

**Strategies Used by Basic Level English Teachers for their
Professional Development**

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

**Submitted by
Keshab Raj Bhatt**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2022**

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Declaration

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

Date: 08/05/2022

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Recommendation for Acceptance

This is to certify that **Mr. Keshab Raj Bhatt** has completed the research of his M.Ed. thesis entitled **Strategies Used by Basic Level English Teachers for their Professional Development** under my guidance and supervision.

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Dedication

This thesis is dedicated to the people who have supported me through my education.

Thanks for making me see this adventure through to the end.

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Keshab Raj Bhatt

Abstract

This study entitled **Strategies Used by Basic Level English Teachers for their Professional Development** attempted to find out the strategies used by basic level English teacher for their professional development, to explore the issues faced by schools teachers while applying those strategies and to suggest some pedagogical implications. In this research, all the English teachers of basic level were population for this study. Among them thirty-three Basic level English language teachers teaching in different schools of Darchula district were sampled. I used non-random purposive sampling procedure to select the sample. I used questionnaire as the major tool of the research. The collected data have been presented in tables, pie-charts and columns; and analyzed and discussed quantitatively. The main findings of the study show that the highly practiced strategies of TPD were carrying out an action research, consulting with seniors, discussing about professionalism with colleagues, participating in workshops and video conferences. The main issues, challenges, and problems they noticed were lack of access and knowledge of ICT, strategies of TPD, support from school administration, the culture of discussing about professionalism among the co-workers, the knowledge of finding the helpful sites and managing large classes and time for professionalism.

The thesis consists of five chapters. The first chapter is an introductory chapter. It includes background of the study, statement of the problem, rationale of the study objectives of study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of theoretical as well as empirical literature. It also consists of implication of review of the study and conceptual framework. The third chapter deals with methodology which incorporates research design and method, population, sample and sampling strategies, field/site of the study, data collection tools and techniques, data collection procedures, data analysis and interpretation procedure and ethical considerations. The fourth chapter deals with rigorous analysis of data and interpretation of results. The fifth chapter presents summary of findings, conclusions and recommendations based on this research.

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Lists of Symbols and Abbreviations

%	:	Percentage
CDC	:	Curriculum Development Centre
CEHRD	:	Centre for Education and Human Resource Development
CUP	:	Cambridge University Press
Dr.	:	Doctor
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
M.Ed	:	Master of Education
MOE	:	Ministry of Education
No	:	Number
TPD	:	Teachers' Professional Development
TU	:	Tribhuvan University

Chapter I

Introduction

This study is based on the theme “Strategies Used by Basic Level English Teachers for Their Professional Development”. This section consists of background of the study, statement of the problems, rationale of the study objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

It is well-known that English is an international language. English language teaching and learning is inevitable in 21st century. When English became a genuine lingua franca, English was widely a medium of communication. As English is used for different purposes we use this language for academic purpose to describe academic courses and materials. In most of the countries, English is included from primary to secondary level curriculum as a compulsory subject. In the context of Nepal, English is one of the compulsory subjects in the school curriculum as well. Children from grade one begin to learn English language as a subject and they continue this course throughout their school life. This subject focuses on the development of students’ four language skills of English language: listening, speaking, reading and writing. Thus, English language teaching has become worldwide profession. Teaching needs skilled, experienced, matured and qualified teachers to handle it properly. Teachers are very effortful to continue their professional development; they should get opportunities to participate in different activities.

English language teaching is a job of delivering knowledge and skills to the learners in order to be competent and proficient in language in a tutored setting. Teacher professional development is a continuous and dynamic process where the teachers can achieve knowledge and ideas in their concerned field. Teacher professional development has been defined by different scholars differently. As argued by Mann (2005), “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 engage in different educational activities, update themselves with new technologies, training, new information, and new innovation that are emerging in the teaching field.

In the short period of time we can see various changes and upheavals in this field, and hence, horizon of knowledge has been ever expanding. Those teachers who are involved in teacher development program, they can change their activities, attitudes and it will be better for their further improvement. In this regard, Richards and Farrell (2005, p.5) maintain that “teacher development provides place for discussion regarding the future of the teaching profession and nature of teaching”. In fact, to the best teacher, teachers should engage in different educational activities and make lots of personal effort for their professional development. It helps them to bring changes in their daily life practice. By participating in various training, workshops, and seminars they can hone their innate capacity of teaching.

Broadly speaking, teacher’s professional development refers to the development of a person in his career more specifically. It concerns with the growth and development of teachers in their professional roles, so that they can deliver their best performance. In another words, the process of making teachers competent at applying the knowledge and skills they have acquired in classroom practice is teacher’s professional development. Professional development of a teacher is an ongoing and comprehensive process which starts with pre-service education, training and continues until the last day of retirement. Teacher professional development is only type of continuing education effort for educators. It is one way teachers can improve their skills and, in turn boost student’s outcomes. Hien(2008) states that the term 'teacher professional development' goes beyond the meaning of 'staff development' or 'in-service training'. It includes both formal and informal setting. Formal settings include conferences, seminars and workshops. Informal opportunities for teacher professional development include independent research or investigation, peer learning initiatives or even just chatting with a colleague in the staff room. Teacher professional development encourages teachers to be active participants in their own learning, and ensures that students and teachers are eager to learn. There are lots of challenges and constraints to running an effective teacher professional

development session: time, money, engagement, effectiveness and more. Richards and Farrell (2005) states that a professional teacher should have sound knowledge on subject matter, pedagogical knowledge, knowledge of their pupils, and knowledge of information communication technology. To get these qualities, teachers should devote themselves to their professional enhancement. There are various activities and strategies for teacher learning or teacher professional development.

To sum up, teacher development is a process of making someone dynamic and qualified to handle all kinds of problems and challenges that are likely to arise in the process of teaching learning activities. So, teachers have to keep pace with the ongoing time and keep themselves updated with their knowledge and skills through different activities like workshops, self-monitoring, journal writing, action research, teaching portfolios, analyzing critical incidents, seminars, team teaching, and conferences. These activities assist them to make their daily classroom teaching and learning activities effective, comprehensive, systematic, interesting and valuable during their teaching.

Statement of Problem

Teacher development is ongoing/ never-ending process and to be a good teacher they should be interested in concerned area or field. Applying the acquired knowledge, skills, ideas, and experience is key to improve their performance. Teacher professional development is a long term journey. It requires the help, support, co-operation, authorities and other kinds of educational programs. In school the teachers are major elements of entire education because they have become means to provide better skills, knowledge, ideas and other innovative techniques. Richards & Farrell(2005) state that teachers can be professional by adopting different strategies such as self-monitoring, journal writing, action research, teaching portfolios and critical incidents. These all are strategies of teachers for their professional development themselves. However, some teachers understand the importance of professional development but they might not be familiar with the strategies which could really help to improve their professional life. The selection is to be based on person's desire and needs. One effective method for teachers to develop professionally emanates from such activities as training, experiences, workshops, and seminars.

In this study, researcher will try to identify the strategies employed by basic level English teachers for their professional development. Likewise, researcher will also attempt to explore what strategies have been used by government policy and English teacher, and whether they are appropriately used in teaching learning activities, or whether schools should provide extra efforts for professional development of English language teachers. Research has been conducted in the field of teacher's professional development in the department of English education under Tribhuvan University, Nepal. Still there is no any separate research done in finding out the strategies used by basic level English teachers for professional development. So, my research will address this gap by exploring what strategies the basic level English teachers have utilized for their professional development.

Rationale of the Study

The finding of the study is expected to be beneficial to all the stakeholders who involved in teaching and learning. This study would analyze and discuss the strategies used by the basic level English teachers for their professional development. It tries to indicate the teaching learning strategies practiced by basic level ELT teachers for their professional development. It would be also significant to all the English teachers because data would be taken from different schools. It would be support the teachers to be professional. The findings and suggestions derived from this study will be useful for students, teachers, school administrators, syllabus designers, text book writers and policy makers. It would also be useful for researchers who want to carry out the research in the field of teacher professional development. It would also be help to clear out picture of the trends that are shown in professional development and to think of further improvement in the field of teaching. Moreover, it tries to provide some pedagogical suggestions and guidelines for all those who are directly and indirectly involved in English language teaching and learning.

Objectives of the Study

The study had the following objectives:

- a) To find out the strategies used by basic level ELT teachers for their professional development.

- b) To explore the issues faced by Schools teachers while applying those strategies.
- c) To suggest some pedagogical implications.

Research Questions

The following were the research questions of the study:

- a) What are the strategies used by basic level English teachers for their professional development?
- b) What are the major issues that teachers face while using those strategies?

Significance of the Study

This research aims at finding out the strategies used by the basic level English teachers for their professional development and the challenges faced by them in their professionalism. The outcome of this research will be a solid guideline to the English language teachers, textbook writers, and curriculum developers and more pertinently to the English language learners.

Delimitations of the Study

This study had following delimitations:

- a) The study was limited to the 30 basic level English language teachers for survey questions and three basic level English teachers for interview in Darchula district.
- b) The study was limited to the strategies used by basic level English teachers for their professional development.
- c) The study was limited to the challenges, issues and problems faced by the teachers in their professional development.
- d) The study was limited to public schools in Darchula district.
- e) The study was confined to Basic level English Teachers.
- f) The data were collected through questionnaire and interview schedule.
- g) The study was limited to the thirty-three basic level English teachers with fifteen different schools of Darchula.

Operational Definition of the Key Terms

Teacher – is a person who helps students to acquire knowledge competence or virtue.

Profession – is an occupation describing a job type usually reserved for a recognized specific career or it is a kind of occupation which can only be practiced after long & rigorous academic study.

Professional - is engaged in a specified activity as one's main paid occupation rather as a matter.

Strategies - mean plan of process of ready to take on responsibility for their own professional growth.

Basic level schools – include the education that is imparted to the students of grade one to eight.

Basic level teachers - basic level teachers are those teachers who are teaching from one to eight classes.

Chapter II

Review of Related Literature

This second part of research study consists of theoretical literature, empirical literature, implications of review for the study and conceptual framework.

Review of Related Theoretical Literature

This section comprises theoretical perspectives that can be strategies used by basic level English teachers for their professional development.

The Concept of Teacher Professional Development

Profession refers to an occupation describing a job type usually reserved for a recognized specific career. Professional development is a continuous process. Teacher professional development is the demand of the day which is inevitable for quality education. According to Alfaki (2014, p. 32) states that 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. However professional development is continuous process that includes different kinds of training, practice, feedback and provides sound knowledge on the content.

Teacher professional development (TPD) is a long-term dynamic process. It is a systematic effort to bring about a change in the classroom uses by teachers, in their attitudes and beliefs in the teaching learning outcomes of students. TPD plays a vital role in renewing and modifying the prior knowledge and skills of teachers. So, professional development is rigorous, continuous, research-based, collaborative, voluntary and long-term dynamic process. It is a long journey; the teachers need to develop their personal skills, social skills, and pedagogical skills. TPD focuses not only on a specific job, but also on long-term aims, goals and enhancement. TPD has been in high demand in the 21st century due to advancement of science and technology. In today's world teachers need to constantly innovate and adapt. Supported by professional development, they need the knowledge and skills to be flexible and reflective professionals who respond to the needs of 21st century students. We all need fresher in whatever profession we are in, but teachers perhaps face some

of the greatest challenge right now as they are using curriculum based on an education system which is thirty forty years old and which is not suitable of the present era. So this makes the importance of training and professional development. This study is based on the literature on professional development strategies as discussed in Richards and Farrell (2005). They mention individual and institutional perspectives to teacher's professional development. From the point of view the teachers' personal development, they identify the following areas:

a) Subject matter knowledge

Subject matter knowledge plays the crucial role for teacher development. Teachers have knowledge of phonological, grammatical, semantic and pragmatic system of the language being taught. It also entails the knowledge of second language acquisition testing, methodology, curriculum development and child psychology and so on. The teacher doesn't have knowledge, skill in pedagogical content/matter. She/he can't address the student's problems as well as they can't achieve better result with their students.

b) Pedagogical expertise

Pedagogy is an art and science of teaching. It is the knowledge of different new areas of teaching, in proving ability to different skills and aspects of language to learners of different ages, cultural, educational and economic backgrounds.

c) Self-awareness

It refers to the realization of one's principles, values, strengths and weaknesses.

d) Understanding of learners

It refers to understanding the learners learning strategies, style, learners' problems and difficulties, learner's motivation and confidence level etc.

e) Understanding of curriculum and materials

The teacher must know about curriculum that is being taught. Similarly he/she knows the appropriate use of curriculum, textbooks, and instructional materials in appropriate context.

f) Career advancement

It refers to the knowledge and expertise necessary for personal career development. It includes not only pedagogical skills for development but also the knowledge about supervision and monitoring skills for personal development.

To realize the professional development goals, Richards suggests the following activities for teachers to participate in:

- Engaging in self- reflection & evaluation.
- Developing specialized knowledge and skills about many aspects of teaching.
- Expanding their knowledge base about research, theory and issues in teaching.
- Taking on new roles and responsibilities such as supervisor or mentor teacher, teacher researcher, or material writer.
- Developing collaborative relationship with other teachers.

Problems of ELT at Basic level in Nepal

English language has been taught and learnt as a second language in the Nepalese context. It is taught and learnt from pre- primary to university level in Nepal. ELT teacher education started in Nepal in 1971 with the implementation of national education system plan (NESP). However, even today most of the English teachers are untrained. Some of the issues in ELT teacher education in Nepal given in Awasthi (2009) are as follows:

- The English teachers teaching from primary level to university level in Nepal do not have adequate English proficiency.
- The class size of the teacher training classroom is still large and this makes the training very theoretical.
- Both newly set up primary teacher training centers and university campuses lack appropriate physical facilities. No teacher training institutions is equipped with even a language lab.

- The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.
- The findings of the researches carried out so far, mostly by master's degree students, have not yet been considered for implementation.
- There is lack of co-ordination between /among the in-service and /or pre-service teacher training programs run by different agencies and institutions.
- The government policy regarding the training of teachers has always been inconsistent because sometimes it is made obligatory and sometimes it is optional.
- There is no policy regarding the training of teachers for the higher education level. As a result, the teachers teaching at the higher level classes are virtually untrained.
- Availability of materials and access to electronic resources has been a luxury until now for a large majority of teachers.
- There is a lack of database of English teachers of all levels of education.
- Refresher training for the teacher educators and trainers is more or less infrequent.

To sum up, these above points are the problems of ELT teacher's education in Nepal. Such as lack of resources, insufficient infrastructure, large class of teacher training, lack of access of participating training class, theory based knowledge, lack of co-ordination, lack of adequate funds and lack of refresher trainer etc.

