

# CHAPTER: ONE

## INTRODUCTION

### 1.1 General Background

Language, is a voluntary vocal system of human communication, is a versatile and worldwide means of communicating ideas, opinions, feelings and expression. It is purely human and non-instinctive means of communication thoughts. Language is defined variously by different scholars. Sapir (1978) defines it “language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols” (p.8). Language, therefore, is equally essential to impart educational ideas or thoughts in ELT classrooms.

Hockett(1970) states, “ a language is a collection of more or less similar idiolects”(p.322). Language consists of varieties of the language itself.

Language may preserve, transmit and enrich the achievement of human culture. Language is embedded with cultural entities. A language is said to be a symbolic system based on pure or arbitrary convention infinitely extendable and modifiable according to the changing needs and condition of the speakers. Language is like a living being which grows or develops.

Language, although it is defined variously by different scholars, is one of the most necessary and inevitable tools for human beings. It is used to convey ideas, enhance skills and applies expertise.

English is a language which is considered a foreign language in Nepal. It is an international language and it is used as a means of instruction in schools, colleges and universities. Besides, it is taught as a compulsory as well as optional subject from schools to universities. It has occupied a special role in the domains of political life, business, security, communication, entertainment,

media and education. It is not only an international lingua franca but also one of the official languages offered by the UNO. It has reserved its important role even in the educational system of Nepal.

### **1.1.1 Teaching**

English teachers are those who are involved in teaching English language. It consists of different persons and things such as teachers, learners, setting, teaching materials, parents, society, norms and values, psychology, and so on. Teaching needs to be effective and this can be produced by having a dynamic personality who is said to be a teacher with knowledge, skills and expertise.

Teaching is a complex process which can be conceptualized in a number of different ways. Involving in different kinds of tasks can help teachers overcome with deficiencies of teaching. No matter what kind of class a teacher teaches, he or she is typically confronted with the following kinds of tasks:

- ) selecting learning activities;
- ) preparing students for new learning;
- ) presenting activities;
- ) asking questions;
- ) conducting drills;
- ) checking students' understanding;
- ) providing opportunities for practice of new items;
- ) monitoring students' learning;
- ) giving feedback on student learning;
- ) reviewing and re-teaching when necessary (page29).

Teachers are directly in touch with students and every year they encounter with fresh students with different outlook and aspiration. In order to deal with them, teachers are expected to make their teaching as effective as possible. Therefore teachers are generally said to be interested in adding to their professional

knowledge and keeping up-to-date with theory and practice in the field, in improving their teaching skills so that they feel more confident about what they teach and achieve better results with their students. They may also be interested in clarifying and understanding their principles, beliefs, and values, as well as the nature and values underlying the schools in which they work, so that they can be empowered (Richards and Farrell, 2005).

There is a much greater awareness today that an expert language teacher is a highly skilled professional. According to Lortie (1975), a profession is characterized by:

- ) a homogeneous consensual knowledge base;
- ) restricted entry;
- ) self-regulation;
- ) high social status;
- ) the legal right to govern daily work affairs (p.209). .

The teachers may also be interested in clarifying and understanding their principles, beliefs, and values, as well as the nature and values underlying the schools in which they work, so that they can be empowered.

### **1.1.2 Professional Development**

A profession simply means a type of job that requires special training, high level of knowledge and skills. Taylor (1978) defines, “ a profession is an occupation that assumes responsibility for some tasks too complex to be guided by rules”. Teaching is a profession in which teachers need to be in touch with not only things in the school compound, but also things outside it. It involved students, curricula, exams, achievement, and so on. Similarly, it is connected with parents, national policy, etc.

Teaching ‘profession’ is a kind of occupation which can only be practiced after long and rigorous academic study, and 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 (Wallace 2010, p.5). Wallace further sets some qualities needed to be ‘professional’ and they are as follow:

- i. a basis of scientific knowledge
- ii. a period of rigorous study which is formally assessed
- iii. a sense of public service
- iv. high standards of professional conduct, and
- v. the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner (p.5).

The term ‘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 of themselves as teachers.

According to Richards and Farrell (2005)

Development often involves examining different dimensions of a teacher’s practice as a basis of reflective review and can hence be seen as “bottom-up”. second language development occurs; understanding how our roles change according to the kind of learners we are teaching; understanding the kinds of decision making that occur during lessons; reviewing our own theories and principles of language teaching; developing and understanding of different styles of teaching; determining learners’ perceptions of classroom activities (4).

According to Freeman (1989a) ‘development’ is a ‘strategy of influence and indirect intervention that works on complex, integrated aspects of teaching that are idiosyncratic and individual’ (p 40).

A working definition of the term ‘professional development’ sees it as “ a career-long process in which educators fine tune their teaching to meet students’ needs”(Diaz Maggioli,2004:5). Professional development, in other less advantaged contexts, is defined as process of improving both the teacher’s academic standing as well as acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom.

Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development activities in which teachers collect their own data are very powerful (Bailey, Curtis and Nunan1998).

Professional development is concerned, with *knowledge, skills and expertise*. Knowledge is a familiarity with someone or something, which can include facts, information, descriptions, or skills acquired through experience or education. It is an acquaintance with facts, truths, or principles, as from study or investigation. It is the fact or condition of being aware of something. Knowledge, in other words, is the circumstance or condition of apprehending *truth or fact* through reasoning. It applies to facts or ideas acquired by study, investigation, observation, or experience.

Strategies for teacher development often involve documenting different kinds of *teaching practices*; reflective analysis of teaching practices; examining beliefs, value and principles; conversation with peers on core issues; and collaborating with peers on classroom projects.

It is expected that professional development should go beyond personal and individual reflection. Professional development, according Richards and Farrell (2005), can include exploration of new trends and theories in language teaching; familiarization with developments in subject-matter knowledge such as pedagogical grammar, composition theory, or genre theory, and critical

examination of the way schools and language programs are organized and managed.

They state that professional development is directed toward both the institution's goals and the teacher's own personal goals. Achieving personal growth and improving departmental performance can go hand in hand (p.4). In fact PD improves not only dimensions of teachers, but also the institutions at which they work.

Professional development, which is concerned with different aspects of teaching as knowledge, skills and expertise, is a complex phenomenon. Core components of teacher knowledge include :

- i) *Practical knowledge*: the teacher's repertoire of classroom techniques and strategies.
- ii) *Content knowledge*: the teacher's understanding of the subject e.g., pedagogical grammar, phonology, teaching theories, SLA, as well as the specialized discourse and terminology of language teaching.
- iii) *Contextual knowledge*: familiarity with the school or institutional context, school norms, and knowledge of the learners, including cultural and other relevant information.
- iv) *Pedagogical knowledge*: ability to restructure content knowledge for teaching purposes, and to plan, adopt and improvise.
- v) *Personal knowledge*: the teacher's personal beliefs and principles and his/her individual approach to teaching
- vi) *Reflective knowledge*: the teacher's capacity to reflect on and assess his/her own practice (Richards 2010,p 209-210).

