

CHAPTER - ONE

INTRODUCTION

This study is on "Role of Government in Professional Development of Primary Level English Teachers." Introduction consists of general background, the concept of professional development, history of teacher development in Nepal, need of professional development for teachers, professional development of English language teacher, teacher training and teacher development, effective in-service teacher education, review of related literature, objectives of the study and significance of the study.

1.1 General Background

Development generally refers to general growth not focused on a specific job. It serves a long-term goal and seeks to facilitate growth of teachers understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom-up process."

Teacher development denotes teachers' own understandings of how they go on learning and becoming better at what they are doing. Here, development involves the teacher in a process of reflecting on experience, exploring the opinions for change deciding what can be achieved through personal effort, and setting appropriate goals. It is based on opposite belief in the possibility of change. In this regard,

Head and Taylor (1997, p.18) state:

Development is not only a way forward for experienced teachers who believe that they have unfulfilled potential and who want to go on learning. If attitudes and beliefs can begin in pre-service training, where trainees can be encouraged to learn from their own, developing awareness and reflection along-side feedback from tutors and fellow trainees, then it can continue as a base for career-long learning.

Professional development is an ongoing self-directed and autonomous effort of teachers to acquire new knowledge and skills and continually improve them after initial formal training in their career. In their professional development the teachers play an active role. It is also regarded as an opportunity in schools to learn new teaching skills. According to Richards and Farrell (2010, p.30), "Professional development is a process that takes place over time starts and ends with formal training or graduate education". It is regarded as more career oriented, whereas teacher development is thought to include moral, personal, ethical and value dimensions. However, both the terms - professional development and teacher development are treated synonymously.

There is a general agreement that learning is a life-long process, and teachers must be equipped with sufficient knowledge, skills, and awareness in order to carry out their jobs. They have different needs at different times during their careers, and the needs of the schools and

institutions in which they work also change over time. The pressure for teachers to update their knowledge in areas such as curriculum trends, second language acquisition research, composition theory and practice technology, or assessment intense. And for that, it is the school and classroom that provide a major source for further professional development. Teachers are generally motivated to continue their professional development. Not all the knowledge that they bring to their teaching has been learnt in formal teaching.

1.1.1 The Concept of Professional Development

Professional development, in a broad sense, refers to the development of a person in his/her professional role. More specifically, it is the professional growth of a teacher which is the result of increased experience and examining his/her teaching systematically. Professional development includes formal experiences such as attending workshops and professional publications, watching television documentaries related to an academic discipline. The concept of professional development is broader than career development. Glalhorn (1987, p.41) states:

Professional development is the growth that occurs as the teacher moves through the professional career cycle and broader than a staff development which is the provision of organized in-service programs designed to foster the growth of groups of teachers. It is only one of the systematic inventions that can be used for teacher development.

When looking at professional development, one must examine the content of the experiences, the processes by which the professional development will occur and the contexts in which it will take place.

Actually, professional development is an exclusive term in education. To many, the term conjures up images of in-service days and workshop. To others, it refers to a process in which teachers work under supervision to gain tenure or to enhance their professional practice. Here, professional development is defined as an ongoing learning process in which teachers engage voluntarily to learn how best they adjust their teaching to the learning needs of their students. Professional development is not a one slot, one size-fit all event, but rather an evolving process of professional self-disclosure, reflection and growth. This yields the best results when sustained over time in communities of practice and when focused on job-embedded responsibilities.

Professional development has become increasingly important as a way to ensure that teachers succeed in matching goals with their students' learning needs. In the case of second language teacher, 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 the language. Professional development focuses specifically on how teachers' construct their professional identities in ongoing interaction with learners. And, also by reflecting on their actions in the classroom and adopting 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.

For professional development to be successful, it must be in line with research on teachers' career development and patterns of adult learning. According to Huberman (1989, p.41), "Teachers' career is characterized by cycles of conflict/resolution that lead to growth and development". His research describes at least five stages in the professional lives of teachers' exploration and stabilization, commitments, diversification and crisis, serenity and distancing, and conservatism and regret. Teachers have different needs as they progress through these stages and professional development needs to target their specific needs at each stage. For example, there is high attrition rate among certified language teachers, many of whom leave the profession after only a few years. According to Huberman's conceptualization, this is most likely to happen at the diversification and crisis stages. Appropriately timed participation in professional development activities such as workshops, self monitoring, mentoring, study groups, keeping a teaching journal, teaching portfolios, actions research, and peer coaching.

An important consideration in professional development is the educational context in which it is carried out. Johnson K. & Johnson H. (1992, p.24) highlights minimum conditions that education for adults (including education for teachers) should meet in order to be effective, clarity of goals, adequate levels of challenge, capitalization on previous knowledge, sustainability over time, organizational support, and alignment of achievement with the set of goals.

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, p.12) 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.

1.1.2 History of Teacher Development in Nepal

The history of teacher education in Nepal can be traced back to the establishment of Basic Education Teacher Training Center in Kathmandu in 1948 with a view to training the primary school teachers. However, the center had to discontinue its function after the recommendation of Nepal National Education Planning Commission (NNEPC) in 1954.

The NNEPC identified teachers as the focal point of education later. It identified teachers as the major stakeholders for establishing a sound and quality education system, so, it emphasized teachers for teacher education. The commission found that the needs of primary and secondary teachers were similar and hence the primary teachers had to be targeted towards the following principles:

-) Teacher should be perfect in teaching profession,
-) Teacher should be matured, and have general education of the nation,

J Teacher should be qualified in skill, occupation and be skilful in teaching the same, teacher should be individually, physically well-grown and skillful in continually developing activities.

This was the first effort to develop teachers profession in the country; unfortunately, it did not last long because of its incompetent and impracticable nature. In 2004 BS (1948 AD), basic education system was started with the establishment of 'Basic Education Centre' at Tahachal in Kathmandu. In 1950 AD, there were only two higher educational institutes, 11 high schools and 321 primary schools (NES, 2028, p.3) when there were only two higher education institutes, one can imagine the number of educated people in Nepal. The total numbers of students enrolled in higher education were only 250. The major events in developing education in Nepal have been described below in brief:

a. Nepal National Education Planning Commission (NNEPC)

The Government of Nepal formed an educational committee in 1953 AD to assess the available facilities and possible extension for education purposes. The committee recommended forming a commission known as 'Nepal National Education Planning Commission (NNEPC)' to prepare a national education plan. The government accordingly formed Nepal National Education Planning Commission (NNEPC) including the representatives from women, Public Service Commission, Education Ministry, Technicians, Primary, Middle and High Schools and mountains, central hills and Terai regions, altogether with 46 members (Education in Nepal, p.2).

The NNEP started its work from the gallery hall of the secretariat of the Government of Nepal Chaitra, 2011 BS (1954 AD). The Education Ministry has invited education expert Dr. Hugh B. Wood from the USA

who played an active key role in preparing education system suitable for Nepal. Education in Nepal (1956, p.4) writes that the consensus from meetings, advises and with consultations the learned people, the commission reached at the following five points without doubts:

-) Education is necessary for democracy,
-) Education system implementation depends on culture and needs of the indigenous people,
-) For the development of education planning, social and individual needs to be tested,
-) The main foundation of educational system is teacher and one should be aware of one's common attitudes, styles and training,
-) Above all education should be to provide leadership education in all ways of life.

