teachers practiced peer observation as a tradition or culture in school. School administration manages the system of class observation, that's why he went to visited different schools of different places, through that he got many insights about teaching learning activities. Moreover, I talked to the teacher in the matter of same thing who stated:

Sometime, I got chances to observe classes of my peers and it is really interesting because I can learn from my peers. It means peer teaching obviously help for TPD.

Similarly, teacher D also has positive attitude regarding the class observation of peers. In interview she said that she has been practicing peer observation according to the situation. She further states that it is really interesting to learn from other teachers. She believed that peer teaching has an important role for TPD.

I have been observing class of my peers, but because of time schedule of other teachers' now I sometime observe the classes. But in leisure we have been discussing about the students, teaching techniques. And senor teachers are giving feedback related to teaching learning activities.

In the same vein, teacher E said that he has been observing the classes of peers but because of time schedule of other teachers she hasn't got chance to observe regular basis. She has been discussing about students learning problems, teaching techniques whenever she got leisure time.

From the above discussion, it is true to say that all the teachers participating in interview were found positive towards observing the classes of peers. Some of the teachers practice it in regular basis, but some of the teacher cannot practice due to time management. All the teachers believe that observing the classes of peers have great role in teacher professional development.

Case analysis helps teachers to identify and solve the problems related to the students in learning. Case analysis is also known as case study, it helps teacher to identify and solve the problems related to learners and learning. The main purpose of carrying out case analysis is to better understand the existing problematic situation of case and suggest some useful strategies to improve cases existing situation. All the teachers said that case analysis helps teacher to find out the real problems of students, it shows path to the teachers to apply different teaching strategies accordingly. Regarding this teacher A said:

Of course, because of case analysis we can find out every minor problem of students and minor problems of teaching learning activities. We have varieties of students in our classroom. It means we have to find out individual differences, abilities and so on. By knowing all these we can use different techniques, methods, by knowing problems of students we can ask to our peers, we can search in internet and consult to professional individuals to find out or to solve the problems. That's why it helps teachers.

The response made by teacher A highlights the fact that she has been practicing case study in her teaching career. She states that through the help of case study the teachers can find out every minor problem of students as well as teaching learning activities. There are varieties of students in each classroom, with individual differences, abilities and so on. Case study helps to know the real problem of students in learning and improves the existing situation. She further says that, by knowing all problems teachers can use different techniques, methods according to the context. She believed that while investigating the real problems of student's teacher can ask to the peers, search in internet, and consult with professional individuals to find out the solution. That's why case study helps in TPD. In the same regards, teacher B shared:

In every class we can find different kinds of students yeah. They show different behaviors so that case study is necessary to solve the problems like why they aren't interested in studies, what is their family background and relation with family and teachers too.

From the teacher B's narrative above, it can be clear that case study is necessary to solve the problems related to students and learning. She says that in

every class, there are different kinds of students, who show different behaviors, to know the behavior shows by students in learning case study plays vital role. Further she states that case study helps to solve the problems like why they aren't interested in studies? What is their family background? What is relation with family and teacher? Regarding the same theme, teacher C commented:

Case study done actually while we are teaching the students, and there are different types of students like some are very intelligent, many students are in middle side and some students have dull mind. That's why to find out the background and reason behind every problem, case study helps to find out the solution related to students and learning. Case study makes the teachers alert in teaching learning activities too.

Teacher C also expresses the similar idea that, there are different types of students like some are very intelligent, many students are in middle side some students are weak in study. He says that case study helps to find out the background and the reason behind every problem. He believes that case study should be done to find out the solution related to students and learning. He states that, by knowing the real problems of students, teacher can apply different teaching strategies according to the level and knowledge of students. He clears that case study makes teacher's alert in teaching learning activities. In the same regards, teacher D articulated:

It really helps students for learning because every studenthave not the same condition, knowledge, abilities, so we can study how s/he is so. That's why it helps to find out problems of students.

Based on teacher's D story, it can be said that every students have not the same condition, knowledge, abilities and so on. Through the help of case study the teacher can find out why the students are showing bad behavior inside the classroom. If the teachers practice case study in every class learning problems of the students can be solved. That's why case study is really helpful to identify and solve problems related to the students and learning. In this regard, teacher E also shared:

Case study means studying about the students through which we can know the capacity of the students. I think we should do case study in every classes to know the

real problem of students. I have done case study related to learning problems of students in which I have found many problems of students such as pronunciation problem, reading problem, and so on.

This narrative above deals with the fact that case study helps to know the capacity of the students. She says that all the teachers should do case study in every classes to know the real problems of students. She had done case study related to the learning problems of students in which she found many learning problems of the students like; pronunciation problems, reading problems, grammatical problems and so on.

To conclude the narratives of all teachers above, it is true to say that all the respondent teachers are practicing case study in their classes. They believed that case analysis helps teachers to identify and solve the problems related to the students and learning and helps the teachers to understand the problems and the ways of findings.

Using new techniques or strategies for professional development. Techniques and strategies used by teachers depend on the classroom context. Teaching learning activities are dynamic. This is the era of science and technology so that teacher should be updated with new technology. From the in-depth interview it is found that most of teachers used own techniques according to the situation and demands of course content. Regarding this, teacher respondent A said:

I have used many strategies, I don't know the exact names sometime I knowingly use those strategies and sometimes unknowingly. I search or go through email, internet to update my knowledge, techniques through the help of internet, I found new method or techniques for teaching learning activities and I used those inside the classroom but if I did not found effective I left the techniques.

From the teacher A's narrative above, it can be said that she had used many strategies knowingly and unknowingly. She states that she go through email, internet to update her knowledge. She further says, through the help of internet she found new techniques or methods for teaching learning activities, she used those strategies inside the classroom and she left those strategies when she did not found contextual and effective. In the similar vein, teacher B commented:

My subject is English yeah. In government school, I have not applied my own strategies. in teaching English I have used old methods. It means I am designing my own techniques according to knowledge of students.

