CHAPTER ONE
INTRODUCTION

This study is about "Practice of Teacher Support Group of Teachers' Professional Development". This section consists of general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study delimitations of the study and operational definitions of the key terms.

1.1 General Background

Profession is an occupation or a vocation where there is a sort of dedication to the welfare of others. Originally, the word 'profession' had religious overtones as in a profession of faith and it also had the sense of dedicating oneself to a calling i.e. vocation (Wallace, 2010, p. 5). Those engaged in profession also processed to have a knowledge not available to the public at large but a knowledge that could be of great public use. It is based on scientific discovery. Thus, the profession is a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public good it brings. The Australian council of profession (2004) defines a profession as:

> A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to and are accepted by the public as possessing special knowledge and skills in widely recognized body of learning derived from research education and training at a high level and who are prepared to exercise the knowledge and skills in the interest of others (p. 10).

Profession refers to a vocation, occupation or career where there is a sort of dedication to the welfare of others where specialized knowledge of a subject,

field or science is applied Wallace (2010, p. 5) presents the following qualities of a profession:

* a basic of scientific knowledge
* a period of rigorous study which is formally assessed
* a sense of public service
* high standards of professional conduct,
* the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

"There have been debated over the years and throughout the nation as to whether teachers are professional or opposed to mere 'worker and whether teaching is a profession and not just an occupation" (Reimer, 2003, p.33). Reimer (2003) states, "Fortunately, the tendency over the last and few years had been to begin to accept teaching as a profession and consequently, the transformation from the teacher training to teacher professional development" (p. 36)

Profession requires expertise and skills in these areas. Professionalism does not mean wearing a suit or carrying a briefcase; rather it is a collection of the conduct, excellence, competence, skills, qualities, knowledge and attitudes that makes a profession. It is an amalgam of expertness characteristics of a professional person. It is a buzzword today. So, there is question; what exactly is professionalism? Do academic qualification alone lead to professionalism or is there something more to it ? Most of the people think that professionals are those people who have acquired specialized training or qualification in a particular profession. They are somehow correct, but the term 'professionalism' is broader in meaning and implications today. Professionalism as 'the conduct, aims or qualities that characterize or mark a profession or a professional person;' and it defines profession as ' a calling requiring specialized knowledge and often long and intensive academic preparation.

Teachers should have the repertoire with sound knowledge and skills to handle the roles and responsibilities. Professionals deserve to live comfortably, but they do not enter the ranks of a profession in order to obtain wealth or power: they do it out of a calling to serve. There are several personnel like teachers, doctors, engineers and so on, they need their professional preparation to accomplish their particular job. So, teachers are regarded as professional. A professional is a person who is engaged in a certain activity, or occupation, for earn or compensation as means of livelihood as a permanent career, not as an amateur or past time.

Development is the dynamic process of positive changes that improve the standard of people. Teacher development is the process of making effort by teachers for their better career in future. To put more clearly teacher development is the process of lifelong learning in teaching profession. It involves any activities aiming to achieve personal and professional growth for teachers. Underhill (as cited in Head and Taylor, 1997) states "Teacher Development is the process of becoming 'the best kind of teacher that I personally can be' (p, 1). Head and Taylor (1997) further state '... the development starts from the very beginning and continues until the retirement professionally and until the death bed personally. Underhill (as cited in Head and Taylor, 1997) says:

> Development means ... keeping myself on the same side of learning fence as my students this is the only way that I can keep learning, always to keep alive a sense of challenge and adventure in my career and to avoid getting into rut. If I am in rut, then so is my teaching and so are my students and learning from a rut so tedious, slow and uninspiring" (p. 7).

Thus, it serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers.

On the contrary, Teachers' Professional Development is perceived as a cover term, which refers to the development of a person in his or her professional role. Moreover, professional development not only includes formal experience but also incorporates informal exercise use (Gesner, 2000, as cited in Bhandari, 2006). Professional development refers to skills and knowledge attained for both personal development and career advancement. Bell and Gillbert (1996) define "Professional development as a part of teacher development that involves not only the use of different teaching activities but also the development of beliefs and concepts underlying the activities (p. 15). Only one way of professional development is not sufficient, so teachers' intuition should be analyzed their needs and the particular context before deciding the strategies for teacher development. Here our concern is in -service teacher professional development. According to Richards and Farrell (2005, p. 14) there are eleven different strategies that can be used to facilitate professional development in language teaching. They are:

a. Workshop
b. Self-monitoring
c. Teacher support group
d. Keeping a teaching journal
e. Peer observation
f. Teaching portfolios
g. Analyzing critical incidents
h. Case analysis
i. Peer coaching
j. Team teaching
k. Action research

These different activities can be planned and carried out by the teacher individually or by maintaining the collaborative relationship with the

colleagues as directed and facilitated by the institution. ELT teachers should be able to satisfy the expectations of regularly increasing number of students by using up to date teaching methodology with full of dedications and enthusiasm. There are several factors that substantially enhance the knowledge base skills, attitudes and competency of a teacher causing him or to gain professional growth. Teachers should need to involve themselves in a number of learning activities like collaborative learning, self -reflective practices and experiential learning. Among these collaborative learning is a situation in which two or more people learn or attempt to learn something together. It is used as an umbrella term for a variety of approaches in education that involve joint intellectual effect by teachers. Collaborative teacher development is the cover process in the professional development repertoire. Specially, for language teacher collaborative learning is one of the convenient ways of recharging oneself. If teachers collaborate they can share their ideas, experiences, achievements, failure and success concerned with their profession. Head and Taylor (1997, p.96) highlight this type of learning and opine, "Group of teachers have found that by meeting together they can help each other to improve their English. By identifying their own needs and setting their own agenda for self improvement, these teachers are engaging in teacher development." Thus, collaboration is the core process in teacher learning process.

Teacher learning is not something that teachers need to achieve on their own-it is a social process that contingent upon dialogue and interaction with others, processes through which teachers come to better understand their own belief and knowledge as well as receive these understanding through testing to the voice of other.

Teaching is a process of facilitating the learners to learn the knowledge, skills and attitudes in a comfortable way. Teaching profession by nature demands hard work, investment of most time in planning lesson, assessment and making decisions about curriculum and instruction. Teacher support group enable

teachers with different levels of training and work together to explore issues and resolve problems. It responds to the professional needs and interests of teachers by offering a range of personal consultation service, customized training and professional development opportunities, and help with individual and joint research activities. By meeting as a group, teacher can support each other professionally. Teacher support groups help in engaging in the problem solving around daily dilemmas that occur in teaching and then applying the new ideas and suggestions. Likewise, Lieberman and Grolnick (1998) say teacher support group play a major role in providing opportunities to validate teacher knowledge and teacher inquiry (as cite in Richard and Farrell 2010, p.51). It is a safe and non-judgmental place for teachers to meet new teachers, engage in professional development to share ideas about teaching and to discuss related to their practice and to learn new skills, strategies and copying mechanisms to use in the classroom.

1.2 Statement of the Problem

Teaching is a difficult profession. There are many problems for teachers that make the profession more complicated than it has to be. This does not mean that every should avoid being a teacher. There are also substantial benefits and rewards for those who decide that they want a career in teaching. The truth is that every job has its own unique set of challenges. Teaching is no different.

The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is required to make ourselves able to lead a life successfully coping with the temporal, spatial and other changes. According to Richards and Rodgers, (2005), "Language teaching came into its own as a profession in the twentieth century" (p. 1). Language teaching is not a constant process rather it changes together with the development of new technologies and emergence of new approaches and methods.

Teaching profession by nature demands hard work, investment of most time in planning lesson, assessment and making decision about curriculum and

instruction. teachers also need to face different critical situations like handing behaviour of the students, physical constraints of the classroom, school norms and other professional demands. Due to these causes, there is a great chance that novice teachers often feel isolated from there more experienced colleagues lack of qualified mentor in their school. In these circumstances techers support groups proved to be a powerful instrument to prevent the teachers from the professional isolation and provide strong emotional as well as psychological support.

Teacher support group can help develop a culture of collaboration in an institution and enable teachers with different levels of training and experience to learn from one another and work together to explore issues and resolve problems. It can be safe and supporting environment where dilemmas of teaching practices can be discussed and such an environment can help reduce their sense of isolation and provide an alternative or additional form of professional mentorship.

1.3 Rationale of the Study

Teacher development can be succinctly described as teachers acquiring or adopting new knowledge, skills and beliefs in order to change their educational practice. The most common teacher development methods used in Nepal are transmission type models where teachers attend short term training and teaching was bound within a person without covenant and collaboration. The assumption is that teachers will adopt or implement all ideas presented in those one of sessions. This linear and mechanistic teacher development model is generally ineffective in promoting teacher professional development.

But now, the things have changed. Educational sector has crossed various kinds of twist and turns with anomalously overwhelming problems which has been resulting new genera abandoning old and orthodox method. And the globalization and demand of time has been challenging to take traditional style of teaching and compelling this to introduce alternative notion in the citadel of the teaching and learning process termed as teacher support group. To get

victory over the problems that arose in the yard of ancient method of learning teacher support group is introduced.

It is a new concept in teaching profession. In the context of Nepal, different government and non-governmental organizations have been conducting teacher development programs. Under the Ministry Of Education (MoE), NCED (National Center for Educational Development) is one of the main organizations which launches different development programs for school teachers. To train the teachers, teaching in government aided schools in Nepal, NCED has been conducting teacher professional development (TPD) program for two years. Other organizations like NELTA, HSEB organizes different teacher development program.

There have been debates over the year and through out the nation as to whether teachers are professionals as opposed to more workers and whether teaching is a profession and not just an occupation (Hoyle, 1995, as cited in Reimer, 2003, p. 35). Reimers (2003) mentions "Fortunately, the tendency over the last few years ahs been to begin to accept teaching as a profession and consequently, the transformation from teacher -training to teacher professional development" (p. 36).

1.4 Objectives of the Study

The objectives of this study were:

i. To explore the current practices of teacher support groups for teachers' professional development
ii. To list some pedagogical implication

1.5 Research Question

The following were the questions for my survey research. The several questions were developed to explore the answer of the survey research. There were basic two questions.

a. How can English language teachers facilitate the effective implementation of the skills and knowledge gained in teacher support group in their teaching?
b. How can school management committee mobilize the English language teachers for the teachers professional development via. teachers support group ?

1.6 Significance of the Study

Though, there are various tools for teacher learning, most of them are not found in practice in our context. So, called traditional way of teachers learning tools; teacher support group is a new concept in teaching and it is one of the important tools for teachers professional development. This study aims at identifying the current practices and benefits of teacher support groups for teachers professional development in the context of Nepal.

This study focuses on to what degree the teachers can involve and engage in different collaborative learning activities. Though collaboration, teachers get to know their colleagues better and begin to function as a community of professional rather than as individual working in isolation from each other. Thus, the collaborative learning is the main aim of this study. And will be beneficial for novice teachers and experienced teachers as well as those persons who are using new, and different types of modern technologies and techniques to develop them professionally. And also beneficial to the new comers in the teaching profession. It is equally useful for the researchers who want to carry out researches, educational administrators, policy makers and so on. It will be significant to teachers, education as well as persons and organizations who launch teacher education programme. The findings of this study will suggest some pedagogical implications in the field of teacher professional development. All the persons who are directly or indirectly involved in the teaching and learning process will be benefited from this study.

