

CHAPTER - ONE

INTRODUCTION

Professional Teachers' Professional Development Monitoring for of is on "Practice This study Development consist rephases of general background on teachers professional development, monitoring practices e.g. self-monitoring, peer observation, peer coaching, diary/journal writing, collaborative learning, obtaining feedback from students, sharing experiences with colleagues, review literature of the related objectives of the study, nature, study significance of the and.

1.1 General Background

English language teaching in Nepal starts from the Shah monarchy. Its history dates back to the establishment of Durbar High School in 1954 (Awasthi, 2003, p.22). It was the first English medium school which was set up by Prime Minister Jung Bahadur Rana. He was highly impressed by the English education system when he visited Britain. However, it was just limited within the palace.

Teaching is a complex process, which requires a sound knowledge on several strategies to handle the children, teaching strategies, curriculum institution's

rules and regulation, the availability of materials, the way of handling them, and how to facilitate understanding in others. It is the investment of a great amount of social intellectual and emotional energy on the part of the teacher. Teaching cannot take place without learning process. Learning is a life long process. It takes place in formal, non-formal, and informal settings. In this sense, Brown (2000) states:

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques. (p.7)

Similarly, (2003) Sthapit) states "The teacher's role is to help the learners in learning it. therefore ,Teaching, should be part of the learners regarded to facilitating learning on the. This is) "true of language teaching as wellp.3 .(

The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is required to make ourselves able to lead a life successfully coping with the temporal, spatial and other changes. According to Richards and Rodgers, (2005) "Language teaching came into its own as a profession in the twentieth century" (p.1). Language teaching is not a constant process rather it changes together with the development of new technologies and emergence of new approaches and methods.

Teacher learning is the active engagement of a teacher in various learning activities with a view to adding more quality in his/her professional work. In other words, it is the involvement of teachers in continuing professional development activities. Teacher learning thus refers to a process that takes place

overtime rather than an event that starts and ends with formal graduate education (Richards and Farrell, 2010).

Development is a dynamic process of positive changes that improve the standard of people. “Development relates to change and growth personally and professionally” (Head and Taylor, 1997). Similarly, Richards and Farrell, (2005) state “It generally refers to general growth not focused on a scientific job”(p.4). The growth starts from the very beginning and continues until the retirement professionally and until the deathbed personally.

Teacher development is the process of becoming “The best kind of teacher that personally can be” (Underhill, 1986 as cited in Head and Taylor, 1997, p.1). Teacher development as we understand it, draws on the teacher’s own inner resource for change. It is centered on personal awareness of the possibilities for change and of what influences the change process. It is a self-reflective process. Teacher development is in terms of teacher’s own understandings of how they go on learning and becoming better at what they are doing on. Here, development involves the teacher in a process of reflecting on experience, exploring the opinion for change, deciding what can be achieved through personal effort and setting appropriate goals. It is based on the positive belief in possibility change. Development is not only a way forward for experienced teachers who believe that they have unfulfilled potential and who want to go on learning. If its attitudes and beliefs can begin in pre-service training where trainee can be encouraged to learn from their own developing awareness and reflection along side feedback from others and fellow trainees, then it can continue as a basis for career-long learning (Head and Taylor, 1997, p.18).

From the above discussion, 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.

1.1. Teaching as a Profession 1

Originally the word 'profession' had religious overtones as in and it also had the sense of dedicating oneself to a calling ;faith(Wallace, 2010, p.5). Profession can be interpreted as an occupation which can only be practiced after a long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public good it brings but which is not simply engaged in the profit because it also carries a sense of public service and professional dedication. A person can claim at least some of these qualities a scientific knowledge basis of, a period of rigorous study which is formally assessed a sense of public service standard of professional conduct and ability to perform some specified demanding and socially useful tasks in a competent manner.

Over the years and throughout the nation as to whether teaching is a profession or just an occupation has been debated. Hoyle (1995) as cited in Reimer (2003, p.35). Reimer (2003) mentions the tendency over the last few years has been to accept teaching as a profession and to transform teacher training to teacher professional development" (p.36).

