

CHAPTER ONE

INTRODUCTION

The research study entitled “Role of Practice Teaching for Student Teachers’ Professional Development” seeks to describe teacher professional development in the field of teaching profession. This chapter deals with general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, operational definition of key terms and delimitations of the study.

1.1 General Background

English language teaching is a profession. Moreover; profession refers to an occupation, vocation or career where specialized knowledge of a subject field or science is applied. Therefore, it is prolonged academic learning and formal qualification. People perceive teaching as a dynamic process and a demanding task that tests one's commitment and courage. Therefore, it is treated as a complex activity that requires teaching learning strategy, curriculum a sound knowledge of a child psychology, instructional rules regulations and so on. In the process of teaching and learning, teachers face many challenges and complexities. Those challenges and complexities gradually make them experienced and qualified while dealing with the teaching and learning activities. Furthermore, a professional activity involves systematic knowledge and proficiency, and requires some specific types of learning. Teacher is a person like other professionals; e.g. doctor, pilot, engineer who require special skills to accomplish their particular job. Therefore, teaching is also regarded as profession. Khaniya (2006,p.7) supporting this view states: "Teacher professions, doctors, engineers, lawyers etc. are

regarded as professionals... Professional is he who performs task involving not only skills and knowledge but also expertise".

Similarly, Wallace (2010) lists five qualities of profession as:

-) A basic scientific knowledge.
-) A sense of rigorous study which is formally assessed.
-) A sense of public service.
-) High standard of professional conduct, and
-) The ability to perform some specified demanding and socially useful task in demonstrably competent manner (p.5).

From this, it is clear that profession requires the specific knowledge about particular profession. Development is a separate concept, which means progressive change and advancement towards positive direction. Ur, P. (1996,p.318) says, "Teacher development takes place when teachers working as individuals or in a group, consciously take advantage of such resource to forward their own professional learning". Similarly, Richards and Farrell (2010) state:

Development generally refers to general growth not focused on a specific job. It serves a long-term goal and seeks to facilitate growth of teachers understanding of teaching and of themselves as teachers. It often involves examining different dimension of a teacher practice as a basis for reflective review and can enhance be seen as bottom-up (p.4).

Practice Teaching is the culmination of the teacher preparation process in that; it offers the opportunity to bring theories and ideas developed about teaching into practice as teachers in actual classroom setting. Where it plays important role in the preparation of teacher. Its effectiveness is

necessary for the nation. It is a milestone for professional development . It is a combination of personality, professional skills, knowledge and training, which is fuel for an endless journey. It is an integral component of teacher training in order to achieve the standards required for qualified teacher status; student teacher is required to do practice teaching in real classroom setting.

Practice teaching is a gradual and systemic process, very well coordinated and planned which is generally integrated into schools and campus. However, it cannot go smoothly without preliminary activities, which take place in microteaching period. Therefore, the essence of microteaching is realized as a truly scientific approach for practice teaching.

1.2 Statements of the Problem

Many studies are carried out in the field of teacher professional development in foreign countries. In Nepal as well, many studies have been done in the field of Teacher Professional Development (TPD). In Nepal, a huge number of teachers join teaching profession without any preparation. However, young people start teaching profession with hopes for life, ambitions, excitements, and enthusiasm. But very soon most of them fail to continue such hopes and become frustrated. Practice Teaching (PT) is for teachers to develop professionally, it is neglected to be implemented by the student teachers and institutions. Furthermore, it is one of the programs for Teacher Professional Development. Because absence of PT in TPD program of teachers, not all the teachers themselves understand their job at all.

Practice Teaching has been considered a good way of teacher professional development. Lack of professionalism can cause a major problem for improvement of teaching learning activities in the Nepalese

educational institutions. They can certainly contribute a lot to the improvement of ELT situation if they are professionally developed. The role of practice teaching can be prominent for language teacher professional development. Therefore, lack of PT in language teachers could be a major problem for making necessary changes and improvement in our ELT situation. Therefore, I selected the topic “Role of Practice Teaching for Student Teachers’ Professional Development”.

1.3 Rationale of the Study

Practice Teaching plays major role providing opportunities for teachers. They can validate their knowledge, boost up their confidence and grow oneself. If the teacher joins in practicum, they are to some extent empowered. However, practice teaching has varieties of benefits; it is not in well practice so it is important to know Nepali English Language Teachers’ view on it. Moreover, this study seeks to explore to what extent, the English language teachers are aware of practice teaching for professional development. This study tries to find out the role of practice teaching for teachers’ professional development. Therefore, this study is necessary to carry out.

1.4 Objective of the Study

The objectives of the present study were as follows:

- To find out the student teachers’ perception on the role of practice teaching for teachers’ professional development in terms of use of techniques, teaching materials, and lesson plans.
- To suggest some pedagogical implications.

1.5 Research Questions

The research questions are largely guided by objectives to any study. They are also assets to a researcher to design appropriate methodology and consequently to discuss, analyze and interpret the data to derive findings and to draw conclusion of the study. I raised following as research questions.

- i) Does practice teaching make student teachers conscious of developing lesson plan?
- ii) What types of techniques do they use in real classroom?
- iii) How does practice teaching help student teachers to grow professionally?

1.6 Significance of the Study

This study will be useful to all the English language teachers in general. It is more significant for the student teachers of English language who are supposed to select the career in ELT. This study will equally be useful to the researchers who want to conduct research work in the similar field. This study will reveal the practice of practice teaching by English teacher for their professional development. Similarly, this study will be beneficial for the teacher trainer and teaching training institutions and educators as well. The findings of this work suggest some pedagogical implications in the field of teacher development. This research work is equally significant for those who want further study in this field in the future. All the persons who are directly or indirectly involved in the teaching profession will be benefited from this research work.

1.7 Delimitations of the Study

The proposed study had the following limitations:

-) This study was limited to the colleges of Kathmandu district.
-) Twenty students of B.Ed. and twenty students of M.Ed. level were included as a total population of the study.
-) Questionnaire was the tool for data collection.
-) Only the practice teaching was focused with practice of it for student teachers' professional development.

1.8 Operational Definition of Key Terms

Teacher Development : The noticeable and reformative change in teacher's profession and personal life.

Pedagogical Problems : Problems that occur in the classroom during teaching and learning.

Profession : It is a kind of vocation in which the sense of dedication and service count more than benefits and payment.

Professionalism : Having expertise on the qualities of profession.

Microteaching : It is a scale down teaching encounter which a teacher teaches a small unit to a group of five pupils for a short period of 5 to 15 minutes.

Practicum : Practice teaching.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related theoretical literature, teacher professional development, teacher learning, teacher training and practice teaching.

2.1 Review of Related Theoretical Literature

A theoretical framework is a collection of interrelated concepts, like a theory. The study "Role of Practice Teaching for Teachers' Professional development" will be based on the following review of related theoretical literature.