Importance of Professional Development

Teacher professional development (TPD) plays a key role in bringing about a positive effect in teaching learning activities. Professional development is necessary for anyone as new teaching information, techniques, and methods are continually being updated and changed. It is about lifelong learning and growing as an educator. Professional development for a teacher is about improving and moving forward. Education is a learning cycle without an end. It is not going to stop even after graduation and starting a career. Professional development for teachers is crucial for educators because their application of new knowledge directly affect students learning. Regarding the importance of teachers professional development, Khaniya

(2006) states that people who do not update themselves find it difficult to cope with the emerging situations because every discipline is prone to change and it changes are not kept people working in the field will be abstract left for behind. For this purpose, people involved in it and they should be allowed to work for their development, advancement and continuous improvement. TPD is important because it can develop a great awareness and sound knowledge about teaching learning context.

Similarly, Ur (1996) states that a teacher can or should advance in professional expertise and knowledge through his/her career, and such advance not depend on formal courses or any external aspects. It means that teacher professional development is the best tool to make a teacher to cope with the upcoming challenges. It helps the teachers to be curious, motivated, fresh, dynamic, positive, energetic and competent in teaching profession. It can be helpful to face the difficulties that may occur during teaching & learning. However, a teacher should get regular opportunities to update their knowledge and skills in the related field.

Strategies of Professional Development

Strategies are the plans, techniques and programs that are used for enhancing teaching profession. According to the time teacher education and schooling process are obviously changed according to the demands and needs of society. New system, new educational trends bring new challenges for teachers, students, institutions, curriculum as well as national goals etc. So, teachers required to participate in different professional activities to develop new knowledge, skills, and experiences appropriate to changing trends in language teaching and learning. Likewise Ferguson (2006) states five strategies for school leaders to improve the instruction: Introducing new activities in ways that inspire buy-in, balancing principal control with teacher autonomy, commitment to ambitious goals, maintaining industriousness in pursuit of those goals, and effective harvesting and sustaining the gains. Teacher should need regular opportunities to update their professional development. Teacher should motivates the students in different kinds of activities by adopting different strategies for teacher development .In this regard, Nishimura (2014) mentioned five best practices in language teaching : school based professional development, coaching and follow up procedures, collaborative information, embedded practices in the daily lives of teachers and collaboration and co- teaching. Effective professional development is

the key to teachers learning and refining the pedagogical skills and knowledge required to teach. In order to become successful, teachers must be familiar with different professional development strategies.

Richards and Farrell (2005,p. 14) mentioned the following approaches for teacher professional development. These approaches facilitate professional development in language teaching.

a) Workshops

Workshops are very important strategy for teacher professional development. A workshop is “an intensive, short- term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills” (Richards and Farrell, 2010, p.23). Workshops can provide opportunities for participants to examine their beliefs or perspectives on teaching and learning, and use this process to reflect on their own teaching practices. In a workshop, teachers are provided with the opportunity to acquire specific knowledge and skills. Workshops can also provide and address the issues related to both institutional improvement and individual development. They are led by a person who is considered an expert and who has relevant experiences in the workshop topic. Participants are expected to learn something they can later apply in the classroom and to get hands- on experience with the topic.

b) Self- Monitoring

There are various ways to find out teachers current knowledge and skills. The teachers can themselves evaluate their teaching behavior, which helps them for their professional development in a better and more effective way. Richards and Farrell (2010) state that self-monitoring refers to “ activities in which information about one’s teaching is documented or recorded in order to review or evaluate teaching”. However, self-monitoring is a way of assessing how well you are doing and what kind of changes you would like to make. It is very a helpful form of self-appraisal; it enables the teacher to arrive at his or her own judgments about what works well and what does not work well in the classroom.

c) Teacher support group

One of the collaborative ways of teacher professional development is to set up a support group with colleagues. It is also known as study groups, teacher networks and learning circles. Richards and Farrell (2010) define a teacher support group as “two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on one’s own”. A support group will involve a group of teachers meeting to discuss goals, concerns, problems, and experiences. From teacher support group teachers get to know their colleagues better and begin to function as a community of professionals rather than as individuals working in isolation from each other. In this group, teachers collaborate on different activities such as curriculum, material use and development, plan and carry out different activities for their professional growth like peer coaching, team teaching and action research.

d) Keeping a teaching journal

It is another strategy for professional development. Richards and Farrell (2010) defined teaching journal as “an ongoing written account of observations, reflections and other thoughts about teaching, usually in the form of a notebook, book or electronic mode, which serves as a source of discussion, reflection or evaluation.” In the journals, teachers can write about the incidents, problems, and insights that occurred during their teaching. Teachers can create their blogs in collaboration with their colleagues for recordings daily experience, learning, feelings, thought, emotional responses and analysis of observation and teaching. It enables teachers to discover the importance of relating his/her own experience of learning to that of the pupils you teach. So, teachers need to keep a regular diary in which they write about their lessons which they can use for their future learning and investigations.

e) Peer observation

Observation involves discussion and reflection in order to arrive at an objective understanding of one's teaching. It helps the teacher to develop self-awareness of their own teaching. Peer observation is about teachers observing each other's practice and learning from one another. Its purpose is to raise awareness about the impact of teaching. Richards & Farrell (2010) define peer observation as "a teacher or other closely watching and monitoring a language or part of a lesson in order to gain an understanding of some aspects of teaching, learning or classroom interaction". Peer observation gives teachers an opportunity to learn from each other in a non-threatening environment. Peer observation is a method of gaining feedback to improve one's teaching skills. It brings about positive changes in classroom learning for students. It provides both observed and observer with the opportunity to mutually enhance the quality of their teaching.

f) Teaching portfolios

A teaching portfolio is a collection of documents containing information about a teacher. In other words, it refers to a collection of documents and other related things to the teaching. Such documents and related things provide valuable information about the teachers work. Richards and Farrell (2010) defined teaching portfolio as "a collection of documents and other items that provides information about different aspects of the teacher's work". The teachers can review their work because those information or documents are the reflections of them. They correct their weaknesses. The teaching portfolios related to the opportunity for a teacher to review his/her portfolio and make decisions for the future improvement. When s/he is compiling and updating his portfolio, s/he can reflect on it. It also develops collegiality among teachers. When a teacher shows his or her portfolio to his colleagues or a supervisor, s/he discusses with them about improving professional growth. It encourages teacher to review their activities, strategies and plans for their future too.

g) Analyzing critical incidents

It is another very effective way for teacher's professional development. It refers to an unplanned and unanticipated event that may occur during teaching and that serves insights about the aspects of teaching and learning. This strategy involves the documentation and analyses of incidents which may occur during teaching. Richards and Farrell (2010) stated that "a critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning". So, it is a short description that has taken place over a certain period of time. The teachers can learn from such incidents to improve their teaching. Teachers learn from their analysis of critical incidents and improve their ways of teaching.

h) Case analysis

Case study serves as a teacher development activity. Case study is an in-depth study of an instance. Richards and Farrell (2010) define case analysis as the process of "collecting information over time about a teaching situation and using that information to help better understand the situation and to derive principles from it." A case study is a detailed study of a specific subject such as a person. Case study helps teacher to identify the problems and solve that problems related to learners and learning. The main aims of carrying out case study is to better know about the existing problematic situation of case and suggest some useful techniques to solve cases in existing situation. Finally it is a detailed study of an individual instance. An alternative approach would be to visit the classroom of a teacher who had excellent classroom management skills in order to find how the teacher's achieved these results.

i) Peer coaching

Peer coaching is another strategy for teacher development. It encourages reflection and analysis of teaching practice. It promotes specific feedback over time and fosters collaboration among teachers. Richards and Farrell (2010) define peer coaching as "a procedure in which two teachers collaborate to help one or both teachers' improve some aspect of their teaching". Peer coaching provides opportunities for two teachers to look at teaching problems & to develop possible

solutions. Based on the above definition it can be conclude that it is an interactive process between two or more teaching professionals that is used to share successful practices through collaboration and reflective practice and to reduce isolation among teachers. It helps to an overall improvement in teaching and learning in the classroom.

j) Team teaching

Team teaching is also known as pair teaching or co- teaching. Team teaching is strategies for the professional development in which two or more teachers regularly share responsibility for the same group of students. Richards and Farrell (2010) define teaching team teaching is “a process in which two or more teachers share the responsibility for teaching a class”. So, team teaching is a group of teachers who work together, plan conduct and evaluate the learning activities for a group of students. Team teaching allows teachers to work together on a more equitable basis. It allows for more interaction between teachers and students. It is based on the idea expressed in an old saying: two heads are better than one. It means that if two teachers are teaching in a same group, they improve the quality of teaching and encourages to the students in the in interaction session.

k) Action research

It is another very important and popular strategy for teacher’s professional development. It is a natural part of teaching and learning. It is used as one way to improve the quality of teaching and learning. Teachers are continually observing students, collecting data and changing practices to improve student’s learning and classroom environment. Richards and Farrell (2010) define that action research is “teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems”. It helps to teacher for providing ways of conducting teach learning activities, method or techniques of teaching, materials and fund out the appropriate strategies in which situation that are useful for their students. Teachers are the key factors in teaching learning activities. If they can get many more opportunities to involve in professional development programs, we will see positive effect of teacher on students’ performance and learning. It is not out to propound any new principle but to improve the existing situation.

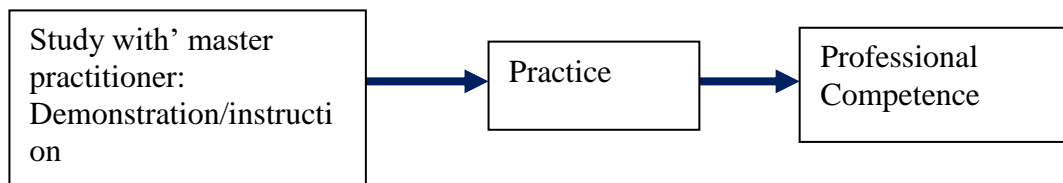
Models of Professional Development

Teachers need a wide variety of ongoing opportunities to improve their skills. The range of models of professional development is far more diverse than standard training. Wallace (1995) presents three models of teachers' professional development, which are mentioned as follows:

a) The Craft model

The craft model is the oldest form of professional development. It emphasizes the role of imitation. The craft model believes that people engaged in their professions develop professionalism by simply following others. There is someone who is expert in the practice of the 'craft' and the young trainee learns. By imitating the expert's techniques and method or following the expert's instructions and advice. Thus, the trainees simply do what their expert says & does. It is just through imitation that the knowledge is passed on from generation to generation. The novice teacher follows the masters' instructions & advice. Wallace presents the following figure to represent this model.

The craft model of professional development



Source: (Wallace, 1991, p.6)

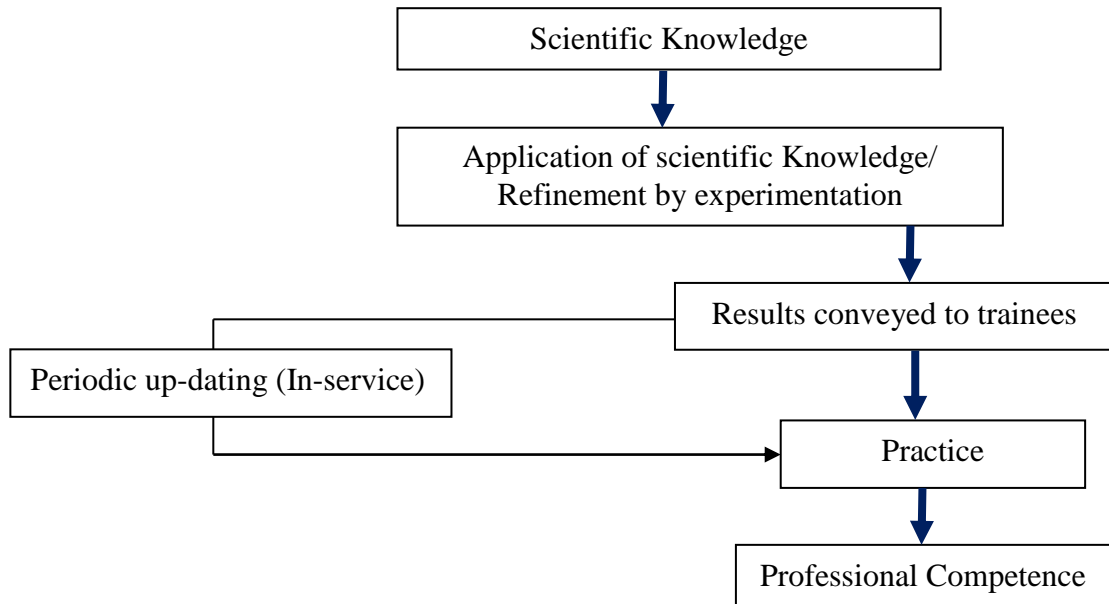
This shows that the craft model or apprenticeship-based teacher education shares the view of teacher learning as essentially imitative in process. The craft model gives due value to the experiential aspect of professional development but is essentially static and imitative. This model is the quickest model of teacher professional development because novice teachers can emulate the behaviors of experts very quickly.

b) The applied science model

It is known as the technical rationality model. In this model, the trainee studies theories and research findings and amasses scientific knowledge about applied linguistics, and later puts them into practice in the context of the classroom. This model is

basically based on the transmission of knowledge from language educators to students- teacher. The knowledge to be imparted comes from the research findings. This model also believes that practical knowledge of anything is simply a matter of relating the most appropriate means to whatever objectives have been decided on. Wallace presents the applied model as follows:

Applied science model



Source: (Wallace, 1991)

This shows that teachers are required to be updated about the recent theories, practices, trends and innovations. It is based on external knowledge because it is essentially dependent on rules and principles derived from researches and pre-existing knowledge sources.

c) **The Reflective model**

The reflective model is based on the assumption that teachers develop professional competence through reflecting on their own practice. Reflective model of teacher education assumes that teacher's knowledge should be research-based. They ask themselves what went wrong or why it went well. Wallace (2010) has presented two major dimensions of teacher education:

