

# CHAPTER –ONE

## INTRODUCTION

### 1.1. General Background

To talk in general, development is a dynamic process of positive changes that improve the standard of people. Development refers to the progressive tasks which bring the acceptable positive outcomes done for welfare purpose. Development in the field of teaching is perceived as a phenomenon to make change in the related field as demanded by the situation, subjects, related persons and time. It is a natural process in teaching as well. The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is a complex activity which requires a sound knowledge as how to handle the children, teaching strategies curriculum rules and regulations, the availability of materials, the way of handling them. It requires the investment of a great amount of social, intellectual and emotional energy on the part of teacher. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. So, it is said that classrooms are not only places where students learn they are also places where teachers can learn.

According to Head and Taylor (1997) "Development is related to growth personally and professionally (p.1). Similarly Richards and Farrell (2005) state that development generally refers to general growth not focused on a specific job (p.4). All types of professionals require change and growth once they start their profession and continue until their professional retirement and until their deathbed. Hence, it implies that in professional field development is needed from pre-recruitment to post retirement (pre-R to Post - R).

Teacher development is a process of becoming the best teacher one can be. It is a process of learning and becoming better at what they are doing. Here, development involves the teacher in a process of reflecting an experience, exploring the opinions for change deciding what can be achieved through personal, effort, and setting appropriate goals. It is based on appositive belief in the personality of change. Development is not only a way forward for experienced teachers who believe that they have unfulfilled potential and who want to go on learning. If it's attitudes and beliefs can begin in pre-service that wing, where trainees can be encouraged to learn from 'their own, developing awareness and reflection alongside feedback from tutors and follow trainees then it can continue as a base for career long learning (Head and Taylor, 1997, p.18).

Teachers are generally motivated to continue their professional development once they begin their careers. (Richards & Farell, p.2). According to Wright (1998) "Teaching can be seen as a mediating between language and the learner within the formal conflict of the classroom." (as cited in Richards & Nunan, 1990, p.82). Teaching is widely understood as an out of deliberating the knowledge skills, attitudes to the learners with the aim of bringing positive change in them. Hansen (1990) conceives teachers' work as a calling a moral and personal commitment that have to do with cultivating students' mind and spirits.

Nieto et al. (2002) view that love is at the premium in the task of teaching..... love of learning of students, of the process of being fully human. Teaching is about one because as its best teaching depends upon close and special relationships between students and teachers. It is in a word, a vocation based on love (as cited in Day, 2004, p.17-18).

Zeichner et.al argue that teachers develop their beliefs and practice in terms of the relative match between a school's ethos and their own personal theories (as cited in Roberts, p.39).

Professional development is an ongoing, self-directed and autonomous effort of teacher to acquire new knowledge and skills and continually improve them after initial training in their career. In their professional development, the teacher plays an active role. It is self development that is the centre" (Mann, 2005, as cited in Spooni, 2007, p.26). Professional development is a process that takes place over time starts and ends with formal training or graduate education (Richards and Farrell, 2005, p.3) Although as lot of teachers think that their professional education is over when graduate (Bolitho, cited in Head and Tylor, 1997), a great number of them seem to agree Underhill's view that teachers can learn to the extent that they are learning themselves (as cited in Sproni, 2007, p.57).

Beyond the classroom, there are contextual matters that impinge on practice in significant ways that new teachers need to know. The broader ecology of education includes essential legal matters such as have a working knowledge and understanding of teacher's legal liabilities and responsibilities of and understand professional responsibilities in relation to school policies and practices, including pastoral care and personal development, safety matters etc. (as cited in Tickle, 2000, adopted from TTA 1997, 1999a.).

Teachers are generally motivated to continue their professional development. Not all the knowledge that they bring to their teaching has been learnt in formal teaching. Language may rely on a number of learning strategies like study groups, self monitoring, dialogue journals, peer observation, teaching portfolios, case studying, seminars, analyzing critical incidents, action research, team teaching, conferences which assist them in their professional development.

### **1.1.1 Teacher Development in Nepal**

The history of teacher education in Nepal can be traced back to the establishment of Basic Education Teacher Training Centre in Kathmandu in 1948 with a view to train primary school teacher. However, the centre had to discontinue its functions after the recommendation of the Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of the College of Education in 1956 to provide two year and four year teacher education programs to the prospective lower secondary level teachers of Nepal. Concurrently, Mobile Normal Schools ran a ten month teacher training programs for primary school teachers. Those schools were later converted into Primary school teacher's training centers (PSTTC) in 1963. Teacher educators for running these centers and the College of Education were trained either in the USA or the Philippines (Awasthi,2003 ,p.191)

The National Education System Plan (NESP 1971-1976) brought a new impetus in teacher education making teacher training mandatory to obtain tenure in schools. This policy created a favorable environment for the expansion of teacher training institutions throughout the country. All these institutions such as the College of Education, National Vocational Trainings Centre, Primary school teacher training centre came under the single umbrella of the Institute of Education (IOE) under Tribhuvan University (TU). This institute was solely entrusted to conduct both pre-service teacher education, training including the very short term packages. During this period, IOE conducted fifteen varieties of training programs through its regular campuses and on the spot program. In service programs for short term and long terms sponsored by the Ministry of Education and sports (MOES) helped IOE in its quantitative expansion. The popular programs apart from the regular degree oriented teacher education programs conducted during this period taking into account the topographical and social structure of the country were women teacher training,

remote area teacher training programs, teacher training through distance learning and vocational teacher training programs. (Awasthi pp.191-192)

Human Resource Development in Teacher Education: During the NESP period a one year M.ED. programs for M.A and M.Sc. degree holders was initiated for teacher educators. Unfortunately, the program could not be sustained for more than a year the beginning year only. However, a two year M.ED. programs, for in-service teachers, was launched for under qualified trainers working in IOE.

In-service Teacher Training: In-service teacher training programs are conducted by the National Centre for Educational Development (NCED) and the Secondary Education Development Centre (SEDE) (Awasthi, pp.194-195)

Pre-service Teacher Educational Training: Pre-service Teacher Education as per the recommendation of the Royal Commission on Higher Education is conducted by faculties and schools of different universities and HSEB affiliated schools. (Awasthi, p.197)

### **1.1.2 Teaching as a Profession**

Oxford Advanced Learner's Dictionary defines profession' as "a type of job that needs special training or skill, especially one that needs a high level of education."

