

## **CHAPTER ONE - INTRODUCTION**

The present study is on the 'Perception of in-service teachers about NELTA for professional development'. The introduction part consists of the concept of teacher professional development, need of professional development for teacher, general elements for teacher professional development, teacher professional development reports in Nepal, effective in-service teacher education: background issues, Nepal English Language Teachers' Association (NELTA), Morang NELTA Branch Activities-2009, review of the related literature, objectives of the study and significance of the study.

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

Development relates to change and growth, personally and professionally (Head and Taylor, 1997). All types of professionals require change and growth once they start their careers. The growth starts from the very beginning and continues until the retirement professionally and until the deathbed personally. Learning in any profession is a lifelong process. The pre-service training prepares the professionals in the case of Nepal English language teacher for the basic things to start the career. It is never complete enough for the whole career period. The pedagogic knowledge and skills a trainee teacher gets at the pre-service training are not adequate for his life long career for a number of reasons. Firstly, there are always new kinds of issues, challenges coming by and new ideas and concepts coming up in the discipline, which the teacher will have to keep up with. Secondly, learners' needs and wants will be changing with time and economic and social and technological change. The teacher will have to cater for them. Thirdly, without change, the profession will be monotonous. So, teacher development is the process of becoming the best kind of teacher that one can be (Underhill, 1986) by constant change and growth. Defining teacher development, Underhill (1988) says,

Development means . . . keeping myself on the same side of the learning fence as my students. This is only the way that I can keep learning, always to keep alive a sense of challenge and adventure in my career, and to avoid getting into rut. If I am in a rut, then so is my teaching, and then so are my students and learning from a rut so tedious, slow and uninspiring (p.4).

He believes that this development brings about change in the teacher without which the teacher will not be in a position to educate others. Lack of change definitely debilitates the professional performance.

The teacher education field teemed with people and programmes that designed and delivered training with emphasis on theoretical knowledge as well as practical skills until 1980's. When teachers in their feedbacks started expressing that learning the skills were not sufficient, the teacher educators started rethinking on the content and the process of teacher support activities. Wright (2000) says ". . . with the realization that teachers want something more from INSET than just new classroom ideas or new knowledge about grammar and vocabulary" (p.2), the idea of teacher development emerged. In fact, teacher development is much more than learning skills. It is for the teacher to learn psychology of the self, others and of groups, managing stress, coping with changing circumstances and understanding the change process, motivation - self and others, physical and psychological well-being, learning about learning itself, how spiritual and moral well-being relate to teaching (Wright, 2000, p.2). Only the classroom techniques are not enough for teachers. They need to be able to relate the classroom realities to the outside world. This idea evokes that fact that it is not possible in a single training course, whether pre-service or in-service, to help teachers develop skills to initiate their own development. However, a well-designed teacher training course can in-cooperate professional development elements for teachers to leave the training centre with.

### **1.1.1. Need for Professional Development for Teachers**

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 result 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 (Roberts, 1998; Pennington, 1990), and provide teachers with continuous education throughout their learning career (Sprinthall 1996). Only in the past few years has the professional development of the teachers been considered a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been so dramatic that many referred to it as a 'new image' of teacher learning, a 'new paradigm' of professional development (Waltin and Lawin, 2000; Cocharan Smith and Lytle, 2001) Wajnryn (2002, p.9) says" The teacher does not learn solely by acquiring new information or knowledge about teaching, but through thinking about new ideas in the light of past experience, fitting new ideas into her thinking and reappraising old assumption in light of new information." Similarly, Ur (1996) focuses on teachers active role for the professional development of his/her own and Ur (2006), says that a teacher can and should be advance in professional expertise and knowledge throughout his/ her career and such advances do not depend on formal course or external input. Sulman (1987) claims that teachers need to see how ideas connect across fields and to everyday life. In this context, Mohanty (1995) adds:

Professional development of teacher is essential for qualitative improvements of any systems of higher education. Professional

development is concerned with development of knowledge and skill of the teachers. The individual is the main agency for professional development. The teacher can update his/her skill if he/she is sincere in effort and gets opportunity of individual. The individual will not be able to provide necessary facilities for skill improvement with the price of having excellent in recent years; it is beyond the reach of a teacher to have even a few books every month. The institutions, which are in better position, should take responsibility. All good institutions have good libraries. These also run occupational programs for skill development of teachers. The universities and professional bodies also work for professional development of teachers (as cited in Sultana 2004, p.41).

More than sound reforms, innovation, 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 citizens in a modern world. Teaching has caused supreme challenge, which could be met by real sacrifice of teachers in the form of our ancient tradition, not by simply raising salaries and the other material gains (Panda, 1997, as cited in Sultana, 2004, p.35).

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

### **1.1.2 General Elements for Teacher Professional Development**

The working climate for teachers is the major factor to influence teachers' profession and its maintenance. Teachers' profession maintenance survives with better working conditions, although teaching and learning continues forever. Stinnett (1968) states that "It has been long recognized that there is a high level of performance by workers. Satisfactory, stimulating working conditions and important in all lines of endeavors, but because of highly specialized skill of professional workers perhaps they influence performance more in the professionals" (p.226).

Brown, recommends (1959) in Department of classroom Teaching (DCT) study (as cited by Stinnett, 1968, P.228) the five areas of desirable condition of works for professional teachers as follows:

#### **a. The Right to Professional Status**

Teachers' works- may be teaching, curriculum designing, school management or any others relating to teachers' job should be recognized as a profession rather than a trade, and of the individual as a complete professional rather than a mere job holder which one is essential to maximize performance. A professional status, as mentioned earlier, initiates, motivates and activates teachers to put more effort in their performance from which implied goals of teaching e.g. exhibiting effective teaching and learning situation, improves. Professional organizations are associated to improve professional ethical matters, standards and name and fame in the society, which must come from within the head and heart of the teachers and are very essential for teaching and learning processes. They are enforced to bear such intrinsic values by the association and regarded in class standard

### **b. The Right to a Manageable Task**

The work sphere of teachers must encompass manageable tasks. Teachers should be left for managing courses, students groups, lesson plan and students' development. The tasks that are assigned to teachers must be such as seeking inert capability, goal oriented, socially recognizable and promotional bases. That will dig out the hidden capability within the teachers.

### **c. The Right to Personal Considerations**

With the personal consideration, the professionals start evaluating themselves against the professional criteria and gain feedback for further improvement. This activates and agitates each individual for professionally development, and from this all individuals become active from whom the professional association status enshrines in the society, its value and recognitions rises. Therefore, a professional must have the right of personal consideration.

### **d. The Right to Leadership Opportunities**

Teachers are educated people in the society. Educated people have visions and the people with a clear vision are applicable to all societal development, must be regarded as a leader in the society. They can give a clear direction for society development. Teachers, as they are involved in teaching students, should not be batted from taking leadership in the society. For both for and against groups for any issue, the teachers are the ones that understand the aims of dialogues that usually take place in the society where a number of different views possessing people reside. Therefore, teachers should not be restricted from taking leadership in social organization.

### **e. The Right to Economic Satisfaction**

The want of knowledge, skill and attitude is a basic fundamental need for all citizens for better lives. These days, the education is conceived by many states as equal opportunities on equity basis and has been proven as a fundamental essential for development. Partial educated people cannot pull the nation on to further development. Therefore, education has been a fundamental right of the people. If the person who are involved in disseminating education, must be fully dedicated towards the people's education and in doing so, they should not be suffer financially. They need to be economically satisfied so that they can devote their head and soul in education. That is why teachers must have right to economic satisfaction. Their works must be paid for.

People become teachers through one or both processes of the following:

#### **Pre-Service Process**

Institutes educate the candidates for being teacher in education faculty and they become potential candidates for future teaching. The attributed required for being a good teachers are taught and impregnated while at education institute. The institutes qualify their graduates for various levels of teachers for different selects. This does not mean that they are employed as teachers but they are not potential teacher candidates. They are the sources of teachers now. The school or college management, after appointing them as teachers, can send straight into classrooms for his or her subject teaching without much bothering.