2.1.1 Teacher Professional Development

A profession requires knowledge of some types of learning. It is a process, which refers to change and growth, and seeks to see positive changes over existing situation. Furthermore, a professional is one who follows an occupation as a means of livelihood or gain. Defining professional development, different scholars, have given their views differently. Some commentators have noted the word "profession" is today almost synonymous with occupation. The term professional is now applied to the wide range of such individuals as footballers and cricketers. Villagas, and Reimers (2003, p. 11) opine: "Professional development in broad sense refers to the development of a person in his or her personal role". Gnawali (2008, p. 36) states: "The growth starts from the very beginning and continues until the retirement professionally and until the deathbed personally". Similarly, Head and Taylor (1997, p.12) write: "a reflective copy of approaching whatever it is that we are doing as teachers and whatever level of experience we are doing it". Therefore, teacher

professional development is an endless process in which teachers spend their life. In other words, it is an ongoing process through which teachers keep growing. Teacher development is an unending process of learning in the teacher's life means it requires to draw on the teacher's own inner resource for change.

Moreover, teacher professional development defines as an ongoing learning process in which teacher engage voluntarily to learn how best to adjust their teaching and learning needs of their students; it is not a single and one size fits all events. Moreover, it is rather an evolving process of professional self disclosure, reflection and growth that yields the better results when sustain over time in communities of practice and when focused on job embedded responsibilities which included formal experience like attending workshop, mentoring etc. and informal experience like reading books, watching professional documentaries etc. It enhances competence of all members in a learning community to pursue their life-long learning. In educational setting, it does not have its long history. "This perspective is new to teaching. For years the only form of professional development available to teachers was 'staff development' or in service training ..." (Villegas & Reimers, 2003, p. 11). Likewise, Liberman and Miller as cited in Day (2004) express their view about teachers and teacher learning for their professional development in the following way:

Teaching and learning are interdependent, not separate function. In this view, teachers are primarily learners. They are problem posers and problem solvers, they are researcher, and they are intellectuals engaged in unraveling and learning process both for themselves and for young people in their change. Learning is not consumption;

it is knowledge production; teaching is not performance; it is facilitative leadership (p. 105).

From this, it is clear that whatever works the teacher has done in course of teaching in the classroom; they gradually develop their professional skills. Furthermore, professional development can be achieved by the regular worshipping of work i.e. they enter into the classroom, face difficulty and the emerging problems. Head and Taylor (1997, p. 25) say: "Development means change and growth". More specifically, "Teacher development is the professional growth, a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically" (Glathron, 1995 as cited in Joshi 2010, p. 8). Therefore, it is obvious that if the development of teacher is on, it supports to achieve professional development. Hence, professional development involves all the activities aiming to achieve personal and professional growth of teachers.

Moreover, professional development starts when a novice teacher enters into classroom i.e. setting when teacher faces mixed ability students from multi environment then teachers have to understand students, school environment, resource materials language background, methods and overcome these difficulties. Observing and facing those problems teacher adjusts in professional life. Thus, TPD is about dealing with the needs and wants of each teacher.

In summary, professional development focuses especially on how teachers construct their identities in ongoing interaction with learners, by reflecting on their action in the classroom and adopting them to meet the learners expressed or implicit learning needs. Khaniya (2006) states:

People who don't update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if change are not kept abreast people working in that field will be left for behind. For this purpose, people involved in it should be allowed to work for its development, advancement and continuous improvement (p. 9).

2.1.2 Importance of Professional Development

Professional development as its name suggest, develop the person professionally. Moreover, professional Development in a broad sense refers to the development of a person in his or her professional role. In the field of teaching, teacher achieves the professional development after gaining the experiences and expertise for years systematically. This is, therefore, professional development is not achieve at once, rather it is a continuous process of transforming human potential into human performance and it is endless process. In this regard, Underhill (1988) states:

Development means ... keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and advantage in my career, and avoiding getting in a rut. If I am in a rut, then so is my teaching and then so are my student and learning from an out is tedious, slow and upspring. (as cited in Head and Taylor, 1997, p. 43).

Similarly, Evans (2002) perceives the notion of PD through three interdependent concepts: learning, engagement and improved practice. He defines PD as "learning opportunity that engages in ways that string

them their practice" (p. 663). From this, it is clear that professional development has great importance in the field of language teaching and learning. Many methods and technique which are new make the teacher difficult, until and unless they understand and practice over those methods and techniques.

Moreover, the education system of the world is changing day by day. In addition, the knowledge related to the field of language teaching and learning is never consistent. It depends up on change in the theories of language learning and teaching with the emergences of the new approaches and methods so there is a need of regular opportunity for the teachers to update their knowledge and skills in this field. In order to contribute for teachers' professional development the knowledge based educational policy makers, teachers, educational and administrators who are engaged in the process of TD have to commit for planning, implementing and assessing sensible educational reforms. Likewise, according to Richards and Farrell (2010), in most schools and institutions today language teachers are expected to keep up to date with development of the process of PD has a significant positive impact on learning on the implementation of educational reforms.

Similarly, advocating the importance of PD, Khaniya (2006) states:

People do not update themselves find it difficult to cope with the emerging situation because every disciplines are prone to change and if change are not kept abstract people working in that field will be left for behind. For this purpose, people involved in it should be allowed to work for its development, advancements and continuous advancements (p. 9).

To sum up, it is the professional development, which makes teacher up to date about their regular practice through which they bring change in the field of language teaching and learning. Moreover, professional development is endless process, which is very much important in the field of teaching and learning.

2.1.3 Teacher Learning

Teacher learning or teacher education is another important element in the field of teacher professional development. Teacher learning refers to the process of educating teachers both in-service and pre-service teachers. A professional teacher needs to develop theories, awareness decision-making abilities and other proficiencies. Moreover, the learning develops moral academic intellectual as well as other social skills of the whole person as an individual and member of the society. Teacher learning is the process of making association among content, process and outcome. Furthermore, teacher education or learning sometimes taken synonymously with teacher training .But they have difference in terms of the content, objective and process too. With the teacher development, it is considered that they develop professionalism in their profession. In this regard, the quality of change brought in teacher depends upon the depth of internalizing the responsibilities by means of teacher education program. The teacher learning includes whole learning of teachers both in service and pre-service, for instance, training workshop, seminar and conference. All develop professional skills of teachers and these are under the teacher education.

Teachers are not born; they are made by training and practice of teaching. Teacher learning is the obligatory part on the teachers. It helps to develop professional skills. Furthermore, it is a continuous and essential process of teacher development. That is, therefore, everybody becomes 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. We can say that teacher professional development is the consequence of teacher learning and commitments and that teacher learning can be solitary as well as collaborative journey. In this regard, Poudel (2012, p. 7) writes: "Learning in any profession is life long process". Similarly, Richards and Farrell (2010, p. 6) write a number of conceptualization of teacher learning can be found underlying recent and less recent teacher education process and although such conceptualization sometime overlap and may be understood differently by different theoreticians, they can lead to different approaches to teacher education. Teacher learning by them has been conceptualized as follows:

- Teacher learning as skill learning
- Teacher learning as a cognitive process
- Teacher learning as personal construction
- Teacher learning as reflective practice.