In this way, the NNEPC emphasized the development of teachers first for the development of nation by indicating teachers' key roles in implementing educational system in the country through development mechanism functions. Then, the Education Minister wrote a letter to NNEPC describing its term of references, again emphasizing to make teacher education provision.

-) The NNEPC should study the prevailing education system in the country; the commission should prepare a report to re-organize the schools for modern practices with special importance on common people's schools.

-) The commission should recommend the best printing press to point out the approved textbooks written by qualified writers in the government and approved for national education.
-) The commission should recommend for establishment of a national university within next five years for the purpose of increasing the needs of the people.
-) The commission should submit suggestions on the teacher education to the government should see the recommendation being implementing.
-) The commission should find out possible means of financing education for the great incoming works in possible places.
-) The commission requested the government to circulate a notice from which the capable personnel could help the commission and the commission could appoint any government official as its member on the ground that the commission felt and recognized as qualified and capable persons.

The emphasis on teacher education had been put as one of the priorities while shaping the national education system. Education in Nepal (1956, p.163) started the commission's recommendation no. 20th stating as "Nepal education college should be established within 1956 AD to train teachers of primary, secondary and college teachers" (p.163).

Great teachers help to create great students. In fact, research shows that all inspiring and informed teacher is the most important school related factor influencing student achievements. So, it is critical to pay close attention to how we train and support both new and experienced educators. Recognizing the teacher development as a great achievement

for the nation, though implementation plays a key role for the success, the following criteria were identified to bear in developing teachers (Education in Nepal, 2010, pp.182-184)

1. Teacher should be perfect in teaching profession:
 -) Knows to act and behave with children as per their psychology.
 -) Knows the nature of lesson well and skillfully encourage the children to learn themselves continuously.
 -) By nature teacher should be co-operative and fact knowledgeable.
 -) Teacher should be open minded, instrumental of education and eager for research.
 -) Teacher should plan every day lessons and students seminars occasionally.
 -) Teacher should teach students to have habit of doing own work.
 -) Encourage students self dependence and follow discipline if needed.
 -) Teacher should educate student to evaluate their own progress.
 -) Teacher should have knowledge of record keeping and educational planning.
2. Teacher should be matured, and have general education in the followings:
 -) History, geography, economics and cultures,
 -) History, geography and economics of neighbouring Asian countries,
 -) Selected western countries and simple world history, geography, economics and cultures,
 -) Scientific principles and bases of daily activities of Nepali lives,

-) Individual and social health and health principles
 -) First Aids principles
 -) Mathematical concepts
 -) Language in Nepali and for some extent to mother tongues in speaking, writing and listening techniques,
 -) Nepali arts, music, literature and ordinary culture,
 -) Rudimentary Principles of Nepali Law.
3. Teachers should be qualified in skill, occupation and be skillful in teaching the same.
-) Produce, prepare and collect clean and nutrient food grains and vegetables.
 -) Buying, cleaning and stitching cotton and woolen clothes neatly and skillfully, necessary for homeliness.
 -) Preparing raw materials manage home affairs; maintain furniture and others required for homeliness.
4. Teacher should be individually, physically well-grown and skillful in continually developing activities. Teacher should possess the following qualities:
-) Clean character,
 -) Pleasing personality,
 -) Well physically healthy,
 -) Enthusiastically balanced,
 -) Borne high aims individually and professionally,
 -) Believe in free religion and co-existence of other religious that should reflect in activities,
 -) Be qualified citizen leader.

The criteria for teacher development indicate that the teachers were expected to be perfect professionals and leaders of the society, directed towards the achievement of quality lives of the citizens.

According to the commission recommended to establishing an elaborate program of producing trained teachers, although there were some schools and colleges in the country for the education of the children, but a proper college was missing to develop teacher. The government realized that a college for developing teachers was a necessity for quality education in the country. Hence, training college was established in 2013 BS and college of education was established on 24th Bhadra, 2014 at Seto Bangala in Lazimpat. Tribhuvan University, which was the first to produce qualified teachers within Nepal, was only established in 2016 BS. The commission of Tribhuvan University was established on the 18th of Chaitra 2012 BS. After the start of the Tribhuvan University, the major responsibility of teacher development for schools and colleges from within the country had said on it. Quality graduates of the universities were expected to deliver quality education in every school. Therefore, the university needed to have quality education in itself. Teacher education is, therefore, an important aspect. How the university educates and/or trains teachers, so the quality education depends on it.

1.1.3 Need of Professional Development for Teachers

The ultimate worth of professional development for teachers is the essential role in the improvement of students. This means, the educators must pay attention to the results of professional development on job performance, organizational effectiveness and the success of all students (Sparks, 2002, as cited in Sultana, 2004, p.12). In service education and training (INSET) intended to stimulate the professional competence and

development of the teachers. It improves classroom teaching practices and/or implement educational innovations decided upon at governmental level and provides teachers with continuous education throughout their learning career.

Only in the past few years has the professional development of the teachers been considered a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. Following Diaz Moggioli (2004, pp.4-5), "This shift has been so dramatic that many have referred to it as a 'new image' of teacher learning, a 'new model' of teacher education, and a 'reevaluation' in education and even a 'new paradigm' of professional development".

Wajnryb (2004, p.9) says, "The teacher does not learn solely by acquiring new information or knowledge about teaching, but through thinking about new ideas in the light of past experience, fitting new ideas into her thinking and reappraising old assumption in light of new information".

It is believed that effective educators are lifelong learners, that professional development must be an ongoing process of refining skill, inquiring into practice, and developing new methods. The mastery of subject is not possible without seeking for more knowledge. The knowledge is never complete and is always advancing. The teacher who is not a fellow traveler in this exciting pursuit and stands merely watching others misses the thrills of adventure which is so potent a stimulus of thought. Research or quest for new knowledge is nor merely an additional causal activity of teacher which he may if he so chooses, omit: it is an essential part of his function and maybe neglected only at the peril of intellectual sensation. Research implies an enquiring attitude

of mind in the laboratory of thought, no one is fitted to work whose intellect has stopped from questioning.

The professional development of teacher is a key factor in ensuring that reforms at any effective, successful, professional development opportunities for teacher who have a high positive effect on students' performance and learning. Thus, when the goal is to increase students learning and to improve their performance, the professional development of teachers should be considered a key factor.

1.1.4 Professional Development of English Language Teachers

Head and Taylor (1997, p.24) define, profession as "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, and yet historically teaching has fallen sort of the status of profession. 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. Professionals perform the tasks by artistic adaptation of general principles. In order to perform the responsibilities, competent language professionals must understand the objectives underlying these responsibilities. They must further be able to apply the principles that are relevant to a particular situation, and to follow them in accord with principles of their profession, whether we are talking about doctors or teachers. Soproni (2007, p.16) states, "Professionals must learn how to work out appropriate answers for individual situation".

Broadly speaking, a professional is one who performs tasks involving not only skills and knowledge but also expertise. Professionals form 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 the virtue of its nature, English language teaching professionals constitute a special group of people, and have a special kind of publications 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.