Educational institutions, colleges and universities conduct such courses. The programs usually consist of subject knowledge portion and teaching methodologies. On top of it, curricula development, evaluation class management, educational management, student motivation, and many others there that help increase effectiveness and efficiency in transforming knowledge and skill and contained in teacher education syllabus. Intermediate in Education

(I. Ed.), Bachelor of Education (B.Ed.), and Master of Education (M.Ed.) etc. are some of the examples of various levels of teacher education.

After having educational qualification attainment in certain subject, one may undergo teacher training on the subject for methodology and psychology in teaching. This takes less time to complete the course. The educational institutions, however, examine students, contextual knowledge of their graduate level to ensure their ability in the subject contents and take classes. Such students or teachers are educated only in methodology, psychology, management and evaluation of the students, which can be attained within a year. So such programs help in teacher development through training institute in shorter time. One year's education after a degree is an example. This program also depends on the entry qualification of the students.

#### **b. In-Service Process**

In this process, novice is organized for teacher training. They are refreshed and updated with teaching methodology and new theories of education. Its main purpose is to update teachers with available practices in teaching methodology, children psychology, school management, students' evaluation, curriculum development etc.

There are two ways of teacher training in this process. The first is placed to the newly appointed teachers directly in the teacher training and the second is teacher training by mentoring, which is a kind of teacher training by inducting the teachers under senior faculty members of schools or colleges.

The novice teachers are trained before entering classroom. They are provided with knowledge on teaching methodology, children psychology and performance evaluation and management concepts. Academically they are considered sound but some recapitulation in educational subjects may include in the training.



In the mentoring process of developing teachers, it is like apprenticeship course. Raymont (1960) writes that "Just as a carpenter, or a girl to a dress marker, why not a boy or girl of thirteen should be apprenticed to the master or misters of a school, and learn the mystery and craft of school keeping?" (p. 203) with this approach, teacher development was started as a craftsman for elementary school. Raymont further writes that after training teaching, at any rate in public elementary school, was no longer anybody's job.

In Specialized preparation of a teacher broadly consists of two important bodies of study-a. of what s/he intends to teach, and b. of the best methods of teaching. Raymont. (1960) writes, "in general, it may be said that the importance of (b) varies inversely as the age of the pupils whom the intending teacher has in view. If a girl intends to teach in an infant school of kindergarten, between (a) and (b) tends to disappear" (p.206)

He further writes, "in case of university teacher, the necessity, or even desirability of (b) is not seriously entertained although it is well known that university teachers of large classes are sometime ineffective" (p.207). Therefore, teacher development largely depends on the type and level of students focused for. Teacher of higher class are mainly concerted with subject content rather than methodology, whereas, teachers of lower or kindergarten students needs to have a lot of child psychology and teaching methodology, along with as interest in teaching.

### **1.1.3 Teacher Development Reports in Nepal**

In the beginning the education system was at random so the Government of Nepal after democracy first started consulting developed countries for shaping education committee in 1953 AD to recommend for planning national education after examining available resources and facilities in the country by then. The

committee recommended forming a Nepal National Education Planning Commission (NNEPC) to start with.

The NNEPC identified teachers as the focal point of education later. It identified teachers as the major stakeholders for establishing a sound and quality education system, so it emphasized teachers for teacher education. The commission found that the needs of primary and secondary teachers were similar and hence the primary teachers had to be targeted towards the following principles - (Education in Nepal, pp.176-177)

- ) Teacher should be perfect in teaching profession,
- ) Teacher should be matured, and have general education of the nation,
- ) Teacher should be qualified in skill occupation and be skilful in teaching the same, teacher should be individually, physically well-grown and skillful in continually developing activities.

This was the first effort to develop teacher as a profession in the country; unfortunately, it did not last long because of its incompetent and impracticable nature. In 2004 BS (1948AD), basic education system was started with the establishment of 'Basic Education Centre' at Tahachal in Kathmandu. In 1950 AD, there were only two higher educational institutes, 11 high schools and 321 primary schools (NES, 2028 p.3) when there were only two higher education institutes, one can imagine the number of educated people in Nepal. The total numbers of students enrolled in higher educations were only 250. The major events in developing education in Nepal have been described below in brief:

#### **a. Nepal National Education Planning Commission (NNEPC)**

The Government of Nepal formed an education committee in 1953AD to assess the available facilities and possible extension for education purposes. The committee recommended forming a commission known as 'Nepal National

Education Planning Commission (NNEPC)' to prepare a national education plan. The government accordingly formed Nepal National Education planning Commission (NNEPC) including the representatives from women, Public Service Commission, Education Ministry, Technicians, Primary, Middle and High Schools and Mountains, Central hills and Terai regions, altogether with 46 members (Education in Nepal,p.2).

The NNEP started its work from the gallery hall of the secretariat of the Government of Nepal on Chaitra, 2011BS (1954 AD). The Education Ministry had invited education expert Dr. Hugh B. Wood from the USA who played an active key role in preparing education system suitable for Nepal. Education in Nepal (1956) writes that the consensus from meetings, advises and with consultations the learned people, the commission reached at the following five points without doubts (p.4):

- ) Education is necessary for democracy,
- ) Education system implementation depends on culture and needs of the indigenous people,
- ) For the development of Education Planning, social and individual needs to be tested,
- ) The main foundation of educational system is teacher and one should be aware of one's common attitudes, styles and training.
- ) Above all education should be to provide leadership education in all ways of life.

In this way, the NNEPC emphasized the development of teachers first for the development of nation by indicating teacher' key roles in implementing educational system in the country through development mechanism functions. Then, the Education Minister wrote a letter to NNEPC describing its term of references, again emphasizing to make teacher education provision on the 5th points as follows:

- ) The NNEPC should study the prevailing education system in the country; the commission should prepare a report to re-organize the schools for modern practices with special importance on common people's schools.
- ) The commission should recommend the best printing press to point out the approved textbooks written by qualified writers in the government and approved for national education.
- ) The commission should recommend for establishment of a national university within next five years for the purpose of increasing the needs of the people,
- ) The commission had to submit suggestions on the teacher education to the government and had to see the recommendation being implementing,
- ) The commission had to find out possible means of financing education for the great incoming works in possible places,
- ) The commission requested the government to circulate a notice from which the capable personnel could help the commission and the commission could appoint any government official as its members on the ground that the commission felt and recognized as qualified and capable persons.

The emphasis on teacher education had been put as one of the priorities while shaping the national education system. Education in Nepal (1956) starts the commission's recommendation no. 20th stating as "Nepal education college should be established within 1956 AD to train teachers of primary, secondary and college teachers"(p.163).

Recognizing the teacher development as a great achievement for the nation, though implementation plays a key role for the success, the following criteria were identified to bear in developing teachers (Education in Nepal, p.176-178)

1. Teacher should be perfect in teaching profession:

- ) Knows to act and behave with children as per their psychology,
- ) Knows the nature of lesson well and skillfully encourage the children to learn themselves continuously,
- ) By nature teacher should be cooperative and fact knowledgeable,
- ) Teacher should be open minded, instrumental of education and clever for research,
- ) Teacher should plan every day lessons and students seminars occasionally,
- ) Teacher should teach students to have habit of doing own work,
- ) Encourage students self dependence and follow discipline if needed,
- ) Teacher should educate student to evaluate their own progress,
- ) Teacher should have knowledge of record keeping and educational planning.

2. Teacher should be matured, and have general education in the followings:

- ) History, geography, economics and cultures,
- ) History, geography and economics of neighbouring Asian Countries,
- ) Selected western countries and simple world history, geography, economics and cultures,
- ) Scientific principles and bases of daily activities of Nepali lives,
- ) Individual and social health and health principles
- ) First Aids principles
- ) Mathematical concepts
- ) Language in Nepali and for some extent to mother tongues in speaking, writing and listening techniques,
- ) Nepali arts, music, literature and ordinary culture,
- ) Rudimentary Principles of Nepali Law.