Based on the teacher B's story, it can be said that she had not applied her own strategies. She further clears that she is a government English teacher so that she had been practicing old teaching strategies. In interview she seems confused, at last she agrees that she has been designing her own techniques according to the knowledge and levels of the students. Further, in the same regards, teacher C articulated:

Why not, nowadays we should teach students being moral. Theoretical knowledge is not enough. We should use ICT projectors. Similarly, we have to go to visit other schools for exchanging ideas with teachers; it makes our teaching very lifelong. I have practiced many strategies for my professional development such as practicing field visit, using induction and deduction, inquiry or investigation method and so on. But this year we have to save and utilize proper time for finishing syllabus at right time.

Teacher C's narrative shows the fact that; he had practiced many strategies for professional development. He says that teachers should teach students being moral, so that theoretical knowledge is not enough, teachers should use different technologies like projectors. Similarly, to make the teaching lifelong, teacher must have to visit other schools for exchanging the ideas with other teachers. He had practiced different strategies like field visit, using induction and deduction methods, inquiry or investigation methods and so on. But this year because of 'corona virus' he have to save and utilize proper time for finishing syllabus at right time. Likewise, teacher D also in the same regards stated:

Really, some students are very different in class; I have been consulting her/him in different way and teach. I used strategies which students want to learn. It means I used different kinds of strategies according to level and knowledge of students. Sometimes it depends on situation too.

From teacher D's utterances it can be revealed that, she had been using different kinds of strategies according to the level and knowledge of the students. She

says that some students are very different in class that's why she had been consulting them in different way and teaching by using different strategies. She further says that she used strategies in which students want to learn and sometimes depends on context or situation of classroom. Regarding this, teacher E said:

New strategies and new method hmmm… I am using traditional method, not new techniques. Due to remote area there is problem of technology too. And we have not sufficient knowledge of technique because of that we have faced many problems. New technology in school is somehow impossible.

From the teacher E's story, it is clear that due to the remote area, there is no access of technology, so that teachers are facing lot of problems. She further clears that she had not sufficient knowledge about new techniques so it created problems in teaching learning activities.

To wrap up, based on the narratives of the teachers above, it can be said that most of the teachers have been using new strategies and techniques according to the abilities, level and context of classroom. Some of the teachers used traditional strategies and some of the teachers faced the problems in teaching learning activities due to no access of technology.

Challenges faced by teachers while applying strategiesof TPD in ELT classroom. The present era is era of science and technology different new techniques and strategies are coming in the practice so that teachers also need to be updated. In the context of Nepal English is still foreign language so that teaching English is obviously challenging job. In in-depth interview I asked the respondents to shares their experiences without any hesitation. I want to explore different challenges that are faced by ELT teachers while applying different teaching strategies in classroom. From narratives it was found that all the respondent teachers have faced different challenges like; time management, large classroom, less technical facilities and so on, in this regard teacher A said:

Especially in Nepal, English language teaching is one of the challenges. Because they have their mother tongue, like those students who are from Tamang and Newar community so that Nepali will be their second language and English will third

language. We can say that there is native language interference. Similarly both students and teachers have problem in pronunciation vocabulary and so on. While we are attending trainings and workshops, we learned something new and practiced there with peers, it is easy to practice there. But we feel difficulties to implement the same strategies inside the classroom, because of lack of facilities like email, internet, and students learning differences and so on. Similarly, it is difficult for the teachers to identify their differences, abilities, I think it is because of massive number of students inside the classroom like 50, 60 students. So we can't address each and every student within 40, 45 minutes. This is very challenging job.

From the teacher A's narrative above, it can be revealed that in the context of Nepal English language teaching is one of the challenges. Many students are from different ethnic community so that English becomes their third languages, while learning English there is native language interferences. Similarly she says that both teachers and students have problems in pronunciation, vocabulary and so on. She further states that while teachers are attending trainings, workshops, they learned and practiced with their peers easily. But they feel difficulties to implement the same strategies inside the classroom, because of lack of facilities like email, internet and students learning differences. Similarly she further states that it is very difficult for teachers to identify the differences, abilities of students. It is because of massive number of students, so it really challenging job to address each and every student within 40, 45 minutes.

It is too much challenging; in the context of Nepal English is still foreign language. As a English teacher I have faced a lot of challenges especially in free writing, even they don't know the simple things……they feel difficult to read the paragraph and to do the exercise too. We are hoping our students will get good marks or grade but the problem is most of the cases they fail in English subject, so it is very confusing which methods are good to teach them.

From the teacher B's utterance above, it can be clear that she had faced a lot of challenges especially in free writing, because they don't know the simple things like they feels difficulties to read the paragraph and to do exercise of that paragraph too. She further states that she is hoping that her students will get good marks but most of the students failed in English subject. She seems de-motivated due to the results of

students. She said that she confused which methods are better for her students. Furthermore, in the same regards, teacher C shared:

Challengescan't be totally solved, when we try to solve again something is left. Nowadays teachers are qualified because most of the teachers did B.ed, M.ed.Students who are studying in our school belongs to ethnic community don't know good pronunciation, they only can speak their mother tongue. Somehow I think because of quarrel in home and society, students study minded is divert and distracted.

Teacher C also expresses that, challenges can't be totally solved, when we try to solve something is left. He says that nowadays teachers are more qualified having degrees of master. He states that in his school students are belongs to ethnic community, because of that students cannot pronounce the English vocabulary properly, they only can speak their mother tongue. The respondent teacher believes that because of quarrelling environment in home and society, students mind is divert and distracted.In the similar vein, teacher D commented:

There are many challenges in ELT classroom……..you know I am not a foreign teacher at first. I have to work hard to learn the English, although I teach them. There are different caste, ethnic groups, some students cannot pronounce the word what I have told ,it is because of mother tongue interferences, most of the students are not regular in class……..……..some students don't have capacity to learn English.

