CHAPTER- ONE
INTRODUCTION

1.1 General Background

Profession means any sorts of occupation, vocation or career where specialized knowledge of a subject, field or science is applied. It requires prolonged academic training and formal qualification. A professional activity involves systematic knowledge and proficiency; and requires knowledge of some type of learning. In this regards, Head and Taylor (1997) define, "A profession is an occupation that assumes responsibility for some tasks too complex to be guided by rules". By the definition, professions can introduce highly specialized expertise to solve complex problems.

Thus, a professional is one who performs tasks involving not only skills and knowledge but also expertise. Professionals from a special group or community English language teachers are professionals and they, therefore need a specific kind of knowledge, skills and expertise for which they need training according to their needs putting it another way, they cannot be English language teaching professionals without English language training. By virtue of its nature, English language teaching professionals like ELT journal, Young Voices in ELT, they organize special conferences like IATEFL, TESOL and NELTA. Obviously, for professional development English language teacher therefore, requires a great deal of development in specified skills, knowledge and expertise in the field of ELT which cannot be replaced or substituted by any other kind of training or courses.

1.1.1 Professional Development: An Introduction

Development means change and growth (Head and Taylor, 1997, p.1). It generally refers to general growth not focused on a specific job (Richard and Farrell, 2005, p.4). All types of professionals require change and growth once they start their careers. The growth starts from very beginning and continues until the requirement professionally and until the death bed personally. So as the usual saying goes learning in any profession is a lifelong process.

Profession is an occupation or a vocation where there is a sort of dedication to the welfare of others. According to Wallace (2001, p.5), in profession we have a kind of occupation which can only be practised 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. Thus, teaching can also be referred to as a kind of profession.

Originally, the word 'profession' had religious overtones as in 'a profession of faith' (a statement of what one believes in) (Wallace, 2005, p.5). Those engaged in a profession also professed to have knowledge not available to the public at large, but a knowledge that could of great public use. This specialized knowledge might be based on scientific discovery.

Professional development is on going, self-directed and autonomous effort of teachers to acquire new knowledge and skills and continually improve them after initial formal training in their career. It is also regarded as an opportunity in schools to learn new teaching method thus making them and their programs more effective. Professional development is a process that takes place over time starts, and ends with formal training or graduate education (Richards and Farrell, 2005, p.5). Although a lot of teachers think that their professional education is over when graduate (Bolitho, cited in Head and Taylor, 1997), a

great number of them seem to agree with Underhill's view that teachers can learn to extend that they are learning themselves. In the literature, professional development is thought to include moral, personal, ethical and value dimensions. However, in this study both the terms professional development and teacher development are treated synonymously. Moreover, a large number of different terms are used in literature to refer to the concept of Professional development ((Dobson, 2006, Head and Taylor, 1997, Underhill, 2004). Professional development as described in the U.S. Department of Education Document (1995).

Teacher development as we understand it draws on the teachers own inner resource for change. Teachers can plan many aspect of their own professional development (Richards and Farrell, 2005, p.15). It is a self-reflective process because it is through questioning old habits that alternatives way being and doing are able to emerge. Development brings about change in the teacher without which the teacher will not be in the position to educate others (Underhill as cited in Head and Taylor, 1997). In the same way Richards and Lockhart, (2005) mention for the professional development, teachers are generally 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 principles beliefs and values as well as underlying the school in which they work, so that they can empowered.

Within the framework of teaching as a profession, teacher preparation aims at the development of competency students for the field and for the attainment of a certain level of competency for all individuals which underscoring the importance of individualized profession growth throughout the teaching career. This kind of development involves the teacher in a process reflecting on experience, exploring the options for change, deciding what can be achieved through personal effort and setting appropriate goals.

1.1.2 English Language Teaching and Teacher Education in Nepal

The late twentieth century has been called 'the age of communication' and with some justification. The world is very rapidly turning in to the 'global village which has often been predicted as the pressure to communicate increases the divisions of language are felt even more keenly. So language teaching especially of the great world language, which is seen as international channels of communication, becomes ever more important. In this regard crystal cited in Nunan (2003) asserts, "A language achieves a genuinely global status when it develops a special role that is recognized in every country". Thus, the use and importance of the English language has been spreading across the world. It has now acquired the title of the world's leading "global language", because it is used for business, science, and politics (Crystal, 2003, p.1).

Teaching is an 'activity designed to promote learning' (Malderez and Bodo'czky, 1999 p.1). 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 things, based on knowing about things, and has been described as 'a complex open skills'(Tomlinson cited in Malderez and Bodo'czky, 1999 p. 12). So teaching is about building relationship between the teacher and each individual learner.

In considering what is involved in learning to teach, we will need to clarify the possible goals of the learning process as well as what might be involved in the process itself. The teacher education has often been described as either 'good teaching or being 'a good teacher' (Malderez and Bodo'czky, 1999 p.13). In the same way Wright and Bolitho (2007), mention that "There is no doubt that good teachers and good trainers share many of the same attitudes, and that trainers are responsible for professional learning in the same way as teachers help their students to learn a subject or skills". So we noticed that successful teachers are not all capable of making the transition to training. Just as a good linguist are native speaker of a language, a good language teacher may not be

able to transcend the boundaries of their own classroom in order to perceive the wider issues which are involved in the professional preparation and development of teachers.

With the explosion in language teaching there has been an increased demand for language teachers and the consequent need to train these teachers (Wallace, 2001, p.2). Many teachers who started their careers as language teachers find themselves in the position of being trainers of language teachers, or in some way responsible for the professional development of language teachers. Parallel with this change, there has been the growing feeling that all of us as language teaching professionals can, and even most, takes on the responsibility for our own development. Thus, the focus on teachers' subjective accounts of the principles underlying effective teaching offers an important perspective on what teaching is and how teachers acquire the capacity to teach (Richard, 1996).

In the context of Nepal, English has been given priority over international language. It is taught as a compulsory subject from primary to bachelor level and also as an optional or specialized subject. In addition, a number of English medium schools have been established in private sector under the supervision, guidance of the ministry of education. So English language teaching has becomes the cry of the history of day in Nepal. In this context, Awasthi (2003) writes:

> The history of teacher education in Nepal can be traced back to the establishment of Basic Education Teacher Training center in Katmandu in 1948 with a view to training the primary school teachers. However, the centre had to discontinue its functions after the recommendation of the Nepal National Education Planning Commission (NNEPC) in 1934 for the establishment of collage of education in 1956 to provide two-year and four-year teacher education programs to the Prospective lower secondary/secondary level teachers of Nepal.

Thus, English is taught as specialized subject in I.Ed., B.Ed., and M.Ed. English in T.U., in the faculty of Education.

1.1.3 Learning Strategies

Although teaching is a skill, the rudiments of which can be acquired by study imitations of models, evaluations and other means. So "Strategies are specific methods of approaching problem or task, modes of operation for achieving a particular end, planned designs for manipulating certain information. They are contextualized, 'battle plans' that might vary from moment to moment, or day to day, or year to year" (Brown, 2001 p.104). The term language learning strategies has been defined by many researchers. Learning strategies are international behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information. In this regard, (Cohen, 1998, p.4) opines learning strategies as "Learning process which is consciously selected by learners". In the same way learning strategies are process of hypothesis formulation and testing". Similarly for Oxford (1990, p.167) learning strategies are particular actions employed by learners to make their learning easier, faster, more enjoyable, more transferable to new situations. In their study, O'Mally and Chamot (1990, p.1) define language learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information". Therefore the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived international directions and learning techniques". All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom.

Thus, language learning strategies, being specific actions, behaviors, tactics, or techniques, facilitate the learning of the target language by the language leaner.

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All language learners, needless to say, use language learning strategies in the learning process. It is extremely powerful learning tool.

1.1.3.1 Types of learning Strategies

The aim of language learning strategies as being oriented towards the development of communicative competence. Oxford (1990, p.9) divides language strategies into two main classes, direct and indirect, which are further sub divided into 6 groups. Rubin's (1987) classified, learning strategies as: learning strategies, communicative strategies and social strategies. In the same way, O'Malley et.al (1985)divide language learning strategies into three main sub categories which are as follows:

i. Meta cognitive Strategies

Meta cognitive strategies is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluating learning after an activity is completed. Among the main Meta cognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self- monitoring, delayed production, self evaluation.

ii. Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, researching, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inference among the most important cognitive strategies.

iii. Socio Affective Strategies

As to the socio affective strategies it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for classification are the main socio affective strategies (Brown, 1987).

