

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

The act of teaching is perceived as a demanding task that tests one's commitment and courage. Teacher development is the process of becoming perfect in teaching. Teacher development is a life-long process in which teachers keep themselves engaged in learning. Teaching is an art, which requires a sound knowledge to handle any kind of teaching learning activities like: the children's rules and regulation, curriculum, teaching strategies, government's expectation, producing materials or collecting materials and use them in proper way. Teacher is a person who develops his/her own teaching activities in any subject matter in an excellent way. To develop teaching profession, they need a great amount of social, economic, intellectual and emotional encouragement on part of teachers then only they can develop their activities. Teaching can not take place without learning because teaching is done in order to manage and facilitate the learning process.

Teachers are primarily learners as they are engaged in learning how to teach throughout their lives. This view is supported by Liberman and Miller (1990, p. 27). They say:

They are problem posers and problem solvers, they are researchers, and they are intellectuals engaged in unraveling the learning process both for themselves and for the young people in their charge. Learning is not consumption, it is the knowledge production. Teaching is not performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent needs and interests of learners. Assessment is not judgement, it documents progress over time. Instruction is not

technocratic, it is an intensive, craft like, and above all an important human expertise (as cited in Day, 2004, p. 105).

According to Underhill (1986, p. 1 as cited in Head and Taylor, 1997) "Teacher development is the process of becoming the best teacher you can be" (p. vii)

Teacher development means, in terms of teachers own understanding of how they go on learning and becoming better at what they are doing. Here, development involves the teacher in a process of reflecting on experience, exploring the options for change, deciding what can be active through the personal effort and setting appropriate goals. It is based on positive belief on the possibility of change. Development is not only a way forward for experienced teacher who believe that they have unfulfilled potential and who want to go learning. If its attitude and beliefs can begin in preserves teacher training where trainees can be encouraged to learn from their own developing awareness and reflection along side feedback from tutors and fellow trainees, than it can continue as basis for career-long learning (Head and Taylor, 1997, p. 18).

According to Wright, (1990), "Teaching can be seen as mediating between language and the learner within the formal context of the formal classroom" (as cited in Richards and Nunan 1990, p. 82). Teaching is an act of transferring the knowledge, skills, techniques, attitudes to the learners in perfect and clear way, aiming to bring change in them.

Different conceptions of teaching have different implications for teacher preparation. Nieto et al. (2002) view that love is the premium in the task of teaching.

... Love of learning of students is the process of being fully human.

Teaching is about love because at its best teaching depends upon close and special relationship between students and teacher. It is a word, a vocation based on love (as cited in Day, 2004 pp. 17-18).

Richards and Farrell (2005) explore and list the following 11 different procedures that can be used to facilitate teachers professional development; workshop, self monitoring, teacher support groups, journal writing, peer observation, teaching portfolios, analysis of critical incidents, case analysis peer coaching, team teaching and action research.

Mann (2005) believes that professional development is ongoing self directed and autonomous activity of teachers to acquire knowledge or skill and continually improve them after initial training in their career. Teacher plays active role for their career and professional development. "Professional development is self-development that is the center" as cited in Soproni, 2007, p. 56).

The successful teacher should be well prepared, active, dynamic having sound knowledge, skills and awareness in order to carry out their jobs. The teacher is passive technician for their professional development. Teacher should play active role in teaching learning activities. Harmer (1991, p. 235) highlights the roles of teacher as: controller, assessor, organizer, prompter, participant, resource, tutor.

The perspective of professional development is life-long process, as mentioned above which occurs each part of teaching learning activities.

Teacher development goes continuously in teachers' life. Teachers develop their professionalism through different kinds of seminars, workshops, journals, peer observation, action research, conference etc.

### **1.1.1 Teacher Development**

Development means change and growth. Development always seeks to see positive changes over existing situation. Teacher development is the process of making effort by teacher for their better career in future. Likewise, Head and Taylor (1997) opine that development relates to growth, personality and professionalism (p. 1). Similarly, Richards and Farrell (2005) state that "it generally refers to general growth not toward on a specific job" (p. 4).

In the past, the concept of TD was seen unclear. In this regard, Fullan and Hargreaves (1992) commented that "how little systematic attention has been directed to understand the TD and point out that it is only the last few years that TD is concept has come under scrutiny" (p. 9). They wrote that TD must be conceptualized much more than it has been. Fullan and Hargreaves (ibid) state,

We will not attempt to define TD ... it will become clear use in both to specific development through in-service or staff development as well as to move through evidences in teachers' sense of purpose instructional skills and ability to work with colleagues.

Brown's (1994) remark is about teacher development that "one of the most interesting things about teaching is that you never stop learning". To put more clearly teacher development is the process of life-long learning in teaching professional growth for teachers. Development activities can range from observing colleagues, classes, reading academic journals and books and attending conferences

to collaborating with other teacher in the classroom researches or other professional projects.

Similarly, Darling-Hammond (1994) offers definition of TD. Her interpretation of professional development is implicit. She outlines the purpose, function and nature of the profession in her definition. She calls "Teacher development as a process of enhancing teaching professional status by expanding the knowledge bases upon which the profession draws and increasing teacher's epistemological awareness" (p. 10). But, Keiny (1994) presents the concept of teacher's professional development that involves teachers investigating their practices to construct their own theories of teaching. He opines "TD to offer an interpretation of professional development: professional development can be seen as a process of professional growth" (p. 158). Similarly, Bell and Gilbert (1994) define TD as:

TD can be viewed as teachers learning, rather than as others getting teachers to change. In learning the teachers were developing their beliefs and ideas, developing their classroom practices and attending to their feeling associated with changing (p. 493).

On the contrary, professional development in broad sense refers to the development of a person in his or her professional role, Glatthorn (1995, p. 41 as cited in Villegas-Reimers, 2003, p. 35) states "more specifically, teacher development is the professional growth a teacher achieves as a result of gaining increased experiences examining his or her teaching systematically". Similarly, Ganser 2000, as cited in Villegas-Reimers (ibid) states that "professional development includes formal experiences (such as attending workshops and professional meetings, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to academic discipline, etc.)". It goes beyond career development and staff development. Staff

development can be defined as the growth that occurs as the teacher's moves through the professional career and provision of organized in-service programmes which are designed to foster the growth of groups of teachers. It is only one of the systematic interventions that can be used for TD. The conception of TD or TPD has changed over the years. Only from past few years the professional development of teachers has been considered a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been changed so dramatically in recent years. Most of the people have started to refer to it as a new image of learning, a new model of teacher education, a new revolution in education and even a new paradigm of PD.

#### **1.1.1.1 Importance of Teachers' Professional Development**

The formal training provided to the teachers is time bound but they can continue with their professional development through their lives. Even after several years of teaching, teachers feel a need to refresh themselves and go on learning and developing 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. Experience alone is not sufficient for the teachers to meet with the students' needs and expectations. Chaudhary (2008) mentions:

It has been wrong tradition in our ELT society that experience is everything which is most prominent quality for teachers' professional development. To some extent, experience plays the role for teacher development but it is insufficient as a basis for teacher development because teachers teach in the

classroom what they know or what have been taught to them by their tutors.

Experience can scaffold in teacher development (p. 22).

A teacher teaches what s/he is. If the teacher fails to update himself/herself in this rapidly changing world, s/he cannot meet the dynamic needs of the learners with the state and static knowledge in his/her repertoire. As a result, the society may look at their job as an inferior one and there is the chance for development of inferiority complex in teacher which may sometimes lead quit their job. In contrast, if the teachers are well informed and self aware about the latest development and newly emerging concept and new innovations or technology related to their profession they can present themselves according to the need and interest of their students. They can confidently make their own professional decision and handle their professional responsibilities efficiently, that may arise at present or in future.

Ur (1996, p. 317) mentions, the pre-service course provided to the teachers is not enough to start teaching with confidence and competence. It should also give the teachers the tools and understanding for further development. Pointing out the importance of teacher development, Ur (1996, p. 317) further mentions:

Constant teacher development and progress can forestall or solve problems caused by both first year stress and later bumout. More positively, it is a necessary contributor to your success and satisfaction in professional work today and to your career in the future as teacher and/or in other allied professions: material writers, trainer, author, and researcher.