From the narratives above, it can be said that there are many challenges in ELT classroom, like; there are different caste, ethnic groups so that many student have pronunciation problems, because of mother tongue interference. She further says that most of the students are not regular in classes. In the same regards, teacher E articulated:

In ELT classroom we have to face a lot of challenges, like; students have their own mother tongue, so that there is mother tongue interference while learning…….. Students don't have the basic level knowledge ….. I think there is gap between students and teachers.

Based on teacher E's story it can be said that in ELT classroom teachers have to faced lot of challenges. He says that many students have their own mother tongue so it obviously interferes while learning English. She adds that students are very poor in basic level knowledge; she thinks there is gap between students and learning.

To conclude the narratives of all the teachers above, It was found that teachers have faced challenges like time management,managing large classes, students' weak academic background, students' lack of interest in learning, native language interference, students irregularity, less technical facilities from administration in remote area etc. are the main challenges faced by secondary level teachers.

Institutional efforts and facilities for TPD. An institution is the platform which creates the situation for professional development by providing trainings and seminars and the teachers also have to utilize the learnt knowledge in teaching learning activities. From the narratives most of teacher said that there should be mutual co-operation between institution and teachers. Regarding this, teacher A said:

Obviously, if school administration provides facilities it really helps for TPD. Facilities related to science and technology, sometimes short trainings like 2 days or 3 days training to teachers. If school provide teaching materials on time it obviously helps teachers to conduct classes easily. It will be nice if we got support from the principal, support from school management committee, from students and parents too. It obviously helps teacher for professional development.

From teacher A's story, it can be clear that if school administration provides facilities related to science and technology , sometimes short trainings like 2 days or 3 days training for teachers. She further says that if school provides teaching materials on time, it obviously helps teachers to conduct the classes easily. She states that if teachers got support from the principal, support from school management committee, from students and parents, it obviously helps teacher for professional development. Regarding this, teacher B articulated:

Obviously, there should be mutual co-operation between administrative side and teachers. If teachers are happy, they teach very enthusiastically, if they are de -

motivated by school management committee, they just to go class to pass the time. If there is not good relation between institution and teacher it is not possible.

From teacher B's utterance, it can said that there should be mutual co-operation between school administration and teachers. She says that if the teachers are happy and stress free they teach very enthusiastically but when they are demotivated by school management committee, they just passes the time in classroom. She states that without good relation between institution and teachers, professional development is not possible. Likewise, teacher C also in the same regards said:

Ok……school administration should bring new things ever year. It means school administration should have better plan and action. Similarly school administration should motivate teacher and respect parents too. Teacher should take as the best drivers of school because whole the success of students depends on teachers. That's why there should be intimate relationship among school administration, teachers, parents and students.

From teachers C's utterance, it can be said that administration plays vital role for overall development of the school. He said in interview by giving an example that if the source of water is not clean, the river cannot be clean. He says that the overall success of school depends on the principal and school management committee. Furthermore, the school administration should motivate teachers and respect parents as well. Teacher should take as the best drivers of school because the student's success depends on the teachers. That's why there should be intimate relationship among school administration, teachers, parents and students. In this regard, teacher D articulated:

There are some facilities from school administration. Nowadays there are internet facilities, through which we can search many videos and audios. We are using projector for teaching learning purpose. If administrative support every teachers are motivated to teach and learn. In the context of our school, there is full support and efforts from administration.

From the narrative above, it can be clear that the respondent got some facilities from the school administration. There are facilities like internet, email, through the

help of it teachers can search videos and audios, the teachers have been using projector for teaching learning purpose. She states that she got full support and efforts from the school administration. She believes that if there is administrative support every teachers will motivate to teach and learn. In this regards, teacher E stated:

There is vital role of the organization to make better teaching learning environment. If the organization co-ordinate with the teachers, it obviously brings the changes in teaching and learning environment. If the teachers are pressurized by institution, they cannot teach students properly. But if there is friendly environment towards the teachers, it definitely brings the good result in school. In my case our school administration always encourage teachers, whenever we need help from organization, they are always ready to facilitate the teachers.

From the above utterances, it is clear that there is vital role of the organization to make better teaching learning environment. She believes that if the organization co-ordinate with the teachers, it obviously brings the changes in learning environment. She states that in the context of her school, administration always encourage teachers, provides helps to the teacher and always ready to facilitate the teachers. She states that, if the teachers are pressurized by the institution, they cannot teach students properly. There should be friendly environment towards the teachers to bring good result in school.

Being based on the analysis and interpretation of the data, the following findings have been drawn:

Findings Related to Strategies

- From the interpretation of data, it was found that TPD strategies means tricks, techniques through which teacher can broaden the competence and performance level which can enhance the professional career.
- All the respondents believed that observing the classes of peers helps to enhance the confidence of teachers, they can learn new ideas about the course and teaching methods, but because of time management they have not got proper chance to practice it regularly.

- Action research as a strategy of TPD is necessary to solve the problems and bring changes in teaching learning activities. Most of the teachers conducted action research every year for students' betterment as well as professional development.
- From in-depth interview it was clear that all respondent are familiar with ELT journals, they read it when they got time. They believed that ELT journals have an effective role to enhance the knowledge of teachers.
- Similarly, it was found that self monitoring is necessary because through it teacher can judge themselves and their teaching.
- It was found that all the teachers are interested in attending workshops, trainings and conferences but because of heavy work schedule they have not got chance to attend conferences like NELTA.
- Regarding portfolio and case study, most of the teachers have practiced and believed that it is really important and necessary to understand students and teachers as well.
- It was found that most of the teachers have practiced new strategy through the help of internet, journals, workshops, trainings. They believed in applying different teaching strategies according to the level and abilities of the students.

Findings Related to Challenges

It was found that teachers have faced challenges like time management, class management, time management, resource management, native language interference, less technical facilities from administration, remote area etc. are the main challenges faced by secondary level teachers.