3. Teachers should be qualify in skill occupation and be skillful in teaching the same:

- ) Produce, prepare and collect clean and nutrient food grains and vegetables.
- ) Buying, cleaning and stitching cotton and woolen clothes neatly and skillfully, necessary for homeliness,
- ) Preparing raw materials manage home affairs; maintain furniture and others required for homeliness,

4. Teacher should be individually, physically well-grown and skillful in continually developing activities. Teaching should possess the following criteria:

- ) Clean character,
- ) Pleasing personality,
- ) Well physically healthy,
- ) Enthusiastically balanced,
- ) Borne high aims individually and professionally,
- ) Believe in free religion and coexistence of other religious that should reflect in activities,
- ) Be qualified citizen leader.

The criteria for teacher development indicate that the teachers were expected to be perfect professionals and leaders of the society, directed towards the achievement of quality lives of the citizens.

Accordingly the commission recommended to establishing an elaborate program of producing trained teachers. Although there were some schools and colleges in the country for the education of the children, but a proper college was missing to develop teacher. The government realized that a college for developing teachers was a necessity for quality education in the country. Hence a training college was established in 2013 BS and college of education was established on 4th

Bhadra, 2014 at Seto Bangala in Lazimpat. Tribhuvan University, which was the first to produce qualified teachers within Nepal, was only established in 2016 BS, although Tribhuvan University Commission for establishment was formed on the 18th of Chaitra 2012 BS. After the start of the Tribhuvan University, the major responsibility of teacher development for schools and colleges from within the country had said on it. Quality graduates of the universities were expected to deliver quality education in every school. Therefore, the university needed to have quality education in itself. Teacher education is, therefore, an important aspect. How the university educates and\ or trains teachers, so the quality education depends on it.

#### **1.1.4 Effective In-service Teacher Education: Background Issues**

Teacher education is a continuous process and its pre-service and in-service components are inseparable. Professional development of teachers begins with pre-service and gets renewed through in-service programmes. It, however, does not mean that there is a simple linearity between the two. There are elements of 'change' and 'continuity' in teacher education system, which necessitate renewal, and up gradation of skills and competencies. The in-service programmes are also organized to sustain the 'survival competencies', which the teachers acquired years ago, during pre-service education.

In the professional updating of teachers, changes in the societal goals, educational structure, curriculum framework, transactional strategies, evaluation techniques and management processes play a significant role. New advances emerging on the educational horizon have to be addressed to and teachers made aware of the same as well. Teacher development is a complex process. Teachers update themselves by putting in various efforts of self-learning, peer learning and interactions with the development are participation in recurrent programmes, extension activities and continuing education programmes.

In-service teacher education programmes are essential in view of obsolescence as well as explosion of knowledge and are necessitated on account changes in retired to execute new and social realities. Whenever teachers are required to execute new and different roles or get promoted to a position that requires new set of service programmes is called for.

Advances in the fields of curriculum evaluation, audio-visual aids, telecommunication, etc. demand updating and orientation of teachers. Innovations both at macro and micro levels, would fail if teachers are not equipped and properly oriented to implement. In the Indian context, the developments, such as the 10+2+3 patterns, the making of science compulsory up to class X, new practices in evaluation like internal assessment, evaluation, scaling and grading, introduction of new areas like environmental education, population education, computer education, AIDS education gender sensitivity, etc. demand in-service training of teachers.

In-service training programmes are offered in various ways. Resource institution at the national level offers orientation programmes of varying duration for different target groups. Besides its modality there are others like attachments, visits, national exchange programmes and international study visit; which form a significant component of in-service programmes. Pre-service and initial teacher education is reinforced by self-initiated learning, in-service teacher education programmes and recurrent and continuing education. Self-initiated learning involves study on one's own for professional development. Recurrent and continuing education Self-initiated learning involves study on one's own for professional development. Recurrent and continuing programmes are organized through seminars; workshops orientation courses etc. as pre the professional requirements.

In the changing context of globalization, liberalization and advances in tele-communication, teachers and teacher educators need to become conversant with



international trends, internationalism, multi-culturalism, multi-racialism and other pluralities. Both pre-service and in-service teacher education programmes should be receptive to new thinking and new changes. However, reforms and innovations in education can reach schools in large magnitude and expeditiously through in-service education programmes. James(2001) describes some important background issues concerning the provision of effective teacher education and development, which in very general terms he understands to mean helping practicing teachers to develop their professional knowledge, skills and attitudes, in order to educate their learners more effectively. These issues include: teachers' identities, teachers' professional knowledge, skills, attitudes and feelings, education, and change and teacher learning.

### **a. Teachers' Identities**

#### **i. Teachers as Individuals**

A thumbnail sketch of practicing primary and secondary teachers might characterize them as ordinary people who lead very busy, often stressful, but potentially rewarding working lives. Teachers are also, of course, unique individuals, with their own personalities, idiosyncrasies, hopes and concerns. That has different personal and educational histories, and possesses professional knowledge about the subjects they teach, as well as professional experiences and skills. Significantly, they have beliefs, attitudes and feelings towards aspects of their work. All of these elements change over time.

#### **ii. Teachers as Social Beings**

In their professional practice, teachers are also social beings in that they interact with their learners and the curriculum in the classroom in a three-way process. The classroom is clearly located within the more extended context of a school: a complex, constantly changing world, full of exuberant children

learning and playing, and colleagues busily attending meetings and talking to parents. In turn, this context extends beyond the school gates, consisting of other layers, including the local community (a town or city with, for example, school inspectors, teachers' centers, higher education institutions), a region or country (with, for example, government ministries, publishers, national teachers' associations), and beyond this the international community at large (with, for example, organizations such as the European Union, the British Council, and international professional associations such as IATEFL or TESOL).

This social context is important in the present discussion, as the expectations of all the participants involved in the educational process exert an influence on a teacher's behavior in school and in the classroom. The nearer the participants in the educational process exert an influence on a teacher's behavior in school and in the classroom. The nearer the participants are to the teacher, the stronger their influence.

## **b. Teachers' Professional Knowledge**

Teachers already possess professional knowledge when they join a training programme. This knowledge takes the form of 'personal theories', defined as a 'set of beliefs, values, understandings, assumptions –the ways of thinking about the teaching profession' (Tann, 1993p.55), and which take shape and develop as a result of individuals' experience as learners and teachers, and as a result of their previous training, to mention but a few sources. One reason why these personal theories are important is that they help teachers to make sense of their past and present professional experience as educators and teachers. Making sense of experience would include the following: teachers' generalizations (e.g. 'for me a real curriculum contains...'), interpretations (e.g. the term "x" is really...'), principles (e.g. Schools should...), feelings (e.g. 'Yesterday I felt pleased with...'), and priorities (e.g. 'we really need to improve...'). A second reason why personal theories are important is that they determine what teachers

do in practice in classroom, which has important implications for teacher education and development. A further important element of personal theories comprises individual teachers' understandings of so called 'public theory', defined as 'the systems of ideas published in books, discussed in classes, and accompanied by a critical literature' (Eraut, 1994,p.70). For English teachers, this might include ideas related to aspects such as what language is or how it is learned. Of course, a teacher's personal theory may not necessarily be completely consistent or logical; perhaps there are gaps, or few connections between its different elements or components. It is also dynamic, changing over time; and highly individual, just as teachers are individuals. Significantly, personal theories are usually tacit or implicit.

One implication of this discussion concerning professional knowledge and personal theories is that an effective in-service programme should exploit fully the knowledge—as defined above—which teachers bring with them.

### **c. Teachers' Professional Skills**

Teachers' professional knowledge is applied to their work in the form of skills, or routinised actions (although, naturally, not everything a teacher does is routinised). Now some skills related to subject matter, methodology and decision- making, as well as social and enabling skills are described below:

#### **i. Subject Matter Skills**

Subject matter skills, such as language competence, or the use of the target language in class, are self-evidently of vital importance for language teachers.

## **ii. Methodological Skills**

Of obvious importance to effective educating, teaching and learning is the range of methodological skills required by teachers in the day-to-day world of schools, such as lesson planning, using a cassette recorder, or correcting learners' mistakes. A central feature is that teachers and trainers are encouraged to draw up shortlists of their own methodological priorities. Tasks and materials should be provided for teacher, for example, to help participants to analyze their current practice concerning these priorities, to read relevant books and articles, to exchange ideas about their priorities and to experiment in schools and classrooms with them.