In normal usage a 'professional' is someone in a no manual occupation who is highly trained, skilled and self disciplined. In this sense, there are many professional language teachers. However, a more rigorous definition applies sticker oriented self-regulation, the legal right to govern their daily work affairs' (Lortie, 75:22), high social status, restricted entry, and a homogenous consensual knowledge base (Roberts, 1998, p.38).

There have been debates over the years and throughout the nations as to whether teachers are professionals as opposed to mere 'workers' and whether teaching is a

profession and not just an occupation (Hoyle 1995, as cited in Villages Reimers 2003, p.35). Villages- Reimers (2003) mentions: "fortunately, the tendency over the last few years has been to begin to accept teaching as a professional, and, consequently, the transformations from teacher training to teacher professional development"(p.36).Khaniya(2006,p.7)states -"Teachers, professors, doctors, engineers, lawyers, etc. are regarded as professionals" According to him, professional is s/he who perform tasks involving not only skills but also expertise and teacher as a professional, is necessarily responsible to bring about change in the way the student does things a performs tasks after s/he receives instruction.

"Teacher Development is the profession f becoming the best kind of teacher that I personally can be"(Underhill 1986, as cited in Head & Taylor, 1997, p.1). Teachers' professional development is a lifelong process in which teachers keep themselves engaged in learning and expanding their expertise. Villages- Reimers (2003)made an international review of the literature of teachers' professional development. Introducing professional development, she says that "In a broad sense, it refers to the development of a person in his or her professional role" (p.11).

"Teachers are the major elements of the entire education system those are placed at the heart of education system (Dewey 1916, Dean 1992) pack and unpack the curriculum (Hamilton, 1997) and thus they have to be more professional in their business" (as cited in Poudel, 2006). Broke and Putram (1995) says, "Professional development plays an important role in changing teachers' teaching methods, and these changes have a positive impact on students' learning." Most of the people agree that professionalization of teachers is essential for upliftment of the entire education system. Thus, in a profession, we have a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public good it brings, but

which is not simply engaged in for profit, because it also carries a sense of public service and personal dedication (as cited in Wallace, 1991, p.2).

### **1.1.3 Importance of Teachers' Professional Development**

With the explosion in language teaching there has been an increased demand for language teachers and the consequent need to train these teachers. Thus, many of us who started our careers as language teachers, or in some way responsible for the professional development of language teachers. (Wallace, 1991, p.2).

In analyzing the nature of help in the process of teacher development, it is valuable to bear in mind what the long-term aims of this development might be. Essentially, the process is one that should foster the growth of independent teachers capable of making independent decisions (Wajnrub, 1992, p. 12). In the consideration of short and long-term goals of professional development, Prabhu's concepts of 'equipping' and 'enabling' (1987 a) may be pertinent. 'Equipping' is concerned with providing the teacher with the skills and knowledge wedded for immediate use; enabling is concerned with developing the teacher's ability to meet and respond to future professional demands. (Wajnryb, 1992, pp. 12-13).

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of students. This means the educators must pay attention to the results of professional development on job performance, organizational effectiveness and the success of all students (Sparks, 1991, as cited in Sultana, 2004, p.12). In service education and training (INSET)- intended to stimulate the professional competence and development of teachers (Kenney, 1995) improve classroom teaching practices and/or implement educational innovations decided upon at governmental level (as cited in Roberts 1998; Pennington, 1990), and provide teachers with continuous education throughout their learning career (Sprinthall, 1996). Similarly, Richards and Farrell (2005) put their view as:

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

Similarly, Ur (1996) focuses on teachers' active role for the professional development of his/her own and Ur (2006) says that a teacher should be advanced in professional expertise and knowledge throughout his/her career and such advances do not depend on formal course or external input. Teacher development as learning by teacher needs to take into account the existing knowledge, experience as, opinions and values of the teacher. This will include their prior knowledge of teaching and learning, and the nature and status of knowledge. (Bell & Gilbert 1996,p. 58, as cited in Roberts, 1997).

English language teachers are professionals and they, therefore need a specific kind of knowledge, skills, and expertise for which they need training according to their needs. Putting it another way, they cannot be English language teaching professionals without English language training. To be successful, professional development must focus on the context that teachers teach and the methods they use to teach that content and it must be sufficiently sustained and linked to daily classroom practice to effort students' learning (Gueskey, 2002 as cited in Soproni, 2007, p.37).

#### **1.1.4 Teacher Training (TT) and Teacher Development (TD)**

Teacher training (TT) and teacher development (TD) both are used sometimes simultaneously in teacher's professional development. Training is done to fulfill some specific purposes while development is a continuous process of growing, not focused on a specific job. The distinction between them can be shown as follows:



**Table No: 1**

<b>Teacher Training (TT)</b>	<b>Teacher Development (TD)</b>
- compulsory	- voluntary
- competency, based	- holistic
- short term	- long term
- one- off	- on going
- temporary	- continual
- external agenda	- internal agenda
- skill/technique oriented	- awareness based
- knowledge based	- angled towards personal growth& the development of attitudes, insights
- compulsory for entry to the profession	- non- compulsory
- top-down	- bottom-up
- product' certificate weighted	- process weighted
- means of getting job	- means for interesting the job
- done with experts	- done with peers

(Woodward, 1991, p. 1478, as cited in Head & Taylor, 1997)

The focus of teacher education is already being extended from a narrow based training model towards a broader approach in which developmental insights are learned alongside classroom teaching skills (Head & Taylor, p. 14, 15).

### **1.1.5 Characteristics of Teacher Development (TD)**

Development is a process that occur in different ways and forms. There may be different types of core characteristics of teacher development. Richard Rossner (1994) conducted an informal survey among EFL teachers asking them- "What do you Personally understand by the term "teacher development"? Their responses indicated the following characteristics at least they should be in teachers' mind.

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

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

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

(d) TD in most teachers' opinions, has to be 'bottom up' not dished out by managers according to their own view of what development teachers need. This doesn't mean to say that managers have no role in it ... Nor does it mean that managers should stop organizing in-service or other training courses. (Rossner, 1992, p.4).

### **1.1.6 Strategies Enhancing Professional Development**

Professional development is a multidimensional field where there is not only single way to follow. There may be a wide variety of methods procedures and options available are adopted by the teachers according to their convenience. Knowledge about language teaching and learning is in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.

A wide variety of methods and procedures are available for in-service teacher development. Richards and Farrell (2005, p.14) present following activities for teacher development.