1.1.4 Novice and Expert English Language Teachers

Another important dimension of understanding what is meant by teacher development is the difference between novice and experts teachers. Although the nature of expertise in language teaching is an unexplored research field. Some of the differences between novice and experienced language teachers seem to lie in the different ways in which they relate to their context of work, and hence their conceptions and understanding of teaching which is developed in these context.

i. Novice Teachers

Novice teachers, sometimes called newly qualified teachers (NQTS) are usually defined as teachers who have completed their teacher education program (including the practicum) and have just commenced teaching is an education institution (Burns and Richards, 2009, p.182). More than any other time in their careers they are involved in the process of learning to teach Doyle cited in Burns and Richards (2009) puts in, "Learning the texture of the classroom and the sets of behaviors congruent with the environment demands of that setting. For the novice teacher, the first year of teaching has been called an unpredictable and idiosyncratic activity (Johnson, 2002). During this first year, as Calderhead (1992) has remarked, "The novice becomes socialized into a professional culture with certain goals, shared values and standards of the first time, has already accumulated an array of tacitly held prior assumptions,

beliefs, and knowledge about teaching and learning. Learning to teach in the first year is thus increasingly seen as a complex process for novice teacher. In the early stage, novice teachers are mostly concern about their own survival as a teacher (Johnson 1992, Tsui 2003). Novice teachers' idealized concerns are abruptly replaced by challenges of survival in the classroom. They are also concerned about class control, classroom management and the content of instruction. In the latter stage, novice teachers become more concerned about their teaching performance and this includes noticing their perceived limitations and frustration of the teaching context. Following this stage but later in the first year, as fuller and Brown in the same book (1975) argue, novice teachers become more concerned about their students' learning and the impact of their teaching on learning.

Thus, it is important for language teacher education programs to be able to explore, identify, and address the various influences and challenges that novice teachers face during their first year so that they can be directly incorporated into the curriculum and thus assist novice to socialize successfully into the profession.

ii. Expert Teachers

Since the 1980s, there has been a growing number of students on expertise in teaching. These studies, inspired by investigations of expertise in other domains have been motivated by the need to understand the special form of knowledge hold by teachers as well as the need to demonstrate that experts in teaching process skills and knowledge that are as complex and sophisticated as experts in other professions (Berliner cited in Burns and Richards, 2009, p.190) Studying expertise in a specific domain necessarily involves investigations of the way of knowing, acting and being of experts in that domain. There are as yet no established common criteria for identifying expert teachers. This is not only because teaching is situated and, therefore, it would be difficult to have a

set of objective criteria that can be applied across all contexts. In this regard, Tsui cited in Burns and Richards (2009), mentions that the expert teacher was identified by the author's own observation of the expert teacher's teaching in conjunction with the latter's achievement scores in professional education courses, comments from course, school principal, peers, and students. Many studies found that, expert teachers are able to exercise autonomy in decision making whereas novice teachers tend to follow procedures, rules and curriculum guidelines with little regard to the specific context in which they operate. Expert teachers are also more ready to take responsibility for their decisions. They are also responding flexibly to contextual variation such as student responses, disruptions, and available resources. They are able to anticipated difficulties, and they have contingency plans to deal with them. So, expert teachers are more efficient in lesson planning, and they often rehearse their lessons mentally and reflect not only on what happened in similar lessons in the part but also on how they could improve them. It is believed that Expert teachers are able to draw on a wider range of knowledge domains. In particular, they have a profound knowledge of their students not only as groups but also as individuals, including their prior learning and their learning difficulties, and they have corresponding strategies to deal with them. They always start their lesson planning with their knowledge of the students. Thus, expert teachers are able to recognize patterns in classroom events very quickly, and they are able to interpret these patterns in meaningful ways because of the hundreds of hours that they have spent in the classroom (Burns and Richards, 2009).

In the TESOL teacher-education literature, although not much has been done on expertise in ESL/EFL teaching as such, a number of studies have examined the cognition and practices of experienced teachers. For example, Nunan (1992) found that experienced ESL teachers focused more on language, that is, subject matter, than novice teachers who pay more attention to classroom management. Richards (1988) found that experienced were better able to

respond to students' needs and improvise then novice teachers. Richards, et. al (1998) identified the characteristics of experienced ESL teachers as having a deeper understanding of subject-matter knowledge, being able to present subject-matter knowledge more appropriately and from the students' perspective and to integrate language learning with other curricular goals.

Thus, the novice teacher tends to focus on what they want to do as a teacher and give relatively little attention to how students will respond to their teaching. Similarly, in the post active phase, novice teachers tend to reflect on their own performance whereas expert teachers tend to focus on what students have learned and what they can do to enhance student learning (Huberman cited in Burns and Richards, 2009).

Many people defined expert and novice teachers differently but for my study who completed B.Ed or M. Ed and just started to work some where in the school are novices and who have long experience of teaching are expert teachers.

1.1.5 Learning Strategies of English Language Teachers for Professional Development

Teaching is not an activity which can be successfully conducted in a way which is extrinsic to a person's being (Head and Taylor, 1997, p.11). It is said that successful teachers are those who continue to develop through out their professional life; the completion of pre- service course and initial qualification are only the beginning. A teacher can and should advance in professional expertise and knowledge throughout his/her career and such advance do not depend on formal course or internal input.

According to Wallace (2001), strategies for teaching learning often involve documenting different kinds of teaching practices, reflective analysis of

teaching practices, examining beliefs, values and principles, conversation with peers on core issues and collaborating with peers on classroom project. However, although many things can be learn about teaching through self-observation and critical reflection, many cannot, such as subject- matter knowledge, pedagogical expertise and understanding of curriculum and material.

Teachers are also the learner while teaching they have certain kinds of strategies which can be any set of operations, steps, plans, routines used by the learner to facilitate the obtaining storage, retrieval and use of information. Richards and Lockhart (2005) mention some conceptualizations of teacher learning. Which are: teacher learning as skill learning, cognitive process, personal construction, reflective practice etc. According to the Richards and Lockhart (2005), following are the strategies for teacher learning.

a. Workshops

A workshop is an incentive, 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. Thus workshop based leaning is such as a familiar format for professional development that the nature of effective workshop is often taken for granted. (Richards and Lockhart, 2005)

b. Self- Monitoring

A starting point in teacher development is an awareness of what the teacher's current knowledge, skills, and attitudes are the uses of such information as a basic for self appraisal. So it is a self observation, also called self- monitoring;

intended for this purpose and refers to actives in which information about one's teaching is documented or recorded in order to review or evaluate teaching. Self observation or self- monitoring refers to a systematic approach to the observation, evaluation and management of one's own behavior in order to achieve a better understanding and control over the behavior.

c. 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. Typically a support group will involve a group of teachers meeting to discuss goals, concerns, problems, and experiences.

A support group however, is not a staff meeting or in- service activity, such as a workshop. It should not become just another opportunity to discuss school problems and policies and personal or administrative matters. Because a support group is a voluntary activity and does not include all teachers, it is not an appropriate forum to discuss or resolve matters that affect the whole school. Thus, support group offer forum where teachers can discuss issues that are important to them, while at the same time getting support, advice, and help from other like- mended teachers in a non threatening environment.

d. 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 note book, book, or electronic mode, which serves 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. Thus, journal writing enables teachers to document teaching experiences and to use the process of writing about them as means of reflecting on teaching.

e. Peer Observation

Peer observation refers to a teacher or other observer closely watching and monitoring a language lesson or part of some aspects of teaching, learning as classroom interaction

In our teaching lines we are frequently observed by others. "It starts on teacher training courses and goes on when academic coordinators or directors of study come into our lessons as part of some quality control exercise (Harmer, 2007). Thus, peer observation can help teachers become more aware of the issues they confront in the classroom and how these can be resolved.

f. Teaching Portfolios

A teaching portfolio is a collection of document and other items that provides information about different aspects of a teacher's work. It serves to described and document the teacher's performance, to facilitate professional development, and to provide a basis for reflection and review.