Professional work involves performing a certain function with some degree of expertise but a narrower definition limits the term to apply to people such as doctors, teachers, and lawyers, whose highly expertise involves not only skill and knowledge but also the exercise of sophisticated judgement and whose accreditation necessitates extensive study and practical experience often university based as well as practical (Ur, in Richards and Renandaya, 2010 p.388).

Khaniya (2006, p.7) states "Teachers, professors, doctors, engineers, lawyers, etc. are regarded as professionals, professional is someone who

performs tasks involving not only skills and knowledge but also expertise and the teacher as a professional is necessarily responsible to being about change in way the student does thing to perform tasks afters/he receives instruction. Similarly, Wieler,)1995 (states “professionals are at the top of a hierarchical pyramid of occupations they are the experts in a particular field and they advance knowledge for common good” rationally employ(as cited in Reimers, 2003, p.39).

social role as to promote A profession is an occupation which functions a crucial function. To accomplish this function it requires a considerable degree of skills, stematic knowledge grounded in theoryrequires a body of sy. This acquisition of body of knowledge and development of specific skill entails a lengthy period of higher education. Then only they get the sufficient knowledge of professional. p So they are in the top of hierarchicallyramid.

From the above discussion, requires special type of which profession is a job skill or knowledge. Teacher as other personal like doctors, pilots, engineers too require a speceial type of skill or knowledge to accomplish their particular job.

1.1. The Concept of 2Teachers’ P rofessionalDevelopment

Development means progressive change or advancement towards positive direction. Similarly, teacher development is a continuous and never ending process in which teacher change themselves. More specifically, “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically” (Galthorn, 1995, p.41). For Bramsford et al. (1999) professional development is personal learning that is, changes in the thinking knowledge, skills and approaches to instruction that form practicing teachers or administrators repertoire.

Professional learning can take place in a variety of formal and informal values-including practice itself, from which practitioners can extract ‘lessons’ often subliminal and unexamined across their careers (as in Knapp, 2003, pp.112-113).

Hense, professional development focuses especially on how teachers construct their professional identities in ongoing interaction with learners, by reflecting on their actions in the classroom and adopting them to meet the learners expressed or implicit learning needs. The ultimate goal of professional development is to promote effective teaching that results in learning for all students.

Focusing the responsibilities and challenges,) Gnawali2008 ,p.36 (writes

Teacher development is the process of developing excellence by learning, experiencing, practicing, and preparing oneself for new challenges and responsibilities to be encountered in teaching. All type 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 presonally.

Professional development is the catalyst to transforming theory into current best teaching practices. In order to provide effective professional development, there are many variables that must be considered by the school including teacher beliefs and receptivity, the school itself and available local support. Ultimately administrators must focus on linking effective professional development to teacher quality in order to yeild student success (Kent, 2004, p.427).

Similarly, Reimers, (2003) defines “professional development as the development of a person in his/her professional role. After gaining experience and expertise for years in teaching systematically, a teacher achieves the professional development” (p.11). Galthorn, (1995, p.42) perceives “Professional development as the growth that occurs as the teacher moves through the professional career.”

Similarly, Wilde (2010) opines “professional development refers to process and practices that improve the job related knowledge, skills and attitudes of school.”

He further explains professional development is guided by a certain principles of teachers professional development:

- i) Building on foundation skills.
- ii) Engaging participants as learners.
- iii) Providing practice, feedback and follow-up.
- iv) Measuring changes in the teachers' knowledge.
- v) Measuring changes in students' performance.

Professional development is the skills and knowledge on to optimise his/her professional development and job growth. It includes learning opportunities, and course work or attending conferences, college degree of training session. Professional development is an extensive and collaborative process: upon completion, an evaluation of progress is usually performed. Professional development is a critical aspect of some specialized fields. It teachers to participate in career development require.

In this regard, Reimers(2003, pp. 119-40) s to consider points out some factor when planning, implementing and assessing the professional development of teachers.

- i) A culture support: the role of social and evaluation leaders.
- ii) Role context: multiple settings/multiple professional communities.
- iii) Time.
- iv) Financial resources.
- v) Stage of professional development.
- vi) The use of technology for teaching purpose.
- vii) The role of unions for teachers' professional development.

viii) The role of teacher educators.

