

# **STRATEGIES USED BY SCHOOLS FOR PROFESSIONAL DEVELOPMENT OF ENGLISH LANGUAGE TEACHERS**

**A Thesis Submitted to the Department of English Education  
In Partial fulfilment for the Master of Education in English**

**Submitted by  
Shiva Neupane**

**Faculty of Education,  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2019**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Shiva Neupane** has prepared this research work **Strategies Used by Schools for Professional Development of English Language Teachers** under my guidance and supervision.

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## **DEDICATION**

Dedicated

To

My Parents and family who struggled entire life for me and teachers who made me what Iam today.

## DECLARATION

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 05/05/2019

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**Shiva Neupane**

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## ABSTRACT

The present research work entitled **Strategies Used by School for Professional Development of English Language Teachers** was carried to find out strategies used by schools for professional development of English language teachers. I selected two secondary level English teachers from Syangja District, especially Walingarea, among, them one from public school and another from private school. The respondents were selected by using non-random sampling procedure. The data were collected by using in-depth interview and observation. The research design was case study. The collected data were analysed and interpreted descriptively. The major finding of this study was schools have positive attitude towards teachers' professional development strategies. They had adopted various strategies for their English language teachers' professional development. They said that it is the way for developing teachers' skills, knowledge, technique, methods of teaching activities and it supports to adjust in new practice of teaching field. On the other side, it can be good way for English language teachers' to find out classroom problems such as how to control large class, how to control students' noise while conducting teaching – learning activities and they know how to address these problems by using different techniques and methods. Both public and private schools' English language teachers said that by adopting different strategies of teachers professional development, we get chance to become energetic, laborious, research oriented.

This research work is divided in to five different chapters. The first chapter deals with introduction of the study. It consists of the background of the study, statement of the problem, objectives of the study, research questions, and limitation of the study and operational definition of key terms. Likewise, the second chapter deals with the review of theoretical as well empirical literature. It also consists of implication of review of the study and conceptual framework. The third chapter deals with the methods and procedure for the study. It consists of research design, population, and sample, sampling

procedures, source of data, data collection tools, data collection procedures and data analysis and interpretation procedure. Similarly the fourth chapter deals with results and discussion. The fifth chapter consists of findings, conclusions and implications of the study in policy level, practice level, and provide some recommendations for further research followed by references and appendix

## TABLE OF CONTENTS

	<b>Page No</b>
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgement</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Abbreviation</i>	<i>xii</i>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-6</b>
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	5
1.7 Operational Definitions of Key Terms	6
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK</b>	<b>7-28</b>
2.1 Review of Related Theoretical Literature	7
2.1.1 The Concept of Professional Development	7
2.1.2 Role of School for Teacher Professional Development	12
2.1.3 Role of Teachers for their Professional Development	16
2.1.4 Needs of Teachers Professional Development	17
2.1.5 Strategies Adopted by Schools for Teachers Professional Development	20
2.1.5.1 Workshop	20
2.1.5.2 Teacher Support Group	21

2.1.5.3 Keeping Teaching Journal	22
2.1.5.4 Teaching portfolio	23
2.1.5.5 Peer coaching	23
2.1.5.6 Peer observation	24
2.1.5.7 Team teaching	24
2.1.5.8 Critical incidents	25
2.1.5.9 Case study	25
2.1.5.10 Action research	25
2.2 Review of Empirical Literature	26
2.3 Implications of Review for the Study	29
2.4 Conceptual Framework	31

### **CHAPTER THREE: METHODOLOGY AND PROCEDURES**

#### **OF THE STUDY**

**32-37**

3.1 Design and Method of the Study	32
3.2 Populations, Sampling and Sampling Strategy	35
3.3 Research Tools	35
3.4 Sources of Data	35
3.4.1 Primary Data	36
3.4.2 Secondary Data	36
3.5 Data Collection Procedures	36
3.6 Data Analysis Procedures	36
3.7 Ethical Considerations	37

### **CHAPTER FOUR: ANALYSIS AND INTERPRETATION**

#### **OF DATA**

**38-51**

4.1 Analysis of the Data and Interpretation of Results	38
4.1.1 Analysis of interview data obtain from private school	38
4.1.2 Analysis of interview data obtain from public school	44
4.1.3 Analysis of observation data obtain from both schools	48
4.1.4 Comparatively study between public and private schools in case of Teachers' Professional development	49

<b>CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>52-56</b>
5.1 Findings	52
5.2 Conclusions	54
5.3 Recommendations	54
5.3.1 Policy Related	55
5.3.2 Practice Related	55
5.3.3 Further research Related	56
<b>REFERENCES</b>	
<b>APPENDIX</b>	

## **LIST OF ABBREVIATION**

CUP	:	Cambridge University Press
DEO	:	District Education Office
EFL	:	English as a foreign Language
ELT	:	English Language Teaching
i.e.	:	That is
MOE	:	Ministry of Education
N.O	:	Number
NCED	:	National Curriculum Development Centre
NELTA:		Nepal English Language Teachers Association
SMC	:	School Management Committee
T.U.	:	Tribhuvan University
TD	:	Teacher Development
TPD	:	Teachers professional Development

# **CHAPTER ONE**

## **INTRODUCTION**

The present study is on "Strategies Used by Schools for Professional Development of English Language Teachers". The introductory part of this thesis consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **1.1 Background of the Study**

Teacher professional development is a process from which the teachers can gain knowledge in their concern field. Teacher professional development has been defined by different scholars differently. Mann (2005) defines "professional development is ongoing, self- directed and autonomous effort of teacher to acquire new knowledge and skill and continually improve them after initial training in their career" (as cited in Sopron, 2007, p.56). Therefore, teachers should update with new technologies, training, new innovation that are emerged in the field of teaching. If they do so, they can get sound knowledge in different areas regarding how to handle children, teaching strategies, curriculum and so on.

Teacher development is a dynamic process and it supports to bring positive changes of people, especially in teaching learning activities. Teacher development does not have long history. It was introduced in the field of education since last two decade. Even in the short period we can see very ups and downs in this field and expansion of knowledge have been getting continuous .Those teachers who are involved in teacher development programme, they can change their activities and it will be good place for their improvement. In this regard, Richards and Farrell (2005, p.5) argue that "teacher development provides place for discussion regarding the future of the teaching profession and nature of teaching".

The TPD programme doesnot support only in present time but it provides place for discussion how to be good teacher in the future. In this regards, Underhill (1986 as cited in Head and Taylor, 1997, p.1) argue that "teacher development as the process of becoming the best kind of teacher that a teacher can personally be".

In fact, to be best teacher, teachers should engage in different activities and make a lot of personal effort for their own development. By teacher development, teachers can develop their attitudes, feelings and it assists them to bring changes in their real life practice. By attending various training, workshops, seminars, they grow their innate capacity of teaching. Moreover, through which they may get expertise in the related subject matter as well. When a teacher gets mastery over in the subject matter, they have clear concept regarding what things are they going to do. Both teachers and students take benefit if they are aware of skills and knowledge of teaching learning.

Indeed, to learn something, new teachers should get chance to involve in professional development activities. Teachers' development is process of learning gradually. In this regard, Bell and Gilbert (1996, p.58) mention that "teacher development can be viewed as teacher learning rather than as others getting teachers to changing". In learning, teachersobserve opportunities to up-grade their beliefs and ideas which are associated with changing. To be professional, they should pay attention to all areas of teaching learning activities for their improvement. When a teacher is able to update with new innovation, technology, teaching strategies, existing curriculum practice then s/he can be professional in their own field. The teachers have different needs, at different times, during their career. That is why, they have to do continuous efforts for getting own destination. It means that within singletime efforts they cannot do anything appropriately. So, teacher development is a life –long process and teaching learning is very challenging job.



The teachers try to be familiar with new ideas, instructional materials, and so on. In this respect Feiman- Nemser says that "in order to make their teaching more effective and more challenging, they begin to experiment with new ideas for teaching, using different instructional materials and a variety of classroom management strategies" ( as cited in Tusi and Amy BM, 2007, p. 27). Consistent on definition, we can say that teaching is very important job and to get success in teaching career, teachers should have knowledge of facing challenges which are occurred inside or outside the classroom. More or less who are familiar with these ideas then they become professional teachers.

By different ways teachers achieve expertise in their subject matter such as, from in-service programme or pre-service teacher development programme. The central idea of teacher development is maintaining and enhancing the quality of teacher, the leadership roles of the school, principals and finally better school performance. In this regard, Richards and Farrell (2005, p. 14) say that "teacher development is directed towards both the institution's goals and teachers' own personal goals". Therefore, in respect of teachers' development or professional development both institutional and teachers have great role. In this field, institutions can do various activities for teachers' professional development such as, they can organize motivational programme by showing others teaching –learning activities. Institutions can encourage them to develop reading habit by providing different reading materials such English books, newspaper.

## **1.2 Statement of the Problem**

Teacher development is a process which assists teachers to be professional. It is a continuous process. To be innovative, adjust in new science and technology, teachers should give lots of efforts time and again. According to the Negi, (2016, p. 41), "professional development is the process of learning and learning again to apply new knowledge and skills that will improve their performance on the job". Teacher development is ongoing / never ending process and to be a

good teacher they should have keen interest in concern area and they have to apply their knowledge, skills time and again to improve their performance.

There are two ways of teachers' professional development: online teacher's professional development and by using strategies such as, seminar, workshop, and action research. The present era is taken as age of science and technology. It supports teachers to be innovative and research oriented. It is because technology helps them to search new thing with in minute and support to share the ideas also. The teachers are major elements of entire education because teachers have become means to provide students better skills, knowledge and leading capacity. Furthermore, teachers can be professional by adopting different strategies such as journal writing, involve in workshops and seminars. The selection of strategies based on person desire and needs.

In this research study, I try to find out what strategies used by schools for professional development of English language teachers. Similarly, I attempt to find out what strategies have been used by schools and they are appropriated to conduct teaching learning activities or schools should provide extra efforts for professional development of English language teachers.

Many research works have been done in the field of teachers' professional development in the Department of English Education Under Tribhuvan University. Still there is no research done in finding out Strategies Used by Schools for Professional Development of English language teachers. So, it is the gap of my research study. Thus, this study has strived to explore the ideas strategies used by schools for professional development of English Language Teachers.