Moreover, English teachers are in principle, professionals because their responsibility is not confined only to perform tasks like technician but it also involves innovation and critical thinking and the area of expertise. For this, they need special knowledge, skills, and expertise in English language teaching. According to Khaniya (2006, p.18), "English teachers have professional responsibility to share new trends, new knowledge, issues and the latest development in ELT to the students".

To be successful, professional development must focus on the content that teachers teach and the methods they use to teach that content and it must be sufficiently sustained and linked to daily classroom practice to effect students learning (Gueskey, 1989, p.51). Tann (1993, pp.108-109) points out that "reflection is a pre-requisite of development" whereas, "research is a desirable option" and he later adds that "self monitoring and self evaluation are essential for development to take place". Action research or self reflective inquiry, which may result in personal and professional growth has been dealt with extensively (Wallace, 2010, p.55). Collaboration with colleagues might be another way to grow

professionally (Roberts, 1998 as cited in Mann, 2005, p.14). Combining the above two collaboration and action research into collaborative action research, which renders action research more valid, might improve the quality of teaching in institution. Learning from peers is a learning experience often mentioned in the literature by drawing parallel between workplace in general and schools in particular. The phrase 'the learning schools', which means learning from peers and colleagues which is also touched upon by Hobson et al. (as cited in Soproni, 2007, p.57).

In a large scale study in England, past, potential or actual relationship with students, former and present teachers, teacher colleagues have been found to be "central to the becoming a teacher experience" in initial teacher training that emphasizes the importance of structured or focused observations in helping trainee to develop. Prior to Mann's model Richards (1998, p.126) stated that personal and situation specific planning, decision making, hypothesis testing, experimentation, reflection should form the focus of teachers' professional.

Finally, English language teachers themselves are an important source of their work as teachers. "Learning to be a teacher requires the development of a professional self concept, this is achieved through a reassessment of oneself and the context in which one works particularly the individuals with which one interacts" (Sultana, 2004, p.38).

1.1.5 Teacher Training and Teacher Development

Training concept explore in every field of human life related such as sports, match, commerce, management, architect, politics, teaching and so on. Teaching training includes teachers' training in different subject and language. Richards and Farrel (2010, p.3) have given their opinion towards teachers' training as:

Training refers to activities directly focused on a teacher's aimed at short-term and immediate goals. Often it is seen as a preparation for induction into a first teaching preparation or as preparation to take on a new teaching assignment or responsibilities. Training involves understanding basic concept and principles as pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Teacher training also involves trying out new strategies in the classroom, usually with supervision and monitoring and getting feedback from others on one's practice. The content of training is usually determined by experts and often available in standard training formats or through prescription in methodology book. Teacher training involves presenting and modeling the skills and opportunities for teacher to master them.

Similarly, Head and Taylor (1997, p.9) assert this view on teacher training:

Teacher training essentially concerns knowledge of topic to be taught and of the methodology for teaching it. It emphasizes on classroom skills and techniques. Teacher development concerned with the learning atmosphere which is created through the effect of the teachers on the learners, and their effect on the teacher.

They also distinguish teacher training and teacher development as follows:

Teacher Training	Teacher Development
Compulsory	Voluntary
Competency based	holistic
Short-term	long term
One off	on going
temporary	continual
external agenda	internal agenda
Skill/technique and knowledge based	awareness based angled towards personal growth and attitudes/insight
Compulsory for entry	non-compulsory
top-down approach	bottom up approach
Product/certificate weighted	Process weighted
mean you can get job	mean you can stay interested in your job
done with expert	done with peers

Teacher training imparts teachers required knowledge. Skill methods and technique which are essential before s/he starts real teaching. As result, s/he will be able to make his/her students to achieve what the curriculum has aimed at. In this regard, Ur (1996, p.3) states:

The term teacher training and teacher education are often used appropriately interchangeably in the literature to the same thing - the professional preparation of teacher. Many people prefer teacher education since 'training' can imply unthinking habit formation an over emphasis on skills and techniques, which the professional teacher need to develop theories awareness of option and decision making abilities.

Similarly, Lazar (2010, p.216) asserts that teacher learns best by being actively involved in the training session. This active involvement might

entail participating in a discussion, brain storming ideas in a group or simply setting aside time to read and reflect on a new idea. Teachers are encouraged to relate the content of the course to their own experience.

Teacher training includes skills, abilities, methods, techniques and different tricks which helps the teacher to run the class effectively, efficiently, conveniently and systematically. Training is something which prepares one with an ability to do something as required by situation. The same issue is handled differently by trained and untrained teachers. The main aim of teacher training is to prepare a sound person with sound knowledge. Teacher training is really a process of teacher development.

Wallace (2010, p.3) says, "The distinction is that training or education is something that can be presented or managed by others, whereas development is something that can be done only by and for oneself". In this sense, we can say teacher training helps teachers' professional development.

1.1.6 Effective In-service Teacher Education: Background Issues

Teacher education is a continuous process and its pre-service and in-service components are inseparable. Professional development of teachers begins with pre-service and gets renewed through in-service programmes. It, however, does not mean that there is a simple linearity between the two. There are elements of 'change' and 'continuity' in teacher education system, which necessitate renewal, and up gradation of skills and competencies. The in-service programmes are also organized to sustain the 'survival competencies', which the teachers acquired years ago, during pre-service education. In the professional updating of teachers, changes in the societal goals, educational structure, curriculum framework, transactional strategies, evaluation techniques and management processes

play a significant role. New advances emerging on the educational horizon have to be addressed to and teachers made aware of the same as well. Teacher development is a complex process. Teachers update themselves by putting in various efforts of self-learning, peer learning and interactions with the development are participation in recurrent programmes, extension activities and continuing education programmes.

In the changing context of globalization, liberalization and advances in tele-communication, teacher and teacher educators need to become conversant with international trends, internationalism, multi-culturalism, multi-racialism and other pluralities. Both pre-service and in-service teacher education programmes should be receptive to new thinking and new changes. However, reforms and innovations in education can reach schools in large magnitude and expeditiously through in-service education programmes. James (2001, p.13) describes some important background issues concerning the provision of effective teacher education and development, which in very general terms he understands to mean helping practicing teachers to develop their professional knowledge, skills and attitudes, in order to educate their learners more effectively. These issues include: teachers' identities, teachers' professional knowledge, skills, attitudes and feelings, education, and change and teacher learning.

a. Teachers' Identities

(i) Teachers as Individuals

A thumbnail sketch of practicing primary and secondary teachers might characterize them as ordinary people who lead very busy, often stressful, but potentially rewarding working lives. Teachers are also, of course, unique individuals, with their own personalities, idiosyncrasies, hopes

and concerns. That has different personal and educational histories, and possesses professional knowledge about the subjects they teach, as well as professional experiences and skills. Significantly, they have beliefs, attitudes and feelings towards aspects of their work. All of these elements change over time.