From this what we can generalize is, teacher learning contains everything that teacher has learnt in course of teaching. In this regard, teacher learning is an umbrella terms which include self directed learning and collaborative learning. Talking about self directed learning, Richards and Farrell (2010, p. 13) opine that an important direction in teacher development in recent years has been a movement away from 'outsider' approaches to "insider" ones. The former are often based on expert knowledge as well as general theories and principles that teacher apply to their own situations; the latter are locally based approaches that encourage teachers to explore their own contexts; and understanding of what takes place in their learning, Richards and Farrell (2010) opine:

Although much teacher development can occur through a teachers own personal initiative, collaboration with others both enhances individual learning and serve s the collective goals of an institution. Must successful organizations depend on people working effectively together in terms, but special effort often has to be made to develop teamwork in schools because teaching is generally seen as an individual activity. The goals of collegial forms of professional developments are to encourage greater interaction between teachers, peer-based learning through mentoring, and sharing skills experience, and solution to common problems (p. 12).

To sum up, teacher learning is the overall process of teacher development. It is also regarded as an umbrella term which includes self-directed learning and collaborative learning.

2.1.4 Models of Professional Development

To foster students' conceptual understanding, teachers must have rich and flexible knowledge of the subject matter they teach. Furthermore, models of professional development refer to the way to achieve the professional knowledge. The degree of professional development models is differentiated based on the teacher's involvement in planning, delivering and evaluating the activities in which they are involved.

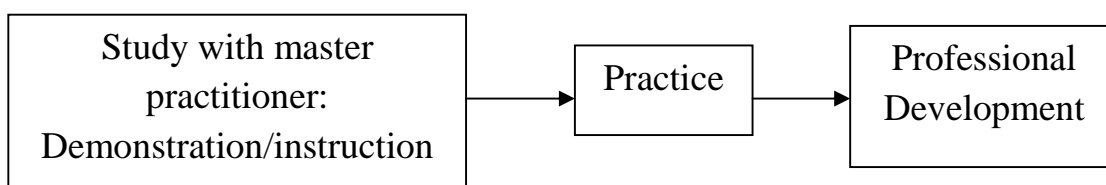
Three major models of professional development described by Wallace (20110, p. 6-12) are as follows:

a) The Craft Model

This is a model of teacher professional development, which is oldest one. This model is related to the behaviorism. This is, therefore, the experienced teacher works as a crafter and trainees learn by imitation from expert. In this regard, Wallace (2010, p. 6) views: “In model the wisdom of the profession resides in an experienced professional practitioner someone who is expert in the practice of the craft”. So, his model beliefs that young trainee learns by imitating and following the experts’ techniques instruction and advice. It makes clear from the following figure:

Figure No. : 1

The Craft Model of Professional Development

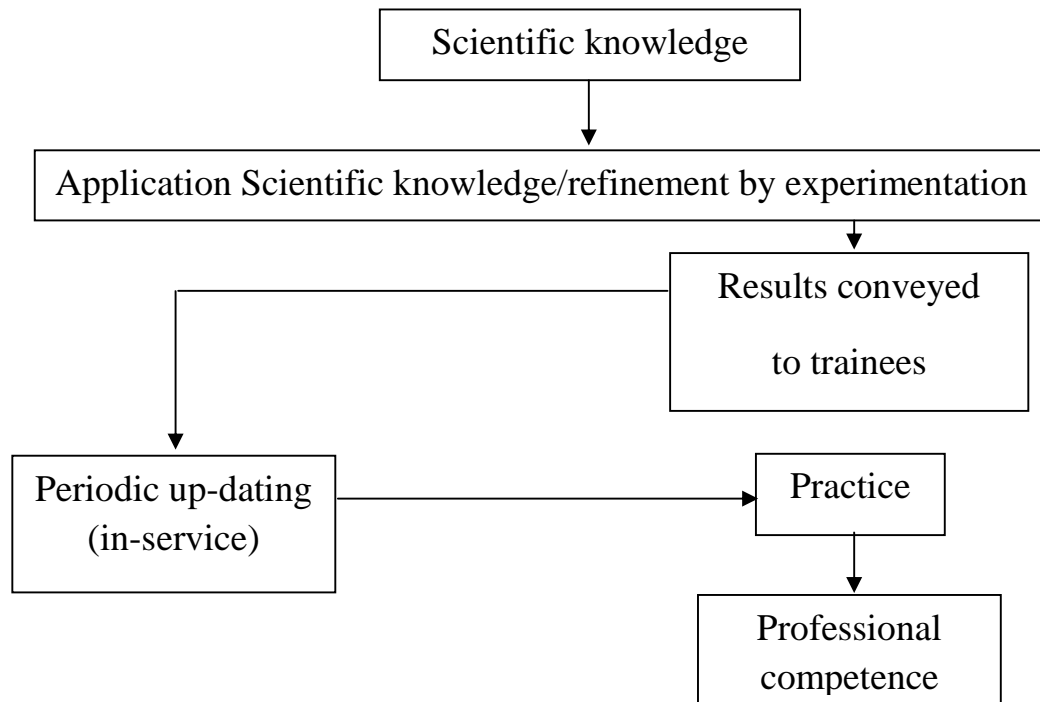


b) The Applied Science Model

This is a model of professional development, which was put forwarded by Michal J. Wallace in 1991 based on the Technical Rationality of Donald A. Schon, one of the American sociologists. It focuses on empirical science i.e. empirical evidences are emphasized. Wallace (2010, p. 8) opines : "The applied science model is the traditional and probably still the most prevalent model underlying most training or education program for the professor, whether they may be medicine, architecture, teaching or whatever". This is what, scientific knowledge is the experimented one which is pure and which of course helps the language teacher to develop professionally. This can be shown in the following figure:

Figure No. : 2

Applied science mode



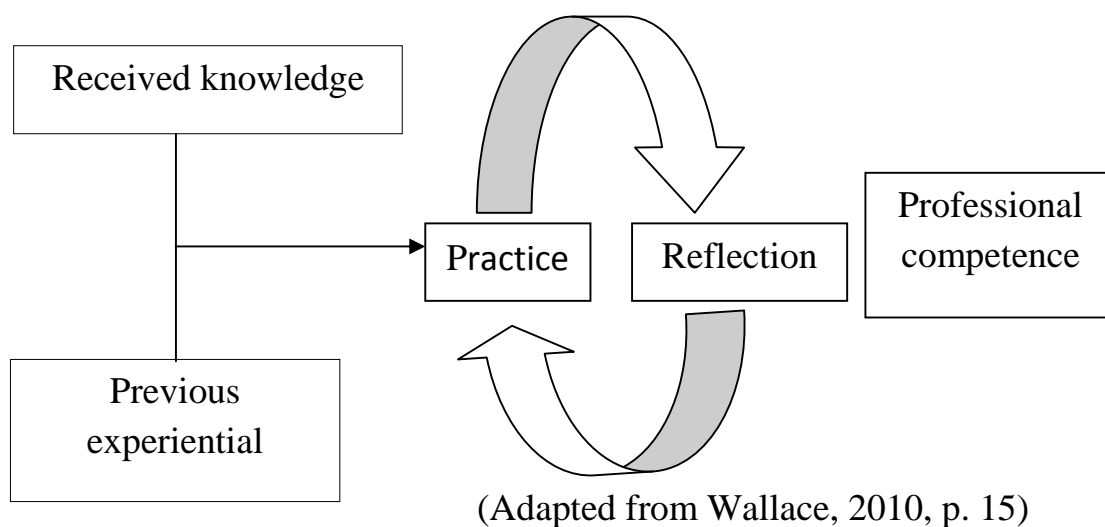
(Adapted from Wallace, 2010, p. 3)

C) The Reflective Model

This model is also put forward by the same scholar who invented the applied science model who is American sociologist Donald A. Schon. Similarly, this model appeared to compensate the weakness emerged in the craft and applied science model. To prove this, Wallace (2010, p. 12) says: "I have proposed the reflective model as a compromise solution which give s due weight both to experience and to scientific basis of professionals". Moreover, this model talks about two types of knowledge namely received and experiential knowledge. Experiential knowledge is more prominent for the professional development and reflection helps teacher to become self-evaluator of their own teaching then the received knowledge. This can be made clear from the following figure:

Figure No. : 3

The Reflective Model (Preliminary)



2.1.5 Practice Teaching

Practice Teaching (PT) is also known as student teaching or practicum, which is one of the important aspects of teacher training. It is the opportunity provided for a student teacher to gain teaching experience, usually through working with an experienced teacher and the cooperating teacher for a period of time by teaching that teacher's classroom.