### **1.3 Objectives of the Study**

The objectives of my study were as follows:

- a. To find out the strategies used by schools for professional development of English language teachers.

- b. To find out the issues related to professional development of English teachers.
- c. To suggest some pedagogical implications.

#### **1.4 Research Questions**

The research questions of my study were as follow

- a. What are the strategies used by schools for professional development of English language teachers?
- b. What are the issues faced by schools at the time of using professional development strategies?
- c. How do the teachers overcome the issues?

#### **1.5 Significance of the Study**

The present study shows the value of professional development strategies. It supports the teachers to be professional. The findings and suggestions derived from this study will be useful for teachers, students, school administration, course designers, text book writers and policy makers. This study helps to get clear picture of the trends that are appeared in professional development and to think of improvement in the field of teaching learning activities. To be specific, this research will be beneficial for all those who are directly and indirectly involve in English language teaching activities.

#### **1.6 Delimitations of the Study**

Since research is a small scale with limit resources, time and efficiency, it can be confined to some areas. In this research study, it was limited to find out “Strategies Used by Schools for Professional Development of English language Teachers”. The field of study was Syangja District, especially Waling area. The data was taken from two secondary teachers, one from each school. Among two teachers one was selected from private school another from public school. Specially, I selected those schools which had provided good supports for

teachers' professional development. To collect the data I used in depth interview and observation. The sample of this study, I selected by non-random purposive sampling procedures.

### **1.7 Operational Definitions of Key Terms**

**Professional:** professional development means a person tries to be qualified in teaching learning activities

**Development:** refers to an extension of the theoretical or practical knowledge and skills of the teaching-learning activities

**Strategies:** refers to an action designed to achieve for teachers' professional development

**Pedagogy:** refers to the activities of educating, teaching or instructing

**Issues:** refers to an important topic or problem for debate or discussion

**Profession:** Profession refers to teachers' teaching job

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This is second part of research study. This chapter includes review of related literature, review of empirical literature and conceptual framework.

#### **2.1 Review of Related Theoretical Literature**

This section deals with different theoretical perspectives that can be strategies used by schools for professional development of English language teachers.

##### **2.1.1 The Concept of Professional Development:**

Professional development, a continuous process, is crucial for providing capacity of human resources. Both person and institution have great role to enhance professionalism in their field. The institutions can be organized different sorts of training, workshops, seminars to up-date teachers about new practice of teaching – learning activities and make them professional in their profession. According to Alfaki (2014, p. 32) says: "professional development is the skills, knowledge and ongoing learning opportunities undertaken to improve an individual's ability to do their job and grow as professionals. In modern and ever changing workplace professional development is key to career longevity and it is about keeping one's skills and one's career fresh and top of the game". Professional development always tries to keep teachers refresh in their areas and it provides inspiration for administration and teachers to meet their destination. In this regards, Reimers Villegas (2003, p. 28) argues that " professional development is a process of inspiration and goal setting where administrators have already set goals and objectives of change and professional development activities are used to motivate teachers to strive to meet them". It means that TPD encourages the both teachers and administrators to get their target points.

Without developing skills and knowledge teachers' own field, it is hardly difficult to meet their destination. So, professional development includes both formal and informal types of training. There is no any restrict rules regarding the teachers professional development. They can learn whatever they feel easy; either it is in-service programs or pre- service programs. The professional development programs might be formal or informal, group or individual. In individual professional development, teachers have become professional independent way where as in the case of institution; the organization has to manage those programs which are helpful to develop their staff and whole institution as well. TPD provides various opportunities to develop skills, knowledge to become professional teachers.

If teachers get opportunities to grow professionally, they can bring change in their professional field. If we want to improve schools' learning achievement, we should provide more opportunities to teachers. It means that the institutions should provide appropriate opportunity to involve in different training or professional development activities. School should create supporting collaborating and coalition's environment in the school. Furthermore, it should give emphasis to develop the networks between teachers. From that teachers can develop their skills, knowledge in teaching learning activities. Then, they provide better opportunity to their students to achieve better learning.

Institution should give emphasis on developing teachers' basic skills which are: "developing survival skills, becoming competent in the basic skills of teaching, expanding one's instructional flexibility, acquiring instructional expertise, contributing to the professional growth of colleagues and exercising leadership and participating in decision making" Leithwood (1992, as cited in Remier-villegas, 2003, p. 68). Similarly, we can make teachers professional from the online resources. The present era is taken as age of science and technology. By technology we get different opportunities to be a professional such as reading journals, articles and they can use online video resources for professional development.

Online teachers programs provide platforms to discuss content, and it supports to collaborate with peers and encourages them to facilitate for interacting each other's. In the field of education, online resources materials have played significant role for teacher professional development. The online teachers programme major concern is that providing the chance to engage in professional development either institutionally or personally.

The teachers' development programmes are not short term. It is a life – long process. In fact, the TPD is never ending process. It always appears in cyclic forms and it supports the teachers to increase the experiences. In this regard, Glathorn (1995, as cited in Reimer- villygas, 2003 p. 1) states that "Professional development, in broad sense, refers to the development of a person in his or her professional role and it has not fixed route and real end rather it is a lifelong process. Moreover, especially it is professional growth a teacher achieves as a result of gaining increased experiences and examining his or her teaching systematically". Based on the above statement, we can argue that the way of professional development is not fixed. It depends on his/ her choice and desire also. It is life long process and it supports to become professional teacher. Moreover, it provides different techniques, skills, methods in regards of teachers' professional development.

TPD is not limited boundary in which situation should we learn. It is continuous process and we cannot develop our skills, knowledge with in single time efforts. So, we should involve in professional development programmes continuously. The more teachers get chance to engage in professional development activities, there is high chance to learn skills, knowledge and they can provide their students high exposure. If the teachers continuously participate in professional development activities it supports them to promote institutional professionalism.

Teacher professional development assists them to be innovative laborious in their subject matter and teaching strategies. It is a process through which

teachers can review, renew and extend their knowledge in teaching learning activities. It makes teachers to think critically in any subject matter.

In the case of teachers, their working place is schools. So, schools try to create professional environment inside the school premises. In professional development there are not hard and fast rules. They can learn either inside or outside of the classroom and it makes them able to select strategies which are suitable for the students. (Hayes, 2014, p.5) says that "professional development is a multi- faced life long experience, which can take place inside or outside the work place". It is clearly said that to be a professional teacher they can adopt the knowledge, skills wherever they feel easy. It depends on teachers' choice, appropriate place and availability of the resources and so on. Different types of training and workshops programs scaffold them to cope with real problems which are occurred inside the classroom. Professional development, in a broad sense refers to the development of a person in his/ her role. Professional development helps us to increase our knowledge in the concern field. It means that professional development is the professional growth of teacher which achieves as a result of gaining increased experienced and examining their teaching systematically. It is dynamic process of teachers' professional development. Teachers can be professional inside or outside of their work place.

By attending professional development programmes teachers may gain system, ideas techniques of conducting teaching learning activities. The system plays vital role for teachers to enhance their knowledge. If teachers follow system in their tasks, they assist their students to provide knowledge appropriately.

When teachers' regularly have opportunity to attain various teachers professional development strategies, then they generate their ideas how to teach, who teach, when to teach, and why to teach. It supports them to understand the psychology of students. Similarly, the teachers receive the ideas how to teach their different age group students. Along with these activities,



they have learned what methods are suitable for their teaching- learning activities and they take knowledge on content and subject matter as well. Based on their students' psychology they provide feedback to their students about their weakness. Moreover, teacher professional development provides ideas how to evaluate his/ her students. From different training, they can generate the ideas in which situation which item of evaluation is appropriate.

By utilizing their experience, they assist their students to encourage towards learning activities. Teachers can be professional by different ways such as watching television, different publications documentaries related to an academic discipline. In fact, the concept of professional development is broader than career development. It means that career development is related to the person but professional development is not only related with person, it keeps concern towards the institution as well. To foster the growth of groups of teachers, it supports properly. Head and Tyler, (1997, p. 1) state that "Professional development means change and growth".

To be a professional, teachers should have knowledge, skills, strategies of managing the classroom, ideas of facing new challenges then they can bring change in their activities. When they grasp the opportunities to update with new ideas and strategies of classroom management then they will get chance to be professional. The in-service and pre-service programmes are the ways of teacher's professional development. The in-service programs are such programs in this period; teachers are in their works place or in their job. Through, their daily teaching activities, they can learn many more things with the students.

On the other hand, various opportunities can be created by them for professional development. For developing opportunities, they can make group or peer to discuss in burning issues which are related to their profession. And, they may get knowledge by reading different articles, journals, and documentary and so on. Those strategies are adopted by a person; it is the way of becoming teachers professional independently. And, the institutions play

very crucial role for their teacher professional development. In this regards, the institution can encourage them to involve in workshops programs, action research, and peers observation, and so on. Whatever the way they learn skills, knowledge either individually or institutionally, it is not major things .The main concern is that they have to improve their teaching –learning activities and they should be able to motivate their students to participate in learning activities.

The teachers try to maintain their qualities in teaching – learning activities.(Wallace, 2010, p. 5) states that" requires things to be profession which are; basic of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standards of professional conduct and the ability to perform some specified demanding and socially useful tasks in demonstrably competent manner". By analyzing the above mentioned statement to be professional teacher they should have scientific knowledge in the concern field. There are different elements which are related to the teacher professional development among them one is sense of public service. To be a good teacher, they should have capacity to familiarwith public. And, they should be ready to adjust with what challenges have occurred in front of them.

If they do not have habit to do rigorous efforts they may not get scientific knowledge in the subject matter. Due to lack of scientific, rigorous knowledge the teachers cannot get mastery over in their teaching.

### **2.1.2 Role of Schools for Teacher Professional Development**

Institutions have significance role for teachers' professional development. The school should manage opportunities to the staff for their professional development. By teacher development, institution attempts to develop whole school's achievement. The school itself cannot provide any opportunities to engage in various programmes for teachers. For which, concern authority plays an important role. In case of teachers' professional development, headmaster

isone authoritative person. So, headmasters should manage time for their staff to participate in teachers' professional development. To make whole schools professional, head masters should encourage teachers to involve in teachers development programme. In this regard, Joyce (1991, as cited in Richards and Farrell 2005, pp.15-16) mention five areas regarding institutional perspective of professional development.