## **iii. Decision-Making Skills**

These skills as Richards and Lockhart (1994,p.78) define "Teachers are constantly confronted with a range of options and are required to select from among these options the ones they think are best suited to a particular goal. The option the teacher selects is known as a decision (Kindesvatter, Wilen and Ishler, 1988) teaching involves making a great number of decisions. (Richards and Lockhart, 1994,p.78). They go on to distinguish between different types of decision: planning decisions (e.g. 'what do I want my learners to learn from this lesson?') interactive decisions (e.g. Are instructions understood?') and evaluative decisions (e.g. 'was this lesson successful?') (ibid.pp. 78-89)

## **iv. Social Skills**

Teachers are social beings and their social skills are of great importance for effective educating, teaching and learning. These social skills include interactive skills such as communicating and co-operating effectively with learners, as well as with colleagues (e.g. discussing and sharing teaching ideas, problems or

concerns) or with parents, (e.g. explaining aspects of teaching and learning at parents meetings), or with other participants in the educational community.

#### **v. Enabling Skills**

Enabling skills are those which facilitate career long teacher learning and include: professional reading skills, predefined as the 'ability to acquire, refine, evaluate, and use theories for the improvement of practice' (Eraut, 1994,p.73).

#### **d. Teachers' Attitudes and Feelings towards Their Work**

Naturally, researchers have attitudes and feelings towards their work: by 'attitude'. James understands a 'way of thinking that inclines one to feel and behave in certain ways' (Simons et al, 1993, p.239). Language teachers, then feel or behave in certain ways about the language they teach, for example, or the goals and purposes of education; they are often influenced by social forces, such as the status and value of teaching in their region or country, the levels of pay, or the political structure of the school. Of course, many teachers have positive feelings, hopes, desires and dreams, and are keen to improve aspects of their professional practice and to find out about new teaching ideas. However, experienced trainers know that teachers may also have many negative feelings, concerns, doubts and worries about their professional practice. For instance, they may have little time for catching upon professional reading, feeling guilty as a result; they may worry about the thorny issue of mixed ability classes, or their learners' motivation. Language teachers may sometimes have low self- esteem, and can be very self- critical about their own command of the language they teach. The trainers, therefore, deliberately seeks to help teachers to reflect on and talk about such attitudes and feelings, both positive and negative. This not only enables them to obtain a balanced view of their professional strengths and weakness, but also encourages them to take action and identify opportunities to change aspects of their work. In the long term such an approach also helps to

enhance teachers' self esteem and develop their confidence in their own knowledge and skills.

#### **e. Education**

One question related to primary and secondary teachers' professional practice considered to be significant in the present discussion is what education is. A determining characteristic of primary and secondary school teachers' practice is their involvement in the general education of their learners, a goal greater in scope than their specific responsibilities as language teachers. But how to define the purpose of education? Fullan (1993) records that two student teachers view the issue as follows:

I hope my contribution to teaching, along with other good teachers' contribution, will help result in a better society for our future... (p.10).  
I've always thought that if, it could go into a classroom and make a difference in one kid's life... then that's what I am here for. (p.11).

In addition to the rather idealistic purposes defined by three students, James's (2001) own understanding of the term 'education' emphasizes the following:

- ) Developing whole learner's knowledge, knowledge skills, attitudes, etc.
- ) Applying general and specific educational aims, as expressed in a curriculum, across the whole school;
- ) Preparing learners for life-long learning

#### **f. Change and Teacher Learning**

In our daily life we are surrounded by the shifting tides of change. Change is natural, varied and complex, simply a part of the way we live. For instance, there is political change when a new government is elected, technological change when a new computer software product is launched into the market,

environmental change when a forest fire pollutes the air with its smoke; and personal change when an individual begins a new job.

The field of education is no exception as regards change. Indeed, it is particularly susceptible to change, of a constant nature. For example, change occurs when new curriculum plans are implemented by Education ministry, granting schools more autonomy in running their own affairs. Naturally, learners themselves also need to change for example, as they grow older and move up through the school, or as they respond to changes in society. For these and other reasons, therefore, teachers also need to change if not, they risk being left behind, as the world around them moves on. Change for teachers takes place naturally; they may take on a new administrative role at school, use a new course book experiment with a new idea recommended by a colleague, or apply new technology in class, such as video.

Further characteristics of change are that it is usually slow, as well as difficult, in that it always involves more work for teachers. An apparently simple decision to use video in class for the first time, for instance, requires an already busy teacher to find a time and a place to identify, view and select suitable materials before class. Two important pre-conditions for change are that the educational system in which teachers are working actively promotes change and that teacher themselves are ready to and want to change. Teachers must recognize the need to change, as it cannot be successfully done by others.

Finally, just as with the social context of education programmes take place are complex and unique, consisting of a variety of factors, including: who is paying for the programme? Who is teaching on the programme? What resources are available? How is the programme structured? What incentives are there for the teachers to participate?

### **1.1.6 Nepal English Language Teachers' Association**

NELTA was established as a professional association in 1992 with an aim of improving ELT situation in Nepal. NELTA serves as a platform for all those who have interest in ELT. Teachers and teachers in the making, teacher educators, curriculum developers, textbooks writers and other material developers, researchers, language policy makers, from home and abroad, come together at this platform and share their expertise and experiences with the spirit of "learn and let learn". With its thirty branches at home and network with ELT associations in the neighboring countries as well as with IATEFL and RESOL, NELTA works in close association with British Council, American Center, Ministry of education and sports and other organizations.

The vision of NELTA is to enhance quality of English language teaching and learning in Nepal and high degree of professionalism among the ELT professionals. The main aim of NELTA is to improve the teaching and learning of the English language. In order to achieve this aim, NELTA has set the following objectives:

- ) To raise the standards of ELT in Nepal by conducting training programmes, workshops, seminars, conferences, etc.
- ) To collaborate with the government in various strands such as ELT curricula, materials productions having training, etc.
- ) To provide a forum for extending relationship among individuals, institutions and associations having similar goals.
- ) To foster the exchange of ideas, resources, information and experience among people associated with ELT.
- ) To publish ELT materials, journal and periodicals.
- ) To establish a network among the professional association with interest and goals.



Government of Nepal has introduced English from Grade One from the year 2003. NELTA, as an association of English language teachers, has now a big responsibility to discharge. In this regard, NELTA would like to partner with the government assist in the state curricula of the English courses and collaborate with the government in ELT affairs. NELTA has a plan to publish adequate supplementary learning and teaching materials and conduct various ELT trainings and workshops for its members.

### **1.1.7 Morang NELTA Branch Activities-2009**

Morang Branch of NELTA has carried out some activities which can support English teachers for the professional development, out of them some are regular and some are typical and creative in the field of language teaching. Some remarkable activities done and planned to be done are briefly presented.

To mention first, on the 18<sup>th</sup> of October 2008, Mr. Mohan Kumar Tumbahang and Mr. Kedar Man Shrestha disseminated the central level trainings they had had. Mr. Tumbahang threw lights on shaping the way we teach English whereas Mr. Shrestha highlighted the teaching debates. It was the programme held in Sukuna Multiple Campus after their return from New Delhi and Kathmandu respectively. Mr. Tumbahang was sent to New Delhi and Mr. Shrestha to Kathmandu for these trainings through NELTA. Another remarkable activity was the workshop entitled three day workshop activities held in Biratnagar from 25 to 27 February 2009. The workshop was for Teachers' Professional Development facilitated by Dr. Tony Wright, a Professor of Language Education at the University College Plymouth (St. Mark and St. John) of the UK. He was also the key speaker of the 14<sup>th</sup> International Conference of NELTA. Including the branch committee members, 25 teachers had participated in the workshop. As a regular activity, the ninth meeting of the branch was held on the 18<sup>th</sup> April 2009 and it decided to hold the third Annual General meeting on April 24, 2009 in the hall of Sukuna multiple campus and it was held successfully in the

presence of the central committee member Mr. Kumar Pokhrel. On that day, some typical and fruitful activities learnt in the 14<sup>th</sup> International Conference were disseminated by Mr. Bedu Kumar Khatiwada, a participant of the conference, and Surya Man Sireng, one of the paper presenters and a participant of the same conference. Likewise, Mr. Guru Prasad Adhikari disseminated some typical activities of the workshop held in Biratnagar on the very day. This AGM passed the annual report of the chairman and the treasurer and elected an eleven-member new branch committee headed by Mr. Amrit Prasad Acharya. It was the first meeting of the branch committee (i.e. a joint meeting, including the members of the dissolved executive committee and advisory board) held on the 1st of May, which determined the portfolio of the new executive of the branch and also nominated an advisory board.