To put it more clearly, it is intended to give the student teachers experience of classroom teaching an opportunity to apply the information, insight and skills they have studied and a chance to acquire basic teaching skills.

In the faculty of English Education, practice teaching is compulsory. It is divided into two parts microteaching and practice teaching. Micro teaching last for one week and each of the participants must present at least five lessons. It is reduced to the class size of 5 to 10 pupils.

Similarly, time period is of 5 to 10 minutes. Where PT lasts nearly 5 weeks. The student teachers have to present at least 30 lesson plans

during the practice teaching period in real classroom. PT course is offered in the final year of the study. This can be presented as:

Level	Course	Year	Marks
Certificate Level(+2)	Practice Teaching	Final Year	50 marks
Diploma Level	Practice Teaching	Final Year	100 marks
Master's Level	Practice Teaching	Final Year	50 marks

Bhattarai (2001, p. 2) writes practice teaching as students teaching or practicum. He states that all practice teaching courses are offered in the final year of their study. The terms and conditions are required as some widely accepted conventions by the students and teachers and teachers of a specified level. A general practicum evoked by practice teaching is a student going to an assigned, mostly at his or her place of convenience, school or campus for the specified period of time compulsorily with a conglomerate of some color chart paper , sometimes flannel board and a pocket chart.

Each level of education requires students to undergo a practice course. It is different from practical in science or fieldwork in geography or health. It is an activity of teaching students for a specified period. The purpose of incorporating this course is to prepare the teacher for future. The students are required to prove that they are enabling to put all methods, techniques and principles of teaching in to practice. Here they will have to put their experience and theoretical knowledge in to practice or pedagogical form.

To sum up, PT is a gradual and systemic process, very well coordinated and planned which is generally integrated into schools and campus. However, it cannot go smoothly without preliminary activities, which take place in microteaching period. Therefore, the essence of microteaching is realized as a truly scientific approach for practice teaching.

2.1.5.1 Benefits of Practice Teaching

Practice teaching is very well coordinated and planned. It plays a vital role to increase professional development of teachers. It has a number of benefits for teacher professional development, which are as follows:

- It provides a demonstration of how a teacher approaches his or her work and present evidence of the teachers thinking, creativity, resourcefulness, and effectiveness.
- It provides trainee teachers with ample opportunities to explore and reflect on their own and others' teaching styles and to acquire new teaching techniques.
- It makes trainee teachers conscious of developing their own skills and strategies in order to understand their teaching.
- It allows the student teacher to monitor his / her own performance as a teacher in systematic way and improve it as necessary.
- It lays the basis for a truly scientific approach to teacher training.
- It provides evidence of teacher competence and develops self-awareness.
- It brings an improvement in the pedagogical skills of the student-teachers.
- It is a tool for reflection, helps trainee teachers scrutinize their own teaching in order to discover their strengths, weaknesses and to better understand the process of teaching and learning.

2.1.5.2 Objectives of Practice Teaching

The main objective of practicum is to enable the trainees to put into practice the theories, principles, methods and techniques which they have learned in their specialization area.

Specific Objectives

On the completion of this course, the trainees will be able to:

- Plan, conduct peer teaching effectively.
- Observe peer's classes critically and give constructive comments.
- Plan, conduct classroom teaching effectively.
- Collect, construct and use teaching aids and materials appropriately.
- Execute warming up activities creatively and interestingly.
- Present teaching items in comprehensible forms so that learning takes place automatically.
- Conduct practice activities among the students effectively and efficiently.
- Prepare evaluation tools to measure the achievement of the students.
- Manage the classroom properly making them conducive to learning.
- Conduct five peer observations with detailed comments.
- Write a report on the analyses /review of any aspect of the curriculum, textbook or carry out any other relevant work in their specialization subject.

(Source: Department of English Education)

2.2 Review of the Related Empirical Literature

It is obvious that the research remains incomplete if the summaries of the research works are not included, and it will be futile and worthless if no newness is shown and no investigation is done. This is therefore, this study provides information of previous researchers and other related literature to link what has already been done and what is left to be done in the very real. There are various researches that have been carried out in the field of ELT and few on teacher professional development. In the department of English education T.U., a few researches have been conducted on professional development but there has not been any research conducted on practice teaching for student teachers' professional development. Hence, the present study is new endeavor as it attempts to explore practice teaching as an essential procedure for teacher professional development. Some research studies and studies related to my research studies are reviewed as following:

Pangeni (2012) conducted a research on "A case analysis for teacher professional development". The study was carried out to find out the teachers practices of case analysis for their professional development. He used questionnaire as a research tool for data collection. He selected forty secondary English teachers using purposive non-random sampling. The findings showed that most of the teachers are familiar with case analysis and professionalism. He also found the case analysis as a crucial procedure for teacher professional development.

Yadav(2012) carried out the research work entitled "Perceptions of students towards microteaching in professional development of teachers". The main objective of the study was to find out the Perceptions of students towards microteaching for professional development of English language teacher. He used questionnaire as a research tool for data

collection. Similarly, in order to select sample population he used purposive non-random sampling procedure. The findings showed students strongly believed in microteaching have significant impact on the student teachers' confidence.

Bhatta (2009) carried out the research work entitled "Observation and feedback for teacher professional development." The main objective of the study was to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. He used questionnaire as a research tool. Similarly, in order to select sample population he used purposive non-random sampling procedure. The findings showed a very few of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticize and commented negatively by having their weakness exposed.

Dhamala (2012) carried out a research entitled "Peer coaching for teachers' professional development". The main objective of his study was to find out the teacher practices of peer coaching as a strategy for their professional development. He used questionnaire as a research tools for data collection. Similarly, in order to select sample population he used purposive non-random sampling procedure. The finding showed peer coaching is one of the best strategies for TPD. Although there was practice of peer coaching, it had various problems to implement properly.