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changes in the theories of language

learning and emergence of new approaches and methods. So there is a need of regular opportunities for the teacher to update their knowledge and skills in this field. Head and Taylor (1997, p. 11) say "state or narrowly subject-bound teachers are a menace to the profession, yet a career structure which emphasized training at the expense of development means that such teachers proliferate". Hence, learning to teach is a life long process. Similar is the view put forward by Richards and Farrell (2005). According to them;

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

They further mention, "Teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding". Teachers' professional development is a key factor to bring the positive effect on the educational products. So a teacher should advance in professional expertise throughout his/her career and this advancement does not depend on formal courses or external input alone. Personal experience, self reflection and interaction with colleagues in the institution are very important tools for personal progress. Emphasizing the importance of updating oneself in the teaching profession, Khaniya (2006, p. 9) states;

People who do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abstract people involved in it should be allowed to work for its development, advancement and continuous improvement.



Similar is the view put forward by Bhattarai and Gautam (2005, p. 4). According to them:

An English teacher should compare himself/herself with a person standing on a traffic island controlling and receiving the flow of knowledge information from all directions. One should capture the appropriate materials and utilize/adopt in to the demand of the consumers (parents, students)

Good teaching involves teacher's intellect and passion as well. So the teachers must feel comfortable physically, emotionally, and psychologically. Regular teacher development opportunities can only ensure the all round development, success and satisfaction of their teachers. Ashton and Webb (1986, as cited in Day 2003, p. 14) found the following seven contextual factors that influence teacher's sense of efficiency and competence.

1. Excessive role demands
2. Inadequate salaries and low status
3. Lack of recognition and professional insolation
4. Uncertainty
5. A sense of powerlessness
6. Alienation
7. The decline in teachers morals

Teacher's professional development is essential in order to release the teachers from all these discouraging factors and to develop their sense of efficacy and self confidence.

### **1.1.2 Teacher Training in Nepal**

Teacher training is a way of making a novice teacher perfect, experienced intellectual in teaching. Generally, training can be understood as information given to a technician for any specific purpose. Now, it is regarded as a broad term. In broad sense, training means to make a person develop his/her career in teaching as well as in other discipline perfectly. Richards et al. (2005, p.4) state that:

Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short term and intermediate goals ... teacher training also involves trying out new strategies in the classroom, usually with supervision and monitoring and getting feedback from others on one's practice ..... Expert usually determines content of the training.

In Nepal, teacher training for professional development was lunched under faculty of education (FOE) for pre-service or in service teacher training. Awasthi, (2003) The history of teacher education in Nepal can be traced back to the establishment of basic education teacher training center in Kathmandu in 2004 with a view to train primary school teachers. Wood (1997, p. 23) says

The centre had to discontinue its functions after the recommendation of the Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of the college of education in 1956 to provide two year and four years teacher education program to the perspective lower secondary/secondary level teachers of Nepal. Concurrently, mobile normal school ran ten month teacher training program for primary school training

center (PSTTC) in 1963. Teacher educators for running these centers and the college of education in Nepal were trained in either the USA or the Philippines (as cited in Awasthi p. 191.)

The NESP (1975-1976) brought a new view in teacher education making teacher training mandatory to obtain tenure in schools. This policy created a favorable environment for the expansion of teacher training institution throughout the country. All those institutions such as college of education, Nepal vocational Teacher Training Center came under single umbrella of the institute of education under Tribhuvan University. This institute was solely entrusted to conduct both pre-service and in-service teacher education including the very short-term packages. During this period IOE conducted fifteen varieties of training programmes through its regular campuses and on the spot programs in-service programmes of short term or long term sponsored by ministry of education and sports (MOES) helped IOE in its quantitative expansion. The popular programs apart from the regular degree oriented teacher education programmers conducted during this period taking in the account the topographical and social structure of the country were: women teacher education program, on the spot teacher training program, teacher training through distance learning and vocational teacher training programme ( ibid, pp.191-192).

### **1.1.3 Teacher Training and Teacher Development**

Generally, we can think that training and teacher development are same thing but that is not true, they are interrelated but different things or different disciplines. Now training is such kind of discipline, which can be held or done for specific purpose or any job. Training specifies any particular area or specified goals. In this sense, Ur (1996, p.3) states, "Training can apply unthinking habit-formation and an over emphasis on skills and techniques". Similarly, Richards and Farrell (2005, p. 25) state:

Teacher training also involve trying new strategies in the classroom, usually with supervision and monitoring and setting feedback from others on one's practice. The context is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books.

Similarly Underhill 1988 argues that teacher training largely depends on pedagogical skills and knowledge of the topic that teacher has. Their skills and knowledge are associated with the methodology and techniques used by teachers. Here, teacher training is seen as micro process of teacher training education. Some of the goals of teacher training are:

- Learning how to use effective strategies to open a lesson
- Adopting the textbook to match the class
- Learning how to use group activities in a lesson
- Using effective questioning resources
- Techniques for giving learners feedback on performance
- Using classroom aid and resources

On the other hand, teacher development is concerned with the learning atmosphere which is created through the effect of teachers on the learners and their effect on the teacher. According Richards and Farrell (2005, p.5) it serves for a longer-term goal and seeks to facilitate growth of teachers understanding to teaching and themselves as teachers. It often involves examining different dimension of teachers' practices as basis for reflection review and can be seen as bottom up. Similarly, they have given the goals of teacher development also.

- Understanding how the process of second language development occurs.
- Understanding how our rules changes according to the kind of learner we are teaching.

- Understanding the kind of decision making that occur during the lesson.
- Reviewing our own theories and principle of teaching
- Developing an understanding of different styles of teaching.
- Determining learner's perceptions of classroom activities.

Similarly, Head and Taylor, (1997, p.9) mention the differences between training and teacher development as follows:

### **Difference between Teacher Training and Teacher Development**

- |  |  |
|--|--|
| - Compulsory                             | - Voluntary  |
| - Competence based                       | - Holistic   |
| - Short term                             | - Longterm   |
| - One off                                | - On going   |
| - Temporary                              | - Continual  |
| - External agent                         | - Internal agent   |
| - Top down                               | - Bottom-up  |
| - Productive certificate weight          | - Process weighted   |
| - Compulsory for entry to the profession | - Non-compulsory   |
| - Skill, technique and knowledge based   | - Awareness based, angled towards<br>personal growth and teacher<br>development of attitudes or insights |
| - Done with experts                      | - Done with peers  |
| - Means you can get job                  | - Means you can stay interested in your<br>job.  |

#### **1.1.4 Characteristics of Teacher Development**

As already mentioned, teacher development is a life-long process, TD is a continuous and never ending. It brings noticeable and reformative change in teacher's professional and personal life. Especially teacher development means changing, teacher him/herself in teaching or in their profession. To be specific

teacher development is life changing process. In this regard. Rossner (1992, as cited in Head and Taylor, 1997, p.4) lists some characteristics of teacher development. They are as follows:

- a. It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence building to language awareness or technical expertise.
- b. Teacher development in the most teachers' opinion has to be 'bottom-up' not dished out by managers according to their own view of what development teachers need. This does not mean to say that managers should stop organizing in-service or other training courses.
- c. Much of TD is seen as relating to new experiences, new challenges and the opportunity for teacher to broaden their repertoire and taken on new responsibilities and challenges. This helps them to fight a feeling of jadedness and develop their careers as well as themselves.
- d. TD is not to do with language teaching. It is also about language development (particularly for teachers whose native language is not English) counseling skills, assertiveness training, confidence building, computing, mediation, cultural broadening- almost anything, in fact.

### **1.1.5 Professional Development of Teachers**

Fullan (1995) argues that professional development is the sum total of formal and informal teaching pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change (p. 265). Day also thought a more descriptive interpretation of professional development and defines the term as:

The process by which alone and with others, teachers interview, renew and extended their commitment as change agent to moral purpose of teaching;

and by which they acquire and develop critically knowledge, skills, planning and practice with children, young people and colleague through each phase of their teaching lives. (p.4)

Bredeson (2002) perceives the notion of PD through three interdependent concepts: learning, engagement and improved practice and defines professional development as "Language opportunity that engage in ways that string them their practices". (p. 663) Professional development of teacher is seen as the focal point of three different aspects of career which are personal, team and school development.