**Table No.2**

**Activities for Teacher Development**

<b>Individual</b>	<b>One-to-one</b>	<b>Group-based</b>	<b>Institutional</b>
) Self-monitoring	) Peer coaching	) Case studies	) Workshops
) Journal	) Peer observation	) Action research	) Action research
) Critical incidents	) Critical friendships	) Journal writing	) Teacher support group
) Teaching portfolios	) Action research	) Teacher support group	
) Action research	• Critical incidents		
	•Team coaching		

Teachers can play an active role in their own professional development. It is the responsibility of schools and administrators to provide opportunities for continued professional education and to encourage teachers to participate in them which should be planned. It is said that successful teachers are those who continue to develop throughout their professional life; the completion of a preservice course and initial qualification are only the beginning. Bullough and Crow (1991) suggest "learning to be a teacher requires the development of professional self-concept, this is achieved through a reassessment of oneself and the context in which one works particularly the individual with which one interacts" (as cited in Sultana, 2004, p.38).

According to Richards & Farrell (2005). There are eleven different strategies that can be used to facilitate professional development in language teaching. They are listed as below:

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

**(a) Workshops:**

Richards and Farrell in his book, 'Professional development of language teachers: Strategies for teacher learning', describes workshop as follows:

A workshop is an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills. In a work-shop, participants are expected to learn something that they can later apply in the classroom and to get hands on experience with the topic, such as developing procedures for classroom observation or conducting action research (Richards and Farrell 2005, p. 23).

**(b) Self-Monitoring**

Various writers have talked about self monitoring in their books. Here are some of their views presented:

Certain cognitive psychologists (for instance, Hunt, 1971) focus on the importance of people deciding for themselves what to think or feel or do. We define ourselves by making our own decisions rather than by simply reacting to others. Motivation is highest when one can make one's own choices, whether they are in short-term or long-term contexts. (as cited in Brown 2007, p. 87)

Self-monitoring or self-observation refers to a systematic approach to the observation, evaluation, and management of one's own behavior in order to achieve a better understand and control over the behavior (Armstrong & Firth, 1984; Koziol & Burns, 1985) (as cited in Richards and Farrell 2005, p.34)

### **(C) Teacher-Support Groups**

Teacher-support group is defined as below:

A teacher- support group can be defined as two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on one's own; Typically, a support group will involve a group of teachers meeting to discuss goals, concerns, problems and experiences (Richards and Farrell 2005, p.51).Brown (2007, p. 505), regarding the importance of teacher-support groups writes:

Even if agendas are rather informal – empathetic support will readily be found even within informal agendas- it is important to have times when a staff of teachers gets together to cover a number of possible issues: student behavior problems, teaching tips, curricular issues and even difficulties with administrative bureaucracy. When teachers talk together, there is almost always a sense of solidarity and purpose, and ultimately a morale boost.

The task of teacher support group is to solve the problematic issues regarding the student, teachers' teaching techniques, curriculum and administration. The more focus is given here on the problem solving by teacher support groups.

#### **(d) Keeping a Teaching Journal**

As mentioned below, writers describe keeping a teaching journal in this way:

A teaching journal is 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. The journal may be used as a record of incidents, problems and insights that occurred during lessons; it may be an account of a class that the teacher would like to review or return to later; or it may be a source of information that can be shared with others (Richards and Farrell 2005, p.68). Richards and Renandya (2002, p.349) say "Journal keeping, being informal in nature, enables a student to get extensive writing practice. Some of its advantages are that (1) it can be enjoyable, since it gives the students free rein to write on any topic at the spur of the moment, and (2) it offers students the privacy, freedom, and safety to experiment and develop as a writer".

#### **(e) Peer Observation**

In the point of view of the following writers peer observation is:

Peer observation refers to a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding some aspect of teacher, learning or classroom interaction (Richards and Farrell 2005, p.85). Richards and Renandya (2002, p.228) give a way of peer observation as: "Peer evaluation may be carried out in one, two or all of three in main ways (the observer ring, shadowing and the reviewing of video- and audio tape recordings of discussions). The role of

the teacher in the discussion stage is to pass unobtrusively from group to group, forestalling possible breakdowns in communication caused by students having insufficient language to realize intended means”. He is of the opinion that peer evaluation should be carried out through different means and should be given chance to correct them. Due to the insufficient language to realize intended meanings, the breakdowns in communication occurs and that should be considered mostly by the teachers.

### **(f) Teaching Portfolios**

(Brown, 2007) and Richards and Farrell (2005) describe teaching

Portfolios as:

The creation of a professional portfolio is a second method of individual development that one can accomplish without the difficulty imposed by collaborative efforts (Brown, 2007, p. 506). Richards and Farrell (2005, p.98) defines teaching portfolio as “A teaching portfolio is a collection of documents and other items that provides information about different aspects of a teacher’s work. It serves to describe the document the teacher’s performance, to facilitate professional development, and to provide a basis for reflection and review.” He further says that “the purpose behind teaching portfolio is that it provides a demonstration of how a teacher approaches his or her work and present evidences of the teacher’s thinking, creativity, resourcefulness and effectiveness.”

### **(g) Analyzing Critical Incidents**

(Richards and Farrell 2005) have mentioned critical incidents in this way:

A critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning. Critical incident analysis in teaching involves the

documentation and analysis of teaching incidents in order to learn from them and improve practice (Richards and Farrell 2005, p.113).

#### **(h) Case Analysis**

Richards and Farrell in his book, 'Professional development of language teachers: Strategies for teacher learning', defines case analysis in the following way:

Case analysis in teacher education involves collecting information over time about a teaching situation and using that information to help better understand the situation and to derive principles from it (Richards and Farrell, 2005, p. 126). Richards and Farrell further write "In order to understand what a case is, consider the issue of classroom management and how we could learn more about the principles of good classroom management" (P. 126).

#### **(i) Peer Coaching**

Peer coaching is a procedure in which two teachers collaborate to help one or both teachers improve some aspect of their teaching. (Robbins,1991, p.1) (as cited in Richards and Farrell 2005, p.143). Kate Kinsella (194, p.35, as Cited in Brown 2007, p.503) defines and elaborates peer coaching as follows:

Peer coaching is a structured process by which trained faculty members voluntarily assist each other in enhancing their teaching within an atmosphere of collegial trust and candor, through: (1) development of individual instructional improvement goals and clear observation criteria; (2) reciprocal, focused, non-evaluative classroom observations; and (3) prompt constructive feedback on those observations.

