CHAPTER ONE
INTRODUCTION

This study is on the "Strategies Used by Lower Secondary Level English Teachers for Their Professional Enhancement ". This chapter consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

Development is a dynamic process of positive changes that improve the standard of people. The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is a complex activity which requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institution's rules and regulations, the availability of materials, the way of handling them and how to facilitate understanding in others. It requires the investment of a great amount of social, intellectual and emotional energy on the part of teacher. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process.

Head and Taylor (1997) opine development relates to growth, personally and professionally (p. 1). Similarly, Richards and Farrell (2005) state that it generally refers to general growth not focused on a specific job (p. 4). All types of professionals require change and growth once they start their profession and continue until their professional retirement and until their deathbed.

Teacher development means; in terms of teachers' own understandings refers to the process of learning and becoming better at what they are doing. Here, development involves the teacher in a process of reflecting an experience, exploring the opinions for change deciding what can be achieved through personal effort, and setting appropriate goals. It is based on a positive believe in the personality of change. Development is not only a way forward for

experienced teachers who believe that they have unfulfilled potential and who want to go on learning. If its attitudes and beliefs can begin in pre-service training, where trainees can be encouraged to learn from their own, developing awareness and reflection along side feedback from tutors and follow trainees then it can continue as a base for career long learning (Head and Taylor, 1997, p. 18).

According to Wright (1998), "Teaching can be seen as mediating between language and the learner within the formal context of the classroom" (as cited in Richards and Nunan 1990, p. 82). Teaching is widely understood as an out of deliberating the knowledge, skills and attitudes to the learners with aim of bringing positive change in them. Green (2002) conceives teachers work as a calling, a moral and personal commitment that has to do with cultivating students mind and spirits. Different conceptions of teaching have different implication for teacher preparation.

Teaching is about love because as its best teaching depends upon close and special relationships between students and teachers. It is in a word, a vocation based on love (as cited in Day, 2004, p. 17-18).

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. In their professional development the teacher plays an active role: it is self development that is the centre" (Mann, 2005, as cited in Soproni, 2007, p. 56). Professional development is a process that takes place over time starts and ends with formal training or graduate education (Richard and Farrell, 2005, p. 3). Although a lot of teachers think that their professional education is over when graduate (Bolitho, cited in Head and Taylor, 1997), a great number of them seem to agree underhill's view that teachers can learn to the extent that they are learning themselves (as cited in Soproni, 2007, p. 57).

There is a general agreement that learning is a life long process, and teachers must be equipped with sufficient knowledge, skills and awareness in order to carry out their jobs. They have different needs at different times during their careers, and the needs of the schools and institutions in which they work also change over time. The pressure for teachers to update their knowledge in areas such as curriculum trends, SLA research, composition theory and practice technology or assessment it intense, and it is the school and classroom that provide a major source for further professional development. Teachers are generally motivated to continue their professional development. Not all the knowledge that they bring to their teaching has been learnt in formal teaching. Language teachers may rely on a number of learning strategies like study groups, self monitoring, dialogue journals, peer observation, teaching portfolios, case studying, seminars, analyzing critical incidents, action research, team teaching, conferences which assist them in their professional development.

1.2 Statement of the Problem

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. In their professional development the teacher plays an active role: it is self development that is the centre, Teacher professional development is a life long process in which teachers keep themselves engaged in learning and expanding their expertise. Teachers are the major elements of the entire education system those are placed as the heart of education system (Dewey 1976, p.26) pack and unpack the curriculum and thus they have to be more professional in their business. The pressure for teachers to update their knowledge in areas such as curriculum trends, SLA research, composition theory and practice technology or assessment it intense, and it is the school and classroom that provide a major source for further professional development. Teachers are generally motivated to continue their professional development. Not all the knowledge that they bring to their teaching has been

learnt in formal teaching. Language teachers may rely on a number of teaching strategies like study groups, self monitoring, dialogue journals, peer observation, teaching portfolios, case study, seminars, analyzing critical incidents, action research, team teaching, conferences which assist them in their professional development. Thus, the statement of problem might be stated as to explore on the strategies for professional enhancement of lower secondary level teachers.

1.3 Objectives of the Study

The objectives of the study were as follows:

i) To identify the strategies used by lower secondary level English language teachers for their professional enhancement,
ii) To find out the benefit of the strategies adopted by the lower secondary English teachers,
iii) To find out major challenges faced by lower secondary level English teachers and
iv) To suggest some pedagogical implications.

1.4 Research Questions

I had the following research questions:

a) What are the strategies that lower secondary level English teachers use to enhance their profession ?
b) What are the major problems that they face while using the strategies ?
c) How are they benefited from the strategies adopted ?

1.5 Significance of the Study

This study will be significant to the teachers who are working in the field of English language teaching. It tries to indicate the learning strategies actually practiced by lower secondary level English language teachers for their better professional development. So, it will be useful for the prospective researchers who want to undertake researchers in the area of teachers' professional

development. This study is specially focused on learning strategies for teachers' professional development. So, it will be significant for the teachers willing to use different techniques to develop themselves professionally. It reflects the very common strategies for teacher learning in English language teaching. Similarly, it will be helpful to the teachers, supervisors, subject experts, and others who want to carry out further research in the field of teachers' professional development. This study will be equally beneficial for the teacher trainers and the teacher training institutions. All the persons who are directly or indirectly involved in the teaching profession will be benefited from this study.

1.6 Delimitations of the Study

This study had the following limitations:

(a) This study was limited to 40 lower secondary level English language teachers from Dhanusha district.

(b) This study was limited to the strategies for professional enhancement.

(c) This study was limited to Dhanusha district only.

(d) It was limited to the interview and questionnaire as tools for data collection.

(e) The population was selected from twenty schools from Dhanusha district.

1.7 Operational Definition of Key Terms

Some related terms are defined as follows:

Enhancement: Enhancement is the process of becoming the best kind of that he personally can be.

Professionals: Profession is a job requiring special type of skill or knowledge.

Strategies: A plan that is intended to achieve a particular purpose from classroom teaching.

Teachers: Teachers are the major elements of the entire education system those are placed as the heart of education system.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is one of the essential tasks to conduct any research. According to Kumar (2005, p. 30). "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." It is reviewed under two sub headings:

2.1 Review of Theoretical Literature

Here, I have made an attempt to explore on the theoretical areas of my reserach work. Some relevant theories that are contributing to my reserach work are discussed below:

2.1.1 Teaching as a Profession

"There have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere 'workers' and whether teaching is a profession and not just an occupation" (Hayes 1995, 2003, p. 35). Hayes mentions "fortunately, the tendency over the last few years has been to begin to accept teaching as a professional, and, consequently, the transformations from teacher training to teacher professional development" (p. 36). Profession is a job requiring special type of skill or knowledge. Teacher as other personnel like doctors, pilots, engineers too require a special type of skill to accomplish their particular job. So teaching is also regarded as one of the profession. Khaniya (2006, p. 7) states "Teachers, professors, doctors, engineers, lawyers, etc. are regarded as professionals". According to him, profession is he who performs tasks involving not only skills and knowledge but also expertise and teacher as a professional is necessarily responsible to bring about change in the way the student does things or performs tasks after he receives instruction.

Teachers are the major elements of the entire education system those are placed as the heart of education system (Dewey 1976, p. 22) pack and unpack the curriculum and thus they have to be more professional in their business" (as cited in Poudel, 2006). The importance of teaching profession is that it is responsible to produce other different professionals. Viewing teaching as profession provides a motivation for continuous career growth. Most of the people agree that professionalization of teacher's essential for upliftment of the entire education system. And this issue is of great interest to those all concerned with the education system.

Teacher professional development is a life long process in which teachers keep themselves engaged in learning and expanding their expertise. To quite Underhill (1986), "Teacher Development is the process of becoming the best kind of teacher that he personally can be" (p. 1). Villages-Reimers (2003) mode an international reviewe of the literature of teacher professional development. Introducing professional development, she says that "In a broad sense, it refers to the development of a person in his or her professional role" (p. 11).