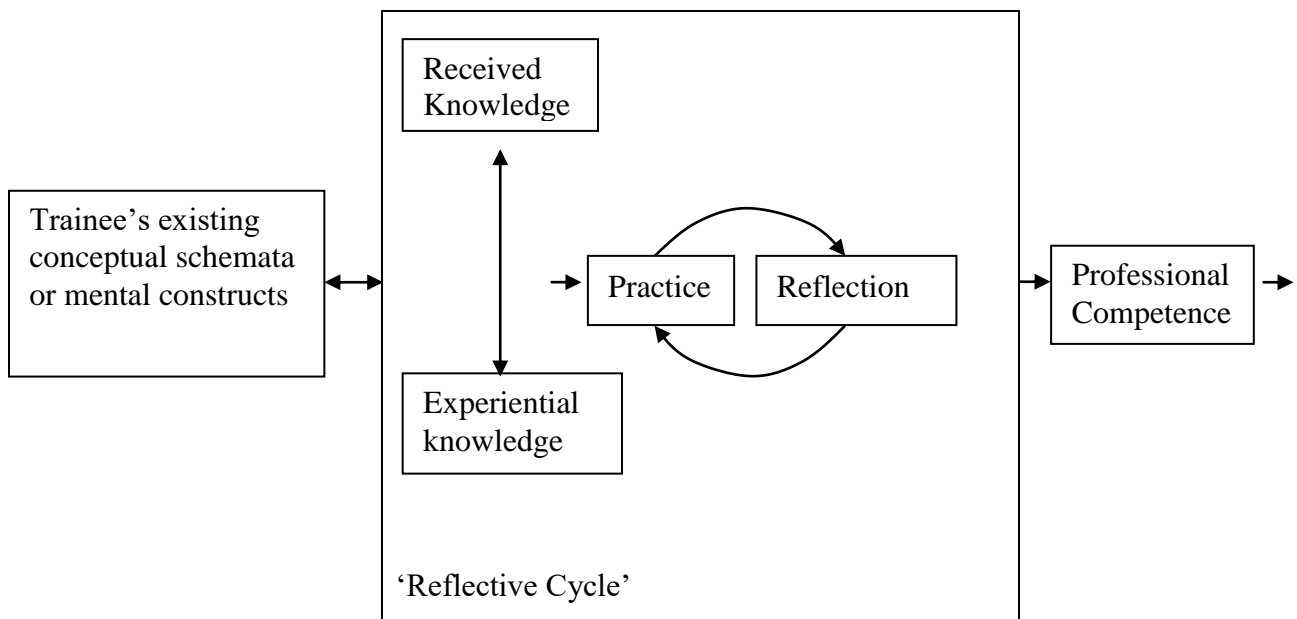
i) Received Knowledge

It includes all the theories, concepts and skills that are studied in the students teachers' ELT methodology lessons. It consists of facts, data and theories often related with some kind of research.

ii) Experiential Knowledge

Experiential knowledge is also gained by observations of practices. Experiential knowledge is developed by the trainees throughout their teaching practice.

Reflective practice model of professional development



Stage 1

(Pre-training)

Stage 2

(Professional education/development)

GOAL

Source: (Wallace, 1991)

This figure shows that reflective model is a cyclical process in which trainees are involved throughout their teaching experience. Reflective model gives emphasis on experience (experiential knowledge) and the scientific basis of the profession (received knowledge). By the practice of his/her knowledge and by reflecting himself/herself, the trainee gains professional development.

Review of Empirical Literature

I reviewed some empirical studies related to my study. They have been presented below.

Adhikari (2010) carried out a research entitled “Collaborative learning for teachers’ professional development”. The main objective of this study was to find out the attitude of secondary level English language teachers towards collaborative learning environment available for the teachers in learning and practicing collaboratively. The research design of the study was survey research and used only one tool ‘Questionnaire’ for the data collection. He selected forty secondary level English language teachers. Among them twenty from Pokhara and twenty were from Kathmandu valley. He used non- random purposive strategy for data collection. His research was limited to Pokhara and Kathmandu valley. The major findings of this research showed that most secondary level English language teachers have positive attitude towards collaborative learning activities but is not enough for teachers’ professional development, instead the teacher should passionately and voluntarily participate in such kinds of activities.

Joshi (2010) carried out a research entitled “Learning strategies of English language teachers for their professional development”. The main objective of this study was to find out the learning strategies of English language teachers. She used purposive non-random sampling procedures for data collection. She had selected forty-five English language teachers in Kathmandu valley. Questionnaire was major tool for data collection. Finally, she found that strategies like self-monitoring, workshops; seminar, conference, and team teaching were the most common used by the teacher.

Adhikari (2016) carried out a research entitled “Teachers individual efforts for professional development”. The major objective of this study was to find out the attempts done by individual teachers for their professional development. It was a survey based on forty English teachers secondary and lower secondary level in Kathmandu valley. The respondents were selected from twenty secondary schools through non random sampling. Questionnaire was the major tool for his study. The major findings of this study showed that teachers were aware of professional development. They were making their personal efforts for their professional

development. Finally, he found that they were attending workshop, seminars or any professional reading, meeting as well as watching professional videos.

Bhatta (2016) conducted a research entitled “Reflection on critical incidents for teacher professional development: A narrative inquiry”. The major objective of this study was to find out nature of critical incidents that occur in the classroom. He used survey design. He had selected six English language teachers from Kathmandu district. He used purposive nonrandom sampling strategy and semi structured interview was his tools for data collection. Major findings of his research were: critical incident was related with classroom management, unusual behaviors as critical incidents, teacher based incidents in the classroom, and incident related with understanding of the students. Similarly he found that critical incidents analysis was great positive impact on TPD.

Budhathoki (2017) conducted a research entitled “Teachers perspective towards teacher training for professional development.”The main objective of this study was to identify the teacher’s perspective towards the teacher training for professional development. He used non-random sampling procedure for data collection. The population of this study was thirty secondary level English language teachers from both private and public school in Salyan district. Questionnaire was the major tool for data collection. The major finding of the research was teachers training is the most essential, inevitable and important way of teacher professional development as it develops certain knowledge skills and attitudes in the teacher for making their teaching learning activities effective.

Rai (2017) carried out a research entitled “Teachers perception on action research for their professional development.” The major purpose of this study was to find out the perceptions of English language teachers on the action research for their professional development. He used survey design. He had selected thirty secondary level teachers from Sunsari district. Among them fifteen from community and fifteen from institutional schools by using non- random sampling procedure. The data was collected by using close ended questions in a set of questionnaire. The main findings of his study was that most teachers showed positive interest attitudes in participating the training of action research and conducting it in the classroom.

Basnet (2019) conducted a research entitled "Action research for teacher professional development: A narrative study." The main objective of his study was to explore secondary level English teachers experience while conducting action research. He used purposive non-random sampling procedure for data collection. He had selected four English teachers from different schools. Semi-structured interview was major tool for data collection. Finally, he found that action research had positive impact on students' achievement and helped for professional development. Similarly most of the teacher did not get proper support from their colleagues.

BC (2019) carried out a research on "Role of head teachers in the professional development of English teachers" with a main purpose to explore head teachers roles in the professional development of English teachers. She had selected three teachers and three head teachers from different schools in Lalitpur district. She also balanced the inclusiveness and gender in participants. She used purposive sampling strategy for data collection. She used interview and written narratives as a research tools and research design was narrative inquiry. The major findings showed that head teachers played crucial role for the teacher's professional development. They were creating opportunities for the professional development of the teachers. According to her research, the head teacher's role was found to be responsible person, co-operative, provide continuous encouragement and feedback to the teachers' professional development.

Neupane (2019) carried out a research entitled "Strategies used by schools for professional development of English language teachers." The major objective was to find out the strategies used by schools for professional development of English language teachers. The population for this study was two secondary level English teachers of Syanja district especially Walling area, among them one from public schools and another from private schools. He had used non- random purposive sampling procedures selected from the school and the respondents. In-depth interview and observation was the tools for data collection. From this study, he has found that public and private school's teacher shown keen interest to use different strategies for English language teacher's professional development. The major finding of his study was that all secondary teachers believed that teacher's professional development strategies play crucial role for professional development of teachers.

Shrestha (2019) carried out a research entitled “Strategies used by college level English teachers for their professional development.” The main purpose of this study was to identify the strategies used by college level ELT teachers for their professional development. He used survey design and questionnaire was the major tool for data collection. He had selected forty college level English teachers from Tanahun district by using purposive non random sampling procedure. The finding of his study was that most of the teachers agree that different strategies can help to foster their professional career. Finally, he found that strategies like workshops and training was the most popular strategies for professional development.

Implications of the Review for the Study

The main function of the literature review is to expand the researcher knowledge and skills to solve problems to be investigated. Literature review is to ensure researcher read widely around the subject area in order to horizon of researcher in that field. It provides insight about objectives, research questions, and methodological procedures and other important aspects of research. In the same ways, I got significant ideas about theoretical concept of TPD for example, Wallace (1991), the models of teacher development, Richards and Farrell (2010), Head and Taylor (1997) Reading in Teacher development gave me an insightful ideas about the definition, concept and strategies of TPD.

On the other hand, I got information on collaborative learning for teacher’s professional development from the study of Adhikari (2010). Similarly, I got lots of ideas regarding teachers’ perception towards action research and critical incidents analysis from study of Budhathoki (2017). Likewise, the research carried out by Basnet (2019) supported me know about the secondary level English teacher’s experience in action research. Similarly, the work of Rai (2017) helped me in data collection tools, select populations and sampling procedures. Likewise, Bhatta (2016) helped me know about reflection of critical incidents for teacher professional development and narrative research design. Similarly, from Neupane (2019) & Shrestha (2019), I got information about effective professional development strategies of English language teachers. I gained some ideas about role of head teachers in the professional development of English teachers. These review studies helped me to formulate objectives, to make research questions and to make familiar

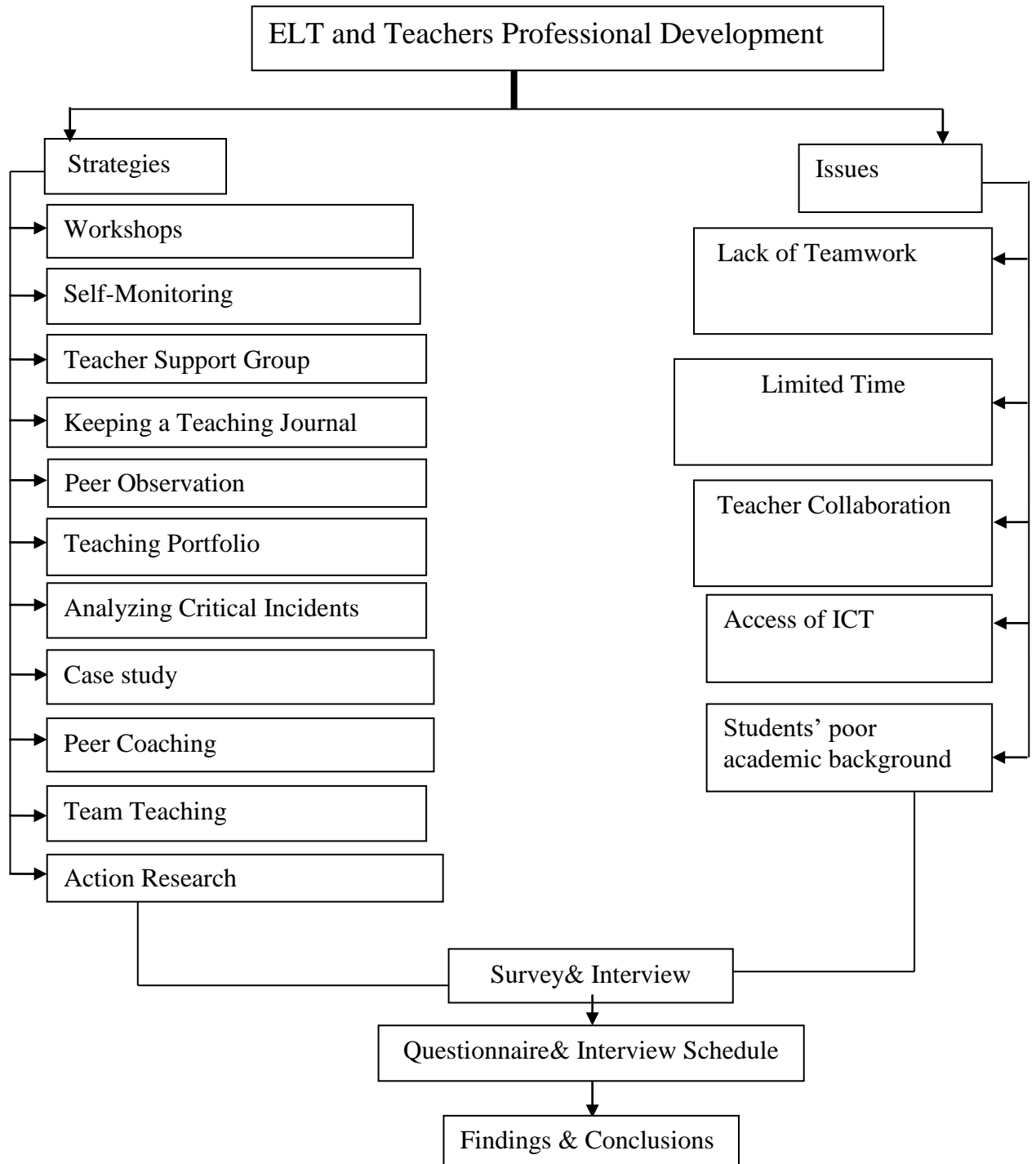
with different methodologies. Likewise, they provided me with guidelines regarding data collection, selection of sampling population & sampling procedures.

Finally, the reviewed empirical studies had helped me to maintain systematic, relevance, consistency, validity & reliability in the research.

Conceptual Framework

A conceptual framework is the visual representation of the research. It is very important component of research. The researcher shows the main ideas of research through graphic representation. According to Kumar (2009), “The conceptual framework stems from the theoretical framework and concentrates usually on one section of the theoretical framework which becomes the basis of the study. My conceptual framework of this research as follows:

Figure 1: Conceptual Framework



Chapter III

Research Methodology

This section consists of design of the study, population and sampling procedures, research tools and techniques, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations.

Research Design and Methods of the Study

Research refers to a systematic investigation that is designed to answer a question. In other words, research is an art of scientific investigation. It means that the meaning of research as a careful investigation or inquiry. This study was based on survey research design and in-depth interview.

Populations, Sample and Sampling Strategy

The populations of the study were basic level English teachers in Darchula district. The sample of this study were thirty-three basic level English teachers for survey design and three basic level English teachers for interview in Darchula district. The population was selected through purposive non-random sampling.

Study Area/Field

It is impossible to include all the population in the study because of the time and other characters. Therefore, researcher purposively selected the fifteen schools from Darchula district. It means that the area of my study was Darchula district. The field of this study was the strategies used by basic level English teachers for their professional development and challenges and issues they faced in their professional development.

Data Collection Tools and Techniques

In this research, required data were collected through questionnaire and interview. Both tools were used as the techniques of data collection.

Sources of Data

Both primary and secondary sources of the data collection were used for getting required data.

Primary Data

Primary data were collected from thirty-three basic level English teachers of Darchula district for survey. Thirty of the teachers were distributed questionnaire and three of them were involved in interview to elicit the required data.