Peer coaching is able to offer a personalized opportunity for growth. Both sides of the team benefit: the observer is called upon to carefully analyze



another's teaching and thereby sharpen his or her own meta-cognitive ability to reflect on the teaching process; the teacher being observed is nudged out of what might otherwise be some complacency into a heightened awareness of his or her own areas of strength and weakness.

### **(j) Team Teaching**

Richards and Farrell (2005) defines team teaching in the following way:

Team teaching (sometimes called pair teaching) is a process in which two or more teachers share the responsibility for teaching a class. The teachers share responsibility for planning the class or course, for teaching it, and for any follow-up work associated with the class such as evaluation and assessment (Richards and Farrell, 2005, p. 159).

### **(k) Action Research**

Different writers mention action research in the following way:

Action research is a transformative means of responding to the changing profiles of the classes and developing new teaching strategies and approaches to meet the students' heterogeneous needs. Putting in continuum of qualitative and quantitative approach to doing research, its methodology maximally inclined to qualitative approach. Burns (1999, p.13) defines action research "the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member." They further identify the three characteristics of action research; that it is carried out by practitioners (for our purpose, classroom teachers) rather than outside researcher; secondly, that it is collaborative; and thirdly, that it is aimed at changing things. (as cited in Nunan 1992, p.17). Similarly, Cohen and Manion(1985) offer a similar set of characteristics. They argue that the action research is first and foremost

situation, being concerned with the identification and solution of the problems in a specific context.

### **1.1.7 Case Study**

There are different research designs which can be used while conducting research. Among them case study is one of the approach to be used. Various writers have described the case study method in various ways:

In his book, "Research Methodology: A Step-By-Step Guide for Beginners" Ranjit Kumar has explained case study as an approach studying a social phenomenon through a thorough analysis of an individual case. The case may be a person, group, episode, process, community, society, or any other unit of social life. All data relevant to the case are gathered and organized in terms of the case. It provides an opportunity for the intensive analysis of many specific details often overlooked by other methods (Kumar, 2007, p. 113).

*Case studies focus on one instance or a few instances of a particular phenomenon with a view to providing an in-depth account of events, relationships, experiences or processes occurring in that particular instance. (Denscombe 1999: 32, as cited in Gautam, 2064, p. 118). A case study is an in-depth longitudinal study of a single instance in a natural environment. Nunan (1992; p.79) defines- "case study is the investigation of that single instance in the context in which it occurs, for him, it is a methodologically hybrid study in that it generally utilizes a range of methods for collecting and analyzing data rather than being restricted to a single procedure".*

## **1.2 Review of Related Literature**

Many research works have been carried out on professional development of teachers by different researchers, educationists and writers. Some research studies are reviewed below which are carried out within the country and abroad.

Tsui (2003,pp .267-268) conducted a research entitled "Understanding Expertise in Teaching: Case Studies of Second language teachers" in Hong Kong. Her studies of novice-expert teachers observed that expert teachers because period of time.

of their experience were able to perform much more efficiently than novice teachers. Similarly, in actual classroom teaching expert teachers were found to be much more efficient in handling classroom events, more selective and better able to improvise.

Sultana (2004) conducted research entitled "Need Assessment and Designing a Model of college Teachers in Pakistan", and found that professional training of college level teachers was considered necessary for their professional development in latest knowledge, teaching techniques, instrumental teaching, motivational technique, evaluation techniques and social and administrative skills and information technology.

Richards and Farrell (2005) explore and list the following eleven different procedures that can be used to facilitate teacher's professional development: workshops, self-monitoring, teacher support groups, journal writing, peer - observation, teaching portfolios, analysis of critical incidents, care analysis, peer coaching, team teaching and action research.

Soproni (2005) conducted research entitled "The Way Teachers of English Learn: Through the Eyes of Novice and Experienced Teachers", and found that professional development mostly comes from teachers' own teaching experience and the school context they work in.

Gnawali (2001) conducted a research entitled, Investigating Classroom Practices: A Proposal for teacher development for the secondary school teachers of English in Nepal: with one of the objectives to find out answers to "How do teachers develop?" He interviewed the eight teachers and teacher educators from different part of country. It was found out that teachers develop in their career and that happen due to several factors such as readings challenges responsibilities and exposure to different types of colleges.

Bhatta (2009) carried out a research on "Classroom observation and feedback for Teachers' Professional Development" with a main purpose to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. The finding showed a very few of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed.

Phuyal (2009) conducted a study entitled, "Practices of Reflective Teaching Used by primary Level English Teachers" with an objective to find out the practices of reflective teaching used by primary level English teachers. From the study she came to conclusion that majority of the primary level English language teachers are not aware of the advantage of reflective practices for their professional development though some of them responded that they use as a way to their professional development.

Although, various studies have been carried out in the field of ELT and a few on Teachers' Professional development, there is lack of research in the area of learning strategies enhancing English language teachers, especially in secondary level. I, as the researcher am very much interested in this area to carry out research. So, I selected a topic "Strategies enhancing Professional development of secondary level English teachers" as a case study. I hereby, believe that this research will search

those strategies to fulfill the targeted purpose and help to pave the path to them who are interested in it to go ahead.

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

The objectives of the study will be as follows:

- (a) to identify the strategies for professional development used by secondary level English language teachers.
- (b) to compare the situation of those schools' English language teachers.
- (c) to suggest some pedagogical implications.

### **1.4 Significance of the Study**

This study will be significant to the teachers who are interested and working in the field of English language teaching. It tries to indicate the strategies for enhancing professional development from the experience of English language teachers. So, it will be useful for the prospective teachers who want to undertake research in the area of teachers' professional development. This study is specifically focused on strategies for enhancing professional development of English language teachers. So, it will be beneficial for those willing to use different techniques to equip themselves with perfect professional knowledge and skills. Similarly, it will be helpful to the teachers, supervisors, subject experts and others who are interested to carry out further research in the field of teachers' professional development. This study will be equally beneficial for the teacher trainers and the teacher training institutions. All the persons who are directly or indirectly involved in the teaching profession will be benefitted from this study.

## **CHAPTER –TWO**

### **METHODOLOGY**

This chapter deals with the methodologies adopted during the case study. The following methodology was used while doing the case study.

#### **2.1 Sources of Data**

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

##### **2.1.1 Primary Sources of Data**

The primary sources of data for this study were the 6 secondary level English teachers who were teaching in the secondary schools of Rupandehi district selected purposively who were involved in teaching English at secondary level 3 from government-aided and 3 from private schools.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data were various books like Ur (1996), Richards and Farrell (2005), Brown (2007), Tsui, textbook of M.Ed., the various books, articles, reports, research studies, journals, dictionaries, website for the preparation of the interview questions.

