

**COLLEGIAL RELATIONSHIP BETWEEN THE NOVICE  
AND EXPERIENCED TEACHERS FOR PROFESSIONAL  
DEVELOPMENT**

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

**Submitted by  
Bishnu Prasad Sharma**

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

**2012**

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**2012**

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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.

Date: July 20, 2012

.....

**Bishnu Prasad Sharma**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bishnu Prasad Sharma** has prepared this thesis entitled "**Collegial Relationship between the Novice and Experienced English Language Teachers for Professional Development**" under my guidance and supervision. I recommend this thesis for acceptance.

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# **DEDICATION**

**This thesis is dedicated to**

**My Parents, my teachers, my relatives and friends, who played significant role to make me what I am today.**

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## ABSTRACT

This research work entitled "**Collegial Relationship Between the Novice and Experienced Teachers for Professional Development**" has been carried out to find out the collegial relationship between the novice and experienced teacher for professional development. The study was carried out considering the significance of the collegial relationship between the teachers. The primary data was collected from the twenty English teachers, among them they were sixteen English teachers teaching in different levels in secondary school in Kathmandu valley and four were student teachers. The data were collected by using the snowball sampling procedure. The data obtained from the respondents through the interview have been transcribed analyzed and interpreted. The study shows that almost all the teachers teaching in different levels in secondary school have argued that the collegial relationship between the novice and experienced teacher was more important. They used to consult with other teachers whom they were familiar with. But most of the teachers had argued that there was a kind of gap between some teachers; the gaps between the teachers seemed harmful for the professional development of teachers. They wanted to work in group but neither the institute nor the teachers wanted to work collaboratively together.

This thesis comprises four chapters. Chapter one deals with introduction, review of the related literature, objectives of the study and significance of the study. Chapter Two deals with the procedure adopted to carry out the research. It contains information about the sources of data, population of study, sampling procedure, tools, process of data collection, and limitations of the study. Chapter Three consists of the analysis and interpretation of the data. And chapter Four deals with the major findings of the study on the basis of the analysis and interpretation of the collected data. It also deals with some recommendations made, based on the major findings of the study. Finally, Chapter Four is followed by the references and appendices.



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## ABBREVIATIONS AND SYMBOLS

T.U.	-	Tribhuvan University
Prof.	-	Professor
Dr.	-	Doctor
p.	-	page
&	-	And
i.e.	-	id.est / that is
etc.	-	et cetera
N.D.	-	Net Download
e. g.	-	For example
No.	-	Number
S. N.	-	Serial Number
L.K.G.	-	Lower Kinder Garden
NELTA	-	Nepal English Language Teachers' Association
Pri	-	Teaching in Primary Level
Sec	-	Teaching in Secondary Level
L-Sec	-	Teaching in Lower Secondary Level
Yrs	-	Years
Mon	-	Months
%	-	Percentage
CUP	-	Cambridge University Press
HOD	-	Head of Department
M. Ed.	-	Master of Education
OUP	-	Oxford University Press
Vol.	-	Volume
ToTs	-	Teacher of teachers
NTIP	-	New Teacher Induction Programme
ELT	-	English Language Teaching
pp.	-	Pages

**: July 20, 2012**

# CHAPTER - ONE

## INTRODUCTION

This study is on the "Collegial Relationship Between the Novice and Experienced English Language Teachers for Professional Development". This chapter consists of general background on teachers' professional development, ways of developing teachers' expertise, collaborative relationship between novice and experienced teachers and its effect in professional development, review of related literature, objectives of study and significance of study.

### 1.1 General Background

The chapter general background refers to the background information of teacher development. It generally focuses on the assumption of teachers' professionalism and collegial relationship between the teachers for teacher development. The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is a complex activity which requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institution's rules and regulations, the availability of materials, the way of handling them and how to facilitate understanding in others. It requires the investment of a great amount of social, intellectual and emotional energy on the part of the teacher. Teaching cannot take place without learning because it is done in order to manage and facilitate the learning process. Without commitment and passion teaching loses its value. Head and heart both are involved in a meaningful teaching because it is a challenging task of dealing with human brain, delicate in nature. Teaching is viewed as a kind of an artistic performance. So teaching technique depends upon the performance of an individual teacher and thus it cannot be predicted. In Richards and Nunan's (1990, pp.132-33) words:

For some people, teaching is a kind of mystical experience that is hard to explain or describe. Stevick (1980, 295), for example, speaks of teaching as "the mystery – behind mystery" the "simple, daily miracle".

From this perspective, individual acts of teaching are essentially irreplaceable and non-comparable, and the inherent characteristics of individual teachers are the strongest predictor of classroom outcomes.

Teaching and teacher development are not different terms. Better teaching leads to the teacher development. The positive change in teaching profession makes one a good teacher. Rigorous practice and desire to be changed is necessary for the teachers. Teacher alone cannot do anything. There should be collegial relationship between the teachers and harmonious relationship with administration and helpful relationship with students.

### **1.1.1 Teachers' Professional Development**

Teachers' professional development is dynamic and rigorous process of positive changes that improve the standards of teaching profession. Development refers to the gradual, continuous and never ending progressive task which brings the acceptable positive outcomes done for welfare purpose. According to Head and Taylor (1997, p.1), "Development refers to the growth personally and professionally for the acquisition of specific skills in their life career".

Development in the field of teaching, Underhill (1986, p.1, as cited in Head and Taylor 1997, p.1) defines, teacher development is the process of "becoming the best kind of teacher that one personally can be". It is a process of learning and becoming better at what they are doing. Similarly, Richards and Farrell (2010, p. 4) state that teacher development generally refers to general growth not focus on a specific job. It serves a long-term goal and seeks to facilitate growth of teacher's understanding and of teaching and of themselves as teachers.

According to Bell and Gilbert (1994, p.493), "Teacher development can be viewed as teacher learning rather than as other getting teachers to change. In learning, the teachers were developing their belief and ideas, developing their classroom practice, and attention to their feelings associated with changing."



Teacher development draws on the teachers' own inner source of change. It is central on personal awareness of the possibilities for change, and of what influences of the change process. It is a self-reflection process, because it is through questioning old habits that alternative ways of being and doing are able to emerge (Head and Taylor, 1997, p. 1) .They further explain teacher development is seen as relating to new experiences, new challenges and the opportunity for teachers for broaden their repertoire and taken on new responsibilities and challenges. It helps them to fight a feeling of jadedness and also to develop their careers as well as themselves. In Rossner's (1992, p.4) words:

There is no doubt that teacher development is acquired through self-reflection but it does not mean that there is not any role of collaborative learning and training. But most teachers' opinions, has to be 'bottom-up', not dished out by manager according to their own view of what development teachers need. It does not mean to say that managers have no role in it ... nor does it means that managers should stop organizing in-service other training courses (as cited in Head and Taylor, 1997, p.4)

Teaching profession has been taken as the matter of ethics. To be professional a person should have specified knowledge, rigorous academic study, long experience and sense of public services (Wallace, 2010, p.1). An English language teacher requires a long experience in his teaching career, knowledge of subject matter, involving in training programs, and willingness to up-date in contemporary knowledge and interest to scientific inquiry. Teaching profession can be taken as the sense of public service rather than the matter of earning money.

Similarly, Ur (1996) focuses on teachers active role for the professional development of his or her own and Ur (2006), says that a teacher should be

advance in professional expertise and knowledge throughout his/her career and such advances do not depend on formal course or external input. Teacher development as learning by teacher needs to take into account the existing knowledge, experience as, options and values of the teacher. This will include their prior knowledge of teaching and learning, and the nature and status of knowledge (Bell and Gilbert, 1996, p.58, as cited in Roberts, 1998).

English language teachers are professionals and they, therefore need a specific kind of knowledge, skills and expertise for which they need training according to their needs. Putting it another way, they cannot be English language teaching professionals without English language training. To be successful, professional development must focus on the context that teachers teach and the methods they use to teach that content and it must be sufficiently sustained and linked to daily classroom practice to effort students' learning (Gueskey, 2002, as cited in Sporni, 2007, p.37).

A teacher development is a complex activity which requires a sound knowledge on how to handle the learner, teaching strategies, curriculum, institution's rules and regulations, the availability of materials, the way of handling them, and how to facilitate understanding in others. It requires the investment of a great amount of social, intellectual and emotional energy on the part of the teacher.