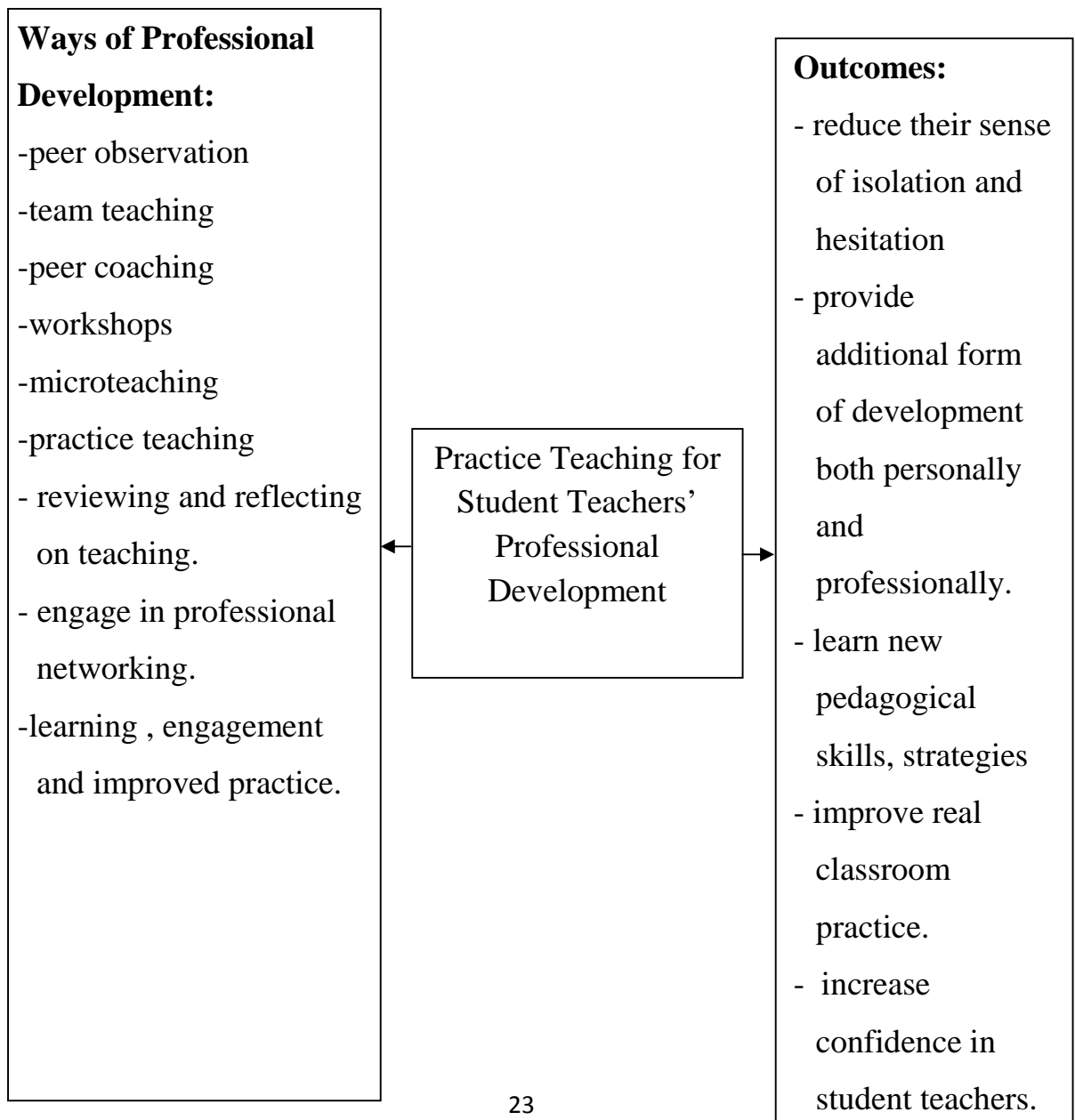
2.3 Implication of the Review for the Study

The practice of teacher professional development is quite new in Nepal. Only a few researches have been conducted under this area, but this is not true case in international scenario. My review works became very much helpful for my study. The reviewed works helped me to broaden the horizon of my knowledge of research problem. Dealing with the past

documents can enable me to contextualize my findings in relation to the existing body of my knowledge. They provided me theoretical background for my study, which helps to develop my theoretical ideas and to broaden my knowledge related to PT, TPD, and so on. In a nutshell, they helped to form the foundation of my study with greater significance

2.4 Conceptual Framework

The study entitled “Role of Practice Teaching for Student Teachers’ Professional Development” was based on following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Under this chapter, following subtitles are included:

1. Design of the study
2. Population and sample
3. Sampling procedure
4. Tools for data collection
5. Process of data collection
6. Data analysis and interpretation procedure

3.1 Design of the Study

Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. It can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of study. It is often used to assess thoughts, opinions and feelings. It can be specific and limited, or it can have more global, widespread goals.

A survey consists of pre-determined question that is given to a sample with a representative sample that is, one that is representative of the larger population of interest, one can describe the attitudes of the population from which the sample was drawn. Further, one can compare the attitudes of different populations as well as look for changes in attitudes over time. A good sample selection is key as it allows one to generalize the findings from the sample to the population, which is the whole purpose of survey research.

In survey research, the researcher selects sample of respondents from a population and administers a standardized questionnaire to them. The questionnaire can be a 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 population. I selected role of practice teaching for teachers' professional development as a survey research because it helps to find out students attitude, opinions and specified behavior on practice teaching.

According to Nunan (2010, p.141), the following are the procedures of survey research:

Step-1: define objective

Step 2: Identify target population

Step-3: Literature review

Step-4: Determine sample

Step- 5: Identify survey instrument

Step-6: Design survey procedure

Step-7: Identify analytical procedures

Step-8: Determine reporting procedure

3.2 Population and Sample

All students of Diploma and Master's level in the Kathmandu valley were my study population. Similarly, sample population was forty students from different colleges of Kathmandu valley.

3.3 Sampling Procedure

For this study a sample of twenty students from B.Ed. and twenty students from M.Ed. level were selected as a total population from MahendraRatna Campus Tahachal, Kathmandu and University Campus Kirtipur, Kathmandu using purposive non-random sampling procedure.

3.4 Tools for Data Collection

Regarding the use of the tools for data collection, a questionnaire with close ended and open-ended questions were distributed to the students to elicit the required information for this study. The asked questions are given in appendix A.

3.5 Process of Data Collection

The following were the steps to collect the primary data.

1. At first, I went to the selected colleges and got permission from the concerned authority to consult the students.
2. I built rapport with the concerned population and explain them the purposes and process of the study.
3. Then, I distributed questionnaire to them for their response.
4. Finally, I collected the questionnaire from them after five days.

3.6 Data Analysis and Interpretation Procedure

The systematically collected data were discussed, analyzed, interpreted, and presented descriptively using appropriate statistical tools as percentage, mode with table and illustrations. The detail analysis of the data and findings are presented in next chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter provides a detail analysis and interpretation of the collected data. The main purpose of this study was to find out the role of practice teaching for student teachers' professional development in terms of use of techniques, teaching materials, and lesson plan. The data were collected from forty student teachers from different colleges of Kathmandu district.