Secondary Data

Secondary data were taken from various articles, books, reports, research studies, dictionaries, internet related to the study area books and theses approved in the Department of English Education, T.U. and also related websites.

Data Collection Procedures

The following procedures were used to collect the data.

I contacted for the permission of respective schools and date for data collection. I visited the schools and built rapport, and got permission to meet English teachers. With their permission, I established rapport with concerned teachers and requested them to complete questionnaire within a week. After a week, I collected the questionnaire from respondents. Finally, I took three basic level English teachers interview.

Data Analysis and Interpretation Procedure

The data obtained from the different basic level English teachers were interpreted and analyzed descriptively, statistically and separately thematically.

Ethical Considerations

Ethical considerations are important aspects of research. It is a professional standard of research which saves the respondents from any harm caused by the study.

If there is no safety or privacy in research, the respondents may not provide the information. By considering the importance of ethical considerations, I would conduct my survey by taking permission of authority and respondents. Similarly, I prepared a consent letter that ensured respondents about their confidentiality. I would not plagiarize the sources rather I write thesis by giving proper citation and references and tries to make the research original. I preserves privacy of respondents in my research. Finally, I would also be following all the values and norms and academic writing.

Chapter IV

Results and Discussion

This chapter consists of analysis of data and interpretation of results as it analyzes and interprets the data collected from primary sources.

Analysis of Data and Interpretation of Results

All the data have been presented, analyzed and interpreted under this topic. The data were collected with the use of questionnaire consisting of two sets of questions. The first part consisted of 20 close-ended questions and 7 open-ended questions whereas part two consisted of five questions which were asked in interview. The questions were constructed being based on the objectives of the study. The data were collected from 33 basic level English language teachers from different schools of Darchula district.

I arranged the questions thematically into two groups to meet the objectives of the study. The collected data were analyzed, interpreted and discussed under the two main headings:

- The strategies used by basic level English language teachers for their professional development and
- The major challenges faced by the teachers in their professional development

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation of data have been done both statistically and descriptively.

The Strategies Used by Basic Level English Language Teachers for Their Professional Development

The first objective of this study was to find out the strategies used by basic level ELT teachers for their professional development. I asked the participants to respond twenty close-ended questions and three open-ended questions in order to get the required information to meet this objective. Similarly, I asked the interviewee four questions which were related to the strategies used by the teachers for their

professional development. The teachers were asked to respond 6 multiple choice questions through frequency rating scale of four frequencies: strongly agree, agree, neutral and disagree to identify their awareness about the strategies of professional development. Similarly, they were asked 14 multiple choice questions to find out how often they use a particular strategy of professional development. In addition, three subjective questions were asked to make the research more reliable and convenient. The data have been presented through the help of tables and figures. The responses provided by the teachers to this section have been presented under the two sub-headings:

- The teachers' awareness of the strategies of professional development and
- The strategies used by basic level English language teachers for their professional development

The Teachers' Awareness of the Strategies of Professional Development

The teachers were asked six items through the questionnaire and 2 questions in interview to draw the information regarding their awareness of the strategies of teacher professional development. The responses provided by the teachers have been presented and analyzed both subjectively and objectively.

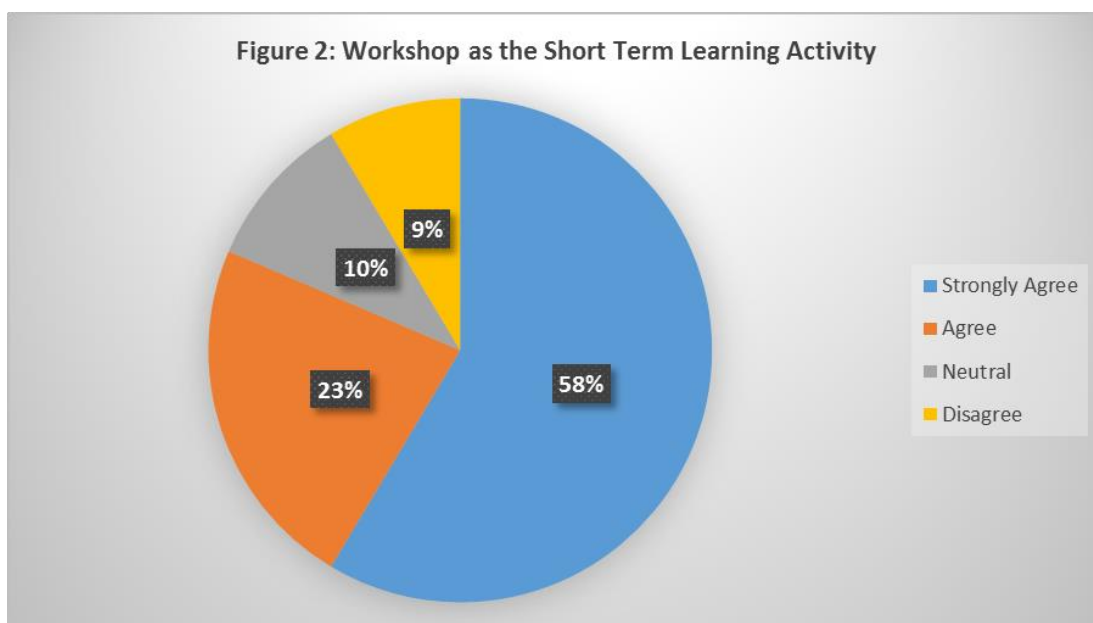
First of all, the teachers' responses collected from the interview regarding teachers' professionalism have been discussed subjectively. I conducted an interview with the three basic level English teachers to draw the information regarding their awareness regarding professional development. **Firstly**, they were asked, "What is teacher professional development?" The teachers replied variously to this question. The first teacher views that the teacher professional development is developing one's own skills of teaching according to the changing situation of ELT. Similarly, the next teacher opines that teacher professional development is updating oneself with the current ELT methodologies. The third teacher stated that it is a continuous process of enhancing the teachers' knowledge, skills and attitudes regarding ELT. From these responses provided by the teachers, it was found that the teachers were aware of what is teacher professional development. **Secondly**, I asked them to respond, "What are the strategies of teacher professional development?" The teachers stated a few of the strategies of TPD. The first teacher states, "Consulting with seniors, discussing with

friends and taking trainings are the strategies of TPD.” Likewise, the another teacher says, “Carrying out an action research, utilizing ICT and noting down the classroom ELT problems can be the suitable strategies of TPD”. The third teacher also puts forward similar view regarding the strategies of TPD. He says, “The main strategies of teacher professional development are updating with recent methodologies of ELT and participating in workshops, conferences and trainings and conducting an action research. By analyzing these views, it can be concluded that they were aware of the strategies of TPD.

The teachers’ responses to the objective questions which were asked in questionnaire, have been presented and analyzed under six different sub-headings in the pie-charts below.

A. **Workshop as the Short Term Learning Activity to Add New Knowledge, Skills and Ideas**

The responses of the teachers related to “Workshops are short term learning activities to the teachers in adding new knowledge, skills and ideas to the existing body of knowledge”, have been presented in the given figure.

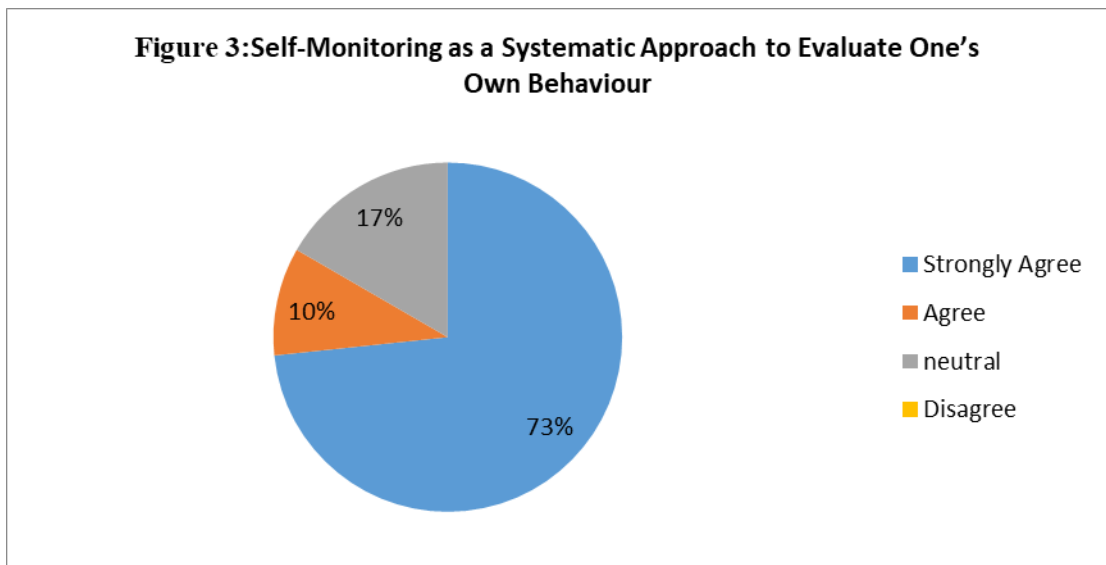


The figure 2 shows that more than half of the teachers (58%) strongly agreed and 23% of them agreed that workshops were short term learning activities to the teachers in adding new knowledge, skills and ideas to the existing body of knowledge.

But 10% of them showed their unawareness to it. On the other hand, 9 % of them disagreed that the workshops were as the short term learning activities. From this data, it was found that the most of the teachers were aware of the workshops though some of them were not clear.

B. Self-Monitoring as a Systematic Approach to Evaluate One's Own Behaviour

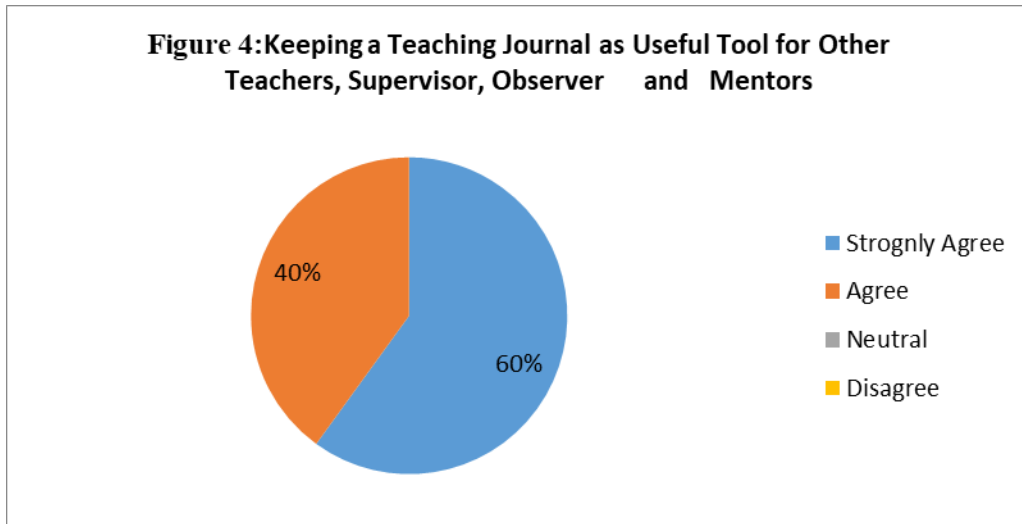
The responses of the teachers related to “Self- monitoring or self- observation embodies a systematic approach to the observation, evaluation and management of one's own behavior in order to a better understanding and control over the behavior,” have been illustrated in the figure below.



The above figure shows that a majority of the teachers (73%) strongly agreed and 10% of them agreed that self- monitoring or self- observation embodied a systematic approach to the observation, evaluation and management of one's own behavior in order to a better understanding and control over the behavior . But, only 17% of them could not decide about what is self-monitoring. It can be concluded that the most of the teachers were aware of what was self-monitoring however, a few of them were unaware of it.

B. Keeping a Teaching Journal as Useful Tool for Other Teachers, Supervisor, Observer and Mentors

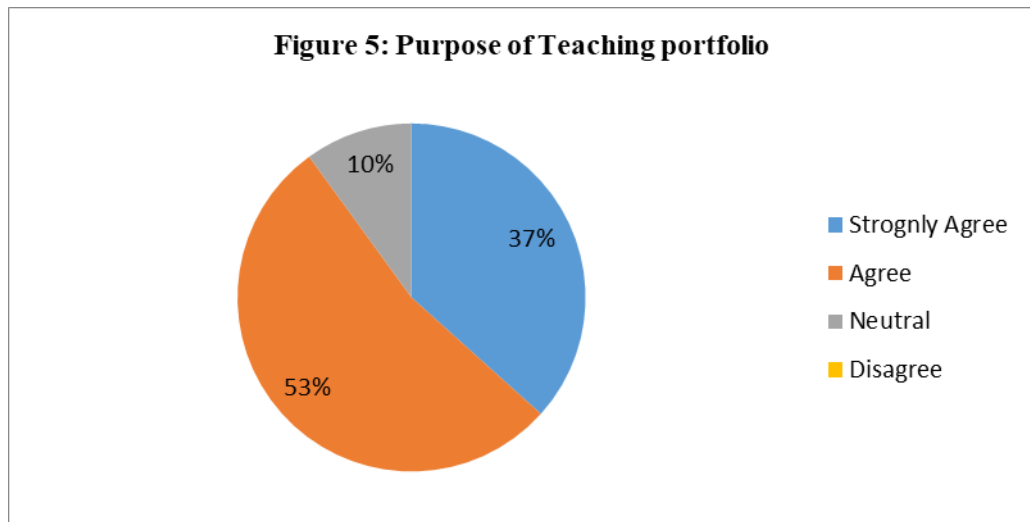
The responses of the teachers about keeping a teaching journal is not only for teachers but it is also useful for other teachers, supervisors, observers and mentors, have been presented in the figure 4.



The above figure displays that a majority of the teachers (60%) Strongly agreed and the remaining 40% of them agreed to the statement, “Keeping a teaching journal as useful tool for other teachers, supervisors, observers and mentors.” From this information, it can be concluded that all of the teachers were aware of keeping teaching journal.