**Collegiality:** In teacher professional development, there should be mutual sharing among the staff in the school. The goals of collegial form of professional development are to encourage greater interaction between teachers, peer-based learning through mentoring, and sharing skills, experience and solutions to common problems. School is a place where the teachers can share their problems among the staff. Therefore, the schools should create the environment to share ideas and provide the opportunities to do any task in group. Furthermore, schools can organize different professional development programme for sharing knowledge, ideas, teaching techniques, methods and how to address the different voice of students.

When schools are able to generate collegial environment inside the school premise then they can share their problems and search the solution among the friends. That is why, school should provide chance to do the task in collaboration. It supports the teachers' professional development and school's performance also.

**Research:** For the professional development schools or teachers engage in research based activities which helps to reform schools. Teachers' single efforts can't be sufficient for conduct research inside the schools. For that, teachers should take supports from the schools. Teachers themselves and schools try to create research friendly environment. As they develop such environment in the school they can do research to find out the solution of concern problem. Furthermore, schools have to encourage their teachers to develop the habit of reading and researching culture. By these activities,

teachers may get the ideas how to overcome burning problem of classroom. Then, teachers will be professional in their area and they will help overall professional development of schools.

**Site-specific information:** Site – based teacher development programme enables and encourages to every teacher of school to develop into the deep of school activities in general and classroom, students', parents', and community's activities with reference to school improvement in particular. If every teacher involves in collecting and analyzing school information from different perspectives by using research based activities, of course, it provides site-specific information for school's improvement as a whole

**Curriculum Initiatives:** Teachers development programme provides opportunities to the school staff and collaborating with others to introduce change in their subject areas as well as across the school curriculum. It means that schools try to provide opportunities how to initiate the curriculum inside the classroom. For that purpose schools can invite expert to conduct the training regarding how to implement the curriculum in front of the students. When the teachers get such opportunities, they may clear about curriculum, text book and how to address different needs and psychology of students.

**Instructional initiatives:** By the research based activities in the classroom like action research project, classroom research project and other project work enable the teachers to develop their own insights and teaching techniques in accordance with the context. When the schools provide instructional to do any project research on the burning problem such as related to teaching technique, how to address the different demand and psychology of students. The teacher is ready to search the solution of this problem then they should engage in reading and researching activities, it supports them to be a professional teacher.

By arguing above perspective we can conclude that the institution should generate the environment to participate in professional development

programme. On the other side, schools should generate fearless environment inside the school premises.

They can conduct various programmes which are related to the TPD such as training, workshops, and seminar. On the other side, teacher can develop environment to do research oriented activities by taking help of school or Head master. To be innovative teacher, research oriented, schools should generate such environment inside the school. Furthermore, schools try to promote all teachers to develop reading habit and researching culture.

The schools should give emphasis regarding the infrastructure and financial support. Teachers try to be innovative; researches oriented and develop reading habits. To do any research there should be research lab and to develop their reading culture library is necessary. If schools do so, schools can improve their teachers' performance and they may get good achievement from their students also. Human beings are social creature. So, society is a place where we can share our pain and happiness. School is a mini society. There are different students from various castes, ethnic group, religion and they have their own attitudes. School have to encourage to their teachers to address all the voices of students. Furthermore, school organized different programme to interact with parents and teacher.

Among different strategies of teachers' professional development, one is collaborative learning. It is one important aspect. So, schools should develop collaborative environment in school among teachers. From collaborative learning there is mutual understanding, harmony and it supports to develop habit of socializing. Those teachers who have done well in teaching-learning activities and develop the quality of schools' performance, they should be awarded by school to encourage them to do further betterment. When the schools adopt such provision to teachers, it is fruitful for teachers' professional development.

### **2.1.3 Role of Teachers for Their Professional Development**

Teachers have great role to do their professional development. Every teacher wants to add professional knowledge, skills, and keeping them up-date with theory and practice for improving their teaching skills. It supports them how to teach their students and facilitate them to achieve better results with their students.

From individual point of view, they can adopt any strategies whatever they like. The strategies depend on person's desire, recent needs of students and institution also. For their development, they can involve in different strategies such as, workshops, seminars, journal writing, peer observation, action research and so on. To be a teacher professional from individual perspective, Richards and Farrell (2005, p.14) argue that in following areas:

**Subject- matter knowledge:** Teacher development consists of acquiring the pedagogical content knowledge which is as subject matter knowledge. It means that, unless the teacher doesn't have knowledge, skills in pedagogical content, s/he can't address the students and they can't achieve better result with their students.

**Pedagogical expertise:** Mastery of new areas of teaching, improving ability to teach different skill areas to learners of different backgrounds and ages.

**Self- awareness:** Knowledge of oneself as a teacher, of one's principles and values, strengths and weakness.

**Understanding of learners:** it refers to understanding the learners' learning styles, pace of learning, learners' problems and difficulties, ways of making content more accessible to learners.

**Understanding of curriculum and materials:** Teacher development also entails the capacity to know and use appropriately the curriculum, textbooks and materials.

**Career advancement:** Acquisition of the knowledge and expertise necessary for personal advancement and promotion, including curriculum, textbooks and materials.

Therefore, we can conclude that a person to be a professional they should have knowledge in various areas. Moreover, they should devote towards their teaching task. Always they have to think about pedagogy, applicable methods of conducting teaching- learning activities.

Teacher is a dynamic person and teaching is a dynamic process and to be adynamic teachers they have to know psychology of students. If they do not understand students' psychology and their age differences they can't enhance the good learning achievement to their students.

In the case of teachers' professional development, the schools have important role but the school itself cannot do anything. For that purpose, Headmaster should playan important role to generate the teachers' professional environment.

#### **2.1.4 Needs of Teachers Professional Development**

Teacher is a person who involves in teaching-learning activities. Their main aim is to be a good teacher and deliver knowledge to their students based on recent needs and practice. Teaching is very challenging job. It is because teacher responsibility is not only getting ideas from books and others resources. Their main concern is that to provide knowledge, skills to their students clearly. So, teachers should have scientific knowledge in their subject matter. Talking about needs of professional development to the teachers, (National Education Development Centre, 2011, p.1) states that "it is a process which helps for enhancing capacity of human resources working with different roles in any sorts of organization". Based on the Educational Development Centre, we can clearly say that it supports to all teachers for enhancing their leading capacity in different areas.

The TPD supports to develop human resources. Specially, there are two ways to do their professional development. First one is teachers themselves involve in different strategies and develop their professionalism independently. The second one is institution; institutions provide opportunities to take part in different professional development programmes. From teacher professional development activities, teachers get chance to gain something which are related to teaching- learning activities. If teachers themselves or by institution get opportunity involve in teachers professional development programme, they learn different strategies, methods, techniques which are applicable to teaching – learning activities. From TPD teachers can develop their creativity, teaching-learning skills. It supports to develop confidence in respect subject matter. Moreover, it develops culture of reading and researching. Continuity of professional development programme teachers can be producer and consumers of teaching contents. Those teachers who have got opportunities to take part in learning strategies they ensure professionalism in their job. It assists them to understand students' psychology.

It develops capacity of teachers to understand students' needs. If a teacher doesn't have capacity to diagnosis of students needs they can't provide appropriate opportunity to their learners for getting better achievement. When we see the students' side, they can't achieve good exposure from their teachers. Different types of teacher development programmes help to the teachers to develop the materials for their teaching-learning activities. They get very clear picture which material is appropriate to teach their lesson. Moreover, while conducting teaching- learning activities there are various problems inside or outside of the classroom. Though, there is large number of students in the classroom those teachers who have got chance to involve in professional development programmes; they can easily manage the classroom. Train teachers try to address the needs of the students and their desire too. Though, teacher is professional in his/ her teaching but they can't understand the needs of students, it is hardly to become good teacher in the society and there might



be difficult to provide the good exposure to their students. In fact, the teacher professional development has become means to solve recent problem which are occurred in teaching learning activities. Professional development strategies have been providing ideas how to handle the class and what can be the appropriate ways to bring changes in existing teaching system. And, it provides sufficient knowledge how to fulfil the aim of curriculum. What the way of addressing recent needs of society is. It is possible through teacher professional development programmes.

Teachers can be innovative, creative critic and inquisitive through teacher development programmes and it assists them to make their study research oriented also. In fact, TPD helps for betterment and enhancement of teachers' professional knowledge and action. When teachers time and again participate various learning strategies through which they can personally and professionally increase sound knowledge to promote students' learning achievement and finally, it gives better result to the schools as well.

TPD is a platform to learn something collaboratively and they can share their new ideas each other's. Due to their regular efforts, culture of reading and researching and get opportunity to play different problems they can find out their own problems and solution as well. Furthermore, it encourages the teachers to develop the ability for integrating and different kinds of knowledge by professional development programme. Teaching is one of the creative activities and to be creative teachers they should have lots of ideas in respect their areas. The government of Nepal has practiced different programme of teachers' professional development, one is TPD. Its time duration is thirty days. Among thirty days, it has divided in to two parts: fifteen / fifteen days. It mainly emphasis to develop teaching skills, teaching methods, self-confident development and it supports to provide the ideas how to solve classroom problems. It provides the platform for the teachers to exchange their ideas and experience in regards of teaching – learning activities.

## **2.1.5 Strategies Adopted by Schools for Teachers Professional Development**

Teachers professional development is not a result of single time effort. Teachers should adopt various strategies and invest a lot of time in the course of professional life. In the case of professional development, there are different strategies which are related to the professional development and through which teachers can be professional in their teaching- learning activities. According to Richards and Farrell (2010) mention the following strategies for professional development of teachers.

### **2.1.5.1 Workshop**

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, the learners want to learn something and they try to apply later in their teaching learning activities. The teachers get real experience with the topic, such as construction of teaching for teaching speaking skills writing and so on. It provides opportunity to the learners to examine their beliefs. It supports to build confidence in the subject matter as well. By and large, workshop can be led by a resource person who is generally known as expert or trainer who has relatively more relevant experiences in that very topic of workshop. They can coordinate and guide the groups. All the teachers as participants involve and engage to prepare or construct the desired materials from the workshops. Workshop can be one or two days. In this workshop programme, teachers from different schools will be selected and invited for the participation. Specially, in such programme, one trainer or expert will facilitate the teachers. She or he describes the objectives of the workshop, procedures and the experiences, share ideas among the teachers, discuss, interact, and verify the collected needs of the teachers. According to Richards and Farrell (2005, P. 59) workshop is carried out for following purpose:

- ) Materials construction and skill- building
- ) Introduce the notion of learning by doing
- ) Sharing the experiences and ideas among the participating teachers to generate certain products
- ) To develop the participating teachers competence and confidence
- ) To enhance the collaborative process among the teachers.

