CHAPTER - ONE

INTRODUCTION

The present thesis is entitled as **Teachers' Perceptions and Practices of Professional Development Activities**. This introduction part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Teachers are the decision makers of teaching and learning process in a school or a university. Professionally sound and skillful teachers can bring significant changes in the existing situation of teaching learning process. Teachers are the change agents of the education system and change in the paradigm of instruction begins with the change in teachers professional activities (Brown, 2008). Teaching is for the improvement of students learning process, activities, achievements, and ability of language use. English language teachers have to develop their professional skills and expertise. It is because; English language has broadened its area in every field of human affairs like education, business, tourism, mass media, and day to day communication. Realizing the importance of the English language, it is taught as a foreign language in all schools of Nepal starting from grade one to grade twelve. It is also taught as a compulsory subject up to the Bachelor level in different universities of Nepal. So, the professional development of English teachers is must for bringing innovations in the practice of English language teaching and learning in Nepal.

The secondary level education should build up the foundation for the further education. So, it is a matter of interest on how the secondary level teaching has been going on, particularly in the field of English language teaching(ELT). English language teaching itself requires professional expertise for instructing students. A professionally dedicated teacher can bring changes in the educational achievement of the study. According to the thesaurus of the

Educational Resources Information Center (ERIC) database, *professional development* refers to "activities to enhance professional career growth". Hence, teachers' professional development has become a must in ELT.

In this 21st century, teaching is perceived as the most challenging profession where the teachers' role is vital. Teachers must be equipped with teaching skills. The qualities and characteristics of teacher determine how she/he will provide quality education. In this sense, to be expert in teaching professional development is a wing to move in the classroom.

Professional development is related to getting any kind of training to increase the teachers' professional activities in the classroom. Professional involvement, teacher interaction and extracurricular activities with pupils are directly linked with teacher's professional development. Professional activities such as individual development, continuing education and in service education, as well as curriculum writing, peer coaching or mentoring are required for the teachers. Professional activities of higher secondary English teacher include planning, expect to take a test on teaching techniques and adopt professional responsibilities.

Sparks (1991) states, "The ultimate worth of professional development for teachers is for the improvement of students' learning achievements . This means the education must pay attention to the result of professional development on job performance, organizational effectiveness as the success of al student" (as cited in Sultana, 2004, p.12).

Professional development is ongoing, self-directed and autonomous effort of teachers to acquire new knowledge and skills and continually improve them after initial formal training in their career. It is also regarded as an opportunity in schools to learn new teaching method thus making them and their programs more effective. Professional development is a process that takes place over time starts, and ends with formal training or graduate education (Richards and Farrell, 2005, p.5).

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work.

Professional development goes beyond the term 'training' with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping teachers not only to learn new skills but also to develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. The term professional development includes supports for teachers as they encounter the challenges that come with putting into practice their evolving understandings about the use of technology to support inquiry-based learning, understandings and interests. Underhill (1986) expands the definition stating that professional development is the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement.

The needs of professional growth and development should be met in order to make the successful classroom. Teacher induction programme and mentoring are the sources of support for the newly appointed English teachers to meet those needs. Teacher professional development is a lifelong process in which teachers keep themselves engaged in learning and expanding their expertise. According to Underhill (1986), "Teacher development is the process of becoming the best kind of teacher that I personally can be" (as cited in Head and Taylor, 1997, p.177). Furthermore, Villages-Reimers (2003) while introducing professional development, says, "In a broad sense, it refers to the development of a person in his or her professional role".

People's profession differs on the basis of their education they have, perception, social norms and values and geographical and cultural diversity. Men are social beings. In a society, men are interdependent each other through various types of jobs. Though all the jobs are valuable for the survival of humans, not all the jobs have same values. Because of the inequality in the perceived significance among the jobs, there is stratification in training for the job, remuneration and

social prestige of the workers. Some types of jobs are mastered on the site within a few weeks of training but others are required a few years of training even after college education (Shon, 2006).

In the same way, Bell and Gilber (1994, p.493) view:

> Teacher development can be viewed as teachers' learning, rather than as others getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing.

Many teachers are enrolling in their professional activities to boost their teaching performance. In this sense, this study is based on the investigation of professional activities of the higher secondary level teachers for their professional growth.

1.2 Statement of the Problem

Despite the focus of many scholars and administrators on teachers' professional development, the condition of professional development is not satisfactory due to lack of collaborative learning, links between curriculum assessment and professional learning decisions in the context of teaching specific content, active learning, deeper knowledge of content and how to teach it, sustained learning over multiple days and weeks in the teachers. The educational goal of a nation cannot be fulfilled due to the low performance of teachers. So, many researchers have tried to find out the reason of low academic performance of teachers of higher secondary level. One of the reasons in this case might be the lack of professionalism among the English teacher of higher secondary level. Most of the researchers have focused on what teacher should do for their professional development but they have not studied on how aspect of professional activities. Previous studies have shown that many teachers have not paid attention to the further study and have neglected their professional development, and they have not become more curious about innovation. They

are busy to apply what they read and write in school and college lives. In this regard, I have studied in what different kind of professional activities have been involved the English teachers so far for their professional development. Ihave tried to study how professional activities promote their motivation to do something innovative. Ihave also studied on what type of professional activities should be followed by English teacher. To be specific, many of the students after completion of their master level join in their teaching profession in higher secondary level. However, they are not experienced. So, they have to be involved in various professional activities. It would provide to other about a wide range of professional activities and those activities will be insights to other for their professional development. Thus, this study clearly has addressed the issue of professional activities of the secondary level teachers and their ways of updating professional knowledge required to be sound in their profession.

1.3 Objectives of Study

The objectives of the study were as follows:

⟩ To find out the perceptions on and practices of professional activities of the secondary level English teachers for their professional development.

⟩ To suggest some pedagogical implications.

1.4 Research Questions

This study aims to examine the professional activities of higher secondary level English teachers for their professional development. To fulfill the objectives, this study had following research questions:

⟩ What are the perceptions of secondary teachers on professional development activities that they are involved in?

⟩ How the secondary teachers are updating the knowledge and skills required for their professional growth?

⟩ What is the role of professional activities to develop professional skills and to develop the learners' competence?

1.5 Significance of the Study

We are in the era of globalization. In such era of globalization, the usefulness of a profession is being increased day by day. This study concerns with the professional development of higher secondary English teachers and the activities in which they are involved in. So, this research will be significant to the English teachers, educational administration, policy maker, and researcher because they will be familiar with different professional activities and they will adopt those activities in their professional career.It will be useful for the want to undertake researches on the area of perspective of researchers who .teachers' professional developmentIt will be significant for the novice teachers as well as experts to know about the procedures and benefits of different monitoring practicesThis study .llyto develop themselves professiona will be equally beneficial for the teacher trainer and teacher training .institutionsOn the other hand, it becomes useful to bridge the gap between novice teacher and expert professional and develop collaboration among them by menas of various professional activities. All peopleswho are directly or indirectly involved in the teaching profession will be benefitted from this study

1.6 Delimitations of the Study

This study had following limitations:

- ﴿ This study was confined to the perception and practices of the professional activities of secondary level English teachers for their professional development.
- ﴿ It was based on survey design.
- ﴿ It was limited to the 30 higher secondary English language teachers of Kaski district.
- ﴿ It was based on secondary level English teachers teaching in various higher secondary schools of Kaski district.
- ﴿ The data required for the study were collected only through questionnaire.

∫ The sample required for the study was selected through the use of purposive non random sampling procedure.

1.7 Operational Definitions of the Key Terms

The following key terms are defined:

Professional development: The term 'professional development' in this study refers to the process of improving and
increasing capabilities of teachersthrough access to education and training opportunities in the workplace, through outside organization, or through watching others' performance in their job.

Professional activities: The term professional activities in this study includes the activities like action research, book study, classroom/ school visit, collaborative curriculum development, conferences, internet search, action research, support group, keeping portfolio and keeping journal writing.

Profession: 'Profession' in this study is used to refer to an occupation or a vocation where there is a sort of dedication to the welfare of people who needs it.

Higher Secondary Level: The word 'higher secondary level' in this study refers to the school runs from XI and XII recommended by NEC- 1992.

CHAPTER - TWO

REVIEW OF RELEATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter of the study concernswith the review of the related theoretical literature, review of related empirical literature, implications of the review for the study and theoritical/conceptual framework.

