

**MODELS FOLLOWED BY SECONDARY LEVEL  
TEACHERS FOR PROFESSIONAL  
DEVELOPMENT**

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

**Submitted by  
Rudra Bir Karki**

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

**2012**

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**2012**

**TU Reg. No: 9-2-278-958-2005  
Second Year Examination  
Roll No. 280739/2067**

**Date of Approval of the  
Thesis Proposal: 15/2/2012  
Date of Submission: 6/9/2012**

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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.

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.....

**Rudra Bir Karki**

# **DEDICATION**

**Dedicated**

to

My parents who devoted their entire life to make me what I am

Today.

## ACKNOWLEDGEMENTS

This study has become possible with the help and support of several people, family members, friends and teachers. I am grateful to all of them.

First of all, I would like to express my sincere and hearty gratitude to my respected Guruma and thesis supervisor **Mrs. Madhu Neupane**, Lecturer, Department of English Education, T.U., Kirtipur for her invaluable suggestions, encouragement, cooperation and friendly behaviour from the very beginning to bring the thesis in this form.

I am thankful to my respected Guru **Pro. Dr. Chandreshwor Mishra**, Professor and Head of the Department of English Education for providing me with the suggestions and encouragement to complete this study. Similarly, I am extremely grateful to my respected Guru **Prof. Dr. Jai Raj Awasthi**, distinguished Vice-Chancellor of Far Western University for his encouragement and inspiration to develop this work.

In the same way, I would like to extend my gratitude to my respected Guruma, **Dr. Anajana Bhattarai**, Reader, Department of English Education for providing me with first hand theoretical knowledge on research methodology and her guidance to carry out this study.

Similarly, I would like to extend my sincere gratitude to my respected Guru **Dr. Tara Datta Bhatta**, Reader, Department of English Education for his support and encouragement to pursue this research. I will never forget him for his friendly behavior.

I am equally thankful to **Prof. Dr. Tirth Raj Khaniya**, **Prof. Dr. Govinda Raj Bhattarai**, **Prof. Dr. Anju Giri**, **Dr. Balmukunda Bhandari**, **Dr. Laxmi Bahadur Maharjan**, **Mr. Raj Narayan Yadav**, **Mr. Bishnu Singh Rai**, **Mr. Prem Bahadur Phyak**, **Mrs. Hima Rawal**, **Mrs. Saraswati Dawadi**, **Mr. Bhesh Raj Pokhrel**, **Mr. Khem**



**Raj Joshi, and Mr. Resham Acharya** for providing me with academic support during the academic years. **Mrs. Madhavi Khanal**, the Librarian, Department of English Education deserves a lot of thanks for providing me with necessary books and thesis in course of carrying out this research.

Similarly, I would like to remember my inspiring and encouraging parents and elder brother **Mr. Pahal Bahadur Karki** for his every support to take me to this position. I am equally thankful to my respected Guru **Raju Shrestha** and guardian **Mr. Pahal Bahadur Rokaya, Mr. Gagansing Bohara, Mr. Tilak Chand and Mr. Shakar Chand** for providing me with constructive suggestions and feedback to complete this study. My special thanks go to my lovely sisters, brothers and nephew for creating a cooperative and favorable home environment during my study. I thank my friends **Dinesh, Ganga, Dhananjaya, Binod, Ashis, Lalit, Newal, and Chhabi** for their direct or indirect help in completing this research.

Finally, I will not miss the opportunity to thank all the secondary level English Language Teachers of the selected schools from Banke district for providing me with their valuable information to complete this research work.

Date: 7/9/2012

**Rudra Bir Karki**

## **ABSTRACT**

The present study entitled **Models Followed by Secondary Level English Teachers for Their Professional Development** aimed to find out the models employed by English language teachers of Banke district. It also aimed to give some pedagogical implications based on findings. The research study was mainly based on the primary sources of data which was collected from secondary schools of Banke district. The schools were selected by using non-random purposive sampling procedure. Open-ended questions were used as tool to collect data. The open-ended question consisted of 27 questions on three different models. The systematically collected data have been analyzed and interpreted descriptively and analytically. This study shows that almost all the secondary level English language teachers had positive attitude towards different models. It also shows some models were employed by secondary level English language teachers of Banke district. The craft model was mostly used model because the teachers considered craft model to be an effective means for their professional development.

This study consists of four chapters. The first chapter deals with general background of the study, review of the related literature, objectives of the study, and significance of the study. The second chapter deals with the methodology used in the study, i.e. sources of data, population of the study, sampling procedure, tools of data collection, process of data collection, and limitations of the study. The third chapter is the main part of the study. This chapter presents the systematically collected data which have been analyzed and interpreted descriptively and analytically. The fourth chapter deals with the major findings, and recommendations which have been derived on the basis of analysis and interpretation of data. The fourth chapter is followed by the reference and appendices.



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## LIST OF SYMBOLS AND ABBREVIATIONS

B.C	-	British Council
B.S	-	Bikram Sambat
CUP	-	Cambridge University Press
DOE	-	Department of Education
Dr.	-	Doctor
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
e.g.	-	For example
et.al.	-	And other People
i.e.	-	That is
INSET	-	In Service Education and Training
KU	-	Kathmandu University
M. A	-	Master of Arts
M. Ed.	-	Master of Education
MOE	-	Ministry of Education
NCED	-	National Central for Educational Development
NELTA	-	Nepal English Language Teachers' Association
NESP	-	National Education System Plan
NNEPC	-	Nepal National Education Planning Commission
No.	-	Number
OUP	-	Oxford University Press
P.	-	Page

PP	-	Pages
PSTTC	-	Primary School Teacher Training Centre
PU	-	Purbanchal University
Prof.	-	Professor
S.N.	-	Serial Number
T.D.	-	Teacher Development
TESOL	-	Teaching English to the Speakers of the other Languages
TPD	-	Teachers' Professional Development
TU	-	Tribhuvan University
UNESCO	-	United Nations Educational Scientific and Cultural Organization
Vol.	-	Volume



# **CHAPTER-ONE**

## **INTRODUCTION**

This study is about the **Models Followed by Secondary Level Teachers for Professional Development at Banke District**. The introduction part consists of general background, language teaching, ELT development in Nepal, concept of professional development, characteristics of professional development and difference between teacher training and teacher development. Similarly, it consists of different models which are central concern of my research. In the same way, it also includes different types of models, needs of models for English language teachers for professional development, research design, and review of the related literature, objectives of the study and significance of the study.

### **1.1 General Background**

The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is an activity which requires a sound knowledge on how to handle children, teaching strategies, curriculum, institution's rules and regulations, facilitate understanding of others. In this regard, Richards and Lockhart (2005, p.29) argue, "Teaching is a complex process which can be conceptualized in a number of different ways". Moreover, they clarify in such a way that traditionally, language teaching was described in terms of what teachers do, that is in terms of the actions and behaviors which teachers carry out in the classroom and the effect of these on learners. This is to say, teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. Head and Taylor (1997, p.1) claim, "Development means change and growth." Similarly, Underhill (1986, p.1) has argued, "Teacher development is the process of becoming the best kind of teacher that I personally can be" (as cited in Head and

Taylor, 1997, p.1). Head and Taylor (1997, p.1) questioned, "How can I become better teacher? How can I enjoy my teaching more? How can I feel that I am helping learning? They are thinking about ways of developing". They are acknowledging that it is possible to change the way they teach and perhaps also the perceptions that they have about teaching and learning.

Teacher development, as we understand it, draws on the teacher's own inner resource for change. It is centered on personal awareness of the possibilities for change, and of what influences the change process. It builds in the past, because recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's response to you. It is a self-reflective 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) say, "Teacher development means, in terms of teachers' own understandings of how they go on learning and becoming better at what they are doing". Here, development involves the teacher in a process of reflecting on experience, exploring the opinions for change, deciding what can be achieved through personal effort, and steering appropriate goals. It is based on appositive belief in the possibility of change. Development is not only a way forward for experienced teachers who believe that they have unfulfilled potential and who want to go on learning. If its attitudes and beliefs can begin in service training, where trainees can be encouraged to learn from their own, developing awareness and reflection alongside feedback from tutors and fellow trainees, then it can continue as a base for career long learning.

Richards and Farrell, (2005, p.3.) say, “Development generally refers to general growth not focused on a specific job. It serves a longer term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers”. They further argued that it often involves examining different dimensions of a teacher’s practice as a basis for reflective review and can hence be seen as ‘bottom-up’.

Development is a dynamic process of positive changes that improve standard of people. It refers to the progressive tasks which bring the acceptable positive outcomes done for welfare purpose. Development in the field of teaching is perceived as a phenomenon to make change in the related field as mended by the situation, subjects, related person and time. It is a natural process in the field of teaching.

Teachers are generally motivated to continue their professional development. Not all the knowledge that they bring to their teaching has been learnt in formal teaching. Language learning may rely on number of learning strategies like groups, self-monitoring, dialogue, journals, peer observation, teaching portfolios, case study, seminars and so on. But here my main concern is with the different models that the teachers how much they have followed. Actually, to develop their professions, whether they have followed the different models or not. To find out it, I interested in this area.

### **1.1.1 Language Teaching**

Tomlinson (2007, p.9) defines teaching as, "an activity designed to promote learning". Malderz and Bodockzy (2009, p.4) argue that this definition of teaching points to the goal-oriented nature of the activity. As for the nature of the activity itself, it involves knowing how to do things based on knowing about things and has been described as ‘a complex, open skill’. It is ‘complex’ because there are many possible ways of responding to similar set of circumstances. Much of what a

skillful teacher does appear effortless and indeed the teacher will not be consciously focusing on these apparently effortless actions: they have become automatic, intuitive or 'proceduralized'.

Previously, it was believed that only a basic tool of a language teacher needed was a sound knowledge of the language. But, now it has been realized that linguistics is not only the area in which a language teacher should be trained. The importance of psychology and sociology as well as more extensive training in pedagogy has been realized by those all concerned with language teaching. However, we cannot forget the idea given by Fullan and Hargreaves (1992, p.xi). They say, "The teacher is the ultimate key to educational change and school improvement" (as cited in Richards and Renandya, 2010, p.385).

Ur (1996, p.5) argues that like the methodology foreign language teaching has further important components such as lesson planning, classroom discipline, the provision of interest topics which are relevant and important to teachers of all subjects. Distinguishing teaching and methodology Richards (1990, p.35) says, "foreign language teaching methodology can be defined as the activities, tasks and learning experiences used by the teacher within (language) teaching and learning process" (as cited in Richards & Renandya 2010, p.19). Analyzing the above mentioned definition, we can say that any particular methodology usually has theoretical underpinnings that should coherence and consistent in the choice of teaching procedures.

Richards and Renandya (2010, p. 6) claim, "A teaching theory is viewed as something that is constructed by individual teachers." From this perspective, teaching is viewed as driven by teacher's attempts to integrate theory and practice. In other words, teacher education programs give teachers as grounding in academic theory and research, which they test out against the practical realities of teaching. In so

doing, they create their own new understandings of teaching, which are expanded and revised as they tackle new problems and deepen their experimental and knowledge base of teaching. Analyzing this discussion what we can say is that the definition above presented is, to some extent, similar with Fullan and Hargreves (1992).

Richards (2010) says, "Language teaching is not only viewed through the perspectives of teacher and learning. Teaching can be seen through the perspectives of theories" (as cited in Richards and Renandaya (2010, p.19). Moreover, he argues that the field of teaching English to the speakers of other languages (TESOL) is shaped in substantial ways by how the nature of language teaching is conceptualized. As with teaching in general, language teaching can be conceived in many different ways for example, a science, a technology, a craft or an art. Different views of language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to the preparation of teachers. Especially, Richards has focused on the four essential skills of language teaching in his article (as cited in Richards and Renandya 2010, p.19). They are as follows:

- I. Science research conceptions
- II. Operationalize learning principle
- III. Following a tested model of teaching
- IV. Doing what effective teachers do

Based on those above given essential fundamental skills of teaching theories, he gives three conceptions of teaching theories;

- I. Theory philosophy conceptions
- II. Theory based approach
- III. Values based approach.

Regarding language teaching Richards and Rodgers (2001) mention, “Language teaching came into its own as a profession in twentieth century” (p.1). Moreover, they have argued that the whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others thought to develop materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in the 20<sup>th</sup> century was characterized by frequent changes and innovations and by the development of sometimes competing language teaching ideologies. From the discussion of Richards and Rodgers what I would like to express is that the language teaching is not stable, it is dynamic and changeable on the basis of time and situation. The ‘Post Method Pedagogy’ is one of the examples of teaching methods change.

Learning is the goal of teaching and learning, in terms of the development of constructs, is essentially a different process for every individual. In other words, each individual learner must be considered not simply under a label (a ten year-old teenager, intermediate or advanced) but as an individual with their own experience-base, cultural background, style, feelings, and so on. Teaching will, therefore, begin with getting to know individual learners and discovering ‘where they are’ as regards to their existing constructs.