### **1.1.6 Strategies for Teacher Development**

Development means change and growth. Development always seeks to see positive changes over existing situation. Teacher development is the process of making effort by teachers for their better career in future. Richards and Farrell (2005) state about strategies to TD:

Strategies for teacher often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values and principles; conversation with peers on core issues; and collaborating with peers on classroom projects. However, although many things can be learned about teaching through self-observation and critical reflection, many cannot, such as subject-matter knowledge, pedagogical expertise, and understanding of curriculum and materials. Professional development, therefore, should go beyond personal and individual reflection (p. 4).

Similarly, Roberts (1996, p. 224) suggests teachers develop themselves adopting various strategies like teaching, professional collaboration, innovations research, helping others to learn course situations, self-study and language learning. Likewise Ur (1996), views that teachers can progress professionally through personal reflection and interaction with colleagues.

Similarly, Richards and Farrell (2005, pp 23-172) have mentioned different eleven strategies for the ways of developing in-service teacher professionalism in language teaching. They are as follows:

- Workshops
- Self-monitoring
- Teacher support group
- Keeping a teaching journal
- Peer observation
- Teaching portfolio
- Analysing critical incidents
- Case analysis
- Peer coaching
- Team teaching
- Action research

### **1.1.7 Case Analysis**

Case analysis in teacher education involves collecting information over time about a teaching situation and using that information to help better understand the situation and to derive principles from it. In language teaching, it is based on the use of accounts (case studies) of how practitioners carry out their practice and resolve the issue they confront. Encyclopedia define case analysis:



An object-oriented method for designing information system by breaking down requirements in to user function. Each use case is a transaction or sequence of events performed by the user. Use cases are studied to determine what objects are required to accomplish them and how they interact with other objects ([www.pemag.com/enciclopedia](http://www.pemag.com/enciclopedia)).

Similarly (The Carnegie Task Force on Teaching as a Profession, 1986, p. 76 as cited in Richards and Farrell) State: Teaching 'cases' illustrating a great variety of teaching problems should be developed as a major focus on instruction", Richards and Farrell (2005, p. 126) say about case analysis:

In order to understand what a case is, consider the issue of classroom management and how we could learn more about the principles of good classroom management. One approach would be to consult a textbook on teaching and find out what information it contained. Such information would probably be a summary of the opinions of experts and practitioners. An alternative approach would be to visit the classroom of a teacher who had excellent classroom management skills in order to find out how the teacher achieved these results.

Case analysis is one of the approaches to classroom investigation in teaching learning in which teacher conducts research to clarify and resolve particular teaching problem. By documenting the successfull practice and exploring and writing about problematic issue that arise in teaching, a rich set of records can be produced that can be used as a basis for professional development. Richards and Farrell (2005) clarify about case analysis:

Ask the teacher to videotape his or her class and then view the tape later, noting the instances of good classroom management. We could also ask the teacher to comment on what he or she was doing while watching the tape and what the teacher's overall methods of managing the class were.

Additionally, we could ask the teacher to focus on and document over time some instances of how various situations that occurred during class were successfully managed (pp. 126-127).

#### **1.1.7.1 Characteristics of Case Analysis**

Regarding the characteristics of case analysis Richards and Farrell (2005) list a number of characteristics of a case analysis as follows:

- It focuses on collecting information about a real-life situation that can be used to discuss a problematic issue in teaching.
- It focuses on an instance or example of something we wish to learn more about.
- It can be an instructive example for other teachers.
- It has implications beyond the situation described.
- It involves a detailed description of a situation but does not necessarily analyze or interpret it. The case thus becomes the data for analysis and interpretation by the reader (p. 128).

#### **1.1.7.2 Benefits of Using Case Analysis**

Case analysis in teacher education for professional development involves collecting information over time about a teaching situation and using that information to help better understand the situation and to derive principle from it.

Regarding benefits of using case analysis Richards and Farrell (2005) say:

Analysing cases based on description of how teacher deal with issues encountered in the classroom can provide basis for arriving at valuable insights and principles, enabling teachers to verbalize and share the problem solving strategies they make use of in their teaching. The case reports can also be a valuable resource for other teachers, particularly less experienced teachers. A collection of cases focusing on a particular kind of problem or issue (e.g. teaching beginning students, dealing with reluctant learners, teaching vocabulary from newspapers resources) can be a valuable teacher training resource for novice teachers. (p. 130)

Case analysis works on and tries to solve the real, practitioner identified problems of every practice. It is collaborative and builds in teacher involvements and seeks causes and tries to work on these causes. Case analysis is an approach to teaching for teacher's professional growth and student's effective learning. This helps teacher to be mature in their teaching profession and solving the classroom problem.

## **1.2 Review of the Related Literature**

This study provides information of previous researches and other related literature on professional development. The aim of reviewing the previous researcher and literature is to explore what has already been done before and what is left to be done in the very realm. Rossner (1992, as cited in Gnawali, 2008, pp. 37-38) carried out a short survey to find out what the teachers personally understand by teacher development. He found out that the teacher's responses indicated four key areas that the teacher is concerned with they are: a. developing language and other skills like counseling, mediation, computing, etc. b. new experiences, challenges

and opportunities for teachers to broaden their repertoire and take on new challenges and responsibilities. c. need and wants of the individual teacher in ways that suit that individual. d. a bottom-up approach in decision making about what developing teacher need. Moon (1994, p.347) mentions:

In recent years there have been a variety of proposal on how teacher development can be facilitated both for in-service and pre-service teachers. These include action research, the use of learning logs or diaries, enhanced models of supervision practice, classroom observation activities (Richards and Nunan 1990) and co-operative development activities (Edge 1992) to mention but a few.

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

Kabilan (2007) conducted a research on "English Language Teachers Reflecting on Reflection" in Malaysia. The objective of his study was to find out the practices of reflecting on reflections by English teachers. He used observation as research tools. The findings showed that to increase the reflective practice, the concept of reflective practices had to be scaffold by the activities like breaking routines, changing perspectives. Writing critical reflections of their own practices and reading others reflection formed the pre-service which is necessary to learn appropriate way to teach in future.

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

Khanal (2011) conducted a research entitled "Strategies for Professional Development: A Case of Secondary Level English Teachers" to identify the strategies used by secondary level teachers of English for their professional development. Six English language teachers were selected for observation and interview. The findings of the research showed that the strategies used by teacher having below five years of experiences were self monitoring, workshop, conferences seminars and workshop. The experienced teachers used different strategies in the classroom where the teachers having the experience below five years faced many problems or they were less skilled.

Khatri (2012), carried out a research entitled "Self Directed Learning for Teacher Professional Development". The main objectives of the research were to find out the awareness of the English language teachers towards the self directed learning and the practices of self directed learning adopted by the teacher for PD. The research was limited to Kathmandu valley and questionnaire (both open ended and closed ended) were used as research tools. The findings of the research showed that most of the teachers were aware of self directed learning. They viewed that self directed learning is a personal approach to learning for professional developments and most of the teachers evaluate their own teaching.

The above mentioned books and research works are related to professional development of teachers and their independent learning but they are not related to

teachers endeavors to practices of case analysis for professional development. According to my knowledge, much research work has been carried out on teacher development and professional development of the teachers. So, this is only my attempt to study practices of case analysis for professional development. This is why, this study is different from other studies.

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

The objectives of this study are as follows:

- i. To find out the teachers' practices of case analysis for their professional development.
- ii. To enlist some pedagogical implications.

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

New findings, ideas, ways, are beneficial for the respective field. In this regard this study will be significant for the institutions, scholars, professors, students and the researchers who are interested in particular areas. This study will reveal the practices of case analysis by secondary level school teachers for their professional development. It will also deploy challenges faced by teachers while doing case analysis work in their classroom and how they overcome from those challenges. Professionalism is now the buzz word everywhere. It has great significance in the context. It is not only important for the professional and novice teachers, researchers of this field and the teacher development but also for the professionals related to other profession rather than teaching. This study will see such practices are professional development perspectives. It will reveal how the teachers relate research activities to their professional development. So it will be the stimulus to the language teachers and people who are associated with teaching field for their further researcher and professional development.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with methodology aspect. It includes detail description of the manner in which decision have been made about the type of data needed for the study, the tools and devices used for their collection and the method by which they have been collected. I have used the following methodology to achieve objectives specified. I applied survey research to carryout this research.

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

I mainly used primary sources of data to accomplish the intended objectives of this study. However, data were collected by using both primary sources of data and secondary sources of data. To collect intended data, I used both the primary and secondary sources of data.