(ii) Teachers as Social Beings

In their professional practice, teachers are also social beings in that they interact with their learners and the curriculum in the classroom in a three-way process. The classroom is clearly located within the more extended context of a school: a complex, constantly changing world, full of exuberant children learning and playing, and colleagues busily attending meetings and talking to parents. In turn, this context extends beyond the school gates, consisting of other layers, including the local community (a town or city with, for example, school inspectors, teachers' centers, higher education institutions), a region or country (with, for example, government ministries, publishers, national teachers' associations), and beyond this the international community at large (with, for example, organizations such as the European Union, the British Council, and international professional associations such as IATEFL or TESOL).

This social context is important in the present discussion, as the expectations of all the participants involved in the educational process exert an influence on a teacher's behavior in school and in the classroom. The nearer the participants in the educational process exert an influence on a teacher's behavior in school and in the classroom. The nearer the participants are to the teacher, the stronger their influence.

b. Teachers' Professional Knowledge

Teachers already possess professional knowledge when they join a training programme. This knowledge takes the form of 'personal theories'. Tann (1993, p.55) defines professional knowledge as 'a set of beliefs, values, understandings, assumptions-the ways of thinking about the teaching profession'. It takes shape and develops as a result of individuals' experience as learners and teachers, and as a result of their previous training, to mention but a few sources. One reason why these personal theories are important is that they help teachers to make sense of their past and present professional experience as educators and teachers.

c. Teachers' Professional Skills

Teachers' professional knowledge is applied to their work in the form of skills or routinised actions (although, naturally, not everything a teacher does is routinised). Now some skills related to subject matter, methodology and decision making, as well as social and enabling skills are described below:

(i) Subject Matter Skills

Subject matter skills, such as language competence, or the use of the target language in class, are self-evidently of vital importance for language teachers.

(ii) Methodological Skills

Of obvious importance to effective education, teaching and learning is the range of methodological skills required by teachers in the day-to-day world of schools, such as lesson planning, using a cassette recorder, or correcting learners' mistakes. A central feature is that teachers and trainers are encouraged to draw up shortlists of their own

methodological priorities. Tasks and materials should be provided for teacher, for example, to help participants to analyze their current practice concerning these priorities, to read relevant books and articles, to exchange ideas about their priorities and to experiment in schools and classrooms with them.

(iii) Decision-Making Skills

Richards and Lockhart (1994, p.78) says, "Teachers are constantly confronted with a range of option the ones they think are best suited to a particular goal". The option the teacher selects is known as a decision teaching involves making a great number of decisions. They go on to distinguish between different types of decision: planning decisions (e.g. 'What do I want my learners to learn from this lesson?') interactive decisions (e.g. 'Are instructions understood?') and evaluative decisions (e.g. Was this lesson successful?).

(iv) Social Skills

Teachers are social beings and their social skills are of great importance for effective educating, teaching and learning. These social skills include interactive skills such as communicating and co-operating effectively with learners, as well as with colleagues (e.g. discussing and sharing teaching ideas, problems or concerns) or with parents, (e.g explaining aspects of teaching and learning at parents meetings), or with other participants in the educational community.

(v) Enabling Skills

Enabling skills are those which facilitate career long teacher learning and include: professional reading skills, predefined as the 'ability to acquire,

refine, evaluate, and use theories for the improvement of practice' (Eraut, 1995, p.73).

d. Teachers' Attitudes and Feelings towards Their Work

Naturally, researchers have attitudes and feelings towards their work: by 'attitude'. James understands a 'way of thinking that inclines one to feel and behave in certain ways' (Tann, S., 1993, p.239). Language teachers, then feel or behave in certain ways about the language they teach, for example, or the goals and purposes of education; they are often influenced by social forces, such as the status and value of teaching in their region or country, the levels of pay, or the political structure of the school. Of course, many teachers have positive feelings, hopes, desires and dreams, and are keen to improve aspects of their professional practice and to find out about new teaching ideas. However, experienced trainers know that teachers may also have many negative feelings, concerns, doubts and worries about their professional practice. For instance, they may have little time for catching upon professional reading, feeling guilty as a result; they may worry about the thorny issue of mixed ability classes, or their learners' motivation. Language teachers may sometimes have low self-esteem, and can be very self-critical about their own command of the language they teach. The trainers, therefore, deliberately seeks to help teachers to reflect on and talk about such attitudes and feelings, both positive and negative. This not only enables them to obtain a balanced view of their professional strengths and weakness, but also encourages them to take action and identify opportunities to change aspects of their work. In the long term such an approach also helps to enhance teachers' self esteem and develop their confidence in their own knowledge and skills.

e. Education

One question related to primary and secondary teachers' professional practice considered to be significant in the present discussion is what education is. A determining characteristic of primary and secondary school teachers' practice is their involvement in the general education of their learners, a goal greater in scope than their specific responsibilities as language teachers. But how to define the purpose of education? Sultana, N. (2004, p.11) records that two student teachers view the issue as follows:

I hope my contribution to teaching, along with other good teachers' contribution, will help result in a better society for our future.... I've always thought that if, it could go into a classroom and make a difference in one kid's life... then that's what I am here for.

In addition to the rather idealistic purposes defined by three students, James's (2001, p.28) own understanding of the term 'education' emphasizes the following:

-) Developing whole learner's knowledge, knowledge skills, attitudes, etc.
-) Applying general and specific educational aims, as expressed in a curriculum, across the whole school.
-) Preparing learners for life-long learning.

f. Change and Teacher Learning

In our daily life we are surrounded by the shifting tides of change. Change is natural, varied and complex, simply a part of the way we live. For instance, there is political change when a new government is elected, technological change when a new computer software product is launched

into the market, environmental change when a forest fire pollutes the air with its smoke; and personal change when an individual begins a new job.

The field of education is no exception regards as change. Indeed, it is particularly susceptible to change, of a constant nature. For example, change occurs when new curriculum plans are implemented by Education ministry, granting schools more autonomy in running their own affairs. Naturally, learners themselves also need to change, for example, as they grow older and move up through the school, or as they respond to changes in society. For these and other reasons, therefore, teachers also need to change if not, they take risk being left behind, as the world around them moves on. Change for teachers takes place naturally; they may take on a new administrative role at school, use a new course book experiment with a new idea recommended by a colleague, or apply new technology in class, such as video.

Further characteristics of change are that it is usually slow, as well as difficult, in that it always involves more work for teachers. An apparently simple decision to use video in class for the first time, for instance, requires an already busy teacher to find a time and a place to identify, view and select suitable materials before class. Two important pre-conditions for change are that the educational system in which teachers are working actively promotes change and that teacher themselves are ready to and want to change. Teachers must recognize the need to change, as it cannot be successfully done by others.

Finally, just as with the social context of education programmes take place are complex and unique, consisting of a variety of factors, including: who is paying for the programme? Who is teaching on the

programme? What resources are available? How is the programme structured? What incentives are there for the teachers to participate? (p.6).

1.2 Review of Related Literature

Every researcher needs to observe 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:

Khanal (2001) explained about teacher training in his article entitled "Trained Teachers and Teacher Training." His article is based on his research of Master's Thesis in English Language Teaching (ELT). The main purpose of his study was to find out the perception of trained teachers about teacher training. He found out that there were positive perception towards training. He also found out that the teachers of both private and government schools had similar perceptions towards teacher training as a part of professional development.