ESL/EFL is a rapidly changing field, and teachers need regular opportunities to update their professional knowledge and skills. Such opportunities may be provided for a number of ways:

- i) *Conference participation*: teachers can participate in professional conferences and seminars networking with other teachers and learning about trends, issues, and practices.
- ii) *Workshop and in-service seminars*: specialists from outside the college or staff from the college can offer workshops and seminars on topics of interest to the staff.
- iii) *Reading groups*: teachers can put together reading groups and read and discuss articles or book of interest.
- iv) *Peer observation*: teachers can take turns observing each other's classes as a basis for critical reflection and discussion about teaching approaches.
- v) *Writing about teaching*: teachers can keep a reflective diary or journal and share it with colleagues.
- vi) *Project work*: teachers can be given the opportunities to develop projects such as classroom materials, videos, and other teaching resources.
- vii) *Action research*: teachers can conduct small-scale classroom research on their teaching (Richards 2005, p. 206-207).

School reform and accountability initiatives call for a new role for professional development in the career paths of teachers. Current research shows a strong correlation between teachers' teaching and students' school success.

Professional development has become increasingly important as a way to ensure that teachers succeed in matching their teaching goals with their students' learning needs. In the case of second language teachers, professional development is needed to enable them to help their students develop proficiency in the target language and an understanding of the cultures associated with that language.

Nolan and Hoover (2003) differs professional development from other professional endeavors, such as teacher supervision and evaluation, both in purpose and procedures. Supervision recognizes four basic categories of teachers: pre-service, novice, tenured, and veteran. Supervisory activities are aimed at certification in the case of pre-service teachers; induction in the case of novices; and maintenance, improvement, or remediation in the case of tenured and veteran teachers. Evaluation, on the other hand, places a strong emphasis on judging teachers' competence or teaching quality and does not necessarily focus on their growth as teachers.

Professional development focuses specifically on how teachers construct their professional identities in ongoing interaction with learners, by reflecting on their *actions in the classroom* and adapting them to meet the learners' expressed or implicit learning needs. The ultimate purpose of professional development is *to promote effective teaching* that results in learning gains for all students.

The quality of teachers has a larger impact on the learning of pupils than the quality of the curriculum, the teaching methods, the school building or the role of parents.

For Weiler (1995) professionals are at the top of a hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good (as cited in Yadav,2011,p.125).

Furlong (2000) states that ...

... professionals face complex and unpredictable situations that they need a specialized body of knowledge; if they are to apply that knowledge, it is argued that they need the autonomy to make their own judgements; and given that they have that autonomy, it is essential that they act with



responsibility – collectively they need to develop appropriate professional values’ (p18-19).

From the point of view of the teacher’s personal development, a number of areas of professional development may be identified:

- ) *advancement*:- acquisition of the knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills (Richards and Ferrell,p.9).
- ) *Subject-matter knowledge*:- increasing knowledge of the disciplinary basis of TESOL- that is, English grammar, discourse analysis, phonology, testing, SLA research, methodology, curriculum development, and the other areas that define the professional knowledge base of language teaching.
- ) *Pedagogical expertise*:- mastery of new areas of teaching, adding to one’s repertoire of teaching specializations, improving ability to teach different skill areas to learners of different ages and backgrounds.
- ) *Self-awareness*:- knowledge of oneself as a teacher, of one’s principles and values, strengths and weaknesses.
- ) *Understanding of learners*:- deepening understanding of learners, learning styles, learners’ problems and difficulties, ways of making content more accessible to learners.
- ) *Understanding of curriculum and materials*:- deepening one’s understanding of curriculum and curriculum alternatives, use and development of instructional materials.

Best ways teachers learn about new opportunities and resources for the classroom are: personal contact with experts; network meeting with colleagues; training workshops; attending conferences; conducting internet research; electronic media; specialty newsletters and periodicals; web or video conferencing; paper newsletters; telephone conferencing ; blogs; facebook; and twitter ([abcee.org/needs-assessment/teacher-professional development needs](http://abcee.org/needs-assessment/teacher-professional-development-needs)).

Joyce (1991) identifies dimensions of institutional improvement that teacher development can contribute to:

- J *Collegiality*:- creating a culture through developing cohesive and professional relationships between staff(and wider community), in which ‘broad’ vision-directed improvements as well as day-to-day operations are valued.
- J *Research*:- familiarizing staff with research findings on school improvement, teaching effectiveness, and so on, which can support ‘in-house’ development
- J *Site-specific information*:- enabling and encouraging staff to collect and analyze data on students, schools and effects of change both as part of formal evaluation and informally.
- J *Curriculum initiatives*:- collaborating with others to introduce change in their subject areas as well as across the school curriculum(as cited in Richards and Farrell ).

In any school or educational institution, there are teachers with different levels of experience, knowledge, skill and expertise. Mutual sharing of knowledge and experience is a valuable source of professional growth. Teachers are generally motivated to continue their professional development once they begin their career. Knowledge about language teaching and learning is in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.

Professional development must be an experience that meets personal needs of teachers. Engage in self-reflection and self-assessment to determine what knowledge, skills, behaviours, and attitudes teachers need to be an effective teacher for all of their students.

High-quality professional development focuses on teachers as central to student learning; focuses on individual, collegial, and organizational

improvement; respects and nurtures educator capacity; reflects best available research and practice; enables learners to develop further experience (e.g. content, strategies, pedagogy, technology); promotes continuous inquiry and improvement embedded in the daily life of schools; is planned collaboratively by participants; requires substantial time; is driven by a coherent long-term plan; is evaluated on basis of impact on teacher effectiveness and student learning. ([www.ncpublicschools.org/doc](http://www.ncpublicschools.org/doc)).

### **1. 1.3 Need for Professional Development**

Pupils benefit more from dynamic teachers than teachers only. Teachers need to update their knowledge, skills and expertise. To cope with existing environment is not easy, it requires strength to overcome with difficulties that can obstruct ones from achieving something. It is said that *great teachers help create great students*. In order to be a great teacher one needs to have or acquire latest methods, knowledge, etc and these can be achieved through the involvement in professional development activities.

Everyone who impacts student teaching must continually improve and refine their knowledge and skills to maximize students' achievement. True professional learning is result-driven, standards-based, and job-embedded; it happens every day during the school day ([www.ncpublicschools.org/doc](http://www.ncpublicschools.org/doc)). As teachers develop experience in teaching, the institution needs to create an environment in which teachers can further develop their teaching skills and subject-matter knowledge, deepen their understanding of teaching and themselves as teachers, and have the opportunity for further professional development. Teachers now need to be given opportunities to do the following:

- i. Engage in self-reflection and evaluation
- ii. Identify their areas of strength and weakness
- iii. Develop specialized knowledge and skills about many aspects of teaching

- iv. Develop curiosity and interest in many different aspects of teaching
- v. Expand their knowledge base about research, theory, and issues in teaching
- vi. Take on new roles and responsibilities such as supervisor, mentor teachers, teacher-researcher, or materials writer
- vii. Develop involvement in professional organization ( Richards 2005:212).

#### **1.1.4 Procedures/ Activities for Professional Development**

Teaching is considered as a profession, so obviously language teachers are called professionals. In order to be a professional, one has to be involved in activities designed for professional development. The term 'development' is a bit different from 'training'. Training is given by an expert whereas development is entirely based on the endeavors of the concerned teachers themselves. Thus the efforts of teachers are well evaluated. There are a few activities or procedures which help teachers to be more professionals.

Involvement in some or all of these activities assure of them to be professionals otherwise language teachers who are not involved in any of the procedures can be labeled as deprofessionals.

Richards and Farrell (2005) provide eleven different procedures that can be used to facilitate professional development in language teaching. They are as follow: workshops, self-monitoring, teacher support group, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching, and action research.

The eleven procedures for professional development are discussed below one by one.