2.1 Review of Theoretical Literature

In this part, different theories that are related to this study are reviewed and discussed. The information obtained from different literature facilitates the study by providing theoretical backup. So, the theoretical framework guides any research work by using 'what work' in the experience or exercise of doing something directly involved in research study. The theoretical literature of this study includes the discussion of following topics:

2.1.1 Teachers' Professional Development

Development means positive change which brings positive improvement in the lives of everyone in the country. Professional development has become the cry of day in present era in each and every field. It is teachers' attempts which require a sense of service and dedication. It serves a longer term goal and seeks to facilitate the growth of teachers' understanding on teaching profession. Development refers to the overall development of a person in his or her professional career.

In this regard, Underhill (1986) states:

> Development means keeping me on the same side of the learning fence
>
> as my students. This is the only way that I can keep alive a sense of
>
> challenge and advantages are in my career, and avoiding getting in a rut.
>
> If I a man runs, then so is my teaching and then so are my students and

learning from an out is tedious slow and upspring (as cited in Head and
Taylor, 1997, p.19).

Discussing about the term profession and professional development, Head and
Taylor (1997, p.19) state that change may not be development unless it
involves a challenge to those beliefs and willingness to recognize that they may
no longer be serving us as well as we know that teaching is one of the most
challenging job in the sense that it provides opportunities to the teachers to dip
into depth of existing problem to cultivate desert and in order to explore hidden
potential.

Similarly, in the words of Day (1999, p. 4):

> The term professional development through the more descriptive
> interpretation of it as "the process by which, alone and with others,
> teachers review, renew and extend their commitment as change agents to
> the moral for purposes of teaching; and by which they acquire and
> develop critically the knowledge, skills planning and practice with
> children, young people and colleagues through each phase of their
> teaching life.

From the above discussion, it can be understood that teacher's professional
development is the process of becoming the best and knowledgeable teacher. It
is a process of looking self and improves about self. It is an ongoing process of
changing human potential into performance.

### 2.1.2 Models of Teachers Professional Development

Some scholars have presented different models of teachers' professional
development to enhance their' professional skills. Since this study is related to
the professional development activities, it is worth to discuss some models of

professional development. There are three major models of professional development described by Wallace (2010,p.6-12) which are as follows;

a) The Craft Model

The craft model is the oldest model of professional education and is still used today in ESL teacher education. The trainee learns from the example of a master teacher, whom s/he observes and imitates. Professional action is as a craft, rather like shoe making or carpentry, to be learned most effectively through an apprenticeship system and accumulated experience. This is a traditional method; however it is still used as a substitute for postgraduate teaching courses in some countries.
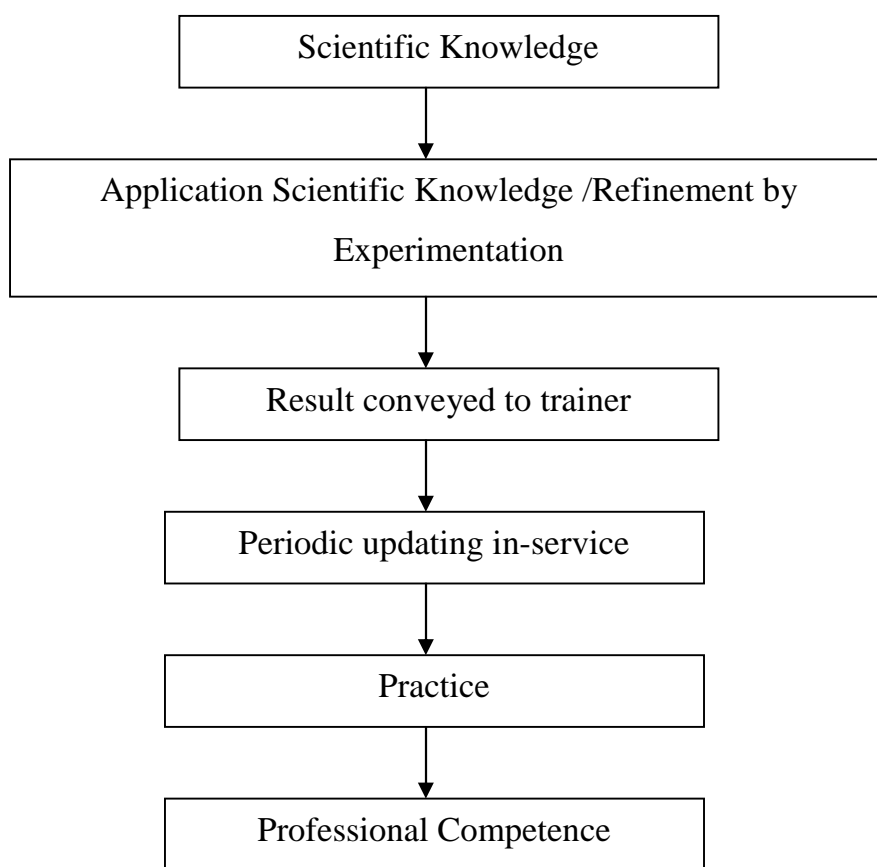
The Craft Model of the Professional Development

| Study with Master Practitioner: Demonstration/instruction | → | Practice | → | Professional development |
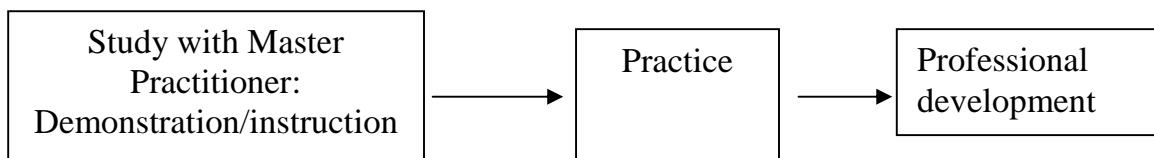
b) Applied Science Model

It is another important model. It is based on the transmission of knowledge from language educators to student-teachers. The trainee studies theoretical courses in applied linguistics and other allied subjects, which are then, through the construction of an appropriate methodology, applied to classroom practice.

Wallace(2010, p.8) opines, "The applied science model is the traditional and probably still the most prevalent model understanding most training or education programmer for the profession , whether they may ne medicine, architecture, teaching or whatever".

Many university - and - college based teacher training course is based, explicitly or implicitly, on this idea of teacher learning.

It can be presented in the figure below:

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│  Application Scientific Knowledge /Refinement by │
│                Experimentation               │
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│             Professional Competence          │
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(Adapted from Wallace, 2010, p.3)

c) The Reflective Model

This model is also put forward by the same scholar who invented the applied science model. In this model, the trainee teacher observes lessons or recalls past experience: then reflex alone or in discussion with other in order to work out theories about teaching then, tries these out again in practice. Such a cycle aims for continuous improvement and the development of personal theories of action (Schon, 1983). This model is used by teacher development groups and in some recently designed courses.

2.1.3 Need of Professional Development for Teachers

English language teaching is a systematic and procedural way of linguistic enterprise. Hence, ELT should be interesting, purposive, and meaningful to upgrade teachers' professional career. Language teaching does not take place in vacuum i.e. it has certain norms, values, practices etc which are fundamental

for English language teaching professional practice. Globalization is a prominent agenda to ensure ELT not only for native speakers but also for non-native speakers. The global spread of English has become one of the implications of ELT. The English language teaching is very important for gaining access the updated body of knowledge and participating in international meeting, seminars, and conferences.

We believe that supporting teachers in their professional development leads to improve outcomes for teachers.

Richards and Farrell (2010, p.9) say that teachers professional development is directed towards both the institution's goals and teacher's own personal goals. From the point of view of the teachers' personal development, a number of areas of professional development may be identified such as subject matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and materials and career development. Similarly from the institutional perspective it has the goal of institutional development, career development and enhanced level of students learning (as cited in Richards and Ferrell, 2010, p.14).

In this concern, Panda, (1997, as cited in Sultana, 2004, p.35) states :

More than sound reforms, innovations, the real success of qualitative improvement of teacher education will depend upon the sense of purpose, denotation, and commitment of teachers, who feel proud of teaching profession, deep satisfaction in watching his/her students grow to a constructive citizen in a modern world. Teaching has caused supreme challenge, which could be made by real sacrifice of teachers in

the form of our ancient tradition, not by simply raising salaries and the other material gains.

Teacher's professional development is self-reflective process which ensures the reform in any effective and successful profession. It has a high positive effect on student's performance and learning.