Atay (2006) conducted research entitled "Teachers' Professional Development: Participants in Research". In his study, he found that participants in collaborative research had a positive impact on the professional development in-service teachers by broadening their perceptions of research, helping them to recognize the value of collaboration, and encouraging them to implement new institutional practices.

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

Pandit (2008) carried out a study on "Attitudes of Primary English Teachers Towards English Teachers Training". The main objective of this was to find out the attitudes of primary English teachers towards English teacher training. He found that knowledge and skill of training helped them to their teaching profession. Teachers were satisfied by the method used by trainer in training but it were not applicable in their school classroom situation, size and number of student.

In the same way, Phuyal (2008) conducted a research entitled "Practice of Reflective Teaching Used by Primary Level English Teachers". He concluded that majority of the primary level English language teachers are not using reflective teaching for their professional development, though some of them responded that they are reflective teaching as a way to their professional.

So, a number of researches mentioned above, carried out by different researchers and books written by different scholars, experts, linguists have promoted the importance of professional development in primary level English language teachers. They also have suggested clear cut golden ideas about growing their professional in teaching learning activities. Thus, this study is conducted to find out the role of government in professional development of primary level English language teachers. Hence, present research is different from the researchers that have been carried out till the date in the field of language teaching.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To find out the role of government in professional development of primary level English teachers.
2. To find out attitude of teachers towards professional development.

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

1.4 Significance of the Study

This study is expected to be significant to the teachers who are working in the field of English language teaching. It becomes a guideline for language teachers, supervisors, subject experts, curriculum designers and others who want to carry out further research in the field of teachers' professional development. Similarly, it would be equally beneficial to the other language teachers who intentionally want to develop their professional career.

As this study provides, they would be acquainted with different opinions of the primary level teachers towards the role of government in professional development of primary level English teachers. I hope, indeed, it will encourage the English language teachers to develop their professional. Additionally, the present study would add something new in the field of studying the effectiveness in the existing views of on role of government in professional development of primary level teachers. The findings and recommendations of this study would be helpful to the real classroom teaching. This study would be helpful for coming generation who would come in the field of teaching and learning.

CHAPTER - TWO

METHODOLOGY

I adopted the following methodologies to carry out the proposed study:

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The primary sources of data, i.e. the responses made by the English language teachers who were teaching in the school of Dhanusha district. So, the primary sources were primary level English language twenty teachers from government schools and twenty from private schools.

2.1.2 Secondary Sources of Data

I used some related books, journals, articles, unpublished research works, websites for the preparation of the questionnaire and for widening insight and knowledge in the related area. Some of them were: Eraut, M. (1995), Glatthorn, A. (1987), James, P. (2001), Head, K. and Taylor, P. (1997), Khaniya, T.R. (2006), NEC (1992), NNEPC, (1956), Soproni, ZS. (2007), Tann, S. (1993), Sultana, N. (2004).

2.2 Population of the Study

The population of this study was the primary level English language teachers who were teaching in different schools of Dhanusha district.

2.3 Sampling Procedure

I used non-random purposive sampling procedure while selecting the schools. Twenty schools were selected from different parts of Dhanusha

district, 2 teachers were selected from each school. The selected teachers were 40.

2.4 Tools for Data Collection

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

2.5 Process of Data Collection

Having prepared the required copies of questionnaire, I visited the purposively selected schools. I talked to the administration of each school about my intention of visiting the school. After that, I consulted the English teachers and established rapport with each of them. Then, I took permission from the respondents and briefly explained about my research study and what they were supposed to do. After that, I distributed the questionnaires to the teachers and requested them to answer the questions and return on time.

2.6 Limitations of the Study

The proposed study had the following limitations:

- i. The population of this study was limited to primary level teachers of Dhanusha district.
- ii. The data collection tool was questionnaire.
- iii. Only forty teachers of twenty schools were selected in the study.
- iv. This study was based on the opinions of primary level teachers towards role of government in professional development.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. The data collected from the respondents were analyzed and interpreted to find out the attitudes of primary level English teachers towards role of government in professional development of primary level English teachers. It has been mentioned in the chapter two which has been elicited by using both types of questionnaire including close-ended questions and open-ended questions. Therefore, the questionnaires were provided to the respondents for the data elicitation and after that those questionnaire analyzed and interpreted which are included in this chapter.

3.1 Analysis and Interpretation of the Information Obtained from Questionnaire

This section deals with the attitudes of primary level English teachers towards the role of government in professional development of primary level English teachers. As it is already mentioned in the previous chapter, I distributed a set of questionnaire including both close-ended and open-ended types of questions in order to elicit the data from the informants.

3.1.1 Teachers' Attitudes Towards Role of Government in Professional Development

To find out the attitudes of respondents towards significant role of government in professional development of teachers, they were asked whether the government played significant role in professional development of primary level English teachers or not. The responses obtained from them have been presented in the following table:

Table No. 1

Responses on Role of Government in Professional Development

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
1	Strongly Agree	15	37.5
	Agree	25	62.5
	Strongly Disagree	-	-
	Disagree	-	-
	Grand Total	40	100

The above table shows that 62.5% of the respondents agreed and 37.5% strongly agreed that the government plays significant role in professional development of primary level English teacher. It shows that no respondents seem to have negative impact towards this view.

3.1.2 Teachers' Attitudes Towards Government-Aided Training

In this section, I have tried to find out the respondents' perceptions regarding whether government-aided training improves teachers teaching profession.

Table No. 2

Government-Aided Training Improves Teachers' Profession

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
2	Strongly Agree	21	52.5
	Agree	19	47.5
	Strongly Disagree	-	-
	Disagree	-	-
	Grand Total	40	100

From the above table, it is found that out of total informants, 52.5% respondents strongly agreed and 47.5% respondents agreed that government-aided training improves teachers teaching profession. It reveals that no respondents appeared to have negative perception towards this view.

3.1.3 Teachers' Attitudes Towards Getting New Ideas from Team Teaching

The responses of the English teachers that were gathered from the question whether they got a lot of new ideas from team teaching or not has been presented in the following table:

Table No. 3

Getting New Ideas from Team Teaching

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
3	Strongly Agree	11	27.25
	Agree	28	70
	Strongly Disagree	-	-
	Disagree	1	2.5
	Grand Total	40	100

The above table reveals that 27.5% respondents strongly agreed and 70% respondents were found to be agreed with the statement. It shows that the greater number of respondents believed that they learn a lot new ideas from team teaching. Similarly, 2.5% respondents disagreed.

3.1.4 Teachers' Attitudes Towards Learning from the Analysis of Critical Incidents

The responses of the primary level English teachers that were gathered from the question whether they had learnt a lot from the analysis of critical incidents in the classroom has been presented in the following table:

Table No. 4

Learning from the Analysis of Critical Incident

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
5	Strongly Agree	21	52.5
	Agree	18	45
	Strongly Disagree	-	-
	Disagree	1	2.5
	Grand Total	40	100

The above table shows that 52.5% respondents strongly agreed and 45% respondents agreed. Similarly, only 2.5% respondents disagreed with statement. It shows that greater number of respondents believed that teacher learnt a lot from the analysis of critical incidents in the classroom.