Chapter V
Conclusion and Recommendations

This chapter presents conclusions and recommendations of the study. On the basis of analysis and interpretations, the findings of the results, conclusion of the research have been made and some recommendations in different areas such as: policy related, practice related and further research related have been provided.

Conclusion

This research study aims to find out the strategies adopted by secondary level English teachers for their professional development and challenges and opportunities faced by those teachers while applying the strategies in classroom. The data has been collected through in-depth interview under the narrative inquiry from five secondary level English teachers from Sindhupalchok district.

From the interpretation of data it was found that teaching strategy means trick, techniques through which teacher can enhance the professional career .similarly, it is the way to broaden the competence of teachers which helps to update in their teaching and learning activities. All the respondent teachers believe that observing the classes of peers really helps teachers for exchanging ideas, but because of time management they haven't got proper chance to practice it regularly. Action research as a strategy of TPD is necessary to solve the problems and bring positive changes in teaching learning activities. So, most of teachershave conducted action research every year for student's betterment as well as professional development. From the in-depth interview it is clear that all respondent are familiar with ELT journals, they read whenever they got free time. They believe ELT journals have an effective role to enhance the knowledge of teachers. Similarly, it was found that self monitoring is necessary because through monitoring teacher can judge themselves and their teaching activities.

Furthermore, all the teachers are interested in attending workshops, trainings and conferences but because of heavy work schedule they haven't got chance to attend conferences like NELTA. Regarding keeping portfolio and case analysis, they have practiced and believe it is really important and necessary to understand students

as well as teachers. It was found that most of the teachers have practiced new strategy through the help of internet, journals, workshops, trainings. They believed in applying different teaching strategy according to the level and abilities of the students. Although they have practiced these strategies, they have faced challenges like: time management, class management, resource management, native language interference, less technical facilities from administration, remote area, etc are the main challenges faced by secondary level English teachers while practicing teaching strategies in ELT classroom.

Recommendations

Based on the findings and conclusion of my research the following recommendations have been made applicable at policy level, practice level and further research related.

Policy related. On the basis of research findings and conclusion, I have made some recommendation which will be supportive for the policy makers. These recommendations to be applicable at policy level are mentioned to the points as follows:

- The MoE should carry out researches on teacher education in co-ordination with research centers all across the country to explore and understand the ELT teacher's stories.
- Teacher trainings, workshops, conferences, should focus on teacher's professional development.
- Different workshops, conferences should be organized in regular basis to make the teachers conscious about the use of different strategies for their professional development.

Practice level. Based on the findings and conclusion of research, I have made some of the following recommendations that are applicable at practice level. They are:

- The principal of community school should organize professional development programmes, so that the teachers may keep updated regarding the contemporary English Language (ELT) trends.

- The English language teachers can carry out researches on different issues that they have been going through.
- The school administration should encourage the teachers for participating in different trainings, workshops, conferences for their professional development.
- Local government and school management committee should provide the reward for the best teacher on the basis of teacher's performance, which encourage them being more professional.
- Teacher should be provided respective and supportive environment for teaching and learning.

Further research related.I believe that no work is final and no research is complete itself. This study also couldn't cover all the areas of research. I should confess that there might have been some limitation as well. However, this research can be valuable as a secondary source for researchers who are eager to carry out the research on TPD. In further research level, this research can be applied for the following purposes:

This study was delimited to 5 ELT teachers teaching in Secondary levels of Sindhupalchok district. The same study can be conducted in other district using different tools of data collection.

Likewise, another possible area for further study could be methodological section. This research is underpinned in narrative inquiry followed by in-depth interview; therefore the researchers can use other methods like diary writings, observation, written narratives and so on to explore.

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Appendix I

Teacher Narrative Guidelines

Dear sir/madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled “Strategies adopted by secondary level English teacher for their professional development” under the supervision of Professor, TaraDatt Bhatt the professor at Central Department of English Education, Faculty of Education, and T.U. Kirtipur. This research study attempts to explore the strategies adopted by Secondary level English teachers for their professional development and challenges faced by teachers while applying those strategies, in Sindhupalchok district, Nepal.

Therefore, your kind co-operation in responding all the questions will be extremely valuable to fulfill my research objectives. I assure you that any information that you provide will be kept a top confidential.

Thank you for your co-operation!

Researcher,

BinitaPaudel,

M.ed Fourth Sem,T.U, Kirtipur

Appendix II

Teacher Narrative Guidelines

Objectives of the study

i. To identify the strategies adopted by secondary level English teacher for professional development.
ii. To explore the opportunities and challenges faced by secondary level teachers while applying those strategies.
iii. To suggest some pedagogical implication.

Research questions

i. What are the strategies that secondary level English teachers adopt for professional development?
ii. What are the major challenges that teachers face while using those strategies?
iii. What are the opportunities got by teachers while using strategies?

The following teacher guidelines had been asked based on the above objectives and research questions of the study:

- Please briefly introduce yourself.
- What do you understand about the strategies that helps teacher for their professional development?
- How often have you observe the classes of your peers?
- Have you ever conducted action research in your classroom?
- Have you read ELT journals to enhance your knowledge?
- What do you think about self-monitoring?
- Have you attain workshops and conferences related to professional development?
- Do you think keeping portfolio has an effective role for teacher's professional development?
- Do you believe case analysis/study helps teachers to identify and solve the problems related to the students and learning?

- Are there any new techniques or strategies that you see and use for your professional development?
- What kinds of challenges that you face while applying the teaching strategies in ELT classroom?
- In present era, what sorts of challenges and opportunities, do you see as ELT teachers in Secondary level, for the student's betterment and for teacher professional development?
- What do you think the link between institutional efforts for teacher professional development and the teacher's performance after they receive facilities from institution?
- Finally, would you like to add anything related to what we discussed?

Thank you so much for your response!