Besides these factors, the teachers opportunities for proper incentives for demonstrating the newly acquired knowledge and skills, and regular researches on teachers progress play an important role in making teacher's professional development successful.

1.1.2. Need of Teachers' Professional Development

The importance of professional development is to foster the continuing engagement, enthusiasm, effectiveness, and retention of teachers. Wallace (2008, as cited in Bhandari 2011, p.4) mentions "Teacher professional development is requirement for all those who wish to apply for promotion." Similarly, Head and Taylor (1997) say "stale or narrowly subject-bound teachers are a menace to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate"(p.11).

Similarly, Sparkes (1991, as cited in Sultana, 2004, p.12) writes

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of students. This means the educators must pay attention to the results of professional development on job performance, original effectiveness, and the success of all students.

Similarly, Chaudhary (2008) mentions

It has been wrong tradition in our ELT society that experience is everything which is most prominent quality for teachers' professional development. To some extent experience plays the role for teacher development but it is insufficient as a basis for teacher development because teachers teach in the classroom what they know or what have

been taught to them by their tutors. Experience can scaffold teacher development. (p.22)

Professional development is a key factor to bring the positive effect on the educational products. Emphasizing the importance of updating oneself in the teaching profession, Khaniya (2006) states:

People who do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left far behind. For this purpose people involved in it should be allowed to work for its development, advancement and continuous improvement.(p.9)

Similar view is put forward by Bhattraai and Gautam, (2005, p.4). According to them,

An English teacher should compare himself/herself with a person standing on a traffic island controlling and receiving the flow of knowledge and information from all directions one should capture the appropriate materials and utilize/adopt it to the demand of the consumers (parents students).

Similarly Jones (2003, as cited in Bhandari 2011, p.5) present the three level benefits of teacher professional development in the figure as below.

Figure No. 1

Three Level Benefits of Teacher Professional Development

Adapted from Bhandari (2011, p.5)

The earlier figure depicts that benefits of teacher professional development are many, at different levels. When the teachers are professionally developed, there is no doubt, the teachers themselves and the institution where they are working will have lots of benefits. The nation also equally benefitted.

According to Ur (2002, p. 318), constant teacher development and progress can forestall or solve problems caused by both first-year stress and later burnout. More positively, it is a necessary contributor to your success and satisfaction in professional work today and to your career in the future as teacher and/or in other allied professions: materials writer, trainer, author, and researcher.

From the description given above provides a picture that professional development of teacher is a key factor in ensuring that reform at any level are effective. Successful professional development opportunities for teachers have a significant positive effect on students performance, and learning. Thus, when the goal is to increase students learning and to improve their performance the professional development of teachers should be considered as key factor.

1.1.2.Characteristics of Teacher Development

Although development can happen in many different ways, it seems that certain characteristics emerge when teachers are asked what they think teacher development is. Liethwood (1992, as cited in Bhandari, 2006) recommends six characteristics of teachers professional development (TPD) as increasing order of complexity to be promoted they are “basic skills, survival skills, instructional flexibility skills, instructional expertise skills, contributing skills to professional community and leadership, and participating skills in decision making.”

Similarly, Rossner (1994) was interested in finding out the characteristics of teacher development and lists the following four characteristics:

- a. It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence building to language awareness or technical expertise.
- b. Much of teacher development(TD) is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.
- c. TD is not to do with language teaching. It is also about language development (particularly for teachers whose native language is not English), counseling skills, assertiveness training, confidence building, computing, meditation, cultural broadening- almost anything, in fact.
- d. TD, in most teachers' opinions, has to be 'bottom- up', not dished out by managers according to their own view of what development teachers need. This does not mean to say that managers should stop organizing in-service or other training courses as cited in Head and Taylor) 1997 ,p.4).

Teacher development is self-reflective process. It enables teachers to examine and evaluate their teaching. It is centered on personal awareness of the what influences change process possibilities for change and. In other words, it is

motivated by teachers' own questioning of who they are and what they do, rather than by any external agenda. Teacher development looks beyond initial training and development of teachers particularly in and deals with the ongoing professional development in-service education program. This includes focus on teacher self-evaluation, investigation of different dimensions of teaching by the teacher, and examination of teacher's approach to teaching.