The first meeting also made the decision to run trainings in four different parts covering the major areas of the branch. The centers identified and selected for the trainings are Dulari, Biratnagar, Rangeli, Pakali and Pathari. Additionally, an editorial board headed by the chairman had been formed to publish a 'Newsletter' by the end of June, and it is in our hands now. Very recently, the central executive committee decided to invite chairman of the branch committee. So, on behalf of the Morang Branch, chairman Acharya went to Kathmandu and presented the following strategic plans on 24 May 2009.

- ) Providing trainings to the lower secondary English teachers of five clusters of Morang district.
- ) Publication of a Newsletter including ELT related articles.

As an integral part of the branch activities, it has been extending its wings to cover the target areas with the help of the addition of members and life members. So far, we have 61 life members and two general members in this platform.

## **1.2 Review of the Related Literature**

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of English teaching, a very few of them have been conducted in the field of teachers' professional development. Some research works related to this study are reviewed as follows:

Broko and Putnam (1995) says, "Professional development plays an important role in changing teachers' teaching methods, and these changes have a positive impact on students' learning." They further say that professional development shows powerful evidence that experienced teachers' pedagogical content knowledge and pedagogical knowledge beliefs can be affected by professional development program and that such changes are associated with changes in their classroom institution and student achievement."

Holloway (2001) conducted a research entitled 'Effectiveness of mentoring training for professional development' and found that mentors who have received some form of mentoring training are more effective in their roles. In his study he further reports that 96 percent of beginning teachers, and 98 percent of experienced teachers felt that they had benefitted from the professional development programs.

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

Atay (2006) conducted research entitled "Teachers Professional Development: Participants in Research". In his study he found that participant in research has a positive impact on the professional development in- service teachers by broadening their perceptions of research, helping them to recognize the value of collaboration and encouraging them to implement new institutional practices.

Soproni (2007) 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.

Ganawali (2008) conducted a research entitled "Strategies and opportunities for English Language Teachers' Professional Development", and found that although there are apparent differences, most teachers have realized that they have made substantial improvement in their performance due to similar factors like: knowledge and skills, challenge and responsibilities dealing with their wants and need professional interaction and decision making.

Phuyal (2008) conducted a research entitle "Practice of Reflective Teaching used by primary levels English Teachers", and concluded that majority of the primary level languages teachers are not using reflective teaching for their professional development. Though, some of them responded that they use reflective teaching as a way to their profession.

There are innumerable works carried out in the Department of English Education in different areas like: attitudes, contrastive analysis, ELT, comparative study and mass media. This is a teacher centered research work on perception of in-service teachers about NELTA for professional development. This study will be different from the existing ones. However, this research will be the new research in the teacher professional development in the Department of English Education, Tribhuwan University.

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

The objectives of the study were as follows:

- ) To identify the perception of teachers on NELTA activities for professional development.
- ) To identify whether the members of NELTA apply the ideas learnt in NELTA programmes in their professional life.
- ) To suggest some pedagogical implication based on the findings of the study

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

This study will be significant to all the stakeholders and practitioners involved in the field of English language teaching. It tries to find out the perception of in-service teachers about NELTA for professional development. It also reflects that whether the NELTA members apply the ideas learnt in NELTA programmes. I hope, this study will be helpful to the teachers, supervisors, subjects' experts, curriculum designers and others who want to carry out further research in the field of teacher professional development.

## **CHAPTER-TWO**

### **METHODOLOGY**

The researcher adopted the following methodologies to carry out the study:

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

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

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

The study was mainly based on the primary sources of data, i.e. the responses made by in-service teachers who were the NELTA members of Morang NELTA branch to a set of questionnaire.

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

The researcher used some related books, journals, articles, unpublished research works, websites for the preparation of the questionnaire and for widening his insight and knowledge in the related area. Some of them were: Bhan, SP. (2006), James, p. (2001), Pandey (2008), Joshi, (2009) Head & Taylor (1997) Underhill, (1988), Wright. (2000), Stultana (2004) Richards and Farrell (2005), Khaniya (2006), Soproni (2007) and Ganawali (2008).

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

The population of this study was the in-service teachers. All the teachers were NELTA members of Morang NELTA branch.

### **2.3 Sample Population**

The sample population of this study was forty-five in-service teachers teaching in different colleges and schools of Morang district. All the teachers were NELTA members of the Morang NELTA branch.

### **2.4 Sampling Procedure**

The researcher used non- random purposive sampling procedure while selecting the teachers.

### **2.5 Tools of Data Collection**

The main tool of the data collection was a set of questionnaire. The questionnaire contained both close as well as open-ended questions.

### **2.6 Process of Data Collection**

Having prepared the required copies of questionnaire; the researcher purposively visited the selected teachers. After that, he established rapport with each of them. Then, he took permission from the respondents and briefly explained about his research study and what they were supposed to do. After that he distributed the questionnaires to the teachers and requested them to answer the questions. Then, he studied those questionnaire and analyses and interpreted the data collected from them.

### **2.7 Limitations of the Study**

The study had the following limitations:

- a. The study was limited to the perception of in-service teachers about NELTA for professional development. The study will be limited to 45 in-

service teachers. All the teachers were NELTA members of Morang  
NELTA branch.

- b. Data was taken only through questionnaire.



## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data was collected from the forty-five in-service teachers having the membership of NELTA from Morang district with the help of questionnaire consisting of both close as well as open-ended questions.

The study was carried out to identify the perception of in-service teachers about NELTA for professional development and whether the NELTA members apply the ideas learnt in NELTA programmes in their professional life. For these purposes, the researcher tabulated the information and analyzed the data under the following three main headings:

- a) Perception of teachers on NELTA activities for professional development.
- b) Common participation of teachers on NELTA activities
- c) Use of ideas learnt in NELTA programmes in teachers' professional life.

For the information or data, the respondents were made to reply 22 open-ended questions and 41 closed ended questions. Open-ended questions required their free opinions and were asked mainly to support close-ended questions.

#### **3.1 Perception of In-service Teachers about NELTA for Professional Development**

The first objective of the study was to identify the perceptions of in-service teachers about NELTA for professional development. To meet this objective, the teachers were provided with some open-ended questions to respond. Among

which three Q.N. 15, 16 and 17 (see appendix-I) were directly related to this objective and others were supporting questions.

In question no.15, the teachers were asked whether they had anything that they expected from NELTA but never got a chance to learn for their professional development. In response to this question, most of the teachers (67) viewed that they were somehow benefited from the NELTA programmes. Specially, higher level English teachers had expected NELTA to organize workshops on the TU revised courses. In this context, they further said that there should be in-depth discussion on the new courses among the teachers before they are delivered in the classroom. They never found NELTA and even TU organizing such constructive and product-oriented activities. Similarly, there were a number of expectations to be obtained through the NELTA activities. Some of them were as follows:

R.1 wrote, "Yes, I have expected much more from NELTA. In fact NELTA hasn't been able to provide us workshops and trainings as I have expected. Some intensive workshops and trainings are necessary for our intent development."

R.2 wrote "New techniques have been introducing in teaching learning activities, So NELTA should publish its journal on new trend in teaching learning activities and teacher training should be conducted in remote area so the teaching people will be benefited."

R.3 wrote "NELTA should expand online course so that the members can get chance of joining to English world without being in trouble to their profession."

R.4 wrote "It will be best if special priority is provided for female life members while workshop, training programme etc."

R.5 wrote "I have never got chance to participate in higher level ELT trainings."

R.6 wrote "NELTA should organize interactional programmes among the English teachers every month in the different centers at the district level."

R.7 wrote "There should be frequent workshops conducted by NELTA leaders and native speakers of English."

R.8 wrote “NELTA should develop its own curriculum for its own unique identity.”