A professional portfolio is an evolving collection of carefully selected as composed professional thoughts, goals and experiences that are threaded with reflection and self-assessment. Compiling a teaching portfolio provides a teacher with an opportunity to document his or her strengths, skills and accomplishments as a teacher and can also provide a rationale for undertaking some of the other activities discussed.

g. Analyzing Critical Incident

A critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspects of teaching and

learning. This incident can be called a critical incident because it promoted the teacher to stop and reflect on the meaning of the event and perhaps to consider its longer-term implication.

h. 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 principle from it. Analyzing cases based on descriptions of how teacher deal with issues encountered in the classroom can provide a basis for arriving at valuable insights and principles, enabling teachers to verbalize and share the problem solving strategies they make use of in their teaching.

i. Peer Coaching

Peer coaching is a process in which two teachers collaborate to help one or both teachers improve some aspects of their teaching. Robbins as cited in Richards and Lockhart (2005) defines peer coaching as "A confidential process through which two or more professional colleague work together to reflection current practices, expand, refine and build new skills, share ideas, teach one another; conduct classroom research, or solve problems in the workplace. "In peer coaching a teacher and colleague plan a series of opportunities to explore the teacher's teaching collaboratively. Thus, peer coaching is a developmental process and is an effective way to promote professional development.

j. Team Teaching

Team teaching (sometimes called pair teaching) is a process in which two or more teachers share the responsibility for teaching a class. This team teaching involves a shared and collaborative approach to planning, developing, teaching

and evaluating lessons. It is important that both members of the team take equal responsibility for each stage of this process.

k. Action Research

Action research refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems. The term "Action Research" refers to a systematic approach to carrying our investigations and collecting information that is designed to improve classroom practice. The word action refers to taking practical action to resolve classroom problems. Thus action can be powerful way for language teachers to investigate their own practice.

l. Seminars

A seminar is very helpful in finding solution of problems. It can be organized on various educational objectives. Curriculum development, and new techniques of teaching administration, supervision and finding and varied other aspects of education system. It provides the teachers a good place for a frank and friendly discussion of the common problems and also for finding their concrete practical solutions, which with not only broader the professional outlook of the participants but also prepare them well to face the challenge successfully.

m. conferences

Teachers' conferences can be organized on subject of practical interest like revision of the institution curriculum, section of text book, reports of successful education innovations, guidance of backward, delinquent and exceptional students and various other problems directly related to the daily

teaching. The conferences may also be organized at local level or district, zonal, national or international level.

1.2 Review of Related Literature

Every researcher needs to be serving the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of English teaching; very few of them have been conducted in the field of teachers' professional development. Some research studies related to this study are reviewed as follows:

Rain (2006) carried out the study entitled "Learning strategies used by Maithili Learners of English Secondary Level" to identify learning strategies used by Maithili Learners of English. He used observation, interview, and questionnaire as research tools. He found that the students used the strategies memorizing, translations, consulting dictionary and using synonym-antonym while learning vocabulary.

Raut (2007) carried out the study entitled "A Study on Strategies used in Teaching Vocabulary: A Case of Lower Secondary Level English Teachers" to fine out the teaching strategies that lower secondary school teachers use in teaching English vocabulary. He used observation as a research tool. He found that many teachers used real objects, pictures, synonyms, antonyms, actions, definitions, word analysis, minimal pairs, modeling, copying, blackboard sketches, facial expression, phonetic transcription and translation while sketches, facial expression, phonetic transcription and translation while teaching vocabulary.

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, professional interaction, and decision making.

Adhikari (2009) carried out the research entitled "Attitudes of English Language Teachers towards collaborative Learning for their Professional Development" in order to identify the attitudes of English language teachers towards collaborative learning and the environment available for them in learning and practicing collaboratively. The findings showed that, most of the teachers hold positive attitudes towards collaborative learning for their professional development but they are deprived of appropriate environment.

In the same way, Khadka (2009) has carried out research entitled " Communicative Strategies used by Grade Twelve Students", to find out the communicative strategies applied by Grade 12 students. He used observation, questionnaire and interview as research tools and found that out of 25 strategies only 7 strategies applied, 9 strategies were may or may not be used, and 8 strategies were not used.

Basyal (2010) conducted research entitled " Strategies of Classroom Management used by Secondary Level English Teachers". He used observation checklist as the main tool and the questionnaire forms as the support tools for data collection. He found that out of 36 classes use of gestures, eye contact with the students use of teachings aids and use of chalk board were more effective strategies and use of text book was the effectively used physical strategies.

Chaunlagain (2010) carried out the research entitled " Characteristics of a Good English Language Teachers: Students Evaluation" to find out students' expectation of a good teaches. He used questionnaire as a research tool and

found that teachers have different qualities like: personal qualities, social qualities, professional qualities.

Joshi (2010), carried out study entitled "Learning Strategies of English Language Teachers for Professional Development". The main objectives of her study were to identify the learning strategies employed by English language teachers and its benefits for their better professional development. She used questionnaire as a research tool to elicit information about the learning strategies practiced by them for their better professional development. The finding showed that, the college teachers were directly or indirectly benefited from almost all learning strategies. However, some strategies like: self monitoring, workshops, conferences, seminars and team teaching were more beneficial than the strategies like: teaching portfolios, reflective logs, refreshers courses and mentoring.

Kandel (2010) has carried out research entitled "Strategies Adopted by the Learners to Tackle Errors" to find out different strategies adopted by the learners to tackle errors. He used questionnaire and test item as research tools and found that the students adopted two types of strategies namely avoidance and caution strategies to tackle their errors.

Poudel(2010) carried out the study entitled "Strategies used by Primary Level Teachers in Teaching Tense" to find out the strategies used in teaching tense and to compare the strategies used by trained and untrained teacher. He used observation checklist and questionnaire as research tools. He found that deductive method, drill, group work, question-answer, explanation, oral exercise, co-operative, learning demonstration, written exercise and awareness were frequently used strategies. Similarly, interesting logical and psychological presentation was found better done by trained than untrained teachers.

Dhakal (2012) carried out research work entitled "Existence and Need of Mentoring for Professional Development of Teachers". The main objectives of her study were to identify the existence of mentoring for teachers' professional development and to identify the need of mentoring for teachers' professional development. The findings showed that majoring of teachers were aware of effective role of mentoring in their profession although most of the institutions lack formal system of mentoring. Though there was absence of the formal system of mentoring, most of the teachers were encouraged to consult the experienced colleagues in their profession.

There are several research works carried out in the Department of English Education in different areas like: Contrastive Analysis, Attitudes, ELT, comparative study, Translation, Mass Media. This is a teacher centered research work on strategies for teacher learning in the Department of English education. This study will be different from the above reviewed literature. However, this research will be the first research about learning strategies of novice and expert teachers in the Department of English Education, Tribhuvan University.

1.3 Objectives of the Study

The study has the following objectives:
i. To identify the learning strategies employed by novice and expert English language teachers.
ii. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

This study is significant to the teachers who are working in the field of English language teaching. It tries to indicate the learning strategies actually practiced

by schools level English language teachers for their better professional development. It reflects the very common strategies for teacher learning in English language teaching. Similarly, it is helpful to the teachers, supervisors, subject experts, curriculum designers and others who want to carry out further research in the field of teachers' professional development. It is equally beneficial to the other teachers which help to develop in their professional career.

Especially, this research work is very much helpful to the novice teachers in the field of English language teaching, who can improve or change their learning strategies on the basis of the findings of the study and let them to know whether they are adopting the learning strategies adopted by the experienced or more successful teachers or experts.

CHAPTER- TWO
METHODOLOGY

The researcher adopted the following methodologies to carry out the proposed 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 mainly based on the primary sources of data i.e. the responses made by the English language teachers who are teaching in the schools of Morang District to a set of questionnaire and interview sheet which were asked to them in order to elicit information about the learning strategies practised by expert and novice teachers for their better professional development. So the primary sources were English language teachers.

2.1.2 Secondary Sources of Data

The researcher used some related books, journal articles, research works, website for the preparation of the questionnaire and for widening her insight and knowledge in the related areas. Some of them were: Oxford (1990), Head and Taylor (1997), Malderez and Bodoczky (1999), James (2001), Wallace (2001), Wanjnryb (2004), Richards and Lockhart (2005), Rain (2006), Wright and Bolitho (2007), Richards and Farrell (2008) Burns and Richards (2009), Joshi (2010).

2.2 Population of the Study

The population of this study was the English language teachers who are teaching in different schools of the Morang District.

2.3 Sampling Procedure

The researcher used non random purposive sampling procedure while selecting the schools. Ten schools were selected from different parts of the Morang District. Twenty novice teachers and twenty expert teachers were selected intentionally. The selected teachers altogether were forty.

2.4 Tools of Data Collection

The main tools for the collection of data were a set of questionnaire and an interview sheet. The questionnaire and interview sheet contained both close as well as open ended questions.

2.5 Process of Data Collection

Having prepared the required copies of questionnaire, the researcher visited the purposively selected schools. Then the researcher talked to the administration of each school about her intention of visiting the schools. After that she consulted the English teachers and established rapport with each of them. Then she has taken permission from the respected respondents and briefly explained about her research study and what they were supposed to do. After that she distributed the questionnaire to the teachers and requested them to answer the questions and return on time. And she purposively selected five novice and five expert teachers for interview.

2.6 Limitations of the Study

The proposed study confined with the following limitations:

- The study was limited to the learning strategies practiced by expert and novice English language teachers for their professional development.
- It was further limited to the forty (respondent) English language teachers.
- The population was selected from the ten non- randomly selected school of Pathari Resources Centre in Morang district.
- Data collection was conducted through questionnaire and interview only.
- Only 10 English language teachers were selected and provided the interview sheets to fill them up.