Malderz and Bodozcky (2009, p.12) state, “Teaching is about building relationships between the teacher and each individual learner but it is also, in most contexts, especially where they are very large classes about managing relationships between learners in any learning groups.” This is not only because there happens to be more than one learner present or because teachers may want learners to develop ‘interactional’ language skills but because social constructivist teachers will want to

use the challenge that each group members perspective can provide for other learners. Stevie (1980, p.4) argued, "Success depends less on materials, techniques and linguistic analysis and more on what goes on inside and between people in the classroom" (as cited in Malderz and Bodozcky, 2009, p.12).

### **1.1.2 English Language Teaching Development in Nepal**

The history of teacher education in Nepal can be traced back to the establishment of the Basic Education Teacher Training Centre in Kathmandu in 1948 with a view to train primary school teachers. However, the centre had to discontinue its functions after the recommendation of the Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of the College of Education in 1956 to provide two-year and four- year teacher education programs to the prospective lower secondary/secondary level teachers of Nepal. Concurrently, Mobile normal schools ran a ten month teacher training Programme for Primary School Teachers Training Centre (PSTTC) in 1963. Regarding English language teaching (ELT) development in Nepal, Awasthi (2003, p.197) claims, "Teacher educators for running these centers and college of education were trained either in the United States of America (USA) or the Philippines."

The National Education System Plan (NESP) 1971-76 brought a new impetus in teacher education making teacher training mandatory to obtain tenure in schools. This policy created favorable environment for the expansion of teachers' education/training institution throughout the kingdom. All these institution such as college of education, National Vocational Training Centre and PSTTC came under the single umbrella of the Institute of Education (IoE) under Tribhuvan University (T.U). This institute was solely entrusted to conduct both pre-service and in-service teacher education/training including the very short-term

packages. During this period, IoE conducted fifteen varieties of training programme through its regular Campuses and on-the-spot programmes. In-service programmes of short or long terms sponsored by the Ministry of Education and Sports (MoES) helped IOE in a quantitative expansion. The popular programmes, apart from the regular degree-oriented teacher education programmes conducted during this period taking into account the topographical and social structure of the country as presented by Awasthi (2003) were; women teacher training, remote area teacher training programme, on-the-spot teacher training programme, teacher training through distance learning, and vocational teacher training programme. These have been sketched out briefly in the following sections.

### **I. Women Teacher Training**

The programme was launched in 1971 to give equal access of women and girls to education. The programme was assisted by United Nations International Children Emergency Fund (UNICEF), United Nations Educational Scientific and Cultural Organization (UNESCO) especially, for under school leaving certificate (SLC) girls.

### **II. Remote Area Teacher Training**

This programme was started at Jumla, a remote district of Nepal, in 1973, considering the lack of teacher in the whole region. Sixth grade pass students were enrolled in the programme.

#### **a. On-the-spot Training Programme**

With a view to giving primary teacher training to the teachers of urban location, IOE conducted ten months on-the-spot teacher training programmes covering twenty-one urban centers. Mobile team of teacher educators provided training to 750 in-service teachers.



## **b. Teacher Training Through Distance Learning**

This programme was launched in 1976 to provide low-cost training to untrained and under qualified primary school teachers. The programmes covered the fifteen districts. One entrance test was taken to the teachers to assess their ability in comprehending reading materials. A fifteen day orientation programme was conducted for the successful participants. The programme trained 900 in-service teachers.

## **c. B. Level (Under SLC) Teacher Training**

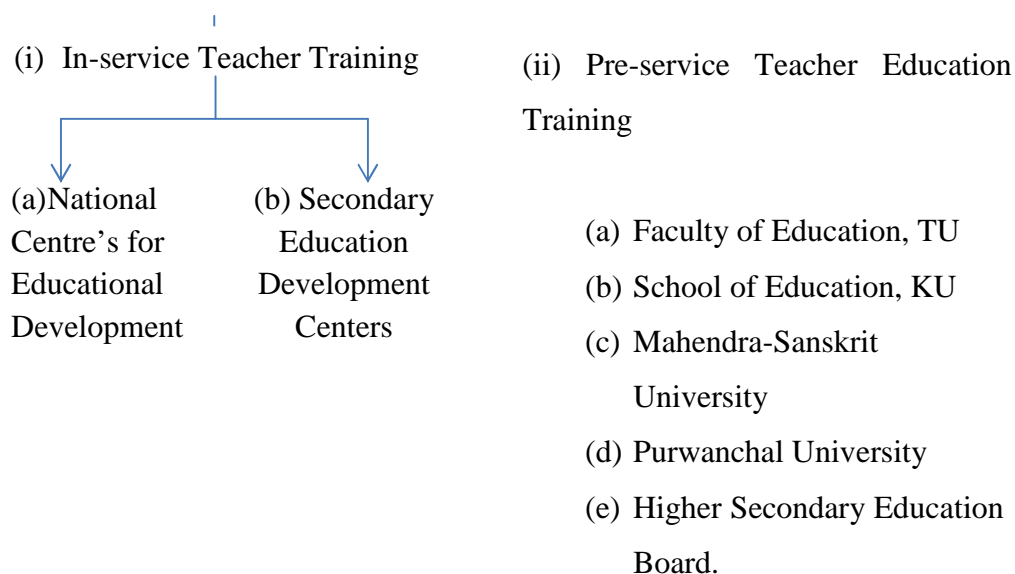
IOE also conducted B level (under SLC) primary teacher training-an exclusively in-service programme. The programme continued until MOES made a decision to terminate 'under SLC' teachers unless they pass SLC with to specified time period. But, the democratic movement of 1990 cornered this decision. However, the new intake as primary school teachers has the minimum qualification of SLC. The education code 1980 abolished the provision of training as mandatory for obtaining a permanent tenure in schools. This curbed the environment of enrolment of both pre-service and in-service training, which also adversely affected in the quality education.

## **III. Vocational Teacher Training Programme**

NESP (1971-76) stressed the need of vocational education at the secondary level and prevocational at the lower secondary level schools. As such, both pre-service and in-service teacher training programmes were conducted in different campuses under IOE.

Besides the above mentioned programmes, Awasthi (2003, p. 195) gives two types of training programmes for professional development of teachers. He also presents the various colleges which supply qualified teachers.

They are:



Source: Awasthi (2003, p.198)

### **(i) In-service Teacher training**

The NCED and SEDC conducted these programmes for Educational Development. A brief sketch of these two institutions is given below:

#### **A. National Centre for Educational Development**

NCED was established in 1992 with a view to training manpower involved in the field of education. The center has nine well-facilitated primary teachers training centers spread throughout the country. NCED also has a policy to allow the private agencies to run teacher training programmes as a result, in a very short span of time, there are eighteen privately owned teacher training centers.

#### **B. Secondary Education Development Centers**

SEDC began in 1983 as a project to improve the quality of Lower Secondary and Secondary Education in Nepal. As the Science Education Development Project (SEDP), this centre initially trained science, math and English teachers. Later, it was converted into Secondary Education Development Project (SEDP) to conduct long-

term (ten month) secondary teacher training programmes in English, Math and Science.

**(ii) Pre-service Teacher Education/Training**

Pre-service teacher education as per the recommendation of the Royal commission of Higher Education is conducted by faculties and schools of different universities and higher secondary education board (HSEB) affiliated schools. They are sketched out briefly as follows:

**a. Faculty of Education, Tribhuvan University (TU)**

Pre-service teacher education programmes are run under FoE through thirteen university and ninety-three affiliated campuses throughout the country. The structure of teacher education in practice until 1995/96 was 2+3+2 years 1996-97 (Awasthi, 2003). But now, the system of PCL has been dismissed. So, the structure is 3+2.

**b. School of Education, Kathmandu University (KU)**

KU, in addition to its M.Phil and Ph.D. programmes in education, also runs a post Graduate Diploma in ELT and Educational management. Recently, it has also decided to conduct a one-year M.Ed. in ELT.

**c. Mahendra Sanskrit University**

Though, this university is primarily meant for imparting Sanskrit education of all levels in the country, it has initiated a one year B.Ed. programme from the 1998 and has a plan to introduce three year B.Ed., two year M.Ed. and Ph.D. programmes in future.

**d. Higher Secondary Education Board (HSEB)**

HSEB is also running 10+2 in the education stream concurrently with the ex-proficiency certificate in Education of TU. The board runs its programmes through its affiliated higher secondary schools spread all over world.

The table given below describes the above mentioned programmes in short.

**Table No. 1**  
**English Language Teacher Education Programmes**

Institution	Programmes			
FOE, TU	2 year PCL after SLC	3 year B.Ed.	1 year B.Ed.	2 year M.Ed.
SOE, KU	× × ×	× × ×	1 year PC Diploma	1 year M.ed. in ELT
Mahendra Sanskrit University	× × ×	3 year B.Ed.	× × ×	× × ×
HSEB	2 year higher secondary education	× × ×	× × ×	× × ×

Source: Awasthi (2003, p.201).

Note:- × × ×: Means no courses are offered

-The two-year PCL after SLC under TU has been phased out and instead of it students will admit under HSEB (+2) programme.

### **1.1.3 Teaching as a Profession**

In a normal usage a 'professional' is someone in non manual occupation who is highly trained, skilled and self-disciplined. In this sense, there are many professional language teachers. However, a more rigorous definition applies sticker criteria: "self-regulation, 'the legal right to

govern their daily work affairs' (Lortie, 1975, p.22), high social status, restricted entry, and a homogenous consensual knowledge base" ( as cited in Roberts, 1998, p.38).

A 'professional' is, broadly speaking someone whose work involves performing a certain function with some degree of expertise. But, a narrower definition limits the term to apply to people such as doctors, teachers and lawyers, whose expertise involves not only skill and knowledge but also the exercise of highly sophisticated judgment and extensive study, often university based, as well as practical experience.

There have been debates over the years and throughout the nations as to whether teachers are professional as opposed to mere 'workers' and whether teaching is a profession and not just an occupation. Reimers (2003) mentions, "Fortunately, the tendency over the last few years has been to begin to accept teaching as a professional, and consequently, the transformations from teacher training to teacher professional development" (p. 36). Khaniya (2006, p. 7) states, "Teachers, professors, doctors, engineers, lawyers etc. are regarded as professionals". According to him, professional is s/he who performs tasks involving not only skills but also expertise and teacher as a professional, is necessarily responsible to bring about change in the way students does things a perform tasks after he/she receives instruction.

Dewey (1916) claims, "Teachers are the major elements of the entire education system those are placed at the heart of education system and thus they have to be more professional in their business" (as cited in a Paudel, 2006). Broke and Punitam (1995) say, "Professional development plays an important role in changing teachers' teaching method, and these changes have a positive impact on students' learning". Most of the people agree that professionalization of teachers is essential for upliftment of the entire education system.

Regarding the profession Wallace (2010, p .3) mentions:

Thus, in profession' we have a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public good it brings, but which is not simply engaged in for profit, because it also carries a sense of public service and personal dedication.

Furthermore, he claims that little wonder that many occupations, would wish to be called professions! Fortunately, it is not necessary here to take the individual's tasks of dividing which occupations should be called professions and which should not. All that has to be said is that any occupation aspiring to the little of 'profession' will claim at least some way these qualities given by Wallace (2010, p. 5)

- (i) A period of rigorous study which is formally assessed
- (ii) A sense of public service
- (iii) High standards of professional conduct! and
- (iv) The ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

From the above discussion, it is worth pointing out that nowadays teaching has emerged as a profession in the field of language teaching which is not only concerned with profit but also with public service.

#### **1.1.4 Professional Development**

Professional development, in a broad sense refers to the development of a person in his / her professional role. More specifically, "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his / her teaching

systemically" (Galthorn, 1995, p.4). Professional development includes formal experiences such as attending in workshops, professional meetings and informal experiences such as reading professional publications, watching television, documentaries related to an academic discipline. The concept of professional development is therefore, career development.

#### **1.1.4.1 Basic Concept of Professional Development**

As I previously quoted, again I would like to begin presenting the idea given by Fullan and Hargreaves (1992, p.ix) that is "The teacher is the ultimate key to educational change and school improvement." (as cited in Richards & Renandya, 2010). They argue that teachers do not simply implement the curriculum. They define and refine the curriculum; they interpret and transform the curriculum in a way that makes learning more manageable for the learners. Teachers should constantly develop not only their knowledge of the subject matter, but also their knowledge of pedagogy.

Pettis (2010) argues, "Teachers should embark on a life-long journey of developing professional competence" (as cited in Richards and Renandya, 2010, p.85). She goes on to say that it is our professional responsibility to continuously undertake a wide range of activities to improve our teaching competence. Reflecting on her personal journey to professional growth, she highlighted three important areas;

- (1) First, to be true professional, teachers must constantly upgrade their knowledge and understanding of language and language learning. But this is not enough. They should also develop their skills in translating this newly acquired knowledge in their teaching.
- (2) Second, teachers' professional interests and needs should change over time.