4.1 Results

On the basis of discussion of the data, the following results have been extracted which are presented below:

- 1) Majority of student teachers (85%) viewed that practice teaching has significant impact on the student teacher's confidence but Someof them (15%) could not decide.
- 2) Most of the student teachers (70%) had positive perception on practice teaching is one of the best strategies for teacher professional development. On the other hand, 30% of them disagreed and none of the teacher was undecided with the statement.
- 3) Majority of student teachers (62.5%) viewed thatpractice teaching brings an improvement in the pedagogical skills but25% of them were disagreed and (12.5%) of them were undecided.
- 4) Seventy-five percent student teachers agreed that practice teaching provides student teachers with ample opportunities to explore and reflect on their own on the other hand 12.5% of them disagreed and 7.5% of them were undecided.
- 5) Regarding the statement, "Practice teaching is a tool for reflection." Sixty-two percent of them agreed but 25% of them disagreed and 12.5% of them could not decide.

- 6) It was found that most of the student teachers(70%) viewed Practice teaching is one of the best strategies for teacher professional development.
- 7) Majority of the student teachers (90%) viewed that student teacher should be involved in microteaching before going to practice teaching but none of them disagreed and 10% student teachers were undecided.
- 8) It was found that most of the student teachers viewed that practice teaching was the process of giving student teacher experience of classroom teaching.
- 9) Majority of the student teachers viewed that the role of practice teaching was very important for professional development where it gave opportunity to master the pedagogical skills and develop confidence.
- 10) Some of the student teachers viewed that they have faced different problems while involved practice teaching like classroom setting, sense of hesitation, hello effect, file which student teacher made was not checked properly.

4.2 Discussion

In order to find out the role of practice teaching for student teachers' professional development, I studied the collected data according to the objectives of the study. Collected data were tabulated and discussed below:

4.2.1 Holistic Analysis of the Closed Ended Questions

To find out the role of practice teaching for student teachers' professional development a set of questionnaire was used. There were eighteen closed

ended questions with three alternatives i.e. ‘agree’, ‘disagree’ and ‘undecided’ for each of them. To quantify the information obtained from closed ended questions the total number of participants for each response was counted and the responses were changed in to percentage.

The respondents were provided different questions related in practice teaching for student teachers professional development. The majority of the student teacher opined that practice teaching has significant impact on the student teachers’ confidence. They had positive perception on practice teaching, which is the best strategy for teachers’ professional development. It was also found that the role of practice teaching was very important for professional development where it gave opportunity to master the pedagogical skills. Regarding the statement “practice teaching is a tool for reflection” where majority of the student teachers were agreed but some of them could not decide.

4.2.2 Discussion of the Closed Ended Questions

Student teachers were asked eighteen different closed-ended questions.

Discussion of the data have been presented as follows:

4.2.2.1 Perception on Significant Impact of Practice Teaching (PT) on Student Teachers’ Confidence

To find out the views towards significant impact of PT on student teachers’ confidence. The responses have been obtained in the following table:

Table No. 1

Significant Impact of PT on Student Teachers' Confidence

S. N.	Statements	Responses					
		Agree		Disagree		Undecided	
		No.	%	No.	%	No.	%
1.	Practice Teaching has significant impact on the student teacher's confidence.	34	85%	-	-	6	15%
2.	A student teacher can develop self-confidence through practice teaching.	30	75%	-	-	10	25%

According to the above table, out of 40 studentteachers, none of them disagreed with the statement No.1 “Practice Teaching has significant impact on the student teacher’s confidence.”Eighty-five percent of them agreed and 15% of them were undecided.

Similarly, after analyzed the second statement, “A student teacher can develop self-confidence through practice teaching.” Most of the respondents 75% of them agreed 25% of them were undecided and none of them disagreed.

These data showed that almost all student teachers had positive views on Significant Impact of PT on Student Teachers Confidence as well as helpful for improving classroom practice.

4.2.2.2 Practice Teaching for Teachers' professional Development (TPD)

PT has an effective role for TPD so it is important for every professional teacher. The data has been presented below:

Table No. 2
Practice Teaching for TPD

S. N.	Statements	Responses					
		Agree		Disagree		Undecided	
		No.	%	No.	%	No.	%
1.	Practice Teaching is a developmental activity for teacher development.	32	80%	-	-	8	20%
2.	Practice teaching allows the student teacher to monitor his/her own performance as a teacher in systematic way and improve it as necessary.	25	62.5%	5	12.5%	10	25%
3.	Practice teaching is one of the best strategies for teacher professional development.	28	70%	12	30%	-	-

According to the above table, out of 40 student teachers, with the statement No.1 “Practice Teaching is a developmental activity for teacher development.” Eighty percent of them agreed, none of them disagreed and 20% of them could not decide.

Similarly, while analyzing the second statement, “Practice teaching allows the student teacher to monitor his/her own performance as a teacher in systematic way and improve it as necessary.” Most of the respondents 62.5% of them agreed but 25% of them disagreed and 12.5% of them were undecided.

Likewise, regarding statement No. 3, “Practice teaching is one of the best strategies for teachers’ professional development.” Seventy percent of the student teachers agreed on the other hand 30% of them disagreed and none of the teachers’ undecided with the statement.

These data showed that almost all the teachers had positive views on practice teaching for teachers’ professional development.

4.2.2.3 Involving Student Teacher in Practice Teaching to Develop Pedagogical skills and Confidence

In order to elicit the required information to find out the teachers' perceptions on involving student teacher in practice teaching to develop pedagogical skills and confidence, they were provided closed-ended questions. Based on the responses to these questions, the data have been presented in the following table.

Table No. 3
Involving Student Teacher in Practice Teaching to Develop
Pedagogical skills and Confidence

S. N.	Statements	Responses					
		Agree		Disagree		Undecided	
		No.	%	No.	%	No.	%
1.	Because of practice teaching, student teacher became skilled in preparing lesson plan, teaching materials in language teaching.	32	80%	-	-	8	20%
2.	Practice teaching brings an improvement in the pedagogical skills of the student teachers.	25	62.5%	5	12.5%	10	25%
3.	Practice teaching is sufficient to student teacher to master the teaching skills.	28	70%	12	30%	-	-
4.	Practice teaching makes student teacher conscious of developing lesson plan and materials.	30	75%	-	-	10	25%

According to the above table, out of 40 student teachers, with the statement No.1 “because of practice teaching, student teacher became skilled in preparing lesson plan, teaching materials in language teaching.”

Eighty percent of them agreed but none of them disagreed and 20% of them could not decide.

Similarly, while analyzing the second statement, “practice teaching brings an improvement in the pedagogical skills of the student teachers.” Most of the respondents 62.5% of them agreed on the other hand 12.5% of them were undecided and 25% of them were disagreed.

Likewise, regarding statement No. 3, “Is practice teaching sufficient to student teacher to master the teaching skills?” Seventy percentage of the student teachers were agreed but 30% of them disagreed and none of the student teachers’ were undecided with the statement.

In addition, regarding statement No.4, “Practice teaching makes student teacher conscious of developing lesson plan and materials.” Seventy-five percent of the student teachers were agreed but none of the student teachers were disagreed with the statement and 25% of them could not decide.

While analyzing the above-mentioned data, it can be said that involving in the practice teaching student teacher can get enough knowledge to develop pedagogical skills such as planning lesson, designing material and choosing appropriate teaching technique.

4.2.2.4 Practice Teaching is a Tool for Reflection

In order to elicit the required information to find out the teachers' perceptions on practice teaching is tool for reflection, they were provided closed-ended questions. Based on the responses to these questions, the data have been presented in the following table.