##### **2.1.1 Primary Sources of Data**

The primary sources of data for the study were the 40 secondary level English language teachers from 20 schools of Palpa district.

##### **2.1.2 Secondary Sources of Data**

For the secondary sources of data, I used different books, articles, journals, reports, dictionaries, internet, previous research studies, national and international articles and journals etc. of reported schools e.g. Head and Taylor (1997), Richards and Farrel (2005), Richards and Lockhart (2005), Kaniya (2006), etc.

#### **2.2 Sampling Procedures**

For this study, a sample of 40 secondary school teachers of English were selected from Palpa district using non-random judgmental sampling procedure.

### **2.3 Tools for Data Collection**

I basically used only one tool, 'questionnaire' to elicit the required information for the study. The questionnaire consisted of both closed-ended and open-ended question. Questionnaire were distributed to the teachers to find out teacher's professional development through case analysis.

### **2.4 Process of Data Collection**

The researcher followed the following procedures for the collection of data:

- i. First of all, the researcher visited the selected schools and talked to authority to get permission to carry out the study.
- ii. He selected two English teachers (from each school).
- iii. Then he consulted the English teachers and explained the purpose of the research.
- iv. After that, he distributed the questionnaire to the teachers and requested them to fill it.
- v. Then, researcher collected the questionnaire from them.
- vi. At last, the researcher analyzed interpreted and tabulated the obtained data from the questionnaire.

### **2.5 Limitations of the Study**

This study had the following limitations:

- i. The population of the study was limited to the 40 secondary level English language teachers from Palpa district.
- ii. It was limited to the case analysis among the strategy for teachers' professional development.
- iii. It was limited to the questionnaire only as a tool to elicit the data.
- iv. Only the classroom case analysis was focused with teachers' practices of case analysis for their professional development.



## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter provides a detailed analysis and interpretation of the collected data in course of the researchers field work. The main purpose of this study was to find out the teacher's practices of case analysis for their professional development. The questions were constructed being based on the objectives of the study. The data was collected from 40 secondary level English language teachers from different 20 schools of Palpa district.

The collected data were analyzed, interpreted and discussed under the three main headings:

- a. English language teachers' awareness towards the case analysis for teachers' professional development.
- b. Practices of case analysis adopted by teachers for their professional development.
- c. Strategies under case analysis mostly adopted by the teachers for their professional development.

The participants were asked 20 close-ended and 8 open -ended questions requiring the awareness in their own words and opinions. The analysis of the collected data has been carried out as accurately as possible.

The analysis and interpretation has been done both statistically and descriptively.

#### **3.1 English Language Teachers' Awareness Towards the Case Analysis for Professional Development**

This topic of the study was to find out the awareness of the English language teachers' awareness about the case analysis for teachers' professional development with the help of closed-ended and open-ended questions. I tried to extract the awareness of the participants towards case analysis for teachers' PD. Six closed-ended and three open-ended questions were asked to identify the awareness of the teachers towards case analysis for PD. Three closed-ended questions were asked to find out the perception of teachers' on case analysis for teachers' PD. So, this

heading is also divided into two main subheadings to make the study more convenient. They are:

- i. Teachers' awareness towards case analysis for PD and
- ii. Teachers' perception on case analysis for PD

### 3.1.1 Teachers' Awareness Towards Case Analysis for PD

In order to elicit the required information for finding out the teachers' awareness towards case analysis of PD, the teachers were provided six close-ended and three open-ended questions to respond. Based on responses provided by the teachers to closed-ended questions the data has been presented in the table no. 1.

**Table No. 1**  
**Teachers' Awareness Towards Case Analysis for PD**

S.N.	Statement	Responses	No.	Percent
1	Professionalism is ....	a. Earned by academic qualification	5	13
		b. Having the knowledge of subject matter	3	7
		c. Continuous growth and development of the profession	30	75
		d. A short time process	2	5
2	Case analysis is ....	a. Collecting information over time about teaching	30	75
		b. researching in teaching	5	12.5
		c. reflective practice	-	-
		d. Self initiated learning	5	12.5
3.	What do you think your professionalism will develop when ... ?	a. You are directed by supervision	5	12.5
		b. You get knowledge from the expert	5	12.5
		c. You are provided autonomy and self assess for your learning.	25	62.5
		d. You reflect and evaluate your practice	5	12.5

4	What are the ways of collecting issues for case analysis	a. From your own practices	5	12.5
		b. From learners	5	12.5
		c. From training, workshops	15	37.5
		d. From book, journals	15	37.5
5.	How do you disseminate your research findings	a. Through article	10	25
		b. Through journal	20	50
		c. In a workshop/training	5	12.5
		d. Any other ....	5	12.5
6.	In course of teaching how could you assure yourself that your teaching is effective	a. From teaching procedure	10	25
		b. From gained teaching experience	5	12.5
		c. From achieved training	5	12.5
		d. From researching in classroom	20	50

Among the 40 respondents, the collected data reveals that the majority of the teachers i.e. 75 percent teachers are able to define the word professionalism properly, professionalism is a continuous growth and development of the professionals.

While analyzing the responses of the statement no. 2 it was found that 75 percent recognized the proper view of case analysis, 12.5 percent of the teachers take case analysis as the researching in teaching qualification. Similarly, 12.5 percent of the teachers think that case analysis is self initiated learning.

Analyzing the data mentioned above it was found that 62.5 percent teachers replied that their professionalism will be developed when they are provided autonomy and self-access for their own learning. Similarly, 12.5 percent teachers viewed that their professionalism will be well-developed when they are directed by supervision.

According to the data presented above equal number (15) of the teachers which was 37.5 percent viewed ways of collecting issues for case analysis through training, workshop, and book, journals. Only a few number of them viewed that

the ways of collecting issues for case analysis from own practices and from learners. The table no. 1 depicts that 50 percent teachers viewed that they disseminate their research findings through journal. Similarly 25 percent teachers disseminate their research findings through article. Few percent teachers disseminate their research findings in a workshop/training and any other medium.

From the above mentioned table, I have found that 50 percent teachers assure themselves that their teaching is effective from researching in classroom similarly, 25 percent from teaching procedure. Only a few number of them viewed that they are assure themselves that their teaching is effective from gained teaching experience and from achieved training.

As a whole, the table no. 1 shows that the teachers are aware of case analysis for their professional development.

In order to elicit further information on awareness of teachers towards case analysis for teachers' PD, they were asked three open-ended questions. The first question was "How do you define case analysis ?" In responses to this question they had different concepts which have been summarized and presented in table no. 2.

**Table No. 2**  
**Defining "Case Analysis"**

S.N.	Responses	No.	Percent
1	Case analysis in teacher education involves collecting information over time about a teaching situation and using that information to help better understand the situation and to derive principle from it.	12	30
2	When we analyze our special or some activities for our classroom teaching for better improvement in future that is case analysis	6	15
3	An object oriented method for designing information system by breaking down requirements in to user function	4	10

4	Case analysis is studied to determine what object are required to accomplish them and how they interact with other objects.	4	10
5	It is one of the approaches to classroom investigation in teaching learning in which teacher conducts research to clarify and resolve particular teaching problem.	4	10
6	It focuses on collecting information about a real life situation that can be used to discuss a problematic issue in teaching.	3	7
7	It focuses on an instance or example of something we wish to learn more about	3	7
8	Case analysis works on and tries to solve the real practitioner identified problems of every practice.	2	5
9	It helps teacher to be mature in their teaching profession and solving the classroom problem.	2	5

The data presented in the table no. 2 shows that 30 percent teachers defined that case analysis is collecting information over time about a teaching situation and using that information to help better understand the situation derive principle from it. Fifteen and half percent teachers viewed case analysis as analyze our special or some activities for our classroom teaching for better improvement in future. Ten percent teachers stated case analysis as differently. Some viewed an object-oriented method for designing information system, others viewed case analysis is studied to determine what objects are required to accomplish them and how they interact with other objects. Similarly, 7.5 percent teachers viewed case analysis as it focuses on collecting information about a real life situation that can be used to discuss a problematic issue in teaching. Most of the teachers viewed that case analysis is collecting information over time about a teaching situation and using that information to help better understand the situation.