CHAPTER-THREE
ANALYSIS AND INTERPRETATION

In this chapter, the researchers analyzed and interpreted the data collected mainly from the primary sources. The data was collected with the help of both questionnaire and interview consisting of both close- ended and open- ended questions that were constructed being based on the objectives of the study. The teaching experiences of the teachers ranged from 1 to 18 years.

The researcher used the summated scale, more commonly known as the Likert scale to analyze and interpret the collected data as mentioned by Kumar, (2011). This scale is based upon the assumption that each statement/item on the scale has equal 'attitudinal value importance' or weight in terms of reflecting on attitude towards the issue in question. That is why five different responses as strongly disagree, disagree, uncertain, agree and strongly agree for questionnaire and never, seldom, occasionally, usually and always for interview are made to each item.

While carrying out this research in order to analyze the collected data, weightage of 1,2,3,4, and 5 was assigned to the responses strongly disagree, disagree, uncertain, agree and strongly agree and never, seldom, occasionally, usually and always respectively for the convenience of the researcher. The data, thus, collected were tabulated in a frequency basis and then the weightage of each item was calculated as follows:

Step-1

Total weightageScore $= n_1 \times 1 + n_2 \times 2 + n_3 \times 3 + n_4 \times 4 + n_5 \times 5$ where 1, 2, 3, 4, and 5 are the weightage corresponding to options strongly disagree, disagree, uncertain, agree and strongly agree and never, seldom, occasionally, usually

and always. And $n_1+n_2+n_3+n_4+n_5$=the total number of the responses in the sample questionnaire.

Step-2

Mean weightage = $\dfrac{\textit{Total weightage score}}{n_1 + n_2 + n_3 + n_4 + n_5}$

The numerical value of the mean weightage ranges from 1 to 5. The researcher further hypothesized that the mean weightage above 3.5 in the rating scale proves that ESL teachers use the strategies whereas the mean weightage below 3.5 proves that do not use the strategies.

Moreover, the researcher calculated the mean weightage separately from the informants (i.e. questionnaire and interview) with the help of mean weightage, the researcher found most preferred strategies and least preferred strategies by the ESL teachers separately and present it in table. At last to make the mean weightage more reliable and valid, the researcher calculated the core mean weightage and presented in pie chart using percentage of the strategies. Similarly, the strategies mentioned by informants were dealt with descriptively and logically as well.

3.1 Teachers' Responses about the Learning Strategies

The participants were asked to respond the 14 close-ended. Statements and 13 open ended questions requiring the answers in their own words. The first objective was to identify the learning strategies practiced by expert and novice ESL teachers for their professional development. In order to find out the teachers' learning strategies practices by expert and novice teachers, the reseacher used 13 subjective type questions. The responses made by the expert and novice teachers were analyzed and presented in the following manners.

To get more information about teachers' learning strategies which were practiced for their professional development, the first question" what do you

personally understand by the term learning strategies?" was asked to them. In responses to this question they came up with different responses. The second question "Do you think ESL teachers need to know about various learning strategies?" was asked. They both have positive response for this question. The third question was frequently used learning strategies and fourth question was less frequently used learning strategies. For these two questions teachers replied different learning strategies practiced by them for their professional development. Fifth question was asked to find out the effect of keeping ELT journal for their professional development. Most of the respondent mentioned that they have not used ELT journal for their professional development. Question no. sixth, seventh and eighth were related to the strategies teacher support group, peer observation and self monitoring. For these questions more than half respondent were used these strategies. Question number nine was related to the case analysis half of the expert teachers only used these strategies for professional development.

Similarly, for question number ten many teachers viewed that they were not participate in workshop seminars and few teachers only participate in seminars. Questions number eleven and twelve were related to the analysis of critical incidents and teaching portfolios. For these questions most of the respondent used these strategies for their professional development. Last question was asked to find out other learning strategies which were used by teachers for their professional development. For this question many teachers replied that E-mail, Internet can be used for further learning.

From the subjective responses provided by the teachers it is clear that learning strategies are techniques, plans, and way of learning which encourage and stimulates the teacher for sharing and learning from each other in many different formal and informal ways.

To sum up, both expert and novice teachers provided different answers on subjective type questions which were related to the learning strategies for

professional development. And they respond that these strategies were used to develop personally and professionally. which provides route to reach destination, builds confidence providing necessary feedback, assimilates novices in new environment, develop the habit of working collaboratively provides psychological back-up and established mutual trust and established sound professional relationship between novices and experienced ones.

3.1.1 Novice Teachers' Responses about Learning Strategies

There were 14 items in the questionnaire to find out the learning strategies used by expert and novice English language teachers for professional development. The distribution of the mean weightage in the rating scale regarding the strategies was analyzed and the overall analysis of the responses has been given below.

Table No.1

Distribution of the Novice Teachers' Responses on the Learning Strategies

SN	Rating scales / Strategies	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Weightage Mean
1	Self monitoring	2	3	1	11	3	3.50
2	Peer coaching	-	2	1	9	8	4.15
3	Workshop	6	2	6	5	1	2.65
4	Teachers support group	3	2	5	7	3	3.25
5	Mentoring	-	-	1	11	8	4.35
6	Keeping ELT Journal	1	6	8	4	1	2.90
7	Peer observation	2	1	-	11	6	3.85
8	Team teaching	2	3	2	9	4	3.50
9	Analysis of critical incidents	6	2	7	4	1	2.60
10	Teaching Portfolios	1	6	8	3	2	2.95
11	Conferences	1	1	12	5	1	3.20
12	Seminars	1	3	12	3	1	2.80
13	Case analysis	2	2	4	5	7	3.65
14	Action research	-	1	8	5	6	3.80

The above table reveals the fact that out of twenty teachers, more than half teachers selected the option 'strongly agree' for three strategies: peer coaching, mentoring and case analysis present the mean weightage 4.15, 4.35, and 3.65 respectively. Similarly, they selected the option 'agree' for the six strategies: self monitoring, peer coaching, teacher support group, mentoring peer observation and team teaching that shows the mean weightage 3.50, 4.15, 3.25, 4.35 and 3.85 respectively; 'uncertain' for six strategies: keeping ELT journal, analysis of critical incidents, teaching portfolios, conferences, seminars, action research that shows the mean weightage 2.9, 2.6, 2.9, 3.2, 2.8 and 3.8. And other average teachers selected the option strongly disagree, disagree, uncertain, agree and strongly agree less or more.

In the same way, the above table shows the fact that out of twenty teachers, twelve teacher selected the option strongly disagree, disagree, uncertain, for eight strategies: workshop, teacher support group, keeping ELT journal, analysis of critical incidents, teaching portfolios, conferences, seminars, and action research. Likewise, they selected the option agree and strongly agree for six strategies: self monitoring, peer coaching, mentoring, peer observation, team teaching and case analysis.

3.1.1.2 Distribution of the Novice Teachers' Responses on Learning Strategies

On the basis of the mean weightage mentioned in the table no.1, all the strategies can be re-grouped into two categories. They are given below.

3.1.1.3 Most Preferred Strategies

The strategies which have the mean weightage above 3.5 belong to this group.

Table No.2

Strategies Most Preferred by the Novice Teachers

S.N	Strategies	Mean weightage
1	Mentoring	4.35
2	Peer coaching	4.15
3	Peer observation	3.85
4	Action research	3.80
5	Case analysis	3.65
6	Self monitoring	3.50
7	Team teaching	3.50

Among fourteen strategies it is clear that novice teachers preferred just seven strategies: mentoring, peer coaching, peer observation, action research, case analysis, self monitoring and team teaching since the mean weightage of these strategies is above 3.5. Out of the several strategies i.e. half, most of the teachers preferred the strategies mentoring since it has the highest mean weightage 4.35.

To conclude, the data in the Table No.2 reveals that the majority of novice English language teachers take learning strategies as route for learning.

3.1.1.4 Least Preferred Strategies

The strategies which have the mean weightage below 3.5 are given in this category.

Table No.3

Strategies Least Preferred by Novice Teachers

S.N	Strategies	Mean weightage
1	Teaching portfolios	2.95
2	Conferences	3.20
3	Seminars	2.80
4	Analysis of critical incidents	2.60
5	Workshop	2.65
6	Teacher support group	3.25
7	Keeping ELT journal	2.90

Out of 14 strategies, it is clear that novice teachers least preferred the following seven strategies: teaching portfolios, conferences, seminars, analysis of critical incidents, workshop, teacher support group and keeping ELT journal since the mean weightage of these strategies is below 3.5.

The data on Table No.3 shows that most of the novice teachers take learning strategies positively thinking that they are key for professional development. But, a few of them do not have concept of above mention strategies so they ignore them.

Among 14 learning strategies of ESL teachers mentioned in the questionnaire novice teachers used 50% of the total strategies. Similarly, 50% of strategies were not used.