## **i. Workshops**

A workshop is *an intensive, short-term learning activity* that is designed to provide an opportunity to acquire specific knowledge and skills. In a workshop, participants are expected to learn something that they can later apply in the classroom and to get hands-on experience with the topic, such as developing procedures for classroom observation or conducting action research.

Workshops can also provide opportunities for participants to examine their beliefs or perspectives on teaching and learning, and use this process to reflect on their own teaching practices.

Workshops are one of the most common and useful forms of professional development. Some benefits of workshop are as follow: Workshops can provide input from experts - teachers often need the help of an expert in order to familiarize themselves with such topics such as portfolio assessment, classroom research, and so on. Workshops offer teachers practical classroom application - a workshop is intended to enhance teachers' practical and help resolve problems. Teachers attending a workshop should therefore come away with ideas, strategies, techniques, and materials that can be used in their classrooms.

Workshops can raise teachers' motivation - workshops take teachers out of the classroom to a forum where they can share problems and concerns with colleagues or teachers from different schools.

Workshops develop collegiality: as a workshop is a highly interactive activity, spending a few hours with other colleagues helps develop bonds of collegiality and personal relationships that often last well beyond the workshop itself. Workshops can support innovation: workshops can be a crucial strategy in the implementation of a curriculum or other kind of change. Workshops would be an ideal format for preparing teachers to accommodate with a new educational policy, i.e. the change. Workshops are short-term: workshop is usually of

limited duration. Thus it focuses on a very specific topic that can be dealt with in a limited time frame.

## **ii. Self-Monitoring**

Self-monitoring or self-observation refers to *a systematic approach to the observation, evaluation and management of one's own behaviour* in order to achieve a better understanding and control over the behaviour. It is necessary for a teacher to collect information about one's own strengths and weaknesses as a teacher. Objective and systematic information helps a teacher make decisions about whether there is anything that should be changed.

Benefits of self monitoring are: self-monitoring allows the teacher to make a record of teaching that he or she can use for a variety of purposes. It can also provide an objective account of one's teaching. Reviewing one's transcript of a lesson may provide surprising or shocking evidences which the teacher is probably unaware of. Self-monitoring can help teachers develop a more reflective view of teaching. It is teacher-initiated activity, so it can be in the privacy of his or her own classroom and the information collected does not need to be shared with others. Thus it shifts the responsibility for initiating improvement in teaching from an outsider to the teacher. It also enables the teacher to arrive at his or her own judgements as to what works well and what does not work so well in the classroom.

## **iii. Teacher Support Groups**

A teacher support group can be defined as *two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on one's own.* It will involve a group of teachers *meeting to discuss* goals, concerns, problems, and experiences. In it teachers get to know their colleagues better and begin to

function as a community of professionals rather than as individuals working in isolation from each other. Support groups are also referred to by other names, such as *study groups*, *teacher networks* and *learning circles*.

A variety of purposes that teacher support groups may serve includes- reviewing and reflecting on teaching. Teachers teaching the same course can meet regularly to discuss strategies and approaches, methods, and materials used, and later to evaluate the course; materials development. Members of a group may bring in materials they use for teaching the various skills and discuss them with the group. Additionally, the group can develop materials as a collaborative effort. A mini-library of materials for group members' use can be created this way; trying out new teaching strategies: the group reviews a new teaching strategy. Group members try the demonstrated teaching strategy out in their own classes and the group meets to discuss their experiences. A series of new strategies can be explored in this way; peer observation: group members take turns observing each other's teaching and discussing their observations during group sessions. Data collected from the observations can be discussed in light of the group's experience and beliefs.

#### **iv. Keeping a Teaching Journal**

A teaching journal is an ongoing *written account of observations, reflections, and other thoughts about teaching*, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection, or evaluation. The journal may be used as a record of incidents, problems, and insights that occurred during lessons; it may be a source of information that can be shared with others.

Journal writing enables a teacher to keep a record of classroom events and observations. The process of writing about teaching events often leads to new insights about those events. Journal writing can help a teacher question,

explore, and analyze how he or she teaches and can also provide a basis for conversations with peers or a supervisor. A journal can serve as a way of clarifying their own thinking and of exploring their own beliefs and practices. It can provide a way of collaborating with other teachers in exploring teaching issues. Reading and responding to a teacher journal can serve as means of encouraging reflective inquiry and can facilitate resolving problems and concerns. Journal writing offers a simple way of becoming more aware of one's teaching and learning (p.69-70).

Keeping a teaching journal is one data-gathering activity through which teachers can gain awareness and express their attitudes (Bailey et.al, 2001).

#### **v. Peer Observation**

Peer observation refers to *a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction.*

The focus of an observation can be many aspects of a lesson such how the teacher starts and ends a lesson; allots time within a lesson; assigns tasks to students; deals with a reticent student; organizes learning groups; supervises students while they are learning; asks questions.

Observation provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do. It provides and opportunity for the teacher to see how someone else deals with many of the same problems teachers face on a daily basis. Observing another teacher may also trigger reflections about one's own teaching. It brings teachers together who might not normally have a chance to interact and provides an opportunity for the sharing of ideas and expertise.



## **vi. Teaching Portfolio**

A teaching portfolio is a collection of documents and other items that provides information about different aspects of a teacher's work. It serves to describe and document the teacher's performance, to facilitate professional development, and to provide a basis for reflection and review. A teaching portfolio represents who you are, what you do, why you do it, where you have been, where you are, where you want to go, and how you plan on getting there. The collection is updated and revised when needed and is accompanied by the teacher's account of the rationale behind the collection. The portfolio can both serve as the basis for self-appraisal and be a component of the teacher's assessment. Items to be included in a portfolio are : resume, letters of reference, copies of transcripts, copies of diplomas, beliefs about my teaching, course outlines, student testimonials, copies of materials I wrote, student evaluations and so on.

Teaching portfolio provides a demonstration of how a teacher approaches his or her work and presents evidence of the teacher's thinking, creativity, resourcefulness, and effectiveness. It serves as a source of review and reflection. The process of compiling the portfolio prompts the teacher to engage in a comprehensive self-assessment of different aspects of his or her work. By reviewing the portfolio, the teacher can make decisions about priorities and goals and areas for future development and improvement. A portfolio can promote collaboration with other teachers.

## **vii. Analyzing Critical Incidents**

A critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning. Critical incident analysis in teaching involves the documentation and analysis of teaching incidents in order to learn from them and improve practice.

The incident prompted the teacher to stop and reflect on the meaning of the event and perhaps to consider its longer-term implications. Documenting and reflecting on incidents of this kind can serve as an important part of the process by which teachers learn more about their teaching, their learners, and themselves.

Exploring critical incidents can have a number of benefits: it can serve as a form of reflective inquiry; it can help identify and resolve problems; it can serve to identify good practice; and it can give teachers a heightened sense of professional awareness.

Analyzing critical incidents can facilitate professional development in a number of ways: it can create a greater level of self-awareness. By writing about and discussing critical incidents, a teacher can become more aware of some of his and her assumptions about language teaching and learning. It can encourage teachers to pose critical questions about teaching. By considering the meaning of critical incidents, teachers learn to pose questions about many dimensions of teaching that they had not given a great deal of thought to. It can help bring beliefs to the level of awareness. By writing, reading, analyzing, and interpreting critical incidents, teachers can become more aware of their beliefs and decide if any of them should be changed. It can create opportunity for action research. Critical incident analysis can be the starting point for follow-up research, such as case study or action research. It can help build a community of critical practitioners. Through examining critical incidents with other teachers, a community of practitioners can be created who may be able to influence teaching practices and policies in a school. It can provide a resource for teachers. Compiling a file of critical incident reports can serve as a useful resource for both new teachers and experienced teachers.