R.9 wrote, "How is English taught in the real classroom situation? They share ideas with the learned ones. Can they effectively teach our school students as they instruct us?"

Similarly, in Q. No. 16, the researcher asked the teachers whether they think NELTA was sound enough in its aims and objectives. Out of 45 respondents, 32 people responded in support of the question. Remaining 13 people appeared against the question. Some of the reasons made by them to support the question were as follows:

- ) It has promoted us to develop the reading habit and writing book reviews as well as making papers and articles related to the respective field. So NELTA is always supporting us by making small study groups and conducting regular workshops and trainings.
- ) It has been able to develop professional awareness among the English teachers.
- ) It helps to promote the teachers for new skills and knowledge in ELT.
- ) It publishes standard journal equipped with contemporary issues in ELT.
- ) It provides TOT.
- ) It conducts international conference with keynote speakers.
- ) It is in touch with other international profession organization.
- ) It has been facilitating its branches with experts to hold seminar/workshops.
- ) It has expertise.
- ) It is purely professional organization.
- ) It makes teachers respectful and well trained.
- ) It brings home newly invented teaching method and techniques.
- ) It unifies the teachers of different districts.
- ) It creates forum for the beginners too.
- ) It motivates and gives refreshment to language teaches.

) NELTA forums and Journals give new insight in teaching learning.

Similarly, in Q. No. 17 a, the researcher asked the teachers whether they think NELTA has any weakness in its activities or programmes. Out of forty -five respondents, 38 people pointed its weakness and rests of the respondents were against the question. The weaknesses were as follow:

- ) NELTA is central office oriented.
- ) The selection criteria for scholarship are not transparent.
- ) NELTA activities are not accessible to all levels of school.
- ) There is no regular contact with central-branch and members.
- ) NELTA journals, forums and Newsletters are only published annually.
- ) The ideas instructed, shown and shared in the programmes are more ambitious.
- ) It has not been able to expand its network throughout the country. It has not brought all the English teachers under its influence.
- ) It is not able to organize effective intensive training to the teachers in the local area.
- ) NELTA is not reaching to its members outside the valley.
- ) Conference that it conducts is not well managed.
- ) Irregular programme setting in its branches.
- ) Lack of enthusiasm of the members in the branch level.
- ) Most of the English medium school teachers are untouched from NELTA.
- ) The membership fee in expensive. So, all the English teachers are not able to become its life member.
- ) Lack of orientation for the article composers.
- ) Most NELTA members are college teachers. So, NELTA should also give priority to primary English teachers.
- ) There is no proper encouragement in the teachers to write articles and present them.

) Involvement of female teachers is very poor in NELTA.

Finally, in Q. No. 17, b, the researcher asked the teachers ‘what could be the suggestions to the weaknesses of it for its recommendation?’ Some of the responses were as follows:

- ) Centralize the programmes to regional or local branches.
- ) Make the selection criteria for scholarship transparent.
- ) There should be regular contact with central-branch and members.
- ) NELTA activities should be accessible to all levels of school.
- ) NELTA journals should be sent to its members all over the country.
- ) The ideas instructed, shown and shared should be practical in the local areas.
- ) It is better to expand its network throughout the country and it should bring all the English teachers under its influences.
- ) Conferences that it conducts should be well managed.
- ) There should be regular programme setting.
- ) NELTA programmes should reach to its all members outside the valley.
- ) Make proper orientation for the article composers.
- ) Most NELTA members are college teachers. So, it should give priority to primary English teachers too.
- ) NELTA should encourage all the teachers to write articles and present them.
- ) The attraction of the organization to local areas should be increased, otherwise, the organization collapse itself soon.
- ) It would be better if the female English teachers were given special priority in the organization and its activities
- ) Simulation teaching in some schools where NELTA lies (selected schools: very good, good and weak) should be conducted from the side of experts of NELTA and the result of that should be published in the NELTA journals yearly.

- J) Organize many national and international level seminars, trainings etc and encourage the members to participate in.

### 3.2 Common Participation of Teachers in NELTA Activities

The second objective of the study was to identify whether the members of NELTA apply the ideas learnt in NELTA programmes in their professional life. To elicit the information required to meet this objective, the teachers were provided with some open ended and some close ended questions to respond. Among which, Q. No. 5, 7, 8, 9, 10, 11 and 12 (see appendix-I) were directly related to this objectives and other were supporting questions. With the help of these questions, the researcher tried to identify the common participation of NELTA members (also in-service teachers) in the NELTA activities which is practiced in the table below:

**Table No. 1**  
**Common Participation of In-service Teachers in NELTA Activities**

S.N.	Activities	Responses			
		Familiar		Non familiar	
		No	%	No	%
1.	Short Term Teacher Training	26	37.77	19	42.22
2.	Annual Conference and mini conference	31	68.88	14	31.11
3.	TOT	2	4.44	41	91.1
4.	Scholarship	0	0	45	100
5.	Materials Dissemination seminars	9	20	36	80
6.	One day workshops	7	15.55	38	84.44
7.	Forms, Journals and Newsletters	40	88.88	5	11.11

\* No. = Number of teachers

The above data shows that 68.88% of the in-service teachers (also NELTA members) have attended the annual conference and mini conference of NELTA. Similarly, it is also revealed that majority of the teachers (57.77%) have appeared in the short term teacher training programme organized by NELTA. The data presented in table no. 1 also shows that a very few teachers (4%) have appeared in TOT of NELTA. Likewise, the table displays that no teachers have got any scholarships through NELTA. Similarly, a few teachers (20%) are familiar with the materials dissemination seminars organization by NELTA. In the same way, according to the data presented above, only (15.55%) teachers have attended the one-day workshop programme. While analyzing the responses to the activity no 7, it was found that a high majority of teachers (88.88%) are familiar with forums, journals and newsletter provided by NELTA to its members.

Finally, the data presented in the table no. 1 shows that out of different activities organized by NELTA, approximately all of the members (also in-service teachers) 88.88% are familiar with forum, journals and newsletters provided and or published by NELTA. In the same way, none of the teachers have got the opportunities in any scholarship provided by NELTA.

### **3.3. Use of Ides Learnt in NELTA Programmes in In-services Teachers' Professional life**

With the help of the question no. 5, 7, 8, 9, 10, 11 and 12 (see appendix-I) the researcher tried to extract the views of teachers towards whether they apply the ideas learnt in NELTA programmes in their professional life or not. The teachers' views were analyzed minutely and interpreted in various subsections on the basis of their responds.

### **a. Annual Conference and Mini Conference**

A major event NELTA has been organizing regularly since its inception in its annual international conferences. It is the biggest ELT event in the country in which more than 400 people from home and abroad participate and benefit from the presentations, exchanges and interaction activities. Likewise, ELT books/materials exhibitions poster presentation, panel discussions are other supplementary events organized during the conference. All the members from the distance cannot come to attend the annual conferences in Kathmandu. Therefore, in order to provide opportunity to all the members, NELTA organizes mini-conferences at all branches in which branch members participate and share their experiences. In such conferences speaker from the NELTA center, foreign speakers and local NELTA members make their presentation on different areas of ELT. It is believed that these well-conducted conferences can have a lasting impact on its participations. Therefore, the researcher wanted to extract to what extent the teachers have applied their leaning from the conference in their real classes:

**Table No. 2**

#### **Application of Ideas from Conferences:**

S.N.	responses	No. of Teachers	Percentage
1.	frequently	6	19.35
2.	Sometimes	22	70.96
3.	Never	3	9.67

From the responses it is revealed that 19.35% of the teachers frequently have been applying the ideas learnt in NELTA conferences. Similarly, most of the



teachers (70.96) sometimes use the ideas learnt in the conferences. However, only 9.67% teachers never applied the things they learnt in the conferences.

In this context, indicating the foreign keynote speaker in the conferences, one open ended question 'Do you think the foreign keynote speakers in conference were really beneficial?' was asked then, to the support of this question another supporting question 'If yes, would you share some ideas you learnt with them which are very fruitful in your local classroom?' was asked to the teachers. The result shows that most of the teachers were benefitted to some extent. They further opined that they were beneficial for establishing bases. A very few of the teachers viewed that, the keynotes forwarded in the conferences were highly applicable in English speaking classes of student. For Nepalese student, who are learning English, they think, are not capable of comprehending the ideas imported there.