1.7 Delimitations of the Study

It was impossible to include every thing in this type of small research because of limited time and resources. So, the researcher has to abide by the following limitations in the study;

- The study was limited to teachers' practice on teacher support group for teachers' professional development.
- The study was limited to only 30 secondary level English language teachers of 30 different schools; 15 of private schools and 15 from government aided schools in Dang district.
- It was limited to the written questionnaire and interview as a tool to elicit the data.

1.8 Operational Definition of the Key Items

The key terms used here in the topic entitled "Practice of Teacher Support group in Teachers' Professional Development" are:

Practice, teacher support group and professional development which are defined separately below:

Practice : The word practice derives from the Greek word "Pratike'. Which mean fit for or concerned with action. It is the act of rehearsing a behaviour over and over, or engaging in an activity again and again, for the purpose of improving or mastering it as in the phrase "practice makes man perfect".

Teacher support group : Teacher support group is safe and non-judgemental place for teachers to meet new teachers, sharing ideas about teaching and to discuss related to their practice and to learn new skills, strategies and coping mechanisms to use in the classroom. "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" (Richards and Farrell, 2010, p. 51).

Professional development : Professional development refers to skills and knowledge attained for both personal development and career advancement.

CHAPTER TWO
REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

Teacher being a professional need to process lifelong commitments to making inquiry. Anyone can become a teacher but becoming a professional teacher is time consuming, attitude developing and putting hard effort continually in the right direction with knowledge and skillful manner. Teachers are too often the servants of heads, advisers, researchers, textbooks and curriculum developers, examination boards of the department of education and science among others (as cited in Head and Taylor, 1997, p. 97).

Education system of the countries can only be implemented and run effectively when the teachers are developed as the professionals. Teachers are the soul of any edcuation system. Professionalism can help the teachers to complete their job effectively. Therefore, this chapter deals with the concept of profession, professionalism, teacher development, teachers professional development, strategies of teachers' professional development, collaborative learning and teacher support group.

2.1.1 Teachers as Professionals

It is a complex and technical task that test one's commitment and courage. Teaching is a process that improve the student's seeking level more easily and it might be overcome any, situation as an easy way. In other words, teaching is a process of facilitating the learners to learn the knowledge, skills and attitudes in a comfortable way. Teachers are those crucial person who play direct and vital role to enhance the quality of education by means of teaching. Teaching is a systemic enquiry about the ultimate realties in the universe. It is a study of general principles and understanding of all that comes in the range of human experiences.

Teaching is an interactive and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of

doing so. "Hasen (1999) states "Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understandings which allow students to progress rather than to regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities" (as cited in Day, 2004, p.10). Teachers are those persons who teaches or instructs; whose business or occupation is to instruct others; an instructor; a tutor and teachers are learners themselves for the continuous updating their knowledge and adding new bricks in their foundation of the knowledge. Harmer (2008) highlights the roles of teachers as: controller, assessors, organizer, prompter, participant, resource and tutor (p.25), language teacher is more concerned with the teacher's roles in teaching. In this context, Kumaravadivelu (2003) has presented three different roles-teacher as passive technicians, teachers as reflective practioner and teacher as transformative intellectuals. These roles are rooted in different school of psychology.

Teachers should have the repertoire with sound knowledge and skills to handle these multiple roles and responsibilities. The changing needs and interests of the learner and society or country are changing continuously. So, the teachers are engaged in the lifelong learning. Teachers should be regarded as and behave like professionals. A professional is a certified expert who is afforded prestige and autonomy in return for performing at a high level, which includes making complex and disinterested judgements under conditions of uncertainty. Professionals deserve to live comfortably, but they do not enter the ranks of a profession in order to obtain wealth or power; they do it out of a calling to serve.

There are several personnel like nurse, doctors, engineers, pilots, like others, teachers need their professional, preparation to accomplish their particular job. So, teachers are regarded as professional. A professional is a person who is engaged in a certain activity, or occupation, for earn or compensation as means of livelihood as a permanent career, not as an amateur or past time. Similarly, Weiler (1995) quotes, "Professionals are at the top of a hierarchical pyramid of occupations, they are the experts in a particular field and they rationally

employ advanced knowledge for common good' (as cited in Villegas-Reimer, 2003, p.30).

Teaching as a profession has been debated over the years and through out the nations. But, nowadays, the debate is solved and the teaching has been accepted and established as the profession. Teachers are the heart of any education system, we can conclude that education system of the countries can only be implemented and effectively run when the teachers are developed as the professionals. And the concept of teacher development becomes the central issues in teacher education.

2.1.2 Teacher Development

Development is a dynamic process of positive changes that improve the standard of people. Development always seeks to see positive changes over existing situation. Teacher development is the process of making effort by teachers for their better career in future. According to Head and Taylor (1997) "Teacher development is the process of becoming 'the best kind of teacher that I personally can be' (p.1). Teachers are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach and the preconceptions that they have about teaching and learning. Brown's (1994) remark about teacher development is that "one of the most interesting things about teaching is that you never stop learning." To put more clearly teacher development is the process of lifelong learning in teaching profession. It involves any activities aiming to achieve personal and professional growth for teachers. Development activities can range from observing colleagues 'classes, reading academic journals, and books and attending conferences to collaborating with other teachers in the classroom researches or other professional projects.

"Teacher development is a way of learning which is complementary to training, and which is motivated by teachers' own questioning as what they are and what they do, rather than by an external training agenda, (Head and Taylor, 1997, p.7).

Similarly, teacher development is "An ideologically, attainably, intellectually and epistemologically based stance on the part of an individual in relation to the practice of the profession to which he or she belongs and influences his or her professional practices". This definition concerns teacher development as a process which may have occurred and completed. Teacher development is centered on personal awareness of the possibilities for change and of what influences change process. Teacher development builds on root i.e. past teaching experiences help in changing present teaching style and planning for the future. So, it is self reflective process.

On the contrary, teacher's professional development is perceived as a cover term which includes wide verities that teachers employ either individually or collaboratively. The term professional development in wider understanding, stand for the development of human in their professional role. Moreover , professional development not only includes formal experience but also incorporates informal exercise use (Gesner, 2000 as cited in Bhandari, 2006). Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning oppurtunities, ranging from college degrees to formal course work, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating and evaluative stage. There are variety of approaches to professional development including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

A wide variety of people, such as teachers, accountants and engineers engage in professional development. Individual may participate in professional development because of an interest in lifelong learning a sense of moral obligation, to maintain and improve professional competence to enhance career progression, keep a breast of new technology and practices, or to comply with professional regulatory organizations. Professional development is essential for every individual whether employed or not. It is vital for every business and professional organization to increase the knowledge and skills of their

employees. They should strive to enhance the quality of performance to ensure an improvement on the personal and professional front.

Professional development is an ongoing, self-directed and autonomous effort of teacher to acquire new knowledge and skills and continually improve them after initial training in their career. Bell and Gillbert (1996) define" Professional development as a part of teacher development that involves not only the use of different teaching activities but also the development of beliefs and concepts underlying the activities. (p.15)" Teachers being a professional should have lifelong commitments to inquiry. In this regard, Mohanty (2003, p.164-165) expresses professionalism in any sector is a consequence of the extent of commitments and the part of individual. Teaching, being a profession assumes that every teacher needs to stand committed for their professional development. He explains the most crucial teacher commitments areas as a form of five folds, which are presented as below:

i. Commitment to the learner
ii. Commitment to the society
iii. Commitment to the profession
iv. Commitment to attaining excellence for professional action
v. Commitment to basic values

Professional development is essential or necessary to increase knowledge and skills through certified and consistent education in the profession. A professional development programs boosts the individual's career through travel, research, workshops, teacher network and seminars and by working with professionals who are experienced.

To sum up, everybody becomes a teacher but becoming a professional teacher is time consuming, attitude developing and putting hard efforts continually in the right direction with knowledge and skillful manner. In this regard Raymond (1996, p.200) states that a competent teacher was a rare bird; a century later could hardly have quarter of million qualified teacher in English alone (as cited in Galami, 2004, p.44). About teacher, Khalil Gibran expresses "the teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind. Similarly Albert Einstein expreses the

teacher as "it is the supreme art of the teacher to awaken joy in creative expression and knowledge, About learning, Rabindranath Tagore (as cited in Mohanty, 2003) expresses "a lamp never lights another lamp unless it continues to burn its own flame." (p.277). Language teachers may rely on a number of learning strategies which assist them in their professional development. These strategies or tools for teacher learning are discussed in the following section.

2.1.3 Strategies for Teachers Professional Development

How teacher can professionally be developed? This is the question for the language teachers what strategies they employ for their professional development. There is no royal road to teacher's professional development. A wide variety of methods, procedures and options available are adopted by the teachers according to the teachers' socio-cultural environment, technological advancement, availability of resource, teacher awareness on innovation, facilitative condition for them and so on. Only one way of professional development is not sufficient, so teachers' intuition should be analyzed their needs and the particular context before deciding the strategies for teacher development. Here our concern is in-service teacher professional development. Robert (1998, p. 224) suggests that teachers can develop themselves adopting various strategies like teaching, professional collaboration helping other to learn, innovation and research course, formal situation, self study and language learning.

Richards and Farrell (2005, p.14) present the following list of activities for teachers development.

Individual	One to one	Group based	Institutional
* Self-monitoring	* Peer coaching	* Case studies	* Workshops
* Journal writing	* Peer observation	* Journal writing	* Teacher support group
* Critical incident	* Critical friendship	* Journal writing	* Teacher support group
* Teaching portfolio	* Action research	* Teacher support	Teacher support
* Action research	critical incident		
	* Team teaching		

These different activities can be planned and carried out by the teacher individually or by maintaining the collaborative relationship with the colleagues as directed and facilities by the institution.

Learning strategies for teacher learning are the result of educators sharing what they have learned from their teaching experiences, reflecting on specific work experiences to uncover new understandings and listening to colleagues share best practices they have discovered while trying out new programme or plan planning a project. It is the learning, learning by doing, reflecting on the experiences and their generating and sharing new insights and learning with one and others. According to Richards and Farrell (2005) there are eleven different strategies that can be used to facilitate professional development in language teaching. They are:

a. Workshops
b. Self-monitoring
c. Teacher Support Group
d. Keeping a Teaching Journal
e. Peer Observation
f. Teaching Portfolios
g. Analyzing Critical Incidents
h. Case Analysis
i. Peer Coaching
j. Team Teaching
k. Action Research

These above mentioned learning strategies are the specific actions, behaviours, steps or techniques that learners use to improve their progress in language knowledge, skills and attitudes.

In nutshell, learning strategies can facilitate the internalization, storage retrieval and use of new language items, having following features (Oxford, ibid)

- They expand the role of teachers
- They are problem oriented
- They can be taught
- They are flexible
- They are specific actions taken by the learners.
- They allow learners to become more self-directed on so on.

2.1.4 Teachers Participation on Professional Teacher Support Group: Teacher Learning Strategies in Collaboration

Collaboration is the basic element while involving in programme: teacher support group "collaboration among language teachers may well focus on instructional issues such as materials exploitation, classroom management, classroom language use and so on" (Johnston, 2009, p. 242).