A teacher learns many things through his own classroom teaching experience. Thus, a novice teacher lacks such opportunity and they may or may not have taken teacher training. Teaching is intellectually and psychologically challenging job for novice teachers. It is very difficult to survive in first year of teaching. A person as a teacher should be able to implement his bookish knowledge in to actual classroom performance, he/ she learns administrative knowledge, socio-cultural knowledge, and learns to implement learning methods into practical work where teacher can carry out action research. There are many teacher development programs for professional developments as

induction program, pre-service and in-service teacher training program, mentoring program and supervision program and so on.

### **1.1.2. Novice Teacher**

There is not any water tight definition of novice and expert teacher. We simply cannot say who a novice teacher is and who an expert teacher is. It can also not be said how many years of teaching experience are necessary for expertise. In common sense, we can say that novice teacher is a newly appointed for the first time in his teaching career; a novice teacher has less than one year of teaching experience. And, expert teacher is a teacher who has long experience in his teaching field and also has sound knowledge in subject matter, evaluation, learning ability of learner, classroom management and administration. Berliner (1997, p.72, as cited in Richards and Farrell, 2010, p.8), has defined novice teacher by comparison, novice teachers typically less familiar with subject matter, teaching strategies, and teaching context and lack an adequate repertoire of "mental scripts and behavioral routines".

According to Tsui (2003, p.4), the term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student-teachers or teachers in their first year of teaching. Occasionally, the term novice is used for people who are in business and industry, but have an interest in teaching. These people have subject matter knowledge but no teaching experience at all and no formal pedagogical training. Arkansas dictionary of Education has defined novice teacher as "A novice teacher is any teacher having less than one year school year of public school, or accredited private school; classroom teaching experience."

### **1.1.3 Expert/Experienced Teacher**

It is very difficult to define an expert teacher. As Bereiter and Scardamalia (1993, as cited in Tsui, 2003, p. 4) point out, it is much harder to identify an expert teacher; this is because unrevealing what distinguishes an expert from a non-expert teacher is very difficult. There is as yet no reliable way of

identifying an expert teacher (Leinhardt, 1990, as cited in Tsui, 2003, p.4). Sometimes the terms experts and experienced teachers are synonymously used but they are different because all experienced teacher cannot be expert teacher. Tsui (2003, p.20) calls them as non-expert experienced teachers. Tsui mentions that the systematic study of expertise began with the work of deGroot (1965, as cited in Tsui, 2003, p.9), who investigated the differences between chess master and less competent chess player. He found for example, that chess masters are able to recognize and produce chess pattern very quickly and accurately whereas less competent players cannot. According to Berliner (1992, as cited in Tsui 2003, p. 2), expert teacher provides models of successful teaching that could serve as the scaffolding for novice teachers to attain a greater degree of competence.

In all professions there are all people who perform exceptionally well and whose performance is regarded as exemplary, to be emulated by fellow members in the profession, particularly novices. These people are often referred to as experts. When we say people are experts in their profession, we expect them to possess certain qualities, such as being very knowledgeable in their field; being able to engage in skillful practice; and being able to make accurate diagnoses, insightful analyses, and the right decisions, often within a very short period of time.

Just as other professions, there are experts in teaching profession. As teachers or teacher educators, we have all come across teachers who are able to command students' respect, to motivate them to learn, to sustain their attention. These teachers seems to be able to get into the minds of their students and anticipate the questions that they will ask, the difficulties that they will have, and even the pranks that they will play and these teacher will have effective means to occur them. According to Tsui (2003, p. 20), there are three aspects of expertise; the first characteristic of expert is performance; second, the critical feature that distinguishes them from novice or experienced non-experts; third, how expertise is acquired and maintained. All theories agree that experience

and practice have an important role in the acquisition of expertise and that experts are able to attain high standards of performance which is marked by automaticity, effortlessness, and fluidity.

According to Germston (1998) there are six knowledge area of expert teacher which are presented below: (N.D.)

### **1.1.3.1 Six Knowledge Areas**

Expert teachers need knowledge in six areas. In fact, expert teachers know more than novices and organize that knowledge differently, retrieve it easily, and apply it in novel and creative ways.

#### **a) Content (knowledge of the structure of the disciplines)**

Expert teachers have deep knowledge about the disciplines they teach.

The greater the subject matter knowledge, the more flexible and student oriented they are in their teaching.

#### **b) Pedagogy (repertoire of teaching skills)**

Expert teachers have complex understandings of teaching strategies and know which teaching strategies are most appropriate for the content being taught. This is, in addition to the more generalized teaching knowledge, like managing classroom routines, setting expectations, organizing transitions, and teaching for transfer.

#### **c) Students and how they learn**

Expert teachers know their students well, and are sensitive to developmental stages, cultural factors, gender differences, and style preferences.

**d) Self-knowledge (including values, standards, and beliefs)**

Expert teachers employ self-knowledge in their teaching. Knowledge of one's own patterns and preferences supports informed decision making and the overcoming of egocentric teaching choices. Expert teachers are conscious of their own beliefs and values. Because the curriculum is far too full to teach everything, the teacher constantly chooses what to omit.

**e) Cognitive processes of instruction**

Teachers with higher conceptual levels are more adaptive, flexible, and successful in their teaching than teachers with lower conceptual levels. Their students learn more, are more co-operative, and are more involved in their work than students of lower conceptual teachers (Glickman, 1995) (N.D.).

Furthermore, expert teachers seem not only to perform better than novices, but they also seem to do so with less effort. Sternberg and Horvath (1995) outline ways that expert teachers differ from non-expert teachers in knowledge, efficiency, and insight (N.D.).

**f) Collegial interaction**

Karen Seashore Louis (Louis et al., 1996) found that collective responsibility emerged for student learning and student achievement gain was realized school wide in school communities that had a shared sense

of purpose, a collective focus on student learning, collaborative activity, de-privatized practice, and reflective dialogue.

#### **1.1.4 Characteristic of Expert and Novice Teachers**

Studies of expertise in teaching took the form of novice-expert comparisons. They drew on studies of teachers' mental process in planning and decision-making, which were seen as a link between thought and action, and were heavily influenced by an information model of the mind in cognitive psychology (Calderhead, 1996, as cited in Tsui, 2003, p.22). Most studies comparing experts and novice teachers focused on their cognitive processes in different phase of teaching, taking on broad the distinction made by Jackson (1986, as cited in Tsui, 2003, p. 22) between 'preactive' and 'interactive' phase of teaching. The former refers to the period before teaching, when teachers are planning the lesson, and evaluating and selecting teaching methods and materials. The latter refers to the time when teachers are interacting with students in classroom. Clear and Peterson (1986), purposed a third phase, the 'Postactive' phase to describe the period when teachers reflects on their teaching after a lesson and make decision about subsequent teaching.

##### **a) Preactive Phase**

In the preactive phase planning is considered the most important thinking process in which teacher engage (Kounin, 1970, as cited in Tsui, 2003, p.23). Calderhead (1984, p. 69 as cited in Tsui, 2003, p.23) points out:

It is in planning that teachers translate syllables guidelines, instructional expectations, and their own belief and ideologies of education into guides for action in the classroom. This aspect of teaching provides the structure and purpose for what teachers and pupils do in classroom.

To examine the character of novice and expert teacher Tsui has mentioned comparative studies of the following points:

- a) Lesson planning
- b) Long-term and short-term planning
- c) Written and mental lesson plan
- d) Planning thoughts

### **b) Interactive Phase**

The classroom is complex and relative unpredictable environment where many things happen very quickly at the same time. The multidimensionality, simultaneity, immediacy, and unpredictability of the classroom, teacher needs to be able to process simultaneously, to detect signs of disruptive behavior and to act on them before they become problems (Konin, 1970, as cited in Tsui, 2003, p.30). In other words, interactive phase refers to the actual classroom interaction towards problems and solutions. The decision-making process and cognitive process that expert and novice teacher adapt can be compare in following points:

- a) Making sense of and attending in classroom events
- b) Improvisational skills
- c) Problem representation and problem-solving

### **c) Postactive Phase**

After teaching, an expert teacher self-evaluates his own teaching. It is known as post active phase. In postactive phase the teacher reflects his/ her own teaching. Clear and Peterson have (1995, as cited in Tsui, 2003, p.22) proposed the term postactive phase which refers to the reflective thinking after classroom teaching. The teacher evaluates himself and makes decision about subsequent teaching.