3.1.2 Expert Teachers' Responses about Learning Strategies

To find out learning strategies of English language teachers the following 14 items were given to twenty expert teachers. The distribution of mean weightage from expert teachers' responses is presented in the following:

Distribution of the Expert Teachers' Responses on Learning   Strategies

SN	Rating scales / Strategies	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Weightage Mean
1	Self monitoring	1	1	-	11	7	4.10
2	Peer coaching	-	2	-	16	2	3.90
3	Workshop	2	2	6	7	3	3.35
4	Teacher support group	-	1	1	8	10	4.35
5	Mentoring	1	-	-	11	8	4.25
6	Keeping ELT Journal	-	1	2	12	6	4.30
7	Peer observation	2	1	1	9	7	3.90
8	Team Teaching	-	3	3	11	3	3.70
9	Analysis of critical incidents	-	2	3	12	3	3.80
10	Teaching portfolios	2	-	4	10	4	3.70
11	Conferences	-	-	1	14	5	4.20
12	Seminars	1	-	9	6	5	3.85
13	Case analysis	-	-	-	10	10	4.50
14	Action research	-	-	4	10	6	4.60

This table shows the fact that out of 20 expert teachers, more than half teachers choose the options agree and strongly agree for each strategy. Actually, they choose the option 'agree' for following eleven strategies: self monitoring, peer coaching, mentoring, keeping ELT journal, peer observation, team teaching, analysis of critical incidents, teaching portfolios, conferences, case analysis and action research. Similarly, they selected the option 'strongly agree' for the following two strategies: teacher support group and case analysis. Likewise, they selected the option 'uncertain' for two strategies: workshop and seminars.

The table reveals the fact that only five expert teachers selected the options 'strongly disagree' and 'disagree'. Eight teachers selected the option strongly disagree for following strategies: self monitoring, workshop, mentoring, peer observation, teaching portfolios, seminars. In the same way, thirteen teachers selected the option 'disagree' for the following strategies: peer coaching, workshop, team teaching, and analysis of critical incidents.

3.1.2.1 Distribution of Expert Teachers' Responses on Learning Strategies

On the basis of the mean weightage mentioned in the table no.4 all the strategies are re-grouped into two categories. They are given below:

3.1.2.2 Most preferred Strategies

The strategies which have the mean weightage above 3.5 belong to this group.

Table No. 5

Strategies Most Preferred by Expert Teaches

S.N	Strategies	Weightage Mean
1	Action research	4.60
2	Case analysis	4.50
3	Teacher support group	4.35
4	Conferences	4.20
5	Mentoring	4.25
6	Keeping ELT Journal	4.30
7	Self monitoring	4.10
8	Peer coaching	3.90
9	Peer observation	3.90
10	Analysis of critical incidents	3.80

11	Team teaching	3.70
12	Teaching portfolios	3.70
13	Seminars	3.85

Among the fourteen strategies given to the expert ESL teachers to find out the learning strategies of ESL teachers, it is clear that most of the expert teachers were most preferredthese strategies for their professional development. Out of fourteen strategies following thirteen strategies were most preferred. They are: action research, case analysis, teacher support group, conferences, mentoring, keeping ELT journal, self monitoring, peer coaching, peer observation, analysis of critical incidents, team teaching, teaching portfolios, and seminars. Since the mean weightage of the strategies is above 3.5. Out of the thirteen strategies, expert teachers most preferred the strategy action research.

3.1.2.3 Least Preferred Strategies

The strategies which have the mean weightage below 3.5 are given in this category.

Table No.6

Strategies Least Preferred by Expert Teachers

S.N	Strategy	Mean weightage
1	workshop	3.35

Out of the 14 strategies it is clear that expert teacher less preferred the strategy workshop since the mean weightage of this strategy is below 3.5. This strategy has just 3.35 mean weightage.

Among 14 teachers' learning strategies mentioned in the questionnaire which were given to the ESL teachers most preferred the 92.85% of the total strategies. Likewise 7.15% of the strategies were less preferred by the expert ESL teachers.

3.2 Teachers' Responses on Learning Strategies through Interview

The researcher asked same 14 items of teachers' learning strategies with ESL teachers using another five steps likert scale.

Teachers' learning strategies include, a career progress oriented dimension and psychological development functions incorporating counseling and friendship. With the help of 17 close-ended question and 6 open ended questions I tried to extract the view of the participants through interview. Open-ended questions were related to their teaching experienced and how they are practices learning strategies for their professional development.

3.2.1 Novice Teachers' Responses on Learning Strategies through Interview

The researcher asked same 14 items of teachers' learning strategies with ESL teachers using another five steps likert scale. The distribution of the mean weightage from teachers' responses is presented in the following table.

Table No.7

Novice Teachers' Responses on Learning Strategies through Interview

SN	Rating scale / Strategies	Never	Seldom	Occasionally	Usually	Always	Mean Weightage
1	Self monitoring	1	-	1	1	2	3.60
2	Peer coaching	-	1	2	2	-	3.20
3	Workshop	3	1	1	-	-	1.60
4	Teachers support group	-	1	1	2	1	3.60
5	Mentoring	-	1	-	1	3	4.20
6	Keeping ELT Journal	1	1	1	1	3	3.00

	Strategy						Mean
7	Peer observation	-	1	1	3	-	3.40
8	Team Teaching	-	1	-	2	2	4.00
9	Analysis of critical incidents	2	-	2	1	-	2.40
10	Teaching portfolios	1	2	2	-	-	2.20
11	Conferences	2	-	3	-	-	2.20
12	Seminars	2	2	1	-	-	1.80
13	Case analysis	-	3	-	2	-	2.80
14	Action research	1	3	-	2	-	2.80

This table shows the fact that out of 5 novice teachers comparatively maximum number of teachers choose the option 'seldom', 'occasionally' and 'usually' for each strategy. Actually they choose the option 'always' for the following three strategies: self monitoring, mentoring and team teaching. Similarly, they selected the option usually for the six strategies: peer coaching, teacher support group, peer observation, team teaching, case analysis, and action research. Likewise, they selected the option occasionally for four strategies: peer coaching, analysis of critical incidents, teaching portfolios, conferences. They selected the option seldom for four strategies: teaching portfolios, seminars, case analysis and action research. And, these novice teachers selected the option never for four strategies: workshop, analysis of critical incidents, conferences and seminars.

The table reveals the fact that few numbers of teachers selected the options never and always. Three teachers selected the strategies workshop. Similarly, two teachers selected the option never for two strategies: conferences and seminars.

3.2.1.1 Distribution of Novice Teachers' Responses on Learning Strategies

On the basis of the mean weightage mentioned in the table 7 all the strategies are re-grouped into two categories. They are given below:

3.2.1.2 Most Preferred Strategies

The strategies which have mean weightage above 3.5 belong to this group.

Table No.8

Strategies Most Preferred by Novice Teachers

S.N	Strategies	Mean weighted
1	Mentoring	4.2
2	Team teaching	4.0
3	Self-monitoring	3.6
4	Teacher support group	3.6

Among the fourteen strategies asked for novice teachers to find out the teachers' learning strategies used by themselves, it is clear that novice teachers most preferred the following four strategies: mentoring, team teaching, self monitoring and teacher support group since the mean weightage of these strategies is above 3.5 out of these four strategies, novice teachers mostly preferred the strategy mentoring.

3.2.1.3 Least Preferred Strategies

The strategies which have the mean weightage below 3.5 are given in this category.

Table No.9

Strategies Least Preferred by Novice Teachers

S.N	Strategies	Mean weightage
1	Workshop	1.6
2	Seminars	1.8
3	Teaching portfolios	2.2
4	Conference	2.2
5	Analysis of critical incidents	2.4
6	Case analysis	2.8
7	Action research	2.8
8	Peer observation	2.8
9	Keeping ELT journal	3.0
10	Peer coaching	3.2

From the above table, it is found that novice teachers not used the following strategies: workshop, Seminars, teaching portfolios, conferences, analysis of critical incidents, case analysis, action research, peer observation, keeping ELT journal, and peer coaching since the mean weightage of these strategies is below 3.5.

Among 14 teachers' learning strategies mentioned in the interview sheet, the novice teachers most preferred 28.58% of the total strategies and 71.42% of the strategies are less preferred by the novice teachers.

3.2.2 Expert Teachers' Responses on Learning Strategies through Interview

To find out the teachers learning strategies used by expert and novice ESL teachers following 14 items were asked with the expert ESL teachers. The

distribution of mean weightage from expert teachers' responses is presented below.