Regarding the importance of professionalism to English teachers, Khaniya (2006) explains:

English language teachers are in principle, professionals because their responsibility is not confined on to perform tasks like technician but it also involves innovation, critical thinking and the area of expertise. For this the need special knowledge, skills and expertise in ELT. English teachers have professional responsibility to share new rends, new knowledge, issues and the latest development in ELT to the students.

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changing of language learning and emergence of new approaches and method. Thus, there is a demand of regular opportunities for the teachers to promote their knowledge and skills in this field. Learning to teach is a lifelong process.

2.1.4 Stages /Phases of Professional Development

Professional development consists of some phases through which the teacher gains the way to reach the target of being professional and capable teacher. Khaniya (2006, p.7) states that teachers, Doctors, engineers, lawyers are some of the examples of professionals. He further asserts that development of professional competence is a long term ongoing process. Teachers' professional development is regarded as the process of developing professional excellence by learning; experiencing and practicing new challenge which are encountered in teaching systematically a teacher achieves the professional

development. Thus teacher professional development is perceived is an umbrella term which includes varieties of activities carried out by teachers either individually or in group s/he has to pass through different stages or, phases in course of their professional development. According to Huberman(2006), the stages/phases are as follows:

a) Survival Phase

This phase is the initial phase which is the most important for TPD from the positive view it is also known as discovery phase and from the negative point of, view it is as crisis management phase.

b) Stabilization Phase

In this phase teachers role as a flexible in their classroom management and her/him gain confidence in teaching as well easily face unpredictable situations.

c) Experimentation and Diversification phase

In this third phase teacher eager to bring change in their professional behavior. As well as seek challenges and wish to improve their impact in the classroom.

d) Re-assessment Phase

In this phase teacher feel monotony in classroom interaction. They feel unsecure from their profession.

e) Serenity Phase

In this phase teachers are regarded as the core source of every knowledge. Teachers feel proud of being teacher in front of students.

f) Disengagement Phase

Teachers engage elsewhere do not give time in professional activities. Because of monotony in teaching want to invest their time and effort elsewhere.

2.1.5 Strategies/Activities for Professional Development

Strategy for teacher professional development is the processes which are consciously selected the language teachers and which may enhance overall process of professional development.

Teachers involve different types of activities for the professional development of language teachers. Richards and Farrell (2010) present the following activities.

Table 1

Strategies for Teacher Development

Individual	One to one	Group based	Institutional
Self-monitoring	Peer coaching	Case study	Workshops
Writing	Critical friendship	Journal writing	Action research
Critical incident	Action research	Teacher support group	Teacher support group(TGS)
Teaching portfolio	Critical incident		
Action research	Team teaching		

Professional activities help teacher improving students' learning as well as teacher learning. The table above presents that there are mainly four strategies for teacher development i.e. individual, one to one,group based and institutional. Moreover, self-monitoring, critical thinking, teaching portfolio and action research fall under individual strategies for teacher development. Likewise, institutional strategies for teacher development consist of workshops, action research and teacher support group.

Self-monitoring

Self-monitoring is one of the strategies that a teacher can adopt for his/her professional development. In teaching, self-monitoring involves a teacher record his/her teaching behaviors for the future references so that s/he can go through it for self-appraisal. According to Richard and Ferell (2010), the main purpose of self-monitoring is to garner information about one's own teaching

behaviors and practice as objectively as possible so that this information acts as a basis for self-appraisal.

Critical incident

A critical incident is a short description that has taken place over a certain period of time. It is something we interpret as a problem or a challenge in a particular context, rather than a routine occurrence (Richards and Ferell, 2010). It helps the teachers identify and solve problems.

Teaching portfolio

A teaching portfolio is a collection of document containing information about a teacher. We can characterize a teaching portfolio as a collection of every relevant document that informs about a teacher's personal and professional identity, work;plan (Ur, 2013). This collection of document is updated and revised when needed.

Action research

Action research allows teachers to address those concerns that are closest to them and to solve those problems that they face in their real classrooms. The major focus of action research is on concrete and practical classroom issues. Action research has the capacity to enable teachers to engage more closely as to explore the realities they face in teaching process(Cresswell, 2013).

Peer coaching

Peer coaching is a professional development strategy for teacher to consult with one another, to observe one another's classrooms, to promote collegiality and support and to help ensure quality teaching for all students. Peer coaching provides job embedded ongoing professional support (Richards and Ferell, 2010). It allows teacher to work together professionally, they by eliminating feelings of isolation.

Team teaching

Team teaching is also one of the strategies of professional development. Team teaching is also known as co-teaching or pair teaching. In team teaching, the two teachers both participate actively in planning, teaching, and evaluating a lesson (Harmer, 2008). Team teaching involves true team work between two teachers who together make presentations to a group of students.

Case study

The case study is a way of organizing social data for the purpose of viewing social reality. It examines a social unit as a whole. This unit may be a person, a family, a social group, a social institutions or a community. It studies the case to be studied in a long approach which shows the change and development over a period of time (Cresswell, 2013).

Journal writing

The journal appears in the written form consisting of information, ideas, thoughts and questions. All the journal entries are dated in a sequential order and are usually informal. Teacher can write whatever they feel like in their journals because it is private and for a personal use because they can archive information in future, when required (Shon, 2006). In the journals, teachers can write about the incidents, problems, and insights that occurred during their teaching.

Teacher support group

Teacher support group is a small informal group that meets to study a subject or body of knowledge of interest to its members. It is away of structuring a series of small group meeting to draw on the knowledge and experience of a group of people (Richards and Ferell, 2010). It is not a formal staff meeting and it does not include all teachers. Only the interested teachers come together who share common interest.

Workshops

Workshop is a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience (Harmer, 2008). In a workshop, teachers are provided with the opportunity to acquire specific knowledge and skill.

Besides the activities discussed above, some other activities that we find in practice are as follows:

i. Action research
ii. Book study
iii. Classroom/school visitation
iv. Collaborative curriculum development
v. Conference Audio Tapes
vi. Conferences
vii. Community/service organization
viii. Curriculum mapping
ix. Data Analysis
x. Examine student work
xi. Education exchange
xii. Focused conversations
xiii. Hosting a student teacher
xiv. Integrated curriculum planning
xv. Internet research
xvi. Lesson study

Above given activities for developing professional expertise activities are considered as the vital elements. These activities play prominent role to upgrade professional growth or development. Action research takes place in the teachers own classroom. It is conducted by practitioners (teachers) and not by professional researchers or other. It helps the teachers by improving the teaching learning environment enabling teaching growth. Next strategies for professional development is the case study method, a teaching approach in

which the teacher gives the students a case, making them the primary decision makers in solving a related problem. Consultation is another strategy. By utilizing a specific problem-solving process, individuals learn how to address their immediate concerns.

Certain types of professional development activities are more likely than others to offer sustained learning opportunities. They provide teachers with sufficient time, activities and content necessary to increase knowledge and encourage meaningful changes in their classroom practice.

2.2 Review of Empirical Literature

I have gone through the summary of the findings of the previous researches in this section. As other researchers did, I have also gone through the background of the related subjects and other studies. Therefore, this study shares information of previous researchers and other related literature to draw out what has already been researched and what is left to be searched. As a researcher, I have found that there are various researchers who have studied on the various fields of English language teaching including professional development of teachers and so on; the case is the same in the Department of English Education, T.U. but none of them have studied on professional activities of higher secondary English Teacher for their professional development. Thus my study will be a new as it aims to find out the professional activities of teacher determined their professional development.

Soproni (2007) conducted a research entitled 'The Way of Teachers of English Learn: Novice and Expereinced Teachers' Perceptions.The prime objective of this study was to find out the ways teachers of English learn through the point of view of novice and experienced teacher. He conducted the study by using questionnaire as a research tool . He carried out it on the purposively selected 40 novice teachers. He found that both novices and experienced teachers used keeping journal writing, attending seminar and coferences and undertaing action research mostly for their professional development.

As a part of studies of teacher professional development, Bhatta (2009) did a research on 'Classroom Observation and Feedback for Teachers' Professional Development.' The main pupose of his research was to find out whether secondary level English language teacher conducted the classroom observation and got feedback for their professional development in Nepal or not. His research was based on classroom observation and feedback to develop professionalism. He carried out this study on the purposively selected thirty English teachers from kathmandu valley . He found that proper feedback was not given to the English teachers for their Professional Development in Nepal**.**

Likewise, Adhikari (2010) carried out a research on "Collaborative Learning for Teachers' Professional Development". The main objective of the research was to identify the attitudes of English language teachers towards collaborative learning.She carried out her study on 25 English teachers from kathmandu district.She used non randam sampling procedure in her study. She used only one tool for data collection i.e. questionnaire According to the research, he found that almost all secondary English language teachers have positive attitude towards collaborative learning for their professional development. She collected data through questionnaire.