## **1.1.5 Ways of Developing Teachers' Expertise**

After completing certain level of degree a student applies for a teaching job. He lacks experience and teaching skills thus, he needs to be provided with training



program, induction program and mentoring programs. To acquire professional expertise, a teacher has to learn many things inside and out the classroom, i.e. cognitive level of students, evaluation techniques, possible problems, motivation and so on .It is a challenge to a teacher to make his students as competitive as other. Teacher has to be updated with information technology and recent trends in pedagogical field. There are some training such as pre-service and in-service trainings and many teacher development programmes such as mentoring, teacher induction, and supervision. There are some programs which directly and indirectly help for teachers' professional development is described as below.

#### **1.1.5.1 Teacher Induction**

During the past twenty years many schools have established teacher induction programs in an effort to initiate and retain high quality teachers (Galvez-Hjornevik, 1985). The New Teacher Induction Program (NTIP) supports the growth and professional development of new teachers. It is a step in a continuum of professional learning for teachers to support effective teaching, learning, and assessment practices. It provides another full year of professional support so that new teachers can continue to develop the requisite skills and knowledge that will support increased success as teachers (N.D.).

Teacher induction is a supportive program provided to the newly appointed teacher during in his first year of teaching career. According Tickle (2000, p.1),

Teacher induction is a necessary bridge in the professional development of teachers, linking initial training, entry into fulltime teaching, and subsequent longer term learning. He further says that it is the possibility of achieving a safe and smooth crossing from studentship through novice-hood into experience teacher.

It is the way of utilizing the expertise of new teachers and supporting to accommodate into new school environment and students. The intent of all

induction programs is to transform a student teacher graduate into a competent career teacher. The signs of effective induction programs can be observed in the faculty and administration attitude and behavior support of school norms and the general conformity of teacher performance to those norms.

Tickle (2000, p.7), writes ten difficult crossing procedures:

- a) Induction is a process of becoming a teacher in a system of mass schooling.
- b) Accommodation with traditional practices.
- c) Awareness to the appropriate use of curriculum and its effect in society.
- d) Infusion of new blood to bring change in local problem.
- e) It is a planned provision for supporting further investment in the learning of new teachers.
- f) To produce a teacher as social commodity for employment.
- g) Employer, school manager conform what knowledge, experience, and capabilities need to be developed.
- h) To teach according the norms of local education authorities, higher education, and funding bodies.
- i) It is complex because it differs from own educational background to new educational context.
- j) For identifying and managing teaching standards.

Thus, each teacher should have the knowledge of professional practice in its fullest sense, the capacity to assess needs and future responsibilities, awareness of opportunities for supporting professional learning and improving practice, and the skills, time and resource to negotiate access to those opportunities.

### **1.1.5.2 Mentoring**

Teacher mentoring programs have dramatically increased since the early 1980s as a vehicle to support and retain novice teachers. The vast majority of what has been written about mentoring has focused on what mentors should believe and

do in their work with novice teachers. The professional literature typically describes the benefits for novice teachers (Odell and Huling, 2000).

Mentoring is a process for the informal transmission of knowledge, social capital, and the psychological support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face to face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less experience knowledge. An experienced subject teacher, principle of school, coordinator, supervisor, university based professor and teacher of teachers'(ToTs) can play the role of mentor. A mentor directly or indirectly facilitates a mentee in his professional pathway.

The Merriam-Webster's dictionary defines a mentor as "a trusted councilor or guide". The Anesthesiology Department of Cleveland's Metro Health System defines mentor as "a wise, loyal advisor or coach." Malderz (1999, p. 260), mentoring is this process of one-to-one, workplace-based, contingent and personally appropriate support for the person during their professional acclimatization (or integration), learning, growth, and development, which is referred to as mentoring. In brief, therefore, mentoring of those engaged in becoming or developing as language teacher is situated and largely workplace-based and deals with the realities of the particular - the particular school, class, child, and teacher, within particular contexts.

Mentors provide two kinds of help. The first help in the ordinary sense, that is, a mentor may offer to do things for the mentee, such as get materials copied in order to calm a busy and stressed mentee, or ask another teacher if their mentee might observe them, or provide the listening ear so often needed during the initial teacher preparation process. Second kind of help is the educationally supporting process of

scaffolding the learning of the core skills of professional learning from experience and informal planning and preparation (Hobson et al., 2006 b as cited in Malderez & Bodoczky, 1999, p.263).

A mentor who helps a mentee recall or suggest the use of particular theoretical lens conceptual tool, to consider or plan for an aspect of their teaching can do much to help close any perceived theory-practice gap. The mentoring program is directly beneficial for the professional development of novice teacher and indirectly beneficial for the expert teachers to refresh their learned knowledge (Malderez and Bodoczky, 1997, p.263).

Finally and increasingly, in-service mentoring is seen as a valuable strategy in educational reform contexts. In the context of Nepal the mentoring program is not formally applying in any educational institutions although novice teachers are directly or indirectly facilitated by the experienced teacher. Subject teacher, coordinator, and other colleges also play the role of mentor.

### **1.1.5.3 Training**

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts and rules, organized procedure for developing skills, knowledge, abilities to perform a job. Training fills the gaps between the job requirement and the employee's present specification. There are two provision of teacher training one is pre-service and another is in service teacher training.

According to Richards and Farrell (2010, p.3) write, training refers to activities directly focuses on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often, it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concepts and principles as a pre requisite for applying them into teaching and the ability to demonstrate principles and practices in the classroom. 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.

#### **1.1.5.4 Supervision**

Traditionally, supervision was taken as the process of evaluating the outcome of investments, judging someone's ability and judging instructing other college to meet the goal of an organization. But in modern sense supervision can be taken as the collaborative relationship between two colleagues to foster better benefits in an organization. A supervisor respects other's ideas and opinions. He plays the democratic role in institution. Bailey (1999, p.269) writes in language education, teacher supervisors have many different roles. Some are senior and /or successful teacher with responsibilities for guiding less experienced or less capable colleague. Other person hold positions as department chair person, program directors, coordinators or headmistresses and may not have concurrent teaching responsibility.

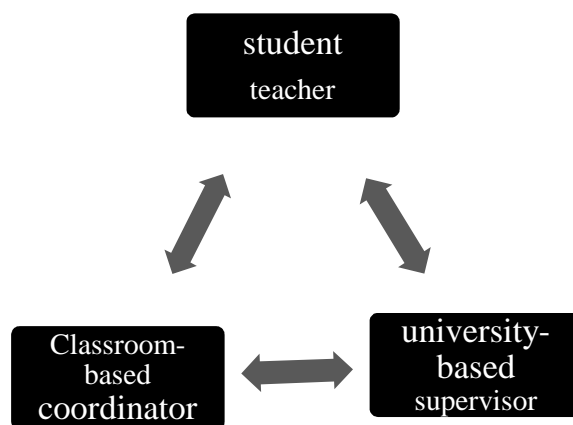
In general, supervision has been defined as "an organizational responsibility and function focused up on the assessment and refinement of current practices (Goldsberry, 1988, p.1). Similarly, Gebhard (1990, p.1), has defined supervision as " an ongoing process of teacher education in which the supervisor observes what goes on in the teacher's classroom with an eye towards the goal of improved instruction".

"A supervisor is anyone, who has the duty of mentoring and improving the quality of teaching done by other colleague in an educational institution" (Wallace, 1991, p.107).

Supervision for pre-service teacher is more necessary. Much of research about language teacher supervision deals with pre-service teacher training. Normally pre-service teachers put themselves into context where supervision is expected, if not welcomed. The trainees acknowledge that they have something to learn about teaching. They typically enroll in a practicum course, which is the "major opportunity for the student teacher

to acquire the practical skills and knowledge needed to function as an effective language teacher"(Richards and Crookes 1988, p.9).

Student teacher can be supervised in two ways by classroom- based cooperating teacher, and university based practicum supervisor. The triangular relationship between student teacher, coordinator, and supervisor can be shown as:



(Bailey, 2006, p.234)

So that practice teaching and its supervision give some kind of training for un-experienced student teacher. Some training given by university based professor are very essential for novice teacher. Thus, supervision helps in the process of teacher development. In the context of Nepal, there is the provision of supervision. A person having bachelor degree in education can apply for school supervision post. He may or may not have the knowledge of language teaching but he can be appointed for that post. School supervisor is appointed by the government's public service commission wing.

#### **1.1.5.5 Collaboration between Novice and Experienced Teacher**

Collaboration between the novice and other expert/ experienced teacher helps in teacher's professional development. It is said that two heads are better than a single head. So teaching is intellectually challenging and mental threatening job, where the knowledge of novice teacher and experience of experienced teacher can be infused for teacher development. Mentors report that continued

contacts with mentees provides some of their richest collegial interaction.