D. Purpose of Teaching Portfolio as Reviewing the Teacher’s Own Portfolio

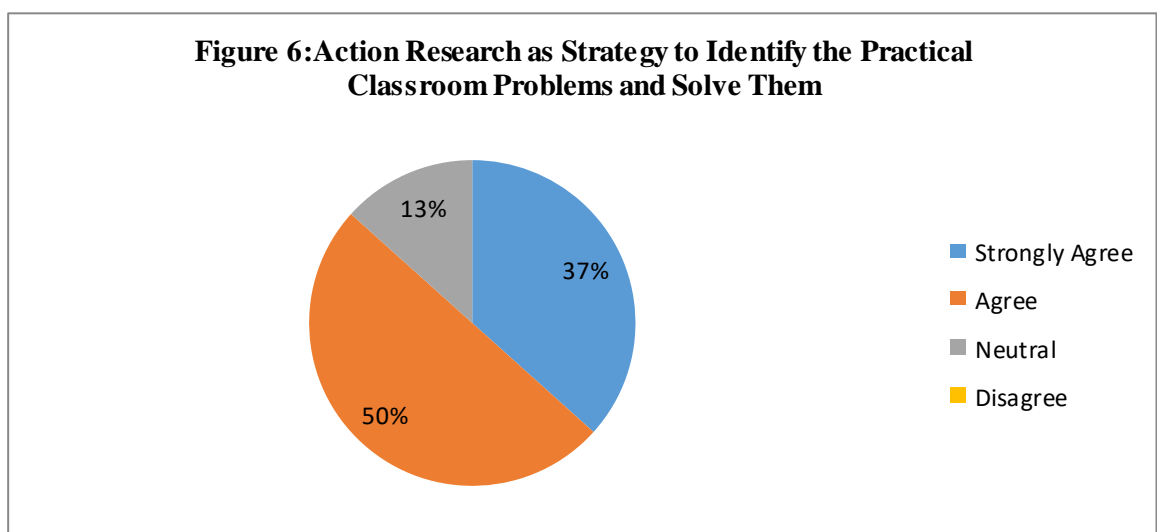
The teachers’ responses related to “Teaching portfolio is not only an opportunity for teachers to review his/her portfolio but it supports decision for the future improvement,” have been illustrated in the figure below.



The data in the figure 5 depicts that more than half of the teachers (53%) agreed and 37% of them strongly agreed that teaching portfolio was not only an opportunity for teachers to review his/her portfolio but it supported decision for the future improvement. However, 10% of them remained undecided about it. What can be concluded here from the above discussion is that the most of the teachers were aware of the purpose of teaching portfolio.

E. Action Research as Strategy to Identify the Practical Classroom Problems and Solved Them

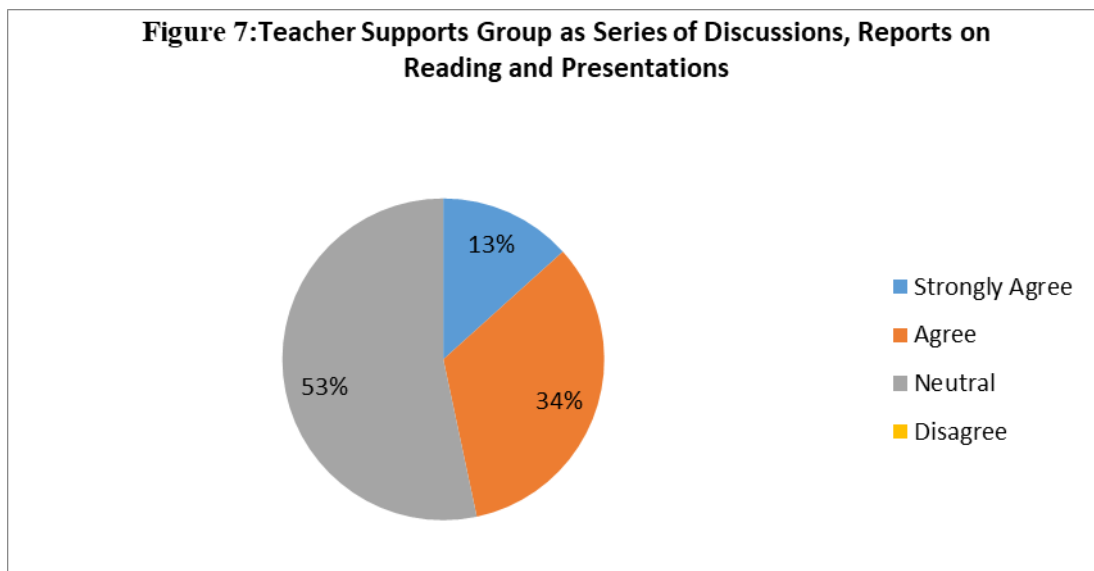
The teachers were asked to respond “Action research as strategy to identify the practical classroom problems and solve them.” The responses of the teachers have been presented below.



The above figure shows that a half of the teachers (50%) agreed and 37% of them strongly agreed that action research was a strategy to identify the practical classroom problems and solve them. But 13% of them kept them undecided about action research. Analyzing the above data, it was found that the most of the teachers were aware of the role of action research for TPD.

F. Teacher Supports Group as Series of Discussions, Reports on Reading and Presentations

The data related to the teachers' views regarding teacher supports group is a series of discussions, reports on reading and presentations, through which the members of that group share their knowledge and experiences, learn new information and apply and test new skills, have been presented in the next page in figure 7.



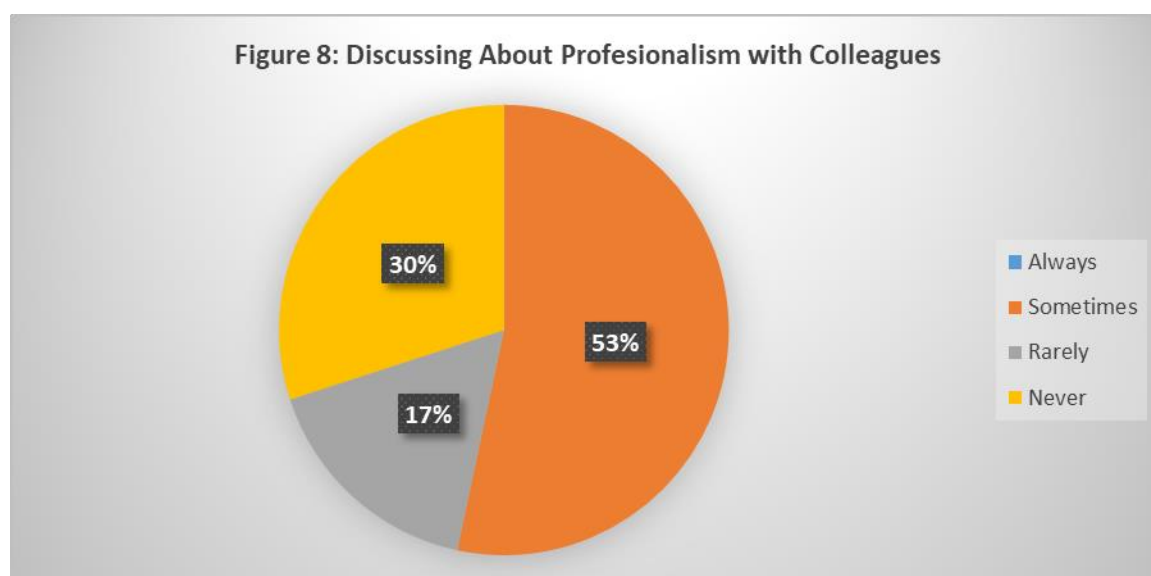
The above figure indicates that more than a half of the teachers (56%) showed their unawareness of the teacher support group. On the other hand, 31% of them agreed and 13% of them strongly that teacher supports group was a series of discussions, reports on reading and presentations, through which the members of that group share their knowledge and experiences, learn new information and apply and test new skills. From this discussion, it can be said that more than half of the teachers were not aware of the teacher support group.

The Strategies Used by Basic Level English Language Teachers for Their Professional Development

The teachers were asked 14 items on the basis of frequency rating scale to draw the information about how often they applied different strategies for their professional development. The responses have been presented and analyzed through the pie charts below.

A. Discussing About Professionalism with Colleagues

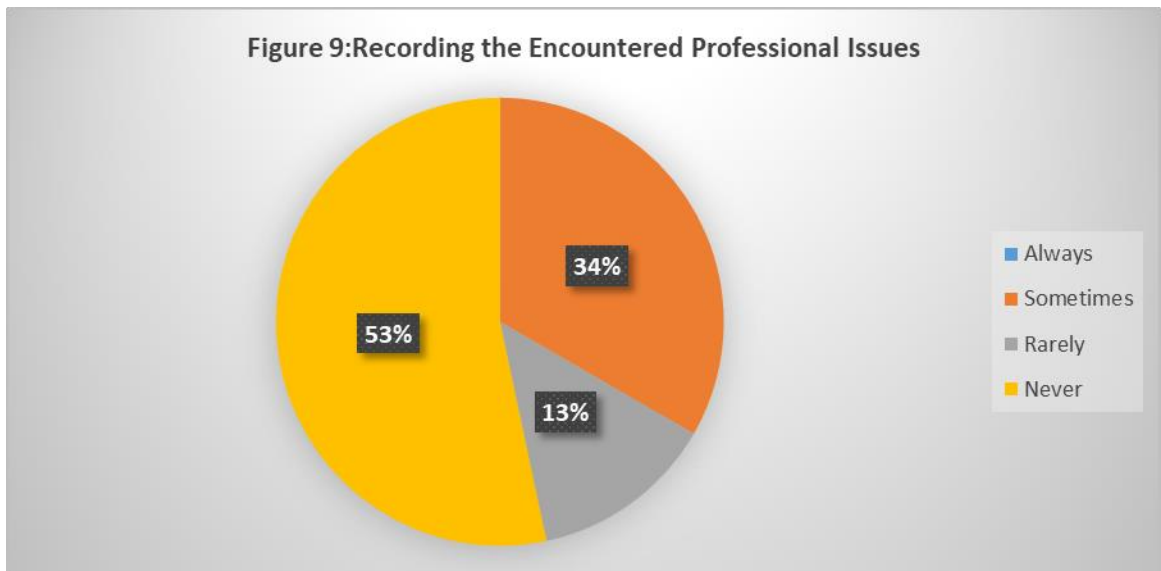
The responses of the teachers related to how often they discussed with their colleagues, have been illustrated in figure 8.



The above figure shows that a majority of the teachers (72%) sometimes and 17% of them rarely discussed about professionalism with colleagues. But 30 % of the teachers never involved in such discussion. From this data it was found that the most of the teachers only sometimes discussed about professionalism with colleagues.

B. Recording the Encountered Professional Issues

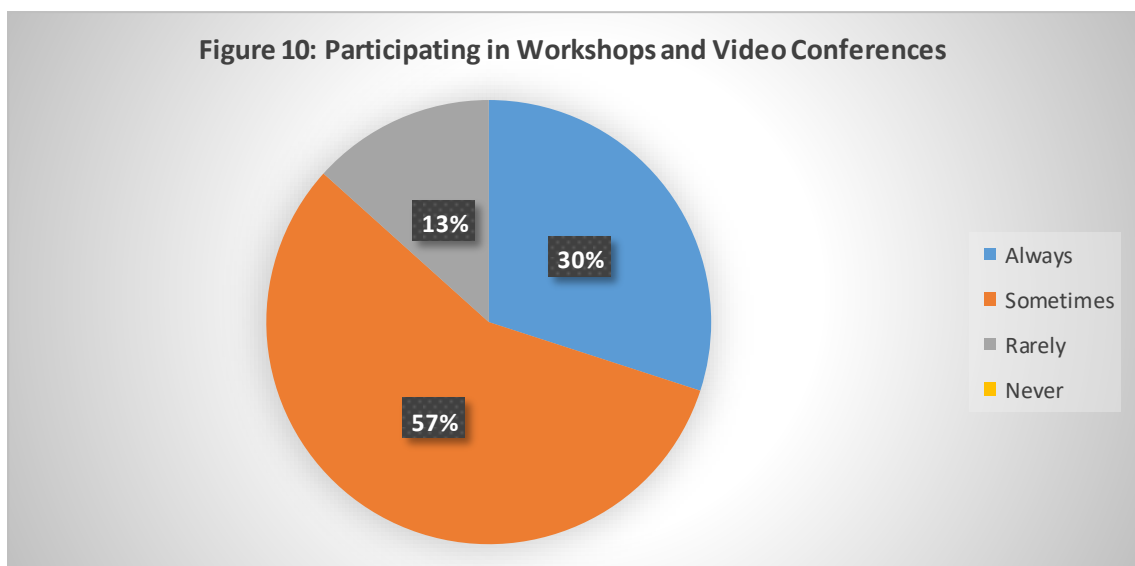
The responses of the teachers related to how often they recorded the encountered issues of professional development, have been illustrated in the figure below.



The figure 9 shows a majority more than a half of the teachers (53%) never and 13% of them rarely recorded the encountered professional issues. On the other hand 34% of them only sometimes did it. From this data it was found that a majority of the teachers did not record the encountered professional issues.

C. Participating in Workshops and Video Conferences

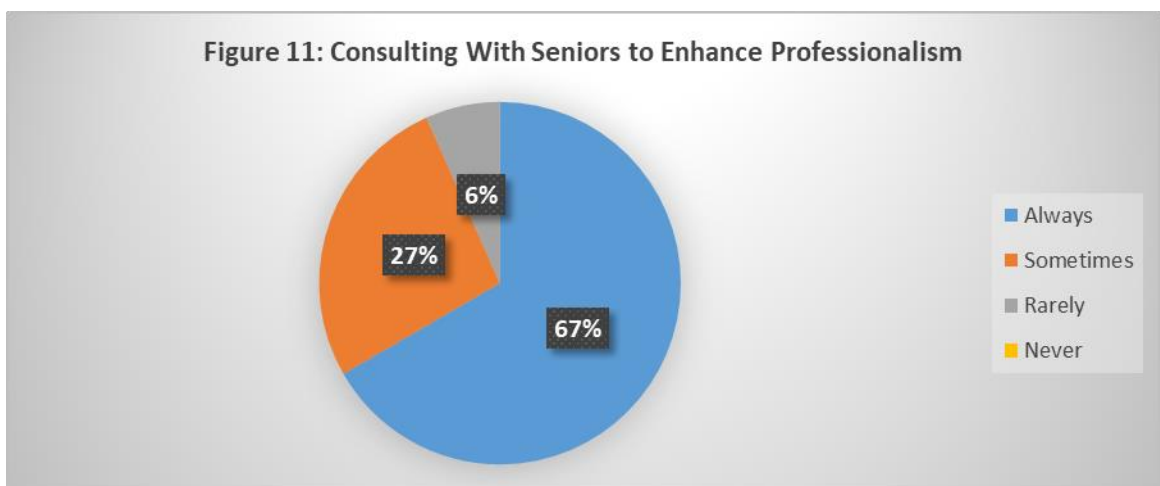
The responses of the teachers related to how often they participated in workshops and video conferences to enhance their professionalism, have been illustrated in the figure below.