- (3) Third and finally professional development requires a personal and ongoing commitment.

Taylor (1997) suggests that teachers should start with small achievable project, preferably one that deals with the most relevant issues such as how to increase students' participation in classroom or how to get students motivated to read extensively. After gaining experience and confidence, teachers can move on with a larger and more complicated research project. In general usage, a 'professional' is a trained and qualified specialist who displays a high standard of competent conduct in their practice. For example, Leung (2010) argues, "We are very proud of the professional manner in which our teachers have implemented the curriculum reforms" (as cited in Richards and Burns, 2009, p. 49). Furthermore, it is worth pointing out that the term professionalism is regularly used in a constitutive sense to refer to practitioners' knowledge, skill and conduct.

Here, teacher development is used instead of professional development. Richards and Farrell (2005, p .4) claim, "Development generally refers to growth not focused on a specific job. It serves a longer-term goal and Seek to facilitate growth of teachers understanding of teaching of themselves as teachers". It often involves examining different dimensions of a teachers' practice as a basis for reflective review and can hence be seen as 'bottom up'. To put it as simply, professional development, therefore, should go beyond personal and individual reflection.

Good teacher's hours progressed to become teacher educator, as models of good practice. In many public education systems, this typically resulted in transfer to the tertiary sector-to a training institution and a concomitant change in status and role for the person involved from teacher to lecturer. Becoming a teacher educator did not at this juncture require any specific formal preparation for the role.



More recently, however, the idea has grown that teacher educator's work is sufficiently different from teachers' to require some form of professional development formal and/or informal-to enable them to perform their roles effectively and also to continue learning. Wright uses the term 'Trainer Development' to refer to the formal process of language teacher educator's professional development. The term also captures the developmental process of constantly becoming a language teacher educator, which can also, in less formal ways, undertake their own development. Wright (2007) argues that it is clear that trainer development entails a shift from teacher to education. New knowledge, skills, and awareness define the shift in content terms (as cited in Wright & Bolitho, 2007). Actually, professional development is an elusive term in education. To many, the term conjures up images of in-service days and workshops. To others, it refers to a process in which teachers work under supervision to gain tenure or to enhance their professional practice. Here, professional development is defined as an ongoing learning process in which teachers engage voluntarily to learn how best adjust their teaching to the learning needs of their students. Professional development is not a one slot, one size fit all events, but rather an evolving process of professional self-disclosure, reflection and growth that yields the best results when sustained over time in communities of practice and when focused on job embedded responsibilities.

Reimers (2003, p. 11) says "Professional development is the development of a person in his/her professional role". After gaining the experience and expertise for years in teaching systematically, a teacher achieves the professional development. Galthorn (1995) perceives professional development as "The growth that occurs as the teachers move through the professional careers" (as cited in Reimers, 2003, p.11). According to Underhill (1998), "Teacher development is a continuous process of transforming human potential into human

performance and this process is never finished" (as cited in Tomlinson 2007, p.19).

A teacher has to pass through different stages in course of their professional development. The process of transformation and development of teachers is time consuming and very slow. Mevarech (1995) presents a 'U shaped' model to explain this slow and steady process (as cited in Villegas-Reimers, 2003, p.133). The stages included in the models are:

- (i) Survival: When expert teachers become novices temporarily, as they attempt to incorporate something new into their repertoire.
- (ii) Exploration and bridging
- (iii) Adaptation: From technical application to reflective implementation.
- (iv) Conceptual change
- (v) Invention and experimentation.

Similarly, Villegas-Reimers (2003, p. 119) points out some factors to be considered when planning, implementing and assessing the professional development of teachers:

- (i) A culture of support: the role of school and education leaders
- (ii) The role of context: Multiple settings/multiple profession communities
- (iii) Time
- (iv) Financial resources
- (v) Stages of professional development
- (vi) The use of technology for teaching purposes
- (vii) The role of unions in teachers professional development
- (viii) The role of teacher educators

Besides these factors, proper incentives for teacher's opportunities for demonstrating newly acquired knowledge and skills, and regular

researches on teacher's progress play an important role in making teachers professional development successful. Ur (1996, as cited in Richards and Renandaya, 2010, p.38) distinguishes professional from other topics. Such as:

**i. Professional Versus Lay**

A 'Lay' population is a population that does not belong to specified professional group. Members of the professional group possess certain skills, knowledge and convention that the lay population do not have.

**ii. Professional Versus Amateur**

The distinction between the professional and the amateur is based on consistent difference in performance in the field, involving the quality of preparatory and ongoing learning standards and commitment. The amateur does things for the love at it: thus someone who knows English may have a go at teaching it, as an amateur, without any partial or training or commitment. He or she may do it well, or badly. But the professional cannot allow himself or herself to 'have a go' at teaching or to do it badly.

**iii. Professional Versus Technician**

The technician, craftsman, or artisan performs certain out with skill and becomes more skillful as time goes on, through practice. The professional has not only to acquire certain skills, but also to be able to take course of action that are based on knowledge and thought, as distinct from automatic routines. Beyond this, he or she has to understand the principles underlying both automatic and innovative behavior.

**iv. Professional Versus Academic**

An academic can be defined as a researcher, lecturer, and writer, usually based in a university. The professional is, first and foremost, a bringer about of real world change; the doctor cures patients, the architect designs buildings, the teacher brings about or catalysis learning.

Essentially, the professional priorities real time action whereas the academic priorities thought-thought of course the professional also thinks about his/her actions, and the academic acts in order to develop his or her thinking. The distinction is thus one of emphasis and priorities rather than substance.

It is worth pointing out that the English teacher is essentially a professionally engaged in bringing about real world change who may on occasion undertake academic research. The above two endeavors are different but beneficial and equally to be respected.

#### **1.1.4.2 Characteristics of Teacher Development**

As defined above, teacher development is a continuous and never ending lifelong process. It brings noticeable and reformative change in teacher's professional and personal life. Head and Taylor (1997, p. 4) argue, "Although development can happen in many different ways, it seems that certain core characteristics emerge when teachers are asked what they think teacher development is". To find out the core characteristics of professional development, Rossner (1992) conducted an informal survey among English as a foreign language (EFL) teacher development and presented four characteristics (as cited in Head and Taylor, 1997, p. 4) which are given as follow;

- a. It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may many and diverse-from confidence-building to language awareness or technical expertise.
- b. Much at TD is seen as relating to new experiences, new challenges and the opportunity for teachers to broaded their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.

- c. TD is not just to do with language teaching or even teaching. It's also about language development (particularly for teachers whose native language unit English). Counseling skills, assertiveness training, confidence-building, competing, meditation, cultural broaden almost anything in fact.
- d. TD, in most teachers opinions have to be 'bottom up', not dished out by managers according to their own view of what development teachers need. This does not mean to say that managers have no role in it nor does it mean that managers should stop organizing in-service or other training courses.

Head and Taylor (1997, p. 4) claim, "Teacher development focuses on an individual needs, it takes on different specific meanings and forms depending on where you are working and what your desired direction for development is." It is worth bearing in our mind that teacher professional development never ends. That is to say, it is an ongoing and continuous process.

#### **1.1.4.3 Importance of Teachers Professional Development**

The formal training provided to teachers is time bound but they can continue with their professional development throughout their lives. Even after several years of teaching, teachers feel a need to refresh themselves and go on learning and developing themselves in order to accomplish their professional responsibilities effectively. There is not any moment in the life in which one can rest thinking that what he/she has learned is enough and need not learn further ahead. Experience alone is not sufficient for the teachers to meet with the students' needs and expectation.

Head and Taylor (1997, p.11) say, "Stale or narrowly bound teachers are a menace to the profession, yet a care or structure which emphasis training at the expense of development means that such teachers proliferate." Hence, learning to teach is lifelong process. Putting it

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

Moreover, teachers have to expand their roles and responsibilities over time if they are to continue to find out language teaching rewarding.

Emphasizing the importance of updating oneself in the teaching profession, Khaniya (2006, P. 9) states, "People who do not update themselves find it difficult to cope with the emerging situations because every discipline is prone to change and if changes are not kept abreast people working in that field will be left far behind". For this purpose, people involved in it should be allowed to work for its development, advancement and continuous improvement.

Similarly, Ur (1996, p. 317) argues, "A teacher can and should advance in professional expertise and knowledge throughout his/her career, and such advances do not depend on formal courses or external imposition." Ongoing teacher development is important not only for our own sense of progress and professional advancement in same situations. It may even make a crucial difference between survival and dropping out. Ur mentions that the pre-service course provided to the teachers is not enough to start teaching with confidence and competence. It should also give teachers the tools and understanding for further development pointing out the importance of teacher development

From the above discussion, what I would like to express is that the knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the change in the theories of language learning and emergence of new approaches and methods. So, there is need of regular opportunities for the teachers to update their knowledge and skills in this field. Furthermore, good

teaching involves teacher's intellect and passion as well. So, the teachers must feel comfortable physiologically, emotionally, and psychologically. Regular teacher development opportunities can only ensure all round development, success, and satisfaction of their teachers.

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

Teacher training and teacher development both contribute for the teachers' professional betterment though they are different in many respects. Some of the scholars have claimed that they are similar to some extent. Ur (1996, sp.3) uses the term 'teacher education' instead of 'teacher development'. She argues that the term 'teacher training' and 'teacher education' are often used apparently interchangeably in the literature to refer to the same things, the professional preparation of teachers. Analyzing the above definition, we can say that 'education' is a process of learning that develops moral, cultural, social, and intellectual aspects of the whole person as an individual member of society, whereas 'training' (though it may entail some educational components) has a specific goals. It prepares for a particular function or profession.

According to Wright and Bolitho (2007, p. 7) argue, "Training is not a series of 'one-off' events with the onus on the participants to make the connections". They argue that trainer should believe on active structure and sequence training activity over periods of time as well as in single sessions. Richards and Farrell (2005, p. 3) mention, "Training refers to activities directly focused on teachers' present responsibilities and is typically aimed at short term and immediate goals." Teacher training is basically aimed at preparing a teacher to take new teaching responsibilities.

Regarding the teacher training, Richards and Farrell (2005, P. 3) states, "Often it is seen as preparation for instruction into a first teaching position or as preparation to take on a new teaching assignment or responsibility". In other words, training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in classroom. Teacher training also involves trying out new strategies in the classroom, usually from others on ones practice. The content of training is usually determined by experts and is often available in standard training formats or through perception in methodology books.

In teacher training, somebody learns skills and gets prepared to become a teacher. It is generally focused on preparing a teacher in specific areas such as use of classroom aids and resources, effective teaching techniques, conducting group and pair activities, use of textbook, classroom management and conducting test items. According to Robert (1998, p.7), "Training is characterized be objectives that are defined by a deficit in language teaching skills, curricular knowledge or some other areas of expertise."

On the other hand, as previously mentioned, teacher development generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It is a continuous and ongoing process, which involves active involvement of teachers. However, here our main point is to distinguish between teacher training and teacher development/education. Head and Taylor (1997, p.9) mention the difference between them as follows:



**Table No. 2**

**Teacher Training and Teacher Development**

<b>Teacher training</b>	<b>Teacher development</b>
Compulsory	Voluntary
Competency based	Holistic
Short term	Long term
One off	Ongoing
Temporary	Continual
External agenda	Internal agenda
Skill/technique and knowledge based	Awareness based, angled toward personal growth and the development of attitudes/insights.
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product/certificate weighted	Process weighted
Means you can get	Means you can stay interested in your job
Done with experts	Done with peers

Besides, above distinction, the distinction made between ‘teacher training or education’ on the one hand, and ‘teacher development’ on the other is case that has be made several writers. In one sentence “The

distinction is that training or education is something that can be presented or managed by others; whereas development is something that can be done only by and for himself” (Wallace 2010, P.3).

From the above-mentioned definition and discussion, it is worth bearing in our mind is that teacher development seems to be a macro process and teacher training is a micro one. Teacher training is one of the strategy and prerequisite to teachers’ professional development. So, in fact, teacher training and teacher development complement each other. Head& Taylor (1997, p.9) mention,” It is more useful to see training and development as two complementary competent of a fully rounded teacher education”.

### **1.1.5 Models for Professional Development**

This is the main concern of the research study. There are three different models of professional development. For the formulation of clear concept these models are discussed in next topic.