#### **b. Short Term Teacher Training**

In order to conduct short-term teacher training programmes, NELTA has developed its own teacher training packages. At present NELTA has a secondary Teacher Training Package, Primary Teacher Training Package, S.L.C. examinations Orientation Teacher Training Package and Primary English Teachers' Language Improvement Course package. NELTA runs short term teacher training programmes in different parts of the country by using these materials. Therefore, the researcher wanted to know whether the teachers apply the things learnt in the training of NELTA in their professional life. The data on the teachers' responses of application of ideas learnt from short-term teacher training package is presented below:

**Table No. 3**  
**Application of the Idea from Short Term Teacher Training**

SN	Responses	No. of teachers	Percentage
1.	Frequently	18	69.23
2.	Sometimes	8	30.76
3.	Never	0	0

The table clearly shows that most of the teachers, i.e. (69.23%) frequently applied the lesson they got in the training of NELTA. Similarly 30.76% teachers sometime used the leanings of the training. None of the teachers left to apply the ideas in the real classroom.

**c. Training of Trainers (TOT)**

NELTA has a pool of trainers at the center and at the branch levels. Every year, NELTA organizes a week long training of trainers (TOT) in Kathmandu just before the annual conferences. Participants of such TOT are the trainers from the branches and some nominated by the central committee. When they go back to their respected branches after the conference, cascade the training at the branch level. With the help of 4 close ended questions the researcher tried to find out whether the teachers apply the ideas in their professional life. The following table presents the responses of the teachers:

**Table No. 4**  
**Application of Ideas from TOT**

SN	Responses	No. of teachers	Percentage
1.	Frequently	0	0
2.	Sometimes	2	100
3.	Never	0	0

From the above responses it is revealed that 100% teachers sometimes had applied the ideas in their professional life. The table also shows that the number of participated teachers were very poor.

#### **d. Scholarships**

NELTA has received scholarships from AS Hornby Trust / Oxford University press for MA in ELT in the UK. Its members also had short term exposure visits to the UK and Hornby Summer schools. NELTA members have attended many ELT conferences in different countries with the support of the British council and the USIS. The members attending such programmes are the assets of NELTA and they, upon their return to Nepal support NELTA activities in various ways. In these circumstances, the researcher wanted to know to what extent the teachers were benefited from the scholarship programme and whether they were applying the lesson they got in the scholarship package. The following table presents the responses of teacher:

**Table No.5**  
**Application of Ideas from Scholarship**

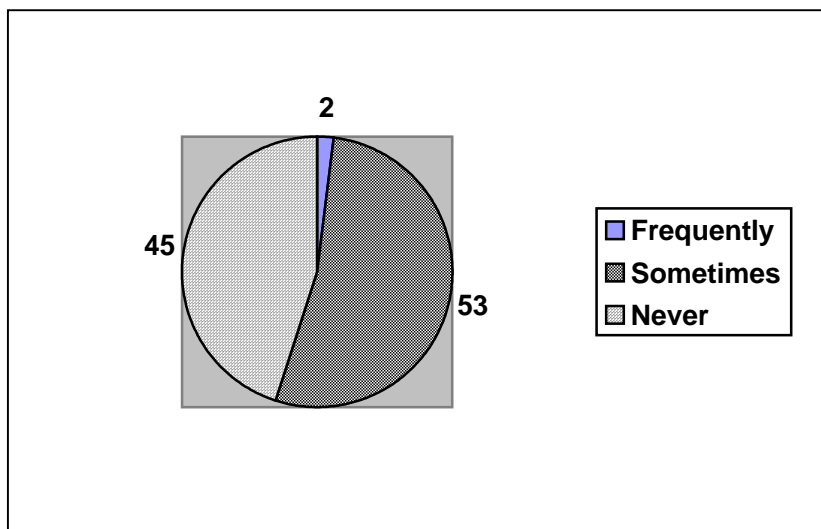
S.N.	Responses	No. of Teachers	Percentage
1.	Frequently	0	0
2.	Sometimes	0	0
3.	Never	0	0

The table clearly shows that neither the teachers had attended any ELT conferences nor they had received scholarship in foreign countries through NELTA.

### e. Material Dissemination Seminars (MDS)

The aim of such seminars is to familiarize the participants with useful ELT materials available in the resource centers and the British Council library, and to tell them how they can have access to such materials, many more teachers have been able to improve their own group of the language and their teaching strategies to a large extent. In this context, the researcher wanted to find out to what extent the in-service teachers had used the ideas learnt from the materials dissemination seminars NELTA .The data on teachers' responses is presented in the following figure.

**Figure No. 1**  
**Application of Ideas from MDS**

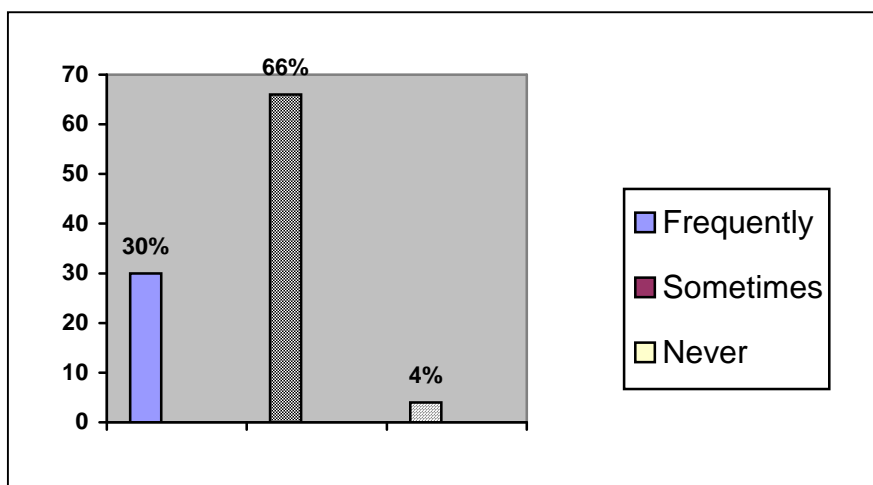


The figure above shows majority of teachers (53%) sometimes applied the ideas learnt in MDS of NELTA. Similarly, a very few people (2%) viewed that they frequently had applied the ideas learnt in the seminars and other remaining (45%) teachers never applied the ideas in their classroom learnt from MDS.

## f. One Day Workshops

NELTA conducts one-day workshops in various parts of the country. In these workshops, presentations are focused on the current ELT issues and their practical solutions. Workshops are organized for the centre as well as the branches every year. The branches also conduct such workshops at the local level and discuss the problems and issues in ELT. Here, the teachers were asked to respond the most effective things they learnt from the workshops and whether they applied in the classroom or not. The following bar-diagram presents the responses of the teachers:

**Figure No. 2**  
**Application of Ideas from One-day Workshops**



The figure above shows that the majority of teachers (66%) sometimes applied the ideas learnt in one-day workshop organized by NELTA. Similarly, out of total, 30% teachers responded that they frequently follow the lesson they got in the workshops that they attended in NELTA. It was also found that very few teachers (4%) never used the ideas in the class.

### **g. Forums, Journals, and Newsletters**

NELTA publishes journals newsletters and forms once a year regularly. The newsletters provide information to the members about the activities of NELTA and practical ideas, which can be, used in the ELT classrooms. The journal helps them to learn the ELT practices. Such publications not only give the members to write experiences and share them with the other members. The researcher wanted to know to what extent the teachers had applied the things learnt from forum, journals and newsletters provided by NELTA. The following table presents their responses.

**Table no. 5**  
**Application of Ideas from Forums, Journals and Newsletters**

SN	Responses	No. of teachers	Percentage
1.	Frequently	24	60
2.	Sometimes	11	27.5
3.	Never	5	12.5

According to the data presented in the table above, most of the teachers i.e. (60%) opined that they frequently have applied the ideas learnt from forum, journals and newsletters in the classroom. Similarly, (27.5%) teachers sometimes have followed them in their classroom. However, only (12.5%) teachers responded that they could not learn anything from these materials because of its complex language.

## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

On the basis of the analysis and interpretation of data the following findings have been made.

- a. Majority of teachers (70.96%) sometimes used the ideas learnt from the conference and 19.35% teachers have applied the lesson they got in the conference organized by NELTA. Similarly, a few teachers (9.67%) never applied the things they learnt in the conference.
- b. Most of the teachers (69.23%) have frequently applied the lessons they got in the short-term teacher training of NELTA. Similarly, 30.76% teachers sometimes used the learning of the training. None of the teachers left to apply the ideas in their real classroom from the short-term teacher training.
- c. All the (100%) teachers sometimes have applied the ideas learnt from TOT in their professional life. However, the numbers of participated teachers were very poor.
- d. The present study shows that neither the teachers had attended any ELT conferences and nor they had received scholarship in foreign countries in NELTA, i.e. none of the teachers learnt from the scholarship programme. So they never applied in their classroom.
- e. Majority of teachers (53%) sometimes applied the ideas learnt in MDS of NELTA. Similarly, very few teachers (2%) viewed that they frequently have applied the ideas learnt in the similar and other remaining teachers (95%) never applied anything in their professional life from MDS.
- f. Most of the teachers (66%) sometimes followed lesson they got in the one day workshops organized by NELTA. Similarly, 30% teachers frequently have applied the ideas learnt in the workshops they attended in. It was

also found that very few teachers (4%) never used the ideas in the class from the one day workshop of NELTA.

- g. More than half teachers (60%) frequently have applied the knowledge gained from forums, Journals and newsletters in their classroom. Similarly 27.5% teachers sometimes have followed them in their professional life and only 12.5% teachers responded that they could not learn anything from there materials because of its complex language.
- h. The present study shows that the in-service teachers (also NELTA member) were much benefited from NELTA in many cases. They viewed that NELTA had developed their reading habit and writing something new in the professional life.
- i. It was found that NELTA has been able to develop professional awareness among the English teachers.
- j. Most of the teachers viewed that NELTA shows its existence only once a year especially at the time of annual conference.
- k. More than half teachers responded that NELTA is not in the favor of poor-performing teachers. They also opined that the attraction of the organization to the local areas is very poor.
- l. Almost all teachers claimed that there was no regular programme setting in its branches and the organized programmes also were much unmanaged. They further said that there was no regular contact between the programmes that NELTA organized and its members. Therefore, there was no proper communication to all the members for the programmes.
- m. The present study shows that the involvement of female English teachers in the organization in very poor.
- n. Hundred percent teachers viewed that one can develop his profession by joining his related professional organization.



## 4.2 Recommendations

- a. NELTA should not show its existence only once a year esp. at the time of annual conference. It should mobilize/ use its expertise to enhance professional development of the teachers by launching different programmes every month.
- b. NELTA should even encourage the poor-performing teachers so that they can improve themselves through the NELTA activities. Primary and lower secondary teachers are not motivated by the NELTA programmes. So, initiate the programmes for them.
- c. Language used in the journals should have the easy access to the teachers. Some pedagogical skills aspects should be printed in chronological order to apply them directly to the classroom students. Most of the articles should be contextual to Nepal. It should be kept in mind that we are teaching Nepalese students and how far they understand and to what extent. Basic needs of them should be analyzed and the strategies or methods should be discovered to apply them in the foreign language teaching classroom otherwise, it will be a futile effort like that of a spider which attempt several times to climb the cave but failed. Only polished writing can't bring any change in the existing reality. Survey of problems, analysis of problems and finding to the problems in different contexts are the major investigations and responsibility of NELTA in the days to come.
- d. Simulation teaching from the side of experts of NELTA should be conducted in some selected schools (very good, good and weak) in different districts and the result of that should be published in the NELTA journal yearly.
- e. The attraction of the organizations to the local areas should be increased. It should encourage all the teachers to write articles and present them.

- f. There should be regular contact between the programme that NELTA organize and its members. Therefore, NELTA should communicate all members for the programmes.
- g. NELTA should make regular programme setting in its all branches and the organized programmes should be well managed.
- h. It is better to expand its network throughout the country and it should bring all the English teachers under its influence.
- i. It would be better if the female English teachers were given special priority in the organization and its activities.
- j. It is claimed that almost all teachers learn from their own teaching experience, Therefore, NELTA should design the course as well as training packages for teachers' professional development including different teacher learning strategies.
- k. NELTA should provide refresher courses to the teachers which enable them to keep themselves up to date on the latest development in their subjects.
- l. Only a few researchers have been carried out in teachers' professional development therefore the students from different universities like TU, KU and PU should be encouraged to carry out further researches in this field.

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APPENDIX-I  
QUESTIONNAIRE

Dear sir\ madam,

This questionnaire is a part of my research study entitled 'Perception of In-service Teachers about NELTA for Professional Development' under the supervision of Dr. Chandreshwor Mishra, Professor and Head, Department of English Education, TU. Your co-operation in completing the questionnaire will be of great value to me. There is no right or wrong answer. I am interested in your personal opinion. Please feel free to put your responses required by the questionnaire. I may assure you that the responses made by you will be exclusively used only for the present study.

Name:

College:

Qualification:

Experiences:

Training: (if any)

Answer the following questions (the questions are based on the activities of NELTA):

1. What do you understand by the term professional development?
  
2. How did you get into English language teaching profession?
  
3. Do you think an ESL teacher needs to take membership of any professional association for his or her professional development?
  - a. If yes, please suggest any three reasons to its necessity.
  
4. When did you take membership of NELTA?

5. Have you ever attended the annual conference and mini-conferences of NELTA?

a. If yes, would you share with us which conference you attended?

b. Are you benefited from the presentation, exchanges and interaction activities?

c. If yes, what exactly did you learn from each of them?

d. Did you apply your learning in your real classroom activities?

e. If yes, which class did you apply in?

6. Do you think the keynote speakers in the conferences are really beneficial?

a. If yes, would you share some ideas you learnt with them which are very fruitful in our local classroom?

7. Have you ever taken any short term teacher trainings programmes in NELTA?

a. If yes, would you say which training package did you take>

c. When did you take this training package?

d. What especially did you find most effective in the training for your professional development?

e. Have you ever applied this learning in your real classroom?

f. If yes, which class did you apply in?

g. What feedback did you get from your students?

8. Have you ever attended a weeklong training of trainings (TOT) in NELTA?

a. If yes, have you ever got chance to train others at the branch level?

b. If yes which branch did you train in?

c. Would you tell what the training was about?

9. Have you ever attended ant ELT conferences in foreign countries>

a. If yes, where did you attain the conference?

b. What was the conference about?

c. Then, have you ever supported NELTA activities through that conference?

10. Have you ever studied newsletters and\journals of NELTA?

a. If yes, would you tell which newsletter\ journal you studied?

b. Would you say which article you found most effective in that newsletter or journal for your professional development?

c. What does\do that article\s say?

d. Have you applied it in your real classroom?

e. If yes, which class did you apply in?

11. Have you ever attended any materials dissemination seminars in NELTA?

a. If yes, which ELT material did you get familiarized with in the seminar?

b. Would you share with us the way you can use these materials in the classroom?

c. Would you share with us what teaching strategies you have improved through these materials?

12. Have you ever attended any one day workshops conducted by NELTA?

a. If yes, in which ELT issue was the workshop conducted?

b. Would you share the most effective things you learnt in the workshop which have helped you for your professional development?



c. Have you ever applied this learning in your real classroom?

d. If yes, in which class did you apply it?

e. What feedback did you get from your students?

13. Have you ever studied any English teaching forums in NELTA?

a. If yes, which copy of forum have you studied?

b. Would you tell which article in the forum you found most effective for your professional development?

c. What does this article say?

d. Did you apply this learning in your real classroom?

f. What feedback did you get from your student?

14. Would you like to share with us anything that you expected in NELTA but never got chance to learn for your professional development?

15. Do you think NELTA is strong enough in its aims and objectives?

a. if yes, would you share with us any three reasons?

16. Do you think NELTA has any weaknesses in its activities or programmes?

a. if yes would you share those weaknesses with us?

b. What might be the suggestion for recommendation?

Thank you so much