### **viii. Case Analysis**

Case analysis in teacher education involves *collecting information over time about a teaching situation* and using that information to help better understand the situation and to derive principles from it. A case is different from a critical incident in that it starts from *identification of a particular issue or phenomenon and then selects a method for collecting information about it*. Critical incident analysis involves looking back on an unplanned classroom incident and reflecting on its meaning. A case study usually has a broader focus than a critical incident, though a critical incident can provide the initial motivation for a case study.

The useful case studies as part of a teacher development initiative are: information collected over a period of a semester concerning how two different students performed during group activities; an account of the problems a teacher experienced during his or her first few months of teaching; an account of how two teachers implemented a team-teaching strategy and the difficulties they encountered; an account of observation of one high-achieving student and one low-achieving student over a term in order to compare their patterns of classroom participation; a journal account of all of the classroom management problems a teacher had to deal with in a typical school week; an account of how a teacher made use of lesson plans over a 3-week period; an account of how two colleagues resolved a misunderstanding that occurred between them in relation to the goals of a course; a description of all the changes a student made in a composition she was working on over a 3-week period, from the drafting stage to the final stage.

Case analysis can provide a basis for arriving at valuable insights and principles, enabling teachers to verbalized and share the problem-solving strategies they make use of in their teaching. The case reports can also be a valuable resource for other teacher, particularly less experienced teachers. A

collection of cases focusing on a particular kind of problem or issue can be a valuable teacher-training resource for novice teachers.

### **ix. Peer Coaching**

Peer coaching is a developmental process and is an effective way to promote professional development. Peer coaching is *a procedure in which two teachers collaborate to help one or both teachers improve some aspect of their teaching.* In peer coaching, a teacher and a colleague plan a series of opportunities to explore the teacher's teaching collaboratively. One adopts the role of coach or 'critical friend' as some aspect of teaching or of classroom life is explored. The coach provides feedback and suggestions during and after the process.

It provides opportunities for two teachers *to look at teaching problems and to develop possible solutions.* It also helps develop collegiality between colleagues. The coach has the satisfaction of helping another colleague and at the same time can revitalize his or her own teaching through the coaching process. Peer coaching reduces the sense of isolation that teachers tend to feel. The school benefits by strengthening the skills and collegiality of its teachers and by providing for training on the job, thus cutting down on the need for in-service training.

### **x. Team Teaching**

Team teaching (pair teaching) is *a process in which two or more teachers share the responsibility for teaching a class.* The teachers share responsibility for planning the class or course, for teaching it, and for any follow-up work associated with the class such as evaluation and assessment.

Peer teaching promotes collegiality among teachers in a school. It enables them to learn a great deal about each other and develop a closer professional and

personal relationship. It develops combined expertise. The teachers can learn from each other's strengths when planning and teaching lessons. Their combined degrees of knowledge and expertise are bound to lead to a stronger lesson plan. This gives each team member a new perspective on teaching and learning. Team teaching is an effective means of teacher development. It also helps to develop creativity because when team teaching, both teachers know they are teaching for their colleague as well as their learners. Learners also benefit from having two teachers present in the class. They hear two different models of language, depending on where the teachers are from. They experience two different styles of teaching.

#### **xi. Action research**

Action research refers to teacher-classroom research that *seeks to clarify and resolve practical teaching issues and problems*. Action research takes place in the teacher's *own classroom* and involves a cycle of activities centering on *identifying a problem or issue, collecting information about the issue, devising a strategy to address the issue, trying out the strategy, and observing its effects*.

The day-to-day activities of teaching normally constitute a sufficiently demanding workload for most teachers, so an appropriate question is, why add research to a teacher's workload? Advocates of action research suggest that this concern reflects a misunderstanding of action research. Because action research is research based in teaching, it is best thought of as adding a research dimension to existing practice as a way to better understand and improve such practice. It also seeks to redefine the role of the teacher by giving teachers the means to set their own agendas for improvement and by shifting the responsibility for change or improvement from an outsider (a school board, a principal, a supervisor) to teachers themselves (p.172-173).

### 1.1.5 Factors affecting Professional Development

Every individual teacher wills to update the knowledge, skills, expertise and other aspects of professional development, but there are some known or unknown obstacles that hinder teachers from updating their knowledge, skills and so on. Maggioli (2005) lists problems/factors affecting (all the) teachers in terms of their professional development:

- i. lack of adequate preparation for trainers
- ii. lack of systematization of professional development efforts
- iii. lack of time
- iv. lack of money
- v. abundance of courses to choose from
- vi. lack of recognition and incentives
- vii. lack of support and follow up
- viii. lack of motivation on the part of teachers
- ix. inadequate timing of professional development opportunities(p.5).

The set of factors that affects the quality of teaching in a program related to the institution in which teachers work, can be:

- ) The size of a school and its administrative structure influences many aspects of a teacher's work. This enables teachers to get to know one another and to develop a sense of collegiality.
- ) Some schools make extensive investments in such things as computers, cassette and CD players, video recorders, OHP, and photocopiers, recognizing that these are essential tools for teachers and can have a positive effect on teaching, staff work load, and morale. Where such investment is lacking there may be a negative impact on teachers' workload.
- ) Adequate support staff can also facilitate teacher's work. They help teachers with typing, time-tabling, duplicating, and administration.

- ) One way of determining how seriously a school regards its teachers and the work they do is the work space it provides for its teachers. A staff room for interacting with colleagues, carrying out lesson preparation, mark assignments, and preparing teaching materials and hand-outs.
- ) Teachers need access to text books, resource books, materials and magazines in order to update their professional knowledge and get new ideas to feed into their teaching.
- ) In addition to classrooms, teachers need facilities like a multimedia lab; computer lab, self-access center, and student-reading room (Richards and Farrell, p.207-208).

Classrooms, as emphasized by Richards and Farrell(2005), are not only places where students learn- they are also places where teachers can learn. Teachers can play an active role in their own professional development. It is, therefore, the responsibility of schools and administrators to provide opportunities for continued professional education and to encourage teachers to participate in them. In order for such opportunities to take place, they need to be planned, supported, and rewarded (p.2-3).

Professional development models are differentiated by the degree of involvement of the teachers themselves in planning, delivering, and evaluating the activities in which they are involved. Sparks (2002) argues that professional development should be embedded in the daily lives of teachers, with strong administrative support and use of strategies that are tailored to their specific needs. These needs may incorporate issues of language, culture or pedagogy (as cited in Bashyal, 2011, p.131).

The researcher is concerned with English teachers' professional development. It requires the involvement of teachers in different things or phenomena in order to uplift ones' over-all development. Developing oneself involves improvement in knowledge, skills and expertise. There are different aspects of

professional development, which may help find out whether concerned teachers are professional or de-professionals, and they are: participation in PD activities, needs of PD, and barriers in PD. This study aimed to find out how much the English teachers teaching in higher secondary schools in Morang and Sunsari districts.

## **1.2 Review of Related Literature**

Review refers to the thorough study of previously done works related to the researcher's topic. It gives an insight to the researcher to conduct his/her study very carefully. So, it is an integral part of the step-wise study of something. The researcher studied some of the articles related to PD. He also studied some theses.