#### **1.1.5.1 Concept of Models**

Here my main concern is on teachers' professional development. Fulcher and Davidson (2007) distinguish the models from assessments framework and test specification. They argue that a framework is very different from model. A framework document mediates between model, which is high-level abstracts document, and test specifications, which are generative blue prints or plans for a specific test. If a model attempts to describe all that we know about language knowledge and language use, a framework might be a sample from the model to be relevant to a specific context. Mc-Namara (1996, p. 48) argues that all models of language ability have three dimensions (as cited in Fulcher and Davidson 2007, p. 27), constituted by statements about:

- ) What it means to know a language (a model of knowledge)
- ) Underlying factors relating to the ability to use language (a model of performance)
- ) How we understand specific instances of language use (actual language use)

### **1.1.5.2 Types of Models**

There are different ways that teachers acquiring professional development. So, especially a teacher can develop his/her profession following the three models, according to Wallace, (2010, pp. 6-15) there are three models; the craft model, the applied science model, and the reflective model.

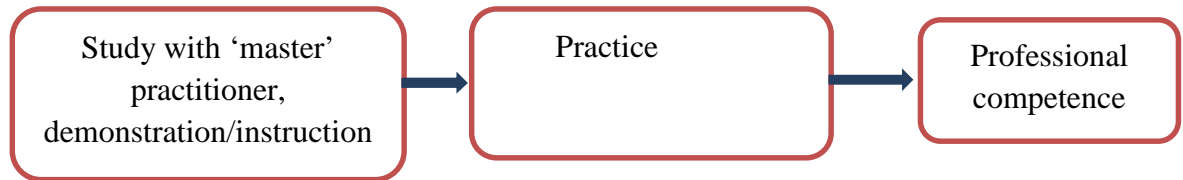
#### **a The Craft Model**

In this model, the wisdom of the profession resides in an experienced professional practitioner: someone who is an expert in the practice of the craft. Regarding the Craft Model, Wallace (2010, p. 6) claims “The young trainee learns by imitating the expert’s techniques, and by following the experts instruction and advice”. In the same way, Ur (1996, p. 5) argues, “The trainee learns from the example of a ‘master teacher’ whom he/she observes making or carpentry, to be learned most effectively through an apprenticeship system and accumulated experience”. Regarding the craft model it is worth pointing out that hopefully, what the expert says and does will not be in conflict. By this process, expertise in the craft is passed on from generation to generation.

To be more specific and explicit, Wallace presents a diagram as follows:

**Figure: 1**

**The Craft Model of Professional Education**



Source: Wallace (2010, p. 6)

According to Stones and Morris (1972, p. 7), "this was how teaching practice was traditionally organized until about the end of the Second World War" (as cited in Wallace, 2010, p.6). In other words, the master teacher told the students what to do show them how to do it and the students imitate the master/ teachers do. Moreover, schools today exists in a dynamic society, geared to change. The concept of the venerable old master teacher is difficult to sustain in an educational context of new methodologies and new syllabuses, where the raw recruit from a college of education may be, in some ways, better informed them the practicing teacher.

Although there are many critiques who stand opposite of it but Wallace, (2010) claims that yet the craft model of professional development cannot be dismissed act of hand, and was revived in the mid-1970s by the influential educationalist Stenhouse (1975). Stenhouse picked up an analogy made by Atkin (1968), in which the latter compares teaching to the craft of metallurgy (making materials). Atkin points out that crafts man in metallurgy have been successfully making metals for many hundreds of years, which apprentices learning from masters. However, the science of metallurgy has not yet fully succeeded in explaining everything that goes in this process.

## **b The Applied Science Model**

Ur (1996, p. 5) argues, “The trainee studies theoretical course in applied linguistics and other allied subjects, which are then through the construction of an appropriate methodology applied to classroom practice”. In another words, many universities and college based teacher-training courses are based explicitly or implicitly, on this idea of teacher learning.

At the very beginning, the term ‘applied science’ which is used by Wallace was first used by the American sociologist Schoon in his various writings termed by Reflective Practitioners (1987). After criticizing the Schoon's Reflective Practitioner, Wallace has taken the liberty of substituting what he thinks are either more transparent or more convenient terms than those used by schoon. So, he has used the ‘applied science’ model in technical rationality and in the area what he has called the reflective model. The applied science model is the traditional and probably still the most prevalent model underlying most training or education programmes for the professions, whatever they be medicine, architecture, teaching or whatever.

This model derives its authority from the achievement of empirical science, particularly in the 19<sup>th</sup> and 20<sup>th</sup> centuries within this framework practical knowledge of any thing is simply a matter of relating the most appropriate means to whatever objectives have been decided on. The whole issue of practice of a profession is therefore merely instrumental in nature.

The applied science model is related with the building and engineering. To clarify it, it might be helpful at this point to consider some concrete examples from engineering and teaching. In engineering, the objective might be to build a bridge across a gap of certain width and capable of bearing a certain load. Using their scientific knowledge of the load

bearing and other qualities of various materials, the engineers choose appropriate materials. Using this mathematical/scientific knowledge they can proceed with the most effective design in terms of the shape and length of the bridge, how it is to be supported and so on.

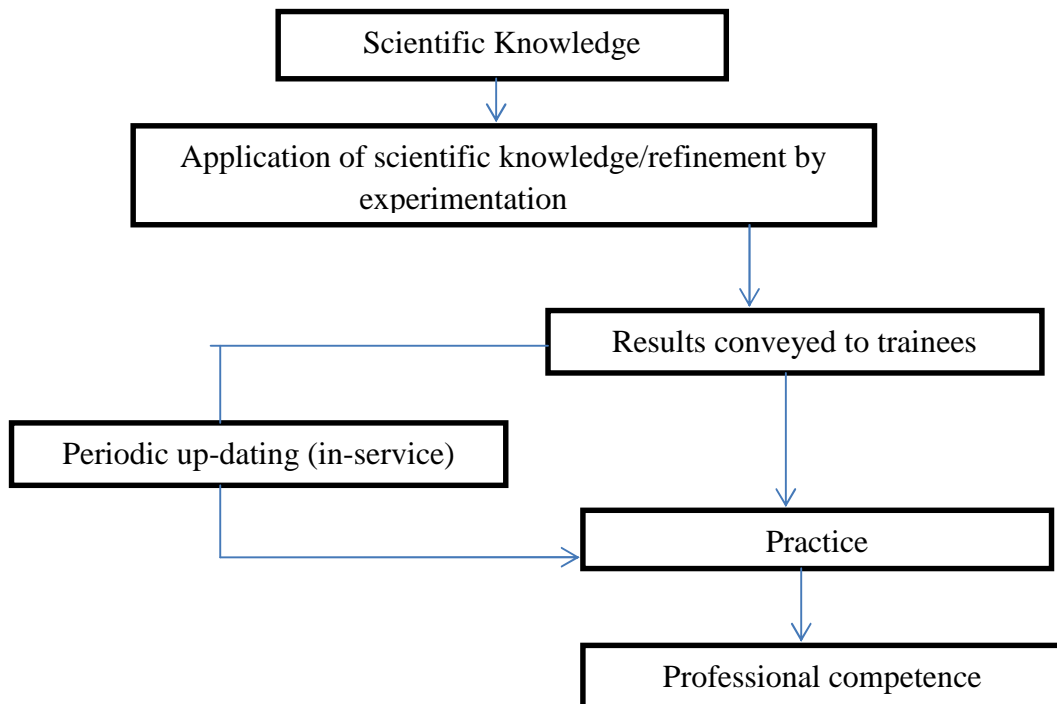
Many writers on education would analyze teaching problems in a similar way, that is, scientific knowledge to achieve certain clearly defined objectives. Stone and Morris (1972) who rejected the craft model in favor of a more 'scientific' approach followed the applied science model. If the objective is that of maintaining discipline, for example, these authors point out that 'the important area of classroom and group management has received detailed empirical study, and a body of theoretical and practical knowledge has been amassed which begins to put the problems and discipline on a scientific footing. Using examples of empirical research in various areas, the authors reject 'unscientific and mystical' approaches to teacher education, arguing that teaching problems can be solved by the application of empirical science to the desired objectives.

A crude schematization of the applied science model of professional education seems like figure two. It will be seen that, in its extreme form, this model is essentially one way the findings of scientific knowledge and experimentation are conveyed to the trainees by those who are experts in the relevant areas. Thus, trainee teachers who are concerned with maintaining discipline might receive instruction from a psychologist on what have been discovered about behavior mode function.

It is up to the trained to the conclusions from these scientific findings in to practice.

**Figure. 2**

**Applied Science Model**



Source: Wallace (2010, p.9)

It might be, of course, that the problem is not solved because there is something wrong with the scientific knowledge or experimentation base. Indeed, almost by definition, as the professional science developing, it brings about changes in the practice element. However, these changes can be established only by those experts in the knowledge or experimental base and not by the practitioners themselves. It is possible, of course, for some of the practitioners to become experts, but they usually do this by leaving their offices, studios, consulting rooms or classrooms and becoming academic in universities or other institutions of professional education.

### **c The Reflective Model**

We have already discussed the two models of English language teaching for professional development. They are craft model and applied science models. Now, I am going to explain what the reflective model is. In this model, the trainee teachers observes the lessons or recalls past experiences then reflects, alone or in discussion with groups, in order to work out theories about teaching, then tries these out again in practice. Such a cycle aims for continuous improvement and the development of personal theories of action. This model is used by teacher development groups and in some recently designed training courses.

When we talk about the ‘professional knowledge’, we can be talking about one of two different kinds of knowledge. Wallace (2010) argues that the first kind consists of facts, data and theories, often related to some kind of research. Thus, language teachers might be familiar with certain concepts from the sentence of linguistics, such as intonation patterns and a grammatical hierarchy from the morpheme to the sentence. Wallace (2010) prefers to call it ‘received knowledge’ on the grounded that, (a) the trainee has ‘Received’ it rather than ‘Experienced’ it in professional action, and (b) it is deliberate echo of the phrase ‘Received Wisdom’ (meaning what is commonly accepted without proof or question), which it resembles in certain ways.

‘Received Knowledge’ is to be contrasted with another type of knowledge which Wallace (2010) calls ‘Experiential Knowledge’. He defines ‘Experiential Knowledge’ as deriving from two phenomena described by Schoon: Knowing-in-action and ‘Reflection’.

) Knowing-in-Action: Schoon (1983 p. 49) describes ‘knowing in action’ this way: "...the workday life of the professional depends upon tacit knowing-in-action" (as cited in Wallace 2010, p.13).

Every competent practitioner can recognize phenomena, families of



symptoms associated with a particular disease, peculiarities of a certain building site, irregularities of materials or structures-for which he cannot give a reasonably accurate or complete description. These observations clearly apply to practitioner teacher.

## **) Reflection**

Wallace (2010, p.13) claims "It is normal for professional to reflect on their professional performance particularly when it goes especially well or especially bad". They will probably ask themselves what went wrong or what it went so well. They will probably want to think about what to avoid in future, what to repeat and so on.

### **I. Received Knowledge**

In this knowledge, Wallace (2010, p.13) claims "The trainee becomes acquainted with the vocabulary of the subject and the matching concepts, research findings, theories and skills which are widely accepted as being point of the necessary intellectual content of the profession". So currently, it might be accepted that a skilled language teacher will be able to speak the target language to a reasonable degree of fluency, to organize peer and group work, to read a simple phonetic transcription, to be familiar with certain grammatical terms and so on.

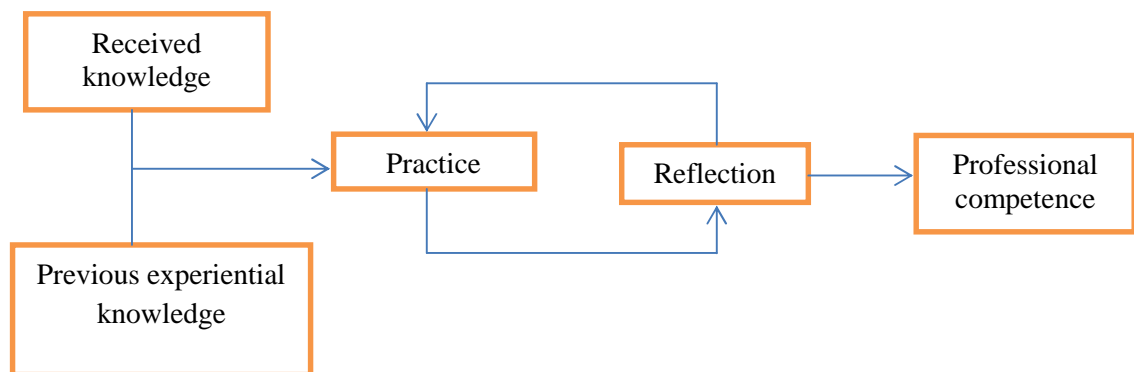
### **II. Experimental knowledge**

Here, the trainee will have developed knowledge-in-action by practice of profession, and will have had, moreover, the opportunity to reflect on that knowledge by the observation of practice, although this knowledge by observation' is clearly of a different order from 'knowledge in action.