The second open-ended question was "what are the professional activities of teachers for professional development ?" In response to this question, the teachers listed the activities of teachers. The responses are presented in table no. 3

**Table No. 3**  
**Activities of Teachers' for Their Professional Development**

S.N.	Activities
1	Journal writing
2	Case study
3	Action research
4	Writing articles
5	Doing project work
6	Reading newspaper articles
7	Discovery learning
8	Consulting the experts sometimes
9	Consulting the articles in the net
10	Utilizing available resources and opportunities of learning
11	Learning in planned way
12	Self inquiry
13	Self-appraisal
14	Continuous self evaluation
15	Selection of the weak areas to be improved
16	Collection of materials and keeping records
17	Updating the knowledge

The majority of the teachers included the common activities of teachers professional development in their lists such as journal writing, action research, case study, writing article. Similarly, they also added the other activities in their lists that are mentioned in the above table no. 3. The third open-ended question was "What benefits do you think you can obtain from analyzing your own classroom for case analysis ?". In response to this question, the teacher listed mixed views. The benefits of case analysis listed by the teachers are presented in table no. 4 below:

**Table No. 4**  
**Benefits of Case Analysis for Teachers' Professional Development**

S.N.	Responses (Case Analysis...)	No.	Percent
1	To collect information over time about a teaching situation and using that information to help better understand the situation	18	45
2	Makes teacher independent professional	16	40
3	Develop confidence in teaching.	16	40
4	Save time, cheaper and accessible	12	30
5	Makes teacher competent and perfect in their subject matter	12	30
6	Helps the teacher to be creative, constructive and innovative	12	30
7	Makes teacher responsible and accountable for the PD.	11	27
8	Encourages to use locally available and authentic resources and materials to be resourceful	10	25
9	Reduce the gap between what is learnt and what is done	10	25
10	Motivates to write journal, writing article and doing action research	9	22.5
11	Helps the teacher to be creative, constructive and innovative	8	20
12	Develops awareness about teachers continuous learning and growth	8	20
13	Inner-motivation, encouragement for doing the best	8	20
14	Addresses individual desires, needs and problems that a teacher facing	7	17.5
15	Finding the professional status of the teachers	7	17.5
16	Helps to obtain desired results	7	17.5
17	Enhance individuals' efficiency	6	15
18	Broadens teachers insight	6	15
19	Helps to be critical	5	12.5
20	makes the teachers the owner of their learning	5	12.5
21	Leads towards professionalism	2	5

The table no. 4 shows that 45 percent teachers viewed case analysis provides to collect information over time about a teaching situation and using that information to help better understand the situation. Similarly, 40 percent teachers viewed case analysis makes teacher independent professional. Thirty percent teachers viewed case analysis saves time and it is cheaper and accessible process of professional development. Thirty percent teachers assumed that case analysis helps the teacher to be creative, constructive and innovative. The above table shows that the teachers have varying and interrelated views about the benefits of case analysis for professional development. About 22 percent teachers stated that case analysis helps the teachers to write journal, writing article and doing action research.

The fourth open-ended question was "How can case analysis help you for your professional development ?" In response to this question, all the teachers replied that case analysis is very much helpful for their professional development. To support this view, they provided different responses. All the views of the teachers are summarized and presented in the table no. 5 below:

**Table No. 5**  
**Importance of Case Analysis for Teacher's PD**

S.N.	Responses	No.	Percent
1	It enriches confidence in teachers of teaching	10	25
2	It makes teacher researcher and resourceful	8	20
3	It makes teacher awareness of their own strengths and weakness	6	15
4	It fosters with analytical strength and learning powerful in teaching.	6	15
5	It helps to be independent learner.	5	12.5
6	It helps to set goals in accordance with own desire	5	12.5
7	Case analysis provides immerse feedback of self for further development.	5	12.5
8	It helps the professional to the depth of knowledge.	4	10



9	It makes the teaching objective-oriented	4	10
10	self-motivation is powerful	4	10
11	It helps teachers to explore in their action in context	4	10
12	It helps teachers to write journal and carry out action research	3	7.5
13	It helps to identify problems and search the solutions	3	7.5
14	It helps teachers to be up date	2	5
15	It helps for continuous learning.	2	5

The above presented data shows that 25 percent teachers viewed that case analysis enriches confidence in teachers of teaching. Twenty percent teachers opined that case analysis makes teacher researcher and resourceful. Similarly, 15 percent teachers viewed that case analysis makes teachers aware of their own strength and weakness. Other 15 percent teachers perceived that case analysis develops with analytical strength and learning powerful in teaching. About 12 percent teachers argued to be independent learner. Other 12 percent teachers opine that it helps to set goals in accordance with own desire. The above table shows that the teachers viewed about the importance of case analysis through different arguments and they kept their common view that case analysis is very important for professional development.

### **3.1.2 Teachers' Perception on Case Analysis as the Best Process of Professional Development**

In order to elicit the required information for finding out the teachers' perception on case analysis as one of the best processes for teachers' professional development, the teachers were provided seven closed-ended questions to respond. Based on responses provided by the teachers the data has been presented in table no. 6.

**Table No. 6****Teachers' Perception on Case Analysis for Professional Development**

S.N.	Statements	Respondents							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
1	Case analysis is capable of solving your classroom problem	10	25	20	50	5	12.5	5	12.5
2	Case analysis can be conducted in regular practiced classes (not needed special classes)	5	12.5	20	50	5	12.5	10	25
3	Case analysis is developmental activity for PD	10	25	25	62.5	5	12.5	-	-
4	Case analysis is different from other types of research	15	35.5	20	50	5	12.5	-	-
5	Case analysis always brings positive changes over existing situation	5	12.5	30	75	-	-	5	12.5
6	Dissemination of research finding is professional activity of teachers	5	12.5	25	62.5	5	12.5	5	12.5
7	Case analysis is the best strategy for the professional development of English language teacher	10	25	20	50	5	12.5	5	12.5

Among the 40 respondents, the collected data reveals that 25 percent teachers strongly agreed and 50 percent of them agreed that case analysis is capable of solving their classroom problem. Similarly, the same percent 12.5 percent teachers undecided and disagreed.

Analyzing the responses to the statement no. 2 it was found that 12.5 percent teachers strongly agreed and 50 percent of them agreed to the statement case analysis can be conducted in regular practiced classes (not needed special classes). Similarly 25 percent teachers disagreed 12.5 percent undecided.

In case of statement no. 3, 15 percent teachers strongly agreed and 62.5 percent teachers agreed the statement case analysis is developmental activity for teacher development. Similarly 12.5 percent teachers undecided and no one teachers disagreed this statement.

Analyzing the responses to the statement no. 4 it was found that 37.5 percent teachers strongly agreed and 50 percent teachers agreed this statement case analysis is different from other types of research. Similarly, 12.5 percent teachers undecided and no one teacher disagreed this statement also.

In case of statement no. 5 it was found that 12.5 percent teachers strongly agreed and 75 percent teachers agreed this statement case analysis always brings positive changes over existing situation. Similarly, 12.5 percent teachers disagreed no one teachers undecided this statement.

Analyzing the statement no. 6 it was found that 12.5 percent teachers strongly agreed and 62.5 percent teachers agreed to the statement dissemination of research finding is professional activity of teachers. Similarly, 12.5 percent teachers undecided and same percent teachers disagreed this statement.

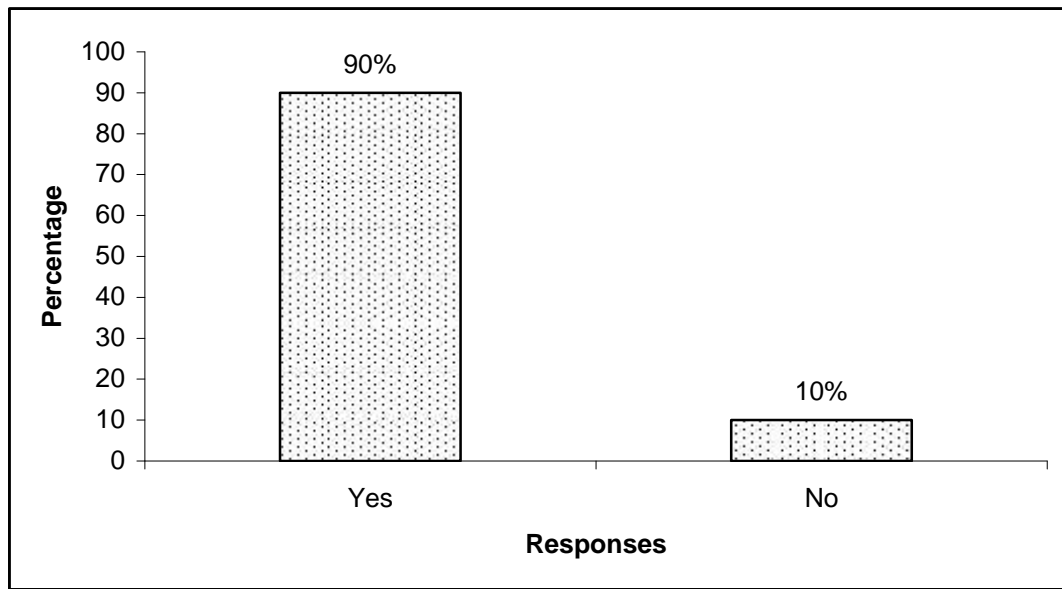
In case of statement no. 7 it was found that 25 percent teachers strongly agreed and 50 percent of them agreed this statement case analysis is the best strategy for

professional development. Similarly, the same percent 12.5 percent teachers undecided and disagreed this statement. It shows that all the teachers have positive attitude towards case analysis for professional development.