#### **2.2 Population of the Study**

The selected population of this study were the 6 secondary level English language teachers of Rupandehi district, 3 from government and 3 from private schools.

### **2.3 Sampling Procedure**

The secondary level English teachers of Rupandehi district were my study population. I used purposive sampling procedure to select the schools. I selected 6 secondary schools from Rupandehi district in which 3 were government schools and 3 were private schools. Out of them I selected 2 teachers having (0-10) years below experience, 2 having (10-20) years experience and 2 having (20+) years above experience. So, I selected only one secondary level English language teacher from each school.

### **2.4 Tools of Data Collection**

As a tool of data collection, I used the following methodologies:

- Narratives (by the teacher themselves)
- Interview
- Class observation

The interview had contained both close as well as open-ended questions. Class observation was done for a months in the related schools.

### **2.5 Process of Data Collection**

To collect data, I followed the following procedure:

- (a) First of all, I went to the selected schools of Rupandehi district.
- (b) I got permission from the respected authority to consult the English language teachers
- (c) Then, I built rapport with the concerned teachers and explained them about the purpose of my study.
- (d) I asked the respected teacher to prepare their narratives including their demographic as well as professional details as prepared in my framework.

- (e) I collected the information about their personal life and professional life with the help of interview schedule.
- (f) After that, I collected the required information with the help of their narratives and interview schedule.
- (g) I was regularly in touch with the teachers for a month and observe their classes to prepare detail case studies.

## **2.6 Limitations of the Study**

This study had the following limitations:

- (a) This study was limited to the selected six secondary level English language teachers of Rupandehi district.
- (b) This study was limited to the strategies for professional development only.
- (c) The population was selected from the 6 schools of Rupandehi district 3 from the government and 3 from private schools.



## **CHAPTER-THREE**

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

This chapter deals with the analysis and interpretation of data collected from the primary sources. The primary sources for this study were the six English language teachers teaching in secondary level of Rupandehi district, who have below 10 years of experience, 10-20 years of experience and above 20 years of experience. For this two teachers were selected from each category. The main objective of the study was to find out the strategies used by secondary level English language teachers for enhancing their professional development. To meet the objective of the study, the narratives, interview and class observation tools were used. The narrative included the demographic and family status of them by themselves. In the same way, interview was taken with the help of both open and close-ended questions. Check list was used by observing the classroom teaching activities by the teachers. The data obtained from the cases were analyzed and interpreted in different headings and sub-headings. The analysis was done on the basis of three main headings of government and private secondary level English teachers as below:

- Case of Teachers from Government and Private Schools Having Below 10 Years of Experience
- Case of Teachers from Government and Private Schools Having 10-20 Years of Experience
- Case of Teachers from Government and Private Schools Having above 20 Years of Experience.

Along with the observation of the cases of teachers I analyzed their cases in the following way:

### **3.1 Description of the Teachers from Government-aided and Private Schools Having below 10 Years of Experience**

$T_A$  and  $T_B$  are the secondary level English teachers. They have below 10 years of teaching experience.  $T_A$  has 8 years of experience and  $T_B$  has 6 years of experience. They entered in teaching according to their interests and choice. Under the category below 10 years of experience I have selected them even if they have differences in experience. They have been enjoying their teaching after involving in it. They want to develop their professional skill and be a successful teacher and contribute in their field. The case was studied on the following sub- topics:

#### **3.1.1 Strategies Used for Professional Development (PD)**

This topic deals with different strategies used by teachers while teaching in the classrooms. It is found that the teachers having below 10 years of experience seem to be interestingly engaged in their teaching. They are active partners of teaching learning process i.e., they use student –centered techniques mostly. But in case of lesson planning,  $T_A$  is more regular than  $T_B$  . They are involved in solving problems aroused in their teaching with other subject teachers of their own school and English language teachers from other neighboring schools. According to  $T_A$  , they sometime visit each other's home or sometimes by contacting through phones, they talk about the common problems raised and seek the solutions for them. Same is the case about  $T_B$  in this regard. He consults other if he gets some problems. They have used student –centered techniques mostly than impressionistic methods and techniques.  $T_A$  focuses on discussion method, field study method and lecture method as well. In the same way,  $T_B$  focuses on pair teaching, inductive method, self-study method, group discussion method. They have been used related teaching materials along with the textbook.  $T_A$  uses newspapers, dictionaries, audio- cassettes and other

books from library. In the same way, T<sub>B</sub> also uses and focuses the students to consult library. They are highly interested in their teaching so that they are encouraged by their motives on this field. They have involved themselves in taking parts in workshops, peer observation, keeping diaries, case analysis, consulting with other teachers to maintain their teaching in appropriate way. T<sub>A</sub> has been participated in NELTA, Resource- Centered level training (TPD) and other seminars and trainings. T<sub>B</sub> on the other hand, also participated in NELTA, HSEB trainings and seminars as well. They both use ELT journals as their supporting material. They want to make regular review of their teaching activities so that they can correct their weakness.

### **3.1.2 Benefits Achieved from the Strategies Applied for PD**

T<sub>A</sub> and T<sub>B</sub> are the innovative teachers in their own. So, they have learnt different lessons from self-monitoring, self-experience, trainings, seminars, conferences etc. They both frequently participate in different types of seminars, workshops, trainings etc. T<sub>A</sub> has also appeared in Resource centre level (TPD) programs as he is from the government school. So, he gets more chance than T<sub>B</sub> who is from private or rather say Trust (Guthi School). Both of them are using ELT journals as their supporting materials and they are benefitted from this also. Both of them have learnt more from their own teaching experience. T<sub>B</sub> has not involved with parents about their students' study, but T<sub>A</sub> engages himself in this regard. He is more social and interactive. They also opine that to develop teaching profession and professional skills self - experience makes confident and gives idea to deal with the students and other subject teachers also. They have also learnt that to be the better professional in teaching, one has to adopt new techniques to motivate students towards learning activities.

Along with the activities held in schools or outward, workshops, trainings, seminars etc. their own efforts made them benefitted by learning strategies. They use teaching

journals, materials, other related supporting materials as well. The most striking achievement of below 10 years of experienced teacher is their own desire and learning interest.