Appendix III

Interview Transcripts

Namaste, I am BinitaPaudel, thesis student at the Central Department of English Education, T.U. I have come here for the purpose of my research study. I am carrying out a research on Strategies Adapted by Secondary Level English Teachers for their Professional Development; A Narrative Inquiry. The objectives of the study are; to identify the strategies adapted by secondary level English teachers for professional development, to explore the opportunities and challenges faced by secondary level teachers while applying those strategies and to suggest some pedagogical implications. The research questions are; what are the strategies that secondary level English teachers adapt for their professional development? , and what are the major challenges and opportunities faced by teachers while using those strategies? Are you clear now?

Respondent teacher (RT): yes sure.

Researcher (R): could you please introduce yourself?

RT: It's me SaritaKafle, English teacher of Shree Krishna Ratna Ganga Secondary School from Chautara, Sindupalchok.

R: How are you feeling right now?

RT: Yeah fine.

R: What do you understand about the strategies of TPDthat helps teacher for their professional development?

RT: In my opinion, TPD strategy means the strategy, method or technique that teacher follow for their professional development such as action research, peer observation… which can be practiced for TPD.

R: How often have you observed the classes of your peers?

RT:*when I feel difficult to teach inside the classroom, difficulties related to teaching and other activities which is related to English, I consult with my peers as well as I go to their classes and observe.*

R: Have you ever conducted action research in your classroom?

RT: *yes as a permanent teacher, we have to do action research every year. We conduct action research for students' betterment as well as for professional development. Furthermore, it helps to solve the problems, what we faced inside the classroom.*

R: Have you read ELT journals to enhance your knowledge?

RT: *sometime, I read ELT journals ……. I didn't get enough time because of work schedule.*

R: What do you think about self-monitoring?

RT: *self monitoring means, like observing our own activities, what we do inside the classroom……. Because of science and technology, we have to update ourselves ….. Students are learning many new things from their home, email, internet, and friends. That's why for updating and settle ourselves in this scientific era, we have to monitor ourselves, we have to search many things for professionally grown up.*

R: Have you attain workshops and conferences related to professional development?

RT: *yeah, before lockdown also I have attended few conferences like two or three NELTA conferences. But during lockdown it gave me great opportunity to attend conferences, trainings …… I have attended more than 40 conferences related to English language teaching, but it was online.*

R: Do you think keeping portfolio has an effective role for teacher's professional development?

RT: *yeah, of course, it helps in teaching learning activities…….. if we talk about students, it helps to know the background of the students. …. If any new teacher came in that school then he/she can review the portfolio of students and find background and his/her level of study. While talking about teachers it also helps to develop profession of teachers.*

R: Do you believe case analysis/study helps teachers to identify and solve the problems related to the students and learning?

RT: *of course, because of case analysis we can find out every minor problem of students and minor problems of teaching learning activities. We have varieties of students in our classroom. It means we have to find out individual differences, abilities and so on. By knowing all these we can use different techniques, methods, by knowing problems of students we can ask to our peers, we can search in internet and consult to professional individuals to find out or to solve the problems. That's why it helps teachers.*

R: Are there any new techniques or strategies that you see and use for your professional development?

RT: *I have used many strategies, I don't know the exact names sometime I knowingly use those strategies and sometimes unknowingly. I search or go through email, internet to update my knowledge, techniques through the help of internet, I found new method or techniques for teaching learning activities and I used those inside the classroom but if I did not found effective I left the techniques.*

R: What kinds of challenges that you face while applying the teaching strategies in ELT classroom?

RT: *especially in Nepal, English language teaching is one of the challenges. Because they have their mother tongue, like those students who are from Tamang and Newar community so that Nepali will be their second language and English will third language. We can say that there is native language interference. Similarly both*

students and teachers have problem in pronunciation vocabulary and so on. While we are attending trainings and workshops, we learned something new and practiced there with peers, it is easy to practice there. But we feel difficulties to implement the same strategies inside the classroom, because of lack of facilities like email, internet, and students learning differences and so on. Similarly, it is difficult for the teachers to identify their differences, abilities, I think it is because of massive number of students inside the classroom like 50, 60 students. So we can't address each and every student within 40, 45 minutes. This is very challenging job.

R: In present era, what sorts of challenges and opportunities, do you see as ELT teachers in Secondary level, for the student's betterment and for teacher professional development?

RT: *Obviously, challenges bring opportunities together, we can take the examples of lockdown and earthquake, it means when there are challenges, there are opportunities too. In my opinion, myself and other teachers are being lazy nowadays , they didn't search anything new, they didn't ask anything to the colleagues .they have feeling ohh if I ask anything to peers, they will say " KASTONAJANNE TEACHER RAICHA SECONDARY LEVEL KO TEACHER VAYERANI YETI KURA THAHAXAINA". They feel humiliation so that they didn't ask anything to peers also…….. if we can change these kinds of thoughts we can got opportunities to learn from peers, students, society……..you know teaching should be collaborative and dynamic…..…*

R: What do you think the link between institutional efforts for teacher professional development and the teacher's performance after they receive facilities from institution?

RT: *Obviously, if school administration provides facilities it really helps for TPD. Facilities related to science and technology, sometimes short trainings like 2 days or 3 days training to teachers. If school provide teaching materials on time it obviously helps teachers to conduct classes easily. It will be nice if we got support from the principal, support from school management committee, from students and parents too. It obviously helps teacher for professional development.*

Finally, would you like to add anything related to what we discussed?

I would like to thank you for this opportunity, to express my feelings, opinions related to teaching strategies or TPD. Hmm..I would like to focus on the point that teachers should identify students' individuality E and the School Management Committee should support teachers if they bring newness, If they bring new techniques inside the classroom. In school teachers should be trained and teachers should be supported.

R: Thank you for your response!

SPEAKER B

R: Please briefly introduce yourself.

RT: *I am SaraswotiGhimire. I am teaching here in Shree Krishna Ratna Ganga Secondary School for four years.*

R: What do you understand about the strategies of TPD that help teachers for their professional development?