3.1.5 Teachers' Attitudes Towards Learning of New Knowledge through Teacher Support Group

The responses of the primary level English teachers that were gathered from the question whether they had learnt a lot of new knowledge through teacher support group has been presented in the following table:

Table No. 5

Learning of New Knowledge through Teacher Support Group

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
6	Strongly Agree	15	37.5
	Agree	23	57.5
	Strongly Disagree	-	-
	Disagree	2	5
	Grand Total	40	100

The above table shows that 37.5% respondents strongly agreed and 57.5% respondents agreed. Similarly, only 5% respondents disagreed with statement. It shows that greater number of respondents believed that teacher have acquired a lot of new knowledge through teacher support group.

3.1.6 Teachers' Attitudes Towards Visiting Colleagues' Classes

The responses of the primary level English teachers that were collected from the question whether they thought visiting their colleagues' classes provides them an opportunity to learn more has been presented in the following table:

Table No. 6

Visiting Colleagues' Classes Provides an Opportunity to Learn More

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
7	Strongly Agree	28	70
	Agree	12	30
	Strongly Disagree	-	-
	Disagree	-	-
	Grand Total	40	100

The above table shows that 70% respondents strongly agreed and 30% teachers agreed that visiting colleagues' classes provides an opportunity to learn more. It shows that no respondent seemed to have negative impact towards this view.

3.1.7 Teachers' Attitudes Towards Influence of Resource Center on Professional Development

In this section, I have tried to find out the respondents' perceptions regarding whether resources and teacher activity centers have a good influence on professional development.

Table No. 7

Influence of Resource Center on Professional Development

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
8	Strongly Agree	20	50
	Agree	18	45
	Strongly Disagree	-	-
	Disagree	2	5
	Grand Total	40	100

The above table reveals that 50% respondents strongly agreed and 45% respondents were agreed with this statement. It shows that greater number of respondents believed that resources and teacher activity centers have a good influence on professional development. Similarly, 5% respondents disagreed with this view.

3.1.8 Teachers' Attitudes Towards Learning from Magazines and Reports

The responses of the teachers that were gathered from the whether they learnt a lot from magazines and reports provided by government has been presented in the following table:

Table No. 8

Learning from Magazines and Reports

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
9	Strongly Agree	25	62.5
	Agree	15	37.5
	Strongly Disagree	-	-
	Disagree	-	-
	Grand Total	40	100

From the above table, it was found that 62.5% strongly agreed and 37.5% respondents agreed that teachers learn a lot from magazines, reports provided by government. It also shows that no respondent seemed to have negative impact towards this view.

3.1.9 Teachers' Attitudes Towards Developing Professional Development from Teaching Experiences

Here, I tried to find out the respondents perceptions regarding whether they had developed professional development from their own teaching experience or not. It has been presented in the following table:

Table No. 9

Developing Professional Development from Teaching Experiences

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
10	Strongly Agree	22	55
	Agree	18	45
	Strongly Disagree	-	-
	Disagree	-	-
	Grand Total	40	100

The above table reveals that 55% informants strongly agreed and 45% respondents agreed that teachers have developed professional development from their own teaching experience. It shows that no respondent appeared to have negative impact towards this view.

3.1.10 Teachers' Attitudes Towards Only Way of Teacher to be Professional

The responses of the teachers that were gathered from the question whether only government helped teachers to be professional has been presented in the following table:

Table No. 10

Only Way of Teacher to be Professional

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
12	Strongly Agree	4	10
	Agree	5	12.5
	Strongly Disagree	16	40
	Disagree	15	37.5
	Grand Total	40	100

The above table shows that 10% respondents strongly agreed and 12.5% respondents agreed. Similarly, 40% respondents were strongly disagreed and 37.5% disagreed. It reveals that the greater number of respondents believed that only government does not help teachers to be professional.

3.1.11 Teachers' Attitudes Towards Distance Education

To find out the views of the primary level English teachers about distance education, they were asked a question whether distance education really helped them in their professional development. The responses obtained from them has been presented in the following table:

Table No. 11

Distance Education Enhances Teachers in their Professional Development

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
13	Strongly Agree	18	45
	Agree	12	30
	Strongly Disagree	4	10
	Disagree	6	15
	Grand Total	40	100

The above table shows that 45% respondent strongly agreed and 30% respondents agreed. Similarly, 10% respondents strongly disagreed and 15% respondents disagreed with statement. It shows that greater number of respondents believed that distance education really helps teachers in their professional development.

3.1.12 Teachers' Attitudes Towards Peer Teaching

In this section of analysis and interpretation, I have tried to find out the attitudes towards professional development enhanced by peer teaching.

Table No. 12

Peer Teaching Enhanced Professional Development

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
14	Strongly Agree	20	50
	Agree	18	45
	Strongly Disagree	1	2.5
	Disagree	1	2.5
	Grand Total	40	100

From the above table, it was found that 50% respondents strongly agreed and 45% respondents agreed. Similarly, 2.5% respondents strongly disagreed and disagreed alike. It shows that the greater number of informants viewed that peer teaching helps teachers in their professional development.

3.1.13 Teachers' Attitudes Towards Helping Each Other in Teaching

The responses of the primary level English teachers that were gathered from the question whether teacher help each other in teaching or not has been presented in the following table:

Table No. 13

Getting Help Each Other in Teaching

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
15	Yes	30	75
	No	10	25
	I don't know	-	-
	Grand Total	40	100

The table shows that out of entire population, 75% respondents opined that teachers help each other in teaching. Similarly, 25% respondents believed that teachers do not help each other in teaching. It reveals that great number of respondents believed that helping each other in teaching enhances their professional development for better teaching.

3.1.14 Teachers' Attitudes Towards Politics in School

In this section, I have tried to find out the attitudes of respondents regarding whether politics in school really helps teachers to create good environment to develop their professional. The responses obtained from them has been presented in the following table:

Table No. 14

Politics in School helps Teachers to Develop their Professional

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
16	Strongly Agree	1	2.5
	Agree	1	2.5
	Strongly Disagree	20	50
	Disagree	18	45
	Grand Total	40	100

As the above table clearly shows that 2.5% respondents strongly agreed and agreed alike. Similarly, 50% respondents strongly disagreed and 45% respondents disagreed with this statement. It reveals that the greater number of respondents believed that politics in school really does not help teachers to create good environment to develop professional development.

3.1.15 Teachers' Attitudes Towards Trained Teachers and Novice Teachers

The responses of the teachers that were gathered from the question whether trained teachers helped novice teachers in their professional development has been presented in the following table:

Table No. 15

Trained Teachers helped Novice Teachers

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
17	Strongly Agree	18	45
	Agree	20	50
	Strongly Disagree	1	2.5
	Disagree	1	2.5
	Grand Total	40	100

The above table reveals that 45% respondents strongly agreed and 50% respondents agreed. Similarly, 2.5% respondents strongly disagreed and again 2.5% respondents disagreed with the statement. It shows that greater number of respondents believed that trained teacher help novice teachers in their professional development.