1.1.2.3 Difference Between Teacher Training and Teacher

Development

Teacher training and teacher development both contribute for teachers' professional betterment. However, they are different in many respects "Training refers to activities directly focused on teachers present responsibilities and is typically aimed at short term and immediate goals" (Richards and Farrell, 2010, p.3). Similarly, Bajracharya (2001) writes "Teacher training/Teacher education is one of the creative and challenging job in a new educational fields. It has taken various metamorphosis process for making it suitable according the changes in the current educational field"(as cited in Hada, 2009). Likewise, Hada states "Teacher training is a system of preparing individuals for effective educational transactions including classroom teaching. A teacher requires training to be able to transmit knowledge skills and attitudes to the learners (the students) in a more effective way."

According to Richards and Farrell, (2010) Teacher training also involves trying out new strategies in the classroom, usually with supervision, monitoring and getting feedback from others on ones practice. The content of training is usually determined by experts and is often available in standard training formats or through prescription in methodology books (p.3).

On the other hand, teacher development generally refers to general growth, not focused on a specific job. It serves a longer term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis

for reflective review and can hence be seen as bottom-up (Richards and Farrell, 2010, p.4).

In this regard, we can say that teacher training is prerequisite for a teacher. It deals with basic teaching skills and techniques, typically for novice teacher in a pre-service education programme. According to Ur, (2002, p.3) “Training can imply unthinking habit formation and an over-emphasis on skills and techniques.” In this sense, teacher training has a narrower scope than that of teacher development. Teacher development is obviously wider in scope as it includes different areas like subject matter knowledge, pedagogical expertise, self awareness and understandings of learners’ psychology, understandings of curriculum, materials, and career advancement.

Head and Taylor, (1997, p.9) try to differentiate teacher training and teacher development on the basis of following points:

Teacher training	Teacher development
compulsory	voluntary
competency based	holistic
short term	long term
one- off	ongoing
temporary	continual
external agenda	internal agenda
skill/technique and knowledge based	awareness based, angled towards personal growth and the development of attitudes/ insights
Compulsory for entry to the profession	non- compulsory
top- down	bottom- up
product/ certificate weighted	process weighted

means you can get a job

means you can stay
interested in your job

done with experts

done with peers

From the above definitions and differences mentioned above, teacher development seems to be a macro process and teacher training, a micro one. Teacher training is one of the strategies and pre-requisites to teachers' professional development. So in fact, teacher training and teacher development complement each other. It would be worth while to mention the ideas of Head and Taylor, (1997) (states

It is more useful to see training and development as two complementary components of a fully rounded teacher education. Teacher training essentially concerns knowledge of the topic to be taught, and of the methodology for teaching it. It emphasizes classroom skills and techniques. Teacher development is concerned with the learning which is created through the effect of the teacher on the atmosphere of the learners, their effect on the teacher and.) p.9(

The general meaning of teacher training refers that it is the process of behavior shaping because training makes the teacher perfect and capable in his/her teaching. Training for teachers is indispensable for the development of competency. Teacher training has been considered as the first step or initial preparation of professional development, which is widely developed and implemented around the globe. Teacher training is the major initiative of teacher development. Teacher development process can be managed and initiated in the system (national) level, institution level, and individual level. In the national level, the national level teacher training institutions would be responsible for developing policy and plan.

From the above discussion and difference, we know that teacher training and teacher development are the two branches of same tree called teacher education. and teacher training is small one Teacher development is big branch.