RT: *strategies means techniques, which broaden the mind of teachers, different teacher apply different techniques toenhance their professional carrier and for betterment of teaching learning activities. It obviously develops their professional career, so the techniques a strategy means peer observation, action research, and keeping portfolio and so on…which guides teachers in right path.*

R: How often have you observed the classes of your peers?

RT: *nowadays I have not observed classed of the peers but I believe if I got chance to observe classes of my peers, we can exchange ideas, knowledge about teaching methods and so on. But, we have period wise routine so that we have to go to our class that's why we cannot manage time; so it is the problem.*

R: Have you ever conducted action research in your classroom?

RT: *I have done lot of action research ….you know I am permanent teacher so that we have to submit one action research every year….we have to go to the field*

and ask some question related to problems to the teachers. It depends on our topic…we have to go to the depth of problem and diagnose the problem …so it helps in TPD.

R: Have you read ELT journals to enhance your knowledge?

RT: Y*eah, in past time, while I was student in college I used read but now because of busy work schedule, I didn't have time to read ELT journals. When I will have enough time obviously I will read.*

R: What do you think about self-monitoring?

RT: *Self monitoring is necessary yeah.…… while we are teaching grammar we sometimes o mistake later on I realized it through self monitoring and corrected on time.*

R: Have you attended workshops and conferences related to professional development?

RT: *Nowadays I am in teaching field; in past I have attended some workshops ……. I have heard about NELTA conferences, till now I haven't got chance to join the conferences.*

R: Do you think keeping a portfolio has an effective role for a teacher's professional development?

RT: P*ortfolio means keeping record of personal career yeah, through portfolio we can get chance to study the background of the students. By knowing the abilities, diversities, background of the students, we can teach and encourage students accordingly. From the side of teachers too, writing day to day activities obviously helpful for being more professional.*

R: Do you believe case analysis/study helps teachers to identify and solve the problems related to the students and learning?

RT: *In every class we can find different kinds of students yeah. They show different behaviors so that case study is necessary to solve the problems like why they*

aren't interested in studies, what is their family background and relation with family and teachers too.

R: Are there any new techniques or strategies that you see and use for your professional development?

RT: *My subject is English yeah. In government school, I have not applied my own strategies. in teaching English I have used old methods. It means I am designing my own designing my own techniques according to knowledge of students.*

R: What kinds of challenges do you face while applying the teaching strategies in ELT classroom?

RT: *It is too much challenging; in the context of Nepal English is still foreign language. As a English teacher I have faced a lot of challenges especially in free writing, even they don't know the simple things.…..they feel difficult to read the paragraph and to do the exercise too. We are hoping our students will get good marks or grade but the problem is most of the cases they fail in English subject, so it is very confusing which methods are good to teach them.*

R: In the present era, what sorts of challenges and opportunities do you see as ELT teachers in Secondary level, for the student's betterment and for teacher professional development?

RT: *First of all we got opportunity to teach English …..…you know it is international language, we have been practicing it daily in classroom because of it helps to our English too. Nowadays, students aren't interested to learn, they directly said "I just came to school for my parents". Some students who are interested in learning also distracted by others friends. Because of large classes it is very difficult to control the class.*

R: What do you think is the link between institutional efforts for teacher professional development and the teacher's performance after they receive facilities from the institution?

RT: *Obviously, there should be mutual co-operation between administrative side and teachers. If teachers are happy, they teach very enthusiastically, if they are de -motivated by school management committee, they just to go class to pass the time. If there is not good relation between institution and teacher it is not possible.*

R: Finally, would you like to add anything related to what we discussed?

RT: *At last from the teacher side I think every teacher wants to enhance their career and students too. They give a lot of efforts, a lot of attention to the students but most of the students does not pay attention to their teacher, and they aren't concerned about their studies. There is no respect for teachers from the side of students and Society too. Nowadays teaching is not a respected job. There is a competitive environment within teachers. There should be e collaboration within teachers, students and institutions for the teacher professional development.*

Thank you so much for your response!

SPEAKER C

R: Please briefly introduce yourself.

RT: *My name is BhuminandaDulal. I live in Mandan Deupur, ward 6, Kavrepalanchok nearby this district. I have been teaching in this school since 2063 as a permanent teacher of primary level. But due to the scarcity of teachers to teach in secondary level I am teaching in secondary level as a English teacher. My qualification is M.Ed. in English and I think English is my best subject. I want to develop my English literature later because I love literature.*

R: What do you understand about the strategies of TPD that help teachers for their professional development?

RT: *strategy means tricks, ideas, methods etc used in teaching.In the past teaching was talk and chalk methods, nowadays the trend has been changed because of new innovation and development in the field of ICT.Nowadays students don't lie on theoretical teaching; they need practical teaching using ICT, Internet.*

R: How often have you observed the classes of your peers?

RT: *I have observed classes of my peers; it is a tradition in our school. Sometime we go to visit somewhere in Kathmandu, Kavre, different schools of Helamdbu, through that we got ideas and benefit from other teachers.*

R: Have you ever conducted action research in your classroom?

RT: *I have done action research last year, actually action research means a type of research in which we find any problems of students and ……...what are the solutions of those problems. Because of action research I find out …..There is a difficulty in pronunciation….. I have corrected pronunciation of the students in some extent.*

R: Have you read ELT journals to enhance your knowledge?

RT: *Umm,,, we have library in our school, I have been studying many articles, journals, related to ELT.*

R: What do you think about self-monitoring?

RT: *Self monitoring means the strategy of TPD. It can done teachers as well as students. Self monitoring helps teachers or the students to go in the right path …….… and it develops the confirmation ……. If we don't monitor ourselves, we don't know where we are going.…….… through self monitoring we can judge ourselves who we are? What we are? What the school environment are watching us? In which position we are right now?*

R: Have you attended workshops and conferences related to professional development?