According to Richards and Farrell (2010, p.12)

Although much teacher development can occur through a teacher's own personal initiative, collaboration with others both enhances individual learning and serves the collective goals of an institution. The goals of collegial forms of professional development are to encourage greater interaction between teachers, peer-based learning through mentoring and sharing skills, experience, and solution to common problems.

Collaborative professional development projects allow task and responsibilities to be shared. For a culture of cooperation to develop in school, opportunities need to be provided for teachers to work and learn together through participation in group-oriented activities with share, goals and responsibilities, involving joint problem solving. Collegiality creates new role for teachers, such as team leader, teacher trainer, or critical friend. Cooperation becomes a value that can guide the process of teacher development. Teachers can share their success, failure, achievements and experienced concerned to their profession if they collaborate together. Especially for language teacher, collaborative learning is one of the convenient ways of teaching oneself.

Head and Taylor (1997, p.96), emphasizes this type of learning and mention "Group of teachers have found that by meeting together they can help each other to improve their English by identifying their own needs and setting their own agenda for self improvement, these teachers are engaging in teacher development".

## **1.2 Review of Related Literature**

A number of researchers have tried to study and investigate on the various aspects of collegial relationship between the novice and experienced English language teachers for professional development. Some important researches are as follows:

Tsui (2003) conducted a research book entitled "Understanding Expertise in Teaching: Case studies of Second Language Teachers" in Hong Kong. Her study of novice-expert teachers observed that expert teachers because of their experience were able to perform much more efficiently than novice teachers. Similarly, in actual classroom teaching expert teachers were found to be much more efficient in handling classroom events, more selective and better able to improvise.

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

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 observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed.



Adhikari (2010) conducted a research entitled "Collaborative Learning for Teachers' Professional Development" with an objective to find out the attitude of English language teachers towards collaborative learning and the environment available for the teachers for learning and practicing collaboratively. From the study, she came to conclusion that the majority of the teacher believe have positive attitude towards the collaborative learning for professional development. But she found that there lacks sufficient environment for teachers towards collaborative learning.

Joshi (2010) carried out a survey research on "Learning Strategies of English Language Teachers for Professional Development" found out that majority of the teachers (80%) in Nepal had learned from Self-mentoring and more than 60% teacher had opined that they were benefited from their senior teachers and mentors. He concludes in his research that the strategies; self-monitoring, workshop, conference, seminars, learning from colleagues, peer observation and tram teaching have been much effective for professional development.

Joshi (2010) conducted a research entitled "Learner Autonomy: A Case of M.Ed. Students" to investigate the autonomous activities of students in learning English. To achieve his objectives he designed and administered questionnaire for 80 students of department of English Education, University Campus T.U., Kirtipur and he interviewed 6 teachers from the same Department. His conclusion was that the learners make good practice of autonomous activities. They undertake various plans and activities so as to learn and improve their English language in learning. From the analysis of the responses of the teachers, he found that autonomous learning is very important for the learners.

Khanal (2011) did a research on, "Strategies for Professional Development: A Case of Secondary Level English Language Teachers" found that all teachers use different strategies to develop their professional skill. The teachers in the initial stage i.e. below five year of experience use ELT journals, lesson plans, peer teaching as their fundamental strategies. In the middle, i.e. 5-10 years they use seminars, conference, workshop, teacher support group, case studies and

recent student centered techniques. At the later, i.e. above ten years experienced were found using self experience as their strategies to develop their professional skills. So, he recommends that the strategies like self monitoring, workshop, conference, seminars, learning from colleagues, peer observation and team teaching have much effective for teacher development.

Ghimire (2012) conducted a research " Teachers' Beliefs Towards Learners' Role in ELT Classroom". The main objective of the research was to find out teacher' beliefs towards learners' role in ELT classroom. This research concludes that most of the teachers hold beliefs that learners are more important than the teacher in the classroom and learners cannot learn English passively, they should be active in the classroom. It means learners cannot learn only from teachers so they have to explore, read different types of resources and take active participation in different types of activities.

### **1.3 Objectives of study**

The objectives of the study were as follows:

- 1) To find out the collegial relationship between novice and expert teacher interms of its existing situation and importance for professional development.
- 2) To suggest some pedagogical implications.

### **1.4 Significance of Study**

This study is significant to the novice and experienced teacher to develop their professional expertise and the teacher who is interested in the field of English language teaching. This study is specially focused on the collegial relationship between novice and experienced teacher. It is assumed that different novice teacher development programs, mentoring, teacher induction, supervision, coaching, and training programs helps to expertise the knowledge of novice teacher. But the collegial relation between novice teachers and experienced teachers lacks in real teaching profession. There can be seen a gap between novice and experienced teacher in teaching profession. Those above mentioned

programs are only achieved through the collaborative learning and reflective practice. So, this research tries to focus on the collegial relationship between experienced and novice teachers.

This research will be helpful to those novice teachers, who are searching their career in teaching field, and experienced teachers, who want to bring change in their classrooms, and the researcher, who want research in the field of teacher development. Similarly, it will be helpful to the students studying teacher development, supervisor, principle of an institute, subject coordinator, and teacher trainers, and all the persons involving in teaching profession.

It is also expected to be helpful for novice and experienced teacher to perform a better result in classroom. Similarly, it is expected to be helpful for the people who are in the position of policy maker and syllabus designer for the national level curriculum. Private school teachers and administrative people also can be benefited. They may get the new insights for positive change in their institution. Students who are doing research in teacher development and people who want to build their career in teaching field will be equally beneficial by this research.

## **CHAPTER TWO**

### **METHODOLOGY**

A survey study approach was adopted for carrying out the required data to justify a proposed study. This study had acquired the following study design:

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

Both primary and secondary sources of data were used to meet the objectives of this study.

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

The primary sources of data for this study were total 20 teachers, among them 8 were novice teachers, 8 were experienced teachers and 4 were student teachers teaching in different levels in secondary level of Kathmandu Valley based schools.

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

The secondary sources of data were the various books, articles, reports, research studies, dictionaries, journals and internet related to the study area. Some of them include: Head and Taylor (1997), Malderez A. and Bodoczky (1999), Tickle (2000), Wallace (2001), Tsui (2003), Bailey (2006), Harmer (2007), Wright and Bolitho (2007), Richards and Farrell, (2010).

#### **2.2 Sampling Procedure**

The teachers were selected from the Secondary schools who were teaching English language in different levels for the sample of this study. Kathmandu Valley was purposively selected for my research area. The total samples were 20 teachers. They were experienced English teachers, novice English teachers and student teachers. Non-random snowball sampling procedure was applied to select the teachers of the research.

### **2.3 Tools of Data Collection**

For this research only the semi-structured interview was implemented for the data collection. Interview schedule was designed differently for novice, experienced and student teachers. Interview schedule is in the appendix part.

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

- a) First of all, I made contact with the novice teachers teaching in the secondary level.
- b) Through the channel of those novice teachers I was able to find the novice and experienced teachers.
- c) I built rapport with the concerned authority; then, with the novice teachers and experienced teachers.
- d) I non- randomly selected the student teachers for my research.
- e) I prepared interview schedule for novice teachers, experienced teachers and student teachers differently.
- f) After that, I visited different schools located in different places of Kathmandu valley.
- g) I recorded the interview on the spot by mobile phone and transcribed that into written form as it was.

### **2.5 Limitations of Study**

- a) The study was limited to the selected 8 private secondary schools based in Kathmandu valley and student teachers of Med. level who had recently completed teaching practice.
- b) It was also limited to the collegial relationship between novice and experienced teacher.
- c) The novice teachers were taken as teacher having less than two years of teaching experience in any institute.
- d) The experienced teachers were taken as teacher having more than two years of teaching experience in any schools.
- e) The student teachers were taken as those students who had recently completed the 45 days of teaching practice.

- f) The teachers were selected from the secondary school teaching in different levels.
- g) It was limited to the teacher development programs: mentoring, teacher induction, supervision and training for professional development of novice teachers.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter is mainly concerned with the analysis and interpretation of the collected data. In this study data were collected through the qualitative research tool. The data collected from the informants were analyzed and interpreted to explore collegial relationship between the novice and experienced English language teacher for professional development. While carrying out the data researcher had visited to 8 secondary schools of Kathmandu valley. To find out the collegial relationship between the novice and experienced teaches, the researcher had interviewed to 8 novice teachers and 8 experienced teachers. Beside this, the researcher had interviewed to 4 student teachers to carry out the relevant data. For this study the researcher had collected data through informants using semi-structured oral interview.