### **2.1.5.2 Teacher Support Group**

A teacher support group is also known as study groups, learning circle, teacher networks or teacher professional networks. They can learn something to collaborate with each other.

They collaborate to fulfil individual or groups tasks. Typically, a teacher support group involve a group of teachers meeting to discuss goals, concerns, recent discoveries, problems and experiences about current practices in the field of language teaching. The group if formed to enhance teachers' professionalism, they find the forum a safe place where they can take part in such activities as collaborating on curriculum and materials development and review plan, carry out activities such as peer coaching, team teaching, collaborative action research, and the classroom observation. Richards and Farrell(2010) are mentioned following types of teacher support group. They are:

**Topic- based group:** This type of teacher support group is formed to discuss a specific topic of interest such as teaching young learners, carrying out action research for better strategies to teach reading comprehension, and development of materials for teaching poems. This form of teacher support group can be formed by the teachers from different schools who share similar interests with each other or teachers from the same school.

**School based group:**As the title suggests, in this kind of teacher support members from different sectors with in school takepart for example, head teacher, teachers, teaching assistant, librarian, multimedia lab technician and

supervisor. They will have a common interest for the discussion and interaction.

**Job- alike group:** In accordance with nature of the job, we can also form teacher support group. For this kind of group, teachers should be from the same area of interest or teaching same subject matter for example, teachers from teaching young children, teachers from teaching computer. They can meet and discuss issues related to the specific type of teaching that they do.

**Reading groups:** As the title suggests that reading groups are formed by the teachers whose job will be to read professional publications and updating themselves. They are supposed to gain professional insights from the professional publication like books, articles, journals and son on.

**Writing group:** This kind of group is formed at aiming to write articles, journals, and other professional publications. Group will be committed to develop an outline of any professional writing.

**Research group:** This group of teachers is formed to conduct research based activities related to the language teaching and learning. They identify the research topics of common interests and prepare plan for the investigation, collect data, analyze the collected data and derive some new findings from the analyzed data.

### **2.1.5.3 Keeping Teaching Journal**

Among different strategies of teacher professional development, one is keeping teaching journal .It is an on-going written conversation between teachers and students, an account of observation, reflections and other thoughts about teaching usually in the form of a note book, handbook, or electronic mode which serves as a source of discussion, interaction, reflection or evaluation. On the other side, the journal may be used as a record of incidents, problems, subject matter, professional doubts, curiosities and insights that occurred during lessons.

#### **2.1.5.4 Teaching Portfolio**

Teaching portfolio is purposeful collection of any aspect of a teacher's work that tells the story of a teacher's efforts, skills, abilities, achievement and contributions made to his/ her students, colleagues, institution, academic discipline or community and finally enlarging and enhancing his/ her personal insights and professional development. Many scholars have viewed teaching portfolio from different angles, Richards and Farrell (2005, p. 98) have defined it as " collection of documents and others items that provides information about different aspects of teacher's work". It means that it is a collection of things or events which are related to the person.

#### **2.1.5.5 Peer Coaching**

Peer coaching is a procedure in which two teachers collaborate to help one or both teachers 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. It is a systematic process of collaboration in which one teacher, who is designated as coach, observes and gives feedback to another teacher usually with some form of reciprocity. It is a form of collaboration and collegiability of teacher professional development. It supports to bring reform in teaching –learning activities. Finally, it supports to change entire schools educational system. In this regards Benedetti (1997 as cited in Richards and Farrell 2005, PP. 145-147) has proposed three types peer coaching which are mentioned below:

**Technical coaching:** Technical coaching refers to a situation in which a teacher wants to learn a new teaching method or technique or activities and seeks assistance of another teacher who is experienced and more knowledgeable in this area. In this kind of coaching, the coach provides fruitful device for the implementation of new concepts in the field of language teaching.

**Collegial coaching:** Collegial coaching involves two teachers focusing on refining their existing teaching practices. In this situation, two teachers may simply want to confirm their views on teaching. In this type of coaching, a teacher invites a colleague in t his or her classroom to observe class and offer constructive feedback as a critical friend.

**Challenge coaching:** Challenge coaching involves two teachers focusing on problem that has arisen in some aspect of teaching and they work jointly to resolve the problem. In this type of coaching, both teachers visit and observe each other's classes and have a discussion about the alternative ways of teaching to the problem.

#### **2.1.5.6 Peer Observation**

Peer observation refers to 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. It is another effective method of teacher training and learning. Here, two teachers watch same lesson and compare notes about what they have seen and discuss the lesson with each other. In fact, peer observation refers t two fellow teachers/ observes closely watching and monitoring each other's language lesson or part of a lesson one after another in order to gain understanding of some aspect of teaching, learning or classroom interaction.

#### **2.1.5.7 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 the planning the class or course, for teaching it, and for any follow- up work associated with the class such as evaluation and assessment.

In the field of teaching –learning, there are numbers of strategies that help to the teachers for getting expertise in skills, knowledge, methods and techniques of conducting teaching learning programmes or their subject matter.

### **2.1.5.8 Critical Incidents**

Critical incident with reference to English language teaching refers to unanticipated students' reactions, doubt and curiosities about the subject matter in course of learning. Critical incidents are students' behaviours that might come immediately and unexpectedly in the classroom.

### **2.1.5.9 Case Study**

Case study is an intensive and detailed investigation; exploration and providing some useful suggestions in light of exploration for the betterment or improvement of existing situation of investigate case. Richards and Farrell (2005, P. 126) have also said that "case study in teacher education involves collecting information over time about a teaching situation and using that information to help better understand the situation and derive principles from it."

### **2.1.5.10 Action Research**

It is the effective way of teacher professions development. Action research is a teacher learning strategy. It continuously helps the teachers to update their professional knowledge. In other words, action research means to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems.

The way of providing knowledge is different but all strategies have their same aim and it is the way, through which it tries to make the teachers to be professional in their areas. Moreover, they have common ideas to provide ways of conducting teaching-learning activities, methods of teaching, materials and find out the strategies in which situation that are applicable for their students. It promotes them to understand the abilities of students, along with it assists them to recognize their strengths and weakness by observing themselves. The teacher professional development is a process through which they can develop the ways of presence in front of the students.

On the other hand, the professional development of teacher is a key factor in ensuring that reforms at any level are effective. If the teachers can get many more opportunities to involve in professional development programme, we will see positive effect of teacher on students' performance and learning. In this instance, Borko and Putnam (1995, as cited in Reimers Villegas 2003, p.21) mentions that "professional development plays an important role in changing teachers teaching methods and that changes have positive impact on students' learning". Thus, administrators should create professional development friendly environment to the teachers to promote the professional development of institution.

## **2.2 Review of Empirical Literature**

This section is an attempt to review of related studies, articles and reports. The literature review and integral part of entire process and makes a valuable contribution to almost every operational step. The most important function of literature review is to ensure researcher read widely around the subject area in which she / he interested. Here, some of the previous studies have been reviewed considering them as related literature and also as evidence to the present study.

Sultan (2004) conducted a research entitled "Need Assessment and Designing a Model for College Teachers in Pakistan". The main objectives of his research were 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, techniques and instrumental development.

Likewise, Soporoni (2007) conducted a research entitled "The Way Teachers of English Learning: through the Eyes of Novice and Experienced Teachers". The primary purpose of his study was to explore the ways the teachers of English follows to learn English. He used hundred teachers as the sample of the study.



He found that professional development mostly comes from teachers' own teaching experience and the school context.

Bhatta (2009) carried out a research on Classroom Observation and Feedback for Teachers' 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 procedures. He used questionnaire as a main tool and research design was survey. The finding showed that very few of secondary level English teachers being involved in classroom observation. According to his research study, the reason 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 was 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.

Adhakari (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. He selected forty secondary level English language teachers. Among forty teachers twenty were from Pokhara and twenty were from Kathmandu. It means that the research was limited to Pokhara and Kathmandu valley. He used questionnaire as the research tool and the research design was survey. The findings of the research showed the almost

secondary level English language teachers have positive attitude towards collaborative learning and majority of them are provided with supportive and favourable environment for collaborative learning within their institutions.

Joshi (2010) carried out a research on "Learning Strategies of English Teachers for Professional Development. The research was limited to Kathmandu valley and questionnaire was used as the research tools. The main objectives of the study were to find out learning strategies of English language teachers as well as to find out benefits of learning strategies for professional development. She selected forty five English language teachers from Kathmandu valley who were teaching higher secondary level in Kathmandu. She selected teachers by using purpose sampling procedures and she used survey research design. From her study, she found that strategies like self-monitoring, designing workshops, attending seminars, conferences and team teaching were most commonly used and beneficial learning strategies than like keeping portfolio reflective teaching, language analysis.

Similarly, Khanal, (2011) conducted a research entitled "Strategies for Professional Development". The main objective of study was to identify strategies used by secondary level teachers of English for their professional development. Six English language teachers were selected for observation and interview. For his research study qualitative research design case study was used. The findings of the research showed the strategies used by teachers having below five years of experiences were self-monitoring, workshops, conferences and seminars. The experienced teachers used different strategies for their own professional development.

Pangeni (2012) carried out a research on "A Case Analysis for Teachers' Professional Development". The objectives of his study were to find out the teachers practices of case analysis for their professional development. He selected forty secondary level English teachers as sample from Palpa district using non- random sampling procedure. Under tools of data collection,

questionnaire was used to elicit the required information for this study. He used survey research design for his study. The questionnaire consisted of closed ended and opened questions. The findings of his study showed that majority of the teachers were aware of case analysis and professionalism. Most of the teachers believe that action research is very effective strategy of case analysis for professional development of teachers. They viewed that it provides authentic account of one's teaching and helpful for planning one future.