Similarly, Joshi (2010) conducted a research entitled "Learning Strategies of English Language Teachers for their Professional Development". The main objective of this study was to identify the learning strategies employed by English language teachers for their professional development. She used nonrandom purposive sampling procedure. There were 45 English language teachers from 15 colleges of Kathmandu. She conducted her study by using questionnaire as the tool. The main findings her study was that teachers' own teaching experience, self-monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching were listed as the most common learning strategies among the English language teachers.

Bhattarai (2013) carried out a research on "English Teachers' Professional Development". The main objective of his research was to find out the teachers'

activities done for professional development. He adopted random sampling procedure as a sampling procedure. He used questionnaire and interview guidelines for data collection. Similarly, the total numbers of the population of the study were forty English language teachers. The main finding of the research was that the teachers were found to be normal in case of carrying out action research and case study. Community school teacher were better in carrying out educational research than private school teacher.

Moreover, Pokhrel (2015) conducted the thesis entitled "Professional Development of Teaching Personnel in Tribhuvan University". The prominent objective of his study was to explore the professional activities of TU teaching personnel in their professional activities. He adopted the survey research in his study. Similarly, he used purposive non random sampling procedure and adopted only one research tool i.e. questionnaire for data collection. He took forty master level teaching personnel as the sample of his study. The main conclusion of his research was maximum teachers were in favor of the favorable learning environment.

Regarding all the reviewed studies, I have found that all the researchers have studied the role of teachers' activities which are direct linked with their professional growth. As well as, a number of studies have been made to find out the attitude of teachers towards the different phase of TPS. Though there are various steps and strategies for professional development but teachers are not eager to learn and implement them in the real class, which is conclude by the researchers in their study. The rapid growths of electronic new technologies are not introduced by teacher in actual classroom. Teacher has used the same traditional method and they are quite constant in use of their brain.

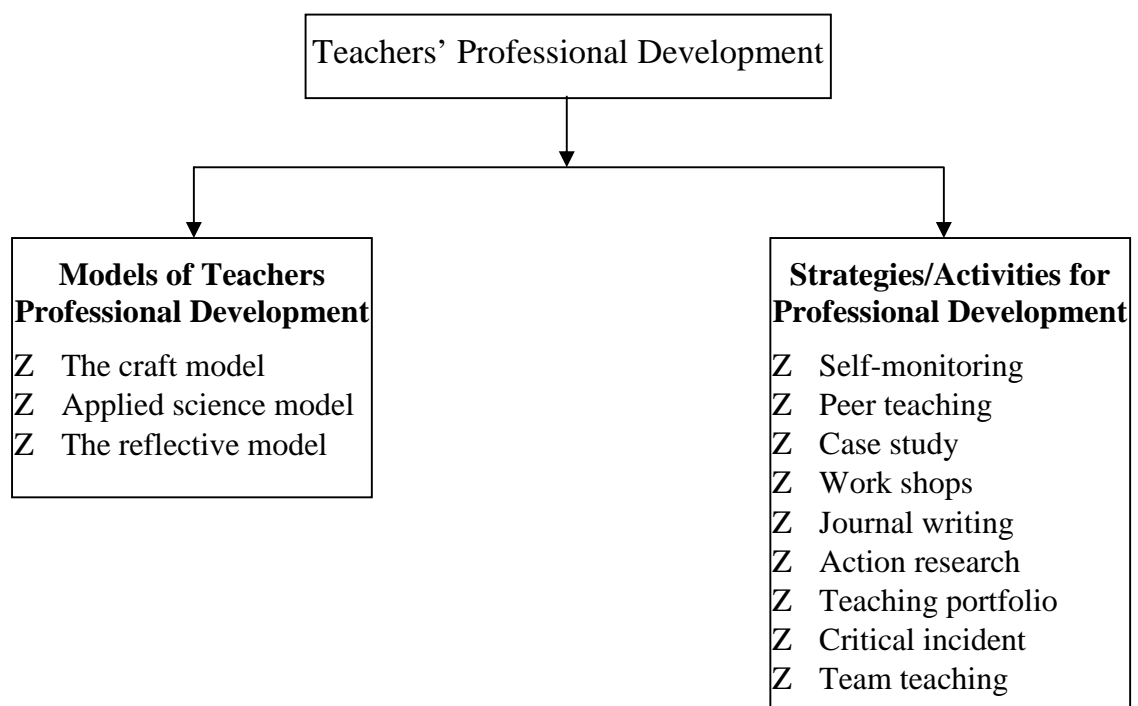## 2.3 Implications of the Review for the Study

In the process of proposal writing, I have gone through 6 various theses in my Department of English Education. Along with those thesis I have also been reviewed other related book, internet, interact with friends. From there I obtained lots of information like Nunan (1992), Richards and Farrell, Head and

Taylor Journal of NELTA (2003). Most of the research is under survey research. This research also obtains survey research and I will use survey research design. I get a lot of new ideas on the duration of survey research. In my research I will use questionnaire as the tool for the data collection.

To be specific, from the study of Soproni (2007), I got sound theoretical knowledge. Similarly, the study of Joshi (2010) provided me some inspirations how to analyze and interpret data. In addition, Joshi's (2010) work gave me some ideas about how to form questionnaire to collect the data. Similarly, her research gave me insights about how to administer the questionnaires. Similarly, his study helped me to understand the present status of teachers' professional development in Nepal. Likewise, Soproni (2007) work helped me how to interpret the collected data and derive the findings. And all those studies helped me to carry out this research properly and systematically.

2.4 Conceptual Framework

The study on, "Professional activities of higher Secondary English Teacher for their professional development" is based on the following conceptual framework.

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                    │  Teachers' Professional Development   │
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│   Models of Teachers      │             │   Strategies/Activities for   │
│ Professional Development   │            │  Professional Development      │
│                           │             │                               │
│ Z  The craft model        │             │ Z  Self-monitoring            │
│ Z  Applied science model  │             │ Z  Peer teaching              │
│ Z  The reflective model   │             │ Z  Case study                 │
│                           │             │ Z  Work shops                 │
│                           │             │ Z  Journal writing            │
│                           │             │ Z  Action research            │
│                           │             │ Z  Teaching portfolio         │
│                           │             │ Z  Critical incident          │
│                           │             │ Z  Team teaching              │
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CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter includes the design of the study,population sample and sampling strategies, data collection tools, data collection procedures, data analysis and interpretation procedure. For the fulfillment of the objectives of this research, I adopted the following methodological strategies:

3.1 Design and Method of the Study

While carrying out a research we have to use certain research design. Moreover, experimental, quasi-experimental, survey, historical and case study are research designs. Among them, I adopted the servey research in this study. Actually, survey research is descriptive nature. The main purpose of survey resesrch was to find out opinions ,beliefs on certain issues. Survey research is done in natural setting.

Survey research is a new technique for social science research and educational research. There is various design of the research in various literatures. I had selected survey research design for this study. Survey is a very valuable tool for assessing opinions and trends.

Kerlinger(1978, as cited in, Kumar, 2005, p.11) views, "Survey research is a kind of research which studies large and small population to discover the relative incidence, distribution and interrelationship of social and psychological variables."

Nunan (1992, p.140) states that the main purpose of survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time. Similarly, Sukhia et al (1974,p.206) say, "Survey research is a method for collecting and analyzing data obtained from large number of respondents representing represent a specific population collected through highly structured questionnaire or interview schedule."

Nunan (1992, p.141) suggests the following eight step procedures of survey research in a more comprehensive way:

Step 1 : Define objectives- what do we want to find out?

Step 2 : Identify target population- what do we want to know about?

Step 3 : Literature review – What have other's said/ discovered about the issue?

Step 4 : Determine sample- How many subjects should we survey, and how we identify these?

Step 5 : Identify survey instruments- How will the data be collected?

Step 6 : Design survey procedure- How will the data collection actually be carried out?

Step 7 : Identify analytical procedure- How will the data be assembled and analyzed?

Step 8 : Determine reporting procedure – How will results be written up and presented?

According to Nunan (1992), the first step of survey research is to define objectives. To identify target population according to objectives is the second step. After that we should write literature review of the study later we have to identify survey instrument for data collection and we have to survey procedures as a research design. The second last step of survey research is to identify analytical procedure for analysis of data, after all the last step of survey research by Nunan is to determine procedures. In this way, Nunan (ibid) has presented the meaningful steps of survey research.

Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A "survey" can be anything form a short paper and pencil feedback form to an intensive. We will begin by looking at the different types of survey that are possible. These are roughly divided into two broad areas : Questionnaire and Interviews.

Survey represents one of the most common types of quantitative social science research. In survey research, the researcher selects a sample of respondents from a populatiion and administrater, a standardized questionnaire to them. The questionnaire, or survey can be a written document i.e. completed by the person being surveyed, and online questionnaire ,a face to face interview or a telephone interview are used in survey. It is easy to collect data from large or small populations

I have followed the above discuss step of carrying out a survey research in this study. Since my study was descriptrive in nature I selected it to describe the teachers' perceptions and practices.

3.2 Population, Sample and Sampling Strategy

The population of this study included all the secondary level English teachers of Kaski district. The total sample size of this study consisted of 30 English language teachers from 15 schools of Kaski district. I applied simple random sampling strategy to select the teachers as the sample of the study.

3.3 Study Area

The study area of this research was based on 15 secondary schools of Kaski district of Nepal.

3.4 Data Collection Tools and Techniques

This is a survey research. Thus, I prepared questionnaire related to the different activities for professional development. The questions were asked to the selected teachers. The questionnaire included both close-ended as well as open-ended types of questions.

3.5 Data Collection Procedures

At first, I developed the questionnaire to collect the data related to the research. Then, I conducted the pilot testing of the questionnaire orally among five secondary level English teachers. After pilot testing of the questionnaire and taking the letter of permission from the campus, I went to the selected schools

and established rapport with the Head teachers and clarify the purpose of my visit to them. I got consent with them as well as the English language teachers for the study. After that I requested each selected English teachers from each school to help me in the research work by giving their responses to the questionnaire and I also assured them that their responses will not have any harmful effect in their profession. Then I distributed the questionnaires. Later on, I collected all filled questions and thanked them and school authority.

3.6 Data Analysis and Interpretation Procedures

I analyzed and interpreted the data from descriptive and statistics point of view. The collected data from the primary sources were analyzed and interpreted descriptively using simple statistical tools. I presented the fact in different tables, graphs, charts and diagrams if needed.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis and interpretation of the collected data obtained through primary sources. The main concern of this study was to find out the perceptions and the practices of professional activities of the secondary level English teachers. So, the analysis and interpretation of data is based on the objectives and items incorporated to achieve the objectives.

4.1. Analysis of Data and Interpretation of the Results

In order to collect the data and to derive the findings related to teachers' perceptions and practices of professional activities of the secondary level teachers I had designed a set of questionnaire and administrated it to the selected teachers. The questionnaire included both open and closed ended items. Thirty higher secondary level English teachers of Kaski district were included as the sample for data collection. On the basis of the information obtained from the questionnaire, the results have been derived. The data have been displayed parorthographic and orthographic forms. Simple statistical tools like frequency count and percentage were used to analyze the data. So both statistical means and descriptive strategies were used to analyze and interpret the data.

To be specific, this section includes the presentation, analysis, description and discussion of the data collected through the questionnaire. The questionnaire included both open and closed ended items related to the perceptions and practices of professional activities. Though there are various ways of data analysis and interpretation, for the simplicity, clarity and brevity of presentation, I have presented the analysis and interpretation under the following frame:

4.1.1 Perception on the Professional Development Activities

Teachers'professional development is an ongoing process of developing oneself with the skills and expertise required in teaching profession. If teachers become familiar with the activities for professional development they can develop themselves as the good professionals. There can be different activities that help the teachers to be professionally sound. Regarding the professional development activities, the first item included in the questionnaire was *'In which professional activities, you are involved so far to develop yourself professionally while teaching English language?"* In response to this item, almost all the informants presented similar kind of activities. According to them, involving in training, conference and workshop, writing articles in journals, researching on the issues of teaching to the students, carrying out action research to diagnose the problems existed in teaching learning practices, getting TPD and other empowering training organized by different agencies, working in a team, involving in teacher support group, professional sharing, collaborative practices, reflection, observation and critical analysis. Case studying, writing for teaching journal and diary and taking help and support from the experienced teachers were their major professional development activities.

Regarding the response to this item, one of the teachers responded as, *I have been involving in teachers' organization as like NELTA and Teachers' Union, I frequently take part in workshop and seminar, I read out the teachers' magazine, I often ask to the experienced teachers and my colleges about the problems that I face in the classroom, I write my teaching diary and prepare portfolio of the activities that I have done and I participate in trainings as the part of my professional development activities.*

In the same way, another teacher said, *My professional development activities are related to myself attempt and institutional practices for developing myself. In the process of developing skills in teaching, I observe colleagues' classes and learn, I read out the articles in teachers' journal and gain knowledge, I*

take part in seminar and workshop, I involve in institutional discussion and carry out action research as well.

So, on the basis of above responses and synthesis of the answer provided by the teachers in questionnaire, the major professional development activities of higher secondary teachers have been found as; attending workshop and seminar, reading articles about teaching practices in teachers' journal, peer observation, writing reflective diary, under taking action research, collegial sharing and taking help from the experienced teachers and from the school's administrator.

4.1.1.1 Teachers' Perception on Type of Professional Activities

Developing oneself in a profession is not an easier task. The things that teachers know at once might not be applicable forever. So they need to up data themselves continuously. In order to develop professional in continuous way, it is essential to take the help of various activities that enhance professional expertise. Various types of professional activities are suggested in the different theories of professional development. Teachers' familiarity about those activities will certainly help them to be professionally competent. Taking such assumption in mind, I asked them another questions as *what type of professional activities will help you for your own professional development?*

The responses derived from the informants show that many of the teachers do not have proper ideas about the types of professional activities. However, all most all of them showed their acquaintance to some of the strategies of professional development. As the responses given to this item, it has been found that most of the teachers viewed the following types of activities:

) Individual attempts for developing professional skill like being familiar with new approaches of teaching, self-study, self-reflection, reading teaching journals and textbooks, asking with experienced teacher and trainers, and learn from experiences sharing.

) Institutional activities for developing professional expertise such as participating in training, workshop in professional forums, taking help

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and assistance from teacher support group and participating different trainings.

) Research based activities including, analysis of critical incidents, case study, action research, observation, writing articles and publishing I journals.

From the above summary of the responses, the major types of professional activities that help teachers for professional development were related to three major aspects as self-guided, institutionalized and research based. To support this, I have presented two excerpts of them here. One of them responded on this as, *'Actually I have no idea about the exact types of professional activities but in my opinion, my own attempt of learning, the knowledge provided by the different teachers organization and research and research implications how to grow professionally in the journey of teaching are the types*. Similarly, another teacher said, *I think observation, analysis, evaluation, reading and writing continuously, sharing experiences and attending teachers' discursive forum arc the major types of that will help use in our profession.*

The above excerpts also support that through the teachers did not explicitly classify the types of professional activities, the major type of activities for them were related to self endeavors, institutional motivation and inquiring based learning practices.

4.1.1.2 The Teachers' Views on the Role of Professional Activities

The professional activities like reflection, experience sharing, observation case analysis, action research, journal writing, peer observation, reflective conversation, involvement in teacher support group and keeping portfolio can have supporting role to develop professional skills. Regarding the perception of teachers about the role of professional activities develop professional skills, the next item in the questionnaire was *What is the role of professional activities to develop professional skills in your opinion?* While responding to this item, teachers responded various roles of such activities. However, all most all the informants viewed that professional activities have constructive and supportive

roles. After systematic synthesis of the ideas expressed in this item, the following were the major roles in the opinion of higher secondary level teachers:

-) Professional development activities help in keeping teachers in the continuous pace of learning.
-) They facilitate the growth of teachers' understanding on teaching profession.
-) They help to be professionally competent, expert and satisfied.
-) They play important role in developing critical understanding of teaching context and practices.
-) They help in the process of becoming the best and knowledgeable teacher.
-) They play crucial role to keep teacher updated with the recent advancement in ELT.
-) Professional activities are keys to strengthen oneself with the teaching, evaluating and researching skills.
-) They help to be innovative, expert and critical practitioner.
-) The role of professional activities is to promote the knowledge and skills in the field of teaching
-) These activities are vital for novices to be experienced and they involve teachers.