"Professional development plays an important role in changing teachers teaching methods, and these changes have a positive impact on students' learning". The mentors who have received some form of mentoring training are more effective in their roles.

2.1.1 Importance of Teacher's Professional Development

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of students. This means the educators must pay attention to the results of professional development on job performance, organizational effectiveness and the success of all students (Sparks, 1991, as cited in Sultana, 2004, p. 12). In service education and training (INSET) - intended to stimulate the professional competence and development of teachers improve classroom teaching practices and / or implement educational

innovations decided upon at governmental level (Roberts, 1998, p. 76), and provide teachers with continuous education throughout their learning career.

The formal training provided to the teachers is time bound but they can continue with their professional development throughout their lives. Even after several years of teaching, teachers feel a need to refresh themselves and go on learning and developing themselves in order to accomplish their professional responsibilities effectively. There is not any moment in the life in which one can rest thinking that what he/she has learned is enough and need not learn further ahead. Experience alone is not sufficient for the teachers to meet with the students' needs and expectations.

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changes in the theories of language learning and emergence of new approaches and methods so there is a need of regular opportunities for the teachers to update their knowledge and skills in the field. Head and Taylor (1997, p. 11) say "state or narrowly subject-bound teachers are a menace to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate." Hence, learning to teach is a lifeling process. Similar is the view put forward by Richards and Farrell (2005). According to them;

> In most schools and institutions today, language teachers are expected to keep up to date with developments in the field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments according to the changing needs of the institution. (29)

Similarly, Ur (1996) focuses on teachers' active role for the professional development of his/her own and Ur (1996) says that a teacher can should be advance in professional expertise and knowledge throughout his/her career and such advances do not depend on formal course or external input. In the same

way, Shulman (1992) claims that teachers need to see how ideas connect across fields and to everyday life.

More than sound reforms, innovation, the real success of qualitative improvement of teachers education will depend upon the sense of purpose, denotation and commitment of teachers who feel proud of teaching profession, deep satisfaction in watching his/her students grow to a constructive citizen in a modern world. Teaching has caused supreme challenge, which could be met by real sacrifice of teachers in the form of our ancient tradition, not by simply rising salaries and the other material gains (Panda, 1997, as cited in Sultana, 2004, p. 35).

In summary, the professional development of teacher is a key factor in ensuring that reforms at any level are effective. Successful professional development opportunities for teachers have a significant positive effect on students' performance and learning. Thus, when the goal is to increase student's learning and to improve their performance, the professional development of teachers should be considered a key factor.

2.1.2 Professional Development of English Language Teachers

A profession is an occupation that assumes responsibility for some tasks too complex to do gained by rules. By the definition, professions can introduce highly specialized experize to solve complex problems, and yet historically teaching has fallen sort of the status of profession" (Walling & Lewin, 2000, p. 78). Professionals are at the top hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good. Professionals perform the tasks by artistic adaptation of general principles. In order to perform the responsibilities, competent language professionals must understand the objectives underlying those responsibilities. They must further be able to apply the principles that are relevant to a particular situation, and to follow them to accord with principles of their profession, whether we are talking about doctors or teachers. "Professionals

must learn how to work out appropriate answers for individual situation" (as cited in Soproni, 2007).

English language teachers are professionals and they, therefore need a specific kind of knowledge, skills and expertise for which they need training according to their needs. Putting it another way, they cannot be English language teaching professionals without English language training. By virtue of its nature, English language teaching professionals constitute a special group of people and have a special kind of publications like ELT Journal, Young Voices in ELT, they organize special conferences like IATEFL, TESOL, and NELTA. Obviously, for professional development English language teacher therefore, requires a great deal of development in specified skills, knowledge and expertise in the field of ELT which cannot be replaced or substituted by any kind of training or courses.

To be successful, professional development must focus on the content that teachers teach and the methods they use to teach that content and it must be sufficiently sustained and linked to daily classroom practice to effort students learning (Moon, 1994), points out that "reflection is a pre-requisite of development" whereas, "research is a desirable option" and he later adds that "Self monitoring and self evaluation are essential for development to take place" (pp., 108-109). Underhill (2004) coined the phrase 'the learning schools; which is also touched upon by Hobson et al. (as cited in Soproni, 2007, p. 37). In a large scale study in English, past, potential or actual relationship with students former and present teachers, teacher colleagues have been found to be "Central to the becoming a teacher experience" in initial teacher training that emphasizes the importance of structured or focused observation in helping trainee to develop.

Finally, English language teachers themselves are an important source of their work as teachers. Sultana (2004) suggest "Learning to be a teacher requires the development of a professional self concept, this is achieved through a

reassessment of oneself and the context in which one works particularly the individuals with which one interacts".

2.1.3 Characteristics of Teacher Development (TD)

Although development can happen in many different ways, it seems that certain core characteristics emerge when teachers are asked what they think teacher development is. Rossner has suggested the following key characteristics regarding teachers' development.

(a) It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence-building to language awareness or technical expertise.

(b) Much of TD is seen as relating to new experiences, new challenges and the opportunity for teachers to Borden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of Jadedness and also to develop their careers as well as themselves.

(c) TD is not to do with language teaching or even teaching: it's also about language development (particularly for teachers whose native language is not English), counseling skills, assertiveness training, confidence building, computating, meditation, cultural broadening almost anything in fact.

(d) TD is most teachers' opinions, has to be 'bottom-up', not dished out by managers according to their own view of what development teachers need. This doesn't mean to say that managers have no role in it … Nor does it mean that managers should stop organizing in service or other training courses.

(Rossner, 1992, p. 4)

2.1.4 Strategies for Professional Development

There is no royal road to teachers' professional development. A wide variety of methods, procedures and options available are adopted by the teachers according to their convenience. There is not only way for professional development. Teachers and institutions should analyze their needs and the particular context before deciding the strategies for teacher development.

A wide variety of methods and procedures are available for in-service teacher development.

It is said that successful teachers are those who continue to develop throughout their professional life: the completion of a pre-service course and initial qualification are only the beginning. Teachers personally themselves are an important aspect of their work as teachers. Sultana (2004) suggest "learning to be a teacher requires the development of a professional self concept, this is achieved through a reassessment of one self and the context in which one works particularly the individual with which one interacts" (p. 38).

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 understanding and listening to colleagues share best practices they have discovered while trying out new programs or 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. Such things as workshops, self monitoring, teacher support groups keeping a teacher journal, pear observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research are identified as strategies for teacher learning by Richards and Farrell (2005). However, almost any activity that provides the English language teachers an opportunity to develop can be taken as the learning strategies of English language teachers for professional development.

According to Richards and Farrell (2005), there are eleven different strategies that can be used to facilitate professional development in language teaching. They are:

1. Individual

(a) Self-monitoring

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

(b) Keeping a teaching journal

A teaching journal is an ongoing written account of observations, reflection, and other thoughts about teaching, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection, or evaluation.

(c) Analyzing critical incidents

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

(d) Teaching portfolios

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

(e) Action research

Action research refers to teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems. The term "action research" refers to two dimensions of this kind of activity. The word research in "action research" refers to a systematic approach to carrying out investigation and collecting information that is designed to illuminate an issue or problem and to improve classroom practice.

2. One-to-one

(a) Peer coaching

Peer coaching is a procedure in which two teachers collaborate to help one or both teacher improve some aspect of their teaching. In peer coaching, a teacher and a colleague plan a series of opportunities to explore the teacher's teaching collaboratively. One adopts the role of coach or "critical friend" as some aspect of teaching or of classroom life is explored.

(b) Peer observation

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

(c) Team teaching

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

(d) Action research

Action research refers to teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems. The term "action

research" refers to two dimensions of this kind of activity. The word research in "action research" refers to a systematic approach to carrying out investigation and collecting information that is designed to illuminate an issue or problem and to improve classroom practice.

3. Group-based

(a) Case analysis

Case analysis in teacher education involves collecting information over time about a teaching situation and using that information to help better understand the situation and to derive principles from it. In language teaching and other fields, it is based on the use of accounts (case studies) of how practitioners carry out their practice and resolve the issues that they confront. Case analysis has a long history in fields such as business, law, and medicine.