Collaborative Learning

As mentioned above sections that English language teaching has its own demanding due to several reasons which implies that English language teachers are to keep up with the novel innovations and recent change in this field. Being an effective foreign language teachers require to keep up with the development in the field and willingness to engage in continuous professional development. ELT teachers should be able to satisfy the expectations of regularly increasing number of students by using up to date teaching methodology with full of dedications and enthusiasm.

There are several factors that substantially enhance the knowledge base skills, attitudes and competency of a teacher causing him or to gain professional growth. These factors may embrace both formal and informal learning experiences which contribute to the continual enhancement and maintenance of the professional skills, competencies and experiences. Teachers should need to involve themselves in a number of learning activities like collaborating learning, self- reflective practices and experiential learning. Among these,

collaborative learning is a situation in which two or more people learn or attempt to learn some thing together. It is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by teachers.

It is also known that English language teachers get involved in many professional development activities for an ongoing professional development and build up their own self development strategies individually or collaboratively. Professional development is basically solitary journey; however almost all teachers need assistance and support during that journey from colleagues or seniors (supervisors or expects) to enhance their own development. Thus, collaborative learning to language education is not only limited to students' learning, it is one of the most valuable tools of professional development for language teachers too. In collaborative learning process, to show its importance Richards and Farrell (2005, p. 12) opine:

> Although most teacher development can occur through teacher own personal initiative, collaboration with other both enhances individual learning and serves the collective goals of institution. Most successful organizations depends on people working effectively together in them, but special effort often has to be made to development works in school because teaching is generally seen as an individual activity. The goal of collegial form of professional developments are to encourage greater interaction between teachers, peer-based learning through mentoring and sharing skills, experience and solution to common problems.

To sum up, collaborative teacher development is the vital and cover process in the professional development repertoire. If teachers, collaborate they can share

their success, failure, achievement and experiences concerned with achievements and experiences concerned with their profession. Specially, for language teacher collaborative learning is one of the convenient ways of recharging oneself. Thus, collaboration is the core process in teacher learning process.

Teacher Support Group

Teaching is not just like an everybody's cup of tea. It is intricate, exact, complex, challenging and technical task that test one's commitment and courage. Teaching is a process of facilitating the learners to learn the knowledge, skills and attitudes in a comfortable way. Teaching profession by nature demands hard work, investment of most time in planning lesson, assessment, and making decision about curriculum and instruction. Teachers also need to face different critical situations like handling behaviour of the students, managing mixed abilities of the students, managing classroom or class size and other professional demands. The teachers need to be careful about the social factors that they experience in the teaching and learning conditions. They also need to motivate the learners by developing positive attitudes in them towards the target language. The teacher need to know how much responsible for teaching and learning process within educational system. The educational factors that the teacher need to take account are listed by Hedge (2008) as: relationship between materials and examinations, hours available for teaching, institutional polices, physical constraints of the class, class size, resource available in the classroom, linguistic situation of the class (monolingualism or multilingualism) and so on. Apart from social and educational factors, the teachers need to take account of some professional issues such as adopting innovations and innovative approaches, carrying out action researches, writing journals, self-reflecting on the teaching activities, doing collaboration, peer teaching, peer observation and so on. Due to these reasons, there is a great chance that novice teachers often feel isolated from there more experienced colleagues lack of qualified mentor in their school.

They have to struggle with the limited time that they are allotted and are frustrated by the lack of resources needed to run a class smoothly. Novice teachers typically are less familiar with subject matter, teaching strategies and teaching contexts and lack an adequate repertoire of "mental scripts and behavioural routines" (Berliner, 1987, p.27). In this circumstances, teacher support groups became the most powerful instrument to prevent the teachers from the professional isolation and provide strong emotional as well as psychological support. When novice teachers are confused regarding their roles, responsibilities routines, the successful teacher support group support their career and encourage them to face possible challenges to emerge in teaching.

Teachers are often facing unpredictable situations where their work as well s themselves are judged and evaluated continuously by pupils, co-workers and parents. For novice teachers this can be extra hard to handle. A teacher support group is a group of teacher meeting together to discuss and share the ideas and resources in order to make their professional development. It is also referred to by other names, such as study groups, teacher networks and learning circles. This group is for those people in the education profession with a passion for their work who want to stay informed about developments in education policy, issues, research, best practices etc. According to Richards and Farrell (2010, p.51) "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." If a teacher group is formed, it may become a good and safe place to collaborate on curriculum development, material development, planning lessons, making classroom observation and reviewing researches.

A support group is voluntary activity and does not include all teachers, it is not appropriate forum to discuss school problems and policies that affect the whole school. In this regard, (Birchak et. al. 1998) state: A support group, however is not a staff meeting or an in service activity such as a workshop. It should not

become just another opportunity to discuss school problems and policies and personnel or administrative matters (as cited in Richards and Farrel, 2010).

Teacher support groups are a great way to grow professionally. As a teacher, an individual fulfill a number of roles for the students both intellectually and socially. In addition to learning about different teaching techniques support group can help you deal with the responsibilities and pressures that come with the profession (http://www.all4ed.org/publications/teacher Attertion.pdf) .

The group focuses entirely on learning teaching strategies through education, practice, feedback and coaching. It provides collaborative opportunities for critical inquiry. Teachers are encouraged to ask questions, identify issues, and come to the conclusions about their teaching practices. TSG helps teachers in engaging in problem solving around daily dilemmas that occur in their classroom and then applying the new ideas and suggestions. Thus, teacher support group is safe and non-judgmental place for teachers to meet new teachers, sharing ideas about teaching and to discuss related to their practice and to learn new skills, strategies and coping mechanisms to use in the classroom.

To sum up, teacher support group enable teachers with different levels of training and work together to explore issues and resolve problems. It responds to the professional needs and interests of teachers by offering a range of personal consultation service, customized training and professional development opportunities, and help with individual and joint research activities. By meeting as a group, teacher can support each other professionally.

Types of Teacher Support Group

Teaching is a continuous process; is absolutely a noble profession or a kind of transfer or sharing of knowledge from one person to the other. In teaching profession, teachers are responsible for creating education plans, delivering lessons to students, fulfilling local and federal educational requirements, achieving school administrator goals, and their professional development.

Many different types of groups are possible, depending on the goals and membership of the group which are outlined in this section.

a. Topic-based groups

A group is formed to discuss a specific topic of interest such as teaching intermediate ESL writing, teaching young learners, carrying out action research, or the groups might be a response to a current issue or concern in education such as the standards movements.

b. School-based groups

School-based groups are composed of different kinds of educators from within a school, such as teachers, teaching assistants, librarians, multimedia lab technicians and supervisors, and focus on concerns in which they all have a common interest.

c. Job-alike groups

A group can be set up according to membership principles (e.g. composition teachers, coordinators, teachers of young children) and the groups meets to discuss issues related to the specific type of teaching that they do.

d. Reading groups

Reading groups can be set up to read and discuss professional books and articles and to gain insights that can be applied in the group members' own classrooms.

e. Writing groups

A group can focus on preparing articles for teacher's magazines and professional publications.

f. Research groups

Research groups consist of teachers who are researching topics of mutual interest such as the action research, collects data on the issue and meets regularly to share and discuss findings.

g. Virtual groups

Virtual groups consist of a group of language teachers who communicate and "interact" on the Internet, such as TESL-L, a discussion group for English as a second language or foreign language teachers.

Teacher support groups can functions not only within the school but many encompass several schools or school districts as well as other organizations. The process of forming a teacher support group will depend on the goals of the group. Nevertheless, certain issues must be taken into consideration when planning a support group. These are group membership, group size, group organization, group goals, group time, group meeting place and troubleshooting.

Benefits of Teachers Support Groups

"More hands make for lighter work"
"Two heads are better then one"
"The more the merrier".

These adages speak to the potential groups have to be more productive, creative, and motivated than individuals on their own. Teacher support group is about teachers coming together, sharing the problems that they experience in the classroom, carrying the ideas from one another and going back to implement, or correct what they think they are not doing properly. It can happen within the school or with teachers from other schools, and it benefits teachers a lot. Teachers need each others support, guidance and encouragement because the basic material for work are not available ... text books are inadequate. For this reason teachers want to find a way of helping one another by sharing ideas. Support groups are motivating and allow teacher to reflect on their approach to teaching and take ideas back into the classroom.

According to Richards and Farrel (2010), the following are the benefits that teachers get from the teacher support group:

a. Teachers can become more aware of the complex issues involved in language teaching by sharing what they have experienced with colleagues in group.
b. As part of a group a teacher might become more motivated to participate in other professional development projects outside the support group such as making presentations at seminars and conference.
c. Membership in a teacher support group can lead to more effective and innovative changes in teaching because of the sharing and critiquing of various individual members' approaches and teaching methods.
d. Teacher support group focuses on issues related to learners and learning (e.g. by discussing ways of teaching learning strategies), resulting in obvious benefits for learners.
e. Most of the teachers work alone on their classrooms. Participation in a teacher support group can help to overcome this isolation and foster a sharing attitude among teachers.
f. Teachers may find that they become more confident in themselves and their work as a result of belonging to a group.
g. Teacher support groups are for teachers and are managed by teachers. they draw on the expertise and experience of practicing teachers who want to share their experiences with their peers.

Thus, teacher support groups can help develop a culture of collaboration in an institution and enable teachers with different levels of training and experience to learn form one another and work together to explore issues and r resolve problems.

2.2 Review of Related Empirical Literature

It is obvious that teacher support group is an important tool for English language teachers for their professional development. Teacher support groups can function not only within the school but may encompass several schools or school districts as well as other organizations. It is quite new concept in

teaching profession. Therefore so many researches have not been conducted under this area in our context. As a researcher, I have observed the fundamental background of the related subject and other present studies. Some of the research studies which are more or less related to this thesis; they can be observed as follows:

Biswa (2010), conducted a research entitled, "Professional Development Practice of Secondary English Language Teachers in Damak Municipality. The main objective of this study was to explore the professional development of secondary level EFL teachers in Damak Municipality. He interviewed ten respondents involving the secondary level EFL teachers, head teacher and the school management committee members and he distributed the prepared questionnaire purposed for the study. He found there is paradoxical line between perception and practice of teacher development amongst EFL teachers. They perceive teacher development and tools of teachers' professional development is very useful concept but contrastingly the practice side is almost void. He also found that the tools of teacher's development are not being used by the EFL teachers mainly due to lack of time, lack of knowledge and lack of direction and facilitation from the school administration.

Gautam (2010) conducted a research entitled "Perception of Teachers on NELTA Activities for Professional Development" with an objective to identify the perception of teachers on NELTA activities for teachers professional development in Morang district. He selected fourty-five in service teachers teaching in different colleges and schools for Morang district with non-random purposive sampling procedure. He used a set of questionnaires as a tool to elicit data. He anlayzed the collected data using quantitative approach. He found techers have positive attitudes and perceptions towards NELTA and NELTA has been able to devleop professional awareness among the English teachers. Majority of teaches used the ideas and lesson they got from conference and short-term teachers training of NELTA for their professional development.