1.1.2 4.Models of P rofessionalDevelopment

Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his/her pedagogy, which in return affects the student's ability to learn effectively. It can be defined as the ability to reach students in a meaningful way, developing innovative approaches to mandated content while motivating, engaging, and inspiring young adult minds to prepare for ever-advancing technology .Teacher professionalism contains three essential characteristics: competence, performance, and conduct which reflect the educator's goals, abilities, and standards, and directly impact the effectiveness of teaching through the development of these qualities.

ssional development models are differentiated by the degree of Profe involvement of the teachers themselves in planning, delivering and evaluating the activities in which they are involved. Sparkes(2002) argues that the daily lives of teachers with ni dedebme dluohs tnempoleved lanoisseforP” strong administrative support and use of strategies that are tailored to their specific needs. These needs may incorporate issues of language, culture or pedagogy” (as cited in Diaz-Maggoli, ,2003p.(14.

of models that have been developed and implemented in There are a number different countries to promote and support teachersprofessional development . Thereas followind are currently three major models of professional development Wallace the ideas of,)2010 ,pp.6-17 .(They are:

A. The Craft Model

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, still used as a substitute for postgraduate teaching courses in some countries. The following figure makes it more clear:

Figure No. 2
The Craft Model of Professional Education

(Adapted from Wallace 2010, p. 6)

description From the earlier, Craft model believes that people engaged in their following others profession and develop professionalism by simply. There is someone who is expert in the practice of the ‘Craft’ and the novice trainee learns by imitating the experts’ techniques and by following the experts’ instruction and advice.

B. The Applied Science Model

Applied science model is put forward by the American sociologist Donald A. Schon. 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. Many university – and – college based teacher training course is based, explicitly or implicitly, on this idea of teacher learning. The following figure makes it clear:

Figure No. 3
Applied Science Model

(Adapted from Wallace 2010, p. 9)

From the earlier description, the applied science model is the traditional but still the most prevalent model underlying most training or education programme. In this model, objectives are set by the experts with the help of scientific analysis and experiment and trainees act to meet the objectives. In other words, this model believes that practical knowledge of anything is simply a matter of relating the most appropriate means to whatever objectives have been decided on. The whole issue of the practice of a profession is therefore merely instrumental in nature.

C. The Reflective Model

The reflective model is put forward by the American sociologist Donald A. Schon. The trainee teaches or observes lessons or recalls past experience; then reflects, alone in discussion with others in order to work out about 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, 1993). This model is used by teacher development groups and in some recently designed courses. The following figure makes it more clear:

Figure No. 4
The Reflective Model (Preliminary)

(Adapted from Wallace, 2010, p. 15)

Reflective model of teacher education assumes that teachers' knowledge should be research based rather than relying upon the principles and theories given by experts. The teacher himself/herself is a practitioner or researcher in this model. According to Roberts, (1998) (teacher education consists of two kinds of knowledge :received knowledge and experiential knowledge .Received knowledge is the knowledge that the trainee receives in professional action . On the other hand, experiential knowledge is the knowledge that the trainee gains through his/her own experience in his/her professional journey. Reflective model .gives equal emphasis on experiential and received knowledge By the practice of his/her knowledge and by reflecting himself/herself ,the trainee gains professional expertise.

1.1.2. 5 Activities for Teachers' Professional Development

There is not only a way for professional development. A wide variety of methods, to procedures and options available are adopted by teachers according to their convenience.

According to Koderman et al.) 2004 ("Professional development consists of a variety of activities in which professionals are engaged for the purpose of professional competence achieving professional: attending seminars and conferences , reading professional journals, and publications, engages with colleagues"(as cited in Persson, 2004, pp.69-70). Professional development depends also on work

It is very important that those activities are complemented with reflection in order to enable real exchanges in teaching understanding and practice (ibid).

Reimers (2003, pp.69-70) has grouped models of teacher professional development into these two categories:

- i) The models that require and imply certain organizational or institutional partnerships in order to be effective.
- ii) The models that can be implemented on a smaller scale (a school, a classroom etc.).

She has summarized the models included in each category in the chart below.

Table No.1
Models of Teacher Professional Development

Organizational partnership models	Small group or individual models
<ul style="list-style-type: none"> i. Professional- development schools ii. Other university- school partnerships iii. Other inter-institutional collaborations iv. Schools' networks v. Teachers' networks vi. Distance education 	<ul style="list-style-type: none"> i. Supervision: traditional and clinical ii. Students' performance assessment iii. Workshops, seminars, courses etc. iv. Case- based study v. Self- directed development vi. Co-operative or collegial development vii. Observation of excellent practice viii. Teachers' participation in networks ix. Skills-development model

	<ul style="list-style-type: none"> x. Reflective models xi. Project- based models xii. Portfolios xiii. Action research xiv. Use of teachers' narratives xv. Generational or cascade model xvi. Coaching/ Mentoring
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(Adapted from Reimers 2003, p. 70)

Similarly, Koderman et al.) 2004 (present the following activities for professional competence.