We now therefore, have an alternative model for teacher education, which we called the ‘reflective model’. This will be elaborated in later and let me allow presenting the diagram as follows:

**Figure. 3**

**Reflective Model (preliminary)**



Source: Wallace (2010, P.15)

Furthermore, Wallace (2010) presents that there are two stage of acquiring professional education/development through reflecting model which are given as follows;

**Stage 1:** The pre-training stage, i.e. the stage that the person who has described to undertake professional training or development is at before beginning that process. The ‘trainee’ may be pre-service or may already be engaged in the profession (in-service or self development).

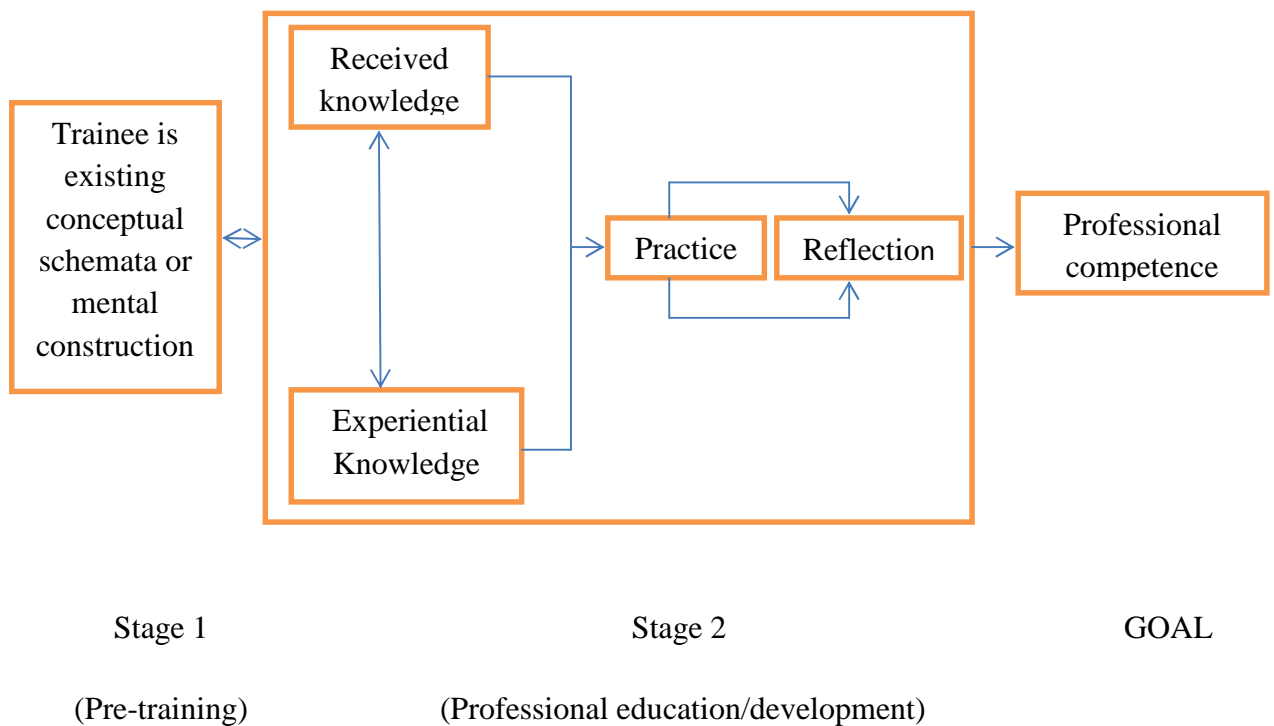
**Stage 2:** This stage is sub-divided into two parts, which we have already discussed. They are received knowledge and experiential knowledge.

GOAL: what the professional aspires to, namely (increased) professional competence.

To simplify this abovementioned reflective model, the diagram will clarify as possible as follows:

**Figure 4**

**Elaborated form of Reflective Model**



Source: Wallace (2010, P.40)

Analyzing the above diagram presented by Wallace what we can conclude is that language can be acquired by receiving or experience. Here I mean, language is learned through imitating, reading books and reflecting his/ her teaching methodologies.

### **1.1.5.2 Needs of Models for English Language Teachers for Professional Development**

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of students. This means the educators may pay attention to the results of professional development the job performance, organizational effectiveness and the success of all students. In service Education and Training (INSET) intended to stimulate the professional competence and development of teachers—improve classroom teaching practices and/or implement educational innovations decided upon at governmental level and provide teachers with continuous education throughout their learning career.

Only in the past few years, the professional development of the teachers has been considered a long process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been so dramatic that may have referred to it as a ‘new image’ of teacher learning, a ‘new model’ of teacher education, and ‘re-evaluation’ in education and even a new paradigm of professional development. According to Wajnryb (2002, p. 9), “The teacher does not learn solely by acquiring new information or knowledge about teaching, but through thinking about the new ideas in the light of past experience, fitting new ideas into her thinking and reappraising old assumption in light of new information”.

To develop the profession of a teacher, anybody should have the knowledge of different models. Using Craft model he/she may gain the knowledge from expert or any other master. Though, it is called a traditional model. In spite of being traditional model, it is used in many of the universities throughout the countries. Similarly, teachers should have the knowledge of applied science model in which teacher himself/herself acquires the knowledge through empirical studies. That

empirical study may be fact though it is also viewed inappropriate to some extent. Similarly, the new and latest model which is called 'Reflective Model' has to be gained the knowledge by English language teachers. From this model, a teacher can reflect on his/her own experiences and after that he can correct if he is wrong. So, this model focuses on either teacher is well or bad in his way. After or during the teaching, he can reflect his/her teaching and gain the knowledge. Therefore, this model is also necessary to develop profession of English language teachers.

From the above discussion, it is worth remembering in our mind is that there is vital needs all of these three models for English language teachers for professional development. So, all teachers have to update on all of these models.

### **1.1.5.3 Research Design**

There are different research designs, which can be used while conducting research. Among them qualitative study is one of the approaches to be used. Qualitative research is opposite of quantitative research. However, they are interlinked with each other to some extent. Qualitative research is based on the phenomenological paradigm, which uses a variety of interpretative the traditional positivistic approach. Terms like case study, ethnography, participant observation, and phenomenological studies can be taken as examples of qualitative research. Qualitative research makes use of naturalistic inquiry. That is, it studies real world situations as they unfold naturally. Moreover, qualitative study does not bring any hypothesis for testing to its research. It uses qualitative data, which is analyzed in the three steps; data organization, description of organized data and the interpretation of described data.

According to Best and Kahn (2009, p. 204) “Qualitative Research focuses on in-depth investigation through interviews, observations and document analysis”. In the similar way Kumar (1999, p. 213) argues "The main objective of a qualitative research is to describe the variation in phenomenon situation or attitudes”. In similar way Marshall and Rossman (1999) claim, “Qualitative research offers opportunities for conducting exploratory and descriptive research that uses the context and setting to search for a deeper understanding of the persons(s) being studied” (as cited in Best and Kahn, 2009, p. 247). In other words the data from interview consists of direct quotations from people about their experiences, opinions, feelings and knowledge. Document analysis in qualitative inquiry yields excerpts, quotations or entire passages from organizational clinical or program records, memorandum and correspondence; official publication and reports, personal diaries and open-ended written responses to questionnaires and survey. Using above mentioned tools, I am interested with the qualitative research. Therefore I used qualitative approach to analyze data.

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

Every teacher needs to observe the fundamental background of related subject and past studies. Teacher professional development is a lifelong process in which teachers keep themselves engaged in learning and expanding their expertise. Underhill (1986) claims, “Teacher development is the process of becoming the best kind of teacher that I personally can be” (as cited in Head and Taylor, 1997, p.1). Broko and Putinam (1995) say, ‘Professional development plays an important role in changing teachers’ teaching methods and these changes have a positive impact on students’ learning. Ur (1996), mentions, “successful teachers are those who continue to develop throughout their professional lives: the completion of pre-service course and initial qualification are only the beginning” (p. 317). Villegas-Reimers (2003)

made an international review of the literature of teacher professional development. Introducing professional development, she says, “In a broad sense, it refers to the development of a person in his or her professional role” (p. 11).

Though a number of research works have been carried out in the field of English language teaching; very few of them have been conducted on the field of teacher’s professional development. Some research studies related to this study are reviewed as follows:

Sultana (2004) conducted research entitled “Need Assessment and Designing a Model of College Teacher in Pakistan”, and found that professional training of college level teachers was considered necessary for their professional development in latest knowledge, teaching techniques, instrumental technology motivational techniques, evaluation techniques and social and administrative skills and informational technology.

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

Bhatta (2005) 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 their fear of being criticized and commented negatively by having their weaknesses exposed.

Likewise, Soproni (2007) conducted research entitled “The way Teachers of English Learn: Through the Eyes of Novice and Experienced Teachers”, and found that professional development mostly comes from teacher’s own experience and the school context they work in.

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

Gnawali (2008) conducted research entitled “Strategies and Opportunities for English Language Teachers’ Professional Development”, and found that although there are apparent differences, most teachers have realized that they have made substantial improvement in their performance due to similar factors like: knowledge and skills, challenge and responsibilities dealing with their wants and needs for professional interaction and decision making.

In the same way, Phuyal (2009) conducted a research entitled “Practice of Reflective Teaching Used by Primary Level English Teachers”, and concluded that majority of the primary level English language teachers were not using reflective teaching for their professional development, though some of them responded that they use reflective teaching as a way to their professional.

There are several research studies carried out in the Department of English Education in different areas like, attitudes, contrastive analysis, ELT, comparative study and Mass Media. This research focuses on the teachers in the Department of English Education. This study will be different from existing ones. I was interested in this area because most of the teachers of government schools are not keep in touch with



different models and new methodology. To find out the reality of the teachers regarding the teaching methods and to give the pedagogical implication I was interested in this field to do research.

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

The objectives of the study were as follows:

1. To identify the models of professional development used by secondary level English language teachers.
2. To suggest some pedagogical implications based on the findings of the study.

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

This study will significant to the teachers who are working in the field of English language teaching. It tried to indicate the different models actually practiced by secondary level English teachers for their professional development. It reflects very common models for teacher learning in English language teaching. Similarly, it will be helpful to the teachers, supervisors, subject experts, curriculum designers and others who want to carry out further research in this field. It will equally beneficial to other language teachers who help them to develop in their professional career. Especially, this research work will be helpful to the novice teachers in the field of English language teaching.

## **CHAPTER- TWO**

### **METHODOLOGY**

This chapter deals with the research methodology adopted to carry out the study on models followed by secondary level English language teachers for professional development. The sources of data, population of the study, sample size and sampling procedure, tools for data collection, limitations of the study and other procedures are described below:

#### **1.5 Sources of Data**

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

##### **1.5.1 Primary Sources**

The study was mainly based on the primary sources of data was open-ended question and responses made by English language teachers who were teaching in the secondary school at Banke district. So here, the primary sources were English language teachers of secondary level.

##### **1.5.2 Secondary Sources**

The researcher used some related books, journals, articles, unpublished research works, websites for the preparation of open-ended question and for widening his/her insight and knowledge in the related area. Some of them were: Richards and Rodgers (1986), Brown (1994), Tomlinson (2007), Ur (1996), Head and Taylor (1997), Williams and Burdens (1997), Roberts (1998), Kumar (1999), Awasthi (2003), Villegas-Reimers (2003), Wajnryb (2004), Richards and Farrell (2005), Richards and Lockhart (2005), Wright and Bolitho (2007), Harmer (2007),

Richards & Burns (2009), Richards & Renandya (2010), and Wallace (2010).

## **1.6 Population of the Study**

The population of this study was the English language teachers who were teaching English in secondary level.

## **1.7 Sampling Procedure**

I used non-random purposive sampling procedure while selecting the schools. Six secondary schools were selected from different parts of Banke district and one teacher was selected from each school intentionally.

## **2.4 Tools for Data Collection**

The main tool for the collection of data was set of open-ended questions

## **2.5 Process of Data Collection**

To collect the data, I followed the following procedures.

- (a) First, I went to the selected schools of Banke District.
- (b) I got permission from the respected authority to consult the English language teachers.
- (c) Then I built rapport with the concerned teachers and explained them about the purpose of my study.
- (d) I handed the questionnaire to the respected teacher to collect required information.
- (e) I was in touch with the teachers for a week to take back of my data to fulfill the objectives of the research.

## **2.6 Limitations of the Study**

The study had the following limitations:

1. The study was limited to the different models practiced by English language teachers for their professional development.
2. It was further limited to the six (respondents) English language teachers.
3. The sample was selected by using non-random sampling procedure.
4. Classroom observation and a set of open-ended questions were used as a tool for data collection.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION OF DATA**

In this chapter, the systematically collected data from primary sources have been analyzed and interpreted descriptively and analytically. My study is qualitative in nature. Data analysis is vital stage in qualitative research. It is rather a process than a discrete stage. In order to gather the required data I predominantly used one tool that is set of questionnaire. Questionnaires used in this study were open-ended because it is qualitative research. Regarding the tools of qualitative research in analysis and interpretation of data Bogdan and Biklen (1998) state:

Data analysis is a process of systematically searching and arranging the interview, transcript, field notes and other materials that you accumulated to increase your understanding of them and to enable you to present what you have discovered to others.