Joshi (2010) carried out a research entitled "Learning Strategies of English Language Teachers for their Professional Development." The main objectives

of the study was to find out learning strategies of English language teachers as well as to find out benefits of learning strategies for their professional development. She made a survey on Kathmandu. She made a survey on Kathmandu valley. She selected fourty five English language teachers who were teaching English in Higher Secondary Level in Kathmandu valley using purposive sampling procedure. She used questionnaire as a tool to elicit data. She analyzed the systematically collected data with quantitative approach. From the study she found that strategies like self-monitoring, designing work shops, attaining seminars, unferences, and team teaching were most commonly used beneficial learning strategies than the strategies like keeping portfolios, reflective logs and refreshers.

Richards and Farrell (2010) in their book entitled "Professional Development for Language Teachers' Explore and Lists the eleven different strategies that can be used to facilitate teachers' professional development workshop, self-monitoring, teacher support group, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research along with the concept of teacher learning.

Paudel (2010) conducted a research entitled "Practice of seminars, workshops and conferences in teacher development. The main objective of this study is to find out the English language teachers perception towards professional seminars, workshops and conferences. He selected forty secondary level f English language teachers of Kathmandu valley with non-random judgemental sampling. He used a set of questionnaires as a tool to elicit data. He analyzed the collected data using quantitative approach. the finding of his study showed that almost all the teachers have positive perception on workshop, seminars and conferences for both teachers' professional development and improving classroom practice.

Dahal (2012) carried out a research entitled "Practice of Monitoring by English Teachers for their Professional Development". The main objective of the study was to identify the monitoring practice employed by English language teachers for their professional development. He selected ten secondary level English

language teachers from Shankhuwa-Sabha district using purposive sampling procedure. He used interview as a only one tool to elicit the data. He analyzed and interpreted the systematically collected data descriptively and analytically. This study showed that almost all the secondary level English language teachers had positive attitude towards monitoring practices and perceived benefits of those monitoring practices for their professional development.

Above mentioned reviewed researches can conclude that the very effective teachers learning tools are not used in the context of Nepalese English language teacher development though they are very useful. The teacher education program for the teachers professional development is such teacher support group has been in practice specially in many developing countries. Though a few researches have been conducted on teachers professional development and teacher education in general, no research has been conducted on teacher support groups in particular. Therefore, I'm very much interested into carry out the research on "Current Practice of Teacher Support group for professional development". I believe that teacher support group has crucial role in teacher education and teachers professional development in our context and also believe that this study will be helpful to minimize the lacks of this.

2.3 Implication of the Review of the Study

Although implication of new material is challenging to the place where old custom is rooted but to serve new, advanced and scientific method does not make victim to anyone. Teacher support group coins new and advantageous idea in the behalf of both teachers and students. In the teacher support group, the group of teacher develop new method and solution of different kinds of currently originated problems after a long debate which makes easier to present the subject matter to every individual teacher in classroom. Students salute heartly only those teachers who have immense of potential in handling to every kinds of students (such as having mixed ability, from different ethnic group, multilingual, bilingual and multilingual students) and having taking capacity of every questions of students which is only possible from teacher support groups.

Specially, novice teachers face unexpected problems in classroom because of lack of experience. Even though they have capacity up to this height. But their worries does not remain longtime in the presents of teacher support group. Teacher support group helps those teachers to emerge out from the problems that they face day to day by providing different types of training and making involvement in the debate process in which different notions are refined generating concrete and solit idea.

The implication of teaching, learning and schooling is awareness. Everyone involved in the schooling process needs to be aware of individual students make up. Anyone who has ever given a standardized test and studied the results knows that the groups' are important markers to judge overall teaching and learning. The teacher better change the way they are presenting material. Many educators understand this dilemma, but few I feel really put into practice.

The following are the implication of this study:

i. It helps the group to develop materials as a collaborative effort.
ii. Teachers teaching the same course can meet regularly to discuss strategies and approaches, methods and materials used, and later to evaluate the course.
iii. Teachers can become more aware of the complex issues involved in language teaching by sharing what they have experienced with colleagues in a group.

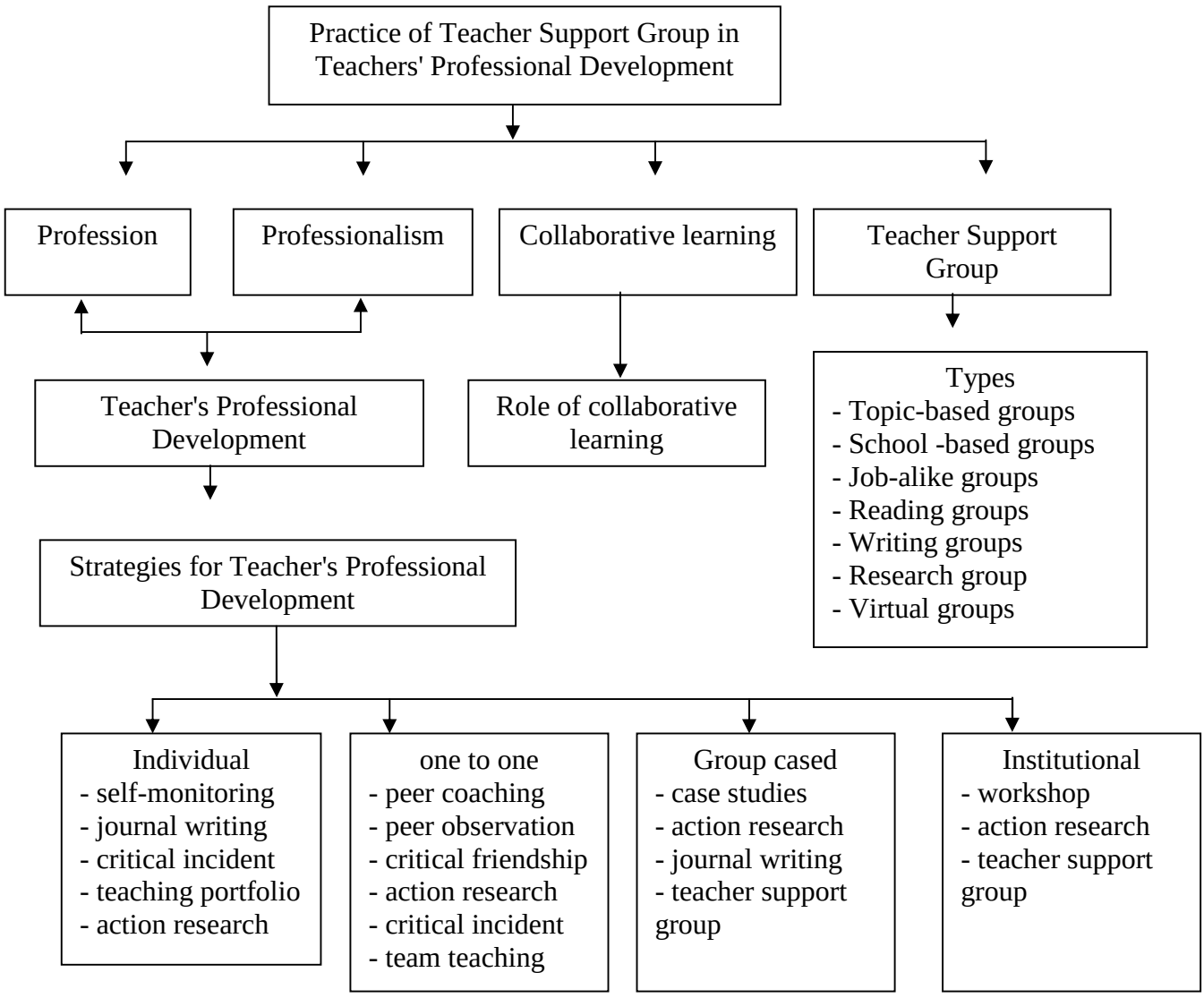
By examine the sharing of global experience of group work practice in English education group work has been illustrated to be one of the effective illustrated to be one of the effective solutions for solving the various issues of concerns and existing tension in the education. Group work can improve learning by creatings environment for meeting students individual differences (e.g. students of mixed leaving abilities, the academically low achievers and the gifted) cultivating whole person development (through building up of students' various generic high-order thinking skills) using alternative modes for learning and teaching (such an group discussion and various assessment). In order to promote" learning to learn" and to establish a successful climate of group work learning teachers need to develop their competence to infuse generic skills during the various stages of group work implementation (www.ied.edu.hk)

A student ethnic, gender or economic group does play a part in their success. The opposite is also true in my opinion: a students group does not play a part in their failure.

2.4 Conceptual Framework

A conceptual framework is used in research to outlined possible courses of action or to present a preferred approach to an idea of thought.

Figure No. 1



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

This study follows survey research methodology. Survey research is one of the most used methods of investigation in educational research. It may be from a large scale investigation like census to a small scale study like SIP or even a small classroom study. It can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of the study. Data in a survey research is collected only at a single point of time aiming to obtain an overview of a phenomenon, event, issue or a situation. It is cross-sectional study. Focusing the importance of natural situation in survey, that one collects data from all or part of a population to assess the relative incidence, distribution and interrelations of naturally occurring phenomena.

In survey research, the researcher selects a sample of respondents from a population and administers a standardized questionnaire to them. The questionnaire, or survey, can be written document that is completed by the person being surveyed, an online questionnaire, a face-to-face interview or a telephone interview.

Using surveys, it is possible to collect data from large or small populations. In this regard, M. Rosers (1988) opines " Survey research in education involves the collection of information from members of a group of students, teachers or other person associated with the other educational process and analysis of this information to illuminate important educational issues. Most surveys are based on samples of a specified target population; the group of person in whom interest is expressed. The researcher often wishes to generalize the results obtained from the sample to the population from which the sample to the population from which the samples were drawn."

Survey is one of the important research methods used in educational investigation. It is mainly carried out to find out people's attitudes, opinions and the specified behaviour on certain issues, phenomena, events and or situation. The finding of survey is generalizable and applicable to the whole group. It is best research design carried out to ding out public operation, and the behaviours and attitudes of different professionals. Nunan suggests the following procedure of survey research in a more comprehensive way:

Step 1: Define objectives
Step 2: Identify target population
Step 3: Literature review
Step 4: Determine sample
Step 5: Identify survey instruments
Step 6: Design survey procedure
Step 7: Identify analytical procedure
Step 8: Determine reporting procedure

3.2 Population and Sample

Thirty English language teacher from 30 schools who are teaching at secondary level of the Dang District were my sample. Among them 15 of government aided schools and 15 from private schools. For this I selected one teacher having more than two years of experience in teaching profession from each school. I interviewed the members of management committee.

3.3 Sampling Procedures

English language teachers of secondary level were the population of my study. I used non-random judgmental sampling procedure. The total sample were 30 secondary level English language teachers from 30 school of the Dang district.

3.4 Data/Information Collection Tools

Data has a significant role to play in any research study. It is the information which functions as an evidence. It is the fact that helps to discover and verify the truth.

3.5 Tools for Data Collection

Questionnaires and interview were the sole tools to elicit the required information for the study. Both open-ended and close-ended questions were be used to collect data for the study.