### 3.2 Practices of Case Analysis by Teachers for Professional Development

In order to elicit the required information for finding out the teachers' practices of case analysis for their professional development, the teachers were provided 4 closed-ended and 2 open-ended questions to respond. Based on responses provided by the teachers, the data has been presented in the following figures.

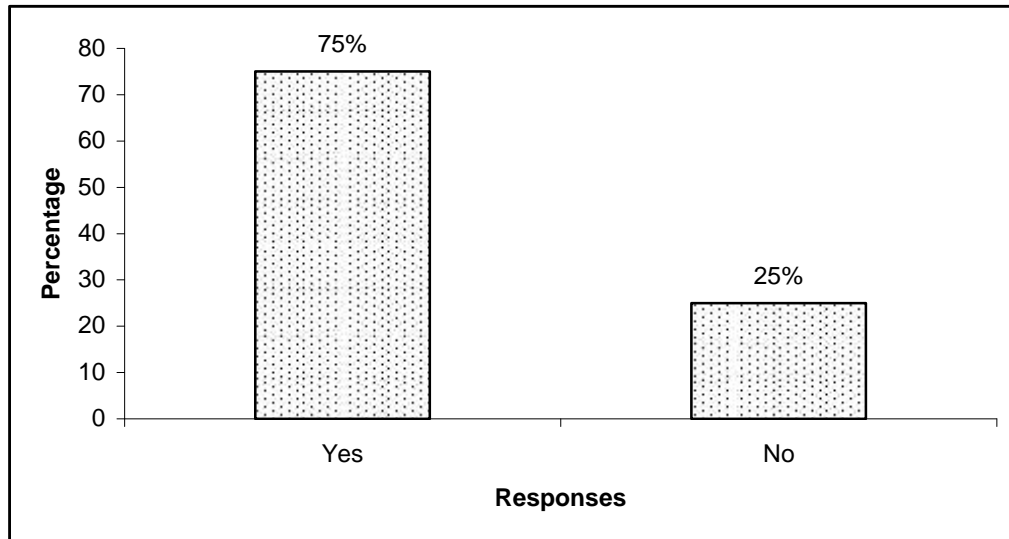
**Figure No. 1**  
**Evaluation of 'Own Teaching'**



The above figure shows that in response to the questions 'Have you ever evaluated your own Teaching?' the teachers replied that 90 percent of them evaluated their own teaching but only 10 percent have not evaluated their own teaching yet.

The responses to the question 'Have you ever kept records of your teaching ?' are presented in the following figure:

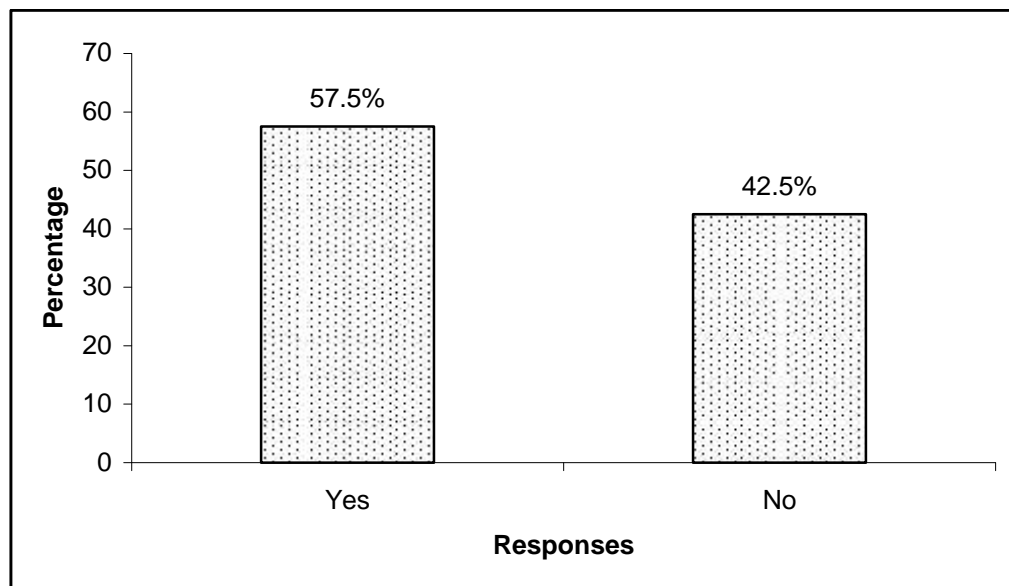
**Figure No. 2**  
**Keeping Records of 'Own Teaching'**



According to the figure no. 2 seventy -five percent teachers kept records of their own teaching but 25 percent did not keep such records.

The responses to the question 'Have you ever carried out case analysis ?' given by the teachers are presented in the figure no. 3 below:

**Figure No. 3**  
**Carrying Out 'Case Analysis'**



The responses to the fourth closed-ended question regarding the practices of case analysis adopted by teachers are presented and analyzed below in table no. 7

**Table No. 7**

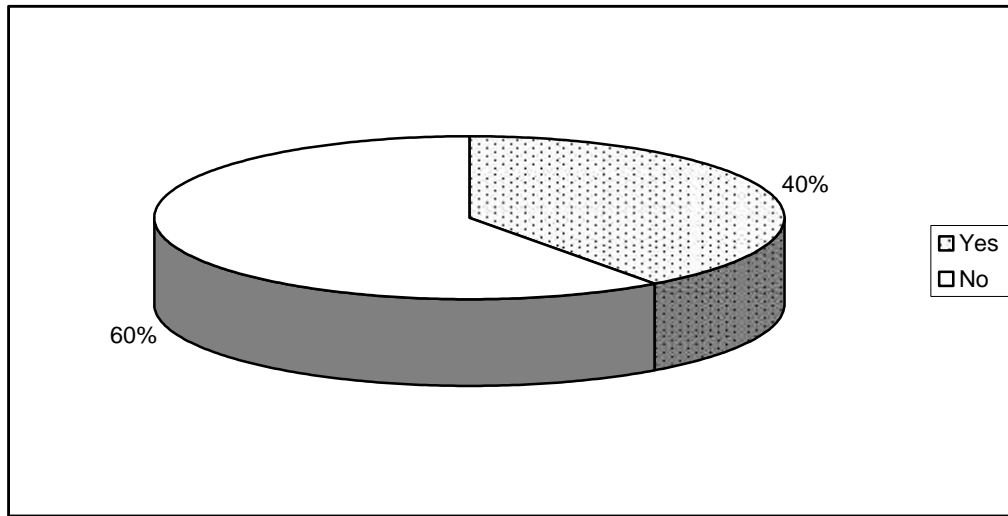
**Alternative Used in Dissatisfied Teaching**

Statement	Responses	No.	Percent
When you were dissatisfied with your teaching once what did you do at that situation ?	a. Did not consult with what happened	5	12.5
	b. Evaluated situation and used alternatives	25	62.5
	c. Keep records studied the weakness and change the way you used	10	25
	d. Repeated the same way again and again	-	-

The above table shows that 62 percent teachers viewed that when they were dissatisfied with their teaching once they evaluated the situation and used alternatives. Twenty percent teachers on the other hand kept records, studied the weakness and changed the way they used. Remaining 12.5 percent teachers did not consult with what happened in such situation. The above data shows that most of the teachers are aware of evaluating their teaching and improving it.