The figure 10 shows that more than a half of the teachers (57%) sometimes and 30% of them always participated in workshops and video conferences to enhance their professionalism. But only 13% of them rarely participated in such workshops and conferences. From this data it was found that the most of the teachers (87%) participated in workshops and video conferences to enhance their professionalism.

D. Consulting With Seniors to Enhance Professionalism

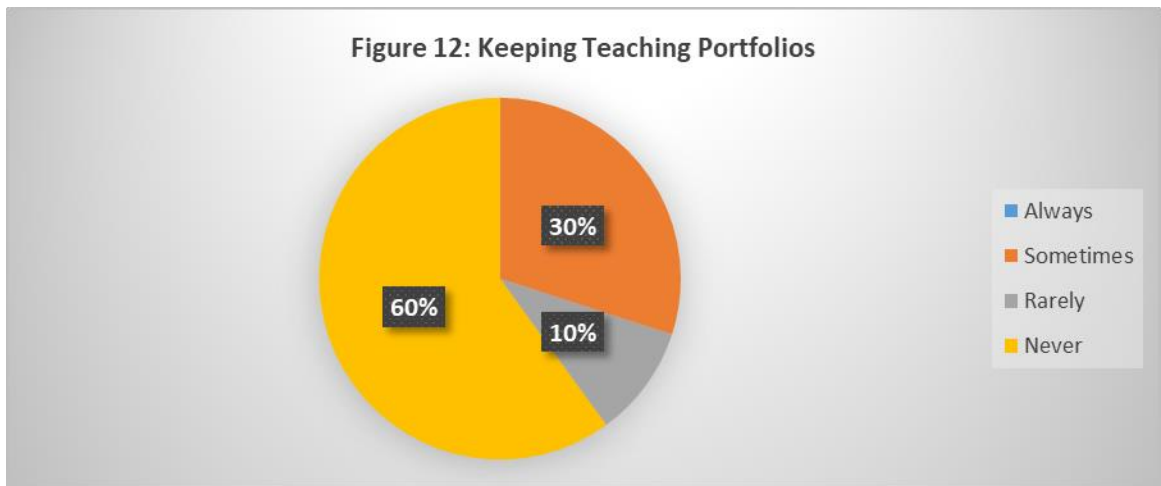
The teachers were asked to respond how often they consult with seniors to enhance their professionalism. Their responses regarding it have been illustrated in the figure 11.



The above figure shows that a majority of the teachers (67%) always and 27% of them sometimes consulted with seniors to enhance professionalism. In contrast only 6% of them rarely did it. From this data it was found that there is trend of consulting with seniors to enhance professionalism.

E. Keeping Teaching Portfolios

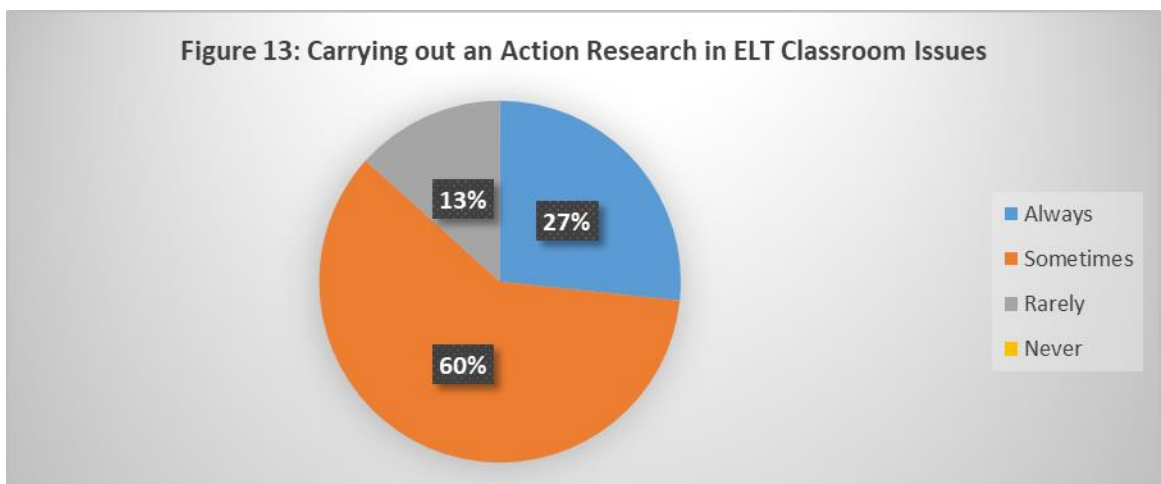
The responses of the teachers related to how often they kept teaching portfolios for their professionalism, have been illustrated in the figure below.



The figure 12 shows that a majority of the teachers (60%) never and 10 of them rarely kept teaching journal. However, 30% of them sometimes involved in such professional activity. From this data it was found that the most of the teachers did not keep teaching portfolios.

F. Carrying out an Action Research in ELT Classroom Issues

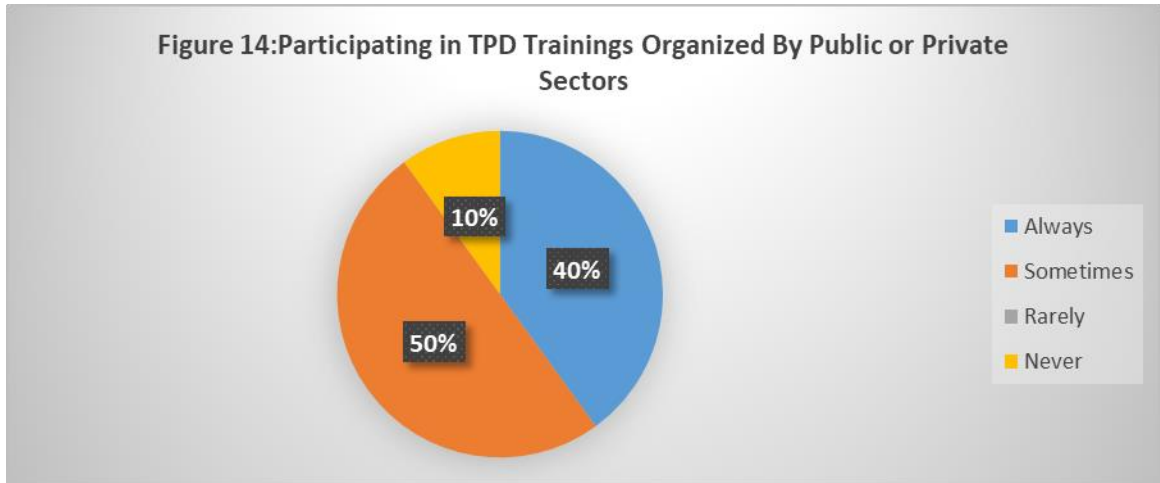
The responses of the teachers related to how often they carried out an action research in ELT classroom issues, have been illustrated in the figure below.



The above figure shows that 60% of the teachers sometimes and 27% of them always carried out an action research. On the other hand a few of them (13%) of them rarely did such research activity. From this data it was found that the most of the teachers carried out an action research.

G. Participating in TPD Trainings Organized By Public or Private Sectors

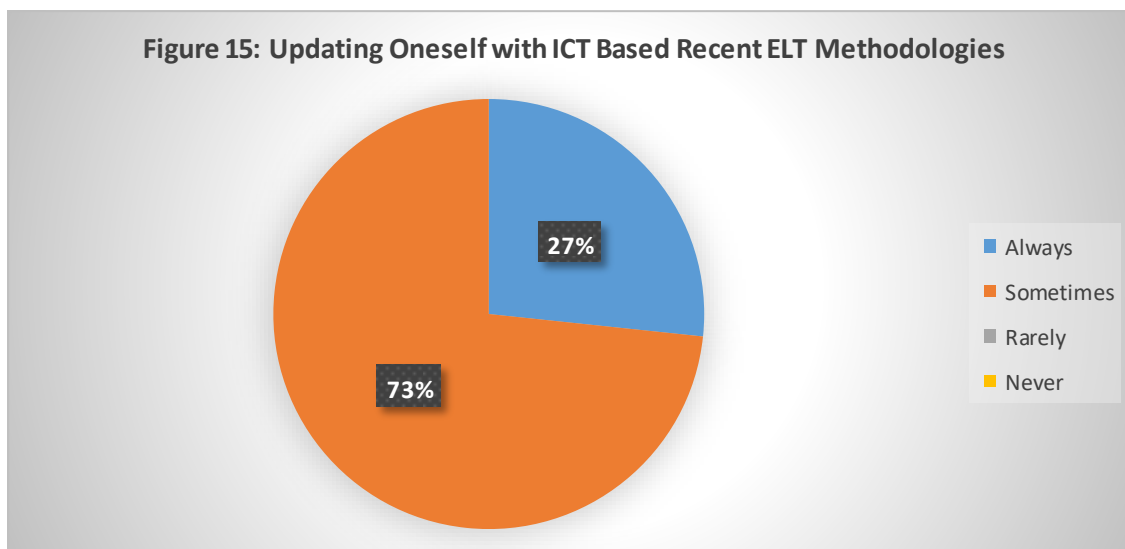
The responses of the teachers related to how often they participated in TPD trainings organized by public or private sectors, have been illustrated in the figure 16.



The above figure shows that a half of the teachers (50%) sometimes and more than one third of the teachers always participated in TPD trainings organized by public or private sectors. But only 10% of them never participated in such trainings. From this data it was found that the most of the teachers participated in TPD trainings organized by public or private sectors.

H. Updating Oneself with ICT Based Recent ELT Methodologies

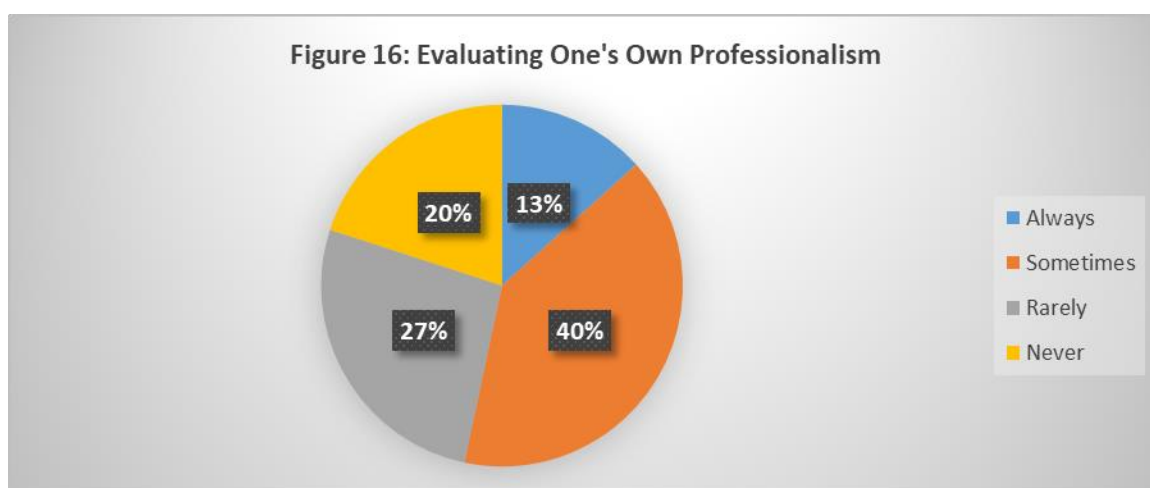
The responses of the teachers related to how often they updated oneself with ICT based recent ELT methodologies, have been illustrated in the given figure.



The above figure shows that a large number of the teachers (73%) sometimes and the remaining 27% of them always updated oneself with ICT based recent ELT methodologies. From this data it was found that the almost all the teachers updated oneself with ICT based recent ELT methodologies.

I. Evaluating One's Own Professionalism

The responses of the teachers related to how often they evaluated their own professionalism, have been illustrated in figure 16.

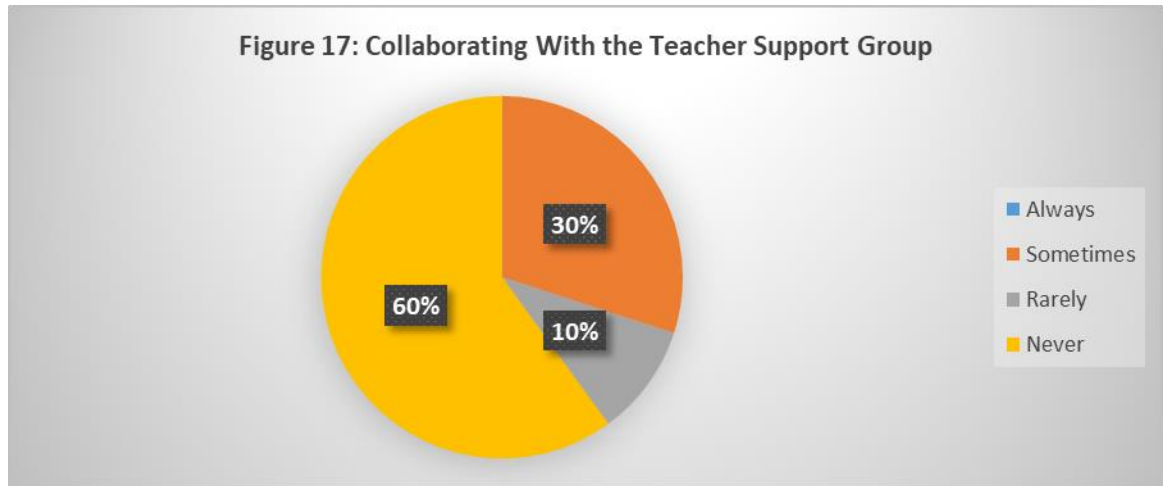


The above figure shows that the only 40% of the teachers sometimes and 13% of them always evaluated one's own professionalism. In contrast 27% of the teachers rarely and 20% never evaluated one's own professional activities. From this data it

was found that nearly a half of the teachers did not evaluate one's own professionalism.