3.1.16 Teachers' Attitudes Towards Community Meeting in School

To find out the views of primary level English teachers towards community meeting in school, they were asked a question whether community meeting in school really provided teachers to develop their professional. The responses obtained from them has been presented in the following table:

Table No. 16

Community Meeting in School Develops Teachers Professional

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
19	Strongly Agree	18	45
	Agree	16	40
	Strongly Disagree	2	5
	Disagree	4	10
	Grand Total	40	100

The above table shows that 45% respondents strongly agreed and 40% respondents agreed. Similarly, 5% respondents strongly disagreed and 10% respondents disagreed. It reveals that a greater number of respondents believed that community meeting in school really provides teachers to develop their professional.

3.1.17 Teachers' Attitudes Towards School Supervisor

To get the responses of primary level English teachers about school supervisor, they were given question whether school supervisor helped teachers to be cooperative in developing their professional has been presented in the following table:

Table No. 17

School Supervisor helps Teachers to be Cooperative

Q.N.	Distracters	Number of Respondents	
		Frequency	Percentage
20	Strongly Agree	20	50
	Agree	16	40
	Strongly Disagree	2	5
	Disagree	2	5
	Grand Total	40	100

The above table clearly shows that 50% respondents strongly agreed and 40% respondents agreed. Similarly, 5% respondents strongly disagreed and again 5% respondents disagreed with this statement. It shows that the greater number of respondents believed that school supervisor helps teachers to be cooperative in developing their professional.

3.1.18 Perceptions of Teachers Regarding Professional Development

In this section, I have tried to find out the multiple perceptions of the respondents regarding the ways of defining professional development.

While analyzing the attitudes of respondents concerning the ways of defining professional development, it was found that the ways of defining professional development was not consistent. However, a consistency was found in attitudes that development generally refers to general growth not focused on specific job. It serves longer term goal and seeks to facilitate growth of teachers' understanding of teachers and of

themselves as teachers. Some of them opined while defining professional development that it involves documenting different kinds of teaching practices: reflective analysis of teaching practices, examining beliefs, values and principles. They added that it relates to change and growth personally and professionally. All types of professionals require change and growth once they start their careers. The growth starts from the very beginning and continues until retirement professionally, and until the death bed. Learning in any profession is a lifelong process. The responses from the primary level English teachers' shows that they related their professional development to several factors: knowledge and skills, responsibility, challenges, dealing with their wants and needs and dedication and also decision making.

3.1.19 Views on Role of Government in Professional Development

This part deals with the multiple views of the primary level English teachers towards the role of government in professional development of primary level English teachers.

While analyzing the views of respondents concerning the views on role of government in professional development of teachers, it was found that the greater number of respondents believed that the role of government is essential for teachers. They added that the government provides them different types of teacher training which are very useful in many ways. Training definitely helps teacher to learn and develop skills required for a number of situation in ELT. It was also found that the training provided by government is not enough. They added that the government has played significant role in professional development by providing them different types of training, seminar as well as different journal books. They also viewed that learners' needs and wants will be changing with time and

economic social and technological change the teacher will have to cater for them, so that the government helps teacher to be updated with these factors.

3.1.20 Perceptions of Teachers Towards Entering into English Language Teaching Profession

Here, I have tried to find out the various attitudes of the respondents on entering into English language teaching profession.

While analyzing the attitude of respondents concerning, the ways of entering into English language teaching profession, it was found that after getting academic certificate, they entered into English language teaching profession. They opined that English language teaching provides them bread and butter as well as eternal satisfaction. They also added that they are fond of dealing with English from their childhood and they liked to spend most of their valuable time with the students of English language. Furthermore, they revealed that entering into English language teaching profession is their great passion.

3.1.21 Opinions Towards Observation

The respondents were provided an opportunity to put their ample views about being observed their school by researcher. They were also provided chance to clarify their thought for both positive and negative. To find out whether they were satisfied with being observed their school by researcher or not. It was found that the greater number of respondents viewed positively that their school observed by the researcher is one of the significance means of enhancing their professional development. They also believed that they got opportunity to improve their teaching behaviour and bring drastically change in their teaching style. Finally,

they added that researchers provide them feedback for teaching betterment in their teaching learning process.

3.1.22 Perceptions Towards Learning from Teaching Experience

The respondents were requested to mention the perceptions on learning from their own teaching experience. They mentioned that they have learnt a lot from their own teaching experience. They revealed that professional development does not stop once they have acquired their professional qualification, their teaching experiences help them to grow professionally because they have faced various types of challenges and responsibilities in their teaching careers. As a result of these, they believed that they have got improvement in their teaching. They also added that beginning was not easy for them because they could not master the methods and techniques of teaching. After rigorous studies and getting teaching experience they got mastery over methods and techniques of teaching. Now it is a lot easier for them to manage to teach interesting classes. They thought that they have essential teaching skill to deal with any challenges in teaching learning process.

3.1.23 Opinions Towards ESL Teacher Needs

In this section, I have tried to find out the multiple perception of the respondent regarding the opinions on ESL teacher needs to know about professional development.

While analyzing the perception of respondents concerning the opinions on ESL teacher needs to know professional development, it was found that the greater number of informants agreed that an ESL teacher needs to know about professional development because they have to face a lot of challenges, obstacle, responsibilities being an ESL teachers. They concluded that teacher professional development is a complex process,

professional development enriches an ESL teachers develop need to consider not only needs like the knowledge of methodology but also creation of an environment in which development is possible. They also added that an ESL teacher needs to know about professional development in order to develop more effective ways of evaluating students, to improve a better understanding of English grammar and how to teach it.

3.1.24 Perceptions Towards the Most Evoking Government Roles to Promote Professional Development

The respondents were provided with an ample opportunity to give their attitudes about the most evoking government role which really help them to promote their professional development. They were also provided chance to clarify their answer. It was found that most of the respondents were in favour of ten months in service teacher training which is known as the most evoking government role to promote their professional development. it was also found that some respondents were in side of five months distance training provided by resource centre to upgrade their professional development. They also added that seminar, journals, magazines and different types of teaching materials provided by government were also played red-hot role in enhancing professional development of primary level English teacher.

3.1.25 Perceptions Towards Benefits of Teacher Support Group

The respondents were provided with an ample opportunity to give their perception on benefits of teacher support group. They were also provided to clarify their views for both positive and negative. It was found that they benefitted from teacher support group because teacher development is to come in contact with other professional teacher, work with them, interact with them an eventually learn. The interaction is more fruitful if

the others are more experienced. Through the interaction one may be involved not only in teaching but also in related fields, which helps to wider the vision. An English teacher in Nepal believes that sharing ideas with support group helps them to process and verify their ideas.

Some of respondents believed that they were not benefitted from teacher support group due to unhealthy completion, stubborn behaviour and phyppo-critical thinking.

3.1.26 Perceptions Towards Expectation from Government in Developing Professional Development

This part deals with the multiple perception of the respondents regarding the ways of attitudes on expectation from government in developing professional development.

While analyzing the perception of respondents concerning the attitudes on expectation from government in developing professional development, it was found that the English teachers teaching from primary level to university level do not have adequate English proficiency. The class size of the teacher training is still large which makes training theoretical. Newly setup primary teacher training centre lacks appropriate physical facilities. There is lack of co-ordination between pre-service and in-service training run by government. The government policy regarding the training of teachers has always been in consistent because sometimes it is made obligatory and sometimes it is optional.