Similarly, Chhetri (2017) carried out a research under the title "Teacher Perceptions towards Workshops as Strategy for Teachers' professional development". The main objective of the study was whether they are positive towards it or not. He had used questionnaire as tool for taking information and he used survey research design for his study. The result showed that most of the teachers were positive towards adopting workshops as strategy for their professional development.

After reviewing the ideas of other researchers' works I have got knowledge regarding methodology, tools, and strategies for teachers' professional development. To generate ideas about teachers' professional development, I have read different thesis such as entitle on Teachers' perception towards Workshops as a Teachers' Professional Development Strategies, A case Analysis for Teachers' Professional Development, Learning Strategies of English Teachers for Professional Development but I haven't got any research about what strategies can be used by schools for English language teachers' professional development. So, I have made plan to conduct my research study on the entitled "Strategies Used by Schools for Professional Development of English language teachers.

### **2.3 Implications of Review for the Study**

I have reviewed some books and documents which are related to my study. The theoretical and empirical literature provides the basic foundation to this research study. They provide me the areas specific to be focused. After doing

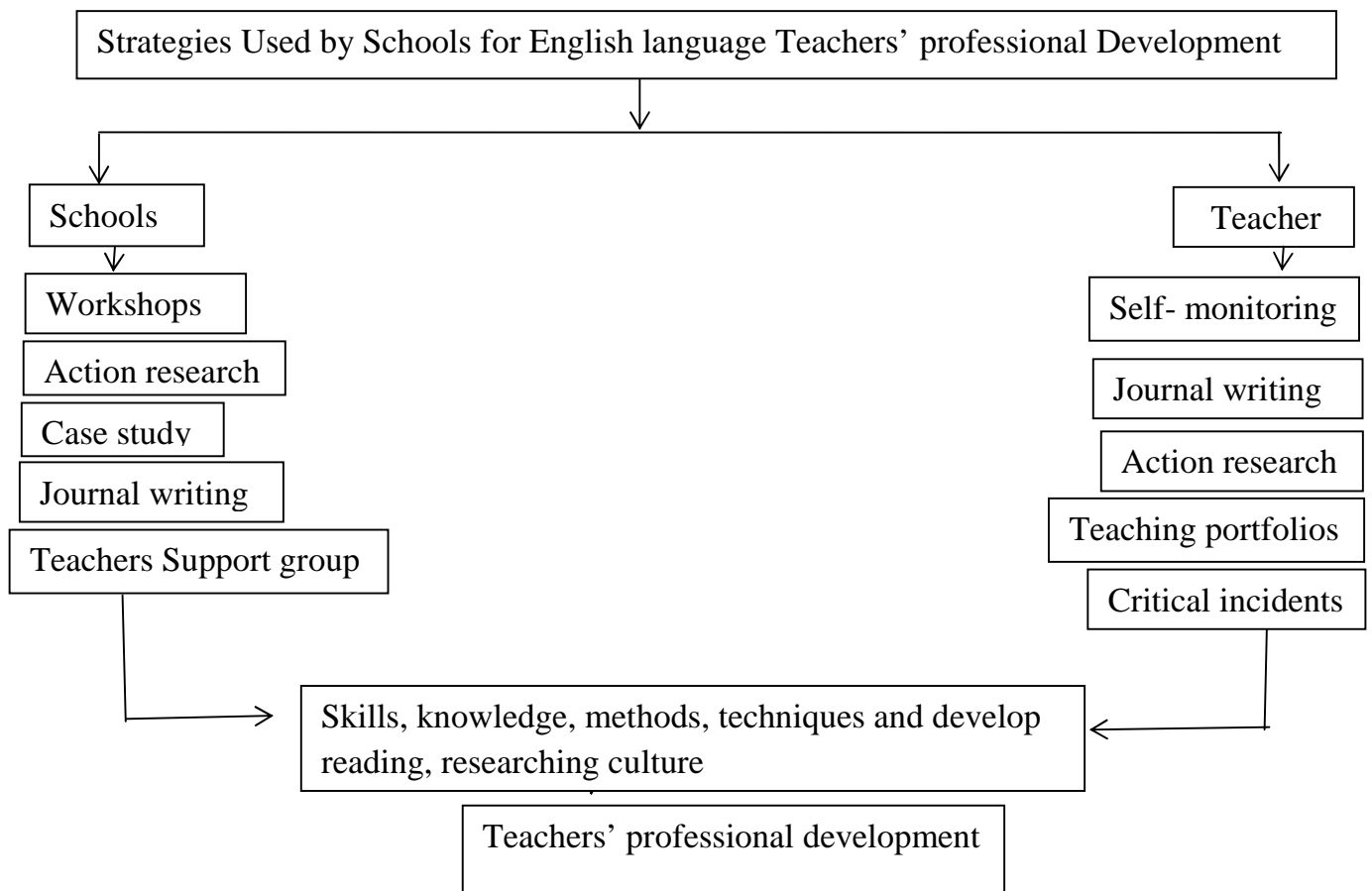
the empirical review of related literature I have personally got ideas about strategies of teachers professional development .Not only this but also I know that how researcher need to respect the view points and personal opinion of the research persons. The professional development has large scope in our teaching learning activities. Without doing teachers professional development, students will not get better achievement. It means that we cannot provide good learning to the students. To improve institutional learning achievement, we should concern our attantationtowards teachers' professional development. Those books and documents which I have reviewed among them, some are related to use of strategies for teachers' professional development and others are related to government role to do professional development. All of them have their own specific virtues in accordance with title, population and their study areas. These studies are some extent related to my study.

After reviewing these literatures, I have got ideas regarding the use of strategies by schools for professional development of English Language teachers. Such as I have reviewed Khanal's (2011) research study, in this study he has found that knowledge and skill of training workshop, conferences, seminars etc help them for their professional development. From that I can develop the clear ideas what can be the other activities or strategies for teachers' professional development.

And Bhatta's (2009) research study showed that very few teachers are being involved in classroom observation for their professionaldevelopment. Similarly, Pengeni (2012) research study, most of the teachers believed that action research is effective strategy of professional development of teachers. So, after reviewing all those research works, related literature and history of teachers' professional development and I update myself with research processes and methodological tools which are very beneficial to my research work.

## 2.4 Conceptual Framework

A conceptual framework is very important component of a research. It is the representation of understanding of theories by the researcher and his or her conceptualization of the relationship between different variables. According to Miles and Hagerman (1994, p. 18), "conceptual framework is a written document or visual presentation that explains either graphically, or in narrative form". The conceptual framework of my research study is as follow:



## **CHAPTER THREE**

### **METHODOLOGY AND PROCEDURES OF THE STUDY**

This section deals with design of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedure, data analysis and interpretation procedures.

#### **3.1 Design and Method of the Study**

Research refers to a scientific and systematic search for information on a specific topic. On the other side, research is an art of scientific investigation. It means that the meaning of research as a careful investigation or inquiry. Indeed it is the search for new facts in any branch of knowledge. It is the way of searching in a particular area to add new ideas in existing practice. Doing any research appropriately, the researcher should concern their mind time and again to complete their task. To carry out a research systematically; we should follow certain research design. There are different research designs and selecting of a research design highly depends on nature of the topic. That's means any kind of research design may not be feasible for all sorts research study.

Therefore, I used qualitative research design case study to explore the in-depth ideas regarding the strategies used by schools for professional development of English language teachers. In fact, case study tries to cover in-depth study of any unique case. In my research study, strategies used by schools for professional development of English language teacher is unique case, it is because the main aim of this study is to find out strategies for teachers' professional development. The researcher has given emphasis in a particular case. That is why, it is unique case. So, I selected case study for my research.

Case study is the most commonly used in social science and life sciences. It plays an important role to do in- depth study of any case. It is an intensive analysis of an individual unit i. e. a person, group, institution or event stressing development factors in relation to context.

Though case study covers the large areas, we can select representative population from whole by using purposive sampling procedures. In my research also I made plan to do in-depth study in Waling area of Syangja District by selecting certain representative population use of non-random purposive sampling procedures. So, I thought that Case study is appropriate to find out real situation of English language teachers in the case of strategies used by schools for professional development English language teachers. The nature of qualitative research is exploratory and open-ended. Small number of people is interviewed in detail. In this regards, Cohen, Manion and Morrison (2007, p.261) "Qualitative data analysis involves organizing accounting for explaining the data; in short making sense of data in terms of the participants' definitions of the situation, noticing pattern, themes, categories and regularities."

In the qualitative research study the respondents can give his or opinions freely. Nowadays, case study has become most popular in the field of research, especially to do in- depth investigation of any event, case of person, institution in relation to the context. Furthermore, it plays very significant role to find out real data from respondents. In this regard, Young (1998 as cited in Ojha and Bhandari, 2013, p.213) mention "case study is the method of exploring and analyzing the life of social unit. A comprehensive study of social unit may be that a person, a group, a social institution or a district".

In the above statement scholars say that it tries to give emphasis to do depth study of any unique case, case study utilizes the different sources of information and multiple methods of data collection. That is why, it is called methodologically hybrid.

For Best and Khan (2009, p.260), "case studies are not confined to the study of individual and their behaviour characteristic. Case studies have been made of all types communities, from Hamlet to great metropolis, and of all types of individuals.

## **Purpose of the Case study**

The purpose of case study is to understand the important aspects of the life, cycle of the unit. The main purposes of conducting the case study are as follows:

To study intensively the background, current status and environmental interaction of the selected unit

To discover systematic connection among experiences, behaviours and relevant features of the context

To find out developmental change of the entity

## **Characteristics of Case Study**

Case study is in-depth study of any event. It comes under qualitative research design and it has own characteristics and features. In this regard Cohen and Manion, (1994, p.140) say:

Case study is qualitative type of research. It is flexible than other research design. Specially, it is conducted in natural setting and the nature of case study is descriptive. It means that it is not necessary to create artificial environment to conduct research study. For example, in experiment research, the researcher should create artificial environment to conduct the research study but it need not to do in the case of it. On the other side, it takes long time to take real data from respondents and it is used to study only typical or unique case.

Case study provides opportunities for the intensive analysis of many specific details often overlooked by other methods. This approach assumption is that study of typical case of a certain type. So that, through intensive analysis, generalization may be made that applicable to their cases of the same type.