Figure No. 5

Activities for Professional Development

(Adapted from Koderman et al., 2004, p.70)

procedures are available for in A wide variety of methods and-service teacher development. Richards and Farrell,)2010 ,p.14 (present following activities the for teacher development.

Table No. 2

Teacher Activities for Development

Individual	One-to-one	Group-based	Institutional
i. Self monitoring	i. Peer coaching	i. Case studies	i. Workshops
ii. Journal writing	ii. Peer observation	ii. Action research	ii. Action research
iii. Critical incidents	iii. Critical friendships	iii. Journal writing	iii. Teacher support groups
iv. Teaching portfolios	iv. Action research	iv. Teacher support groups	
v. Action research	v. Critical incidents		
	vi. Team teaching		

(Adapted from Richards and Farrell 2010, p.14)

The above figure number 5 and table number 2 depicts that some activities can be done individually, some one-to-one basis, some on group basis, and some are institutionally for teachers professional development. Similarly, Roberts (1998, p.224) suggests that teacher can develop themselves adopting various strategies of collaboration like teaching profession, innovation and research, helping others learn courses/formal situation, self-study and language learning. Likewise, Richards and Farrell, (2010, p.14) mention eleven different techniques that professional development facilitate English language teachers'. They are:

-) Workshops
-) Self-monitoring
-) Teacher support groups
-) Peer observation
-) Teaching portfolios
-) Keeping a teaching journal
-) Analyzing critical incidents
-) Case analysis
-) Peer coaching
-) Team teaching
-) Action research

After observing the above mentioned views on professional development activities, we can come to the conclusion that scholars are not at one regarding what a teacher should do to be a good professional.

1.1.3 Monitoring Practices for Teachers' Professional Development

The term monitoring derives from the Latin word 'Monere' which means 'to warn'. A person who warns is an observer. An observer gives warning to other people so that mistakes can be avoided. Now it means the act of observing something/someone or to watch in details. A monitor is a person who admonishes or gives advice or warning to other by closely observing the persons' movements.

Monitoring is a process which includes systematic collection and analysis of persons activities. It is about collecting detail information. In this regard, Shrestha (2008, p.136) states "Monitoring is a system of documenting all planned efforts, processing the raw empirical data from the field on the implementation process and disseminating the analytical information to higher authorities, planners and implementers as well as community members." Here, monitoring in the context of literacy and continuing education essentially involves the creation of an effective communication process among the planners, administrators and those who actually implement the programme at the field level. Monitoring is similar to that of carrying out formative evaluation as both the tasks involve collecting information which could be used to improve a programme. Monitoring also involves giving feedback about the process of a person or his/her betterment. It is a process of gathering information about ones work. Monitoring is a regular/irregular observation of person's activities.

Similarly, for Naill et al. (2009, p.32) monitoring is an ongoing function that uses the systematic collection of data related to specified indicators to provide management and the main stakeholders of a development intervention with indication of the extent of progress and achievement with regard to expected results and progress in the use of allocated funds. Monitoring provides an early indication of the likely hood that expected results will be attained and provides

an opportunity to validate program theory and logic and makes necessary changes in program activities and approaches. Monitoring provides essential inputs for evaluation and is therefore a part of the overall evaluation.

Monitoring is concerned with progress. It is therefore, a continuous exercise. It seeks to compare what actually happen with what has been planned or expected. Shrestha (2008, p.139) states three main features of good monitoring system; Monitoring system provides periodic feedback, of financial and physical data which help to measure the progress of the programme; It identify problems which require solutions. Problem may be peculiar to the programme or they may be institutional problems which require changes in the existing rules and regulations; it uses simple and easily usable tools and techniques so as to monitor the real situation. The main feature of good monitoring system is an effective interface; it builds up between the action system and the information base generated at the field level.