From the summary of the above ideas expressed by the selected teachers, what I come to the conclusion is, in the opinion of teachers, professional development activities after sustained learning opportunities. They provide teachers with sufficient time, activities and content necessary to increase knowledge and encourage meaningful changes in their classroom practice. To support this idea in one of the excerpt, a selected teacher mentioned, *the role of professional activities is the constructive and fundamental. The activities lead the teachers towards perfection in a profession. Thus, teachers become more skilled, trained, expert, competent and practitioners.*

So, on the basis of the synthesis of the view expressed by the informants, it can be concluded that professional developing activities role is constructive, supportive and encouraging one.

4.1.1.3 Teachers' Views on Kind of Activities Conducted by EMDC for their Professional Development

Educational Manpower Development Center (EMDC) is the major agency of government to conduct various professional developing activities to the teachers. EMDC has conducted TPD training, in service training, developmental projects for language teachers and many other activities. The teachers' familiarity on the kinds of activities conducted by EMDC can have great importance in their professional development. It is because, if they become familiar about those activities, then, they will be participated in those activities and enhances their knowledge and skill. In this regard, the next item included in the questionnaire was *what kind of activities are conducted from the side of EMDC for you professional development?* From the ideas expressed by the sample informants on this item, the teachers were not much more familiar to the kind of activities. Though, EMDC is an autonomous institution of the government for development teachers' professional skills, only a few of them showed their familiarity. According to them, the types of activities were:

-) In services and refreshment training.
-) Developing teaching manuals, training manuals and work sheets.
-) Organizing workshop, seminar and conferences.
-) Publishing professional journal.
-) Conducting research on teacher development and teaching.
-) Inviting proposals and offering opportunities to get participation in professional activities.

From the through study of the responses, it has been found that most of the teachers viewed 'training and workshops' as the kind of activities. However, some of them responded that curse orientation programme, professional sharing activities, empowering, reflexive and research oriented activities as the kind of

activities conducted by EMDC. In this regard, the reference can be taken from the following excerpts:

From my personal experience and understanding, EMDC has frequently conducted TPD training as a part of in-service and refreshment training to the teachers. Similarly, I have seen a journal published and the training manual and training session have also been developed by the EMDC as professional activities.

Concluding the ideas expressed, it has been found that in the opinion of teachers, training, orientation, journal publication, research and teaching and training material development are the kind of activities from the side of EMDC for teachers' professional development.

4.1.1.4 Teachers' Perception the ways of Updating knowledge and Skills Required for Professional Growth

The field of language teaching is subject to rapid changes. So, the knowledge and strategic investment has become a concern of professional growth to the teachers. For this, the teachers need to be familiar with the wide range of professional development activities to upgrade their current level of knowledge and skills. Thus, the teachers are seeking to change their practices to be more potential professionals in the field of teaching. In this regards, the teachers' familiarity to the ways of updating knowledge and skills is worth to be discussed. So, the next item of the questionnaire was asked *How are you updating the knowledge and skills required for you professional growth?* From the ideas expressed by the informants on this item, many of the teachers found to be unfamiliar about the exact activities applied to upgrade knowledge and skills. Through professional development is must for the teachers. They do not have much knowledge about the effective ways they just viewed the professional development strategies as the ways. However, they have viewed that teaching more subjects to the students creation of new practices from own and others experiences, exploration, analyzing critical incidents, evaluating own practices, creating context and automatization of knowledge, getting

training and reading academic journals are the major activities to be done for updating knowledge and skills for professional growth.

One of the informants responded in this way, *from my own personal perspective, I study the articles writing by different scholars in NFLTA journal. ELT forum, teachers' magazine and sharpeners I take interest in online reading, we surfing, experiences sharing and studying interrelated disciplines for my professional growth. I often recall my past experiences, discuss in a group and ask to the experienced teachers about the problems I face in teaching and so on*.

Taking evidence of the responses found on this item, It has been found that for many teachers, the ways of updating knowledge and skills for professional growth were studying journal articles, experience sharing, participating training, analyzing critical incidents and web-surfing for new ideas and teaching tips. However, out of 30 respondents, 8 of them responded just as I am reading about recent development in newspaper, journals and teachers' magazine.

4.1.1.5 Teachers' Perception on the Importance of Professional Activities in Developing Learners' Competence

Teachers can enhance their professional skills and expertise being actively involved in professional activities. Those activities can be equally important for developing learners' competence besides their own professional growth. In recent years, we have come to realize that the teachers is the ultimate key to educational change and for creating English learning environment in the classroom. A professionally dedicated and knowledgeable teacher can be the source of knowledge and source of inspirations to the students professional teachers are taken as the instrument for quality assurance of students in English. If they realize the importance of professional activities in students learning achievement, then they will be more practical and reflexive in their classroom instruction. Having this assumption at center, I asked them to respond on the item, *what is the importance of professional activities in*

developing learners' competence? Give your opinion. While responding to this item, all most all the informants accepted the fact that professional activities help teachers to be active in teaching and interactive to the students, so they can be enhance students competence by practicing the knowledge and skills that they gain from their own professional activities. To prove this, they have presented following importance:

- Professional activities of teachers help students to become active, interactive and creative learner.
- By the use of various activities, teachers can be competent in their subject matter and presentation, so the students can get more clear ideas from them.
- When teachers observe, evaluate and carry out research, then, they will be more task oriented, purposive and agent of implementing effective actions, as a result of which students become active and creative in the class.
- The professional activities emphasize the students to be an object of change. So they can develop their own competencies.
- More importantly, they help to explore something new form classroom practice.
- Teachers' professional activities play key role to create scene setting environment in English language classroom which help students to develop independent, reflexive and autonomous skills.

However, the respondents were found to be emphasized on the proper implementation of professional activities in students learning. One of the respondents viewed, *well, of course, if the teacher properly implement his professional activities like research, case study keeping portfolio, observation, experience sharing, monitoring, writing for journals and reading journal articles, not only the teachers, the students as well will enhance their skills by making personal connections to the lesson, assess learning, focus attention to*

the topic, set learning purposes and try to get insights from the teachers. So, I think they are really important to the students.

From the overall discussion of the teachers' responses and the extract given above, it can be concluded that in the opinion of teachers, their professional activities can be the source of inspiration and resources for developing knowledge in their own learning. The learners can be active, creative, accountable, sensitive and reflective learners in their learning by learning from the teachers.

4.1.2 Practice of Professional Activities by the Higher Secondary Level English Teachers

One of the basic objectives of this study was to find out the practice of professional activities of higher secondary level English teachers for their professional development. To fulfill this objective I asked them open ended items to shows their agreement or disagreement to the professional activities included in the given item. So, the data collected through open ended item about the professional activities have been presented, analyzed and interpreted in this section. Since the items included in the questionnaire were of same nature, the responses of the teachers to these items are included in a single table and they are analyzed and interpreted in the form of item analysis. The following table presents the details of the respondents about the teachers' professional activities.

Table 1

Distribution of Teacher's Response about the Practice of Professional Activities

S.N.	Items Asked to the Teaches	Agree		Neutral		Disagree	
		Freq.	%	Freq.	%	Freq.	%
1.	Learning through teacher support group	24	80.00	4	13.33	2	6.66
2.	Learning from mentor teachers	21	70.00	3	10.00	6	20.00
3.	Reading ELT journals and writing for journals	23	76.66	4	13.33	3	10.00
4.	Learning from classroom observation	21	70.00	5	16.67	4	13.33
5.	Developing new ideas from team-teaching	11	36.67	5	16.67	14	46.67
6.	Keeping own teaching portfolio	19	63.33	7	23.33	4	13.33
7.	Attending workshop, conference and seminar	12	73.33	2	6.66	6	20.00
8.	Presentations in teachers conferences	5	16.66	5	16.66	20	66.66
9.	Developing reflective logs	20	66.66	2	6.66	8	26.67
10.	Analyzing cases for professional development	23	76.66	5	16.66	2	6.66
11.	Learning from refresher course	23	76.66	5	16.66	2	6.66
12.	Learning from sharing experiences in staff meeting and teachers' organizations	18	60.00	4	13.33	8	26.67
13.	Participating informal interaction and collegeious experiences sharing	11	36.67	5	16.66	14	46.67
14.	Learning from analyzing critical incidents	8	26.65	5	16.66	17	56.67
15.	Undertaking action research	17	56.67	3	10.00	10	33.33
16.	Developing oneself from reflection and self-assessment	22	73.33	5	16.67	3	10.00

Note: Agree = Agree + strongly agree

Disagree = Disagree + strongly disagree

S.N. = Item serial number

Freq. = Number of frequency

% = Responses in percent

Hence, the responses of each items of the questionnaire delineated separately as follows:

The first item in the questionnaire included the teachers' way of developing new knowledge through teacher support group as a professional activity. The table 1 shows that for the majority, i.e. 80 percent of the teachers learning through teacher support groups were a professional activity. On the other hand 13.33 percent of them could not decide it, while 6.66 percent of them disagreed. The data implies that for 80 percent of the selected teachers, learning through teacher support group was a professional activity.