3.6 Data/Information Collection Procedures

To collect the data I followed the stepwise methodological procedures;

- First, I prepared questionnaire then I visited the selected schools with letter of the department and seek permission from the authority to talk about my intention of visiting school.
- I established good relation with the English language teachers and consult about the purpose of my study with them.
- After this, I distributed the questionnaire and request them to help me by responding the questionnaire in time.
- Then, I collected the questionnaire within seven days from the date of distribution.

3.7 Data Analysis and Interpretation Procedures

The systematically collected data were be discussed, transcribed, analyzed, interpreted and presented descriptively using appropriate statistical tools, diagram, tables, charts and illustrations.

CHAPTER FOUR
RESULTS AND DISCUSSION

In this chapter, the systematically collected data from the primary sources have been analyzed and interpreted. The data were collected with the help of questionnaires consisting of both open-ended and close-ended questions that were constructed based on the objectives of the study. Interview schedule was also used in the process of data collection. Seven open-ended questions were used to meet the objectives. The study was carried out to explore the current practice of teacher support group for their professional development.

The participants were asked to responds the 27 close-ended statements and 12 open-ended questions to provide response in their own words. The participants were also asked 7 open-ended questions to find out their views on teacher support group. The analysis of collected data has been done as fairly as possible. The analysis and interpretation of the data has been done both statistically and descriptively.

4.1 Results

4.1.1 Results Obtained from Close Ended Questionnaires:

a) Out of total 30 participants, 43.3 percent of teachers always shared their materials with their colleagues. Similarly, 50 percent of them frequently and 6.7 percent of them rarely shared their materials.

b) It was found that majority of teachers (56.7%) frequently shared their ideas and (43.3%) always shared their ideas while conducting examinations.

c) Although almost all the teachers shared their experiences with study network, majorities (73.3%) of them frequently shared their experiences (20%) of them always shared and (6.7%) of them rarely shared their experiences with study network.

d) It was found that the majority of teachers (66.7%) always shared their teaching problems with their colleagues and (33.3%) of them frequently shared their teaching problems with their colleagues.

e) Fifty six percent of teachers implemented the knowledge and skills gained in study network frequently. Thirty three percent of them always implemented and ten percent of them rarely implemented the knowledge and skills gained in study network.

f) It was found that (10%) of the teachers always recorded their incidents, problems and insights that occurred during lessons, (16.7%) of them frequently and (66.7%) percent of them rarely recorded the incidents, problems and insights that occurred during lessons. But (6.6%) of them never recorded it.

g) Majority of the teachers (70%) frequently participated in team teaching. Similarly, (13.3%) of them always and (16.7%) of them rarely participated in team teaching.

h) It was found that more than half of the information(60%) rarely recorded their own teaching, 23.3% frequently recorded their teaching, 10% always recorded and 6.7% of the informants never recorded their own teaching.

i) Forty percent of teachers rarely received the same support in the institution, twenty six percent of teachers always received the support, twenty six percent frequently received the support and six percent never received the support.

j) The study found that the majority of teachers (83.3%) frequently consulted with parents, (10%) rarely consulted and 6.7% always consulted with parents if problems occurs in their student learning.

k) It was found that half of the teachers (66.7) always showed relationship between materials and examination, 23.3% frequently and 10% rarely showed relationship between materials and examinations.

l) Out of thirty participants 53.3% always managed physical constraints of the classroom. Similarly, 40% frequently managed and 6.7% rarely managed the physical constraints of the classroom.

m) It was found that the majority of the teachers (80%) always made teaching effective by using materials available in the classroom. Similarly 13.3% frequently and 6.7% rarely made teaching effective by using materials available in the classroom.

n) It was found that more than half of the teachers (63.3%) always managed the multilingual classes with the help of TSG. Similarly 30% frequently managed and 6.7% rarely managed the multilingual classes.

o) It was found that half of the teachers (56.7) always minimized challenges and managed large classes with the help of TSG. Similarly 36.7% frequently and 6.6% rarely minimized the challenges and managed large classes with the help of TSG.

p) It was found that all the informants had positive attitude toward s TSG. Sixty six percent of the teachers always overcame from the isolation with the help of TSG. Similarly, 26.7% frequently and 6.6% rarely overcame from the isolation.

q) The study found that almost all informants had positive attitude towards TSG. The majorities of the teachers (90%) always developed confident from teacher support group. Similarly 6.7% frequently and 3.3% rarely developed confident from teacher support group.

r) Collaborative learning in teacher development is necessary for teacher's professional development. Sixty percent of teachers always developed a culture of collaboration and forty percent of them frequently developed a culture of collaboration in institution.

s) It was found that more than half of the informants (60%) always brought changes over existing situation and (40%) of the informants always brought change over existing situation through teacher support group.

t) It was found that all the informants had positive attitude and perception towards training. Among the 30 respondents 80 percent of the teachers

frequently agreed with conducting training for the teachers and 20 percent of them are rarely.

u) It was found that 86.7 percent of the teachers always agreed with the statement 'training for professional development' and only 13.3 percent of the teachers thought that the training frequently develop the profession.

v) Out of 30 participants, 66.7 percent of the teachers always participated in topic based groups and 33.3 percent of teacher frequently participated in it.

w) It was found that 43.3 percent of the teachers always implemented the knowledge gained in school based groups in their classroom. Similarly 50 percent of the teachers frequently implemented and 6.7 percent of them rarely implemented the knowledge gained in school based groups in their classroom.

x) The study found that more than half (60%) of the teachers always shared experiences with job-alike groups and (40%) of them frequently shared their experiences with job-alike groups.

y) It was found that the majority of the teachers (80%) always showed interest to join in reading groups and (20%) of them frequently join in reading groups.

z) Thirty-three percent of teachers are always agreed with the statement 'institution organizes writing groups for the teachers. Similarly, 60 percent of them frequently and 6.7 percent of them are rarely agreed with the statement.

aa) The majorities of the teachers (83.3%) always agreed with the statement, 'research groups and virtual groups are very useful for teachers' professional development and (16.7%) of them frequently agreed.

4.1.2 Results Obtained from Open-ended Questionnaire:

a) Out of total 30 participants, all participants agreed that teacher support groups are useful for group professional development.

b) It was found that teacher support groups are benefited for teachers. It provided chance to share ideas, experiences, techniques, methods of teaching.

c) It was found that almost all the informants involved in this study used audio-visual aids, images, games and puzzles, magazine cutout and many more tools and student- centred technique in teaching.

d) It was found that almost all informants shared their problems with their colleagues which they cannot solve themselves.

e) It was found that all the informants involved in this study had positive attitude towards study network. It was found that they had developed confidence on them and how to collaborate with colleagues.

f) All the informants participated in this study agreed that they frequently took part in teacher support group for their professional development.

g) It was found that all the informants had positive attitude towards teacher support group. Teachers were directly or indirectly benefited from teacher support group. They developed confidence on their performance and collected good command over subject matter.

h) It was found that all the teachers had positive effect in English language teaching. They developed confidence on them and developed performance skill through teacher support group.

i) Almost all the teachers had positive attitude and satisfied with the current practices of teacher support groups. They had provided several reasons because of being satisfied with the current practices of TSG, being new concept, developed confidence, developed new methods and techniques etc.

j) Regarding the problem in implementation of learned skills in the classroom. The teachers provided several reasons like language problem, teachers culture, diversity of the classes, large classes and teachers carelessness etc.

k) It was found that all the teachers suggested those teachers who had not participated those teacher education programme should participated

because they developed different performance skills, subjective knowledge and teaching technique and teacher support group is the best medium of professional development.

l) It was found that teacher support groups like topic based, school based, job-alike groups, reading groups, writing groups, research groups and virtual groups were most used types of teacher support group for teachers' professional development.

4.1.3 Results Obtained from Interview:

My study focused on identifying the current practices of teacher support group for their professional development. Here, I have come up with the following results on the basis of analysis and interpretation of data.

a) All the informants participated in this study agreed that management committee and the principal is responsible for implementing the programme.

b) It was found that district school board, school authority and the public at large know the successful teaching from the academic results of the institution.

c) It was found that all the informants involved in this study talked with the principle and the management committee to know the information about the institutional policies.

d) It was found that all the teachers were eligible to participated in the programme.

e) It was found the programmes like seminar, training, group discussion, subject wise discussion were most commonly conducted programmes for teachers professional development.

f) It was found that all the informants had positive attitude towards teacher support group and its practice in language teaching as a means to enhance their professional development.

g) It was found that all the informants involved in this study supported the programme. They provided materials, create friendly environment and provided a better trainer.

4.2 Discussion

On the basis of results of the research, the following discussion have been made.

4.2.1 Discussion Based on Close-Ended Questionnaires

a) Sharing Materials with Colleagues

The materials need to be analyzed and evaluated before they are chosen for using among the learners. The materials that are included in the course book or in any other learning resources may not be universally important, effective and relevant; it is usually the case that in one context of learning have become less effective in other different contexts of learning. Thus, materials that we use need to be evaluated and share properly. The purpose of this study was to find out whether the teachers shared their materials with colleagues or not.

Table No. 1

Sharing Materials with Colleagues

Responses	No. of Teachers	Percentage
Always	13	43.3
Frequently	15	50
Rarely	2	6.67
Never	-	-
Total	30	100

According to the data presented in the table above, 43.3 percent teachers always shared their materials with colleagues. Similarly, 50 percent of them frequently shared their materials and 6.7 percent rarely shared their materials. This shows most of the teachers shared materials with their colleagues.

b. Sharing Ideas While Conducting Examinations

Examination is a formal device of measurement and evaluation. Actually, exam is the bridge to measure the achievement of students in course of study in which the syllabus is based on course objectives, content and methods. While

conducting exam, the teachers share their ideas with their colleagues followed by four alternatives always. Frequently, rarely and never.

Table No. 2

Sharing Ideas While Conducting Examinations

Responses	No. of Teachers	Percentage
Always	13	43.3
Frequently	17	56.7
Rarely	-	-
Never	-	-
Total	30	100

The information presented in the table above shows that 43.3 percent of teachers always shared ideas while conducting examination. Similarly, 56.7 percent of teachers frequently shared their materials. None of the teachers rarely or never shared their ideas. From this data, it can be said that sharing ideas between colleagues is necessary while conducting examinations.

c. Sharing Experiences with Study Network

A well managed study network offers its participants to discuss or share their experiences of teaching or related matters. In course of participation whether teachers shared their experiences, the table below shows this result:

Table No. 3

Sharing Experiences with Study Network

Responses	No. of Teachers	Percentage
Always	6	20
Frequently	22	73.3
Rarely	2	6. 7
Never	-	-
Total	30	100

Among the 30 respondent teachers, 20 percent of teachers always shared their experiences with study network, likewise, 73.3 percent of teachers frequently

and 6.7 percent of teachers rarely shared their experiences with study network. This shows that none of the teachers responses never.

d. Sharing Teaching Problems with Colleagues

Whether teachers share their teaching problems with colleagues before entering to their classroom, the information extracted has been presented in the following table:

Table No. 4

Sharing Teaching Problems with Colleagues

Responses	No. of Teachers	Percentage
Always	20	66.7
Frequently	10	33.3
Rarely	-	-
Never	-	-
Total	30	100

The above table displays that 66.7 percent of teachers always shared their teaching problems with their colleagues, and 33.3 percent of teachers frequently shared their teaching problems with their colleagues.

e. Implementation of Knowledge and Skills Gained in Study Network

The information is obtained about the extent that teachers implemented learned skills and knowledge after attending the study network.