A major strength of this study is its suitability to small scale investigations of the type often carried out by graduate students and/ or classroom practitioners. Case study occupies an important place in the field of applied linguistics.

### **3.2 Populations, Sampling and Sampling Strategy**

The population of this study were two secondary level English teachers of Syangja District especially Walingarea. Among two schools one from both public and next from private schools. It was not possible to include all the population in the study because of the time and financial constraints. Basically, in the case study smaller numbers of participants are taken for the intensive data collection. Therefore, from two schools I selected two English language teachers as the samples. Non - random purposive sampling procedure was used to select that sample. In this type of sampling every individual do not have equal chance to be selected but each individual is selected researcher's convenience or easiness.

### **3.3 Research Tools**

The research tools of my study were in-depth interview and observation. Based on the interview schedule, I took the data from the two respondents. The respondents of my study were two English language teachers from both public and private school of Syangja District, especially from Waling areas. On the other side, what they said while conducting interview with them, whether they were right or exaggeration in the interview, I observed them one week regularly to find out what is the reality of these schools.

### **3.4 Sources of Data**

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

### **3.4.1 Primary Data**

The primary sources of data were two schools of Syangja District, especially Waling municipality. From two schools I selected two English language teachers. To collect the primary, data I used in-depth interview and observation as research tools.

### **3.4.2 Secondary Data**

I used different researches, text books, journals, articles and other written documents as secondary sources. I mainly consulted different books for example, Reminders (2003), Richards and Farrell (2010), Teachers education by NCED (2014), Wallace (2010), David Hays (2014), Head and Tyler (1997).

### **3.5 Data Collection Procedures**

There are different ways to collect the data. In my research study, I collected the data from the primary source by using in-depth interview and observation. For this purpose, firstly, I selected one private and public secondary schools' name and selected two English language teachers name. Then I visited the concern teachers and headmasters to build rapport with them. After that I requested them to take part in my research study and I explained my purpose of visiting. Then I requested with concern authority to take permission. When they agreed to involve in my research study then I came back to home. Then, next day I revisited the school with my schedule to conduct interview. I took an interview each individual in one day and observed their activities around one week. So, I visited two days in two schools to conduct interview. After completing the data collection process, I said them thank for their kind co-operation.

### **3.6 Data Analysis Procedures**

I analyzed and interpreted the collected data by using descriptive tools and techniques.

### **3.7 Ethical Considerations**

Ethical consideration is highly required in the research to get reliable and valid data, and to make it acceptable in the public. Every people have their right to privacy and safety. The participant cannot provide data if they do not like. To get the data participants must have believe that there is not any kind of harm, negative effect in their career due to providing data for this study. Present study is case study and particular cases are taken for the data collection and in-depth information is necessary. That is why to consider the ethical aspects of informants are highly required in this present study. The research study has its own ethics, values and norms. The present research cannot go far from this process. To conduct my research, I visited with authorize person of schools and disclosed my purpose of the study to take permission. After disclosing my research purpose, they easily accepted my request. Then I gave them short information regarding my research study and try to build rapport with them to get real data.

When I was able to establish good relationship between us, I conducted interview with them and observed their behaviour till one week. Inthe mean time if anyone wanted go to out, I would easily leave him /her. Those respondents who were interested to take part I coordinated with them. Moreover, I will not disclose their name If they want to keep secret. I have used pseudo name where it is necessary. It means that I maintain research confidentiality.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter provides detail analysis and interpretation of the collected data. I have analyzed the collected data descriptively.

#### **4.1 Analysis of the Data and Interpretation of Results**

In this study, the main purpose was to find out what strategies used by schools for professional development of English language teachers. After collection of data, I have interpreted and analyzed data descriptively. The data were collected from secondary level two English Language teachers of Syangja District, especially from Waling area. I have developed theme of the findings based on the obtain data from interview and observation.

##### **4.1.1 Analysis of interview data obtained from private school**

To collect data for my research study, I conducted an interview with two English language teachers of secondary level. Among two language teachers, one was from public school and another from private school. Based on my title “Strategies Used by Schools for professional development of English Language Teachers, I conducted interview with them. What did they say in regard my questions, I have analyzed in detail. Firstly, I took an interview with **Teacher A** from private school.

The first question of my interview was related to professional development. He answered me it is a process which supports to make teacher professionally expert in their related field. He further said that teacher professional development is a way which makes teacher re- searchable, expert, and energetic and teachers can do any task based on the needs of society and students. To get further information of TPD I asked another question to him. The question was related to the strategies of teacher professional development.

He stated that there are number of strategies in the field of teaching, especially for teachers' professional development such as workshops, peer teaching, peer observation, team supports ,team teaching. I added another question which one is the best strategies of teacher professional development. He replied that the best strategy is reflective teaching. In my query, how reflective teaching is best strategy for teacher professional development. Then he tried to make me clear why it is important than other strategies.

When a teacher reflects himself for herself and teachers improve themselves then teacher can make better career in the future and he said that classroom action research is also best strategy of teachers' professional development. When he put his view classroom action research is a best way to make a teacher professional. I requested him make me clear. Then he explained without classroom action research teachers cannot find out classroom problem, need of students. He further stated that the classroom action research provides chance to the teachers to understand what the real problem of students and which is the best way to overcome those problems which are appeared inside the classroom. When teachers have such knowledge then they can be expert in their field and they are known as professional teacher. When we completed conversation above mentioned questions then I moved towards my main purpose of my research study that was strategies used by schools for professional development of English language teachers. It means that I raised question what strategies can be used by schools for professional development of English Language teachers. When I put that question in front of him he mentioned his answered in points and he shared his ideas to make me cleared in detail. According to him, the school can use these strategies to make teacher professionally expert. The points are given below:

### **School should provide opportunities for the further study**

Among the different strategies used by schools one is opportunities of further study. If teachers get chance to involve in reading activities then they will able

to grasp new techniques of teaching learning and they will remove their weakness by adopting different strategies. For that schools should create reading environment inside the schools' premises and there should be reference materials which are related to English language development. For example, latest version of oxford dictionary, English newspaper, literary books, different types of journal, research article and online reading materials.

As school is able to create such environment it supports them to develop their reading habit and they want to be re searchable person and they have knowledge how to understand students' psychology or problem. Moreover, they get ideas how to overcome those problems which are appeared in the classroom. So, it is the best strategy for teacher professional development.

### **School should create learning environment from other schools and friends**

Another way of teacher professional development is learning from other schools and his /her friends. For that purpose schools should manage environment to conduct different type of programme related to the English language teachers' professional development such as conference, debate on burning issues. If school is able to conduct such programme, it supports the English language teachers to become creative, innovative and they know how to make their further career better.

### **School try to manage for visiting foreign or national country**

Based on the **Teacher'A**' interview there are various strategies which can be used by schools, one is managing the opportunities for visiting foreign or national country. By visiting foreign or national country they can receive different type of knowledge, ideas, methods, procedure and it would be fruitful way to understand recent practice of teaching and learning. On the other side, it is the way of doing any task collaboratively.

### **School should encourage them to involve in research oriented activities**

School should manage the opportunities to their teacher to involve in research oriented activities. Due to these activities teachers can be laborious, studious, and punctual; they themselves motivate to bring changes in their professional career. To make the teacher research oriented, school should collect various materials such as English literary books, English article, especially concern with teacher professional development. On the other side, they can be made teachers' forum to solve teaching learning problem and find out new train of professional development.

### **School should provide opportunities to participate in peer teaching learning activities**

Peer teaching activities can apply by schools for teachers' professional development. When schools provide chance to involve in peer teaching activities they share their ideas, methods, technique of teaching learning activities. Moreover, they can take ideas from their pairs how to deal students' problem.

### **Encourage them to use teacher diary**

The best strategy of professional development is to encourage the teacher to use teacher diary. When teachers use diary while conducting teaching learning activities it can be mirror for their further improvement. It is because what activities have they done in the whole day they can study and based on their diary they can make plan for tomorrow. As they habituated to use diary they can easily find out what should be done for further time to be a professional teachers.

### **School should encourage them to participate in action research and peer observation**

Action research and peer observations are best ways of teachers' professional development which can be used by school as strategies. In action research teacher find out students' problem, make plan and apply it inside the classroom. When the teachers keep regularity in action research they know what sorts of teaching technique should adopt in the next time to address students' needs. On the other hand, they themselves try to search new technique methods and they make able to adjust in recent practice of teaching. Another strategy is peer observation. It means that one peer observes another turn by turn and they share their ideas in regards of better aspects and they know what aspects should be improved.

### **School should provide opportunities to participate in project work**

Project work is a best strategy of teachers' professional development. As schools encourage or motivate to conduct project work either individually or in group, especially burning issues on English language. Though they do their work individually or in the group they can be developed their competent and confidence level. Since teachers develop their both competent and confidence they can be expert in their career.

### **Teachers should get chance to involve in follow up activities**

Follow-up means to do any activity regularly. If schools motivate their teachers to do any task continuously, they become autonomous, self-learners, expert. Then they earn professionalism in their subject matter.

When he said above mentioned strategies can be used by schools for their secondary level English language teachers' professional development. Then I raised another question which was related to the school's efforts. It means that I asked with him your school has used all strategies for your own professional development. In the answered of my question, he told me that I am not saying



all strategies have used by school for professional development of English language teacher. But, in my school almost strategies have been used .He further said that my school is ready to create professional environment inside the school.

On the other side, different activities have been done by school such as collecting literary books, bring daily English newspaper. School's principle and School Management Committee (SMC) always encourage us to use library, requesting us find out real problem of students and try to search way of solving problems of classroom. School has encouraged us to make group for conducting different activities on the burning issues related to the English language teachers' professional development. At the mean time I requested him to make me cleared what strategies have used by your school for professional development and these are sufficient or should add other efforts. Then he stated that it is difficult to say these strategies have been used by school for professional development of secondary level English teachers but based on the context our school has promoted us to participate in different professional development activities such as encourage us to involve in classroom action research, conducting peer observation, secondary level English language teachers are being observed by principal.

In this way, we have got opportunities to involve in various professional development activities. He further said that in regard of question what strategies have been applied by schools sufficient or not ; changing of time, demand of the students' need of society anyone institution should apply new ideas, strategies for their teachers' professional development. According to him those schools which are able to apply different strategies base on time, demand of society ,real needs of students' they can produce professionally expert teachers and institution can be known as professional institution.