RT: *Why not, I have attended workshops last time in KavrepalanchokDhulikhel. Similarly, I have attended workshops related to TPD in Aaiselukharka held by BadriBahadurTamang sir. I have heard about NELTA but haven't got chance to attend.*

R: Do you think keeping a portfolio has an effective role for a teacher's professional development?

RT: *Actually, I have not kept portfolio till now but it is very helpful for TPD. Because it develops teachers habit of pronunciation, vocabulary and so on. If we establish the habit of keeping portfolio, it will be easy to conduct the classes.*

R: Do you believe case analysis/study helps teachers to identify and solve the problems related to the students and learning?

RT:*Case study done actually while we are teaching the students, and there are different types of students like some are very intelligent, many students are in middle side and some students have dull mind. That's why to find out the background and reason behind every problem, case study helps to find out the solution related to students and learning. Case study makes the teachers alert in teaching learning activities too.*

R: Are there any new techniques or strategies that you see and use for your professional development?

RT: *Why not, now days we should teach students being moral. Theoretical knowledge is not enough. We should use ICT projectors. Similarly, we have to go to visit other schools for exchanging ideas with teachers; it makes our teaching very lifelong. I have practiced many strategies for my professional development such as practicing field visit, using induction and deduction, inquiry or investigation method and so on. But this year we have to save and utilize proper time for finishing syllabus at right time.*

R: What kinds of challenges do you face while applying the teaching strategies in ELT classroom?

RT: *C: challenges can't be totally solved, when we try to solve again something is left. Nowadays teachers are qualified because most of the teachers did B.ed, M.ed. Students who are studying in our school belongs to ethnic community don't know good pronunciation, they only can speak their mother tongue. Somehow I think because of quarrel in home and society, students study minded is divert and distracted.*

R: In the present era, what sorts of challenges and opportunities do you see as ELT teachers in Secondary level, for the student's betterment and for teacher professional development?

RT: *C: challenges are opportunities go side by side. If we run from the challenges we cannot get the opportunities. For example, there is flower among the thorns, if we want to get flower, we need to face the thorns. That's why there are many challenges like ; students are not active to learn in the class like before, in the context of our school our students are from ethnic community(Danuwar Community). They drop out ever year, they came to school for 3, 4 months and leave the school. They compared their study with money. Similarly, students are not regular in class and how to stop the rate of drop out students is again challenging job. There are some opportunities too such as; we can get deep knowledge about society, parents, students, course content and so on……i am teaching in rural area in ethnic community so many organization came to our school to help the students through which I got opportunity to exchange knowledge .*

R: What do you think is the link between institutional efforts for teacher professional development and the teacher's performance after they receive facilities from the institution?

RT: *Ok……school administration should bring new things ever year. It means school administration should have better plan and action. Similarly school administration should motivate teacher and respect parents too. Teacher should take as the best drivers of school because whole the success of students depends on*

teachers. That's why there should be intimate relationship among school administration, teachers, parents and students.

R: Finally, would you like to add anything related to what we discussed?

RT: *Ok, administration should think that every year the school administration should bring new things in school. It means that school administration should have better plans and action should be there. School administration should motivate teachers and respect parents too. Students should also be rewarded when they have done good action. For example, after the result both students and parents should be awarded .Teachers should be taken as the best drivers of the school because the whole success of students depends on the teacher. The teacher should be self motivated. One of our educationists said that when students are failed teachers are failed. That's why there should be an intimate relationship among school administration, teachers, parents and students.*

Thank you so much for your response!

SPEAKER-D

R: Please briefly introduce yourself.

RT: *I am GodaNeupane , I am teaching in Shree Setidevi Secondary school, Bodgaun.*

R: What do you understand about the strategies of TPD that help teachers for their professional development?

RT: Respondent D: teaching strategy means teaching activities, which is how to teach for the students. This means four skills i.e listening, speaking, reading and writing.

R: How often have you observed the classes of your peers?

RT: *Sometime, I got chances to observe classes of my peers and it is really interesting because I can learn from my peers. It means peer teaching obviously help for TPD.*

R: Have you ever conducted action research in your classroom?

RT: *Yeah, we can conduct action research in many cases in every class, some students are very talent and some are very poor in the study. We must do action research ……..…through it we can solve the problems related to teaching learning activities.*

R: Have you read ELT journals to enhance your knowledge?

RT: *Yeah, of course ELT teachers must have the knowledge of ELT journals, because of those journals teachers have knowledge how to teach.*

R: What do you think about self-monitoring?

RT: *D: um, self monitoring also need for teacher, but I think it is that much better because every teachers monitor themselves or not, we don't know……. I am not sure it helps for TPD.*

R: Have you attended workshops and conferences related to professional development?

RT: *Yes, sometimes, I have attended workshops and trainings organized by school. It was really interesting and helpful for TPD. This kind of workshops and trainings really help to refresh our knowledge ……..……. I am member of NELTA but haven't attended any conferences because of heavy work schedule.*

R: Do you think keeping a portfolio has an effective role for a teacher's professional development?

RT: *Yes, portfolio helps in TPD. I really agree on this. We can collect everything through it. We can get the mirror image of students and the teachers too. Keeping portfolio is necessary because we can keep every record of students. In my opinion portfolio is best evaluation technique.*

R: Do you believe case analysis/study helps teachers to identify and solve the problems related to the students and learning?

RT: *It really helps students for learning because every student has not the same condition, knowledge, abilities, so we can study how s/he is so. That's why it helps to find out problems of students.*

R: Are there any new techniques or strategies that you see and use for your professional development?

RT: *Really, some students are very different in class, I have been consulting her/him in different way and teach. I used strategies which students want to learn. It means I used different kinds of strategies according to level and knowledge of students. Sometimes it depends on situation too.*

R: What kinds of challenges do you face while applying the teaching strategies in ELT classroom?