Analysis involves working with data, organizing them, breaking them into manageable units, searching for patterns, discovering what is important and what is to be learnt and deciding what you will tell others (as cited in Neupane 2007, p. 67).

From the above mentioned long quotation, what we can say is that the purpose of qualitative investigation is to describe some problems and analyze them without quantifying statically. This analysis initially consists of developing a general sense of the data, and then coding description and theses about the central phenomenon.

I have presented my discussion under separate items relating them to the objectives of this study. I prepared a list of questions on models. This helped me to find out what was the knowledge of teachers on different

models. I tried to find out which model they mostly used in their classroom and their life experiences.

### **3.1 Models Used by the Secondary Level English Language Teachers**

The main objective of my research was to identify the models followed by secondary level English language teachers for their professional development. To clarify it, what I would like to express is that whether the secondary level government English language teachers have or have not followed those models. In addition to, I wanted to find out whether they were using the models or not in their classroom for their professional development. To meet the objectives, teachers were given open-ended questions which were divided in different parts. In the first part, they were asked ten questions, in part two eight questions and in part three nine questions.

Actually, it was difficult to understand the different models followed by secondary level English language teachers. So, they were asked related questions with different models. I found that some teachers had good knowledge about models but others were not more familiar about its knowledge. From my research, what I would like to express is that some teachers used different models but some did not.

The models followed by secondary level English language teachers were as follows:

I the craft model

II the applied science model

III the reflective model

For the formulation of clarity, I have made an Item-wise analysis of the above mentioned model.

### **3.1.1 The Craft Model**

The craft model is one of the oldest and effective models of teachers' professional development. It ultimately helps teachers to enhance their professional development.

The first informant (T1) mostly used this model in his classroom. He used grammar translation (G.T) method in his classroom because government schools' students were unable to understand the direct language as he thought. His students were passive in classroom. In his opinion it was because of the fact that the level and capacity of the government schools' students was very weak. Furthermore, he also reported that because of the lack of instructional materials, teachers couldn't follow new techniques and methods. He gave chance to students to raise questions to make the classroom communicative but he was not successful.

Regarding the imitation he reported that imitation is one good technique to learn the language by the learners but it was not completely true students learn language in other ways as well. He also mentioned that he followed jug mug theory and imitation to some extent. According to his view, teachers are not all in all in teacher education because students' participation is very important in teaching learning activities. He also agreed that teacher oriented methods are mostly used in the Nepalese context due to the low level of the students in English. They are traditional but they are still in-use in most of the universities and colleges. It might have happened due to the lack of sufficient educational materials and environment. The teacher seemed to have imitated his teachers in his own teaching. He was teaching the students the way he was taught. He seemed to have developed his profession through imitation. So he argued that it is easy to develop their profession using these models.

The second informant (T2) reported that he rarely used the lecture or grammar translation method in his classroom. Instead of it, he used discussion method. According to him, group discussion activates the students to gain the

knowledge. He argued that students have inborn capacity if they get the chance to take part in learning activities they will be able to create newness. He also reported that he made the students active in his classroom. So, he gave chance to the students to raise the questions in his classroom but they rarely asked questions properly. Regarding imitating he argued that it is possible to gain the knowledge through it but there are some problems. That is, if the teacher teaches bad concept regarding the subject matter so do the students.

As previously, he did not like the jug mug theory but there is obligation to follow it because of large number of students and time boundary. He also reported that teacher is not all in all but a facilitator; a teacher has one mind but hundreds students have hundreds mind. He did not agree that all teachers use teacher oriented methods in their classroom because teachers may have also different kinds of views towards teaching. He also agreed that imitation of others in teaching is still in-use in most of the universities and colleges not only in the context of Nepal even if it is a traditional model of professional development. He argued that teacher is just like the carpenter because carpenter is not a person who is empty of mind. This is to say, teacher has knowledge that he applies that knowledge in the real field that is while teaching students. At last, he reported that traditional methods like teacher oriented methods are in common practice. It is because of its easiness for teachers since it does not require much time for preparation.

The third Informant (T3) reported that he used the teacher oriented or lecture method in his classroom because of the large number of the students and their linguistic background. His students did not actively participate in classroom activities especially in speaking and less in listening because they felt hesitation in speaking but in reading and writing they seemed to be active. He gave chances to his students to raise questions in classroom to make them active. He mentioned “If they are given chance to raise questions they will gain knowledge about the subject matter and we will achieve our objectives”. He also reported that imitation is also one of the techniques to develop their



competence to some extent because teaching is not only science but also arts. He followed on jug mug theory; he believed that for language learning can not be successful unless students participate in interaction themselves.

Furthermore, he argued that teacher is not all in all but one in all. Because there are other individuals who have potentiality like teacher so they can create themselves. He argued that most of the teachers use the teacher oriented method and he said that he did the same because of the lack of time and teaching materials to increase student's involvement. He was also unable to adopt other methods. He agreed that a teacher is as like a carpenter. However, in case of teaching, a teacher would play a role like an artist or a carpenter to sharp or blunt students' behaviors. He argued that teacher oriented methods are traditional but they are still in-use in most of the school, universities and colleges.

The fourth informant (T4) answered that he mostly used grammar translation method in his classroom because large classes did not have favorable environment for applying other methods in limited time. According to him, only 10% of his students participated actively in his class and rest of others seemed to be passive. The reason for low participation as he mentioned was that they take English as a difficult language to learn in class because of their negative attitude and they feel bored.

Moreover, he argued that they did not have basic knowledge about the subject matter and he also did not give more time to be active due to the lack of sufficient time. He gave chances to his students to raise questions thinking that students should be active in classroom because the main aim of teaching is to develop their knowledge and skills in the use of language.

Concerning the imitation, he reported that imitation to other teachers is also one of the techniques for a teacher to develop professionally either in training or in language classrooms. He argued that he also gained knowledge through imitating other teachers either in training or University. He argued that by

imitating, he developed his profession, he also asked students to follow him. He argued that a good teacher leads one to be good professional teacher but it only may not be sufficient. He was not in favor of jug mug theory because it only provides theoretical knowledge but not practical. He did not agree that teacher is all in all because sometimes students create very new idea in certain issue or problem. They can be more creative than teachers as he thought.

He argued that most of the teachers use the teacher oriented method because they have to teach a lot of contents within a limited time in large classes in which only the teacher oriented method may be appropriate. So, he was also adopting it. He supported that teacher is just like a carpenter because as a carpenter can make the woods in different size as he wants, so can the teachers. He argued that teacher oriented methods are traditional methods in language classroom because of lack of proper training for teachers and their easiness to apply in classroom. They are still in-use in most of the schools, colleges and universities as well.

The fifth informant (T5) reported that he used the teacher centered method because students could not speak even a single sentence in his classroom. He used teacher centered method because of large class and students weaknesses. His students rarely participated actively in his classroom because they felt English language to be difficult for them. At the same time they had the habit of using mother tongue. He gave chances to students to raise questions in his classroom thinking that students should be active in class but only little of the students asked questions. He argued that imitating to other teachers is also one of the techniques to develop profession of the teachers to some extent but not absolutely because nobody is perfect in subject matter and imitating performance of one context and using it in another context was not possible in real sense. He highlighted that because of no access to training for the teachers of the rural area like him they were imitating the way they were taught. He rarely liked the jug mug theory to be a good way teaching. In his own words, using this model, teachers have no tension of searching of newness. He did not

think that teacher is all in all. He again repeated that nobody is perfect in all contents. He mentioned that most of the teachers used the teacher oriented methods because of the tradition of Nepalese education. He argued that teacher is like a carpenter because teachers can do such things what they want like carpenter. He also reported that teacher oriented methods are traditional but popular so, they are still in-use in most of the school, universities and colleges. He argued that being popular most of the teacher and trainers follow this model to develop their professionalism.

The sixth informant (T6) reported that he used the lecture and group discussion method because these methods are applicable in the context of Nepalese schools where classroom are crowed. He mainly focused on lecture method because it is suitable in the context of Nepal because classes are crowed and teachers have limited time to complete the course. He argued that most of the students are passive because most of the students took English as a burden. He gave opportunities to students to raise question in classroom thinking that students should be active to develop their confidence in the use of language and remove their hesitation and shyness. He argued that imitating other teachers who are good was also one of the effective techniques to develop professionally.

By imitating other teachers teacher can achieve new things. This, in turn, will facilitate them to update in their professionalism. From imitating others, teachers can use that knowledge in the real field that is, language classroom. He did not like the jug mug theory because it did not give any opportunity to students to express their experiences and views. He disagreed with the statement the teacher is all in all in class. He also agreed that most of the teachers use teacher oriented methods because they are outcomes of traditional teaching method. They did not think that they should make up to date with the changes and innovations in the field of language teaching and he was also adopting it. He disagreed that teacher is as like a carpenter because in his opinion a teacher is as a facilitator. He further reported that teacher oriented

methods are traditional but they are still in use in most of the universities and colleagues because teacher oriented methods are easily applicable in our context.

From the above discussion, it is worth bearing in our mind that most of the teachers were using craft model in their classroom. Some of them used the lecture method or teacher oriented method whereas others used the group discussion method. Analyzing their experiences most of the teachers were in favor of the teacher oriented methods. This does not mean that they did not follow other models. Here teacher oriented methods are studied under the craft model. It is also called the transmission model in which trainees acquires the knowledge through imitating others.

In this study, all the informants used the same model that they had acquired through the transmission model of education. On the basis of their ideas, except (T2&T6), mostly used this model in the real field .They also developed their profession using this model. According to them, it is easy because we can develop our profession imitating teachers, scholars, trainers and so on.

On the basis of their ideas, they are not fully satisfied with this model. They argued that it is a traditional method because it does not give opportunity to students/trainees to participate actively in learning process. In training session as well trainees become passive and trainer becomes active giving priority to transmission model of education. However most of the schools, colleges, and even Universities are following this model and the master who are involved in this field, developing their profession using this model. Moreover, according to their view, even in teacher training session or programme, they had followed the craft model for developing their profession. Furthermore, what I would like to express is that most of the teachers were using craft model though they were also criticizing the same model. They argued

that students were not actively involved in the classroom and so did the trainees in the training session. It was traditional but popular.

### **3.1.2 The Applied Science Model**

The first informant (T1) reported that, of course, teaching can be compared with science because it is scientific work and based on scientific activities. He also argued that teaching without science is impossible of teaching because teaching goes on systematically but not haphazardly. Teaching is based on the science although it is also an art which a teacher can apply in the classroom. Doing these activities, a teacher can develop his profession. He thought that language teachers should use the empirical studies to develop their profession because teaching profession is also a complex activity. He argued that doing the various empirical studies; we can develop our profession.

He further argued that teaching should be carried out with the help of empirical studies. He was not using empirical studies in his classroom due to the lack of time and economy. He also argued that his school could not afford to provide training to teachers and materials to make language teaching more effective. He said that all the knowledge gained through the teacher education was also not applicable in classroom. He argued that it is possible to use scientific knowledge in language classroom but all things were not possible to do experiment while teaching due to lack of time, money, support and knowledge of trainees. He also argued that teaching was a practical activity but all the theoretical knowledge what he gained during education or training was not applicable in practical classroom.

He also thought that teaching can be compared with engineering. Because it is also practical function and activity, without knowledge we can not move ahead. He further argued that as the way engineer sketches out the drafts before preparing the bridge and constructs the bridge, language teachers also should apply the theory in practice. He supported it, but he argued that it is difficult to apply all the knowledge in the classes due to lack of sufficient time and

appropriate materials. Regarding the theoretical knowledge, he reported that he tried to use all the knowledge in classroom practically but he was not successful in it because of the negligence of school administration.

The second informant (T2) reported that teaching can be compared with science because without science has played a great role in each and every field of life and education can not be exception to it. He thought that a teacher should use the empirical studies to develop his profession because knowledge of theory is not sufficient. He used empirical studies to gain correct knowledge and make behavioral change. All the knowledge gained through teacher education was also not applicable in all contexts. He did not argue that it is possible to use scientific knowledge in language classroom and there was not enough time to do experiment for all lessons. He argued that teaching can be compared with engineering that is the way engineer makes the plans and constructs building on the basis of his plan. Like, the way a teacher can make the plan and teach in the classroom. He also reported that teaching has practical function but all the theoretical knowledge what he gained was not applicable in practical situation.

The third informant (T3) reported that teaching should not be compared with science because science is theory based whereas teaching is an art. He argued that this does not mean to say that they are two different parts. However, he thought that language teachers should use the empirical studies to develop their profession but it is difficult to apply in the classroom because of time limitation. He claimed that he had used empirical studies in his teaching lesson to develop his profession but was not completely successful because he had to pay much attention to finish the course on time. In this regard the administrative was not helpful with him. He argued that empirical studies in the classroom help teachers to relate with theory with practice in doing different activities. This helps teachers to develop their profession.