Interview schedule was designed on the basis of unstructured methodology. There were total 18 main probe questions with some supporting questions for novice teachers, 16 for experienced teachers and 13 for student teachers. The interview schedule is divided into three thematic parts. They are as follow:

1. Introduction of Interviewee
2. While Teaching Experiences
3. Expectations of Teachers' for Professional Development
4. Post Teaching Experiences

To analyze and interpret the collected data the researcher have tried to follow qualitative way. After collecting data through interview, first, the researcher had transcribed those interviews from oral form into written form, coded and thematically grouped them and in this section the researcher have presented them systematically, descriptively and comparatively.

### **3.1 Introduction of Interviewees**

This chapter is important for the general background of the teachers. The teachers are selected from the private secondary schools teaching in different level and student teachers. Some teachers are more experienced working in teaching field more than 25 years but they had not got any chances of formal teacher trainings given by government and other institutes. They acquired the pedagogical knowledge through self experience. Some teachers especially experienced teacher were confident and proud of being teacher and teaching but some teachers especially novices were not confident and were not happy in their profession. But the novices were found active, young and energetic and trying to be changed. In private schools there were many teachers teaching English who were from different disciplines. Some were from Faculty of Humanities and some were from Faculty of Management. Among 16 teachers there were 8 teachers from Education background i.e. only 50% and other teachers from the other Faculty. The teachers from Education Faculty have acquired the knowledge about teaching techniques and methodologies but other teachers may not have such experiences. The detailed information of teachers is in the appendix.

### **3.2 While Teaching Experiences**

A learner learns something by reading books and sometimes by involving in practical field through experience. Experience is the best way of understanding something by heart. Teachers learn to transform his/ her theoretical knowledge into real classroom practice. Under this heading the researcher tries to describe the data related to their teaching experiences. They are related with the feelings of teacher while teaching for the first time in language classroom, challenges faced in first language classroom, solution of those challenges, information about teacher development programmes, experiences of novice teachers working with experienced teachers.



### 3.2.1 Experiences of Teachers' Teaching in Language Classroom for the First Time

Teaching in language classroom for the first time was more challenging for all teachers. After completing certain academic degree, teachers get appointed as a teacher in certain level of school. It is the process of changing the career of studenthood into teacherhood. In this process they get many challenges as well as many opportunities; challenges in the sense that they have to face new school environment, new teachers, new students, and new colleges; opportunities in the sense that they get chance to socialize, apply the theoretical knowledge into practical classroom and it is a job opportunity for them. All 16 teachers have got different experiences of teaching in language classroom for the first time.

Regarding teaching experience, **Teacher 'A'** has found it more challenging. He remembered that he was appointed in L. K. G. classroom for the first time. Here is an extract from interview:

When I taught for the first time I appointed in L. K. G. class thirty years ago. I was appointed in L. K. G. it was a very difficult situation for me. I have not any experiences as I have today and um... I taught as a novice person novice man, without any experiences. What I knew I taught.

**Teacher 'B'** was appointed in primary level. She became little bit nervous before the mass of students. She felt that all students were staring at her face so, she lost her confidence; later she was able to manage her class. She became happy when students answered her questions.

But **Teacher 'C'** felt different than other teachers. She had entered to the class IX for the first time as a teacher. There were mass of students who were

watching at her face. She was a little bit strict kind of teacher, made classroom silent and started to teach. Thus, it was interesting for her rather than challenging.

**Teacher 'D'** also felt a little bit hesitation in front of the students. His first teaching experience in language classroom was practice teaching of PCL level. He started to teach a poem. He had finished in 10 minutes and felt there was nothing to say.

**Teacher 'E'** had acquired the similar types of experience to those of **Teacher 'A'** and **Teacher 'D'**.

**Teacher 'F'** remembered his teaching in language classroom for the first time as there were a lot of students from different background. He felt a little bit difficulty and hesitation in front of the students especially he felt difficulty in his own fluency.

**Teacher 'G'** shared her experience as she was requested to teach a chapter in her first classroom about the monk Buddha. She told:

Omm... I don't mind. I taught at first time. Actually, what happened was that they gave a chapter of class eight which I liked very much. It was related to the monk Buddha. It was nice story. I loved it. I used to read this chapter when I was in class Eight and then I teach.

**Teacher 'H'** felt difficulty in teaching for the first time. English was learning as second language so; it was challenged for students and teacher as well. He felt difficulty in language classroom because there were new vocabularies for him which he could not answer. Students wanted to speak in their native language i.e. Nepali language. So, it was difficult for him.

**Teacher 'I'** had acquired quite different experiences than other teachers. He entered in language classroom for the first time as a teacher of mathematics

teacher. After that he changed his profession as the teacher of English language. He remembered that when he entered in classroom with chalk and duster it made him more responsible. He thought that his goal of life was going to be complete and the responsibility of innocent students came over his shoulder. Here is a part of interview:

Yes, not. There was not any great challenges have come to me.

Obviously, students were different according to their needs. They learn many things from their society, family members as well. There are different nature, different psychology and emotions of students. Yes, I have not got the great problems to the students.

**Teacher 'J'** was appointed as a primary teacher. He became little bit nervous in teaching for the first time. He used to take help with experienced teachers. He felt difficulty on sentence formation because he was from government school. In the Government school learning of English was poor compared with private boarding school.

**Teacher 'K'** felt quite natural while entering in language classroom for the first time. She told that language teaching is a matter of sharing the ideas or thoughts to audience. She did not feel any hesitation in her classroom for the first time.

**Teacher 'L'** felt upset while entering in the language class for the first time. She used to talk in Nepali language but in her school she ought to speak in English language. Thus, it was quite difficult for her to be adjusted in the first classroom but later she was able to handle her classroom.

**Teacher 'M'** had got similar experience like other teachers. He felt little bit hesitation and nervous while entering in language classroom for the first time.

**Teacher 'N'** openly told that she did not feel anything like extra. It was quite normal to her because this school was the one where she completed her secondary level. Teachers, students and environment were not new for her.

From the above data, it can be generalized that most of the teachers felt difficulty, nervous and upset in teaching for the first time in language classroom. But there are some teachers **Teacher 'C', Teacher 'G', Teacher 'I', Teacher 'K', Teacher 'N'** who did not feel any kind of difficulty and nervousness in teaching for the first time. They felt quite interesting and natural.

### **3.2.2 Challenges Faced by the Teachers in their Initial Phase**

In initial phase of teaching, most of the teachers feel challenges in different aspects of teaching such as challenge in dealing with new content of the text book, challenge in class controlling, challenges in adjusting the need of multi-lingual students, challenges in selecting the appropriate methodology for certain level of students, challenges in understanding the psychology of the students, challenges in administrating the examination and extra class activities, challenging in adjusting with new environment, new colleague ,and new society and parents. In this study most of the teachers felt challenges in different aspects of teaching.

**Teacher 'A'** had many challenges in the language classroom in his initial period. It was very difficult to check the given homework of more than 25 students, class work, teaching new chapter and giving homework for next day within 45 minute. He had to write homework in all students' homework copies.

**Teacher 'B'** felt difficult in the classroom evaluation. She was not sure whether her students had understood the taught lesson or not? In middle period of classroom teaching she got confused what to ask them for evaluation.

But **Teacher 'C'** had not faced any challenges in her initial period of teaching. Her own words from interview are as follow:

"Oum... was not at all. Sometimes students make noise but I controlled them by asking questions and scolding. Although I did not have tall height, I could able to control the students. I really did not want to have fun with children. Thus, I had made a distance with them. So, I did not feel any challenges in my first classroom.

This idea shows that the formal relationship between the teacher and students. If teacher become able to control the classroom and makes distance he/ she will not face any challenges in their initial phase.

**Teacher 'D'** told that there were a number of challenges for him. What we normally thought outside the classroom never apply in the actual classroom teaching. There are many students in classroom with different thoughts, ideas and capacities. Teacher had to address those ideas and satisfy them. It was more challenging especially, in the case of multi-cultural and multi-ethnic background of the students.

**Teacher 'E'** found that class controlling was a big challenge for him. Students wanted to make noise rather than listen to his teaching. Principal of school has complained him about his class controlling.