(b) Action research

Action research refers to teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems. The term "action research" refers to two dimensions of this kind of activity. The word research in "action research" refers to a systematic approach to carrying out investigation and collecting information that is designed to illuminate an issue or problem and to improve classroom practice.

4. Institutional

(a) Workshops

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

on teaching and learning and use this process to reflect on their own teaching practices.

(b) Action research

Action research refers to teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems. The term "action research" refers to two dimensions of this kind of activity. The word research in "action research" refers to a systematic approach to carrying out investigation and collecting information that is designed to illuminate an issue or problem and to improve classroom practice.

(c) Teacher-support groups

Teacher support groups play a major role in "providing opportunities for teachers to validate both teacher knowledge and teacher inquiry". Supports groups are also referred to by other names, such as study groups, teacher networks, and learning circles.

2.2 Review of the Empirical Literature

Some of the previous research works that facilitated my research work have been reviewed here:

Sultana (2004) conducted research entitled "Need Assessment and Designing a Model for College Teachers in Pakistan". The main objective of his research was to find out the role of need assessment for enhancement of professional development of teachers. His study consisted of eighty participants. He found that professional training of college level teachers was considered necessary for their professional development in latest knowledge, teaching techniques, instrumental teaching, motivational technique, evaluation techniques and social and administrative skills and information technology.

Likewise, Soproni (2007) conducted research entitled "The Way Teachers of English Learn: Through the Eyes of Novice and Experienced Teachers". The

primary purpose of his study was to explore the ways the teachers of English follow to learn English. He used hundred teachers as the sample of the study. He found that professional development mostly comes from teacher's own teaching experience and the school context they work in.

The following are the researcher conducted in the context of Nepal.

Gyawali (2001) conducted a research entitled "Investigating classroom practices: A proposal for teacher development for the secondary school teachers of English in Nepal." The major objectives of his study was to find out answers to "how do teachers develop". He interviewed the eight teachers and teacher educators from different countries. He used non-purposive random sampling procedure. It was found out that teachers develop their career and that happen due to several factors such as readings, challenges, responsibilities and exposure to different types of colleagues.

Bhatta (2009) carried out a research on "Classroom observation and feedback for Teacher's Professional Development" with a main purpose to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. He selected forty teachers from ten different schools through non-random sampling procedure. He used questionnaire as a main tool. The finding showed that a very few of the secondary level English teachers involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed.

Phuyal (2009) conducted a study entitled, "Practices of Reflective Teaching Used by Primary Level English Teachers" with an objective to find out the practices of reflective teaching used by primary level English teachers. She took sixty teachers from primary level as the sample of the study. The questionnaire were the main tools for her study. From the study, she came to the conclusion that majority of the primary level English language teachers are not aware of the advantage of reflective practices for their professional

development though some of them responded that they use it as a way to their professional development.

Adhikari (2010) conducted a research entitled "collaborative learning for teachers' professional development" The main objective of the research were to find out the attitude of Secondary Level English Language teachers towards collaborative teaching and the school environment available to them for learning and practicing collaboratively. The research was limited to Pokhara and Kathmandu Valley and questionnaire was used as the research tool. The findings of the research showed that almost all the secondary level English language teachers have positive attitude towards collaborative learning and majority of them are provided with supportive and favorable environment for collaborative learning within their institutions.

Joshi (2010) carried out a research on "Learning strategies of English language teachers for professional development" aims to identify the learning strategies of English language teachers and the benefits they got from those strategies for their professional development. The research was limited to Kathmandu valley and questionnaire was used as the research tools. The finding showed that teachers' own teaching experience, self-monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching are the most common learning strategies that have been practiced by the English language teachers and the strategies like mentoring, refresher, courses, teaching portfolios, resource and teacher activity centers, reflective logs and analysis of critical incidents are less common learning strategies among the English language teaching indifferent colleges of Kathmandu.

Khanal (2011) conducted a research entitled. "Information literary for teacher development". The study was carried out in order to identify English language teachers' perception towards information literary and find out the environment available for teachers in the institution to make them information literate. Khanal concluded that information literacy skills are essential for the professional development of the teachers. In the research most of the teachers agreed that information literacy skills provide the teacher to do any work easily

and it also increases their capacity to judge, analyze, develop, alter and make decisions even in uncertain problematic situation. Similarly, Khanal found out that all the teachers' institutions lack the effective environment to make them information literate teacher.

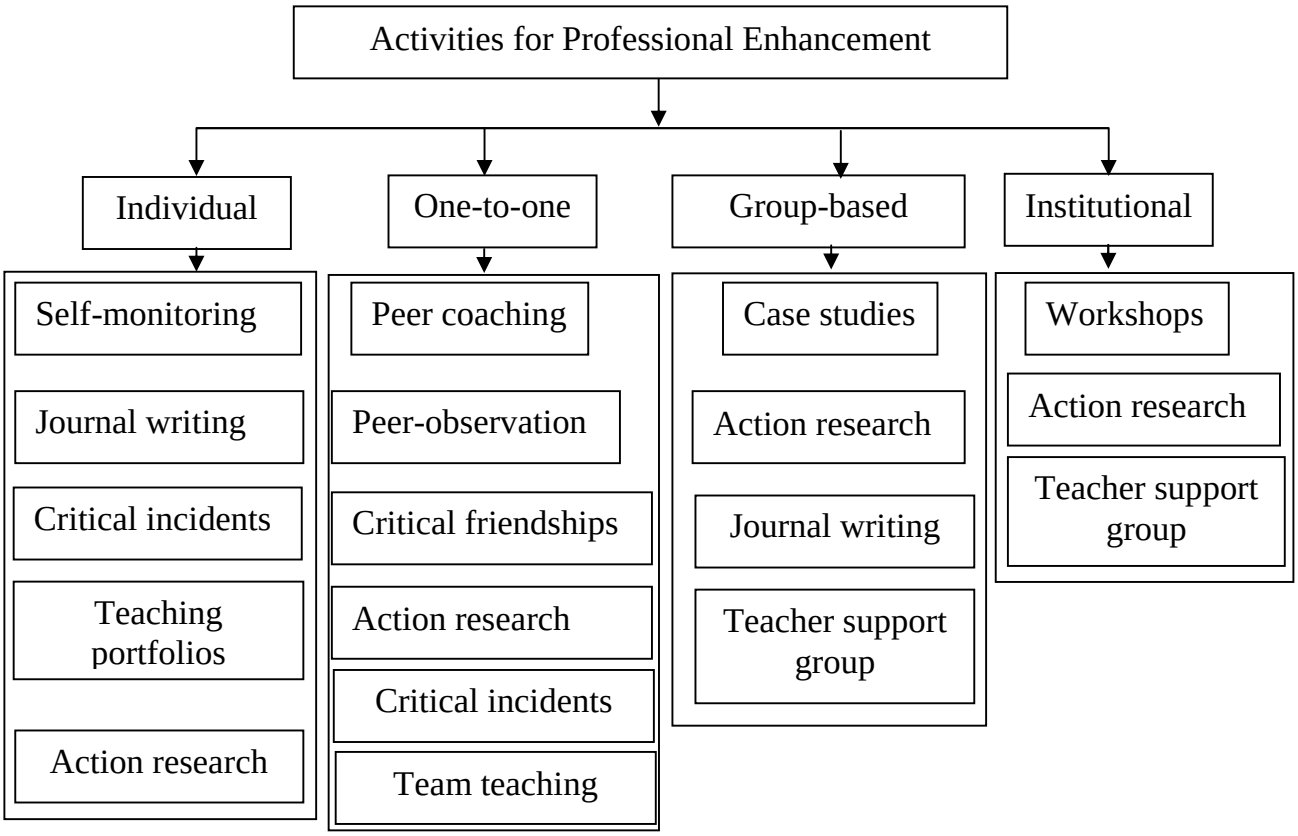
Although, various studies have been carried out in the field of ELT and a few on Teacher's Professional Development, there is lack of research in the area of learning strategies among the English language teachers, I am very much interested to carry out research on 'learning strategies used by lower secondary level English teachers for professional enhancement' because no research has been done on this area. Likewise, I believe that 'strategies' used by language teachers at lower secondary level play a crucial role to pave the teachers' professional enhancement.