Table No. 5

Implementation of Knowledge and Skills Gained in Study Network

Responses	No. of Teachers	Percentage
Always	10	33.3
Frequently	17	50.7
Rarely	3	10
Never	-	-
Total	30	100

According to the obtained result, out of the total 30 teachers 33.3 percent of teachers always implemented the knowledge and skill gained in study network. Similarly 56.7 percent of teachers frequently implemented the knowledge and skills gained in study network. This shows that most of the teachers implemented the knowledge and skills gained from study network in the classroom.

f. Recording the Incidents, Problems and Insights that Occurred During Lessons

Teachers are likely to encounter a number of incidents, problems in their classroom or during their lessons and that serves to trigger insights about some aspects of teaching and learning. Through this teachers can learn more about their teaching, their learners and themselves. So, recording of a lesson provides a much accurate and complete result. The responses provided by them have been presented in the following table.

Table No. 6

Recording the Incidents, Problems and Insights that Occured During Lessons

Responses	No. of Teachers	Percentage
Always	3	10
Frequently	5	16.7
Rarely	20	66.7
Never	2	6.6
Total	30	100

The obtained results shows that 10 percent of the teachers always recorded the incidents, problems and insights that occurred during their lessons, 16.7 percent of the teachers frequently recorded the incidents, problems and insights and 66.7 percent of the teachers rarely recorded the incident, problems and insights that occurred, during lessons. But 6.6 percent of the teachers never recorded the incidents, problems and insights that occurred during lesson. This shows that

most of the teachers recorded the incidents, problems and insights that occurred during lesson in their classroom.

g. Participating in Team Teaching

Two heads are better than one head. It is a process in which two or more teachers share the responsibility for teaching a class. It is a collaborative work through which all the participating teachers learn from each other. By understanding this fact, the responses of teachers is presented in the table below:

Table No. 7

Participating in Team Teaching

Reponses	No. of Teachers	Percent
Always	4	13.3
Frequently	21	70
Rarely	5	16.7
Never	-	-
Total	30	100

As the above table shows that, 13.3 percent of the teachers participated in team teaching. Similarly, 70 percent of the teachers frequently participated in team teaching and 16.7 percent of the teachers rarely participated in team teaching, None of the teachers never participated in team teaching. This clarify that most of the teachers participated in team teaching for their professional development.

h. Recording of Own Teaching

The lessons of the teachers may be recorded. Mostly, the teachers do not have opportunities to hear or see themselves so that if they hear their voice, they would provide the feedback of their own teaching. The information is extracted by the respondents about keep record of own teaching on the basis of following responses given in the table below:

Table No. 8

Recording of Own Teaching

Reponses	No. of Teachers	Percent
Always	3	10
Frequently	7	23.3
Rarely	18	60
Never	2	6.7
Total	30	100

From the given table, only 10 percent of teachers always recorded their own teaching. Likely, 23.3 percent of teachers frequently recorded their own teaching and 60 percent of teachers rarely recorded their own teaching. But 6.7 percent of the teachers never recorded their own teaching.

i. New Teachers Receive the Same Support in the Institution

Whether the new teachers receive the same support in the institution. The responses of the teachers are shown below in the table:

Table No. 9

New Teachers Receive the Same Support in the Institution

Reponses	No. of Teachers	Percent
Always	8	26.7
Frequently	8	26.7
Rarely	12	40
Never	2	6.6
Total	30	100

The data presented above is obtained from the statement "new teachers received the same support in the institution." This data shows 26.7 percent of the teachers always received the support, 26.7 percent of the teachers frequently received the support, 40 percent of the teachers rarely received the support but 6.6 percent of the teachers never received the same support in the

institution. The data shows that most of the new teachers get support in their institution.

j. Consulting with Parents if Problems Occurs in Student Learning

To the education of the students, the parents should be very much sensitive and well concerned, about their children. So, the teachers should discuss their students teaching problems with their parents. Regarding this statement, the responses provided by teachers have been presented in the succeeding table.

Table No. 10

Consulting with Parents if Problems Occurs in Student Learning

Reponses	No. of Teachers	Percent
Always	2	6.7
Frequently	25	83.3
Rarely	3	10
Never	-	-
Total	30	100

The data presented in the above table has been extracted from the 30 teachers of government and private school who participated in teacher support group. The above table displays that 2 teachers (6.7%) always consulted with parents if problems occurs in student learning, 25 teachers (83.3%) frequently consulted with parents and 3 teachers (10%) rarely consulted with parents if problems occurs in student learning.

k. Showing Relationship between Materials and Examination

Materials including broadly the instructional materials such as realia, pictures, word cards etc and reference materials as course books, dictionaries, online texts, exercises, etc. Those materials which are used as texts, textbooks and course book. So, when we say materials evaluation, we understand it as the textbook evaluation. Whether, there is relationship between materials and examinations or not. This is the main purpose of the study.

Table No. 11

Showing Relationship between Materials and Examination

Reponses	No. of Teachers	Percent
Always	20	66.7
Frequently	7	23.3
Rarely	3	10
Never	-	-
Total	30	100

From the above table, the majority of the teachers (66.7%) always, 23.3% of the teachers frequently and 10 percent of the teachers showed the relationship between materials and examinations. This data shows that most of the teachers showed the relationship between materials and examinations.

l. Managing Physical Constraints of the Classroom

Some of the classroom are well equipped while others are in primitive and poor conditions in terms of technology, furniture, and so on. To manage such classroom, teacher support group is a medium of solution or not.

Table No. 12

Managing Physical Constraints of the Classroom

Reponses	No. of Teachers	Percent
Always	16	53.3
Frequently	12	40
Rarely	2	6.7
Never	-	-
Total	30	100

According to the table presented above shows that more than half (53.3%) of the teachers managed the physical constraints of the classroom, 40 percent of the teachers frequently and 6.7 percent of teachers rarely managed the classroom with the help of teacher support group.

m. Making Teaching Effective by Using Materials Available in the Classroom

Participation in a teacher support group can lead to more effective and innovative changes in teaching because of the sharing and critiquing of various individual members' approaches and teaching methods and they also have knowledge to use classroom materials. The information is presented below:

Table No. 13

Making Teaching Effective by Using Materials Available in the Classroom

Reponses	No. of Teachers	Percent
Always	24	80
Frequently	4	13.3
Rarely	2	6.7
Never	-	-
Total	30	100

The information presented in the above table shows that 80 percent of the teachers always made their teaching effective by using materials available in the classroom, 13.3 percent of the teachers frequently made teaching effective and only 6.7 percent of the teachers rarely used materials available in the classroom.

n. Managing the Multilingual Classes

The classroom context can be different because of the language abilities the learners have in different languages. The learners may be monolingual, or bilingual. In such a situation the teacher support group help to manage such classes.

Table No. 14

Managing the Multilingual Classes

Reponses	No. of Teachers	Percent
Always	19	63.3
Frequently	9	30
Rarely	2	6.7
Never	-	-
Total	30	100

Regarding this table, more than half 63.3 percent of the teachers always managed the multilingual classes with the knowledge gained in teacher support group, 30 percent of teachers frequently managed the multilingual classes but only 6.7 percent of the teachers rarely managed the multilingual classes with the help of teacher support group.

o. Minimizing Challenges and Managing the Large Classes

In the context of large classes, teachers generally feel greater problems and challenges. It is true that large classes have some specific challenges. In this condition, teacher support group explore the ways in which the problems and difficulties of large classes should be at least minimized and managed or not.

Table No. 15

Minimizing Challenges and Managing the Large Classes

Reponses	No. of Teachers	Percent
Always	17	56.7
Frequently	11	36.7
Rarely	2	6.6
Never	-	-
Total	30	100

The above presented table shows that more than half 56.7 percent of the teachers always minimized challenges occurs in large classes and managed the

large classes 36.7 percent of the teachers frequently and 6.6 percent of the teachers rarely minimized the challenges and managed the large classes by the help of knowledge obtained in teacher support group. This shows that teacher support group is useful to minimize the challenges and helpful to manage the large diversity classes.

p. Overcoming from the Isolation

Most of the teachers work alone on their classrooms. Participation in a teacher support group help them to overcome from this isolation and foster a sharing attitude among teachers or not.

Table No. 16

Overcoming from the Isolation

Reponses	No. of Teachers	Percent
Always	20	66.7
Frequently	8	26.7
Rarely	2	6.6
Never	-	-
Total	30	100

The above table displays that 66.7 percent of the teachers always overcame from the isolation with the help of teacher support group, 26.7 percent of the teachers frequently and 6.6 percent of the teachers rarely overcame from the isolation with the help of teacher support group.

q. Developing Confident

Teachers become more aware of the complex issues involved in language teaching by sharing their experiences with colleagues in a group. They find that they become more confident in themselves and their work as a result of belonging to a group. In this fact, whether teacher support group help to develop confident on teachers or not. This is presented below:

Table No. 17

Developing Confidence

Reponses	No. of Teachers	Percent
Always	27	90
Frequently	2	6.7
Rarely	1	3.3
Never	-	-
Total	30	100

As the above table displays that 90 percent of teachers always developed confidence with the help of teacher support group. Similarly, 6.7% of the teachers frequently and 3.3 percent rarely developed confidence on them with the help of teacher support group.

r. Developing a Culture of Collaboration in Institution

Teacher support groups are for teachers. It helps to develop a culture of collaboration in an institution and enable teachers with different level of training and learn experiences from one another in a group and work together to explore new ideas, thoughts and resolve teaching problems. Regarding this, the responses provided by the teachers have been presented in the succeeding table.

Table No. 18

Developing a Culture of Collaboration in Institution

Reponses	No. of Teachers	Percent
Always	18	60
Frequently	12	40
Rarely	-	-
Never	-	-
Total	30	100

The above table presented that 60% of the teachers always developed a culture of collaboration in their institution and 40% of the teachers frequently

developed a culture of collaboration in their institution. This data shows that almost of the teachers develop a collaboration with the help of teacher support group in their institution.

s. Bringing Changes Over Existing Situation

Teacher support group is a new concept in teaching. It is useful for teachers in teaching profession. It develops new methods, technologies and tools in teaching. It also generate new ideas in teaching. It develops modern technology and teachers use new and modern tools and techniques instead of traditional one. In this way, teacher support group bring changes over existing situation or not. This information has been presented in the table no. 19.

Table No. 19

Bringing Changes Over Existing Situation

Reponses	No. of Teachers	Percent
Always	12	40
Frequently	18	60
Rarely	-	-
Never	-	-
Total	30	100

Regarding the bringing changes over existing situations (60%) of the teachers frequently brought changes and (40%) of the teachers always brought change over existing situations. None of the teachers are against this statement.

t. Conducting Training for the Teachers

Talk is a major means of enabling participants to develop their awareness, confidence and thinking. So, talk can be taken as a valuable tool in training. In training, the participants work in groups or pairs to make discussions about their thinking. In this sense, whether research center should conducts training for the teachers, the table below shows this result.