**Teacher 'F'** did not face any challenges regarding class controlling but he felt challenges regarding his fluency and accuracy of language use. He was never confident in his doing in language classroom performance. He told:

In my initial phase; I felt a little bit difficulty while teaching inside the classroom. There are lots of students from different background. I am also far away from Kathmandu valley. My tone as well as other things made difficult in my classroom.

**Teacher 'G'** did not face any memorable challenges in her initial period of teaching career. We should be well prepared while entering in the classroom it increases our confidence. She used to enter in classroom with full preparation. So, she did not face any challenges.

**Teacher 'H'** found many challenges in his period of teaching. In initial period of teaching he was not able to understand the psychology of students, rules and regulations of new school, and proficiency level of students.

**Teacher 'I'** had not faced any big problems in his initial teaching period although he worked many years to become a successful instructor. There are many students with different family background and different expectations. So, it was a great problem for him.

**Teacher 'J'** faced a challenge in his initial period of teaching. He found that structure of English language was more problematic to him. He had to work hard to improve in his teaching field.

**Teacher 'K'** did not face any challenges in her initial teaching period. She did not feel any sort of hesitation and difficulty while dealing with new students. It is her nature she speaks more and students have not got any chances of making noises in language class.

**Teacher 'L'** told:

Oh, at that time I felt very upset and nervous. I was from Nepali school background. I used to speak Nepali for a long time. When I entered in classroom I had to speak in English language but I did not have better knowledge to speak in English. I felt little bit um... nervous and slowly started to talk with them in English. Later, I started to talk in English and became happy. That's all.

This experience of teacher shows that the initial phase of teaching career is more challenging for teachers. They felt difficulty in class controlling and sometimes level of fluency in language teaching seems a great challenge for them.

**Teacher 'M'** had also felt many difficulties in his initial period of teaching. He was not so strict kind of teacher thus he felt difficulty in class controlling. He allowed each student to speak in language classroom. But his principal and school administration was not happy with his teaching technique. So, it was a problem for him.

**Teacher 'N'** has also felt difficulty in her initial teaching period. She felt hesitation and sometimes she felt nothing to say in language classroom.

**Teacher 'O'** had also similar challenges like other teachers. He found it was more challenging to control class and understand the psychology of students. Teaching methodology used in first period may not be appropriate for the last period of classroom teaching. Thus, it was challenging for the novice teacher to select the appropriate methodology for the given teaching text.

By analyzing the above responses of respondent, we can say that most of the teachers felt numbers of difficulties. Mostly, they felt difficulty in dealing with the new students, new contents and class controlling. They found that the teaching methodology they learnt never applied in language classroom. Most of the teachers found that initial teaching period was more critical and challenging for them. They took this period as a hard and challenging period for becoming a mature or experienced teacher. But, **Teacher 'B', Teacher 'C', Teacher 'F', Teacher 'I', Teacher 'K'** said that they had not felt any difficulties in their initial period of teaching. They found easier and natural in language classroom.

### **3.2.3 Provision of Mentoring, Teacher Induction and Supervision Programme in the Context of Nepalese Secondary Schools**

Mentoring, Teacher induction and supervision are the teacher development programmes, especially designed for the novice teachers to adjust in the new school environment. Mentoring is a kind of coaching programme to guide the newly appointed teachers for their better teaching. In the field of teaching mentor teachers are appointed for launching the mentoring programme in schools. A teacher is appointed as mentor from the same school or outside the school. The responsibility of mentor is to coach the novice teacher in his/ her initial phase of teaching. It is a process of acculturation of novice teacher into new school. In this regard **Teacher 'S'** told:

I think mentoring programme is a kind of programme which helps to sustain a novice teacher in their beginning phase; it is a programme which works as path way for the novice teacher. It is a guide or coaching to novice teacher. In mentoring programme a mentor or senior teacher helps the novice teacher in classroom management and deal with new student, teacher and parents. A mentor introduces the mentee with students, which need the special care or attention. In the context of Nepal I haven't found such kinds of programme although senior teachers sometimes work as mentor teacher.

Teacher Induction is a kind of teacher development programme where training is provided for novice teacher to acquire the professional skills and knowledge. In other words, it is the way of changing a person's studenthood into teacherhood. It is mainly important for those students who completed certain level of degree and wants his/ her career in teaching field. In these programme student teachers gets the chances of acquiring certain skills and knowledge in teaching field. In this regard **Teacher 'R'** told:



Teacher induction is more essential programme for those teachers who were newly appointed in teaching field. They may not have well administrative and practical knowledge for teaching in classroom. They may have well theoretical knowledge but they may not have an idea to apply the theoretical knowledge in real classroom teaching. It doesn't mean they have not any knowledge of classroom teaching. Thus, teacher induction is very much beneficial programme for teacher development. Hum...In the context of Nepal I haven't found such kinds of programme rather I found the domination to the novice teachers.

Supervision is also a teacher development programme. It is equally important for the novice and experienced teachers. In supervision programme a teacher have the responsibility of supervisor. He/ she supervises the other teachers' deeds. The responsibility the supervisor is not only to observe, comment and checking rather it is a kind of co-operation and facilitation for other teachers. He should inspire and facilitates the other teachers and gives constructive comment and advices to them. A supervisor should have to behave to other colleague in democratic way rather than authoritative way. In this regard **Teacher 'T'** told:

Actually, in private schools I haven't found such kinds of supervisor but in government school there is the provision of supervisor. Yes, in private schools the HOD, coordinator, principal and chair person of school are playing the role of supervisor.

Among the twenty teachers, some teachers had showed their innocence about mentoring and teacher induction programme. But everybody had tried to prove that there is a supervision programme in their schools. Senior or experienced

teachers or HOD (Head Of Department) and sometimes a coordinator had played the role of supervisor.

All teachers had a common voice that there is not any formal teacher development programmes in the context of Nepal. But everybody had been holding some informal programmes for teachers' professional development. **Teacher 'C', Teacher 'G' and Teacher 'I'** had argued that there had been conducting the teacher development programmes by the national expert teachers as well as international teacher trainers in their school. They were conducting the two day or three days trainings for the teachers' Professional development.

### **3.2.4 Bitter Experiences of Teachers' Working with Other Teachers and Students**

Working in teaching field everybody collects different sorts of experiences some are interesting and some are bitter. Like in other profession teachers learn many things through their experiences. The researcher has tried to search the things whether the experience teachers feel comfortable working with novice teacher? Are there any experiences of novice teachers where they are dominated, insulted and excluded by the other teachers? And are there any interesting or bitter experiences of teachers working with different students? Regarding above questions there are bundle of experiences of novice and experiences teachers.

**Teacher 'A'** was an experience teacher teaching more than 30 years. Here is a part of interview:

"Sometimes students will not understand the feeling of teachers and they rake and the tease teachers. I had a bitter experience regarding to the students of class nine. One day evening I was returning to my home from market mean while a group of students stopped me and started to

beat me. I surprised that they were not other people they were my own students of class nine. It was because I had given less than marks in their practical examination. That is my bitter experience in my life some students are naughty, bright intelligent students respect me but less intelligent students did not like me.

It was more disgusting and humiliating event in his life that he could not forget. But he had not any bitter experience working with other colleagues. He always became happy to answer the questions of other teacher. He really wanted to work with novice teachers but novice teachers themselves did not ask any questions to him. He told that the novice teacher did not want to ask any questions to him because they felt self dominated while asking questions to him.

**Teacher 'B'** was a new teacher teaching in same school with **Teacher 'A'**. She always loved to work with experience teachers. She asked about teaching methodology, teaching item and class controlling. Here is a contradictory argument between the **Teacher 'A'** and **Teacher 'B'**. **Teacher 'A'** told that novice teacher do not want to work with experience teacher but Teacher 'B' told that she loves working with experience teacher.

**Teacher 'C'** had recorded the different experience than other teachers. She was teaching in class nine for the first time. She told her bitter experience as follow:

One student stood up and told, "I can't understand your teaching". I answered same question more than three times. Again he told, "I could understand your teaching". It made me angry and I slapped him three times. And he started to weep. After that day he never tried to dominate me.

Regarding teachers she did not face any difficult experiences. She wanted to work with novice teachers. She told that she really loves any questions. As her experience she told that she recognizes the faces of teachers when they were in troubles.

**Teacher 'D'** also had a similar kind of experience like **Teacher 'B'** and **Teacher 'C'**. He did not have any kinds of bitter experiences working with other teachers and students. He was never proud of his certificates and always wanted to work with other teachers. He believed that teacher development is the process of rigorous and gradual development which can be achieved through working together.