2.3 Implication of the Review for the Study

The review of the literature is a milestone for any research. The purpose of literature review is to expand upon the context and background of the research. I also consulted many sources to broaden on the horizon of my knowledge to proceed my research work. I have reviewed many books, articles and research works to facilitate this research. Particularly, the study by Sultana (2004), Bhatt (2009) helped me to design my theoretical background and necessary research tools. Similarly, the work of Soproni (2007) provided me with an insight to prepare the methodology for my research. Gyawali (2001) study widened my knowledge on strategies for a professional enhancement of English language.

2.4 Conceptual Framework

The proposed study was based on the following conceptual framework.



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This research was based on the data obtained from the directly administered test. Therefore, the process of study design and data collection were as follows:

3.1 Design and Method of the Study

The design of this study was survey research design. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. According to Cohen and Manion (1985):

> Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time. (p.140)

Thus, from the above explanation, we can say that survey research is carried out to elluminate important educational issues. Here, the data are collected from the sample which is generalizable to the whole population. Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single

point of time. Thus, it can use triangulation approach. This is a descriptive study, not an explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than the other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Since my study was related to educational issues and tried to get factual information, the use of survey research design was reasonable for it.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, the researcher had to follow the systematic process.

1) Define the objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2) Decide the kind of survey required e.g. longitudinal, crossectional , trend study Cohort study

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct e.g. longitudinal cross sectional, cohort, trend, study

3) Formulate research questions or hypotheses (if appropriate) the null hypothesis and alternative hypothesis.

This is the third stage in survey research. In this phase researcher prepare research questions more than this if s/he feels required then formulates hypothesis.

4) Decide the issues on which to focus

Within the area there might be numerous issues. We cannot conduct research on all issues / areas at the same time. Therefore, we have to decide the single issues on which we are interested to conduct research.

5) Decide the information that is needed to address the issues

After deciding the issue we have to decide whether we have sufficient data / information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6) Decide the sampling required

In this phase, we need to decide what kind of sampling procedure that we are going to use to select the study population i.e. random sampling, non-random sampling, or mixed sampling.

7) Decide the instrumentation and the metrics required

Here, in this phase, we as a researcher have to decide instruments and metrics that will be required to conduct the research.

8) Generate the data collection instruments

In this phase, we have to generate instruments required for data collection e.g. questionnaire, opinnionaire form, test items and so on.

9) Decide how the data will be collected (e.g. postal, survey, interviews)

After preparing the tools for data collection we have to decide the process the process / ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

10) Pilot the instruments and refine them

After preparing the instruments it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does and what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

11) Train the interviewers (if appropriate)

If the researcher is going to use interview of a tools of data he need to be trained. Otherwise, actual data may not be observed.

12) Collect the data

After doing these all aforementioned points researcher collects the various research tools as his/her plan.

13) Analyze the data

Raw data themselves may not give any sense / information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like mean-mode median and so on.

14) Report the Results

Finally, after analyzing the data we have to prepare the report of our research.

3.2 Population, Sample and Sampling Strategies

The population of the study was 40 lower secondary English language teachers who were teaching English in twenty different schools of Dhanusha district. The lower secondary level English teachers were my study population. I used purposive sampling procedure to select the schools. I selected 40 lower secondary teachers from Dhanusha district through non-purposive random

sampling procedure. The total sample size consisted of 40 lower secondary level English teachers, two teachers from each selected school.

3.3 Area/Field of Study

The area of this study was Dhanusha district and the field of it was concerned to identify the strategies used by lower secondary level English teachers for their professional enhancement.

3.4 Data Collection Tools and Techniques

I used questionnaire and interview tools for data collection. Both open ended and close-ended questionnaires were used as a techniques of data collection.

3.5 Data Collection Procedure

The researcher collected data using the following procedure.

(a) First of all, I went to the selected schools with an official letter from the Department.

(b) I got permission from the authority to consult the English language teachers.

(c) I built rapport with the concerned teachers and explained them about the purpose of my study.

(d) I provided them with questionnaires to fill them up and asked to participate in interview.

(e) Then, I collected required information with the help of interview schedule and questionnaire and thanked them for providing information.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed in a narrative way with description presenting in different tables.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected with the help of a questionnaire consisting of closed ended questions and interview schedule. The questions were constructed being based on the objectives of the study. The primary sources of data were collected from forty lower secondary level English teachers teaching in twenty different schools of Dhanusha district. The questionnaire also contained a list of the possible learning strategies with slight information about each of them practiced by English language teachers.

This study was carried out to identify the strategies used by the lower secondary level English teachers for their professional enhancement. For this purpose the collected data were analyzed and interpreted under the following main headings:

- Analysis of close-ended questions
- Analysis of interview schedule

4.1 Analysis of close-ended questions

The responses of some close ended questions on strategies used by lower secondary level teachers for their professional enhancement have been analyzed below:

Item No. 1: Introducing new strategies

The respondents were asked to express their views or whether introducing the new strategies in the classroom results in better performance. Their responses on this item are as follows:

Table 1

Introducing New Strategies

Description of item	Responses					
	Yes		No		Sometimes	
	No	%	No	%	No	%
Introducing new strategies	22	55	14	35	64	10

From the above table, it is found that 55 percent teachers say that introducing new strategies in the classroom result in better performance. Likewise, 35 percent teachers respond that introducing new strategies sometimes result in better performance. However, ten percent teachers respond that introducing new strategies in the classroom do not result better performance. Hence, majority of the teacher view that introducing new strategies is beneficial for both students and teachers.

Item No. 2: Strategies for enhancing teaching

When I asked the teacher which strategies they used to enhance their teaching, they exhibited different views on it. Their responses on this item has been presented in the given below table:

Table 2

Strategies for Enhancing Teaching

Description of item	Responses							
	Action research		Peer coaching		Self monitoring		Workshop	
	No	%	No	%	No	%	No	%
Strategies for enhancing teaching	16	40	12	30	10	25	2	5

From the above table, it is clear that 40 percent teachers respond that they use action research strategy to enhance their teaching profession. Likewise, 30 percent teachers responded that they use peer coaching strategy to enhance their teaching profession. Likewise, 25 percent teachers respond that they use self monitoring strategy to enhance their teaching profession. However, 5 percent teachers respond that they used workshop as a strategy to enhance their teaching profession. Hence, most of the teachers (i.e. 40%) used action research as a strategy to enhance their professional career.

Item No. 3: Sources for developing teaching strategy

The respondents were asked to respond on what sources they used to develop their teaching strategy. their responses on this item are given in the following table:

Table 3

Sources for Developing Teaching Strategy

Description of item	Responses							
	Using portfolio		Writing journals		Video		Team teaching	
	No	%	No	%	No	%	No	%
Sources for developing teaching strategy	20	50	2	5	12	30	6	15

As it is presented in the table above, the most of the teachers (i.e. 50%) respond that they used portfolio as a sources for teaching strategy. Similarly, 5 percent teachers respond that they use writing journals as a source for teaching strategy. Likewise 30 percent teachers respond that they use video as a source for developing teaching strategy. However, 15 percent teachers respond that they use team teaching as a teaching strategy. Hence, majority of teacher use portfolio as the source for developing teaching strategy.

Item No.4: Ways of developing professionalism

The respondents were asked to present the views of how they thought their professionalism was well developed. Their responses on this items are given in the following table:

Table 4

Ways of Developing Professionalism

Description of item	Responses					
	Directed by supervisors		Knowledge from the experts		Autonomy and self access learning	
	No	%	No	%	No	%
Ways of developing professionalism	8	20	26	65	6	15

From the above table, it is found that 65 percent teachers respond that they develop their professionalism through the knowledge from experts. Similarly, only 20 percent teachers respond that they develop their professionalism through directions by supervisors. However, 15 percent teachers respond that they develop their professionalism through autonomy and self access learning. Thus, a majority of teachers develop their professionalism through knowledge from the experts.