J. Collaborating With the Teacher Support Group

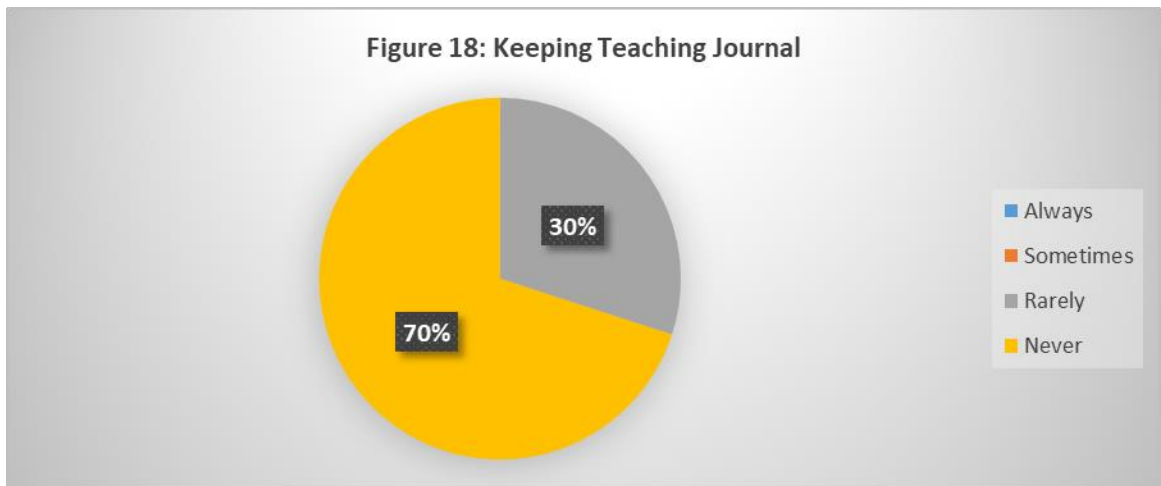
The responses of the teachers related to how often they collaborated with the teacher support group, have been illustrated in the figure below.



The above figure shows that a majority of the teachers (60%) never and 10% of them rarely collaborated with the teacher support group. But less than one third of the teachers (30%) only sometimes involved in such activity. From this data it was found that there was no usual practice of collaborating with the teacher support group.

K. Keeping Teaching Journal

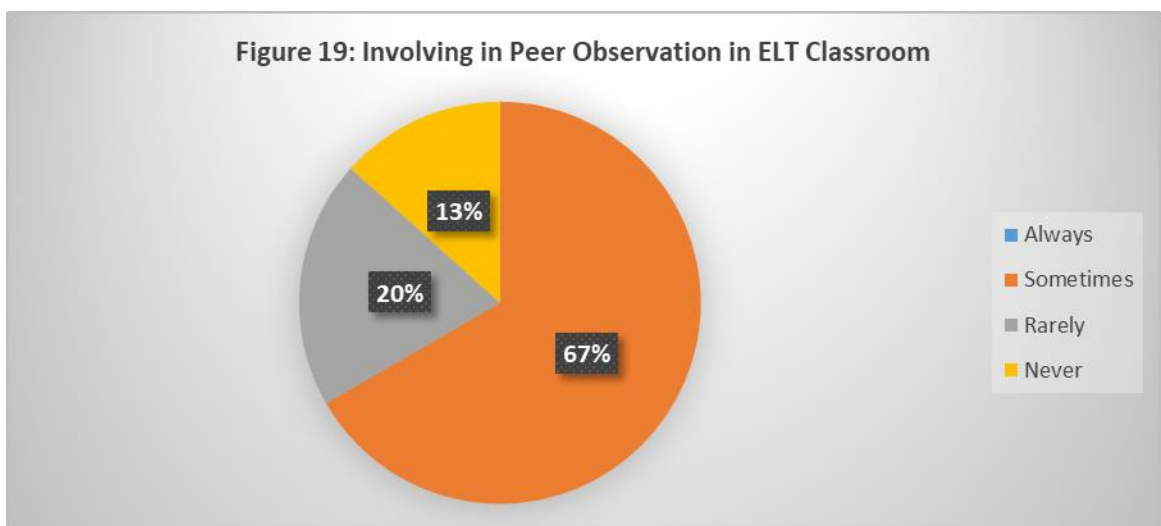
The responses of the teachers related to how often they kept teaching journal, have been illustrated in the figure below.



The above figure shows that the most of the teachers (70%) never and 30% rarely kept teaching journal for their professional development. From this data it was found that almost all the teachers did not have the trend of keeping teaching journal.

L. Involving in Peer Observation in ELT Classroom

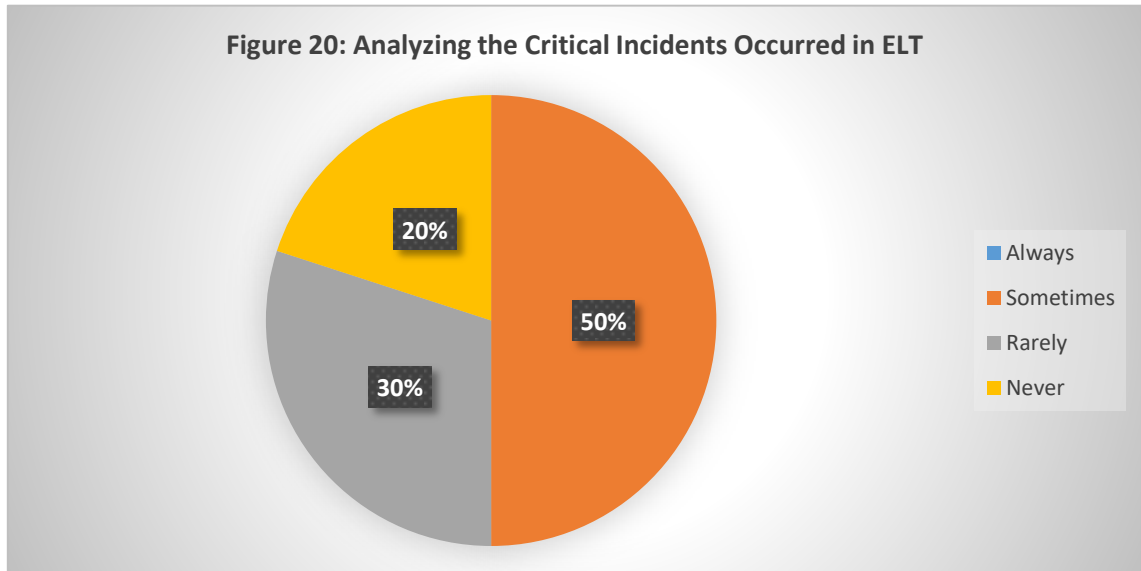
The responses of the teachers related to how often they involving in peer observation in ELT classroom, have been illustrated in the given figure.



The figure 19 shows that a majority of the teachers (67%) sometimes involved in peer observation in ELT classroom. However, 20% of them rarely and 13% never involved in peer observation. From this data it was found that a majority of the teachers only sometimes involved in peer observation in ELT classroom.

M. Analyzing the Critical Incidents Occurred in ELT

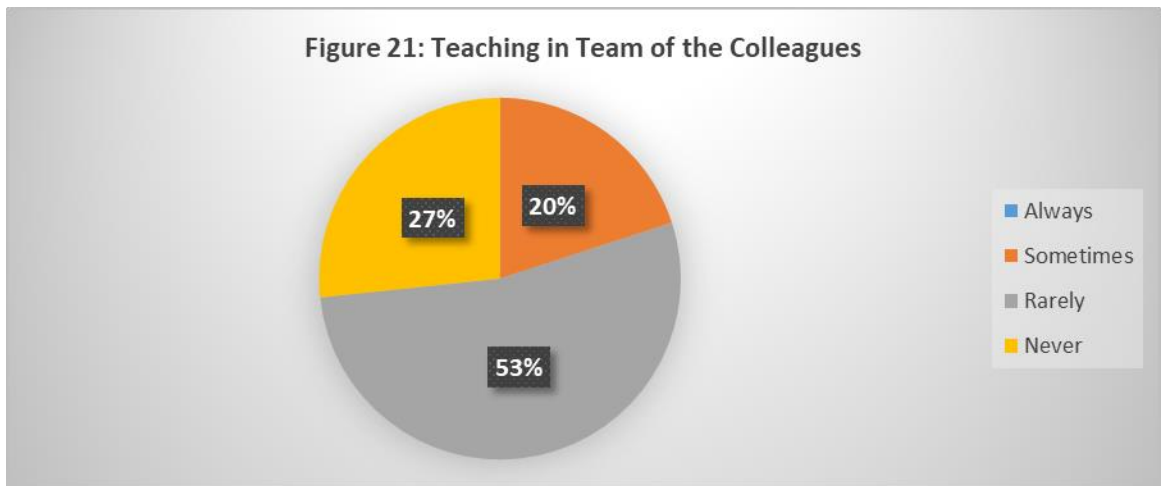
The teachers were asked to respond how often they analyzed the critical incidents occurred in ELT at Basic level. Their responses regarding it have been illustrated in the figure below.



The figure 20 shows that a half of the teachers (50%) sometimes analyzed the critical incidents occurred in ELT. On the other hand 30% teachers never and 20% of them rarely did such professional activity. From this data it was found that only a half of the teachers sometimes analyzed the critical incidents occurred in ELT.

N. Teaching in Team of the Colleagues

The teachers were asked to respond how often they taught in team of their colleagues. Their responses regarding it have been illustrated in figure 21.



The figure 21 shows that more than a half of the teachers (53%) rarely and 27% of them never taught in team of colleagues. But only 20% of them sometimes taught in colleagues' team. From this data it was found that the most of the teachers did not practice team teaching.

In order to make the research more convenient, I also asked the teachers three subjective questions related to the strategies of teachers' professional development. The responses provided by the teachers have been presented in the table below.

The teachers were asked, "In what ways are you supporting for your professional development? The responses provided by them to this question have been presented in the following points.

- Sharing ideas, experiences, knowledge and skills etc. among colleagues
- Sharing problems and co-operating to solve them
- Getting update with the new techniques and strategies of teaching
- Pedagogical discussion with colleagues
- Mentoring
- Participating in different workshops, seminars and trainings
- Carrying out research
- Peer teaching and observation
- Class observation from the seniors
- Self-monitoring

From the above list, it was found that the teachers were supporting their professional development in various ways. They mentioned a number of ways from sharing classroom problems and experiences to self-monitoring as the supporting tools to their professionalism.

The second subjective question asked to the teachers was “Describe the role of teacher support groups for teacher professional development. The responses provided by the teachers to this enquiry have been briefly summarized below.

- Teacher support group motivates the teachers for TPD.
- It gains new teaching ideas and skills in teachers.
- It helps to find common classroom based ELT problems and solve them.
- It helps to find out the weaknesses, get feedback and improve teaching skills.
- It motivates the teachers for using ICT in ELT classes.
- It provides opportunities for the teachers to share their teaching experiences.
- It helps to update and familiarize them with current teaching methodologies.
- It helps the teacher to evaluate himself/herself.

The teachers have stated a number of roles of teacher support group. They found it as a very important tool to enhance their professionalism. It plays the role of motivating the teachers, helping them to find out the common classroom problems and solving them, helping them to update with current teaching methodologies and to evaluate themselves.

Thirdly, the teachers were asked to respond, “Write any three strategies that you used frequently in the ELT classroom?” The responses provided by the teachers to this question have been briefly presented below.

- Interactive approach
- Inductive method for teaching grammar
- Group work and pair work
- Direct method
- Analyzing critical incidents
- Question answer method
- Brain storming

- Presenting as the model
- Project work and role play
- Language games
- Drill

On the basis of the above information, it was found that the teachers applied various strategies frequently in the ELT classroom. They applied a number of strategies in the classroom from Interactive approach to language games and drill.

The Issues and Challenges Faced by the Teachers in their Professional Development

The second major objective of the study was to find out the issues and challenges faced by the basic level English language teachers in their professional development. I constructed four subjective questions in order to draw the related information to this objective. The responses have been discussed under the following four sub-headings. They are:

- The challenges of transferring the learnt strategies into the classroom
- The issues and opportunities as ELT teacher at basic level
- The problems faced by the teachers in ELT classrooms
- The challenges due to lack of the knowledge of appropriate TPD strategies

The Challenges of Transferring the Learnt Strategies into the Classroom

The teachers were asked, “What challenges did you find while transferring the learnt strategies into the classroom?” They have mentioned a large number of challenges those they faced in transferring the learnt strategies into the classroom. The challenges which are based on their responses have been summarized in the given points:

- to deal with the students’ low proficiency in English
- to get support from the school administration
- to address the students from various socio-economic background
- to manage limited time to present the lessons firmly
- to create interconnection between theory and practice of ELT

- to balance the diversity of the classroom
- to get the required teaching learning materials
- to control the large classes
- to increase students' interest in learning English language
- to develop practical skills
- to get facilities and equipment to conduct various student-centered activities
- to tackle the old examination system
- to control the use of students' mother tongue
- To teach as the interest of the students
- to integrate the technology
- to involve the students in the group work and project work
- to operate ICT tools
- To teach creatively
- To address the variety of the levels of the learners.

It can be concluded that the teachers have been facing various challenges to transfer the learnt strategies into classroom. The teacher faced challenges were: to address the interests and level wise needs of the diversified classes, control the large classes and to operate the ICT tools.

The Issues and Opportunities as ELT Teacher at Basic Level

The teachers were asked, "In today's IT era what sorts of issues and opportunities do you face as ELT teacher a basic level for the student's betterment and enhancing for teachers professional development?" The teachers' responses to this question have been presented, analyzed and interpreted below. The issues related to the ELT teacher at basic level, which were mentioned by the teachers are as follows:

- Collecting and transferring the recent information in the classroom
- Conducting and joining in online classes
- Making ELT easier, funnier and effective
- Managing ICT devices and time in ELT classroom
- Lack of ICT access and skills

- Lack of trainings in the use of ICT in the classroom
- Poor base of the students
- ICT provides dynamic and proactive teaching and learning environment to the teachers
- Encourages the teachers to integrate the ICT in the classroom
- Update with the recent technologies through internet
- All the schools are not equipped with the ICT tools
- Easy to find out the information easily
- Teacher student interaction is encouraged
- No access of electricity in all schools
- Poor network
- Lack of language lab
- Use of ICT is expensive

The aforementioned information clearly shows that the teachers encountered the issues as well as opportunities as Basic level English teachers for the professional development. They stated a number of issues such as no access of electricity in all schools, poor network, lack of language lab, use of ICT is expensive. Similarly, the teachers not only encountered the issues but also had many opportunities to enhance their professionalism as English teachers. The opportunities were collecting and transferring the recent information in the classroom, conducting and joining in online classes, making ELT easier, funnier and effective, finding out the information easily and teacher student interaction is encouraged easily.

The Problems Faced by the Teachers for their TPD

The teachers were asked, “What sorts of problems do you face for your professional development?” The teachers’ responses to this question have been presented, analyzed and interpreted below.

- Lack of access of ICT
- Lack of practical knowledge of ELT
- Lack of time to think about the professionalism
- Lack of self-awareness of professional development

- Teacher support groups are not formed
- Class load and checking homework in large classes
- Lack of refreshment training
- Lack of support and encouragement from the school administration
- Lack of knowledge of using local resources
- Linguistically heterogeneous classes
- Always worries about the final exam
- Lack of the skill of carrying out action research and keeping teaching portfolios
- First language influence
- All the teachers are not interested in sharing their problems in common
- Focus on theory than practical skills

The teachers have been facing many problems in their professional development. On basis of the above information mentioned by the teachers it was found that the teachers have faced the problems such as lack of access of ICT, lack of practical knowledge, lack of time to think about their professionalism, lack of refreshment training and lack of knowledge using local resources in their professional development.