Likewise, the second item was learning from mentor teachers as a professional activity. A good majority, i.e. 70 percent of total teachers agreed the item; 10 percent chose 'Neutral' while 20 percent of them disagreed. From the data given in the table, it becomes clear that for 70 percent of the teachers learning from mentor teachers was a professional activity. However, in open ended items they did not mention anything else about the mentoring for their professional growth. So, it shows some controversies on whether the teachers really had the practice of learning from mentor teachers.

Similarly, the third item was to find out whether reading ELT journal and writing for journal as a professional activity to the teachers. Most of the teachers, i.e. 76.66 percent in total agreed the item; 13.33 percent selected 'no opinion', whereas 10 percent of them disagreed. On the basis of given data, it has been found that reading ELT journal and writing for journal was another professional activity of the higher secondary level English teachers.

The fourth item consisted the teachers' way of developing professional knowledge from the observation of collogues in classes. It gives the information that the majority, i.e. 70 percent agreed the item. Besides, 16.66 percent could not decide of it, while 13.33 percent disagreed. So, the overall data indicates that learning through the observation of peer/colleague's classroom was a professional activity of the teachers.

As like the above, the fifth item was to find out getting new ideas from team teaching as a part of professional activities. A good majority, i.e. 46.67 percent disagreed the item; 36.67 percent chose agreed and 16.68 percent of them could not decide of it. So, it has been found that getting new ideas from team teaching was not a professional activity for majority of the teachers.

Likely, the sixth item in the questionnaire included keeping teachers own teaching portfolio as a professional activity. The table 1 shows that the most of the teachers i.e. 63.33 percent applied it as a professional activity. On the other hand, 23.33 percent would not decide of it, while 13.33 percent disagreed. From the overall data, it can be said that keeping own teaching portfolio was a major professional activity to the higher secondary level English teachers.

The seventh item in the questionnaire inquired whether attending workshop, conference and seminar as a professional activity to the teachers or not. Out of the total respondents, 73.33 percent agreed the item, 20 percent of the respondents opined that they disagreed the item whereas 6.67 percent opined that they had no opinion to the item. From the response to this item, it has been found that attending, workshop, seminar and conference was a professional activity of the higher secondary level English teachers.

Another professional activities included in the questionnaire was presentations in teachers, conferences as a professional activity. In responses to this item, majority of the teachers, i.e. 66.67 percent opined that they did not use it as a professional activity more frequently whereas 16.67 percent of them opined that they of tent use it as a professional activity and other 16.67 percent could not decide of it. So, it is concluded that presentations in teachers' conferences was not a major professional activity to the majority.

The ninth item given in the questionnaire was developing reflective logs as a part of professional activities. From the data in table, it is noticed that 66.67 percent of the total teachers agreed to the item, 26.67 percent of them disagreed and 6.64 percent of them put forth their no opinion. So, the overall data suggest

that the majority of the teachers decided developing reflective logs as a professional activity for developing professional skill.

The tenth item comprised the teachers' analysis of cases as a professional activity. In response to this item, the majority of the teachers, i.e. 76.67 percent responded that they used case analysis as a professional activity. In contrast, 16.67 percent of the sampled teachers responded no opinion and 6.66 percent of them responded that they disagreed the item, So, the overall data shows that for majority of the teachers, case analysis was a professional activity.

The eleventh item in the questionnaire consisted teachers learning from refresher courses as a professional activity. While responding to it, majority of the teachers, i.e. 76 percent, 66 percent were found that they would use it as a professional activity. In contrast, 16.67 percent of them were found that they would have no opinion and 6.66 percent of the respondents were found that they would not use it as a professional activity. Since the majority agreed the item, it can be said that taking refreshers' course was one of the professional activities for the higher secondary level English teachers.

Item number 12 included in the questionnaire inquired teachers professional development through sharing experiences in staff meeting and teachers assembly. In responses to it, majority of the respondents i.e. 60 percent responded their agreement, 26.67 percent of them responded their disagreement and 13.33 percent of them did not have any idea on it. So, the overall responses to the item show that sharing experiences in staff meeting and teachers' organization was a professional activity to the teachers.

Another problem professional activity included in the questionnaire was teachers' participation in informal interaction and collegial discussion as a professional activity. As the data given in table one, majority of the teachers, i.e. 46.67 percent responded that they disagreed towards the item and 36.67 percent responded that they agreed the item and only 16.67 percent of them teachers responded that they had no opinion towards the item. Since the

majority denied, the teachers' participation in informal interaction and collegial discussion was not a professional activity to the teachers.

The fourteenth item in corporate in the questionnaire encompassed the teachers learning from the analysis of critical incidents as a professional activity. In responses to it, 56.67 percent responded that they did not perceive analyzing critical incidents as a professional activity, 26.67 percent of them agreed to the item and 16.67 percent put forth their no opinion about it. On the basis of the data, it has been found that analysis of critical incidents was not a major professional activity to the majority of selected teachers.

Similarly, understating action research as an important professional activity was incorporated in the item number fifteenth of the questionnaire. In responses to this item, the majority of the informants, i.e. 56.67 percent of the total respondents were found in favor of this activity 33.33 percent of them disagreed to the item whereas 10 percent of them could not decide of it. So, from the data given, it has been found that undertaking action research was an important professional activity to the majority of selected respondents.

The final item included in the questionnaire was about developing oneself form reflection and self-assessment as a major professional activity to the teachers. While responding to the item, a good majority, i.e. 73.33 percent agreed the item, 10 percent chose 'no opinion' while 16.67 percent disagreed the item. It means, developing oneself from reflection and self-assessment was a major professional activities to the good majority to the i.e. 73.33 percent teachers.

4.2 Summary of the Findings

    i.   The major professional development activities of higher secondary teachers have been found as; attending workshop and seminar, reading articles about teaching practices in teachers' journal, peer observation, writing reflective diary, under taking action research, collegial sharing and taking help from the experienced teachers and from the school's administrator.

ii. The major type of activities for them were related to self endeavors, institutional motivation and inquiring based learning practices.

iii. It can be concluded that the role of professional developing activities is constructive, supportive and encouraging one.

iv. It has been found that in the opinion of teachers, training, orientation, journal publication, research and teaching and training material development are the kind of activities from the side of EMDC for teachers' professional development.

v. It has been found that for many teachers, the ways of updating knowledge and skills for professional growth were studying journal articles, experience sharing, participating training, analyzing critical incidents and web-surfing for new ideas and teaching tips. However, out of 30 respondents, 8 of them responded just as I am reading about recent development in newspaper, journals and teachers' magazine.

vi. In the opinion of teachers, their professional activities can be the source of inspiration and resources for developing knowledge in their own learning. The learners can be active, creative, accountable, sensitive and reflective learners in their learning by learning from the teachers.

vii. As the part of practicing the strategies, it has been found that more than 70% of the selected teachers practiced gaining knowledge from teacher support group, visiting to colleagues' classes, attending to teachers' conferences, undertaking action research, keeping portfolio and keeping writing on Journals as the professional activities.

viii. In the same way only a few of them, i.e. nearly 35 % of them practiced the activities like presentation in conference, reflective logs, team teaching and peer coaching as the professional activities. So, these were not the major professional activities of the higher secondary level English teachers.

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATIONS

This is the final chapter which presents the conclusion of the study and recommendations to be given in different levels of application. The conclusion has been drawn on the basis of findings and the recommendations are made on the basis of summary of the findings and conclusion of the study. The policy related, practice related and further research related recommendation has been made in order to apply them in those three levels of application.

5.1 Conclusion

Teacher has great deals of responsibilities to bring improvement in the existing situation of language teaching and in the student's level of achievement in learning. A professionally competent teacher can be a backbone of language teaching and learning. Teachers need professional skills and expertise to be competent in their professional. For this respect, they should be engaged in different professional activities like training, observation, team work, and mentoring, case analysis, undertaking action research and keeping journal writing.