Table No. 20

Conducting Training for the Teachers

Reponses	No. of Teachers	Percent
Always	-	-
Frequently	24	80
Rarely	6	20
Never	-	-
Total	30	100

Among the 30 respondents, 80 percent of the teachers frequently agreed with conducting training for the teachers and 20 percent of the teachers are rarely. This means research center frequently conducted training programmes for the teachers.

u. Training for Professional Development

"Teacher training is a system of preparing individuals for effective educational transactions including classroom teaching, A teacher requires training to be able to transmit knowledge skills and attitude to the learners in a more effective way." (as cited in Hada, 2009). In this regard, we can say that training is prerequisite for teachers and for their profession, the table below shows this result.

Table No. 21

Training for Professional Development

Reponses	No. of Teachers	Percent
Always	26	86.7
Frequently	4	13.7
Rarely	-	-
Never	-	-
Total	30	100

The above table clarify that 86.7 percent of the teachers are always agreed with the statement 'training for professional development', and only 13.3 percent of the teachers thought that the training frequently develop the profession.

v. Participate in Topic based Group

Whether teacher participate in Topic based groups in their institution or not. The table shows the result:

Table No. 22

Participate in Topic based Groups

Reponses	No. of Teachers	Percent
Always	20	66.7
Frequently	10	33.3
Rarely	-	-
Never	-	-
Total	30	100

The above table displays that 66.7 percent of teachers always participated in topic based groups and 33.3 percent of teachers frequently participated in topic-based groups.

w. Implement the Knowledge Gained in School Based Groups in the Classroom

The information is obtained about the extent that teachers implemented the knowledge after participating in school-based groups.

Table No. 23

Implement the Knowledge Gained in School Based Groups in the Classroom

Reponses	No. of Teachers	Percent
Always	13	43.3
Frequently	15	50
Rarely	2	6.7
Never	-	-
Total	30	100

According to the obtained result, out of the total 30 teachers 43.3 percent of teachers always implemented the knowledge gained in school-based groups. 50 percent of teachers frequently and 6.7 percent of teachers rarely implemented the knowledge gained in school based groups. This shows that most of the teachers implemented the knowledge gained in school based groups in their classroom.

x. Share Experiences with Job-alike Groups in your Institution

Teachers were provided the statement "Share experiences with job-alike groups in your institution" followed by four alternatives always, frequently, rarely and never. Their responses to the statement are presented below:

Table No. 24

Share Experiences with Job-alike Groups in Your Institution

Reponses	No. of Teachers	Percent
Always	18	60
Frequently	12	40
Rarely	-	-
Never	-	-
Total	30	100

Among the 30 participants, 60 percent of them always shared their experiences and 40 percent of them frequently shared their experiences with job-alike groups in their institution. This data shows that all the teacher had practices of sharing experiences with their participants.

y. Interest to Join in Reading Groups

The information obtained on teachers' interest to join in reading groups is presented in the following table.

Table No. 25

Interest to Join in Reading Groups

Reponses	No. of Teachers	Percent
Always	24	80
Frequently	6	20
Rarely	-	-
Never	-	-
Total	30	100

According to the data presented in the table above, 80 percent of the teachers always interested to join in reading groups and 20 percent of them frequently interested to join in reading groups. This shows that almost all the teachers interested to join in reading groups.

z. Institution Organizes Writing Groups for the Teachers

The following table shows the teachers' responses on the statement, "Institution organizes writing groups for the teachers'.

Table No. 26

Institution Organizes Writing Groups for the Teachers

Reponses	No. of Teachers	Percent
Always	10	33.3
Frequently	18	60
Rarely	2	6.7
Never	-	-
Total	30	100

Above table shows that 33.3 percent of teachers always agreed with organizing writing groups for the teachers. Similarly 60 percent of teachers frequently agreed and 6.7 percent of the teachers are rarely. This shows that most of the teachers agreed that their institution organize the writing groups for them.

aa. Research Groups and Virtual Groups are Very Useful for Teachers' Professional Development

The information has been extracted on the statement, "Research groups and virtual groups are very useful for teachers' professional development'. The result is presented in the table below:

Table No. 27

Research Groups and Virtual Groups are very Useful for Teachers' Professional Development

Reponses	No. of Teachers	Percent
Always	25	83.3
Frequently	5	16.7
Rarely	-	-
Never	-	-
Total	30	100

As the above table shows, 83.3 percent of the teachers are always agreed with the statement, 'research groups and virtual groups are very useful for teachers' professional development', and only 16.7 percent of the teachers thought that research groups and virtual groups frequently developed the profession of teachers.

4.2.2 Discussion based on Open-ended Questionnaires

On the basis of rigorous analysis and interpretation of the data, the following major discussion of the study have been presented:

a) Out of total 30 participants, almost all (100%) secondary English language teachers attended teacher support group about English language teaching. They thought that teacher support programmes were useful for group professional development

b) The present study found that all the English language teachers were directly or indirectly benefited from teacher support group. They

received some benefits like sharing the ideas, experiences, methods, techniques of teaching.

c) It was found that tools of teaching were images, picture magazine cutouts, audio-visual aids, game and puzzles and student centred techniques in teaching.

d) It was found that the English language teachers shared with their colleagues about critical situations, teaching methods and techniques, and the area of difficulties that they faced in their teaching.

e) It was found that collaboration in teacher learning was more beneficial than individual learning. They shared their failure, success, experiences concerned with their profession. They experienced that they develop confidence skill working with group.

f) It was found that all the teachers took part in different education programmes like teacher support group frequently for their professional development.

g) The study found that all informants had positive attitude towards teacher support group and they considered it was useful to enhance teacher's professional development. It developed confidency on EFL teachers performance.

h) It was found that teacher support group had positive effect in English language teaching. It developed performance skills and confidence on teachers.

i) All the teachers had positive attitude towards teacher support group. The majorities of them were satisfied with the current practices of teacher support group. They provided several reasons because of being satisfied with the current practices of them like new concept on teaching, develop new method and technique, develop confidence, develop knowledge and skill.

j) It was found that the majorities of the English language teachers faced difficulty in implementation of learned skills in the classroom. They provided several reasons, like; language problems, socio-economic

status of teachers and students, teachers culture, large classes, mixed ability of the students, teacher's carelessness etc.

k) It was found that the majority of the teachers participated in teacher development programme. They suggested those teachers who had not participated such programmes should take part in such programmes and develop their career.

l) The study found that all the informants participated in various types of teacher support group for their professional development.

4.2.3 Discussion Based on Interview

Almost all the informants had positive concept and perception on the current practice of teacher support group for teachers' professional development.

The first informant (T_1) reported that the principal or the administrator is responsible for implementing the programme in their institution.

The second informant (T_2) reported that the result of the school how much students get distinction, first division, second division or the pass percent and fail percent of the students showed that whether a teaching has successfully completed the program.

It was found that district school board and school authority know the successful completion of the program and successful completion of the program and successful teaching with the help of the result of the school.

The third informants (T_3) reported that the teachers should be responsible to the school. They should be aware about the rules and regulations of the school as well as institutional policies of the school. The old teachers already knows about it but the novice teachers have to know about the institutional policies of the school. So, they should consult with the principal and administrator to know all the background knowledge of the school.

It was found that it is impossible to contact and consult with the member of school management committee all the time to know about the policies, so it is better to consult with principal and other experienced teacher.

The fourth information (T_4) reported that quality education starts from qualified teachers. The teachers perceive the more skills and knowledge from the different education programme. They share their experiences problems, ideas and many more activities in such programme and develop their confidence skill. To get such types of benefits from teacher support group, other occasional teachers should be provided opportunity to participate in the program.

It was found that teacher support group is beneficial for teachers' professional development.

The fifth informant (T_5) reported that the institution mange the subject wise group discussion, topic wise group discussion, provide the opportunities to participate in seminars, workshops, conferences and other different training sessions for the teachers for their professional development.

It was found the programmes are beneficial for teachers to develop their career.

The sixth informant (T_6) reported that through the help of teacher support group, they develop different new ideas, methods, techniques in teaching and learning activities. They adopt new strategy in learning. The teaching is developed to learner-centred technique. Because of these reasons, there is a good remark of result on students, they obtain good marks on learning. So, teachers take teacher support group positively in his institution.

The seventh informant (T_7) reported that he is the principal of the school. He has the role and responsibility towards institutions and the staffs of the institutions. He provided the subject wise training to the teachers. He provided the teaching materials, textbooks, workbook, and related materials to teaching. He supported on economic status of the programme or he handle the

programme through every dimension. He provided the trainer and he consulted with different NGO and $INGO_s$ for better learning.

Teachers' Suggestions For The Improvement Of The Programmes:

Respondents of this study have provided their several suggestions for the improvement of teacher education programme like teacher support group. So that the knowledge and skills of this programme can easily be implemented. Their suggestions are summarized and presented below:

- Programmes should be organized according to meet the profession.
- Programmes should be frequently organized.
- Programmes should be organized to develop their skills and to promote their ability.
- Programmes should be made need based.
- Organizing such programmes in institution and in comfortable area.
- Programmes should be participants centered, collaborative and interactive.
- Programmes should be organized in friendly environment.
- Programme organizers should be aware of the target group.
- Programmes should be organized to develop teachers' professional development.
- Teachers should be provided such programmes with incentives.
- The system of follow-up, feedback and reward is necessary.
- Teachers who apply the learned skills and knowledge need to be rewarded and given more opportunities for more learning.
- Schools should be made well equipped with materials.

From the above suggestive measures, it can be concluded that to improve the teacher education programme (Teacher support group), should be brought in utilization. And all the teachers who have participated in such programmes

have provided their valuable suggestions to those teachers who have not participated in such programs yet.

Finally, all the teachers should attend the programme (teacher support group) to be a well professional teacher, to share ideas, to consult problems, to share materials, to share experiences to implement knowledge, to manage the challenges, to develop confidence, to develop a culture of collaboration, to manage the physical constraints of the classes, to update, to catch the demand of time, to develop career, to generate better ideas of teaching and to use latest tools and technologies of teaching.

In a nutshell, teacher support group is very useful for teachers professional development. It is also helpful for solving the teaching problems that occurs during teaching.

CHAPTER FIVE
SUMMARY AND CONCLUSION

5.1 Summary

This research work entitled "Practice of Teacher Support Group in Teachers' Professional Development" was carried out to explore the current practice of teacher support group for their professional development. The primary data was collected from the thirty secondary level English language teachers and school management committee from Dang Valley selected by using non-random judgmental sampling procedures. The data obtained from the respondents through the close-ended and open ended questionnaire and interview. The systematically collected data have been analyzed and interpreted descriptively and using simple statistical tools.

This study consists of five chapters. The five chapter deals with introduction, statement of the problem, rationale of the study, objective of the study, research question, significance of the study, delimitations of the study and operational definition of the key items. The second chapter contains review of related literature, implication of the review of the study and theoritical framework. The third chapter deals with design of the study, population and sample, sampling procedures, data/Information collection tools, Data/information collection procedures, data analysis and interpretation procedures. The fourth chapter deals with results and discussion. The fifth chapter consists of summary, conclusion and implication.