In order to elicit further information on practices of case analysis by teachers they were asked two open-ended questions. The first one was 'Have you ever kept/ written a journal of your teaching ?' If so what have you included in your journal ?' In response to this question, they expressed different concepts. The responses are presented in the following figure.

**Figure No. 4**  
**Habit of Writing a Journal of Teaching**



The above figure depicts that only 40 percent teachers have written journal of their teaching whereas a majority of teachers i.e. 60 percent have not practiced yet.

The teachers who have written journal of their teaching were asked a further question to respond. The responses to the question 'What have you included in your journal ?' are presented and summarized in the table no. 8 below:

**Table No. 8**  
**Contents of Journal Writing**

S.N.	Responses	No.	Percent
1	Problematic and difficult areas of teaching	4	10
2	Weaknesses and strengths of teaching	2	5
3	Students behaviour responses, attitude and feedback towards teaching	2	5
4	Reasons of unsuccessful teaching	2	5
5	The successful and unsuccessful stories of teaching	1	2.5
6	Critical incidents, and special events happened in the classroom	1	2.5
7	Comparison of what is planned and what is actually performed	1	2.5
8	Ideas and experiences earned during teaching	1	2.5

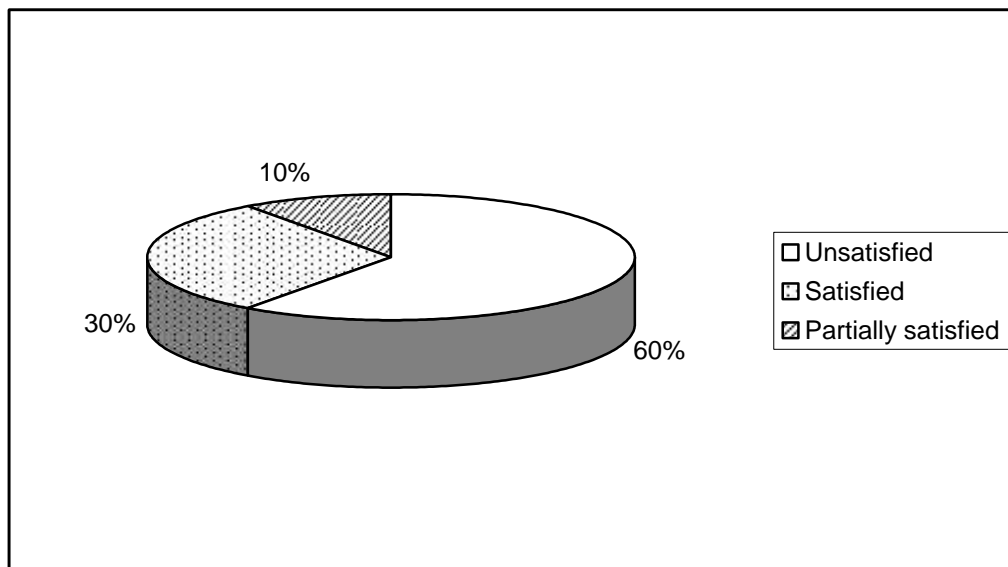
The above presented data shows that 10 percent teachers included problematic and difficult areas of teaching in their journal. Similarly, 5 percent teachers included weaknesses and strengths of their teaching in their journals. Other 5 percent teachers included students' behaviour, responses, attitude and feedback towards teaching. Another 5 percent teachers included reasons of unsuccessful teaching. And other teachers included different but related contents of teaching in their journal.

The second open-ended question was "Are you satisfied with your present status of professionalism ? If not so, how do you improve your status ?

There are mixed responses to this question which is presented in the figure no. 5 below:

**Figure No. 5**

**Teachers' Satisfaction in Present Status of Their Professionalism**



The figure no. 5 depicts that among 40 teachers 60 percent teachers are not satisfied, but 30 percent of them are satisfied in their present status of professionalism. However, 10 percent teachers are partially satisfied with their present status. The responses given by the teachers who are not satisfied and



partially satisfied to the question. "How do you improve your status of professionalism ?" are presented and summarized in table no. 9 below:

**Table No. 9**  
**Ways of Improving Status of Professionalism**

S.N.	Responses	No.	Percent
1	Applying case analysis	6	15
2	Involving in collaborative learning process	5	12.5
3	Participating in trainings, seminar, given by experts, professors and foreign teachers	4	10
4	Correcting and revising past teaching strategies and constructing the new techniques, trends and alternatives based on experiences earned during teaching	4	10
5	Observing colleagues' performance	3	7.5
6	Studying many books, searching in internets and consulting seniors and experts for help.	2	5
7	Continuous reflection of own teaching	2	5
8	Visiting different institutions and observing the practices of professionalism	2	5

The table no. 9 shows that 15 percent teachers suggested that case analysis can be used and 12.5 percent teachers collaborative learning to improve one's professionalism. Another 10 percent teachers suggested that participating trainings, seminars given by expert professors and foreign teachers could be the best way to improve professional status. Other 10 percent teachers suggested that for professional improvement it is important to update self by searching modern methods, techniques and strategies of teaching and changed concepts of building up own career. Seven and half percent teachers suggested observing colleagues

performance. The other teachers also suggested different ways, ideas and concepts which could be helpful for improving professional status.

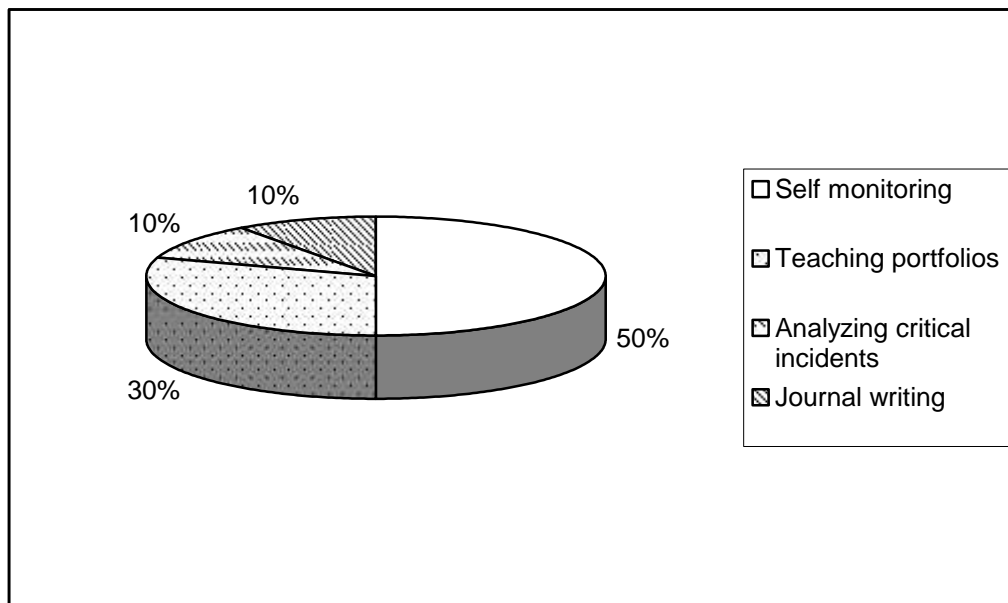
### **3.3 Strategies Under Case Analysis Mostly Adopted by the Teachers for Professional Development**

In order to elicit the required information for finding out the teachers' practices of case analysis for their professional development, I provided one closed-ended and two open-ended questions to respond. The presentation of the data collected from the teachers. It's analysis and interpretation has been carried out below.

The closed-ended question was "Which of the strategies of case analysis do you think is more effective for your professional development ?" The responses provided by the teachers are presented in the following figure.

**Figure No. 6**

#### **Mostly Used Strategies of Case Analysis for Professional Development**



The above mentioned figure shows that 50 percent teachers replied that 'self monitoring' is more effective strategy of case analysis, 30 percent teachers 'teaching portfolios', 10 percent teacher 'analyzing critical incident' and other 10

percent teachers viewed that 'journal writing' is mostly used strategy of case analysis for professional development.