Item No. 5: Keeping records of teaching

The respondents were asked to supply their responses on whether they keep the records of their teaching or not. Their responses on this item are given in the following table:

Table 5

Keeping Records of Teaching

Description of item	Responses					
	Yes		No		Sometimes	
	No	%	No	%	No	%
Keeping records of teaching	32	80	4	10	4	10

As is given in the above Table 5, it can be say that 80 percent teachers respond that they kept their record of teaching. Similarly, only 10 percent teachers respond that they do not keep their record of teaching. However, 10 percent teachers respond that they keep records of teaching sometimes. Thus, 80% teachers keep record of their teaching.

Item No. 6: Self directed learning

When the respondents were asked to give their views on whether the self directed learning is the best process of English language teachers professional development or not. They responded differently on this item. Their responses are given in the following table:

Table 6

Self Directed Learning

Description of item	Responses					
	Yes		No		Sometimes	
	No	%	No	%	No	%
Self directed learning	30	75	4	10	6	15

The above table clearly shows that most of the teachers (i.e. 75%) respond that self direct learning is the best process of English teachers professional development. Similarly, 15 percent of the teachers respond that self directed learning is the best process of English teachers professional development. And 10 percent of the teachers respond that self directed learning is not the best process of English teachers professional development. Overall, a majority of teachers respond that self directed learning is the best process of English teachers professional development.

Item No. 7: Carrying out action research

The respondents were their asked to respond their answer on whether they carried out action research or not. Their responses are given in the following table.

Table 7

Carrying out Action Research

Description of item	Responses					
	Yes		No		Sometimes	
	No	%	No	%	No	%
Carrying out action research	16	40	14	35	10	25

From the above table, it is found that 40 percent teachers respond that they carry out action research. Similarly, 25 percent teachers respond that they sometimes carry out action research. However, 35 percent teachers respond that they did not carry on action research. Thus, a majority of teachers respond that they carry on action research.

Item No. 8: Performing team teaching

When the respondents were asked to respond their views on whether they have performed team teaching or not, they answered differently on this item. Their responses are given in the following table:

Table 8

Performing Team Teaching

Description of item	Responses					
	Yes		No		Sometimes	
	No	%	No	%	No	%
Performing team teaching	6	15	4	10	30	75

From the above table, it is found that 75 percent teachers respond that they sometimes perform team teaching. Similarly, 15 percent teachers respond that they perform team teaching. However, 10 percent teachers respond that they do not perform team teaching. Thus, a majority of teachers sometime perform team teaching.

Item No. 9: Inexperienced teachers getting benefit from team teaching

The respondents were asked to express their views on what benefit an in experienced teacher can get from team teaching. The answer of the respondent on this is given in the following table:

Table 9

Inexperienced Teachers Getting Benefit from Team Teaching

Description of item	Responses					
	Developing mentoring		Organizing subject matter		Developing organizational skill	
	No	%	No	%	No	%
Inexperienced teachers getting benefit from team teaching	28	70	4	10	8	20

From the above table it is found that most of the teachers i.e. 70% respond that team teaching help an inexperienced teachers to develop his mentoring skill. Similarly, 20 percent respond that team teaching help an inexperienced teachers to develop organizational skill. However, 10 percent respond that team

teaching help an inexperienced teacher to organize subject matter. Hence, most of the teachers i.e. 70 percent respond that team teaching help an inexperienced teachers to develop his mentoring skill.

Item No. 10: Participating in workshop

When the respondents were asked to respond their views on whether they participated in successful workshop or not, they answered differently on this item. Their responses are given in the following table.

Table 10

Participating in Workshop

Description of item	Responses					
	Yes		No		Sometimes	
	No	%	No	%	No	%
Participating in workshop	12	30	20	50	8	20

The above table clearly shows that 30 percent teachers respond that they have participated in workshop. Similarly, 20 percent teachers respond that they have sometimes participated in workshop. However, 50 percent teachers respond that they have not participated in workshop. Thus, a majority of teachers have not participated in workshop.

Item No. 11: The activity in workshop

When the respondents were asked to respond their views on which activities they followed in workshops, they answered differently on this item. Their responses are given in the following table.

Table 11

The Activity in Workshop

Description of items	Responses							
	Unitary building activities		Direct instruction presentations		Partner work		Small group discussion	
	No	%	No	%	No	%	No	%
The activity in workshop	20	50	7	17.5	10	25	3	7.5

The above table shows that, 50 percent teachers respond that they follow unitary building activity in workshop. Similarly, 17.5 percent teachers respond that they follow direct instruction presentations in workshop. Likewise, 25 percent teachers respond that they follow partner work in workshop. However, 7.5 percent teachers respond that they followed small group discussion workshop. Overall, most of the teachers follow unitary building activities in workshops.

Item No. 12: The role of teacher in ELT classroom

When the respondents were asked to respond their views on what source of role they generally had in ELT classroom. Their responses are given in the following table

Table 12

The Role of Teacher in ELT Classroom

Description of items	Responses							
	Facilitator		Manager		Initiator		Authoritative	
	No	%	No	%	No	%	No	%
The role of teacher in ELT classroom	14	35	8	20	16	40	2	5

From the above table, it is found that 35 percent teachers respond that the have the role of facilitator whereas 20 percent teachers respond that they have the role of manager. Similarly, 40 percent teachers respond that they have the role of initiator in the ELT classroom. However, 5 percent teachers respond that they have the role of authoritative in the ELT classroom. Thus, most of the teachers, i.e. 40 percent teachers have the role of initiator in the ELT classroom.

Item No. 13: Reading ELT Journals

The respondents were asked to respond their views on whether the read ELT journals to enhance their knowledge or not. They answered differently. Their responses are given in the following table.

Table 13

Reading ELT Journals

Description of item	Responses					
	Always		No		Sometimes	
	No	%	No	%	No	%
Reading ELT journals	30	75	4	10	6	15

The above table shows that 75 percent teachers respond that they read ELT journals to enhance their knowledge. Similarly, 15 percent teachers respond that they sometimes read ELT journals to enhance their knowledge. However, 10 percent teachers do not read ELT journals. Thus, many of the teachers use ELT journals to enhance their knowledge for their professional development.

Item No. 14: Self monitoring and learning from colleagues for professional development

When the respondents were asked to respond their views on whether self monitoring and learning from colleagues are important strategies of professional development or not. They answered differently on this item. Their responses are given in the following table.

Table 14

Self Monitoring and Learning from Colleagues for Professional Development

Description of item	Responses			
	Yes		No	
	No	%	No	%
Self monitoring learning from colleagues for professional development	32	80	8	20

The above table shows that 80 percent teachers respond that self monitoring and learning from colleagues are important strategies for professional development. However, 20 percent teachers respond that self monitoring and learning from colleagues are not important strategies for professional development. Thus, majority of teachers say that self monitoring and learning from colleagues are important strategies for professional development.

Item No. 15: Case analysis for improving teaching strategy

When the respondents were asked to respond their views on whether case analysis helped to improve teaching strategy or not. They answered differently on this item. Their responses are given in the following table.

Table 15

Case Analysis for Improving Teaching Strategy

Description of item	Responses			
	Yes		No	
	No	%	No	%
Case analysis for improving teaching strategy	30	75	10	25

The above table shows that 75 percent teachers respond that case analysis help them to improve their teaching strategy. However, 25 percent teachers respond that case analysis do not help them to improve their teaching strategy. It can be said that case analysis are important for many teachers to improve their teaching strategy.

Item No. 16: Challenges to adopt a new strategy for professional enhancement

When the respondents were asked to respond their views on whether it is challenging to adopt a new strategy for professional enhancement or not. They answered differently on this item. Their responses are given in the following table.

Table 16

Challenges to Adopt a New Strategy for Professional Enhancement

Description of item	Responses					
	Yes		No		Sometimes	
	No	%	No	%	No	%
Challenges to adopt a new strategy for professional enhancement	24	60	6	15	10	25

The above table shows that 60 percent teachers respond that they it is challenging to adopt a new strategy for professional enhancement. Similarly, 25 percent teachers respond that it is sometimes challenging to adopt a new strategy for professional enhancement. However, 15 percent teachers say that it is not challenging to adopt a new strategy for professional enhancement. Hence, many of the teachers respond that it is challenging to adopt a new strategy for professional enhancement.