He further argued that all the knowledge gained through teacher education was not applicable. He thought that only 25% knowledge was applicable is his case.

He claimed that it is because of unfavorable environment in the real context. He argued that it is difficult to use scientific knowledge in the language classroom because being a teacher was different than a scientist because one can have the knowledge of linguistics but all teachers may not have this knowledge. He reported that it was not possible to experiment all lessons in language teaching classroom. Because of the lack of proper training, teachers can not conduct experiment within the limited time. He reported that teaching can be compared with engineering because teaching is also as like constructing a building. He also argued that teaching was a practical activity but all the theoretical knowledge what he gained was not applicable in practical situation but he used only 25% of methodological knowledge from theoretical knowledge.

The fourth informant (T4) reported that teaching can be compared with science because it follows scientific principles in the process. According to him, science has influenced in every field. He thought that a language teacher should use the empirical studies because they help teachers to modify their teaching method and to develop their profession. He further argued that the knowledge gained in training or university may be useless if we do not use it in classroom. Actually according to him there are some problems to apply such knowledge. He has rarely used empirical studies because he just considered how to complete the course in time and to compete with the other schools helping students to obtain better marks.

He further claimed that he tried to apply the empirical studies in his classroom but he was not successful. He said that we do practice then reflect on such practice and develop our profession. He mentioned that all the knowledge gained through teacher education was not applicable because knowledge gained through teacher education was theoretical. He thought it to be very difficult to apply them in practical situation. He thought that scientific knowledge was applicable in language classroom but it was not possible to experiment all the lessons in every class. He mentioned that teaching can be

compared with engineering because like engineer constructs building, a teacher helps learners to learn language by making appropriate plans. He reported that language teaching is a combination of both practical activity and theoretical activity because we can develop our theory after practice or vice versa. He thought that theoretical knowledge guides him to be practical though it was not sufficient.

The fifth informant (T5) reported that teaching can be compared with science because teaching is practical. It needs practice for applying the theory effective teaching. He thought that a language teacher should use the empirical studies to develop his profession because it helps to find out the reality of the students. Sometimes he tried to use empirical studies but he was not successful because his fellow teachers concentrate on completing the course. So, there is not suitable environment for applying knowledge. All the knowledge gained through teacher education was not applicable because all the theoretical knowledge was not applicable practically. Because the theoretical knowledge formulated in one context may not be suitable in other context though it can help practice to some extent. He agreed that somehow scientific knowledge was applicable in the language classroom but always it was not possible. He reported that to use scientific knowledge in the language classroom there need too many teaching materials. He thought that it was not possible to experiment the entire lesson in language teaching classroom because of the lack of teaching instruments and trained teachers.

He further mentioned that teaching can be compared with engineering because though they are different from each other, teaching also can build the performance level of the students. He also reported that language teaching was a practical activity and all the theoretical knowledge what he gained was not applicable in practical classroom but he tried to apply the knowledge in practical based teaching. He argued that the knowledge that a teacher has should be used in the classroom. This is a way to develop our profession.



The sixth informant (T6) reported that teaching cannot be compared with science because teaching is an art. He mentioned that art always may not depend on fact so; it is difficult to compare teaching with science. He thought that language teacher should rarely use the empirical studies to develop his/her profession because findings/ results were generally affected by the environment and opportunities. He thought that the empirical studies were beneficial to teachers to develop themselves professionally. That is because of heavy load in teaching, limited of time, and negligence of school administration new techniques can not be easily apply. He argued that all the knowledge gained through teacher education was not applicable because all the theoretical knowledge was not applicable practically in the context Nepal.

He reported that it was not possible to use all of the scientific knowledge in language classroom and it was also not possible to do experiment the entire lesson in language teaching classroom. He argued that teaching can be compared with engineering but not hundred percent. Because teaching is generally based on the oncoming results but engineering is based on the facts. He argued that School is a place where we can gain knowledge and teach students. Doing these activities, we can develop our profession. He argued that teaching is a practical activity but all the theoretical knowledge that he gained was not applicable in practical situation.

From the above discussion, I came to the conclusion that most of the teachers were rarely using this model in their classroom. They wanted to use this model in the classroom but due to the unfavorable environment such as time limit, unsupported by administration, competition with other schools making students secure good marks and over load. Even some of the teachers were found trying this model in the classroom, they were not completely successful but they were trying to apply this model in their profession. Some of the teachers (T1, T2, and T3) used group discussion in their class room to some extent. They argued that this model is effective but time consuming. They argued that if they thought empirically they could never finish their and result will be poor. But,

this does not mean to say that we don't follow this model. They argued that it is difficult to apply all of the theoretical knowledge into practice. It is sure that we can not develop our profession unless we use this model. Therefore, I would like to conclude that they were rarely following applied science model for their professional development

### **3.1.3 The Reflective Model**

The first informant (T1) reported that he has reflected on his teaching method to improve his teaching method and to develop his profession as well. By reflecting on the teaching method, he will be facilitated in teaching. He argued that teaching learning is not only belongs with teacher. He also claimed that learning can be achieved through using technology such as the Internet. He further claimed that technology broadens our mind. However he said that teachers' knowledge and experiences are the main source of knowledge for professional development. Teacher is the main source to gain the knowledge and to be update with profession. He argued that past experiences were guidelines for future development.

Furthermore, he argued that language learning belongs to learning environment but it is limited only to the teachers. He also reported that he sometimes used student centered techniques. It was difficult to move ahead using students centered techniques because students were passive in the classroom. He argued that grammar translation method is easy in Nepalese context. He thought that language learning is an ongoing process but not stable because new trends and technologies have been developed day by day.

He further opined that if a teacher is not touched with innovations he can not develop his profession. He had never observed his teaching using video-recording to reflect on his own strength and weakness in teaching because there is lack of video recorder. He opined that he wanted to teach through video recording but he has to teach seven periods per day. So it was difficult to teach using video recording. He argued that he taught the same knowledge item again

and again until the students understand the lesson thinking that students must be clear on the subject matter.

The second informant (T2) reported that he has reflected on his own teaching methods and styles. Without reflecting on the teaching methods, there will not be systematic teaching in his classroom. He said that he reflects on his lesson and only after that he knows whether the students have understood the lesson or not. Doing these activities, he develops his profession. He tried to reflect on his class and suggested that every teacher should reflect on their classes.

Furthermore, he argued that teacher is a source of language teaching but not all in all. He argued that we can gain knowledge through our colleagues, internet, and books and so on. He thought that language learning could not be limited to teachers.

He argued that past experiences help teachers to develop their profession. Sometimes he used student centered techniques to make the classroom communicative thinking that teaching is for students not for teachers. He did not find his other colleagues in government aided schools were reflecting on their lesson/teaching although the teachers of private schools did so. He said that learning is an ongoing process because if it stops a teacher will not be familiar with new innovations and can not change accordingly. He was not using video-recording to reflect on his teaching because of the overload. He taught again and again his lesson until the students understand the lesson because the main aim of the teacher as he said is to make students understand the lesson. Moreover, he argued that teaching times and again means to reflect on the teaching methods and styles and to be a reflective teacher professional development.

The third informant (T3) reported that sometimes he reflected on his lesson but not always. Because he has to teach more subjects and he feels tired and he does not have enough time to reflect. He thought that experience is one of the main sources of learning but there are other sources to learn language.

However, it is easy to get the teacher everywhere rather than the Internet,

computer and so on. He thought that past experiences were most valuable in teacher development. It ultimately helps teacher for future learning. He further argued that learning continuously is the professional development. He tried to use student oriented method but due to the linguistic diversity and weaknesses of students he was not successful. So, he was obliged to use teacher centered techniques.

He claimed that some of the teachers or colleagues were reflecting on their lesson on their class and life. He thought that language learning is ongoing process because if it is stable the knowledge of teacher will be fossilized. In that condition there will not professionalism. He claimed that he rarely used the video recording in his classroom because there is lack of appliances and no interest of the teacher. He taught a lesson again and again until the students understand the lesson if he found students feelings difficult with lesson. He mentioned that due to teaching times and again he got a chance to learn new thing that was a step to develop his profession.

The fourth informant (T4) reported that he has reflected on his teaching method because to improve and make his teaching styles effective. According to him, if his teaching style is effective he believes that his profession will develop. He does not think that teacher is an only a source of learning language even though he is supporting the teacher oriented method. He claimed that there are so many sources to gain knowledge such as self study, books, the Internet, colleagues, and even students as well. However, there is obligation to take the teacher as a main source because the access of other materials is so far from the teacher. He argued that the past experiences were the sources to guide teacher in acquiring new experiences. Moreover, he mentioned that experiences are the pillars to develop his profession. He argued that without experiences if there is no good teaching. If there is no good teaching there is no professional development. Sometimes he tried to use student centered method but not always.

He rarely used student centered techniques because it was difficult to apply because of the large class size, limited time, and insufficient knowledge. So, he

was obliged to use teacher centered technique. He thought that teacher oriented methods were easy to apply in language classroom. He found that other teachers were reflecting on their lesson/teaching but he rarely did so. He thought that teaching learning is ongoing process because learning is a continuous process. He argued that unless the teacher updates with the changes and innovations he can not be a professional teacher. He had merely used video-recording to reflect on his teaching because of lack of the facility of video recorder in the school. He taught again and again his lesson until the students understood the lesson to make the subject matter clear. He opined that when he teaches times and again the same lesson in his class, he gained new idea be a professional teacher.

The fifth informant (T5) reported that he reflected on his teaching methods and styles. Because he has understood that reflecting is a main way to make his lesson effective among the students. According to him, if he reflected his teaching method it would be easier to connect with his theory that he has known. He did not believe that teacher is all in all but as a facilitator. He thought that there are so many other sources or means through which a learner can learn language such as books and the Internet. It was not limited to teacher.

He thought that past experiences were most valuable in teacher development because there was so many knowledge stored in their mind which they can use for theirs professional development in present time. It ultimately helps for future learning. He reported that sometimes he used student oriented method thinking that students must be active in class and teacher should know the students' performance level but there are piles of problems in front of him like our country. Furthermore, he argued that due to the piles of problems many teachers take it as a difficult method but it helps the teachers to be good professional. He thought that teacher oriented methods were easy to apply in our context where there is lack of monitoring by high post, untrained teacher, and time boundary. He argued that teaching learning is an ongoing process because nothing is stable except non living things.

He claimed that time is changeable so we should follow the time to grab changes and innovations. It is possible through the continuous process to develop our profession. He opined that he wanted to use the video recording in his classroom to improve his teaching but due to the lack of materials he was not succeed. He opined that it is one of the important materials to recall the past experiences which one is fundamental aspect to develop their profession. He also claimed that of course he taught again and again until the students understand the lesson thinking that teacher should give more knowledge effectively to the students. By teaching times and again his mind will be creative which help him to develop his profession.

The sixth informant (T6) reported that sometimes he reflected on his teaching method and styles to make his classroom effective but not to load his views among them. He argued that teacher should update with his profession that can gain through the reflection. He stood in favor of the reflective model to some extent. He reflected sometimes on his own teaching not only for making teaching effective but also for developing his profession. He thought that language learning could not be limited to teachers. There are other sources/methods of language learning.

Furthermore he argued that we are in the age of science and technology. So, we can use these means as our own tools. Of course, it is difficult to expose the science and technology because it is far from our access but we have to search for new things being energetic and curiosity. He thought that past experiences were most valuable in teacher development because they guide teachers to go ahead for expected results. He sometimes used student oriented methods because it makes students active in teaching learning activities. But these methods are difficult to apply in every class in our context where the classes are crowded, time is limited and teaching is exam oriented. So, he thought that teacher oriented methods were easy to apply in our context.

He found that other teachers were reflecting on their teaching and he was also reflecting on his teaching. He thought that teaching learning is an ongoing

process or it is never ending process. It can gain in the various steps of life. He opined that continuous teaching is a means of professional development. He had never used video-recording to reflect on his teaching because of the lack of resources and materials in his school. But he wants to use these tools in his classroom to make class effective and funny if his administrative helped him. He rarely taught again and again until the students understand the lesson because the teachers were bound to complete their lesson in certain period of time. This does not mean to say that he is against of reflecting teaching due to the time boundaries he is obliged to do so. Contrasting his own view, he argued that teaching times and again is a way to develop his profession.

From the above discussion, what I can conclude is that most of the teachers were reflecting on their teaching methods and styles. Most of the teachers claimed that we have to keep in touch with changes and innovations. They opined that teacher is not all in all in the age of science and technology but it is their compulsion to follow the teacher as a means of gaining knowledge. They argued that teaching times and again, video recording, student oriented methods, keeping in touch with science and technology, and past experiences are the salient features to develop our profession. They reported also that the teacher who updates with his profession is a good professional. This all shows that though they know the importance of the reflective practice in teaching, they were using it rarely in practice.