Table No.10

Expert Teachers' Responses about Learning Strategies through Interview

SN	Rating scale / Strategies	Never	Seldom	Occasionally	Usually	Always	Mean Weightage
1	Self monitoring	-	1	2	2	-	3.20
2	Peer coaching	1	1	2	1	-	2.60
3	Workshop	2	-	2	1	-	2.40
4	Teachers support group	-	1	1	2	1	3.60
5	Mentoring	-	-	2	3	-	3.60
6	Keeping ELT Journal	-	-	2	3	-	3.60
7	Peer observation	-	1	1	3	-	3.60
8	Team Teaching	-	2	3	-	-	2.60
9	Analysis of critical incidents	-	1	2	1	1	4.20
10	Teaching portfolios	-	-	2	3	-	3.60
11	Conferences	-	2	3	-	-	2.60
12	Seminars	1	3	1	-	-	2.00
13	Case analysis	-	2	2	1	-	2.80
14	Action research	-	1	3	1	-	3.00

The above table reveals the fact that among these 14 strategies maximum teachers selected the options occasionally and usually; few numbers of teachers selected the options 'never' and 'always'. Remaining other teachers selected the option 'seldom'.

The table shows the fact that out of 5 expert teachers maximum teachers selected the following five strategies: teachers support group, mentoring, keeping ELT journal, peer observation, and teaching portfolios. Similarly, 'occasionally' for eleven strategies: self monitoring, peer coaching, workshop, mentoring, keeping ELT journal, team teaching, analysis of critical incidents, teaching portfolios, conferences, case analysis and action research. Likewise, they selected the option 'seldom' for four strategies: conferences, seminars, case analysis and team teaching. In the same way, only few numbers of teachers selected the options never and always. Two teachers selected the option 'never' for three strategies: peer coaching, workshop and seminars. Similarly, only one teacher selected the option always for two strategies: teacher support group and analysis of critical incidents.

Here, in the process of table explanation, the researcher hypothesized that out of 5 expert teachers more than 2 teachers are specified under maximum teachers.

3.2.2.1 Distribution of Expert Teachers Responses on Learning Strategies

On the basis of the mean weightage mentioned in the table 10 all the strategies are re-grouped into two categories. They are given below:

3.2.2.2 Most Preferred Strategies

The strategies which have the mean weightage above 3.5 belong to this group.
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Table No.11

Strategies Most Preferred by Expert Teachers

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S.N	Strategies	Mean weightage
1	Analysis of critical incidents	4.2
2	Teacher support group	3.6
3	Mentoring	3.6
4	Keeping ELT journal	3.6
5	Peer Observation	3.6
6	Teaching Portfolios	3.6

Among the fourteen strategies asked for expert teachers to find out the teachers' learning strategies used by themselves, it is clear that expert teachers use the following six strategies: analysis of critical incidents, teacher support group, mentoring, keeping ELT journal, peer observation and teaching portfolios since the mean weightage of these strategies is above 3.5 out of these six strategies, expert teachers mostly used the strategy analysis of critical incidents.

3.2.2.3 Least Preferred Strategies

The strategies which have the mean weightage below 3.5 are given in this category.

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Table No.12

Strategies Least Preferred by Expert Teachers

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S.N	Strategies	Mean weightage
1	Seminars	2.0
2	Workshop	2.4
3	Peer teaching	2.6
4	Team teaching	2.6

5	Conferences	2.6
6	Case analysis	2.8
7	Self monitoring	3.2
8	Action research	3.0

From the above table it is found that the expert teachers least Preferred the following strategies: seminars, workshop, peer teaching, team teaching, conferences, case analysis, self monitoring and action research since the mean weightage of these strategies is below 3.5

Among 14 teachers' learning strategies mentioned in the interview sheet, the expert teachers most Preferred 42.85% of total strategies and 57.15 % of the strategies are least preferred by them.

3.3 Core Mean Weightage of Novice Teachers

To find out the core mean weightage, the mean weightage which was achieved from questionnaire and interview separately was calculated. The core mean weightage of novice teachers' responses is presented below.

Table No.13

Core Mean Weightage of Novice Teachers'

S.N	Strategies	Mean weightage from questionnaire	Mean weightage from Interview	Core Mean weightage
1	Self monitoring	3.5	3.6	3.55
2	Peer coaching	4.15	3.2	3.67
3	Workshop	2.65	1.6	2.12
4	Teachers support group	3.25	3.6	3.42

5	Monitoring	4.35	4.2	4.27
6	Keeping ELT Journal	2.9	3.0	2.95
7	Peer Observation	3.85	2.8	3.32
8	Team teaching	3.5	4.0	3.7
9	Analysis of critical incidents	2.6	2.4	2.5
10	Teaching Portfolios	2.95	2.2	2.57
11	Conferences	3.2	2.2	1.35
12	Seminars	2.8	1.8	2.3
13	Case analysis	3.65	2.8	3.22
14	Action research	3.8	2.8	3.3

The table shows the facts that the two other mean weightages are calculated to find out the core mean weightage which is the final result of this research to decide either the novice teachers most preferred or less preferred the strategies for their professional development. For example, for the strategy 'self monitoring' mean weightage from questionnaire and interview are 3.5 and 3.6 and the core mean weightage is 3.55. From the above table it is also clear that novice teachers most preferred three strategies and they less preferred the remaining eleven strategies for their professional development.

3.3.1 Classification of Novice Teachers' Strategies on the basis of Core Mean Weightage

On the basis of core mean weightage mentioned in the table no13 all the strategies can be re-grouped into two categories. They are given below.

3.3.1.1 Most Preferred Strategies

The strategies which have mean weightage above 3.5 belong to table

Table No.14

Strategies Most Preferred by Novice Teachers

SN	Strategies	Mean Weightage	Remarks
1	Mentoring	4.27	
2	Team teaching	3.70	
3	Peer coaching	3.67	

On the basis of the core mean weightage table no.13, it is clear that novice teachers most preferred the following three strategies: mentoring, team teaching and peer coaching because the mean weightage of the strategies is above 3.5

3.3.1.2 Least Preferred Strategies

The strategies which have the mean weightage below 3.5 are given in this category.

Table No.15

Strategies Least Preferred by Novice Teachers

SN	Strategies	Mean Weightage	Remarks
1	Conferences	1.35	
2	Seminars	2.30	
3	Analysis of critical incidents	2.50	
4	Workshop	2.12	
5	Action research	3.30	
6	Case analysis	3.12	
7	Teaching portfolios	2.57	

8	Peer observation	3.32	
9	Teacher support group	3.42	
10	Self monitoring	3.55	
11	Keeping ELT journal	2.95	

Here, this table clearly shows that novice teachers least preferred the following eleven strategies: workshop, seminars, conferences, analysis of critical incidents, action research, case analysis, teaching portfolios, peer observation, teacher support group, self monitoring and keeping ELT journal for professional development.

These can be shown in the pie chart as follow:
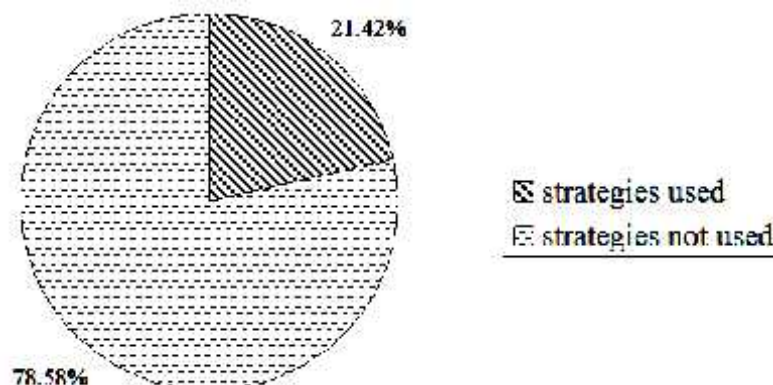
Among the 14 teachers' learning strategies mentioned in this research the novice teachers most preferred 21.42 % of the total strategies and remaining 78.58% strategies are least preferred for their professional development.

3.3.2 Core Mean Weightage of Expert Teachers.

To find out the core mean weightage, the mean weightage which was achieved from questionnaire and interview separately was calculated. The core mean weightage of expert teachers is presented below:

Table No.16

Core Mean Weightage of Expert Teachers

S.N	Strategies	Mean weightage from questionnaire	Mean weightage from interview	Core mean weightage
1	Self monitoring	4.1	3.2	3.65
2	Peer coaching	3.9	2.6	3.25
3	Workshop	3.35	4.4	2.87
4	Teacher support group	4.35	3.6	3.97
5	Mentoring	4.25	3.6	3.92
6	Keeping ELT journal	4.3	3.6	3.95
7	Peer observation	3.9	3.6	3.75
8	Team teaching	3.7	2.6	3.15
9	Analysis of critical incidents	3.8	4.2	4.0
10	Teaching portfolios	3.7	3.6	3.65
11	Conferences	4.2	2.6	3.4
12	Seminars	3.85	2.0	2.92
13	Case analysis	4.5	2.8	3.65
14	Action research	4.6	3.0	3.8

The above table shows the facts that, the two other mean weightage are calculated to find out the core mean weightage which is the final result of this research to decide either the expert teachers use or do not use the strategies for the professional development. From the above table it is also clear that expert teachers used nine strategies and do not used the remaining five strategies for professional development.