Table No. 4
Practice Teaching is a Tool for Reflection

S. N.	Statements	Responses					
		Agree		Disagree		Undecided	
		No.	%	No.	%	No.	%
1.	Practice teaching is a tool for reflection.	25	62.5%	10	25%	5	12.5%
2.	Practice teaching provides student teachers with ample opportunities to explore and reflect on their own.	32	80%	5	12.5%	3	7.5%
3.	Practice teaching follows the spirit of learning by doing.	22	55%	12	30%	6	15%
4.	Practice teaching lays the basis for a truly scientific approach to teacher training.	30	75%	-	-	10	25%

According to the above table, out of 40 student teachers, with the statement No.1 “Practice teaching is a tool for reflection.” It was found that 62.5 % of them agreed but 25% of them disagreed and 12.5% of them could not decide.

Similarly, while analyzing the second statement, “Practice teaching provides student teachers with ample opportunities to explore and reflect

on their own.” Most of the respondents 80% of them agreed on the other hand 12.5% disagreed and 7.5% of them were undecided.

Likewise, regarding statement No. 3 “Practice teaching follows the spirit of learning by doing.” Fifty-five percentages of the student teachers agreed similarly, 30% of them disagreed and 15% of them were undecided with the statement.

In addition, regarding statement No. 4, “Practice teaching lays the basis for a truly scientific approach to teacher training.” Seventy-five percentages of the student teachers agreed but 25% of them could not decide and none of the student teachers was disagreed with the statement.

While analyzing the above-mentioned data, it can be said that practice teaching is tool for reflection.

4.2.2.5 Student Teacher could get Feedback after the Practice Teaching

To find out whether the student teacher got feedback of their colleague or not. They were provided this closed-ended question. The data have been presented in the table below:

Table No. 5

Student Teacher could get Feedback after the Practice Teaching

S.N.	Statement	Distracters	No. of Respondents	%
1.	Student teacher could get feedback after the practice teaching from his/her colleagues.	a) Always b) Sometimes c) Never	8 25 7	20% 62.5% 17.5%

Among the 40 respondents, the collected data reveals that 62.5% student teacher's viewed they sometime got feedback but 20% of them were always got feedback and 17.5% never got feedback. This shows that most of the student teacher sometime got feedback after the practice teaching from his/her colleagues.

4.2.2.6 Use of Teaching Materials in Practice Teaching

In order to elicit the information whether the student teacher used teaching materials in practice teaching or not, they were provided this closed-ended question. The data have been presented in the table below:

Table No. 6
Use of Teaching Materials in Practice Teaching

S.N.	Statement	Distracters	No. of Respondents	%
1.	To what extent did you use teaching materials in practice teaching?	a) Always b) Sometimes c) Never	28 12 -	70% 30% -

Among the 40 respondents, the collected data reveals that 70% student teachers used teaching materials and 30% of them were sometime used teaching materials. This shows that most of the student teachers always used teaching materials in practice teaching.

4.2.2.7 Student Teacher should be Involved in Microteaching before Going to Practice Teaching

In order to elicit the information whether the student teacher should be involved in microteaching before going to practice teaching or not, they

were provided this closed-ended question. The data have been presented in the table below:

Table No. 7

Involved in Microteaching before Going to Practice Teaching

S.N.	Statement	Distracters	No. of Respondents	%
1.	Student teacher should be involved in microteaching before going to practice teaching.	a) Agree b) Disagree c) Undecided	36 - 4	90% - 10%

Among the 40 respondents, the collected data reveals that 90% student teachers were agreed, 10% student teachers were undecided and none of them disagreed with the given statement. This shows that most of the student teachers were agreed with the involvement in microteaching before going to practice teaching.

4.2.3 Discussion of the Open Ended Questions

In addition to closed ended questions, six open-ended questions were asked to the student teachers. Results and discussion of the data have been presented below:

4.2.3.1 Defining Practice Teaching

In order to elicit further information, student teachers were asked this question, “How do you perceive practice teaching?” In response to this

question, the student teachers defined differently. The responses are listed as follows:

- It is the process of giving student teacher experience of classroom teaching.
- It is teacher developmental activity.
- It provides trainee teachers with enough opportunities to explore and reflect on their own and others' teaching styles and to acquire new teaching techniques
- It develops self-awareness.
- It brings an improvement in the pedagogical skills of the student-teachers.
- It is a tool for reflection, helps trainee teachers scrutinize their own teaching in order to discover their strengths, weaknesses and to better understand the process of teaching and learning.
- One of the strategies for developing professional skills of teachers
- It is a truly scientific approach to teacher training.

These responses of the student teacher's shows that majority of the teachers can defined the term practice teaching and were familiar with the term practice teaching. This is, therefore, they have mentioned different definition.

4.2.3.2 Role of Practice Teaching for Teachers' Professional Development

In order to elicit further information, student teachers were asked this question, "What is the role of practice teaching for student teachers' professional development?"

The responses are listed as follows.

- To make student teacher familiar to the real classroom
- To give student teachers experience of classroom teaching.
- To provide trainee teachers with enough opportunities to explore and reflect on their own
- It makes the student teacher aware of real classroom situation.
- It helps to gain confidence in teaching
- It helps trainee teachers scrutinize their own teaching in order to discover their strengths, weaknesses and to better understand the process of teaching and learning.

Among the forty respondents, majority of the student teachers viewed that the role of practice teaching is very important for professional development where it gives opportunity to master the pedagogical skills and develop confidence.

4.2.3.3 Use of Teaching Materials and Technique in Practice

Teaching

To elicit the information about the Use of Teaching Materials, techniques in practice teaching, the student teachers were asked, “To what extent did you use teaching materials in practice teaching?” In response to this, question most of the student teachers used frequently and some of the teachers used always-teaching materials while teaching in the classroom. They used flash card, picture, cutout, dictionary, flannel board, pocket chart. Similarly, most of the student teachers used student center techniques in the classroom.

4.2.3.4 Common Problems Faced by Student Teacher while Involved in Practice Teaching

In order to elicit the information about the common problems faced by student teacher while being involved in practice teaching, the student teachers were asked, “What are the common problems faced by student teacher while involved in practice teaching?” The responses to the question are as follows:

- The judgment seems impressionist i.e. halo effect.
- The file which student teacher made was not checked properly.
- Most of the student teachers did not get time for teaching by given college.
- Student teacher did not get proper guidance to design or analyses syllabus, textbook etc.
- Classroom setting was not perfect.

Some of the student teachers viewed that they have faced different problems while involved in practice teaching.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

In this chapter, I have presented the summary of the findings based on the result and discussion of the data. I have drawn the conclusions from the findings that had largely contributed to suggest some points for the readers of the study. Finally, I also made some implications.

5.1 Summary

Teachers are those crucial persons who play vital role to enhance the quality of education by teaching effectively, implementation of curriculum and achievement of goal determined by the curriculum are the personal duties of the teacher. Teachers must continually reshape this knowledge of teaching and learning. Teacher should participate in different teacher education programs.