They expected that the class size of teacher training must be small. Training must be practical. Training centre must have appropriate physical facilities. The co-ordination between pre-service and in-service training must be well-maintained. Similarly, the government policy regarding the training of teachers must be consistent. Finally, they expected modern technology like language lab, computer and so on. Apart from these, the respondents expected from the side of government that politics should be eradicated from the education sector.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter concerns with the major findings of the research. It also deals with some recommendations for pedagogical implication of the finding of the study which have been made on the basis of analysis and interpretation of data. The present study was carried out to find out the attitudes of primary level English teachers towards role of government in professional development. To accomplish the objectives, a survey study was done. For that, I visited twenty schools of Dhanusha district. The questionnaire was my research tool. The questionnaire consisted of two parts, one being close-ended and open-ended being other. My informants were primary level English teachers. So, in order to elicit the data, questionnaire was distributed to them and requested to fill it out. After that those entire questionnaires were collected and the responses given by them were analyzed and interpreted into different tables. Finally, based on the attitudes of the respondents some findings were included in this chapter.

4.1 Findings

On the basis of rigorous analysis and interpretation of the data, the major findings of the study are summarized as follows:

- (I) The English teachers of primary level have very positive attitudes towards the role of government in professional development. They strongly believed that the government plays significant role in professional development of primary level English teachers.

- (II) They strongly viewed that visiting colleagues classes helps them a lot to enhance their professional career.
- (III) Most of respondents, i.e. 97.5% believed that they get a lot of new ideas from team teaching.
- (IV) It was found that analysis of critical incidents in the classroom supports primary level English teachers to learn more.
- (V) They have very positive attitude towards whether resources and teacher activity centres have a good influence on teachers' professional development."
- (VI) It was found that magazine and reports provided by government help them to learn a lot.
- (VII) It was found that they develop new means of teaching strategy by the government - aided training.
- (VIII) They strongly emphasized that they developed their professional development from their own teaching experience.
- (IX) They strongly viewed that only government does not help teachers to be professional.
- (X) Most of the respondents believed that distance education helps teachers in their professional development.
- (XI) It was found that school observed by researcher bring drastically change in their teaching stale.
- (XII) Most of the respondents i.e. 90% viewed that school supervisor helps them to be co-operative in professional development.

- (XIII) Most of the respondents, i.e. 95% supplied their responses that politics in school does not help teacher to create good environment to develop their professional.
- (XIV) Trained teachers help novice teachers in their professional development and provide quality education in their school.
- (XV) It was also found that community meeting in school provides teachers to develop their professional.
 - (a) It developed to create mutual understanding among teachers.
- (XVI) Primary level English teachers supplied their views that they want to get more effective and systematic training in order to tackle the problems and challenges of teaching profession being an ESL teachers.
- (XVII) Most of the respondents expected the facilities of modern technology, new teaching methods and techniques according to time and context from the part of government.

4.2 Recommendations

On the basis of findings of obtained from the analysis and interpretation of the data, the recommendation with pedagogical implications are given below:

- (I) The curriculum developers, syllabus designers and government should manage to include different kinds of trainings.
- (II) The government should pay attention on providing the facility of electricity and and multimedia to each schools so that they can practice different kinds of techniques, methods and so on.

- (III) While teachers involve in training, the government have to create co-operative and friendly environment so that they can feel convenient to accomplish their work and become successful in teaching.
- (IV) To improve the quality of education, the government should strongly pay attention on pre-service and in-service trainings of primary level English teachers.
- (V) Educational institutions should be free of political imposition.
- (VI) In our country, the tradition is that all the English teachers rely on only prescribed methods and techniques which may not suit in every context. Therefore, ELT practitioner should carry out something new. So that, they can find out the ways of teaching which suit in the context.

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QUESTIONNAIRE

Dear Sir/Madam,

This questionnaire is a research tool to gather information for my research entitled "Role of Government in Professional Development of Primary Level English Language Teachers" under the guidance of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education, T.U., Kirtipur. The correct information provided by you will be a great help for completing my research. The information you provide will be highly confidential and used only for research purpose. I would appreciate your honest opinion and assure you that your responses will be completely anonymous.

Researcher
Mr. Devendra Kumar Sah
M.Ed. Second Year

Name of School:

Name of Teacher:

Qualification:-

Types: Public Private

A. Answer the following questions:

1. Define the term "professional development"?

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.....

2. Give your views about the role of government in professional development of primary level English teachers?

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.....

3. What kind of role has government played?

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.....

4. How did you get into English language teaching profession?

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.....
.....

5. What's your opinion about being observed your school by researcher?

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.....

6. Have you learnt from your own teaching experience?

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.....
.....

7. Do you think an ESL teacher needs to know about professional development?

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.....
.....

8. Would you like to share with us the most evoking government role which really helped you to promote your professional development?

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9. Are you benefitted from teacher support groups?

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.....

10. What do you think is the best way to promote your professional development?

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.....
.....

11. What do you expect from the side of government in developing your professional development?

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

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. The government plays significant role in professional development of primary level English language teachers.

- | | |
|-------------------|----------------------|
| a) Agree | b) Disagree |
| c) Strongly agree | d) Strongly Disagree |

2. Government-aided training improves teachers teaching profession.

- | | |
|-------------------|----------------------|
| a) Agree | b) Disagree |
| c) Strongly agree | d) Strongly Disagree |

3. I think, I can get lot of new ideas from team teaching?

- | | |
|-------------------|----------------------|
| a) Agree | b) Disagree |
| c) Strongly agree | d) Strongly Disagree |

4. I have learnt many new things from the training that is provided by government.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
5. I have learnt a lot from the analysis of critical incidents in the classroom.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
6. I have acquired a lot of new knowledge through teacher support group.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
7. I think visiting my colleagues' classes provides me an opportunity to learn more.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
8. Resources and teacher activity centers have a good influence on my professional development.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
9. I learn a lot from magazines, reports provided by government.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
10. I have developed professional development from my own teaching experience.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree

11. The government helps teachers upgrading professional development.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
12. Only government helps teachers to be professional.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
13. Distance education really helps teachers in their professional development.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
14. Peer teaching helps teachers in their professional development.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
15. Does teacher help each other in teaching?
 - (a) Yes
 - (b) No
 - (c) I don't know
16. Politics in school really helps teachers to create good environment to develop professional.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
17. Trained teachers help novice teachers in their professional development.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree
18. Training helps teachers to provide quality education in their school.
 - a) Agree
 - b) Disagree
 - c) Strongly agree
 - d) Strongly Disagree

19. Community meeting in school really provides teachers to develop their professional.

a) Agree

b) Disagree

c) Strongly agree

d) Strongly Disagree

20. School supervisor helps teachers to be co-operative in developing their professional.

a) Agree

b) Disagree

c) Strongly agree

d) Strongly Disagree

21. Resource center provides teachers a lot of teaching training.

a) Agree

b) Disagree

c) Strongly agree

d) Strongly Disagree