In order to retrieve further information about the topic the teachers were asked two open-ended questions to respond. The first question was "which of the strategies of case analysis do you think are more effective for teachers' professional development and why ?" The responses provided by the teachers are presented in the table no. 10 below:

**Table No. 10**  
**Mostly Adopted Strategies of Case Analysis and Responses to Support Effectiveness of the Strategies**

S.N.		Responses	No.	Percent
1	Action Research	<ul style="list-style-type: none"> <li>- It tries to find out the problems in the classroom and solve them</li> <li>- It is scientific and student centered</li> <li>- It is directly related to the challenges of teachers</li> <li>- It becomes helpful to other teachers too</li> </ul>	15	37.5
2	Analyzing critical Incidents	<ul style="list-style-type: none"> <li>- It is related to the special events in the classroom</li> <li>- Only important information is analyzed</li> <li>- Analysis of critical incidents helps to save such incidents for further awareness</li> <li>- It saves teachers' time</li> <li>- It develops critical thinking in teachers</li> </ul>	10	25
3	Writing journal of teaching	<ul style="list-style-type: none"> <li>- It develops the writing skills of teachers</li> <li>- It makes the teacher constructive, creative</li> <li>- It makes the real source of own teaching</li> <li>- Other people can provide feedback</li> <li>- It become easy tool to analyze, discuss</li> </ul>	8	20

		and summarize the unsuccessful and successful stories of teaching		
4	Teaching portfolios	<ul style="list-style-type: none"> <li>- It saves each and every events of teaching</li> <li>- Authentic source of one's teaching</li> <li>- It helps teacher to compare their successful and failure areas of teaching</li> <li>- If helps them to judge their professional status</li> <li>- It provides the information of students' motivation, classroom management as well as psychological management of the classroom</li> </ul>	7	17.5

The above table shows that 37.5 percent teachers replied that the action research is very effective strategy of case analysis for teachers professional development because it is concerned with the problems that the teachers are facing in the classroom and searching for alternatives and applying them. Similarly 25 percent teachers replied that analyzing critical incidents is very effective strategy because it focuses only on the critical incidents and their presentation and cure that occur during teaching. Twenty percent teachers replied that writing journal of teaching is very effective for professional development because it makes teachers creative, constructive and develops writing skills. Similarly, 17.5 percent teachers replied that teaching portfolios is very effective because it is the document of each and every aspects of teaching happened in the classroom.

Similarly, another open-ended question was, "If you are joining to initiative your case analysis which of the following strategies do you adopt ? and why ?" a. Action research, b. Analyzing critical incidents, c. Writing journal of teaching and d. Teaching portfolios in response to this question the teacher replied mixed choices. Their choices and reasons are summarized in table no. 11 below:

**Table No. 11****Initiating Case Analysis Through Different Strategies**

S.N.		Responses	No.	Percent
1	Action Research	<ul style="list-style-type: none"> <li>- It helps to meet the objective determined.</li> <li>- What is learnt from the research can be applied in the classroom.</li> <li>- The problems in teaching can be identified and solutions are altered.</li> <li>- Only related to classroom problems.</li> <li>- It finds prompt solution of the problems</li> <li>- Teacher is lively witness of the real class environment who collects the difficulties and problems of classroom teaching and search for new techniques, methods and ideas of teaching.</li> <li>- It is scientific and systematic in order to remedy the weakness of the learners.</li> <li>- Finally useful for other teachers.</li> </ul>	22	55
2	Writing journal of teaching	<ul style="list-style-type: none"> <li>- Reflection of one's professionalism</li> <li>- Practical information is only included</li> <li>- Developing writing skills.</li> <li>- It makes teachers creative and analytical</li> <li>- It opens the door for getting others feedback</li> <li>- We can write success stories which will be helpful to others too.</li> <li>- It helps to describe different methods and their practicality.</li> <li>- Journals can be good codification of teaching.</li> </ul>	12	30
3	Analyzing critical Incidents	<ul style="list-style-type: none"> <li>- It focuses only on the critical cases in the classroom</li> <li>- It develops critical power to see the</li> </ul>	3	7.5

		teaching - It makes own aware of the possible incidents in the classroom. - It leads to a proper conclusion. - It encourages teachers to go for further improvement.		
4	Teaching portfolios	- It provides information about different aspects of teaching such as performance, classroom management, interaction, students' participation etc. - Teachers can see his/her own whole account of teaching. - It can be recorded in audio tapes, diaries or writing narratives.	3	7.5

Table no. 11 shows that the teachers replied that they want to follow different strategies of case analysis to initiate the case analysis for professional development. According to the above data 55 percent teachers want to carry out 'action research' because action research is the strategy in which the teacher can identify a challenging problem in their teaching and find the solution and if necessary use alternatives. Thirty percent teachers want to keep journal of their teaching to initiate case analysis for their professional development as it is a strategy which develops the writing skills in teachers and make them creative and constructive. Only a few number of teachers prefer to analyze critical incidents and maintain portfolios.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

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

#### **4.1 Findings**

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

- i. Most of the teachers are aware of case analysis.
- ii. Seventy-five percent teachers are aware of professionalism.
- iii. Sixty-two percent teachers viewed that professionalism will be developed when they are provided autonomy and self access for their own learning.
- iv. Most of the teachers were found using training, workshops, books, journals are the ways of collecting issues for case analysis.
- v. Eight-five percent teachers were found disseminating their research findings through article, journal and workshop/training.
- vi. Fifty percent teachers were found are assuring themselves that their teaching is effective from researching in classroom.
- vii. Fifty percent teachers agreed and twenty-five percent teachers strongly agreed case analysis is capable of solving their classroom problems.
- viii. Fifty percent teachers agreed case analysis can be conducted in regular practiced classroom (Not needed special class).
- ix. Sixty-two percent teachers agreed case analysis is developmental activity for teacher development.
- x. Fifty percent teachers agreed and thirty-seven percent teachers strongly agreed case analysis is different from other types of research.
- xi. Seventy-five percent teachers agreed case analysis always brings positive changes over existing situation.

- xii. Sixty-two percent teachers agreed case analysis always brings positive changes over existing situation.
- xiii. Fifty percent teachers agreed and twenty-five percent teachers strongly agreed case analysis is the best strategy for the professional development.
- xiv. Most of the teachers evaluate their teaching.
- xv. Seventy-five percent teachers keep records of their teaching.
- xvi. Seventy-five percent teachers carry out case analysis.
- xvii. Sixty-two percent teachers evaluate the situation and used the alternatives when they were dissatisfied with their teaching.
- xviii. Only forty percent teachers write journal of teaching. They include problematic and difficult areas, and successful and unsuccessful stories of their teaching in journal.
- xix. Sixty percent teachers are dissatisfied with their present status of professionalism.
- xx. Most of the teachers believe that action research is very effective strategy of case analysis for professional development. they viewed it provides authentic account of one's teaching and helps for planning the future.
- xxi. Most of the teachers prefer action research to initiate case analysis for professional development.

## **4.2 Recommendations**

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

- i. No doubt most of the teachers are aware of the case analysis but other who are unaware should develop awareness of case analysis.
- ii. Only the fifty percent teachers are aware of the strategy of case analysis for professional development, others who are not aware need to develop the knowledge of the strategies of case analysis for their professional improvement.



- iii. Even the seventy-five percent teachers agreed that case analysis is the best strategy of professional development they are not ready to grasp its benefit they need encouragement from the MOE and the concerned institutions to initiate case analysis.
- iv. Only the sixty-two percent teachers consulted their dissatisfaction and search for alternatives but other teachers seem to neglect it. So they need refreshment training, workshop and seminars on case analysis.
- v. Only forty percent teachers write journal of teaching no one makes teaching portfolios and does analysis of critical incidents. In such context, the teachers need insights and awareness of these essential activities for their professional development.
- vi. Sixty percent teachers are dissatisfied and ten percent teachers are partially satisfied with their present status of professionalism. It shows that they need to develop awareness of case analysis as one of the best strategy of professional development and practice the different strategies of case analysis.
- vii. The teachers should document their own teaching for self-evaluation.
- viii. Teacher training providers such as NELTA, NCED and MOE should launch case analysis training packages for teachers' professional development. MOE has just started case analysis concept under TPD, it's not effectively practiced and conducted, it should be really practiced.
- ix. Teacher evaluation should include case analysis as a strategy of professional development.
- x. The trainings, seminars and conference in teacher development should focus on the benefits and practical use of different strategies of case analysis such as action research, journal writing, analyzing critical incidents, teaching portfolios along with case analysis.

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