Based on the above interview we can conclude that in the **Teacher' A'** school secondary level English language teachers have got opportunities to participate

in professional development activities and it is able to motivate the teachers to their professional task.

#### **4.1.2 Analysis of Interview Data Obtained from Public School**

I have already mentioned that there were two participants in my research study. One was from private school and another was from public school. Firstly I took interview with **TeacherA** from private school. Then I took interview with **TeacherB** from public school. Here, I put view what said **TeacherB** while conducting interview in regard of strategies used by school for professional development of English language teacher. The questions were same for both interview. The main concern of research study was what strategies can be used by school for professional development of English language teacher, what strategies have been practiced for your own professional development in your school, these are sufficient or the school should add other efforts for secondary level English language teacher professional development. In the replied of these questions he said that I would like to define the term professional development before giving answer of those question. Professional means getting mastery over in the concern areas. In the case of teacher, their concern field is teaching learning activities and students. It means that teachers should have knowledge of new teaching methods, teaching technique and recent practice of teaching learning activities. On the other side, teachers should be able to address need of students; it is called teacher professional development.. In the answered of that question strategies are in practised in teaching field. He stated that they are not sufficient for English Language teachers' professional development. Because teaching -learning activities is not remaining constant. Due to changing of time, needs of students; teachers should adopt new teaching methods, technique. So schools should add other strategies demand of society and changing of time.

In the case of strategies of teachers professional development, he said that there are various strategies for secondary level English language teacher professional

development among them action research is best strategy of professional development. Then I added question why you think action research is the best strategy of teacher's professional development. He added his view doing action research means find out the students' need or problem and the way to solve the problem.

Without action research teacher can't develop new ideas, techniques and methods. So, he concluded that action research is one of the best way of English language teachers' professional development. Then I put another question with him the question was related to the strategies which is used by school. When I raised that question he answered me I have already told you that there are number of strategies in the field of teaching learning activities. But, if school wants to make its teachers' professional it should manage basic materials inside environment of school. He further said that School Management Committee should concern in regard of teachers' appointment. At the mean time I added next question what sorts of strategies can be used by schools for your own professional development.

In the answer of that question, there are many more strategies can be used by school for English language teachers professional development. He further stated that in regards of my quires related to strategies used by schools, he said that what strategies are possible to use in our school they have been used but there is not continuity. Though school selects the English language teachers to take training for professional development of teachers it never encourage us to use in real ground. According to him the following strategies can be used by schools for professional development of English language teachers.

### **School should manage level wise teacher in the school**

According to **Teacher 'B'** school should manage level wise English language teacher. In the case of public school, there is only one English language teacher primary to secondary level. It is a wrong train in the school it is because single person cannot create English environment. To create English environment there

should be two or more than two teachers then they can get chance to interact each other. It means that they can share their ideas, feelings and other things in English. So school should manage level wise English language teacher in the school for professional development of English language teachers.

**School should manage basic materials such as English literary books, journal of any forum, oxford dictionary**

To the professional development, school should manage basic materials. When schools provide opportunities to read basic materials related to English language they can expand their knowledge in the concern areas. Teachers can develop their knowledge in the field of academic writhing, how to use literary language in the context, they can write correct sentence by reading different materials.

**School should provide Teacher Guide at right time**

Among the different strategies used by school for professional development of English language teacher, one is providing teacher guide at right time. Most of the schools' teachers have not used teacher guide at right time. Due to this reason teachers cannot get the ideas of developing objective of lesson or teaching learning activities. Teacher guide provides insight how to develop objectives of lesson, teaching technique, methods and it provides knowledge how to overcome classroom problem.

**School should allocate small budget to conduct conference among the English language teachers**

Schools should manage small budget for English language conference. It is because when teachers get opportunities to involve in conference they can discuss burning issues on English language problem. On the other side, he stated that conducting conference means getting opportunities for their professional development.

### **In each school there should be library and hundred books should be there**

For teachers' professional development schools should manage library in the school premises. From there teachers can develop research oriented habit.

Moreover, they become laborious, studious. He further said that at least in the school's library hundred books should be there.

### **School should manage English newspaper in the school**

Among different strategies used by school one is managing newspaper in the school. From newspaper teachers can get different types text related to English language. By reading different article and academic writing they can receive knowledge in the field of teaching and learning .So school can use newspaper as a strategy of teachers' professional development.

### **School should encourage both teachers and students to create English forum in the school**

It is the best way for teachers' professional development. It is because when schools provide opportunity to make English language forum. It can be better place to discuss English language .On the other side; it is the place to improve teachers' proficiency, accuracy and fluency also.

Finally, I added another question to him the question was related to the school's effort. It means that what strategies you have said while conducting interview; does your school try to use all activities for your professional development. For my answered he told me that our school has tried to use almost strategies for our professional development, but there is lack of encouragement to use in real ground. On the other side, expect these above mentioned strategies our school has been used other also such as school promotes to teachers to involve in team teaching, peer teaching conducting workshops and so on. Then he tried to address my another question, the question was ; those strategies which have been used by school are sufficient or not .In the answer of that question we know that it is the age of science and

technology and knowledge have been explosion day by day in every field. Another side, demand of society and needs of the students are increased gradually. To address these aspects teachers should familiar with new innovation, technology, teaching methods, technique. So, school cannot remain constant in respect of teachers' professional development strategies. It means that they should apply various strategies based on global demand.

Finally, we can conclude that there are good opportunities for professional development of English language teachers. School has motivated them to participate in various professional development activities and it tries to make them research oriented, studious, laborious, make them competent in the subject matter and other aspect also.

#### **4.1.3 Analysis of Observation Data Obtained from Public and Private Schools**

Observation means to see subject matter very deep way. In my research study I used both interview and observation as research tools. These tools support me to take real data from respondents. I have already analyzed the data which I have got from interview. Based on my research tools I conducted interview and I observed them within one week. While conducting interview they said that we have done action research to solve classroom problem and they told that concern authorities have provided support for their professional development. I thought that in interview there might be got real data. To take real data and remove shortcomings of interview I did observation. At the time of observation I found that what they said in interview.

I got opportunity to talk with School Management committee president of public school and I asked with him about teacher professional development. In the answered of my question he told me that we have managed different type of strategies in regards of teachers' professional development such as, we have conducted workshops, we have sent secondary level English teacher to attain different training for their own professional development. Similarly I observed

both school regularly within one week. While observing them what they said in the interview I found that almost things were same. The private school English language teachers told with me there was good facilities of library in school but while observing it there was not good facilities of library inside the school. There were very few text books in the library room. At the mean time I have got opportunities to talk with librarian teacher about it. He told me that before six month we were another building but, now, we are here. Due to this reason we cannot bring all the books from previous library and he told that according to our principal all the books and other materials will bring within one week in this building. Finally, he requested me to visit again to see the library. Then, I told him that I will come to see it.

Other facilities of school were good for teachers' professional development such as, good management of infrastructure; there was good sitting arrangement of students, and so on.

In the case of public school there were good facilities for teachers' professional development. English language teachers are motivated by principal and School Management committee to involve in various TPD programme. While observing this school I got opportunity to visit another English language teacher of that school. Then I asked with him about teachers' professional development and what about the role of administration for your own professional development. In the replied of my question he stated that here is positive role by administration for teachers' professional development.

#### **4.1.4 Comparatively Study between Public and Private School in Case of Strategies Used by Schools for Professional Development of English Language Teachers**

When I conducted an interview with two English language teachers in regards of teachers professional development. There was not great different between public and private school in case of professional development of English language teachers. Based on the both English teachers interview I found that

public school is not ready to encourage its English language teachers for applying in real ground than private school. In the other cases I did not find any different because both public and private schools have been tried to use almost professional development strategies for their English language teachers' professional development. Both schools teachers have got more opportunities to do their professional development. Specially the data have been analyze and interpreted the following headings:

### **Teachers' view on the strategies of professional development**

Their view is it is continuous process and it plays very crucial role in their daily life. They said that school should use different strategies for teachers' professional development. They further said that if we get chance to involve in various strategies of professional development it can be fruitful for further carer development. The strategies which have been practiced by school, they support our gradually development of knowledge, and we can address needs of students and so on. They further said that by using different professional development strategies we are able to solve various problems of students and they make us competent in teaching -learning activities.

### **Strategies used by schools for their professional development**

In the answer of that question, they said that there are various strategies in the field of teaching. While conducting interview what strategies they have said almost all are applied by school for professional development of English language teachers. Specially both public and private schools have given emphasis on low cost, easily available in local surrounding materials for development of English teachers. I found that both schools have paid more attention to make their teacher professional. For that purpose they have collected basic materials related to English language such as English literary books, Journals and so on. They have managed workshops programme, debate in burning issues. Schools have encouraged them to use library. The study showed that both schools have provided good exposure for their English



language teachers' professional development. They stated that school always promote us to do action research in the classroom to address the students' problem. Both teachers said that schools have provided us opportunities of peer teaching, doing any task in group. Schools provide the chance for us to take training out of school yard. But, in this regard Public school English language teacher said that our school does not encourage us to use in classroom what we learn in the training.

### **Strategies used by schools whether they are sufficient or not**

In the answered of that question both teachers said that what strategies are in practised they are not sufficient for English Language teachers' professional development. Because teaching -learning activities are not remaining constant. Due to changing of time, needs of students; teachers should adopt new teaching methods, technique .So schools should add other strategies based on the demand of society and changing of time. They both said that our schools have tried to use different strategies based on time and demand of students and needs of society.

### **Opportunities add by schools for teachers' professional development**

When I conducted interview with two secondary level English teachers they said that it is difficult to say what strategies should be added by school. Along with new innovation, explosion of knowledge in teaching learning activities the school should add new strategies for the professional development.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATION**

This chapter deals with the findings, conclusions, and recommendations of the study. On the basis of analysis and interpretations, the findings of the results, conclusions of the research have made and some recommendations which are forwarded in this chapter.

#### **5.1 Findings**

After analysing and interpreting the data obtained through interview and observation, I have been presented theme wise following findings:

##### **Theme one: Teachers' views on strategies of teachers professional development**

- ) It was found that both public and private schools teachers have positive attitude towards strategies of teachers' professional development.
- ) It was found that both public and private schools have applied various strategies for their professional development such as, organized training, debate on burning issue to English language teachers.
- ) It was found that Schools principal; School Management Committee (SMC) encouraged teachers to participate in workshop, conference, and attain training for their professional development.
- ) It was found that by using different strategies they have tried to bring changes in their teaching – learning activities.