### 3.2 Conclusion

The main objective of my research was to identify the models followed by secondary level English teachers for their professional development. This is to say, the main intention was whether the secondary level teachers have followed different models or not in their professional life. After analyzing the data, I came to the conclusion that all the teachers considered all models to be effective and beneficial but they were rarely using them in their classroom.

Most of the teachers have used the craft model in their classroom because this model was easy, economically affordable, time saving even in large classes like our context. Using the teacher oriented method into the classroom they can connect with their profession and to enhance their professional development. They opined that most of the teachers followed the lecture method, grammar translation method in their classroom. One of the informant opined that “Yes, I think my students are passive in my classroom because we have lack of educational supported materials”. Mostly in my research T1, T3, T4, and T5 followed the lecture method which shows that they have mostly used the craft model in their classroom and in their professional life.

Although they are applying the craft model knowingly or unknowingly in their classroom and their professionalism, but they are themselves not satisfied because this model has been old in this era. They argued that there are emerging new methods and techniques in the field of teaching but it is their compulsion to follow this model. However it is one model to develop our profession that we are following in our daily life. Although most of the scholars argue that teaching learning activities should be student oriented, even in training session but most of the training sessions, according to them, are based on transmission model. This does not mean that they are not following the other models such as applied science and reflective model. Only that they are feeling a little difficult to apply applied science model and reflective models in their classroom and in their professional life. Analyzing these reporting, what I can conclude is that though craft model is traditional and oldest, it is popular in



most of the universities, schools, and colleges as well. In the similar way, T2 mostly used group discussion so he had not followed the craft model. He followed the reflective model. Similarly, T6 followed both the group discussion and lecture method. So, he followed both craft model and applied model.

But the above mentioned discussion is not fixed and final. I have already mentioned that qualitative research is language specific in nature. In my research T5 sometimes tried to use the applied science model but he was unsuccessful on the basis of his experience, it was difficult to apply in practical life. However, he supported the applied science model.

Applied science model was the least used model. So, most of the teachers argued that it was difficult to apply the scientific knowledge into real classroom in teaching and in practical life. According to their views it is important for teaching because practical teaching is far better than theoretical teaching. However, in underdeveloped country like ours, teachers take it to be time wasting because they have to complete their courses within a certain period of time. Qualified, and trained teachers with positive attitude can apply the empirical studies though they tried to use this model in their classroom to develop their profession, they were not completely successful.

They do experiment in the classroom to some extent and restructure in their mind. One of the informant argued that “No, I haven’t used the empirical studies in my classroom because I just considered how to complete the course within certain periods of time”. From the above mentioned quotation what I can conclude is that they want to apply this model but due to the lack of time boundary, large number of the students, they were unable to apply it in their teaching field.

Regarding the reflective model, most of the teachers were reflecting on their teaching field and their professional life. They argued that the

person who does not reflect on his teaching method and styles never becomes a good professional teacher. There is again the same problem like applied science model that is time boundary, exam oriented teaching, overload, no access of science and technology related with teaching and no support by the school administration. Though they considered it to be useful, most of them were not using this model. One of the respondents T5 reported that, “Past experiences are the most valuable in teacher development because they have stored good knowledge in their mind which could be used for professional development in present and future time.” By observing this extract, we know that they were trying to follow reflective model but they were not successful completely. They forwarded different reasons e.g. lack of time, lack of interest, lack of resources, lack of supportive environment, lack of training and information were the major problems for unable to use them regularly.

From the above discussion I found that many teachers had good knowledge about different models. However there was a gap between teachers knowledge and classroom practice. They were not implementing their knowledge in EFL classroom. They have rarely used the reflective model and applied science model in the classroom practically though they had theoretical knowledge theoretically. Thus, I can say that among three models of professional development the craft model was frequently used and other models e.g. applied science model and reflective model were least used comparatively.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

In this chapter, I attempt to report the main findings of the study drawn based on the data analysis and interpretation. It also includes with some suggestions made on the basis of the major findings of the study.

#### **4.1 Findings**

My study aimed in to identify the models employed by English language teachers for their professional development. Here, I have come up with the following findings on the basis of analysis and interpretation of data:

1. All the informants participated in this study reported that these models are very useful and essential in language classroom and for teachers' professional development.
2. This study found that the frequently used model was craft model. All the informants except T2 considered it to be beneficial and effective in language learning and for teachers' professional development. However, T2 was found against this model to some extent.
3. I found that almost all informants were following the craft model. Because, it was easy to use in classroom and in the professional life in the context of Nepal. They were obliged to apply this model because it did not require much time.
4. I found that least of the informants tried to apply the applied science model in their classroom and their professional life though they were not successful in teaching completely. They considered that teaching cannot be compared with science because teaching is an art.

5. I also found that they considered the applied science model to be valuable and effective for professional development though they were merely using it in their classroom. But due to the lack of time, economy, physical constraints.
6. I found that most of the informants were supporting the reflective model. Some of the informants (T1, T2, and T6) reported that they were following reflective model in classroom but they were not satisfied with themselves. Because they could not use the theory in the classroom that they have known in their professional life. They forwarded different reasons e.g. lack of money, time, and supportive environment for this which made it difficult to use this model in classroom.
7. This study found that most of the informants (T2, T4, T5, and T6) reported that they were following all models. However, they mostly used the craft model, then reflective model and lastly applied science model.
8. I found that almost all the informants had good knowledge about models and they considered it was useful to enhance teachers' professional development. However, they were not using all of the models in their classroom except the craft model. So, there was a gap between teachers' knowledge and classroom practice. It happened due to the large number of students and lack of supportive environment.
9. The present study found that all the English language teachers were trying to follow the different models. However, they followed craft model to be more useful and contextually appropriate rather than applied science model and reflective model in the context of their area.

10. The present study found that all of the teachers were overloaded with course contents. They have to teach other subjects as well. It affected their professional development.

## 4.2 Recommendations

On the basis of above mentioned findings, I would like to make the following recommendations:

1. English language teachers should not be away from the responsibility of making EFL classroom more effective. They should always be ready to make the use of limited time available in their context for their professional development.
2. They should realize that the use of different models is the basis for their professional development. So, they should be ready to encourage applying different techniques.
3. I would like to suggest that the policy makers like MOE and DOE should be responsible for making clear policy for the improvement English language teachers. MOE and DOE should mainly focus on the supportive environment for the use of different models and consequently for English language teachers professional development.
4. Teachers should be provided with the supportive and favorable environment required for using and practicing the models. It requires enough encouragement, constant supervision and appropriate appreciation from the school authority.
5. Teachers should not be overloaded with their duties during the school hours. They should be equipped with enough time, tools and opportunities to plan and practice different models for their professional development.
6. Teacher education and training programmes need to have more activities and prepare aspiring teachers to cope with the ever-changing phenomena of ELTD. Instead of giving them theories, such programme needs to teach them how they can theorize their

own practice in terms of language teaching and learning for their professional development.

7. School administrative is one of the most important posts in the school level. So it should create the favorable and supportive environment for the teachers to develop their profession.
8. Teachers should be provided with refreshment training times and again.
9. Only a little research has been carried out on teachers' professional development. Since this research was based in small number of teachers, its findings may not be generalized in larger context. Therefore, further research needs to be conducted in this area.

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## Appendix I

**Dear Sir/Madam,**

This questionnaire is a part of my research study entitled. “Models Followed by Secondary Level Teachers for Professional Development” under the supervision of Mrs. Madhu Neupane, a lecturer, Department of English Education, T.U. Your cooperation on completing the questionnaires will be a great value to me. There may right or wrong answers. I am interested in your own opinion. Please give the answers in your own words. I assure you that the responses made by you will be exclusively used only for the present study.

Name:

Age:

School:

Qualification:

Experience:

Training:

Please answer the following questions

### Part I

1 Which method do you use mostly in your classroom?

Ans: .....

a) Why?.....

b) Why not? .....

2. Do the students participate actively in your classroom?

Ans: .....

.....  
a) Why?.....

.....  
b) Why not? .....

.....  
3. Do you think that your students are passive in your classroom?

Ans: .....

.....  
a) Why?.....

.....  
b) Why not? .....

.....  
4. Have you ever given the chance to raise the question to your students in your classroom?

Ans: .....

.....  
a) Why?.....

.....  
b) Why not? .....

.....  
5. Is it possible to develop teacher profession through imitating by other teacher?

Ans: .....

.....  
a) Why?.....

.....  
b) Why not? .....

6 Do you like Jug Mug theory in teacher training?

Ans: .....  
.....

a) Why?.....  
.....

b) Why not? .....  
.....

7. Do you agree teacher is all in all in teacher education?

Ans: .....  
.....

a) Why?.....  
.....

b) Why not? .....  
.....

8. In Nepalese context, most of the teachers use the teacher oriented methods, do you agree with this statement?

Ans: .....  
.....

a) Why?.....  
.....

b) Why not? .....  
.....

9 'Teacher is as like a carpenter'. Do you agree with this statement?

Ans: .....  
.....

a) Why?.....  
.....

b) Why not? .....  
.....

10. "Though, teacher oriented methods are traditional but they are used in most of the Universities and Colleges". Do you agree with this statement?

Ans: .....  
.....

a) Why?.....  
.....

b) Why not? .....  
.....

## Part II

1. Do you think teaching should be compared with science?

Ans: .....  
.....

a) Why?.....  
.....

b) Why not? .....  
.....

2. Do you think a language teacher should use the empirical studies (findings/results) to develop his/her profession?

Ans: .....  
.....

a) Why?.....  
.....

b) Why not? .....  
.....

3. Have you ever used empirical studies (findings/results) in your teaching lesson?

Ans: .....

a) Why?.....

b) Why not? .....

4. Is all of the knowledge gained through teacher education applicable?

Ans: .....

a) Why?.....

b) Why not? .....

5. Is it possible to use scientific knowledge (results) in the language classroom?

Ans: .....

a) Why?.....

b) Why not? .....

6. Is it possible to do experiment the entire lesson while you are teaching in language classroom?

Ans: .....

.....  
a) Why?.....

.....  
b) Why not? .....

.....  
7. Do you think teaching can be compared with engineering as like engineering a building?

Ans: .....

.....  
a) Why?.....

.....  
b) Why not? .....

.....  
8. Do you apply theoretical knowledge that you have gained in practical classroom?

Ans: .....

.....  
a) Why?.....

.....  
b) Why not? .....

**Part III**

1. Have you ever reflected on (thought about) your teaching method?

Ans: .....

.....  
a) Why?.....



b) Why not? .....  
.....

2. Do you think teaching language is learned through the teacher only?

Ans: .....  
.....

a) Why?.....  
.....

b) Why not? .....  
.....

3. Do you think the past experiences are most valuable in teacher development?

Ans: .....  
.....

a) Why?.....  
.....

b) Why not? .....  
.....

4. Have you ever used the student oriented method in the language classroom?

Ans:.....  
...

.....  
...

a) Why?.....  
.....

b) Why not? .....

5. Which teaching method do you think easy either teacher oriented, student oriented or experimented?

Ans:.....

...

.....

...

Why?.....

.....

6. Have you ever found your colleagues reflecting on their teaching?

Ans:.....

...

.....

...

a) Why?.....

.....

b) Why not? .....

.....

7. Do you think whether teaching learning is an ongoing or stable process?

Ans: .....

.....

a) Why?.....

.....

b) Why not? .....

.....

8. Have you ever observed your own classroom using video recording?

Ans: .....

.....

a) Why?.....

.....

b) Why not? .....

.....

9. Do you teach again and again your lesson until the student do not understand the lesson?

Ans: .....

.....

a) Why?.....

.....

b) Why not? .....

.....

## APPENDIX-II

### List of Teachers

S.N.	Name of the Teacher	Academic Qualification	Teaching Experience
1	Kabi Ram Tirua	M.A. / B.Ed.	17 Years
2	Chandra Bahadur Khatri	M.Ed.	5 Years
3	Krishna Prasad Adhikari	M.Ed.	7 Years
4	Daya Ram Pathak	B. Ed. /M.Ed. Running	3 Years
5	Dilli Raj Khadka	B.Ed.	2 Years
6	Chooda Mani Pokhrel	M.A. /B.Ed.	7 Years

## APPENDIX-III

### List of Schools

S.N.	Name of School
1	Laxmi Higher Secondary School,Rajhena-4, Banke
2	Tribhuvan Higher Secondary School, Kohalpur, Banke
3	Prabhat Higher Secondary School, G Gaun, Banke
4	Jana Jyoti Higher Secondary School, Kohalpur, Banke
5	Sagarmatha Gyanpunj Higher Secondary School, Rajhena, Banke
6	Nepal National Secondary School, Lalpur, Banke