Item No. 17: Complex and time consuming strategy

When the respondents were asked to respond their views on which of the following strategies is time consuming and complex. They answered differently on this item. Their responses are given in the following table.

Table 17

Complex and Time Consuming Strategy

Description of item	Responses							
	Consulting ELT journal		Case analysis		Using portfolios		Self monitoring	
	No	%	No	%	No	%	No	%
Complex and time consuming strategy	2	5	32	80	1	2.5	5	12.5

From above table it is clear that 80 percent teachers respond that case analysis strategy is time consuming and complex. Likewise, 12.5 percent teachers respond that self monitoring is time consuming and complex. Similarly, 5 percent teachers respond that consulting ELT journal us time consuming and complex. However, only 2.5 percent teachers say that using portfolio is time consuming and complex. Hence, a majority of teachers respond that case analysis was time consuming and complex.

Item No. 18 : Preparation for implementing new strategy

The respondents were asked to respond their views on whether implementation of new strategy requires a lot of preparation or not. They answered differently on this item. Their responses are given in the following table.

Table 18

Preparation for implementing new strategy

Description of item	Responses					
	Yes		No		Sometimes	
	No	%	No	%	No	%
Preparation for implementing new strategy	26	65	8	20	6	15

The above table clearly shows that 65 percent teachers respond that implementation of new strategy required a lot of preparation. Similarly, 15

percent teachers respond that implementation of new strategy sometimes require a lot of preparation. However, 20 percent teachers respond that implementation of new strategy do not require a lot of preparation.

Item No. 19: Benefit from new strategy

When the respondents were asked to respond their views on how they are benefited from a new strategy. They answered differently on this item. Their responses are given in the following table.

Table 19

Benefit from New Strategy

Description of item	Responses							
	Making presentation effective		Updating to the new field		Making the text comprehensible		Handling the class properly	
	No	%	No	%	No	%	No	%
Benefit from new strategy	18	45	12	30	6	15	4	10

The above table shows that 45 percent teachers respond that a new strategy help them to make presentation effective. Similarly, 30 percent teachers respond that new strategy help them to update themselves to the new field. Likewise, 15 percent teachers say that a new strategy help them to make the text comprehensible. However 10 percent teachers respond a new strategy help to handle the class properly.

Item No. 20: Challenges of adopting a new strategy

When the respondents were asked to respond their views on which of the following challenges is generally faced while adopting a new strategy. They answered differently on this item. Their responses are given in the following table.

Table 20

Challenges of adopting a new strategy

Description of item	Responses							
	Managing the class		Time management		Resource management		All of the above	
	No	%	No	%	No	%	No	%
Challenges of adopting a new strategy	4	10	2	5	6	15	28	70

The above table shows that, 70 percent teachers respond that adopting new strategy create challenges for classroom management, time management and resource management. Similarly, 10 percent teachers respond that adopting a new strategy create challenges for managing the class. Likewise, 5 percent teachers respond that adopting a new strategy create challenges for managing time. Moreover, 15 percent teacher respond that adopting a new strategy created challenge for resource management.

4.2 Analysis of Information Derived from Interview Schedule

Some open-ended questions on strategies used by lower secondary level teachers for their a professional development have been analyzed below.

4.2.1 Strategies Used by Experienced Teachers

To identify the strategies used by experienced teachers, I have collected some of the strategies by asking them individually. I asked them to tell the names of strategies that they mostly used to enhance their professional development. Some of the strategies that they mentioned are as follows:

- Doing self monitoring
- Learning from colleagues
- ELT journals
- Attending seminars
- Consulting teaching portfolio

- Following case analysis

4.2.2 Challenges Faced While Using New Strategies

When the respondents were asked to express their views on the type of the challenges that they generally faced while using new strategies, they presented their answer differently. Some of the problems faced by them are as follows:

- Problems on a classroom management.
- Problems regarding the adaptation of different teaching methods and techniques.
- Problems on selection, preparation and handling different teaching aids.
- Problems on constructing lesson plan and using related materials.

4.2.3 Promoting Professional Development

When the respondents were asked to express their views on how they could promote their professional development, most of them said that they could promote their professional development through learning from colleagues and self monitoring.

4.2.4 Benefits of Different Leaning Strategies Practiced by Lower Secondary English Teachers

The researcher asked the teachers if they used different strategies while teaching and if they participated in the workshops, seminars, conferences and teacher training program. ‘What benefits do they get from them?’. The teachers have presented different benefits that they had got from workshops, seminars, conferences and other different strategies. Some of them were as follows.

i. Workshops helped them to acquire specific knowledge and skills.

ii. Seminars helped them to find solutions for the problems related to teaching learning process.

iii. Conferences provided solutions for problems directly to the daily teaching.

iv. After visiting their colleagues' classes the teacher got constructive feed back which was very much beneficial for the effective teaching learning process.

v. With the help of peer observation the teachers were aware of their strengths and weaknesses which helped them to improve themselves and make some necessary changes.

vi. Teaching portfolio helped them to learn from the different works of the experienced teachers.

vii. Teaching portfolios provided information about different aspects of teachers' work.

viii. ELT journals helped them to get information about the recent development in the field of ELT and also make them familiar with different experts throughout the whole world.

ix. Case analysis provided them different new solutions for particular problems.

x. They have learnt more from their own teaching experience than the educational programs.

From the above points it is clear that the teachers were directly or indirectly benefited from different strategies. However, some learning strategies were more beneficial than others.

4.2.5 The Most Effective Strategies for Professional Enhancement

When the respondents were asked to express their views on which strategies they found most effective for their professional enhancement, nearly 50 percent teachers responded that using teaching portfolio was the best strategy for professional enhancement.

4.2.6 Working in Group is better than Working Alone

When the respondents were asked to express their views on whether working in group is better than working alone, approximately 80 percent teachers responded that working in group was better than working alone.

4.2.7 Case Analysis for Professional Enhancement

When the respondents were asked to express their views on how case analysis enhance their professional development, they presented the following reasons for it:

- Collecting information about teaching situation.
- Understanding situation to drive principle from it.
- Receiving information on the situation of practice for resolving the issues.
- Being critical on the emerging problem.

4.3 Summary of Findings

The main aim of the study was to identify the strategies used by lower secondary level English teachers for their professional enhancement. So, I selected forty English language teachers of Dhanusha district. Different questions were asked as the interview schedule related to their professional enhancement. The collected data were analyzed and interpreted to come to the findings. On the basis of the analysis and interpretation, the findings of this study are as follows:

1. It was found that teachers the strategies used by lower secondary level English teacher for their professional enhancement are : self-monitoring, teaching portfolio, action research, peer coaching, peer observation, team teaching, case

analysis, workshop, teacher support groups, keeping a teaching journal and analyzing critical incidents.

2. The new strategies they adopted helped the teachers (i.e. 45%) to make their presentation effective.

3. While using the strategies teachers (i.e. 70%) faced the challenges as class management, time management and resource management.

4. It was found that 55 percent of teachers viewed that introducing a new strategies was beneficial for both students and teachers.

5. Nearly 40 percent of the teachers were found to use action research as a strategy to enhance their professional development.

6. Nearly half of the teachers (i.e. 50%) were found to use portfolio as the source for developing teaching strategy.

7. It was found that a majority of the teachers i.e. 65 percent developed their professionalism through knowledge from the experts.

8. It was found that a large number of teachers (i.e. 80%) kept record of their teaching.

9. A majority of teachers i.e. 75% responded that self directed learning was the best process for the professional development of English teacher.

10. A large number of teachers i.e. 75 percent responded that team teaching helped an inexperienced teacher to develop his mentoring skills.

11. It was found that 50 percent teachers had not participated in workshop.

12. Half of the teachers i.e. 50 percent followed unitary building activities in workshops.

13. It was found that 40 percent teachers had the role of initiator in the ELT classroom.

14. Most of the teachers (i.e. 60%) responded that it was challenging to adopt a new strategy for professional enhancement.