The research study entitled “Role of Practice Teaching for Student Teachers’ Professional Development” has done to find out the role of practice teaching for student teachers’ professional development in terms of use of techniques, teaching materials, and lesson plans. The study consisted of primary and secondary sources of data. For primary data, forty student teachers were selected from Kathmandu district applying non-random judgmental sampling procedure. During the period of data collection, I distributed the questionnaire. It was found that most of the student teachers were aware of practice teaching and professionalism.

The whole study is divided into five different chapters. The first chapter introduction includes the background of the study, objectives of the study, research questions, and significance of the study and delimitations of the study. This chapter provides the picture of the context that raises issues to be discussed in the study, rationale behind selecting the topic questions

that are to be answered in the study, significance of the study and the scope of the work to be performed. In the second chapter, I attempted to review the storehouse of knowledge or the theories, which could guide my study. I reviewed the previous works done in the department applying the theories related to my topic. In this chapter, I have tried to provide authenticity to my study by presenting theoretical literature, empirical literature and conceptual framework developed because of the review. The third chapter deals with the methods and procedures employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, tools for data collection, procedure of data collection and data analysis and interpretation procedures. It attempts to lead the whole research study. Collected data are presented, analyzed and interpreted in the fourth chapter. Student teachers were asked both closed-ended and open-ended questions.

The last chapter summarizes and concludes the whole study and some implications of the study are categorized under the policy level, practice level and further research are presented. This chapter is followed by references and appendix to make the study reliable, valid and authentic.

5.2 Conclusion

A teacher himself/herself should be motivated and committed to the profession. No improvement can be made unless a teacher wants to change himself/herself. Practice teaching is very fruitful to increase professional skills and competence on the part of teachers that help them to develop confidence and other various aspects of profession in ELT.

The study shows that practice teaching is the strategy which obviously support to get the professional skills of the teachers. It is mirror, which reflects the works of teachers' to move forward in order to get professional development.

From the findings, it can be said that practice teaching is very important which provides student teachers with ample opportunities to explore, reflect on their own, others' teaching styles and to acquire new teaching techniques. It also helps to reduce student teachers sense of isolation and hesitation. Student teachers were keenly interested to enhance their professional development by getting information on current teaching practices and strategies.

5.3 Implications

Every research study should have implications in one or another ways. Therefore, this research work has also some implications. The findings will be utilized in the various levels Viz. policy level, practice level and further research. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The implications on these levels have been presented separately below:

5.3.1 Policy Level

- i. Because of the lack of effective teacher education programs teachers are facing many difficulties in teaching and learning so effective practice teaching should be designed.
- ii. Teacher education program like practice teaching should be organized in regular interval maintaining appropriate time, so that the teachers plan, re-plan, think, re-think, and be reflective teacher in their profession.
- iii. To make effective practice teaching and reality based, teacher educator program should be launched by the concerned stakeholders.

5.3.2 Practice Level

- i. Teachers are change agents. Although there are some lacks in the teaching profession, they should not always blame others instead

they should initiate changes from themselves. They should not be afraid of taking risk.

- ii. Student teachers should be encouraged to participate in class so that they feel convenient to accomplish their teaching skills.
- iii. Student teacher should be provided a lot of time to be involved in practice teaching to gain confidence.
- iv. Student teachers can schedule group meeting dates and they can discuss dilemmas, problems and confusions occurred in actual teaching practices.
- v. All the academic institutions have great responsibility for their teachers' professional development and growth. Therefore, they should highly encourage their teachers to learn collaboratively. They should also take initiations to conduct such programs.

5.3.3 Further Research

The concept of professional development is quite new in the context of Nepal. Only some of the researches have been carried out on professional development. Practice teaching is one of the most important tools for the teachers as it supports and provide safe environment to learn from one another. My research focuses only on the perception of English language teachers towards practice teaching. Further research can be carried out about perceptions and practices of other professional development tools such as critical incidents, teaching portfolios, critical friendship and so on. I have used questionnaire only as my research tool. My research study is limited only forty student teachers from the Kathmandu valley. This research may not be generalized in all contexts due to its limited number of sample population.

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Appendix A

Questionnaire

Dear sir/madam,

I have prepared this questionnaire to collect the information for my research study entitled “Role of Practice Teaching for Teachers’ Professional Development” under the supervision of Dr. Chandreshwor Mishra, professor of the department of English Education, TU. Kirtipur. Most of the teachers are worried about career achievement from professional development perspective. This study will be beneficial for the teacher who wants to be professionally grown up in their teaching profession. Your kind co-operation in completion the questionnaire through the authentic and reliable information will be great value to me. Any responses you provide will be kept entirely anonymous. I assure you that it is used only for research.

Researcher

Taradev K.C.

M.Ed. Second year

T.U., Kirtipur, Kathmandu.

Name:

College’s Name:

Qualification:

Date:

Closed-ended Questions

A. Put a tick () to the alternatives that best indicate your response:

1. Practice Teaching has significant impact on the student teacher's confidence.
a) Agree b) Disagree c) Undecided
2. Practice teaching makes student teachers conscious of developing lesson plan and materials.
a) Agree b) Disagree c) Undecided
3. Practice teaching is sufficient to student teacher to master the teachingskills.
a) Agree b) Disagree c) Undecided
4. Practice Teaching is developmental activity for teacher development.
a) Agree b) Disagree c) Undecided
5. Because of practice teaching student teacher became skilled in preparing lesson plan,teaching materials in language teaching.
a) Agree b) Disagree c) Undecided
6. Practice teaching allows the student teacher to monitor his/her own performance as a teacher in systematic way and improve it as necessary.
a) Agree b) Disagree c) Undecided
7. Practice teaching has great role for student teachers development.
a) Agree b) Disagree c) Undecided
8. Practice teaching follows the spirit of learning by doing.
a) Agree b) Disagree c) Undecided

9. Student teacher can get feedback after the practice teaching from his/her colleagues.
a) Always b) Sometimes c) Never
10. To what extent did you use teaching materials in practice teaching?
a) Always b) Sometimes c) Never
11. A student teacher can develop self-confidence through practice teaching.
a) Agree b) Disagree c) Undecided
12. Practice teaching is one of the best strategies for teacher professional development.
a) Agree b) Disagree c) Undecided
13. Practice teaching provides student teachers with ample opportunities to explore and reflect on their own.
a) Agree b) Disagree c) Undecided
14. Practice teaching lays the basis for a truly scientific approach to teacher training.
a) Agree b) Disagree c) Undecided
15. Practice teaching is a tool for reflection.
a) Agree b) Disagree c) Undecided
16. Through practice teaching student teacher can try out new techniques.
a) Agree b) Disagree c) Undecided
17. Practice teaching brings an improvement in the pedagogical skills of the student teachers.
a) Agree b) Disagree c) Undecided
18. Student teacher should be involved in microteaching before going to practice teaching.
a) Agree b) Disagree c) Undecided

Open-ended questions

B. Give your opinion for the following questions

19. How do you perceive practice teaching?

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20. How did lesson plan and teaching materials help in practice teaching?

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21. What is the role of practice teaching for teachers' professional development?

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22. What are the common problems faced by student teacher while involved in practice teaching?

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23. To what extent did you use teaching materials in practice teaching?

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.....
.....

24. What benefits did you get from practice teaching?

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.....
.....

"Thank you for co-operation"