### **3.1.3 Problems Faced by Teachers in Applying Strategies for PD**

The teachers from government and private schools having below 10 years of experience faced different types of problems. In case of T<sub>A</sub>, he felt interesting in the first class of his teaching. He felt easy and curious in his first class. He never felt bored with the children in teaching and he always consult with seniors. But along with these feelings, he has faced different challenges like bilingual and multilingual problems, students' weakness in English language because of less exposure, insufficient infrastructure etc. He says that his school doesn't help in solving the problems faced by teachers. So, he himself consults other subject teachers to solve his problems. In the same way, he says, theoretically, the learning strategies can help but in practice, contextual strategies should be evolved to make students learn English because he feels it is a interactional language. On the other hand, T<sub>B</sub> also felt interested in his first class. He felt easy and comfortable to teach English. He has no doubt that learning strategies help to enhance teachers' professional development. But he says that he does not feel any problem in his classroom teaching. But he says, if any problems occur, he consults with the related persons.

In the classroom teaching, T<sub>A</sub> seems somehow less skilled in classroom management. In the same way, all students do not pay equal attention. The classroom management and motivational part of T<sub>B</sub> seems normal. Selection of strategies and student participation is also not so good. In brief, the teachers having below 10 years of experience face problems. But in the case of government school teacher, he faced many problems rather than T<sub>B</sub> of private school. They faced problems like classroom management, well management of teaching learning activities, methods and materials, language problems etc.

## **3.2 Description of the Teachers from Government-aided and Private**

### **Schools Having 10-20 Years of Experience**

T<sub>C</sub> and Mr. T<sub>D</sub> are secondary level English language teachers. T<sub>C</sub> has 14 years of teaching experience and T<sub>D</sub> has 10 years of teaching experience. T<sub>C</sub> teaches in Shree Shivapur Higher secondary School which is government one and T<sub>D</sub> teaches in New Environment English Boarding Higher Secondary School. Both of them have been teaching by their choice of profession and want to develop their professional skills. T<sub>C</sub> involved in this profession as English was an international language, he saw more scope in this field. In the same way T<sub>D</sub>, involved due to his study, i.e. English as a major subject. They both have felt quite happy and excited in their first classes.

#### **3.2.1 Strategies Used for Professional Development (PD)**

The teachers having 10-20 years of experience felt themselves easy and happy to teach in their subject. They seemed eager to teach as well. T<sub>C</sub> and T<sub>D</sub> both have been teaching in secondary level English classes for years and using various strategies in course of teaching. They both think that ESL teachers need to know about various learning strategies. They have felt happiness, comfort and interesting in their teaching. According to, T<sub>C</sub> as a profession teaching is a praiseworthy job; in the same way, it is an academic field which is the higher in the rank than other jobs. T<sub>D</sub> opines that teaching is different from other jobs. They help the society as the building blocks of students to change the society. Furthermore it is an academic job as well.

Both of other are quite good at preparing lesson plan, their personality is very good. Knowledge over subject matter is very good of them. Classroom management of T<sub>C</sub> is normal where T<sub>D</sub> seems somehow strict in managing the classroom. T<sub>C</sub> bears good skill of creating motivation which T<sub>D</sub> seems normal in it. Presentation style of both teachers is well and teaching methods and appropriateness is also good. They

make well student participation in classroom teaching. Uses of strategies seem influential by both of them.

To conclude, both of the teachers use different strategies like self evaluation, teacher support group, peer observation, team teacher activities by using different student centered techniques.

### **3.2.2 Benefits Achieved From Strategies Applied for PD**

The teachers even though they are from government and private school, they have learnt many things from learning strategies. They have got much more learning from their teaching experience as well as they were able to use every type of learning strategies due to their entire teaching activities. They developed themselves as the changing agents of teaching learning process. This credit of their success goes to workshop, seminars, conferences, journals, peer teachings etc. In the same way their own activities of student centered teachings, uses of materials, well preparation of lesson plans and classroom etc.  $T_C$  and  $T_D$  both are highly interested in their teaching profession. So they like to participate of develop their professionals skills .Both of them consult ELT journals other related books, manuals on ELT if possible and benefitted from them as well. Both of them have the experience of learning from case analysis and of their own teaching experience as well.  $T_D$  much more consults with guardians of the students because in the private school it is a culture to do so. In this regard  $T_C$  is somehow slow because he follows the government school trend. But both of them are equally caring about the students regarding their problems and search solutions. They use their knowledge, skills and strategies to solve the problems arose around the students. They opine that teaching profession and professional skills make teacher enable to develop self-confident and self dependent.

So, as to analyze the 10-20 years experienced teachers we found to have been benefitted by learning strategies. They believed that different types of strategies and their own experiences more than confident and perfect in teaching. So they feel happiness in teaching.

### **3.2.3 Problems Faced by Teachers in Applying Strategies for PD**

The government and private schools teachers both having 10-20 years of experience also face the problems or some kind of challenges in course of their teaching.  $T_C$  teaching in government school, faces the problem in different level like level of students, in which he analyses that understanding level, more no. of students and the pronunciation problem are the problems he encounters with. In his opinion, most students have poor background for language learning. They can't understand the simple pattern and structure. He adds in government schools, students have great problems in understanding level. In the same way bilingual problem is another. He feels that Nepali students are not like of English speaking nature student. It is second language for them. While teaching he have to translate in Nepali or in mother language which one is the crucial problem faced by him. In the same way pronunciation problem is next he felt. He adds that the government schools' students have less listening power of English so that he faces problem in the same way. Next cause of problem he faced is more no. of students in a single class. In a class there are more than 75 students he is teaching, so he felt managerial problem in large classes.

In the case of  $T_D$ , there are different kinds of problems he is facing. The first one is student's problems which create him uneasiness in teaching in which he feels indiscipline's and crowded. The second problem he faced is schools' problem. Even if being a private school, the school is facing the problem of collecting the fee dues so it became unable to manage many things. In the same way the next problem he faced is the difficulty of creating the English spelling environment due to social

factors such as different social heritage, illiterate guardians and social ethnicity or different groups of students' background.

In fact the teachers from different schools viz. government and private, but the nature of problem they faced almost the same. This happened because of the community where the schools are situated.

### **3.3 Description of the Teachers from Government-aided and Private**

#### **Schools Having Above 20 Years of Experience:**

T<sub>E</sub> and Mr. T<sub>F</sub> are the secondary level English teachers who have above 20 years experience. T<sub>E</sub> teaches in government-aided school and T<sub>F</sub> teaches in private school. T<sub>E</sub> has 21 years teaching experience and T<sub>F</sub> has 30 years of teaching experience. Both of them have the quality of balanced and bold personality in teaching and managing their classrooms. They pay their total effort in making their teaching interesting, understanding and solving the problems. Their teaching has been effective to their students since they use different techniques. They use different strategies to make their class lively and interesting.