We know that the new educational climate has brought new kinds of trends or waves in language teaching. In such a situation, the teachers change themselves from language trainer to theories, practitioner, reflexive thinker, researcher and active interactions. Whenever teachers involve themselves in professional development activities then they will learn and update themselves with the recent developments in teaching researching and developing professional knowledge. From this study, it was found that teachers used a number of professional activities/strategies to build the knowledge required to sustain in teaching profession and to become a professionally competent, sound and dedicated teachers.

.After the analysis of information accumulated through questionnaire, some conclusions have emerged. The conclusions have been drawn on the basis of

major findings of the study. From the study, it can be asserted that involving in teacher support groups, taking help from teachers mentors, discussion with experience teachers about the problems, reading ELT journal and keeping journal writing, undertaking action research, making owns portfolio, and attending conferences, workshop and seminar were the major professional activities of the higher secondary level English teachers. Beside this, the major conclusions of the study are given below:

⌡ Learning through teacher support group, learning from mentor teachers, reading ELT journals and writing for journals, keeping own teaching portfolio, attending workshop, conference and seminar, developing reflective logs, undertaking action research and analyzing cases were the mostly used professional activities the teachers.

⌡ Similarly, developing new ideas from team teaching, presentation in teachers' conferences, learning from analyzing critical incidents and participating informal interactions and collegial experiences sharing were the least used professional activities to the selected teachers.

⌡ In the same way, teachers perceived that training and co-operation in teaching helped them for their professional growth. In their view, the role of professional activities is to strengthen the teachers with skills and expertise required in teaching and updating with new knowledge. They viewed that EMDC has conducted different modules of teachers' professional development training and refreshers course. As the part of importance of professional activities in developing learning competence, they viewed that professional activities of a teacher help students to be more task oriented, interactive, active, competent and creative in the class.

From the overall study, it can be reflected that teachers' professional development is a continuous and ongoing process. Research, discussion, experience sharing, reflexive practice, reading and writing, and attending training, workshop conferences and seminar are the major professional

activities of teachers. The professional activities are equally importance for students learning and teachers own professional growth. So, the teachers should be equipped with various professional development strategies/activities in order to make them more competent active and dedicated a professional.

5.2 Recommendations

On the basis of the findings of the research, I have made the following recommendations to be applicable to the policy makers, language practitioners and the new researchers.

5.2.1 Policy Related

- Professional activities are the developmental tasks to complete the teaching tasks accurately, interestingly and easily. In case of language teaching process, they are very helpful for the teachers to motivate the students, to teach by using new methods and techniques and to search different professional activities for practicing the language. So, the government should bring such a program that can support the teacher to use developmental approach in language teaching.
- The government should make compulsory provision of training and refresher' course to the teachers in order to update their existing level of knowledge.
- The concerned authorities should manage the appropriate situation, i.e. physical facilities, classroom management, power supply and technology friendly classes to integrate the knowledge that teachers gain from the professional activities in the classroom.
- The government should make such a policy which helps to expand the Professional skills and expertise of the teachers by means of research, peer coaching, mentoring and refreshing courses.

5.2.2 Practice Related

This is the level at which theories and principles are put into practice. The practice related recommendations based on the findings of this study are as follows:

- As the findings of the study show that teachers perceive the role and importance of professional activities for developing skills and aspects of language teaching, for lifelong learning and for professional growth. Thus, all the teachers are recommended to make their efforts for integrating professional activities in their real classroom practices.

- One of the challenges in developing professional skills to the teachers is lack of continuous learning and researching. So, the teachers should equip with the required knowledge and should be motivated towards the application of training skills and professional development strategies.

- Teachers should not use professional activities only as the motivating tools; they should use them for life-long learning purpose. They should encourage the students in active and reflexive learning with peer learning, group learning, experience sharing and using their own portfolio.

- The opportunities should be provided to the teachers to attend different types of training, workshops, seminar and conferences related to ICT, e-learning, e-devices, online education, and research based instruction.

5.2.3 Further Research Related

Scholars who are interested to explore more in the area of professional development and teachers' education are given the following recommendations for carrying out further research:

) It is a survey research. It has collected teachers' perceptions, strategies and practices in professional development. So, it has not included other dimensions of teachers' professional development and practical skills of professional growth in language teaching. Thus, the new researchers are suggested to undertake their studies on the effect of professional activities in teacher development, in learners' achievement, in language teaching motivation and in developing expressive skills to the teachers.

) In the same way, the new researches can base their studies in action and experimental designs with reference to this study.

) This study is not based on the classroom observation of the use of professional activities and teachers' classroom practices of integrating professional development strategies. So the new researchers can conduct similar kind of studies focusing on the classroom practices.

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APPENDIX I

QUESTIONNAIRE FOR THE RESPONDENTS

,

This questionnaire is a research tool for gathering information for my research entitled "**Teachers' Perceptions and Practices of Professional Activities** under the guidance of **Mr. Guru Prasad Poudel,** Teaching Assistant, Department of English Education, T.U. The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose.

I would be grateful if you could kindly spare some of time to cooperate the questionnaire below.

Thanks for your co-cooperation.

Prativa Pokharel

QUESTIONNAIRE

Name:

School:

Phone no.:

Address:

Open Ended Questions

1.   What are the professional development activities for the development of professional skills and expertise to the English teachers in your opinion?

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2.   In your own perception, what type of professional activities will help teachers for professional development?

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3.   What do you think about the role of professional activities to develop professional skills? Please mention in detail.

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4.	What kind of activities are conducted from the side of EMDC to develop professional experience of English teachers?

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5. In our opinion, what can be the ways for upgrading the knowledge and skills required for the professional growth of the teachers?

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6.	What is the importance of professional activities in developing learners' competencies?

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Open-Ended Questions

1. I have acquired a lot of new knowledge through teacher support groups.

   i) Strongly disagree   ii) Disagree   iii) Neutral

   iv) Agree   v) strongly agree

2. I benefit a lot from my mentor teachers.

   i) Strongly disagree   ii) Disagree   iii) Neutral

   iv) Agree   v) Strongly agree

3. I found ELT journals very much useful.

   i) Strongly disagree   ii) Disagree   iii) Neutral

   iv) Agree   v) Strongly agree

4. I learn from the observation of my Colleague's classes.

   i) Strongly disagree   ii) Disagree   iii) Neutral

   iv) Agree   v) Strongly agree

5. I think visiting my colleagues' classes provide me an opportunity to learn more.

   i) Strongly disagree   ii) Disagree   iii) Neutral

   iv) Agree   v) Strongly agree

6. I think I can get a lot of new ideas from team teaching.

   i) Strongly disagree   ii) Disagree   iii) Neutral

   iv) Agree   v) Strongly agree

7. I think teaching portfolio provides ideas for further development.

   i) Strongly disagree   ii) Disagree   iii) Neutral

   iv) Agree   v) Strongly agree

8. I have learnt many new things from the conferences that I attended.

   i) Strongly disagree   ii) Disagree   iii) Neutral

iv) Agree   v) Strongly agree

8. Reflective logs help me to improve my professional practice.

 i) Strongly disagree   ii) Disagree   iii) Neutral

 iv) Agree   v) Strongly agree

9. I benefit a lot from the seminars that I attended.

 i) Strongly disagree   ii) Disagree   iii) Neutral

 iv) Agree   v) Strongly agree

10. I think case analysis provides us different new solutions for a particular problem.

 i) Strongly disagree   ii) Disagree   iii) Neutral

 iv) Agree   v) Strongly agree

11. Informal interaction and sharing of experiences among the colleagues are not less important than the formally organized programmes on teacher development, in solving the problems of the teachers.

 i) Strongly disagree   ii) Disagree   iii) Neutral

 iv) Agree   v) Strongly agree

12. I learn professional skills from refresher courses.

 i) Strongly disagree   ii) Disagree   iii) Neutral

 iv) Agree   v) Strongly agree

13. I learn many things from sharing experiences in staff meeting and teachers' organizations.

 i) Strongly disagree   ii) Disagree   iii) Neutral

 iv) Agree   v) Strongly agree

14. I learn from the analysis of critical incidents.

    i) Strongly disagree   ii) Disagree   iii) Neutral

    iv) Agree   v) Strongly agree

15. I develop my professional skills by undertaking action research.

    i) Strongly disagree   ii) Disagree   iii) Neutral

    iv) Agree   v) Strongly agree

16. I develop my own professional skills from reflection and self-assessment.

    i) Strongly disagree   ii) Disagree   iii) Neutral

    iv) Agree   v) Strongly agree

Thanks for kind co-operation

THANK YOU