The Issues Faced Due to the Lack of Appropriate TPD Strategy

The teachers were asked to list any three issues those they faced due to the lack of appropriate teacher professional development. The teachers' responses to this question have been presented, analyzed and interpreted below.

- Impractical and mechanical teaching
- Utilize the ICT for updating own self
- Make the ELT class effective
- Carry out the action research
- Keep the teaching portfolios
- Manage the local teaching resources
- Create the English environment
- Develop professional career

- Develop the creative learning skills in the learners
- Develop the confident in ELT
- Update with the new teaching trends and methods
- Address the students' diverse needs
- Develop teaching plans and materials
- Create English environment in the classroom
- Increase the students' active participation in the class work
- Manage the large classes
- Apply appropriate teaching aids in context

The teachers have stated a number of issues which they have noticed because of the lack of knowledge of appropriate strategy of TPD. It can be concluded that they noticed the issues like impractical and mechanical teaching to manage the large classes along with developing confident in ELT, professional career and creative learning skills.

In order to retrieve further information related to the difficulties and challenges for teacher professional development I asked the participant of the interview to respond what issues they noticed in their professional development. The teachers stated different issues those they realized in their professional development. One of the basic level teacher states that he has faced the issue of finding the materials in internet for his professional development. Similarly, the next teacher states, 'I could not manage time for my professional development because I am busy in my household works after and before my school hour'. The third teacher views, 'I do not have the sufficient knowledge about how to enhance my professionalism except I rarely attend in the TPD trainings.

In conclusion, it was found that there were many challenges, issues and problems which the teachers have been facing in their professional development. The main issues, challenges and problems they have noticed were lack of access and knowledge of ICT, managing large classes, managing time for professionalism, lack of knowledge of strategies of TPD, lack of support from school administration, lack of the culture of discussing about professionalism among the co-workers and lack of the knowledge of finding the helpful sites for TPD.

Chapter V

Conclusions and Implications

This chapter deals with findings, conclusion and recommendations of the study.

Findings

On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized below in two sections.

A. The Findings Related to Strategies used by Basic Level English Teachers for their Professional Development

The findings under this heading were presented as follows:

- It was found that the most of the teachers only sometimes discussed about professionalism with colleagues.
- It was found that a majority of the teachers did not record the encountered professional issues.
- It was found that the most of the teachers (87%) participated in workshops and video conferences to enhance their professionalism.
- It was found that there was trend of consulting with seniors to enhance professionalism.
- It was found that the most of the teachers did not keep teaching portfolios.
- It was found that the most of the teachers carried out an action research.
- It was found that the most of the teachers participated in TPD trainings organized by public or private sectors.
- It was found that the each teacher updated oneself with ICT based recent ELT methodologies.
- It was found that nearly a half of the teachers did not evaluate one's own professionalism.
- It was found that there was no usual practice of collaboration in the teacher support group.

- It was found that almost all the teachers did not have the trend of keeping teaching journal.
- It was found that a majority of the teachers only sometimes involved in peer observation in ELT classroom.
- It was found that only a half of the teachers sometimes analyzed the critical incidents occurred in ELT.
- It was found that the most of the teachers did not practise team teaching.
- It was found that the teachers were applying a number of ways from sharing classroom problems and experiences to self-monitoring as the supporting tools to their professionalism.
- It was found that the teacher support group played the role of motivating the teachers, helping them to find out the common classroom problems and solving them, helping them to update with current teaching methodologies and to evaluate themselves.
- It was found that the teachers applied various strategies frequently in the ELT classroom from interactive approach to language games and drill.

B. The Findings Related to the Issues and Challenges Faced by the Teachers in their Professional Development

Findings related to the second objectives are presented below:

- It was found that the teachers faced various challenges to transfer the learnt strategies into classroom; such challenges were: to address the interests and level wise needs of the diversified classes, control the large classes and to operate the ICT tools.
- It was found that they experienced a number of issues such as no access of electricity in all schools, poor network, lack of language lab, use of ICT is expensive.
- It was found that the opportunities the teachers noticed were collecting and transferring the recent information in the classroom, conducting and joining in online classes, making ELT easier, funnier and effective, finding out the information easily and teacher student interaction is encouraged easily.

- It was found that the teachers have faced the problems such as lack of access of ICT, lack of practical knowledge, lack of time to think about their professionalism, lack of refreshment training and lack of knowledge using local resources in their professional development.
- It can be concluded that they noticed the issues like impractical and mechanical teaching to manage the large classes along with developing confident in ELT, professional career and creative learning skills because of the lack of knowledge of the appropriate strategy of TPD.
- The main issues, challenges and problems they have noticed were lack of access and knowledge of ICT, managing large classes, managing time for professionalism, lack of knowledge of strategies of TPD, lack of support from school administration, lack of the culture of discussing about professionalism among the co-workers and lack of the knowledge of finding the helpful sites for TPD.

Conclusion

This study aims to find out the strategies used by the basic level English teachers for their professional development and identifying the issues, challenges and problems faced by them in such professional career. The first research question was basically concerned with the strategies adopted by the basic level English teachers for their professional development. The teachers have mentioned several such strategies and activities. The most of the teachers only sometimes discussed about professionalism with colleagues, they did not record the encountered professional issues but they participated in workshops and video conferences to enhance their professionalism. Most of the teachers carried out an action research but they did not keep teaching portfolios, evaluate one's own professionalism, keep teaching journal and involve in team teaching. Generally, the teachers were applying a number of ways from sharing classroom problems and experiences to self-monitoring as the supporting tools to their professionalism.

The second research question was concerned with the teachers' perceived issues, challenges and problems in their professional development. They faced various challenges to transfer the learnt strategies into classroom; such challenges were: to

address the interests and level wise needs of the diversified classes, control the large classes and to operate the ICT tools. Similarly, they experienced a number of issues such as no access of electricity in all schools, poor network, lack of language lab, use of ICT is expensive. The problems faced by them were lack of access of ICT, practical knowledge, time to think about their professionalism, refreshment training, and knowledge using local resources in their professional development.

Recommendations

The recommendations of the findings have been presented under the sub-headings: recommendations in policy related, practice related and further research related.

Policy Related

The following recommendations have been made on the basis of the above mentioned findings of the study to the policy related:

- The teachers' professionalism should be taken as one of the most important aspect of educational system.
- The university should design courses of the department of education focusing on professional career of the students after completing their degree.
- NCED should design and formulate the training programs to enhance the basic level English teachers' professionalism.
- The concerning departments and organizations like Education and Human Resource Development Centre, Department of English Education of different universities, Education Training Centers etc. should organize physical or virtual workshops, seminars and trainings to make the teachers familiar with the different strategies of professional development.
- The policy should include rewarding the well professional teacher around the country periodically.
- The language curriculum should encourage the teachers for their professional career.
- ICT friendly school policy should be expanded around the country.

Practice Related

The following recommendations have been suggested for the practice related on the basis of findings and conclusion of the study:

- The school should create language labs and provide proper environment to the teachers for their professional development.
- The suitable time should be provided by the school administration for the teachers to exercise the professional activities.
- The large classes should be divided into sections.
- The teachers should update themselves with the recent ELT methodologies and professional practices.
- The school should facilitate ICT equipment to the teachers.
- The teachers should develop their theoretical knowledge as well as practical or operational skills of ICT.
- The different concerning departments and authorities should organize workshops, seminars and trainings to the teachers for providing platform to share their experiences and issues of professionalism.
- The virtual teacher support groups such as messenger groups, face book groups, face book pages should be created.
- Different Levels of government authorities, school supervisors, school management committee, parents teachers committee members and head teachers should be fully and practically supportive to the teachers for professional development.
- The school should establish the trend of rewarding the well performed teachers occasionally.
- The teachers should trained regarding carrying out action research, keeping teaching journals and portfolios.
- The local level government can organize interaction programs regarding teacher professional development.

Further Research Related

The following recommendations have been suggested for the further research related on the basis of findings and conclusion of the study:

- The researchers who are interested in this study area can study on policy of MOE, CEHRD and CDC about teacher development courses.
- The researchers can study on the role of action research for teacher professional development.
- The researchers can study on the role of keeping teaching journal and teaching portfolios for professionalism.
- The researchers can study about the problems and difficulties faced by teachers in carrying out action research.
- The researchers can carry out a comparative study in effectiveness of developing professionalism by keeping teaching journal and self-monitoring.
- They can study on comparison of the basic level teachers' professional activities with the secondary level teachers.
- They can study on use of ICT for professional development.

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Appendix-I
Participant Consent Form

Department of English Education
Tribhuvan University

Strategies Used by Basic Level English Teachers for Their Professional Development.

- I read the participant information statement.
- I agree to participate in this study that I understand it will be submitted in partial fulfillment of the requirement for the master's degree of education at Tribhuvan University.
- I understand that my participation is voluntary.
- I understand that all the collected data will be limited to this use or other research- related usage as authorized by Tribhuvan University.
- I understand that I will not be identified by name in the final product.
- I am aware that all records will be kept confidential in the secure possession of the researcher
- I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
- I understand that the data I will provide are not be used to evaluate my performance as a teacher in any way.

Name of Participant:

Signature:

Researcher.....

Supervisor.....

Date.....

Teacher's Name :

Address :

School :

Qualification :

Teaching Experience :

Teaching Level :

Questionnaire Set A (I)

Tick (√) to the alternative that best indicates your response.

1. Workshops are short term learning activities to the teachers in adding new knowledge, skills and ideas to the existing body of knowledge.
a) Strongly agree b) Agree
c) Neutral d) Disagree
2. Self- monitoring or self- observation embodies a systematic approach to the observation, evaluation and management of one's own behavior in order to a better understanding and control over the behavior.
a) Strongly agree b) Agree
c) Neutral d) Disagree
3. Keeping a teaching journal is not only for teachers but it is also useful for other teachers, supervisor, observer and mentors.
a) Strongly agree b) Agree
c) Neutral d) Disagree
4. Teaching portfolio is not only an opportunity for teachers to review his/her portfolio but it supports decision for the future improvement.
a) Strongly agree b) Agree
c) Neutral d) Disagree
5. Action research is a strategy to identify and investigates problems within a specific situation and it enhances the teacher's capacity for solving problems related to teaching learning activities.
a) Strongly agree b) Agree
c) Neutral d) Disagree
6. Teacher supports group is a series of discussions, reports on reading and presentations, through which the members of that group share their knowledge and experiences, learn new information and apply and test new skills.
a) Strongly agree b) Agree
c) Neutral d) Disagree

Set A (II)

Please indicate how often you apply the following strategies and activities for your professional development:

1. How often do you discuss with your colleagues?
a. Always b. sometimes c. rarely d. never
2. How often do you record the encountered issues of professional development?
a. Always b. sometimes c. rarely d. never
3. How often do you participate in workshops and video conferences?
a. Always b. sometimes c. rarely d. never
4. How often do you consult your seniors to enhance your professionalism?
a. Always b. sometimes c. rarely d. never
5. How often do you keep teaching portfolios?
a. Always b. sometimes c. rarely d. never
6. How often do you carry out an action research in ELT classroom issues?
a. Always b. sometimes c. rarely d. never
7. How often do you participate in TPD trainings organized by public or private sectors?
a. Always b. sometimes c. rarely d. never
8. How often do you update with ICT based recent ELT methodologies?
a. Always b. sometimes c. rarely d. never
9. How often do you evaluate your own professionalism?
a. Always b. sometimes c. rarely d. never
10. How often do you collaborate with the teacher support group?
a. Always b. sometimes c. rarely d. never
11. How often do you keep teaching journal?
a. Always b. sometimes c. rarely d. never
12. How often do you involve in peer observation?
a. Always b. sometimes c. rarely d. never
13. How often do you analyze critical incidents?
a. Always b. sometimes c. rarely d. never
14. How often do you teach in team?
a. Always b. sometimes c. rarely d. never

Set- B

1. What challenges did you find while transferring the learnt strategies into the classroom?

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.....
.....

2. In what ways are you supporting for the professional development of your teachers?

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.....
.....

3. In today's IT era, what sorts of issues and opportunities do you face as ELT teacher at basic level for the student's betterment and enhancing for teachers professional development?

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

4. What sorts of problems do you face in ELT classrooms for professional development?

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

5. Describe the role of teacher support groups for teacher professional development.

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

6. Write any three strategies that you used frequently in the ELT classroom?

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

7. List any three issues that you had faced due to lack of appropriate teacher professional development strategy.

.....

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Appendix-II
Interview Questions

1. What is teacher professional development?
2. What are the strategies of teacher professional development?
3. What are the strategies that you used for your professional development?
4. What are the major issues that you faced while using those strategies?
5. In your opinion which one is the best strategy of professional development?
Why?

Transcribed Data of Teacher 'A' from Government School

1. What is teacher professional development?

He answered to me it refers the growth and development of teachers' in their professional roles so that they can perform at their best. He further said that it is an ongoing and comprehensive process which starts with the pre-service, education, training etc and ends in the retirement. So, it is period of pre-service education to retirement.

2. What are the strategies of teacher professional development?

He said that there are various strategies of teacher professional development like: action research, workshops, seminars, peer teaching, team teaching, case study and peer observation.

3. What are the strategies that you used for your professional development?

In the replied of that question he said that practiced strategies are not sufficient for English language teachers' professional development. Because, due to the time, need & interest of students, teachers should follow new teaching methods & techniques. In this way he used following strategies for his professional development.

4. What are the major issues that you faced while using those strategies?

He stated that there are various issues while using or applying strategies of teachers' professional development: They are:

- Lack of knowledge & skills.
- Poor students' background.
- Lack of teacher supports.
- Lack of proper rules & laws.

5. In your opinion which one is the best strategy of professional development?

He said that there are various strategies of teacher professional development. In the field of professional development workshops, seminars, peer teaching, peer observation, team supports, team teaching. I asked another question which one is the best strategy of teacher professional development. I added another question how action research is best strategy for teacher professional development. Then he tried to clarify my query. When a teacher's improve themselves then teacher can make better career in the future and action research is best strategy of teachers' professional development. Without classroom & students action research cannot find out classroom problems, interest & need of students. He further said that action research provides chance to the teachers for understanding the real problems of students while teaching activities are going on. And, it is the best way to solve those problems which are appeared inside the classroom. In this way action research is best way to teacher's professional development.