#### **3.3.1 Strategies Used for Professional Development (PD)**

T<sub>E</sub> and T<sub>F</sub> both are teaching English for more than 20 years. In this case T<sub>F</sub>, has much more experience than T<sub>E</sub> because he is teaching in secondary level more than 30 years. He also has managerial capacity because he not only taught but also got the opportunity to run the school on his own leadership for years. So, even if teaching in private boarding school, he has got equal opportunities to foster his teaching profession as T<sub>E</sub>. Both of them are self-confident and bold enough I their subject matter. They have participated on workshops, seminars, ELT programs etc. if possible and well-informed. Both of the teachers seemed enjoying in teaching by using student –centered teaching. They behave students as friends and cope them in the same manner. They both use the simple and normal language so that the students



can understand well. They are also aware of the psychology of the students while teaching and rest of teaching time. So they involved themselves to solve the students' problem outside the class as well. They both feel happy while doing so. The most effective source of their effective teaching is their self experience and self motivation. Inspiration towards English language takes them to the workshops, seminars, Teacher Support Group, ELT trainings as well which help them mostly in fostering their capacities.

T<sub>E</sub> uses workshops, peer observation, case analysis, team teaching, action research to encounter with the problems he faces. In this sense, these strategies helped him to enhance his teaching. He says these strategies provided new ideas and feedbacks. Another point he said is these strategies help them to remain up to date in the language teaching field. For T<sub>F</sub>, language teaching is an easy job because of his long experience upon this. So, updating his experiences, he also uses workshops, seminars, group works, team work etc. for enhancing his teaching. In this regards, he feels that these strategies certainly help him to foster his teaching. Both of the teachers equally participate in decision making process in their school, where they can share ideas, experiences, challenges etc. and the novice teachers can get chance to learn from them. In this prospect, T<sub>F</sub> has got more opportunities in decision making due to his position on leader of the school as a principal. They are always helpful and positive towards their profession which made them perfect in teaching. They opine that the major thing is their own experience in making their teaching life successful. So that, even if sometimes they use traditional teaching strategies, they can make their class lively and understanding.

### **3.3.2 Benefits Achieved from Strategies Applied for PD**

The teachers having more than 20 years of experience have certainly benefitted by different types of learning strategies. Not only that they have made themselves their own effort to make their teaching easy. They have got many practical solutions as

well. They developed peer teaching, peer observation and self monitoring power. They have been seemed able to manage problems in their own. They made themselves as devoted teachers spreading the knowledge and solving the problems. They used the knowledge from the strategies from workshops, seminars, conferences, teacher training programs for strengthening their performance. They mostly used the student-centered techniques which provided the path to make students active and curious towards teaching topic. The most important aspect of their learning is their own experience, self-motivation, self-evaluation and self-determination. But in course of time, they used different strategies in different situations and got ideas from them. In their opinion, they learnt various things in language teaching through experience than the educational programs. In their opinion, seminars, workshops, group works etc. should be conducted in schools to enhance the teaching profession in which they can get more chances to take part. For them, the recent development in the ELT made curious to know the new techniques like action research, task- based learning and student-centered learning process.

In short, the teachers having more than 20 years of experience are themselves the lessons or books to read. They are the judges to others and means to get the ideas for novice teachers. They themselves are the examples of teaching. But to make a grand experience like this, they got benefits from different learning strategies.

### **3.3.3. Problems Faced by the Teachers in Applying Strategies for PD**

Having years of experience and lots of challenges in teaching English as second language. T<sub>F</sub> told that he faces few problems as well. But he said if again any problems arise, he consults with other teachers as well. In the sense of problems related to the level of students, he said as there are many challenges and problems, that occur in the life of a teacher, s/he should tackle them intelligently in the proportion to the level of intelligent and dull students. In his opinion, dull students

are quite difficult to improve their attitude towards their education. And he has realized that the problem in student occur due to their difference in mind level which results in pace of understanding the subject matter, i.e. slow or faster.

In the case of T<sub>E</sub>, the challenges he faced in teaching are lack of economic fund to prepare teaching materials, large and crowded classes. Poor background of students play another role in language teaching classes. In the same way, parents' co-operation also play the vital role in arising the problem. He feels lack of co-operation from the parents, especially in government schools. In the same way, government school teachers are facing management problem in the view of T<sub>E</sub>. The most important fact they both realized is the political problem which creates instability in educational sector. Awareness level of people towards education system and educational policy were also the problems they faced. T<sub>E</sub> focused on political pressure and instability creates lots of problems in teaching, especially in government schools.

In this sense, the teachers having above 20 years of teaching experience faced less problems than the teachers having less experience. The problems they faced seem to the level of politics and policy, i.e. high level. Other general problems were handled by themselves because they were matured enough by facing those types of problems.

### **3.3.4 Comparison Between the Teachers Having below 10 years of Experience and Above 20 Years of Experience of Government –aided and Private Schools**

Analyzing the whole from the study, it was found that both types of teachers having below 10 years of experience and above 20 years of experience have developed their professional skill of language teaching in secondary level through workshops, seminars, conferences, journals, teaching portfolios etc. which are the basics of language teaching, especially ESL. The teachers below 10 years of experience

seemed facing problems in implementation level, i.e. using strategies, managing classrooms, understanding the level of students and mainly the bilingual and multilingual problems. In the same way, time management is next problem for them. In this case, there is no vast different between government and private school teachers because they have faced same types of problems. The problem they faced seemed on the basic or ground level.

In the same way, teachers having below 10 years of experience liked more to consult with other subject teachers and co-workers to become safe from the problems and to be good at teaching. They consult more materials than the highly experienced teachers. They liked to involve themselves in workshops, seminars, teacher support group to enhance their concern. And they were more studious, laborious and more sincere towards their jobs. They felt minute level problems such as handling bilingual and multilingual students, managing understanding level etc. They are more curious to know about any new facts and knowledge about study and they liked themselves to keep away from problems so that they were more cautious to problems.