15. A majority of teachers (i.e. 80%) responded that case analysis was time consuming and complex.

16. Approximately 65 percent teachers responded that implementation of new strategy required a lot of preparation

CHAPTER FIVE
CONCLUSIONS AND RECOMMEDATIONS

5.1 Conclusions

The present research work entitled strategies used by the lower secondary level English teachers for their professional enhancement is an attempt to find out the strategies used by lower secondary level English teacher for their professional enhancement and to suggest some challenges faced by lower secondary level English teachers. The researcher selected forty lower secondary level English teachers from twenty schools of Dhanusha district through purposive sampling procedure. The questionnaires and interview schedule were used as the main tools for data collection. The collected data were analyzed an interpreted with the help of tables. After the analysis of the data, it was found that most of the teachers found the strategies beneficial. They responded that action research and portfolio and journal writing helped to enhance their professional development. Moreover, 80 percent teachers kept record of their teaching to make necessary improvement in it.

5.2 Recommendations

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

5.2.1 Policy Level

i. The curriculum and syllabus designers should make the provision in the curriculum to promote the adaptation of new strategies for professional enhancement.

ii. The policy should be formulated to encourage the teachers to involve in seminars and to prepare ELT journals.

iii. The training should be organized to make the teacher conscious to use different strategies for their professional enhancement.

5.2.2 Practice Level

i. Staff meetings should be organized frequently in the institution to discuss on different professional issues and problems. All the teachers should be encouraged for their equal participation in such meetings.

ii. Teachers should get the opportunity to visit their colleagues' class to know their strengths and weakness and to provide constructive feedback to make some change, if necessary.

iii. Teachers should be provided with the supportive and favorable environment required for learning and practicing.

iv. All the teachers should be provided with the opportunities to attend the workshops as far as possible.

v. The lower secondary level English teachers should be involved in learning from case analysis which helps the teachers to learn from the experience of other as well.

vi. The teachers should be provided refresher courses which enable them to keep themselves up to date on the latest development in their subjects. They should also get opportunity to learn from resource and teacher activity centers.

5.2.3 Further Research Related

This study helps to provide knowledge to conduct the research on the topics like the strategies used by lower secondary level English teachers for their professional enhancement, the classroom activities used by lower secondary English teachers to teach the English language for their professional enhancement. Moreover, it helps to conduct research in other similar fields. Thus, researchers are benefited by following way:

The new researchers are suggested to carry out their studies on other aspects of strategies used by English language in language teachers.

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APPENDIX-I

Questionnaire

Dear Sir/Madam

This structured interview schedule and questionnaire are research tools for getting information for my research entitled '**Strategies Used by Lower Secondary Level English Teachers for Their Professional Enhancement**' under the supervision of **Dr. Anju Giri,** Professor, University Campus, Kirtipur. Your kind co-operation in responding the questionnaire and your responses will have a great value in accomplishing my research. I appreciate your perception and assure you that your responses as required by the questionnaire. I honestly assure you that the responses made by you will use only for the present study and remain confidential and anonymous.

Researcher
Ranjita Sah
Department of English Education
T.U., Kirtipur, Kathmandu

Name of the Teacher :
Name of the School :
Address :
Age :
Qualification :
Experience :
Training :

1. Do you believe that introducing new strategies in the classroom results in better performance ?
   (a) Yes (b) No (c) Sometimes

2. Which strategy do you use to enhance your teaching ?

(a) Workshops (b) Self-monitoring

(c) Peer coaching (d) Action research

3. What sources do you think influence the development of your teaching strategy ?

(a) Using portfolio (b) Writing journals

(c) Video (d) Team teaching

4. How do you think your professionalism will be well developed when:

(a) You are directed by supervisors

(b) You get knowledge from the experts

(c) You are provided autonomy and self-access for your own learning

5. Have you ever kept records of your teaching ?

(a) Yes (b) No (c) Sometimes

6. Do you think that self-directed learning is the best process of English language teacher's professional development ?

(a) Yes (b) No (c) Sometimes

7. Have you ever carried any action research ?

(a) Yes (b) No (c) Sometimes

8. Have you ever performed team teaching ?

(a) Yes (b) No (c) Sometimes

9. Which of the following benefits that inexperienced teachers can get from team teaching ?

(a) Developing mentoring skill

(b) Organizing subject matter

(c) Developing organizational skill

10. Have you participated in successful workshops ?

(a) Yes (b) No (c) Sometimes

11. Which of the following activities do you follow in workshop ?

(a) Unitary building activities

(b) Direct instruction presentations

(c) Partner work

(d) Small-group discussion

12. What sorts of role do you generally have in ELT classroom ?

(a) Facilitator (b) Manager

(c) Initiator (d) Authoritative

13. Do you read ELT journals to enhance your knowledge ?

(a) Yes (b) No (c) Sometimes

14. Do you think that self-monitoring and learning from colleagues are important strategies for professional development ?

(a) Yes (b) No

15. Do you think that case analysis helps to improve teaching strategy ?

(a) Yes (b) No

16. Is it challenging to adopt a new strategy for professional enhancement ?

(a) Yes (b) No (c) Sometimes

17. Which of the following strategies is time-consuming and complex ?

(a) Consulting ELT journals

(b) Case analysis

(c) Using portfolios

(d) Self-monitoring

18. Do you believe that the implementation of a new strategy requires a lot of preparation ?

(a) Yes (b) No (c) Sometimes

19. How are you benefited from a new strategy ?

(a) Making presentation effective

(b) Updating to the new field

(c) Making the text comprehensible

(d) Handling the class properly.

20. Which of the following challenges is generally faced while adopting a new strategy ?

(a) Managing class

(b) Time-management

(c) Resource management

(d) All of the above

Appendix - II

Interview Schedule

1. Mention some of the strategies that you use to enhance your profession.

   .....

   .....

2. What sorts of challenges do you generally face while using new strategy ?

   .....

   .....

3. How do you think we could promote your professional development ?

   .....

   .....

4. In what ways do the strategies benefit you for your professional enhancement ?

   .....

   .....

5. Which strategy do you find effective ?

   .....

   .....

6. Do you believe that working in group is better than working alone ?

   .....

   .....

7. How can case analysis enhance your professional development ?

   .....

   .....

Appendix - III

Name of Schools of Dhanusha

Government Schools

1. Shree Rastriya Lower Secondary School, Janakpur
2. Shree Saraswati Janata Higher Secondary School, Janakpur
3. Shree Sankat Mochan Higher Secondary School, Janakpur
4. Shree Sakal Bhawan Kanya Higher Secondary School, Janakpur
5. Shree Asarphi Sah Lower Secondary School, Janakpur
6. Shree Kshireshwor Janata Higher Secondary School, Mahendrangar.
7. Shree Bisheshwar Prasad Higher Secondary School, Sapahi
8. Shree Shiva Shakti Janata Higher Secondary School, Bateshwar
9. Shree Ram Prasad Higher Secondary School, Sabaila
10. Shree Phulandevi Lower Secondary School, Makhanaha

Private Schools

1. Monastic Higher Secondary English Boarding School, Janakpur.
2. Siddhartha Higher Secondary English Boarding School, Janakpur.
3. Mother Teresa English Boarding School, Janakpur
4. Nightingle English Boarding School, Janakpur
5. Little Angles English Boarding School, Janakpur
6. Happy land English Boarding School, Janakpur
7. Rubiz International English Boarding School, Mahendranagar
8. Darshaniya English Boarding School, Mahendranagar
9. Gangotri English Boarding School, Mahendranagar
10. Gyan Mandir English Boarding School, Mahendranagar

APPENDIX-I

Questionnaire

Dear Sir/Madam

This structured interview schedule and questionnaire are research to for getting information for my research entitled **'Strategies Used by Lowe Secondary Level English Teachers for Their Professional Enhanceme** under the supervision of **Dr. Anju Giri,** Professor, University Campus, Kirtipur. Your kind co-operation in responding the questionnaire and your responses will have a great value in accomplishing my research. I appreci your perception and assure you that your responses as required by the questionnaire. I honestly assure you that the responses made by you will u only for the present study and remain confidential and anonymous.