**Teacher 'E'** did not remember any bitter experiences regarding other colleague and students. He believed that all the teachers are learners. Every teacher can learn from other teachers, students and society. He loved working with novice teachers. But the novice teacher rarely asked to experienced teachers.

**Teacher 'F'** also loved working with other senior teachers. He asked major grammatical problem to experience teacher but minor problems tried to solve by himself. He did not remember any bitter experience working with other teachers and students. He always wanted to respect his teachers so that he never felt any domination and humiliation.

**Teacher 'G'** had not any bitter experience in her teaching career. She told that teachers teaching in primary have already Montessori trained and in other level already completed Master level. So, there was not any necessarily help needed for teachers.

**Teacher 'H'** was a novice teacher teaching in secondary level. There was not any experienced teacher so he did not have any chance to work with experienced teachers. But he asked to the experienced teachers teaching in college level. Regarding school rules and nature of students he used to ask to the experience teachers teaching in lower level.

**Teacher 'I'** was an experience teacher teaching for 12 years in secondary level. Here is an extract of an interview as:

Om... yes I have a bitter experience of my teaching career. A student studying in nine classes was very good in study. But due to his family relationship he was not continue his study. We tried more attempt to bring him in proper track. Finally, we were not able to bring him in proper track. Today I feel regret about that event where I wasn't able to bring him into right way. After this event I have not face such kinds of experiences. I think it might be the first and last experience of my life.

**Teacher 'J', Teacher 'K', Teacher 'L', Teacher 'M'** had expressed the common ideas. They opined that they loved working with other teachers but the school administration had not provided any opportunities for them working together. They also had not any bitter experiences of domination and humiliations working with other teachers and students.

**Teacher 'O'** had a little bit different experience. She was an experience teacher teaching in lower secondary level for three years. In her teaching experience nobody openly asked any questions regarding subject matter but novice teachers frequently asked about school environment and poor students. She had not any bitter experiences in her teaching career.

**Teacher 'p'** was novice teacher he liked to ask any questions to experience teacher and his college teachers. He asked questions to only those people who knew his feelings and who is closer to him.

**Teachers 'Q', Teacher 'R', Teacher 'S', Teacher 'T'** all were student teachers. They all had opined similar kinds of opinion. The collegial relationships between the novice and experience teachers definitely help in professional development. In the context of Nepal there is a kind of gap

between the teachers. School environment was also not like this. **Teacher 'R'** told that most of the English teachers were not from education background and some teachers are part time teachers. They could not give full time for professional development rather they run after money.

From the above argument, it can be generalized that all teachers accepted that the collegial relationship between the novice and Experience teacher is more important for teachers' professional development. But in the context of Nepal in private institute all the teachers are untrained. They generally do not have enough Knowledge for professional development. The teachers from the Education background they have the knowledge but there is not any environment for practicing professionalism. They believed that collegial relationship between teachers is important but there is a kind of huge gaps between teachers i.e. political, economical, seniority, and personal guiding principle. There the harmonious relationship between those teachers, who were closer to each other.

### **3.3 Expectations of Teachers' for Professional Development**

This chapter deals with the relationship between novice and experienced teachers. Do novice teachers really want to work with experience teachers? What do experience teachers think about the teaching of novice teacher? Is there any harmonious and collegial relationship between the novice and experience teachers? What is the role of egoism in teaching field? Do co-operation, co-work and collegial relationship between the novice and experienced teachers help in their professional development? Do novice teacher expect any help from the part of experienced teacher? Similarly, do the experienced teachers expect any help from the part of novice teacher? Do they really have any expectations for collegial relationship between the teachers for professional development?

### **3.3.1 Relationship between Novice and Experienced Teacher in the Context of Nepal**

Teacher development is the gradual and life long process. Teachers are also learners; they learn through the books and by experience. School can be taken as an academic family where teacher practices the professional development. Novice teachers are not like the blank sheet of paper and Experience teacher is not like the completely ripen fruit which is complete and perfect in every aspects. So, both of them requires the support to each other for professional development. Harmonious or collegial relationship between the teachers can be beneficial for both teachers. But in the context of Nepal it is little bit different. Some teachers argue that it is necessary and they are practicing accordingly. Some teachers believe we are competent in our every aspects of teaching and why should I consult to other teachers. In some school there is not harmonious relationship between the teachers of junior level and senior level.

In this regard, **Teacher 'A'** told:

There is no collegial relationship between the novice and experienced teachers although it is important for teacher development. I think, there is the gap between superior and inferior (novice) teacher. Novice teacher always feel shy and being dominated working with us (experienced teachers). If we mingled them into same class, that would be beneficial for both of us. Hum...the whole system should be restructured and there should be the team teaching and group teaching in language classroom.

**Teacher 'B'** argued that the relationship between novice and experience teacher should be harmonious and friendly. She always asked to experienced teacher for difficult activities faced in her classroom. She accepted that there is not any kind of provision for teaches working together. She opined that there

was not any programme like, workshop, peer observation, peer coaching and team teaching in her school.

**Teacher 'C'** also nearer to the **Teacher 'B'** co-operation co-work between the novice and experienced teachers obviously helps in professional development. She has been designing the programmes where the teacher could work together.

**Teacher 'D'** argued that there should be co-work and co-relation to the novice teachers and experienced teachers. The collegial relationship between the novice and experience teacher helps to foster the better result in their teaching career. There should not be any psychological gap between them. And there should not be seniority and juniority between the teachers. The collegial relationship between the novice and experience teacher helps to foster the better result in their teaching career. There should not be any psychological gap between them. And there should not be seniority and juniority hierarchy between teachers. But it is the reality that there a kind of Gap between the teachers.

**Teacher 'E', Teacher 'F'** also had similar kinds of experience. Yes, Do co-operation and collegial relationship definitely helps in professional development of both teachers. Regarding the collegial relationship between the teachers in the context of Nepal **Teacher 'G'** explained:

Oooh, in the context of Nepal I really don't know. In the context of my school, it is not very difficulty, when I was new there was one experienced teacher and he really guided me. We have very good relationship between him and me. I didn't feel any kinds of oddness.

**Teacher 'H', Teacher 'I'** told that the seniority and juniority relationship between the teachers were not good at all. They all teachers have their own potentiality and ideas. We should respect them. If we work together we can learn many things collaboratively working together defiantly helps to achieve



the better result. But in the context of Nepal there is not such kind of relationship between teachers.

**Teacher ‘J’** had given the different idea than other teachers. He told:

Hum...egoism between the teachers never helps in their professional development. It is no point of counting the experience of teacher by calendar age. Either experience or novice both teachers requires sound academic knowledge. All teachers should satisfy the thrust of students. Actually..., in some cases teacher themselves think they are superior and know everything. This is not good. It does not help any teacher develop and the professionalism. In the context of Nepal there is gap between senior and junior teachers. Oh yes..., there are many factors expanding the gaps between teachers, such as psychological factor, having the ego of superiority, family background, and personal philosophy etc.

**Teacher ‘K’, teacher ‘M’, Teacher ‘N’ and Teacher ‘O’** also had the similar kinds of experiences. They openly told that collegial, mutually respectful, harmonious and collaborative relationship between the teachers definitely helps in professional development. But in the context of Nepal there is not any practice of working together. Teachers feel being dominated and threatened while working together with other teachers. Neither the administration has attempted any seminars, team teaching and peer observation programmer nor teachers themselves want to involve in such kinds of activities.

**Teacher ‘L’** has a little bit different experience. Here is a part of interview as:

Actually, I want to work with experience teacher but they don’t want. They told that they had not proper time to work with other teacher and participate in any kinds of programmes. Yes, it definitely helps in

professional development of both teachers either novice or experienced.

But the fact is that they believed that there is not any benefit for them working with novice teacher. They think themselves as superior and perfect teachers. Sometimes they took us negatively as unskillful or poor teacher. So, I don't like to ask anything to them.

**Teachers 'Q', Teacher 'R', Teacher 'S' and Teacher 'T'** were the Group of student teachers. They believed that collegial relationship between the teachers is important. But in the context of Nepal it is very difficult, because Nepalese teachers are proud by birth.