The teachers having more than 20 years of problems were bold enough so that they could handle any types of problems gently and comfortably. They were not anxious to solve problem. The general grass root level problems had nothing to them. Those types of problems were easily chandelled by them. But they felt political pressure, instability, hindrance and poor management of school. They were grown up with the same type of learning process in enhancing teaching such as workshops, seminars, etc. but they said these types of opportunities were less in their starting point of job of teaching. In this sense, they made themselves to handle problems practically and naturally. So, they now don't need much more support from others. Rather they provide help and feedback to the novice teachers. This matter was studied both in government and private schools. From the study, it was found that the culture and

habit of sharing problems, challenges and ideas mostly occur in government school with their seniors, co-workers and subject teachers rather than in private schools. In private schools, sharing and supporting is done only in the special cases but in government schools, there were regular meetings also to share problems. In private schools, teachers are quite enough and they handled the problems themselves. It seemed due to the job and working nature in government-aided and private schools because private schools are much more strict, tight and business-oriented than government schools which are somehow free.

To conclude in brief, the teachers having experience below 10 years found using more materials, taking help of lesson plans, ELT journals and other needed materials. They didn't like to show themselves poor. So, they used maximum materials, teaching aids and strategies. In the case of teachers having high experience, they seemed less using materials, lesson plans but using more strategies and own experience. Their self-esteem was the major point for them to upgrade their teaching.

## **CHAPTER -FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the findings and recommendations of the study. At first the findings of the study have been presented, on the basis of the findings recommendations have been made. The main aim was the study was to identify the strategies used by the secondary level English teachers of government and private schools for enhancing their professional development regarding different level of their teaching experience, i.e. below 10 years of experience, up to 20 years of experience and above 20 years of experience. To measure those issues interview schedules, narratives and check list were used to get the answers.

#### **4.1 Findings**

On the basis of analysis and interpretation of collected data, the following findings have been elicited:

- i. The teachers having below 10 years of experience used those types of learning strategies:-workshops, case studies, keeping a diary, pair teaching, inductive teaching, etc.
- ii. The teachers below 10 years of experience learned that teaching strategies helped them to foster their profession such as workshops, seminars, group works, teacher support group, E.L.T, journals, etc.
- iii. The teachers having below 10 years of experience faced different types of problems such as bilingual or multilingual problem, classroom management using different types of teaching materials, making lesson plans and even crowded classes.
- iv. The teachers having 10-20 years of experience used some strategies like peer observation, keeping a teaching journal, team teaching, peer teaching, group

work, seminars, teacher training etc. They also use their own experience as well.

- v. The teachers having 10-20 years of experience were seemed to be benefited by different strategies like works shop, seminars, E.L.T, journals, peer and team teaching, teacher support group, etc. and they share their problems and ideas to their co-workers and had facilitated in learning language.
- vi. The problems faced by the teacher having 10-20 years of experience were mostly bilingual and multilingual problems, discipline and class management problems, students' poor back ground and performance level and large number of students etc.
- vii. The teachers having above 20 years of experience used the strategies such as workshops, team teaching, case analysis, action research, seminars, group works, team works etc. More than they used their own practical knowledge, experienced values, and ideas in teaching. So they seemed much more bold and independent in teaching.
- viii. The teachers having above 20 years of experience were found to be benefited by workshops, E.L.T, journals, seminars, teacher support group, group work, action research etc. and their own practical knowledge and self experience in teaching due to long period of teaching time. Their self experience is the most important thing in teaching language.
- ix. The teachers having above 20 years of experience were found less facing the problems. But they faced the problems like political instability, policy of education, and in fact education system. They felt fewer problems in classroom management, student level etc. i.e. general problems. They were able to their simple problems on their own.

- x. The study showed that the strategies used by teachers in government and private schools were almost same. But in concerning the problems and ideas sharing, government school teachers were more ahead and forward than private school teachers. The study showed that the government school teachers felt free and comfort to share their problems to the seniors, other teachers than the private school teachers. And in case of the use of materials also.
- xi. Government school teachers were more facilitated than private teachers. In the case of private school teachers, mostly they seemed to manage teaching materials and strategies by themselves, not by school.
- xii. To conclude as a whole, the entire study found that all levels of teachers, i.e. below 10 years of experience, 10-20 years of experience and above 20 years of experience of government and private school used different types of learning strategies for enhancing their teaching skills. All level of teachers were benefited by those strategies such as workshops, seminars, group works, team teaching, peer teaching, keeping a diary, using E.L.T journals, action research etc. in their professional life and the teachers who have above 20 years of experience had made their own norms and values in teaching and used their own knowledge and experience as well. In the same way all level of teachers faced different types of problems. The ratio of problem facing mostly found to be occurred in beginning level of teachers i.e. below 10 years of experience. They were found fighting with the problems and managing themselves to make easier and comfort in teaching. The middle level teachers i.e. 10-20 years experience were quite well known to use teaching strategies and managing class, they were collecting their knowledge and experience as well. Whereas the teachers above 20 years of teaching experience seemed well balanced, well managed and well equipped with various knowledge and



experiences. They used practical knowledge and top level strategies in their teaching.

## **4.2 Recommendations**

On the basis of the findings of the study, following recommendations have been made. Some of the major recommendations have been presented below:

- i. The teachers from all experience level, i.e. below 10 years of experience and above 20 years of experience use almost same types of strategies such as: workshops, seminars, keeping a diary, peer teaching, peer observation etc. as the important strategies which seemed the similarity in using strategies. So that novice teachers also should be encouraged to use those strategies.
- ii. Teachers themselves used the learning strategies without the help of school and management authority. Strategies should be used to enhance the teachers' professional carrier which makes the positive change in students' learning, so, school should take the role of development and encourage them to use strategies.
- iii. The school authority should manage the trainings seminars, workshops etc. in its own initiation or with incorporating with other schools to develop their teachers' capacities.
- iv. Staff meetings should be organized regularly in the school to share the problems of the teachers and get solutions for them.
- v. With the effective budget, school should buy or manage the teaching materials for language learning, such as: cassettes, dictionaries, realia etc. and teachers should be encouraged in building these materials.

- vi. All teachers should be behaved equally and give the chance to attend in the programs relates to ELT.
- vii. The teachers should provided the opportunities to get refresher courses, case analysis, action research etc. so that they could learn from others and develop themselves as the changing agents in language teaching.
- viii. The situation should be made within the school for novice teachers to get the ideas, experiences and sharing from the senior and experienced teacher.
- ix. The educational trainings and workshops should be equally provided to the private school teachers even if taking the certain amount fees so that they get the chances as the government teachers.
- x. The programs should be held in inter and intra-school level to share the ideas, problems, challenges and get solutions for similar type of language teaching problems.