3.3.2.1 Classification of Expert Teachers' Strategies on the Basis of Core Mean Weightage

On the basis of the mean weightage mentioned in the table 16 all the strategies can be regrouped into two categories. They are given below:

3.3.2.2 Most Preferred Strategies

The strategies which have mean weightage above 3.5 belong to this group.

Table No.17

Strategies Most Preferred by Expert Teachers

S.N	Strategies	Mean weightage	Remarks
1	Analysis of critical incidents	4.00	
2	Teacher support group	3.97	
3	Keeping ELT journal	3.95	
4	Mentoring	3.92	
5	Peer observation	3.75	
6	Self monitoring	3.65	
7	Case analysis	3.65	
8	Action research	3.80	
9	Teaching portfolios	3.65	

On the basis of the core mean weightage table no16, it is clear that expert teachers most preferred the following nine strategies: analysis of critical incidents, teacher support group, keeping ELT journal, mentoring, case analysis, action research and teaching portfolios because the mean weightage of these strategies is above 3.5.

3.3.2.3 Least Preferred Strategies

The strategies which have the mean weightage below 3.5 belong to this group. They are given below.

Table no.18

Strategies Least Preferred by Expert Teachers

S.N	Strategies	Mean weightage	Remarks
1	Workshop	2.87	
2	Seminars	2.92	
3	Team teaching	3.15	
4	Peer coaching	3.25	
5	Conferences	3.40	

Here, this table clearly shows that expert teachers least preferred the following five strategies: workshop, seminars, team teaching, peer coaching and conferences.

These can be shown in the pie chart as follows:
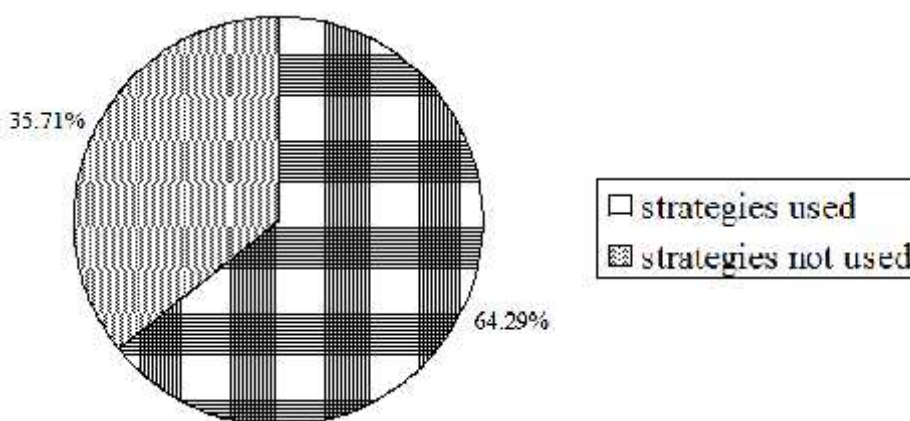
Among the 14 teachers' learning strategies mentioned in this research, the expert teachers most preferred 64.29% of the total strategies and remaining 35.71% strategies are least preferred.

3.4 Analysis and Interpretation of Data Descriptively

On the basis of the collected data, the analysis and interpretation is present below.

i. **Self-Monitoring**

   The first strategy in investigation was self monitoring while calculating the core mean weightage 3.55 from novice teachers and 3.65 from expert teachers' responses show that novice teachers least preferred and expert teachers most preferred this strategy for professional development.

ii. **Peer Coaching**

   The second item in research was peer coaching. The core mean weightage 3.67 from novice teachers proves that they most preferred this strategy. The core mean weightage 3.25 of expert teachers shows that expert teachers least preferred this strategy.

iii. **Workshop**

   The third item in the investigation was workshop. The core mean weightage 2.12 from novice teachers and 2.87 from expert teachers' responses. It proves that both expert and novice teachers least preferred this strategy.

iv. **Teacher Support Group**

   The fourth item in the investigation included teacher support group. The core mean weightage 3.42 from novice teachers and 3.97 from expert teachers. It shows that novice teachers least preferred and expert teachers most preferred this strategy for the professional development.

v.   Mentoring

The fifth item in the investigation was mentoring while calculating core mean weightage 4.27 from novice teachers and 3.92 from expert teachers' responses show that they preferred this strategy.

vi.   Keeping ELT Journal

The sixth strategy in investigation was keeping ELT journal while calculating mean weightage 2.95 and 3.95 from novice and expert teachers' responses show that novice teacher least preferred but expert teachers preferred this strategy for professional development.

vii.   Peer Observation

The seventh item in the research was peer observation. Here, the core mean weightage 3.32 and 3.75 from novice teachers and from expert teachers' responses show that novice teachers least preferred and expert teachers preferred this strategy.

viii.   Team Teaching

While investigating the strategy team teaching the core mean weightage 3.7 from novice teachers and 3.15 from expert teachers' responses respectively show that this strategy is preferred by novice teachers and least preferred by expert teachers.

ix.   Analysis of Critical Incidents

While calculating the mean weightage of this strategy analysis of critical incidents, the core mean weightage of novice teachers' was 2.5 shows that novice teachers least preferred this strategy. However, the core mean weightage from expert teachers' responses was 4.00 proves that they preferred this strategy.

x. Teaching Portfolios

The tenth strategy in investigation was teaching portfolios while calculating the core mean weightage 2.57 from novice teachers show that they do not use this strategy. However, the core mean weightage 3.65 from expert teachers' responses proves that they use this strategy for professional development.

xi. Conferences

The eleventh strategy in investigation was conferences. Here core mean weightage 1.35 from novice teachers 3.4 from expert teachers' responses prove that they least preferred this strategy for the professional development.

xii. Seminars

The twelfth strategy in the research was seminars. Here the core mean weightage 2.3 from novice teachers and 2.92 from expert teachers' responses show that they least preferred this strategy.

xiii. Case Analysis

The thirteenth item in the investigation was case analysis. Here the mean weightage 3.22 from novice teachers shows that they least preferred this strategy. However, the core mean weightage 3.65 proves that expert teachers preferred this strategy.

xiv. Action Research

The last item in the research was action research. Here the core mean weightage 3.3 from novice teachers proves that they least preferred this strategy. However, the core mean weightage 3.8 shows that expert teachers preferred this strategy for professional development.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter presents findings and recommendations of the study. The main objective of this research was to identify learning strategies used by Expert and Novice English Language Teachers for their better professional career while teaching English in the context of Nepal. Besides, this one of the two objectives was to suggest some pedagogical implications for enhancing learning in teaching process.

The researcher constructed two sets of tools; questionnaire using five point Likert scale to Judge the teachers' learning strategies for the professional development. To ensure the validity and reliability of the finding, a set of interview sheet was constructed using another Likert scale. The interview sheet was prepared for the ten teachers. Data were collected from forty teachers who were teaching different schools of Pathari Resource Center in Morang district. Twenty teachers were expert and twenty were novice. Five novice and five expert English teachers for interview were selected from five schools purposively.

The data was gathered using two types of tools from teachers. Then the data were tabulated and mean weightage was calculated separately. At last, the researcher calculated the core mean weightage. After the overall analysis, the researcher pinpointed the strategies that are used by expert and novice English language teachers.

4.1 Findings

On the basis of analysis and interpretation, the following findings have been derived.

i.   It was found that most of the novice English language teachers were not familiar with teachers' learning strategies

ii.   It was found that out of 14 strategies novice teachers most preferred only 3 strategies and remaining 11strategies were least preferred.

iii.   It was also found that out of 14 strategies expert teachers most preferred 9 strategies and other 5 strategies were least preferred.

iv.   The analysis and interpretation shown that comparatively most of the time expert teachers used teachers' learning strategies than novice teachers.

v.   Teachers responded that they hesitate to share their problems among their colleagues due to these two reasons: a) fear that their weaknesses may get revealed and they may be considered disqualified by their colleagues and the school authority b) lack of culture of sharing and learning from each other in their teaching career.

   a.   **Strategies Most Preferred by Novice Teachers**
        i. Mentoring

        ii. Team Teaching

        iii. Peer coaching

   b.   **Strategies Least Preferred by Novice Teachers**
        i. Conferences

        ii. Seminars

        iii. Analysis of critical incidents

        iv. Workshop

        v. Action research

        vi. Case analysis

vii. Teaching portfolios

viii. Peer observation

ix. Teacher support group

x. Self monitoring

xi. Keeping ELT journal

c.   Strategies Most Preferred by Expert Teachers

i. Analysis of critical incidents

ii. Teacher support group

iii. Keeping ELT journal

iv. Mentoring

v. Peer observation

vi. Self monitoring

vii. Case analysis

viii. Action research

ix. Teaching portfolios

d.   Strategies Least Preferred by Expert Teachers

i. Workshop

ii. Team teaching

iii. Seminars

 iv. Peer coaching

v. Conferences

4.2   Recommendations

On the basis of the findings following recommendations have been made:

-) ESL teachers should make decisions about priorities, goals and areas for future development or improvement.
-) Teachers should not be overloaded with their duties during the school hours. They should be equipped with enough time and opportunity to

discuss and learn from their senior and experienced teachers for better professional insight.