The aim of monitoring practices is to reviewing progress by looking at the activities of persons. It also aimed to solve the problems immediately through follow-up and feedback mechanism and further improve the performance for the future. Therefore it is a process of identifying problems, which definitely need to be corrected in order to improve their duties to be a good professional.

Monitoring is all about getting the necessary data to better inform and improve the added value being created. Monitoring outcomes is only part of the monitoring process. Effective monitoring is an essential element of a learning and ultimately sustainable educational initiative.

Monitoring helps teacher to promote, improve, and implement new ideas for his/her better teaching. Monitoring can be done to measure teacher performance and achievement. It can help teachers to increase their competence on a particular area or subject matter. Monitoring strategies/practices plays an important role for teachers' professional development some of the monitoring strategies used for teachers' professional development are as follows:

) Self-monitoring

-) Peer observation
-) Peer coaching
-) Diary/Journal writing
-) Collaborative learning
-) Obtaining feedback from students
-) Sharing experiences with colleagues

As the research is concerned, practices of it is aimed to find out the monitoring English language teachers for their professional development. These above mentioned headings are different sub divided in -in headings and described order to incorporate the theoretical explanation to the research.

1.1.4 Concept of Self -monitoring

Self-monitoring and self-observation are used interchangeably. It is a tool for the teachers' professional development. Self-monitoring or self-observation refers to activities in which information about one's teaching is documented or in order to review or evaluate teaching" recorded (Richards and Farrell, 2010 , p.34). Similarly, Armstrong and Firth (1984) and Kozil and Burns (1985) state self-monitoring or self-observation refers to a systematic approach to the observation, evaluation, and management of one's behaviour in order to achieve a better understanding and control over the behaviour" (as cited in Richards and Farrell, 2010, p.34).

Self-monitoring is often a good starting point in planning personal professional development as it can be used to identify the weaknesses of a person to development because to perform a particular role. In this regard, Snyder (1974) states:

Self-monitoring is about self-observation and self control to notice situational cues in order to modify one's behaviour for socially appropriate behaviour in order to accordingly. In other words, self-monitoring refers to the extent to which an individual looks internally for cues to appropriate behaviour in a given situation (as cited in Kavak et al., 2009 , p.120)

Similarly, Gangestad and Snyder(2000) mention “There are important differences between individuals degree of ability and willingness to monitoring their self- siht nI “.presentation expressive behaviour and affective displays respect, two as ‘high self individual can be grouped into-monitorsfles wol’ dna ‘-monitors’. High self-monitors are those individuals who are sensitive to the expression and self-presentation of others in social situation. Such individuals ation for the sake of modify their expressive behaviour from situation to situ social approval in line with the school cues they gathered from the environment. In contrast, low self-monitors are those individuals who have not acquired similar concerned for social appropriateness such individual do not engage in expressive control since their expressive behaviour reflects their own inner attitudes emotions and dispositions(Kavak et al. ,2009 ,p.120.(

Self-monitoring refers to the personal supervision of the ones own practice. fleS”-that in order to better understand one’s monitoring is based on the view own strengthsand weaknesses as a teacher . It is necessary to collect information about teaching behaviour and practices objectively and systematically and to use ut whethis information as a basis for making decision aboather there is anything that should be changed” (Richards and Farrell2010 ,p.34 .(

elfThe above description focuses s- ,sample of one’s lesson s amonitoring a which .is often a good starting in planning professional development It can be identify issues that might later be further employed peer coaching action used to research or in a support group.Self -monitoring is one's activity, applying personal standards for judging and directing one's performances, enlisting self- de and motivate onereactive influences to gui's effort, and employing one's strategies to achieve success.

Measuring of one’s own behavior is called self-monitoring, and it can be an effective tool for teachers’ professional development. In everyday life, people often make use of self-monitoring. Self-monitoring is a strategy that a teacher can adopt for his/her professional development. Self-monitoring in teaching involves having a teacher record his/her teaching behaviour for the future

reference so that s/he can go through it for self-appraisal. Self-monitoring can make the teachers aware of their current knowledge, skills and attitudes as a basis for self-evaluation. Teachers can therefore collect information regarding their classroom behaviour for future reference to bring about necessary changes. Self-monitoring provides an opportunity in order not only to better understand one's teaching but also to review one's own strengths and weaknesses as a teacher. It is the conscious action to gain success in the particular profession.