RT: *There are many challenges in ELT classroom……..you know I am not a foreign teacher at first. I have to work hard to learn the English, although I teach them. There are different caste, ethnic groups, some students cannot pronounce the word what I have told ,it is because of mother tongue interferences, most of the students are not regular in class……..…….some students don't have capacity to learn English.*

R: In the present era, what sorts of challenges and opportunities do you see as ELT teachers in Secondary level, for the student's betterment and for teacher professional development?

RT: *Yeah, there are some opportunities ……..…when I am teaching in class, there is varieties of students with varieties of background……. I can learn different things like culture, language, it is an opportunity to know the students and help them personally in their learning difficulties……and so on..*

R: What do you think is the link between institutional efforts for teacher professional development and the teacher's performance after they receive facilities from the institution?

RT: *There are some facilities from school administration. Nowadays there are internet facilities, through which we can search many videos and audios. We are using projector for teaching learning purpose. If administrative support every teachers are motivated to teach and learn. In the context of our school, there is full support and efforts from administration.*

R: Finally, would you like to add anything related to what we discussed?

RT: *It is a really interesting and necessary topic for the teaching learning profession. School management and society also play a vital role for TPD. Because one hand cannot clap. So that teaching learning is only better if the teacher, students, School community and Society page equal focus. if there is Helping Nature in school TOO, every problem can be solved.*

Thank you so much for your response!

SPEAKER-E

R: Please briefly introduce yourself.

RT: *Just me, myself as introducing RamitaShrestha from Sindhupalchok,Chautara, Sagachokgadi. Now I am recently teaching in Shree Siddi Kamala Devi Secondary School, Pipaldada , ward no-6 as a Secondary Level English teacher.*

R: What do you understand about the teaching strategies that help teachers for their professional development?

RT:*Teaching strategy means trick, techniques through which we can enhance the professional career and develop the career of students as well.*

R: How often have you observed the classes of your peers?

RT: *I have been observing class of my peers, but because of time schedule of other teachers' now I sometime observe the classes. But in leisure we have been discussing about the students, teaching techniques. And senor teachers are giving feedback related to teaching learning activities.*

R: Have you ever conducted action research in your classroom?

RT: *Actually, I haven't got chance to do action research …..You know I think if we do action research in class it will be effective. I don't have enough time to do action research….because we have to finish our course content on time.*

R: Have you read ELT journals to enhance your knowledge?

RT: *Yes, I have to study ELT journals to enhance my knowledge.*

R: What do you think about self-monitoring?

RT: *Self evaluating is necessary because we get more ideas about how to conduct class, which method is useful for students……. If we know ourselves first then only we can know the students. That's why it is necessary …..*

R: Have you attended workshops and conferences related to professional development?

RT: *To be frank ….because of time problem I have not attended any workshops and conferences till now.*

R: Do you think keeping a portfolio has an effective role for a teacher's professional development?

RT: *Keeping portfolio means keeping journals of ourselves yea, of our daily teaching activities. But because of time management till now I have not done it but I believe keeping portfolio has an effective role for TPD.*

R: Do you believe case analysis/study helps teachers to identify and solve the problems related to the students and learning?

RT: *Case study means studying about the students through which we can know the capacity of the students. I think we should do case study in every classes to know the real problem of students. I have done case study related to learning problems of students in which I have found many problems of students such as pronunciation problem, reading problem, and so on.*

R: Are there any new techniques or strategies that you see and use for your professional development?

RT: *New strategies and new method hmmm… I am using traditional method, not new techniques. Due to remote area there is problem of technology too. And we have not sufficient knowledge of technique because of that we have faced many problems. New technology in school is somehow impossible.*

R: What kinds of challenges do you face while applying the teaching strategies in ELT classroom?

RT: *In ELT classroom we have to face a lot of challenges, like; students have their own mother tongue, so that there is mother tongue interference while learning……. Students don't have the basic level knowledge ….. I think there is gap between students and teachers.*

R: In the present era, what sorts of challenges and opportunities do you see as ELT teachers in Secondary level, for the student's betterment and for teacher professional development?

RT:*Challenges are better in teaching sector ……students are becoming smarter day by day……. So that as a teacher we have to update our knowledge , should familiar with new technology ……challenges brings opportunities together…….there are challenges like lack of concentration, disruptive behavior of students, students thinks that English is bored subject, there is lack of interest and motivation to learn English.*

R: What do you think is the link between institutional efforts for teacher professional development and the teacher's performance after they receive facilities from the institution?

RT: *There is vital role of the organization to make better teaching learning environment. If the organization co-ordinate with the teachers, it obviously brings the changes in teaching and learning environment. If the teachers are pressurized by institution, they cannot teach students properly. But if there is friendly environment towards the teachers, it definitely brings the good result in school. In my case our school administration always encourage teachers, whenever we need help from organization, they are always ready to facilitate the teachers.*

R: Finally, would you like to add anything related to what we discussed?

RT: *I don't like to add anything but there is co-ordination between staff. but I think there is problem in students. students are not serious to learn any new things. eventeachers pay attention, students are coming school per passing time, for their parents. because of that also still here is lack of development of English environment. I agree there are some problems of teachers too. but many students are not motivated to learn the things, so even we tried our best but we can't build up the knowledge of students until they are not ready.*

Thank you so much for your response

Appendix IV

Consent Form

Dear informant,

I humbly request you to take part as respondents in my research entitled "Strategies adopted by Secondary level English teachers for their professional development: A Narrative Inquiry" under the supervision of Professor, Tara Datt Bhatt Professor, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore the strategies adopted by secondary level English teachers and challenges faced by teachers while applying those strategies. The expected duration of your participation will be 40-50 minutes. The research tool will be the interview. Your participation will not only help me in my work but it would definitely help me to find the result. Please inform me regarding your decision and hopefully your consent by responding.

Researcher,
BinitaPaudel
M.Ed .4th Semester
University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- The information you provide for the purpose of this research will be kept a top confidential.
- Interview will be recorded.
- There will not be certain risk and discomfort associate with this research.
- I hope you will not leave yourself from the process at any stage.

Signature……
Name…….
Date……