Qing (2004) carried out a research on 'Intercultural Experience and Teachers' Professional Development'. His main objective was to delineate the impact of intercultural experience, both on language teachers' and teacher educators' professional development. The specialists and teachers of 23 universities were taken as the primary sources. Different types of test items were used as the tools for data collection (semi-structured interview and questionnaire research). 19 British ELT specialists and 19 Chinese teachers were taken for the study. In his research, it was found that intercultural experience has a significant impact on both Chinese teachers' and British trainers' professional development. In the teaching profession, intercultural understanding enables teachers to preserve an open, yet critical mind to look for differences and similarities in pursuit of appropriate pedagogy..

Kabilan (2007) carried out a research on 'English Language Teachers Reflecting on Reflections: A Malaysian Experience'. It aimed to evaluate the outcomes of reflecting on reflection, and ascertain if the pedagogical tools can enhance the student teachers' fundamental pedagogical knowledge and



understanding; heighten their awareness of meaningful and effective classroom practices; elevate their readiness to practice positive attitudes toward teaching and learning. Eighteen respondents were students in the bachelor of education degree program. The outcomes of the students' reflections were categorized according to the five themes: fundamental pedagogical knowledge and understanding; awareness of meaningful and effective classroom practices; teachers' linguistic capabilities; positive attitudes towards teaching and learning; and relevant skills.

Gnawali (2008) carried out a research on '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 need professional interaction and decision making.

Komba and Nnumbi (2008) carried out a research entitled "Teacher Professional Development in Tanzania: Perceptions and Practices" (CICE Hiroshima University, journal of International Cooperation in Education, vol.11 No. 3.). It focused on and critically analysed perceptions and practices of teacher professional development by head teachers, primary school teachers. 186 respondents were sent questionnaires and interviewed. Data on the nature, importance, organization, motivation, adequacy of and support for teacher professional development, were gathered using questionnaires, interviews. The findings indicate a conception and practice of teacher professional development which combines both the raising of teacher academic qualifications and professional growth. It was found that teacher professional development was poorly coordinated and rarely budgeted for.

Gautam (2009) conducted a research entitled 'Perception of in-service teachers about NELTA for professional development'. In his research, the main

objectives were to identify the perception of teachers on NELTA activities for professional development, and identify whether the members of NELTA apply the ideas learnt in NELTA programmes in their professional life. The in-service teachers who were the NELTA members of Morang NELTA branch were taken as the primary sources, Head & Taylor (1997), Ganawali (2008) and some related books were taken as the secondary sources. The tool for the data was a set of questionnaire. Forty five teachers were selected of Morang NELTA branch for the study. Finally, it was found that all the teachers sometimes have applied the ideas learnt from TOT in their professional life, and they viewed that NELTA had developed their reading habit and writing something new in the professional life.

Lind ( 2010 ) carried out a research entitled “High Quality Professional Development: An Investigation of the Supports for and Barriers to Professional Development in Arts Education”. The research focused on a model of professional development designed to support and encourages arts educators to increase their understanding of student learning in arts education and investigating the impact of participation in the collaborative design institute. Data included 100 hours of observation, focus group and individual interviews, written responses to reflective prompts, and samples of student work collected over a two year period. Findings indicated that working collaboratively, focusing on student learning, and identifying and planning curriculum around issues central to the discipline positively impacted teachers work. The issue of time constraints was consistently identified as a barrier to professional growth.

Yuwono and Harbon (2010) carried out a research entitled ‘English Teacher Professionalism and Professional Development: Some Common Issues in Indonesia’. The research investigated the nature of professionalism in Indonesia as perceived by Indonesian EFL teachers. 46 English teachers were interviewed. Findings indicated that English teachers professionalism was unique, and could be elaborated in terms of five areas such as motives for

entering profession; teaching reward; the wider society's views about teaching profession; English teacher career progression; and teachers' perception on the meaning of professional EFL teachers.

Donalson, M. L.(2011) carried out a research on 'Principals' Approaches to Developing Teacher Quality'. The research focused on the approaches of principals to improve quality in schools. Thirty Principals of northeastern American states were interviewed. The findings of the study indicated that majority of Principals noted PD as a leading strategy in their effort to raise teacher quality; that they noted the importance of PD in terms of a series of workshops; that they believed PD as ongoing, job-embedded support; Principals' approaches to hiring, assignment, evaluation, dismissal, PD, and induction differed in several ways..

Mwalongo (2011) carried out a research on 'Teachers' Perceptions about ICT for teaching, professional development, administration and Personal use'. The research focused on the use of ICT for PD and personal use. 74 teachers were involved in the study. Data were collected through an online survey using 'SurveyMonkey'. Results indicated that the frequency of use of ICT was influenced by access, the competence of ICT use was influenced by training. Knowledge of ICT is a need to accomplish her design..

Ruhland. and Bremen (2012) conducted a research on ' PD Needs of Novice Career and Technical Education Teachers'. The research examined the PD needs of secondary career and technical education teachers. Fourteen teachers participated in an in-depth telephone interviews. The results indicated the need for a range of PD opportunities that would meet the varied and specific needs of CTE teachers.

The researcher's study was different from Qing's because it studied different layers of PD, whereas Qing was concerned with impact of cultural experience

as part of PD; The researcher aimed to find out the activities, needs and barriers of teachers teaching in two districts in Nepal, whereas Kabilan's study focused on the perceptions and practices for PD in Tanzania; Gautam's study centered in NELTA members, and their perceptions regarding NELTA activities, whereas the researcher studied the different facet of PD ;The study aimed at finding out areas of PD participations, needs of English teachers for PD, and barriers/ obstacles in PD, whereas Lind was concerned with investigation the supports and barriers to PD. The researcher's study was different as it has focused on PD activities, need and barriers of teachers in PD, whereas Kabilan focused on reflection. Gnawali's study was concerned with strategies and opportunities for PD whereas the researcher was concerned with participation, need and barriers in PD. The focal point of the study of Yuwono and Harbon was issues of PD in Indonesia. The researcher differed from them in matters of participation, needs and obstacles in PD; Donalson was concerned with the approaches of Principals to developing quality of teachers, but the researcher was concerned with three major aspects of PD; Mwalongo's study focused on the perception of teachers about ICT for teaching, whereas the researcher was concerned with PD activities, needs and barriers; Ruhland and Bremen studied the PD needs of technical education teachers. The researcher studied the English teachers' needs, participation and obstacles in PD.;

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

The objectives of the study were as follows:

- i. To determine the need areas and level of need in professional development.
- ii. To find out the teachers' participation in the professional development activities.
- iii. To identify the factors/obstacles those prevent teachers from professional development.

- iv. To suggest some pedagogical implications based on the findings of the study.

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

This study will be significant to all the stakeholders and practitioners involved in the field of English language teaching. It tries to find out whether the higher secondary level English teachers in Morang and Sunsari districts are professionals or not. I hope this study will be helpful to the teachers, supervisors, subjects' experts, curriculum designers and others who want to carry out further research in the field of teacher professional development.

## **CHAPTER: TWO**

### **METHODOLOGY**

The researcher adopted the following methodological procedures to carry out the study.

#### **2.1 Sources of data**

In order to carry out this research, the researcher used both primary and secondary sources of data.

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

The study was based on the primary sources of data, i.e. the responses made to a set of questionnaire by higher secondary level English teachers teaching in higher secondary schools in Morang and Sunsari districts.