In this way, above all expression shows that there are not any formal teacher development strategies such as workshop, teacher support group, peer coaching, and team teaching in the context of Nepal. There is the harmonious relationship between the teachers teaching in same level. But there is not mutual relationship between the teachers teaching in different levels. Sometimes the experience teachers do not want to work with the novice one. They feel domination and they tell that they have not enough time. It is the reality that in the context of Nepal there is a kind of gap between experience and novice teacher. It is the cause of superiority and psychological factor of teachers. All teachers argued that the collaborative, collegial relation between the people of same profession definitely helps to foster the better result in their professional development. But it is not practiced in well manner in the context of Nepal.

### **3.3.2 The Role of Ego and Personal Guiding Principle of Teachers' for Professional Development**

The word egoism refers to the proud of anyone as having special quality. In other word it is a kind of self-esteem. But there in not any person in the world having all knowledge and experience. In the context of Nepal it is found that

some teachers have shown the behaviour of perfect and having all sorts of knowledge. In this sense, researcher had tried to find out the factors affecting in professional development and collegial relationship between the teachers. What is hindered the collegial relationship? Why teachers were not worked in group? The researcher made the formal and informal dialogue with teachers then they told that there were many factors such as teaching experience between the teachers, the geographical gaps, economical gaps, superior and inferior gaps, junior and senior gaps, closeness gaps, psychological gaps, and personal guiding principle of teacher are responsible for hindering the collegial relationship between the teachers. Some teachers are by birth introvert that they do not want share their experiences with other teachers. But the **Teacher 'I'** opposes that there is not any kinds of egoism working between the teachers rather there might be juniority and seniority complex between the teachers. He told:

I did not found any kinds of egoism between the teachers but there is junior and senior complex between the teachers. I think we cannot any teacher as experience or expert teacher by counting the calendar age. Teachers are always learner they never become prefect. But the thing is teacher should satisfy the thirst of the students. Thus, there is no point in being proud and having a kind of ego.

**Teacher 'A'** had opined that there is a kind of gaps between the experience teachers and novice teacher. The novice teachers do not want work with experienced teacher because they felt being dominated by other teachers. He told:

The whole system of organization should be reorganized and there should be designed that kinds of teacher development programme for

professional development. If they anyone want to organize the programme that is okay. But I'm not seeking till now.

There are other factors as well, sometimes the novice teachers do not want to ask any questions to experience teacher and made self decision about teaching content. They never try to practice reflecting thinking. Teachers only think what to teach in classroom not how to teach. They never want to apply the different techniques in classroom. The reality is that the students are changing and content also changing, time also changing but the teacher teaching in same way as he taught yesterday. Students changing in every year but the teacher are teaching in same way as he taught to previous group. Teachers do not want to evaluate their techniques and methods as they are beneficial to target group or not? If the technique is same and method is same and content is same why should them search for change. In the context of Nepal teachers never want to change themselves as perfect teacher. There is not any sense of teacher development of teacher. They take teaching as only the solving the exercise of students' text book in correct way and made them practice that. Until and unless teachers could not develop the sense of teacher development, there may be gaps between teaching and the teacher. It always hinders the collegial relationship between the teachers. If novice wanted to change in his class, there could be need of cooperation and collegial relationship with experienced teacher. And if experience teacher wanted to change in his class, he could establish the collegial relationship with novice and other teachers. But in school they think there is no need of any changes. So that, the gaps between the teachers is working between them.

### **3.4. Post Experience of Teacher for Professional Development**

Post experience phase refers to the teachers' serenity phase or sometimes disengagement phase. It is less vulnerable to others' perception of them. There is a kind of distance between teachers and students sometimes it might be with other teachers as well. They do not want to make change in their teaching

strategies. In this sense they are followed by a conservation and resistance to change. The more experienced or old teachers who do not want to continue their profession seem disengagement from professional commitment and allow more time for personal engagements. Thus, this stage of teacher development seems harmful for professional development of teachers. In this phase teachers don't seem active and dynamic for professional development or change. They don't want to take part in any professional development activities such as less participation in trainings seminars and group work etc. They may not have any fear of unsuccessful and fear of failure in their teaching career. We cannot forget the contribution of experience teacher for their whole life but it is very sorry to say that they are sometimes working as a resistor for collegial relationship between the teachers.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter reports the main findings of this study. Looking once back at the objectives of the study; it intended to find out the collegial relationship between the novice and experienced teachers for their professional development. On the basis of the analysis of the data, researcher has come to the following findings. It also deals with some recommendations made on the basis of the major findings of the study.

#### **4.1 Findings**

After analyzing and interpreting the data explored through the interview (see Appendix -V and Appendix- VI, Appendix -VII, Appendix - VIII); this study has come up with the following findings:

1. Most of the teachers (50%) had not got any chances of teacher trainings. They had been teaching as teacher of English language but they had completed their degree from humanities, management and science faculty. There were also some English teachers (40%) from Education faculty. There were (25%) teachers who had the experience of teacher training given by non government agencies.
2. Experiences of teachers teaching in classroom for the first time seem more difficult and challenging. Most of the teachers (80%) felt difficult and nervousness standing before the students. Sometimes they had nothing to say or became wordless before the students. But some teachers argued that they did not feel any kinds of difficulty and nervousness in the classroom for the first time.
3. Almost all teachers (75%) faced many challenges in their initial phase of teaching career. It was quite difficult to adjust in new school environment. They mostly felt challenges in class controlling, understanding the psychology of students, applying the teaching methodology in language

classroom and sometimes dealing with new content. But some teachers had opined that they had not felt any difficulties in their initial period of teaching. They found easier and natural in language classroom.

4. Most of the teachers (80%) were able to solve their problem by themselves. They always used to ask their senior teachers for suggestion when they were not able to solve their problems by themselves.
5. Almost all of the teachers (90%) had opined that there was not any provision of teacher development programme in the context of Nepal such as mentoring, teacher induction and supervision programme. They opined that there is not any formal teacher development programmes but teacher of same school was holding the role of supervisor. Sometimes HOD (Head Of Department), senior teachers and principal or coordinator had been holding the responsibility of supervisor.
6. Some teachers (20%) had collected the bitter experiences dealing with students. But other did not have any bitter experiences working together with different students in their teaching career. All the teachers had argued that they did not feel any sense of humiliation and domination working with other teaching staff.
7. Almost all of the teachers (90%) had argued that the collegial relationship between the novice and experienced teacher was more important. They used to consult other teachers who were familiar with them. But most of the teachers (70%) had argued that there is a kind of gap between some teachers. The gaps were psychological gap, political gap, economical gap, senior and junior gap and experienced and novice gap. Everybody was argued that any kinds of gaps between the teachers are not beneficial for the professional development of teachers.
8. The role of egoism and personal philosophy of teacher was responsible for hindering the collegial relationship between teaches. Some teachers (60%) argued that the personal guiding philosophy of teaching determines the collegial relationship. In other words the teachers' maxims also determine the collegial relationship between the teachers.

## 4.2 Recommendation

Grounded on the major findings of the study, the following recommendations can be made:

1. The Government should reorganize the system of education in the context of Nepal. There is no any rules and regulation for promoting the professionalism of teachers in private schools. Private schools should organize the teacher training programmes and the teacher development programmes such as mentoring programs, teacher induction and supervision programmes for novice teachers.
2. All private schools should organize different teacher development programmes where the teachers could work together. There may be the different strategies for professional development such as workshops, Peer observation, Teaching portfolios, peer coaching, team teaching, and action research.
3. Teachers teaching in private secondary should have to be trained and developed the sense of professionalism. To be a teacher a person should have sound academic knowledge, sense of professionalism and knowledge of pedagogy. Teaching profession is not simply a kind of job as in other field. Thus, there should be the pre-service and in-service training for teachers. The practical subject for student teacher (teaching practice) should be implemented in better way not only as the formality. Student teacher should have a kind of pre-preparation for the real classroom teaching. It will help the novice teachers to face coming challenges in their teaching for the first time.
4. By studying the international scenario the government should use in practice teacher development programmes such as mentoring, teacher induction and supervision programme. There should be designed the policy of government to supervise the private schools.
5. Teacher should develop the sense that teaching is an academic profession. It can be achieved through rigorous practice, long experience, inner



desire to be changed, and desire to be a better teacher. Thus, there should not be any kinds of gaps between the teachers teaching in same school.

6. The collegial, collaborative and/or harmonious relationship between the novice and experienced teachers definitely helps in their professional development. Thus, it is recommended that the collegial relationship should be maintained in the schools for the professional development of teachers.
7. The school environment should be democratic and cooperative. Democratic environment helps to foster the professional development of the teachers.

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