## **Theme two: Strategies used by schools for English language teachers' professional development**

- ) It was found that they have given more emphasis on low cost and easily available in local surrounding such as newspaper, making English forum and so on.
- ) It was found that both public and private schools encouraged doing action research to solve classroom immediate problem.
- ) Both public and private schools managed library to make their teachers laborious and studious but it was found that there were not sufficient materials.
- ) It was found that schools promoted that to share knowledge, ideas with their friends.
- ) It was found that schools have managed workshops programme to take and share their ideas, knowledge, in regard of teaching learning activities
- ) It was found that both public and private schools promoted them to find out the real problem of students'.
- ) It was found that both public and private school managed debate on burning issues related to English language.
- ) It was found that both schools invest their effort for their English language teachers' professional development. The strategies were different in regard of professional development.

## **Theme three: Strategies adopted by schools are sufficient or not?**

They said that they are not sufficient but the schools have tried to use different strategies based on the need of society, demand of students and recent practice of teaching, both schools have provided opportunities to participate in different training programme but in the case of Public school, it does not encourage them to use inside the classroom what they learn in training programme.

## **5.2 Conclusions**

This study aims to find out strategies used by schools for English language teachers' professional development. Both schools showed keen interest to use different strategies for English language teachers' professional development. Public and private schools are agreed to create professional environment inside the school premises. They also believed that teachers' professional development strategies play crucial role for professional development of teachers. They encourage their English language teachers to find out real problem of class room and promote them to solve the problem. Both public and private school have given more exposure for professional development of English language teachers. Both schools inspire them to apply different techniques, methods while conducting teaching learning activities.

When I selected the topic I assumed that schools do not provide good opportunities for secondary level English language teachers' professional development. But result showed that opposite situation what I was assumed. It means that they have got good opportunities and it was found that schools have positive attitude in regards of teachers' professional development. On the other side, I thought that, only, government has imposed different strategies for secondary level English language teachers' professional development but condition is different. As I was done research study under this area I have found that schools have been practiced number of activities for their English language teachers' professional development. Furthermore, they have tried to adopt new strategies along with explosion of knowledge, new innovation in the field of teaching.

## **5.3 Recommendations**

Being based on the aforementioned summary of the findings some recommendations have been made to be applicable to be used in the different areas of professional development. For the convenience of presentation, they have been devised in the following three levels:

### **5.3.1 PolicyLevel Related**

This is supreme level of implementation; the things that are implemented at this level can change the entire education system the following recommendations have been made from this study.

- ) There should be regular supervision activities after conducting different types of TPD training. The government should provide sufficient opportunities to the teachers to participate in teachers' professional development.
- ) School should be implemented the regular provision of conducting at least two action research or other teachers' professional activities in one academic year because those activities support to the English language teachers to find out the class room problems and they can generate the ideas how to address them.
- ) The professionally expert teachers should be rewarded by the institutions, schools DEO and so on.
- ) There should be provision of observation committee to supervise the progress in the field of teacher professional, development, to observe either the teacher professional developmental activities like action research, peer observation are lunched properly or not.
- ) DOE MOE, NELTA, NECED should provide opportunities to the teachers to attend teachers' professional development strategies.

### **5.3.2 PracticeLevel Related**

This is the level of practice which is implemented in the classroom. The following recommendations have been made at this level:

- ) The government should provide incentive and reward for those institutions that always participate in TPD training.
- ) The schools and colleges should organize different types of teachers' professional development activities.

- ) The government should establish research centre for the teachers' professional development.
- ) There should be the co-operation between the teacher trainers' organizations and teachers.
- ) There should be the regular provision of interaction and mutual sharing the ideas between the teachers who participate in professional development activities.

### **5.3.3 Further Research Related**

In further research level, this research study can be applied for the following purpose:

- ) This study was limited to the ELT teachers teaching in secondary levels of the Syangja District especially in Waling area. The same study can be conducted on other subjects and levels in other places and Districts.
- ) This study only focused on the Strategies Used by Schools for English language Teachers' professional Development. There are other institutions for developing professionalism such as resource centre,NGOS and etc.
- ) These activities also need to be explored and evaluated in the future research.

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## **Participant consent form**

Strategies Used by Schools for their English language Teachers professional Development

I, agree to take part in this research study. In giving my consent I state that: I understand the purpose of the study what I will be asked to do, any risks/ benefits involved.

1. I have read the participant Information statement and have been able to discuss my involvement in the study with researchers if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses.
5. I understand that my responses cannot be withdrawn once they are submitted.
6. I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
7. I understand that the results of this study may be published and that publications will not contain my name or any identifiable information about me.

I consent to completing the questionnaire

Signature.....

Name.....

Date.....

## **Participant Information Statement**

### **Strategies used by Schools for their English Language Teachers**

#### **Professional Development**

You are requested to take part in a research entitled "Strategies Used by Schools for their English Language Teachers Professional Development which aims to find out the strategies used by the school.

you have been requested to participate in this study because Iam interested in finding out what are the strategies used by schools for English Language Teachers professional development .

This participant information statement tells you about the research study.

Knowing what is involved will help you decide if you want to take part in the research. Please read the sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participant in this research is voluntary. So, it is up to you whether you wish to take part or not.

By giving your consent to take part in the study you are telling me that you:

Understand what you have read

Agree to take part in the research study as outlined below.

Agree to the use of your personal information as described.

You will be given a copy of this Participant Information Statement to keep.

#### **2. Who is carrying out the study?**

The study is being carried out by Mr. ShivaNeupane as the basis for the degree of Master of English Education at the University Campus of Kirtipur, Kathmandu. This study will take place under the supervision of **Mr.JagadishPaudel**, Lecturer, and Department of English Education.

**3. What will the study involve for me?**

This study involves in-depth interview schedule. In this study there will be two respondents. Among them, one will be from government school and another from private school. So, this Schedule is based on my research study.

**4. How much of my time will the study take?**

It will depend on situation to conduct interview for this research study.

**5. Who can take part in the study?**

All secondary level English language teachers

**6. Do I have to be in the study? Can I withdraw from the study once I've started?**

Participation in this study is completely voluntary. Your participation in the study will not harm in your career and future. It will help to understand about the Strategies used by schools for professional development of English language teachers. You are free to withdraw from the study.

**7. Are there risks or costs associated with being in study?**

Besides from your time investing to response, there will not be any risks or costs as about the associated with taking part in this study.

**8. Are there any benefits associated with being in the study?**

This study will help you understand about Strategies Used by Schools for their English Language Teachers Professional Development.

**9. What will happen to information about me that is collected during the study?**

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your identity. Information will be kept strictly confidential, except as required by law. The finding of the study may be published, but you will not be individually identifiable in these publications.

**10. Can tell other people about the study?**

Yes, you are welcome to tell other people about the study.

**11. What if I would like further information about the study?**

If you would like to know more at any stage during the study, please feel free to contact Mr. Shiva Neupane.

**12. Will I be told the results of the study?**

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T.U. Kirtipur, Kathmandu.

The ethical aspects of this study have been approved by the Tribhuvan University, Department of English Education T.U. Kirtipur, Kathmandu .As part of this process; I have agreed to carry out the study according to the Ethical consideration.

## **APPENDIX-I**

Dear Respondents,

The in-depth interview and observation have been selected research tools to collect information for my research study entitled "Strategies Used by Schools for Professional Development of English Language Teachers" under the guidance of **Mr.JagadishPaudel**, Department of English Education, T.U., Kirtipur, and Kathmandu. I hope that your valuable co-operation will be a great contribution in accomplishment of my research work. The information you provide will be highly confidential and use only for research purpose. I would appreciate your honest opinion and assure you that your responses will be completely anonymous.

Researcher

Shiva Neupane

M.Ed. Fourth Semester

T.U., Kirtipur, Kathmandu.

## **APPENDIXII**

### **Guidelines for interview**

To collect the real data I was conducted in-depth interview with two English language teachers and observe their behaviour till one week.

### **Guidelines for Secondary Level English Language teachers**

- Needs of teachers' professional development
- Perception of teachers' towards the teachers' professional development
- Supports from the head teacher
- Supports from school management committee
- Role of teachers' for their professional development

### **APPENDIX III**

#### **Transcribed data of teacher 'A' from private school**

##### **What is teacher professional development?**

He answered me it is a process which supports to make teacher professionally expert in their related field. He further said that teacher professional development is a way which makes teacher re- searchable, expert, and energetic and teachers can do any task based on the needs of society and students.

##### **What are the strategies of teacher professional development?**

He stated that there are number of strategies in the field of teaching, especially for teachers' professional development workshops, peer teaching, peer observation, team supports ,team teaching , action research case analysis are existing as strategies.

##### **In your view which one is the best strategy of teacher professional development?**

He stated that there are number of strategies in the field of teaching, especially for teachers' professional development such as workshops, peer teaching, peer observation, team supports ,team teaching. I added another question which one is the best strategies of teacher professional development. He replied that the best strategy is reflective teaching. In my query, how reflective teaching is best strategy for teacher professional development. Then he tried to make me clear why it is important than other strategies. When a teacher reflects himself or herself and teachers improve themselves then teacher can make better career in the future and he said that classroom action research is also best strategy of teachers' professional development. When he put his view classroom action research is a best way to make a teacher professional. I requested him make me clear. Then he explained without classroom action research teachers cannot find out classroom problem, need of students. He further stated that the classroom action research provides chance to the teachers to understand what the real problem of students and which is the best way to overcome those problems which are appeared inside the classroom. When teachers have such knowledge then they can be expert in their field and they are known as professional teacher.



## **APPENDIX IV**

### **Transcribed data of teacher' B' from public school**

**In your view what strategies have been practiced by your school, they are sufficient or school should add other strategies?**

In the replied of that question he said that what strategies are in practised they are not sufficient for English Language teachers' professional development. Because teaching -learning activities are not remaining constant. Due to changing of time, needs of students; teachers should adopt new teaching methods, technique .So schools should add other strategies based on the demand of society and changing of time.