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

The researcher used some related books, articles, unpublished research works, websites for the preparation of the questionnaire and for widening his insight and knowledge in the related area. Some of them are: Richards (2001), Bashyal (2011), Richards and Farrell (2005), Wallace (2010), Gnawali (20008) and some related books were taken as the secondary sources.

#### **2.2 Sampling Procedure**

The total sampled population was 40 higher secondary level English teachers. The researcher used the judgmental non-random sampling procedure for the selection of the population. Twenty of them were from Morang district and twenty of them were from Sunsari district.

### **2.3 Research Tools**

The main tool of the data was a set of questionnaire. The questionnaire contained close ended questions.

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

The researcher prepared the required copies of questionnaire; he purposively visited the selected teachers. After that, he established rapport with each of them. Then, he took permission from the respondents and briefly explained about his research study and what they are supposed to do. After that, he distributed the questionnaires to the teachers and requested them to answer the questions.

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

The study had the following limitations:

- ) It was limited to Morang and Sunsari districts.
- ) The total population was limited to 40 higher secondary level English teachers.
- ) Data was taken only through the questionnaire.

## **CHAPTER : THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data was collected from 40 English teachers teaching in higher secondary schools in Morang and Sunsari districts with the help of questionnaire consisting of close ended questions.

The study was carried out to determine the need areas and level of need in PD, to find out the teachers' participation in the PD and to identify the factors/obstacles that prevented teachers from professional development. For these purposes, the researcher tabulated the information and analyzed the data descriptively and using simple statistics such as percentage under the following headings:

- ) Teachers' participation in PD
- ) Impact/effect of PD activities on the participants
- ) The need areas and level of need in professional development
- ) Factors/obstacles that prevent the teachers from PD

#### **3.1 Teacher Participation in PD**

The teachers were asked to mark the area/s of professional development in which they participated during last eighteen months and how much they were affected by each one of them. The following table shows the number of respondents participating in areas of professional development activities. 40 respondents were given the questionnaires with closed-ended questions. English teachers teaching in higher secondary levels in Morang and Sunsari districts were provided with it. The following table shows the number of teachers participating in the PD activities.



**Table No. 1**  
**Participation of the respondents in PD**

No. of Informants	No. of Participants	Percentage
40	38	95

The above table shows that 38 informants participated in PD activities out of 40. It indicates that still a few teachers are to be convinced of the importance of PD.

It needs to encourage teachers to participate in all the PD activities by 100%.

### **3.1.1 Activity- based Teacher Participation in PD**

Higher secondary level English teachers in Morang and Sunsari districts were given questionnaire with closed- ended questions which consisted of eleven different PD activities and four levels of impact. They were asked to mark the activities that they had participated during the last eighteen months, and the impact of them. There were four categories of impacts. The table below shows how many teachers participated in each of the PD activities mentioned with the percentage.

**Table No. 2**  
**Participation in PD activities/procedures**

Activities	Total informants	participants	Percentage
Workshop	40	38	90
Self-monitoring	40	37	75
Teacher support group	40	24	60
Keeping a	40	25	62.5

teaching journal			
Peer observation	40	27	67.5
Teaching portfolio	40	18	45
Analyzing critical incidents	40	29	72.5
Case analysis	40	27	67.5
Peer coaching	40	23	57.5
Team teaching	40	23	57.5
Action research	40	23	57.5

The table above shows that 90% teachers participated in workshop. 75% percent participants favoured 'self-monitoring'. 67.5 percent teachers participated in peer observation and case analysis. 62.5 % teachers seemed to keep a teaching journal.

60% teachers believed in achieving shared goals by involving in teacher support group.57.5% teachers participated in peer coaching, team teaching and action research.

The least teachers (45%) keep teaching portfolio.

It exhibits that largest number of teachers involved in workshop and lowest in teaching portfolio. It suggests that more teachers need to be encouraged to keep teaching portfolio.

### **3.1.2 Sex- wise participation in PD activities**

The respondents were both male and female. They were asked to mark their sex. The table below shows the participation of the teachers according to their sex.

**Table No.2**

**Sex-wise participation**

Sex	No. of Respondents	Percentage
Male	20+16=36	90
Female	0+4=4	10

The above table shows that 90 percent respondents were males and 10 percentage teachers were females. There was not a single female participant from Morang district whereas it was four from Sunsari.

**3.1.3 Age-based participation**

Responded were categorized in five segments as per their ages. They were i) below 25, ii) 25-29, iii) 30-39, iv) 40-49, and v) 50+. There was not a single participant in 'below 25' category. There were 8 teachers in '25-29'; 24 respondents in '30-39'; 6 respondents in '40-49', and 2 teachers in '50+' category.

**Table No. 3**

**Age-based Participation**

Activity	Ages of the Participants			
	25-29	30-39	40-49	50+
Workshop	8	22	6	2
Self-monitoring	8	23	6	2
Teacher support group	7	23	5	2
Keeping a teaching journal	7	19	5	2
Peer observation	8	24	5	2
Teaching	7	19	6	2

portfolio				
Analyzing critical incidents	8	24	6	2
Case analysis	6	22	6	2
Peer coaching	8	23	6	0
Team teaching	8	23	6	2
Action research	7	24	6	2

The above table shows that in ‘analyzing critical incidents’ almost all teachers responded from all four categories. Only 6 teachers from ‘25-29 category’ participated in the area ‘case analysis’. 19 respondents of ‘30-39 category’ participated in ‘keeping a teaching journal’ and ‘teaching portfolio’. 5 respondents from ‘40-49 category’ participated in three areas such as teaching support group, keeping a teaching journal and peer observation. None of the respondents from ‘50+ category’ participated in ‘peer coaching’ area. It seems that it was least favoured area of PD activity. Except it they participated in almost all areas of PD activities. Almost all (24) respondents from 30-39 group participated in three areas: peer observation, analyzing critical incidents, and action research.

### **3.1.4 District wise participation**

Higher secondary level English teachers teaching in Morang and Sunsari were studied whether they participated more or less in either of these two districts. The table below exhibits district wise participation of the teachers.

**Table No.4**  
**District wise participation**

Activity	Total participants	Morang	Sunsari
Workshop	20/20	18	18
Self-monitoring	20/20	19	15
Teacher support group	20/20	18	15
Keeping a teaching journal	20/20	17	16
Peer observation	20/20	17	16
Teaching portfolio	20/20	14	11
Analyzing critical incidents	20/20	18	15
Case analysis	20/20	16	16
Peer coaching	20/20	18	16
Team teaching	20/20	18	16
Action research	20/20	14	10

The above table shows that teachers from both the districts participated in PD activities, but all the teachers did not take part in the activities. The highest number of the participants in Morang was 19, where as it was 18 in Sunsari district, and they participated in workshop. The lowest participants from Morang were 14 in ‘teaching portfolio’ and ‘action research’. Similarly 10 respondents participated in action research in Sunsari.

Hence, English teachers need to be encouraged to participate in PD activities in general, and in action research and teaching portfolio in particular.

### **3.1.5 Impact/ Effect of PD activities on the participants**

The effect/impact has been determined based on the self-expression of the participants. Impact has been measured taking different aspect of PD activities.

Activities mentioned by Richards and Farrell have been used, and they are 11 in number. 40 teachers were asked questions and most of them involved in either of these activities. Of 40 respondents, some of them made positive responses and rest negative. Impact or effects have been categorized in four headings, namely ‘ no impact’, ‘small impact’, ‘moderate impact’, and ‘large impact’.