Researcher
Ranjita Sah
Department of English Educat
T.U., Kirtipur, Kathmandu

Name of the Teacher	:	Saroj kumar Sah.
Name of the School	:	Shree Ram prasad Ma. B
Address	:	Sabaila, Dhanusha.
Age	:	34 years.
Qualification	:	B.ed.
Experience	:	5 year
Training	:	TPD, Demand-based Trai

1. Do you believe that introducing new strategies in the classroom res in better performance ?

   (a) Yes (b) No (c) Sometimes

2. Which strategy do you use to enhance your teaching ?

(a) Workshops (b) Self-monitoring

(c) Peer coaching (d) Action research

3. What sources do you think influence the development of your teachi strategy ?

(a) Using portfolio (b) Writing journals

(c) Video (d) Team teaching

4. How do you think your professionalism will be well developed wher

(a) You are directed by supervisors

(b) You get knowledge from the experts

(c) You are provided autonomy and self-access for your own learnin

5. Have you ever kept records of your teaching ?

(a) Yes (b) No (c) Sometime

6. Do you think that self-directed learning is the best process of Englis language teacher's professional development ?

(a) Yes (b) No (c) Sometime

7. Have you ever carried any action research ?

(a) Yes (b) No (c) Sometime

8. Have you ever performed team teaching ?

(a) Yes (b) No (c) Sometime

9. Which of the following benefits that inexperienced teachers can get from team teaching ?

(a) Developing mentoring skill

(b) Organizing subject matter

(c) Developing organizational skill

10. Have you participated in successful workshops ?

(a) Yes (b) No (c) Sometime

11. Which of the following activities do you follow in workshop ?

(a) Unitary building activities

(b) Direct instruction presentations

(c) Partner work

(d) Small-group discussion

12. What sorts of role do you generally have in ELT classroom ?

(a) Facilitator (b) Manager

(c) Initiator (d) Authoritative

13. Do you read ELT journals to enhance your knowledge ?

(a) Yes (b) No (c) Sometin

14. Do you think that self-monitoring and learning from colleagues are important strategies for professional development ?

(a) Yes (b) No

15. Do you think that case analysis helps to improve teaching strategy

(a) Yes (b) No

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17. Which of the following strategies is time-consuming and complex

(a) Consulting ELT journals

(b) Case analysis

(c) Using portfolios

(d) Self-monitoring

18. Do you believe that the implementation of a new strategy requires of preparation ?

(a) Yes (b) No (c) Sometin

19. How are you benefited from a new strategy ?

(a) Making presentation effective

(b) Updating to the new field

(c) Making the text comprehensible

(d) Handling the class properly.

20. Which of the following challenges is generally faced while adoptin new strategy ?

(a) Managing class

(b) Time-management

(c) Resource management

(d) All of the above

Appendix - II

Interview Schedule

1. Mention some of the strategies that you use to enhance your profes

   I use workshop, teacher support group, a
   writing ELT journals, teaching portfolio
   analysis to enhance my profession.

2. What sorts of challenges do you generally face while using new stra

   I generally face resource management
   new strategy.

3. How do you think we could promote your professional developme

   I think I could promote my profes
   development through trainings, conference
   teaching portfolio, and case analysis.

4. In what ways do the strategies benefit you for your professional enhancement ?

   The strategies benefits me on competer
   performance level, getting new ideas and
   for practical problems, and improvement in

5. Which strategy do you find effective ?

   I find action research, and self mo
   are effective.

6. Do you believe that working in group is better than working alone

   yes, I believe that working in gro
   better than working alone.

7. How can case analysis enhance your professional development ?

   Case analaysis enhances professional de
   in collecting information about teaching
   and being critical on the emerging pr

APPENDIX-I

Questionnaire

Dear Sir/Madam

This structured interview schedule and questionnaire are research t for getting information for my research entitled **'Strategies Used by Low Secondary Level English Teachers for Their Professional Enhanceme** under the supervision of **Dr. Anju Giri,** Professor, University Campus, Kirtipur. Your kind co-operation in responding the questionnaire and you responses will have a great value in accomplishing my research. I appreci your perception and assure you that your responses as required by the questionnaire. I honestly assure you that the responses made by you will u only for the present study and remain confidential and anonymous.

Researcher
Ranjita Sah
Department of English Educa
T.U., Kirtipur, Kathmandu

Name of the Teacher	: Sabita Sapkota
Name of the School	: Shree Rastriya Nimna Madhyam
Address	: Janakpur, Dhanusha
Age	: 26 yrs.
Qualification	: B. Ed.
Experience	: 2 yrs.
Training	:

1. Do you believe that introducing new strategies in the classroom res in better performance ?

   (a) Yes ✓ (b) No (c) Sometimes

2. Which strategy do you use to enhance your teaching ?

(a) Workshops (b) Self-monitoring

(c) Peer coaching (d) Action research

3. What sources do you think influence the development of your teach strategy ?

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(c) Video (d) Team teaching

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(a) Yes (b) No (c) Sometim

6. Do you think that self-directed learning is the best process of Engli language teacher's professional development ?

(a) Yes (b) No (c) Sometim

7. Have you ever carried any action research ?

(a) Yes (b) No (c) Sometim

8. Have you ever performed team teaching ?

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9. Which of the following benefits that inexperienced teachers can get from team teaching ?

(a) Developing mentoring skill

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19.

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(a) Managing class

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(c) Resource management

(d) All of the above

Appendix - II

Interview Schedule

1. Mention some of the strategies that you use to enhance your profe

I use workshop, self-monitoring, action resea
teaching portfolio, teacher support groups &
analysis to enhance my profession.

2. What sorts of challenges do you generally face while using new str

I generally face challenges in using teac
materials and classroom management.

3. How do you think we could promote your professional developme

I could promote my professional developmen
through workshops, learning from teacher sup
group, & self- monitoring.

4. In what ways do the strategies benefit you for your professional enhancement ?

The strategies benefit me to acquire specific k
& skills to learn from experts, to improve exi
learning styles & strategies

5. Which strategy do you find effective ?

I find self-monitoring, work shops and writi
journals are effective strategies

6. Do you believe that working in group is better than working alone

Yes, I believe that working in groups is
than working alone.

7. How can case analysis enhance your professional development ?

Case analysis provide us different new solu
for particular problems.

APPENDIX-I

Questionnaire

Dear Sir/Madam

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Researcher
Ranjita Sah
Department of English Educa
T.U., Kirtipur, Kathmandu

Name of the Teacher	: Dhirendra Kumar Jha
Name of the School	: Monastic Higher secondary (English Board) ASC
Address	: Mills-area, Janakpurdham (Dhanu
Age	: 36 years
Qualification	: B.Ed., M.A.
Experience	: 16 yrs.
Training	:

1. Do you believe that introducing new strategies in the classroom res in better performance ?

(a) Yes (b) No (c) Sometimes

2. Which strategy do you use to enhance your teaching ?

(a) Workshops (b) Self-monitoring

(c) Peer coaching (d) Action research

3. What sources do you think influence the development of your teach strategy ?

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(c) Developing organizational skill

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(b) Time-management

(c) Resource management

(d) All of the above

Appendix - II

Interview Schedule

1. Mention some of the strategies that you use to enhance your profes

Workshops, seminars, conferences, action resear
support groups, writing journals and self-monit
the strategies that I use to enhance my pro

2. What sorts of challenges do you generally face while using new stra

I generally face the challenges in hand
class mostly while using new strateg

3. How do you think you could promote your professional developme

I ~~coul~~ think I could promote my professional d
through training, writing journals, worksho
strategy.

4. In what ways do the strategies benefit you for your professional enhancement ?

The strategies benefit me in the develo
competence as well as performance level f
professional enhancement.

5. Which strategy do you find effective ?

I find the strategies: workshops, self-monitoring an
journals are effective ones.

6. Do you believe that working in group is better than working alone

Yes, I believe that working in groups is b
working alone because two heads are bet

7. How can case analysis enhance your professional development ?

Case analyses provide the different more
solutions, and ideas for particular proble