) Teacher should record of incidents, problems and insights that occurred during classes as a source for further learning.

) Staff meeting, different types of workshops, seminars relating to teachers' learning strategies should be organized frequently in the school to discussion different professional issues and problems. All the teachers should be encouraged for their equal participation in such occasions.

) Teachers should be provided with the support and favorable school environment required for learning and practicing collaboratively establishing relation between more experienced teachers with less experienced teachers in a mentoring role and mutual trust among them. It includes enough encouragement, constant supervision and appropriate appreciation from the school authority.

) In English language teaching the case analysis methodology should be more widely used in teacher education courses and training must be given to all English teachers for their professional development.

) English teachers should handle the action research to improve classroom practice and their further development.

) All the concerned personalities and authorities should take immediate action to implement the findings of this research in order to verify the problem in English language teaching and strengthen the slow progress of the students in English language.

) To solve the problems of teaching English, teachers training proramme organizers and teachers educators like NELTA should include and focus on role of teachers learning strategies as means for teachers' professional development.

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Appendix - One
Questionnaire

Dear sir/Madam,

This questionnaire is a part of my research study. There is no right or wrong answer. 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:

Age:

School/College:

Qualification:

Experience:

Training (if any):

The questions are based on the following strategies for teacher learning.

a. Self-Monitoring: It refers to activities in which information about one's teaching is documented or recorded in order to review or evaluate teaching.

b. Workshops: workshop is an intensive, short term learning activity that is designed to provide an opportunity to acquired specific knowledge and skills.

c. Teacher Support Groups: A teacher support group can be defined as two or more teachers collaborating to achieve their individual or shared goals or both.

d. Action Research: It refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems.

e. Peer Observation: It refers to a teacher or other observer closely watching and monitoring a language lesson or a part of a lesson in order to gain an understanding some aspects of teaching, learning or classroom interaction.

f. Teaching Portfolios: Teaching portfolio is a collection of documents and other items that provides information about different aspects of teacher's work.

g. Mentoring: Mentoring brings together a more knowledgeable professional with a less experienced colleague for collaboration and feedback on teaching and learning.

h. Keeping a Teaching Journal: A teaching journal is an ongoing written account of observation, reflections, and other thoughts about teaching.

i. Analyzing Critical Incidents: Critical incident analysis in teaching involves the documentation and analysis of teaching incidents in order to learn from them and improve practice.

j. Peer Coaching: peer coaching is a form of teacher collaboration in which one teacher coaches a peer in performing a teaching activity.

k. Case Analysis: Case analysis in teacher evaluation 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.

l. Seminars: A seminars is very helpful in finding solution of problems.

m. Team Teaching: Team teaching (sometimes called pair teaching) is a process in which two or more teachers share the responsibility for teaching a class.

n. Conferences: Teachers' conferences can be organized to solve different problems directly related to the daily teaching.

A. Answer the following questions:

1. What do you personally understand by the term "learning strategies"?

....

....

2. Do you think an ESL teacher needs to know about various learning strategies?

....

....

3. Would you like to share with us five most frequently used learning strategies which have helped you to promote your professional development?

a)...b)...

c)..d)..

e)...

4. Please, suggest us five less frequently used learning strategies which have helped you to promote professionally?

a)..b)..

c)..d)..

e..

5. What effect does the keeping an ELT journal has on your professional development?

....

....

6. Are you benefited from teacher support groups?

....

....

7. What is your opinion about being observed by your colleague?

....

....

8. Have you learnt from your own teaching experience?

....

....

9. Do you have the experience of learning from case analysis?

....

....

10. Do you participate in workshops, seminars and conferences?

....

....

a) If yes, what benefits do you get from each of them?

....

....

11. Have you ever learnt from the analysis of critical incidents?

....

....

12. Are you benefited from teaching portfolios?

....

....

a) If yes, what kind of benefits do you get from each?

....

....

13. Please, share us other learning strategies which facilitate in your teaching career.

....

....

B. How does a teacher of English learn during his/her career?

Please, state your opinion after each statement by ticking the alphabet that best indicates the extent to which the statement is true of you.

1. I have learnt from self-monitoring.

i) Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

2. I have learnt from my colleagues.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

3. I have learnt a lot from the workshops that I attended.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

4. I have acquired a lot of new knowledge through teacher support groups.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

5. I benefit a lot from my mentor teachers.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

6. I found ELT journals very much useful.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

7. I think visiting my colleagues' classes provide me an opportunity to learn more.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

8. I think I can get a lot of new ideas from team teaching.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

9. I have learnt a lot form the analysis of critical incidents.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

10. I think teaching portfolio provides ideas for further development.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

11. I have learnt many new things from the conferences that I attended.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

12. I benefit a lot from the seminars that I attended.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

13. I think case analysis provides us different new solutions for a particular problem.

i)Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

14. Learning to teach in the first year is a complex process for novice teachers.

i) Strongly disagree   ii)Disagree   iii)Uncertain   iv) Agree   v)Strongly agree

If you have any comments and suggestions it will be heartily accepted. The finding or result of this research will depend on your data. So the researcher requests for your unbiased and fact data.

 Thank you very much for your help.

Kabita Timsina

Appendix -Two

Interview sheet for the teachers

Name:

School/Collage:

Qualification:

Experience:

1. How long have you been teaching after completing your graduate education?

....

2. What do you understand by the term Professional development?

....
....
....

3. What are the benefits of using teacher's leaning strategies?

....
....

 4. What do you mean by the novice teachers?

....
....

5. What were the challenges for you to teach in your first year of teaching?

....
....
....

6. Is there any factor which affects teacher's learning strategy?

....

....

B. Following presented list is the list of strategies for teacher learning. These strategies may or may not be used for your professional development. Please Tick the answer to indicate the frequency of the strategy that you use for your professional development. Here the term never, seldom, occasionally, usually, always refers 0%, 25%, 50%, 75%, and 100% respectively.

1. I attend workshop to acquire specific knowledge and skill.

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

2. I document or record my own learning activities in order to review or evaluate my teaching (self- monitoring).

   i) Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

3. I involve in a group of teachers meeting to discuss goals concerns problems and experiences of teaching (Teacher Support group).

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

4. I conduct classroom research that seeks to clarify and resolve practical teaching issues and problems (Action research)

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

5. I observe my colleague classes in order to gain and understand of some aspect of teaching, learning or classroom interaction (Peer observation).

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

6. I have the collection of documents and other items that provides information about different aspect of teacher's work (Teaching Portfolios).

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

7. I collaborate with more knowledgeable professional teachers to get feedback on teaching and learning (Mentoring).

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

8. I write diary about observation, reflections and other thoughts of teaching(Analyzing critical incidents).

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

9. I analyze events which occur during teaching and hamper the classes (Analyzing critical incidents).

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

10. I take coaching classes with my colleague to perform a teaching activities (peer coaching).

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

11. I analyze issues encountered in the classroom (case analysis).

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

12. I involve in seminars to discuss the common problems and find the concrete practical solutions of teaching (Seminars).

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

13. I share with my another friend about the responsibility for teaching a class and also asked him (Pair teaching).

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

14. I participate in conferences to solve different problems directly related to the daily teaching.

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

15. I use other learning strategies for my learning...

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

16. ....

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

17. ....

   i)Never   ii)Seldom   iii)Occasionally   iv)Usually   v)Always

If you have any comments and suggestions it will be heartily accepted. The finding or result of this research will depend on your data. So the researcher requests for your unbiased and fact data.

Thank you very much for your help.

Kabita Timsina

APPENDIX- Three

List of Selected Schools

1. Shree Panchayat Higher Secondary School, Pathari, Morang
2. Shree Singhabahini Higher Secondary School, Shanischare, Morang
3. Shree Hirak Lower Secondary School, Pathari, Morang
4. Shree Sunakhari Lower Secondary School, Pathari, Morang
5. Shree Buddha Higher Secondary School, Sanischare, Morang
6. Pagoda Secondary School, Pathari, Morang
7. Everest Higher Secondary School, Pathari, Morang
8. Ex. Army Secondary School, Pathari, Morang
9. Annapurna Higher Secondary School, Pathari, Morang
10. Balmiki Higher Secondary School, Pathari, Morang