**Table No. 5**  
**Activity wise impact of PD**

Activity	Positive	Negative	No impact	Small impact	Moderate impact	Large impact
Workshop	36	4	3	5	23	5
Self-monitoring	30	10	1	6	18	5
Teacher support group	24	16	2	7	10	5
Keeping a teaching journal	25	15	2	3	16	4
Peer observation	27	13	2	8	10	7
Teaching portfolio	18	22	1	5	7	5
Analyzing critical incidents	29	11	4	5	14	6
Case analysis	27	13	3	5	10	9
Peer coaching	23	17	4	6	8	5
Team teaching	23	17	5	6	7	5
Action research	23	17	0	2	12	9

The above table shows that 36 teachers participated in workshop, and 23 teachers had moderate impact of it. 3 participants responded as 'no impact'. 30 participants responded for self monitoring, and moderate impact was made by 18 participants, whereas 1 had no impact at all. 24 participants participated in teacher support group, and 10 received moderate impact, whereas 2 of them had no impact. 25 participants participated in peer observation, and 16 respondents were affected moderately.

Lowest no. of participants was in teaching portfolio with 18. Moderate impact was felt by 7 participants. Equal number of participants i.e. 23 respondents were in 'peer coaching', 'team teaching' and 'action research'.

### **3.2 Teachers' need areas and their level of need in professional development**

This section deals with the areas that English teachers need for professional development and level of need for professional development. Respondents were asked to choose the areas given and the level at which they needed each one of them. The need areas were ten and the levels were four, i.e- no need at all, low level of need, moderate need and high level of need .They were to mark the extent to which each one of the respondents needed each of the areas listed.

**Table No. 6**  
**Need areas and level of need**

Need areas	Level of need				Total
	No need at all	Low level of need	Moderate level of need	High level of need	
Content & performance standards in any main subjects area/s	3+1=4	8+4=12	5+8=13	4+7=11	40
Student assessment practices	1+1=2	7+5=12	9+5=14	3+9=12	40
Classroom management	4+2=6	5+2=7	4+7=11	6+9=15	39
Knowledge & understanding of my main subject fields	2+1=3	6+4=10	5+7=12	6+8=14	39
ICT skills for teaching	2+1=3	4+4=8	6+14=20	4+0=4	35
Student discipline & behavior problems	2+0=2	5+7=12	10+9=19	3+4=7	40
Student counseling	1+1=2	5+7=12	10+6=16	4+6=10	40
Time mgmt skills	6+1=7	6+6=12	5+4=9	3+9=12	40
Developing my confidence as a teacher	4+5=9	8+3=11	3+6=9	4+6=10	39
Understanding of education policy	1+2=3	6+5=11	8+10=18	5+3=8	40
Ability to develop productive relationships with parents	2+4=6	5+6=11	5+10=15	7+0=7	39
Teaching in a multicultural/multilingual setting	0+2=2	5+8=13	10+8=18	5+1=6	39



The above table shows that 'moderate need' is higher than other level of need. For example, 18 responded needed 'teaching in a multicultural/multilingual setting in compared to low level of need (13), high level of need (6) and no need (2). Similarly, 35 teachers marked ICT skills for teaching, 20 teachers needed it moderately, 8 teachers needed it at low, high level of need by 4, and no need by 3 teachers. Fewest no. of responded were 2 with 'no need' marked in areas such as content and performance standards in any main subject area, student assessment practices, student discipline and behavior problems, and teaching in a multicultural/multilingual setting.

35 teachers needed 'ICI skills for teaching', which was the lowest no. compared to other areas. The need areas favoured by almost all responded i.e. 40 were 'content and performance standards in any main subject areas', 'student assessment practices', 'student discipline and behavior problems', 'student counselling', 'time management skills,' and 'understanding of education policy'

### **3.3 Barriers in Professional Development**

Most of the teachers wanted to take part or participate in professional development, but there were a few obstacles to PD. The teachers were asked to mark the listed possible barriers/obstacles that prevented them from participating PD activities. They were asked to mark the barrier/s that prevented them from participating in PD. The table shows the responses, no. of participants who wanted to participate, but could not due to some barriers, and the participation in percentage.

**Table No. 7**  
**Teachers participating in PD**

Response	No of teachers	Percentage
Yes	38	95
No	2	5

The above table shows that most of the teachers, 95 percent (38) of them wanted to take part in PD, but could not. Five percent (2) teachers did not want to participate in PD.

Hence, the number of the respondents needs to be made 100 percent.

### **3.3.1 Obstacles in PD**

The teachers were asked to mark the reasons/ factors that best explained why they could not participate in more professional development than they did. In order to get the information, they were provided nine different factors to mark with.

The table below presents the listed barriers/obstacles in PD; the number of the respondents and the percentage of it.

**Table No. 8**  
**Factors preventing participation**

<b>Responses</b>	<b>No. of teachers</b>	<b>Percentage</b>
I did not have the pre-requisites	5	12.5
I could not afford it	8	20
There was a lack of institution support	22	55

Professional development conflicted with my work schedule.	18	45
I did not have time because of family responsibilities.	17	42.5
There was no suitable professional development offered.	19	47.5
I was not informed about the activity.	14	35
Abundance of courses to choose from.	3	7.5
Lack of motivation on the part of teachers.	6	15

The above table shows that 55percent (22) teachers could not participate in PD because their institution did not support them. 47.5 percent (19) teachers found the PD, not suitable for them. Similarly 45 percent (18) responded failed to take part in PD because PD conflicted with their work schedule. Likewise 42.5 percent (17) responded did not take part in PD because they did not manage time due to family responsibilities. 35 percent (14) responded marked that they were not informed of the PD. 20 percent (8) teachers did not participate because they could not afford it. 12.5 percent (5) teachers responded that they did not have pre-requisite such as seniority, qualifications. 7.5 percent (3) respondents did not get involved because of abundance of courses to choose. None of them found 'lack of motivation' as a factor that restricted teachers from participating in PD.

### 3.3.2 District wise obstacles in PD

The barriers which prevented the teachers from taking part in PD activities are varied. The obstacles mentioned below were detected considering two districts under the study. The table below consists of responses, Morang and Sunsari districts.

**Table No. 9**  
**District- wise barriers in PD**

<b>Responses</b>	<b>Morang</b>	<b>Sunsari</b>
I did not have the pre-requisites	3	2
I could not afford it	2	6
There was a lack of institution support	11	11
PD conflicted with my work schedule	7	11
I did not have time because of family responsibilities	6	11
There was no suitable PD offered	13	6
I was not informed about the activity	5	9
Abundance of courses to choose from	1	2
Lack of motivation on the part of teachers	2	4

The above table shows that teachers from Morang were obstructed in PD more by 'no suitable PD offered'. They were least obstructed by 'abundance of courses to choose from' as it received only one response.

11 teachers from Sunsari were influenced negatively more by three obstacles like 'there was a lack of institution support', 'PD conflicted with my work schedule' and 'I did not have time because of family responsibilities'.

It was found that lack of institution support was the major barrier in PD in both districts as 22 respondents marked it. 19 respondents were not informed of PD activities.

Institution support is found to be major obstacle. 'Abundance of courses to choose from' is least marked obstacle in PD.

Besides these, teachers mentioned other factors that obstructed them from taking part in PD activities. They are as follow: the authority practiced favoritism and sent less qualified candidate to the training; a very opportunities were given but only short listed teachers were involved in such activities; few quota; work-loads, could not manage time; the location of PD activity was too far from the college.