I attempted to report the main findings of the study drawn on the basis of data analysis and interpretation. My study focused on exploring the current practices of teachers support group for their professional development. Here, I have come up with the following findings on the basis of data analysis and interpretation and presented below:

a. All the participants in this study agreed that most of the teachers participated in this programme. They considered that teacher support

group is one of the most useful tool for teachers' professional development.

b. As sharing material with colleagues in teacher support group, 50 percent of the teachers frequently shared their materials. They also perceived that this programme is very important for teachers' profession. Their opinion for this programme include: opportunity to share ideas while conducting exams, to share experiences, problems, development of confidence.

c. 56.7 percent of teachers implemented their knowledge and skills obtaining from the teacher support group and 33.3 percent always implemented the knowledge and skills. In course of implementing, almost all the teachers faced difficulty, because of various reasons like multilingual classes, diversity of the learners, teachers' carelessness, lacking in feedback and reward system, Lack of teaching materials, insufficient time and problem of physical condition of the classroom.

d. Majority of the teachers (66.7%) perceived that they rarely recorded the incidents, problems and insights that occured during lessons. It was also found that more than half (70%) teachers participated in team teaching and 60% of the teachers only recorded their own teaching.

e. Although the new teachers only 40% received the support in their institution.

f. It was found that the majority of the teachers (83.3%) consulted with the parents while problems occurs in student learning. To some extent, 53.3 percent of the teachers always managed the physical problems of the classroom with the help of knowledge gained in teacher support group.

5.2 Conclusion

The present study entitled," Practice of teacher support group in teachers' professional development. Respondents of this research have provided their valuable responses for the improvement of teacher education programme like

teacher support group. The knowledge and skills gained in such programme must be implemented in teaching profession.

It can be concluded that to make effective teaching, some following tips will be brought in utilization:

- Schools should be made well equipped with materials and furnitures.
- Teachers should be made autonomous.
- The system of follow-up, feedback and reward is necessary.
- The programme should be participants-centered-interactive and meet their needs and interests of the teachers.
- Programme organizers should be aware of the target groups.
- Teachers support group should be made practical.

Finally, we can conclude that all the respondents who have attended in teacher support group have provided their valuable suggestions to those teachers who have not participated in such programmes. The teacher should attend the programme like teacher support group and other education programme to update their knowledge, to meet the needs and interests of the learners, to develop confidence skill on them, to catch the demand of changing time, to motivate towards their profession, to boost up their professional career and develop better way of teaching and learning process.

In a nutshell, it is found that the teacher professional development programme, teacher support group is very useful for teachers' profesisonal development. Teacher support group is about teachers coming together, sharing the problems that they experience in the classroom, carrying the ideas from one another. There are different education programmes which are considered as traditional ways of educating teachers but teacher support group is one of the new concept and have important impact in the field of teacher development. There is saying "Two heads are better than one".

Implication:

Teacher support group coins new and advantage our idea in the behalf of policy makers, practice level and further research.

a. Policy Level

Policy makers and curriculum designers should analyze the needs and interests of the learners and teachers. The syllabus designers and textbook writers should be more conscious about different programmes like teacher support group while designing the syllabus and writing the textbooks of the English language for secondary level English language teachers and learners.

b. Practice Level

This research is a new concept of study in teaching and it is one of the most important tool for teachers' professional development. This study makes a significant contribution for English language teachers for their professional development.

This study focuses on in what degree the English teachers can involve and engage in different collaborative learning programmes. Though, collaboration, teachers get to know their colleagues better, and share problems, experiences with them to make their teaching effective.

c. Further Researches

English language teaching is really a complex task because it is really a challenging job. The changing needs and interests of the learners and society or country are changing continuously. So, the teachers are engaged in the lifelong learning. The teachers should participate in different education programme to update their knowledge. They should gain knowledge and skills from such programmes. The teachers should share their problems, experiences, materials and many more activities related to teaching profession in teacher support group. The followers can consult the following research work to carry out research on different education programme like teacher support group. Because it would be the yardstick for their research work.

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Appendix - I

QUESTIONNAIRE

Dear sir/madam

I have prepared this questionnaire to collect the information for my research entitled, "Practice of Teacher Support Group for Teachers' Professional Development" under the guidance of Dr. Tara Datta Bhatta, Professor, Department of English Education, University Campus, T.U., Kirtipur. The correct information provided by you will be great help for me completing my study. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure that your response will be completely anonymous.

Researcher

Sumitra Oli

All the questions are based on professional development activity: Teacher support Group:

Name :

Qualification :

Experience :

Name of Institute :

Address :

S.N.	Statement	Responses			
		Always	Frequently	Rarely	Never
1	Share materials with colleagues.				
2	Share ideas while conducting examinations.				
3	Share experiences with study network				
4	Share teaching problems with your colleagues				
5	Implement the knowledge and skills gained in study network in classroom				
6	Record the incidents, problems and insights that occurred during lessons.				

7	Participate in team teaching.				
8	Keep record of own teaching.				
9	New teachers receive the same support in the institution.				
10	Consult with parents, it problem occurs in student learning				
11	Show relationship between materials used and examination				
12	TSG helps to manage physical constraints of the classroom				
13	TSG support to make teaching effective by using materials available in the classroom.				
14	TSG help to manage the multilingual classes.				
15	TSG help to minimize challenges and manage the large classes.				
16	TSG help to over come from the isolation.				
17	TSG help to develop confident.				
18	TSG help to develop a culture of collaboration in institution.				
19	TSG bring changes over existing situation.				
20	Research center conducts training for the teachers				
21	Training is helpful for professional development.				
22	Participate in topic-based groups.				
23	Implement the knowledge gained in school-based groups in their classroom.				
24	Share experiences with job-alike groups.				
25	Interest to join in reading groups.				
26	Institution organizes writing groups for the teachers.				
27	Research groups and virtual groups are very useful for teachers' professional development.				

Open -ended Questions

You are humbly requested to provide the responses in your own words.

1. Do you think teacher support groups are useful for group professional development ?

   _____

2. What benefits are you getting from teacher support gorup ?

   _____

3. What types of tools and technique are you using for your teaching ?

   _____

4. In your institution do you share your problems with your colleagues ? If yes what types of problem do you prefer to share ?

   _____

5. What's your experience of working with group or study network ?

   _____

6. How often do you take part in teacher support group for your professional development ?

   _____

7. Do you think teacher support groups have any significant effect on EFL teacher's performance ? Could you provide some effects ?

   _____

8. Does teacher support groups have any effect in English language teaching ? Could you provide some positive and negatie effects ?

   _____

9. Are you satisfied with the current practices about conducting the teacher support group ? If not why ?

   _____

10. Do you think teachers participate in different education programme but they do not implement it in the classroom practices, why this happens ?

    _____

11. What is your suggestion for those teachers who have not participated in such teacher development programmes

    _____

12. What types of teacher support groups are you using for your professional development ?

    _____

Appendix II

Question for Interview

1. Who is responsible for implementing the programme ?

   _____

2. How do employers (district school board and school authority) and the public at large know whether a teaching has successfully completed the program ?

   _____

3. Who can new teachers talk to for information about the institutional policies ?

   _____

4. Are other occasional teachers eligible to participate in the program ?

   _____

5. Does your institution provide any other programmes for teacher's professional development ?

   _____

6. Do you think the English language teachers take TSG positively in your institution ?

   _____

7. How can you support the programme at your institution ?

   _____

Appendix - x

List of Schools

Teachers from the following schools were taken as the respondents to collect the primary data for the sole purpose of this study.

1. Shree Bal Miteri Higher Secondary school, Duruwa and Bhojpur Dang.
2. Shree Himal Academy Higher Secondary School, Tulsipur, Dang.
3. Great Araniko Secondary School, Tulsipur, Dang.
4. Valley Star English Secondary School, Tulsipur, Dang.
5. Nava Jyoti Janata Secondary School, Tulsipur, Dang.
6. Gyan Jyoti Public School, Tulsipur, Dang.
7. Tri-Dev Secondary School, Tulsipur, Dang.
8. Muna English Boarding School, Malawar, Dang.
9. Shree Chandrodaya Vidya Kunja H.S. School, Urahari, Dang.
10. Little Heaven H.S. School, Tulsipur Dang.
11. Rapti Higher Secondary School, Tulsipur, Dang.
12. Mahendra Higher Secondary School, Tulsipur, Dang.
13. Divya Jyoti H.S. School, Urahari, Dang.
14. Gorkhka Higher Secondary School, Tulsipur, Dang.
15. Adarsh Academy, Tulsipur, Dang.
16. Shree Pashupati H.S. School, Haripauri, Dang.
17. Centre School, Tulsipur, Dang.
18. Amar Higher Secondary School, Urahari, Dang.
19. Tulsi Higher Secondary School, Tulsipur, Dang.
20. Shree Higher Secondary School, Bijauri, Dang.
21. Shree Hapur HIgher Secondary School, Hapur, Dang.
22. Saraswati English Secondary School, Tulsipur, Dang.
23. Siddha Prithivi Janata Campus, Shreegaun, Dang.
24. Shree Minruwa H.S. School, Tulsipur, Dang.
25. Shree Jana Jyoti M.B. Raniyapur, Dang.
26. Shree Guru Jajur H.S. School, Tulsipur, Dang.
27. Shree Ambapur M.B., Ambapur, Dang.
28. Shree Madhyamik Bidhyalaya, Bhamake, Dang.
29. Shree Bayale Simtara H.S. School, Patetakura, Dang.
30. Shree Madhamik Bidhyalaya, Aswara, Dang.

Appendix - ix

List of Interviewees

S.N.	Name of Interviewee	Academic Qualification	Teaching Experience (in years)
1	Bharat D.C.	M.A	8 yrs
2	Bhimlal Marasini	M.A	7 yrs
3	Binod DC	M.Ed.	6 yrs
4	Chandra Ghimire	B.Ed.	10 yrs
5	Churna Bdr. Basnet	B.Ed.	5 yrs
6	Drabya K.C.	M.A	6 yrs
7	Drona Bdr. Basnet	M.A	5 yrs
8	Ganesh Basnet	M.A	10 yrs
9	Ghanshyam Regmi	B.Ed.	8 yrs
10	Hom Raj Dangi	M.Ed.	6 yrs
11	Kamal K.C.	M.Ed.	5 yrs
12	Kamala Sapkota	M.A	7 yrs
13	Karuna Oli	M.Ed.	6 yrs
14	Keshav DAngi	M.Ed.	10 yrs
15	Laxmi D.C.	M.Ed.	6 yrs
16	Lokraj Khanal	M.A	10 yrs
17	Mahesh Acharya	M.A	6 yrs
18	Neelam Shrestha	M.Ed.	5 yrs
19	Padam Oli	M.A	4 yrs
20	Puskar Raj Basnet	B.A	5 yrs
21	Rakesh Sharma	M.Ed.	5 yrs
22	Ranju Acharya	M.Ed.	8 yrs
23	Renu Tamang	M.A	7 yrs
24	Rudra Mani Sharma	B.Ed.	8 yrs
25	Sajan Oli	M.Ed.	7 yrs
26	Shree Narayan Chaudhari	M.A	4 yrs
27	Srijana Tamang	B.Ed.	8 yrs
28	Tej Bdr. K.C.	M.A	7 yrs
29	Tekan Kandel	M.Ed.	7 yrs
30	Yam Kant Kharel	M.Ed.	8 yrs

Thank you for your participation