It is revealed that an institution support plays a vital role helping teachers update themselves by participating in PD. Suitable PD is an essential factor that contributes for professional development.

## **CHAPTER: FOUR**

### **FINDINGS AND RECOMMENDATION**

The findings of the study are summarized and on the basis of the findings, some recommendations/ pedagogical implications are listed down.

#### **4.1 Findings**

- ) Teachers were found to be participating in PD activities, but the percentage of participation was 95. They participated highly (90%) in ‘workshop’ as compared to ‘teaching portfolio’ in which participation was just 45%, i.e. 18 respondents participated in it.
- ) The equal number of participation was found in ‘peer coaching’, ‘team teaching’, and ‘action research’ with 23 participants each.
- ) Largest participation was found in the age group ‘30-39’ with 22 participants out of 24 respondents.
- ) The activity ‘analyzing critical incidents’ received full participation of all the respondents, whereas the lowest participation was made for ‘action research’ with 10 participants. Participation from Morang was higher than that of Sunsari.
- ) ‘Case analysis’ is found to be the least favoured area of PD to the age group ‘25-29’.
- ) ‘Workshop’ is found to be most favoured area of PD activity.
- ) ‘Action research’ is least participated area of PD activity (only 24 participated)
- ) Female respondents were much fewer than that of males i.e. 4 out of 40.
- ) The age-group ‘50+’ participated in almost all areas of PD activity except the area ‘peer coaching’

- ) 'Workshop' received more positive responses i.e. 36 of 40 respondents with 23 marking moderate impact. Negative impact marked more in teaching portfolio by 22 respondents. No one responded 'no impact' in action research.
- ) Low level of impact was marked more in 'peer observation' with 8 respondents. It means the respondents have taken it as less important activity in professional development.
- ) 35 respondents needed 'ICT skills for teaching', which was the lowest. Almost all responded in six areas of PD activities. Five areas received 39 respondents each. It indicated that ICI skills for teaching have been taken as less valuable in teaching as part of PD.
- ) 'Moderated level of need' was marked more than any other three responses. It equally suggests that the respondents need the listed areas of PD neither low nor high.
- ) 55% respondents marked 'lack of institution support' as a main barrier in PD. 'Abundance courses to choose from' received 7.5 % responses. 42.5% teachers were unable to participate in PD as they did not have time because of family responsibilities.
- ) Two teachers from Morang and 4 teachers from Sunsari were demotivated in PD.
- ) The equal number of response (11 responses) was received from both Morang and Sunsari districts as major obstacle i.e. lack of institution support.

) Moderate level of impact and need was higher than other three levels.

## **4.2 Recommendations**

On the basis of the above findings the following recommendations are made:

- ) Teachers should be encouraged to make cent percent participation in PD activities.
- ) Number of female teachers needs to be increased, even they should be encouraged to participate in PD activities
- ) All the age groups should be involved in PD activities, especially the age groups, 25-29 and 30-39.
- ) English teachers should be made aware of the importance of ‘action research’ as an important activity for professional development to solve classroom problems faced by them.
- ) Importance of ‘ICT skills for teaching’ should be highlighted to English teachers at the wake of technology for effective teaching.
- ) Institution should support teachers for their professional development.
- ) Demotivated English teachers should be motivated in PD.

## **4.3 Conclusion**

English teachers are an important part in teaching field. The way they teach has direct impact on the achievement of the students. The most important component in teaching is teachers, beside institution, curricula, parents, education policy, and so on. If teachers are not well-equipped with different



aspects of teaching , then it becomes a nightmare and expected results can not be achieved. Thus it is imperative for everyone concerned to make teachers fit and fine, and it is only possible when they are imparted with necessary tools physically and psychologically.

There are other areas of PD, besides the mentioned ones. Needs areas of teachers may differ and they may have different level of needs as well. They may intend to participate in PD, but certain barriers may obstruct them from participating in PD. Therefore, it is essential for everyone concerned to make professional development as a part of teaching. Despite these things an essential component of PD is the will power of teachers, who need to be developed as per the need of the time, so that he will contribute to have more fruitful achievement being gained by his/her students.

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## Appendix - I

### The Questionnaire

Dear sir/madam,

This questionnaire is a part of my research study entitled '*English Teachers' Needs, Participation and Barriers in Professional Development*' under the supervision of Mr. N.P.Bhandari, lecturer, Department of English Education, SMC. Your co-operation in completing the questionnaire will be of great value to me. I am interested in your personal opinion. Please feel free to put your responses required by the questionnaire. I may assure you that the responses made by you will be exclusively used only for the present study.

**Name:**

**College/School:**

**Experiences:**

**Contact No.:**

**Answer the following questions: (please mark one choice)**

1. What is your gender? Female  Male
2. How old are you? Under 25  25-29  30-39   
40-49  50+
3. What is your employment status? Full time  part time
4. Do you work as a teacher at another college as well as this college?  
Yes  No
5. What is the highest level of formal education that you have completed?  
Master's Degree 1  M.Phil.  Ph.D.  Master's Degree 2
6. How long have you been working as a teacher?  
1-5 years  6-10 years  11-15 years  16-20 years   
more than 20 years

7. Did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?

(Please mark one choice in each row)

a. workshops(education related)

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

b. self-monitoring

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

c. teacher support group

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

d. keeping a teaching journal

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

e. peer observation

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

f. teaching portfolio

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

g. analyzing critical incidents

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

h. case analysis

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

i. peer coaching

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

j. team teaching

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

k. action research

Participation		Impact			
Yes	No	No impact	A small impact	A moderate impact	A large impact

8. Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of areas listed: (Please mark one choice in each row)

a. content and performance standards in any main subject area/s

No need at all  Low level of need  Moderate level of need  High level of need

b. student assessment practices

No need at all  Low level of need  Moderate level of need  High level of need

c. classroom management

No need at all  Low level of need  Moderate level of need  High level of need

d. knowledge and understanding of my main subject field/s

No need at all  Low level of need  Moderate level of need  High level of need

e. ICT skills for teaching

No need at all  Low level of need  Moderate level of need  High level of need

f. student discipline and behaviour problems

No need at all  Low level of need  Moderate level of need  High level of need

g. student counseling

No need at all  Low level of need  Moderate level of need  High level of need

h. time management skills

No need at all  Low level of need  Moderate level of need  High level of need

i. developing my confidence as a teacher

No need at all  Low level of need  Moderate level of need  High level of need

j. understanding of education policy

No need at all  Low level of need  Moderate level of need  High level of need

k. ability to develop productive relationships with parents

No need at all  Low level of need  Moderate level of need  High level of need

l. teaching in a multicultural/multilingual setting

No need at all  Low level of need  Moderate level of need  High level of need

9. Did you want to participate in more professional development than you did ?      Yes  No

10. If 'yes' in the previous question, which of the following reasons/factors best explain what prevented you from participating in more professional development than you did? (Please mark as many choices as appropriate)

- I did not have the pre-requisites (e.g. qualifications, experience, seniority, etc)
- I could not afford it.
- There was a lack of institution support.
- Professional development conflicted with my work schedule.
- I did not have time because of family responsibilities.
- There was no suitable professional development offered.
- I was not informed about the activity.
- Abundance of courses to choose from.
- Lack of motivation on the part of teachers.
- Other ( please specify)-----

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**Thank you very much for your cooperation!**