1.1.4.1 Benefits of Self-M onitoring

Self-monitoring is the ability to reflect in the details of teaching and engage in a .development activity professionalRichards and Farrell)2010 ,pp. 36-37) state ing benefits of selfthe follow-monitoring:

- i) also provide an objective account of ones teaching It can.
- ii) It makes teacher aware to speak to some students more often than others or that they have some irritating speech mannerism, such as over frequent use of 'yes', hU'-huh' or 'Right'.
- iii) teachers develop a more reflective view of It can help teaching.
- iv) It is teacher initiated so teacher can do self-monitoring activiprivacy of his ties in the/her own classroom.

v) It shifts the responsibility for initiating improvement in teaching practices.

vi) It enables the teacher or her own judgements as to what works well and what does not work so well in the classroom.

vii) It allows the teacher to make a record of teaching that s/he can use for a variety of purposes.

These benefits are helpful for teachers to enrich their teaching skills. Besides these benefits, there are certain procedures used in self-monitoring.

1.1.4.2 Procedures Used in Self-Monitoring

Self-monitoring represents some subtle performance changes that may affect performance ratings, particularly in cases where appraisals occur in team settings in which social skills play a substantial role. Richards and Farrell (2010, pp.38-47) mention the following procedures for self-monitoring. They are:

A. Lesson Reports: A lesson report can be thought of as the opposite of a lesson plan whereas, a lesson plan describes what the teacher sets out to achieve in a lesson, a lesson report tries to record what actually happened during the lesson. It serves as a way of documenting such observations as a source of future learning. Lesson reports can be carried out as a written narrative account of a lesson or using a checklist or questionnaire.

) **Written narrative:** A written narrative consists of a descriptive summary of a lesson, when the lesson has been completed the teacher writes a report of what happened in the lesson. The report can be both

descriptive and reflective. In the descriptive part, a summary is made what happened during the lesson. In the reflective part of the narrative, the teacher critically reviews what happened and comments on what can be improved or what can be learned from the lesson.

) Checklists and questionnaire: A checklist or questionnaire can be developed to cover the overall structure of a lesson depending on the teacher's interests. In conclusion, checklist or questionnaire can be completed fairly quickly and they provide a more detailed account of a lesson than written narrative.

B. Audio recording a lesson: Making an audio recording a lesson is another simple approach to self-monitoring. The purpose of making a recording of a lesson is to identify aspects of ones teaching that can only be identified through real time recording.

) Making the recording: Audio record of a lesson can be made in several ways:

- A cassette recorder can be placed in a central place in the classroom, such as on the teachers desk.

- A tape recorder with a portable microphone attached to the teachers clothing can also be used.

- Two or more recorder can be used and place in different location, including the students desk. This will permit some students contributions to be recorded.

) Reviewing the recording: In most cases, it will be sufficient simply to listen to the recording of the lesson as many times as necessary. In some cases, it may also be useful to make a written transcript of a lesson is that it provides a version that can be shared with others, if necessary. In reviewing the lesson , questions should be asked concerning the teacher's personal philosophy of teaching.

C. Video recording the lesson: The best record of a lesson is a video. Because it provides a much more accurate and complete record than a written or audio

recording. Although there are intrinsic difficulties involved in video taping a lesson, the result is often well worth the effort.

-) Reviewing the video: A video tape of a lesson provides a very different account of a lesson than an audio tape. The audio tape captures that one can hear about the lesson but the view allows the teacher to observe how s/he interacts with the students. It provides an opportunity to observe a great deal of student-to-student interaction that one normally would not have an opportunity to notice.

1.1.5. Concept of Peer Observation

Observation is a skill that can be learned and can improve with practice. Peer observation can help teachers become more aware of the issues they confront in the classroom and how these can be resolved. It is another fundamental concept related to monitoring. Richards and Lockhart (2010, p.12) state “Observation involves visiting a class to observe different aspects of teaching. Observation is suggested as a way of gathering information about teaching, rather than a way of evaluating teaching.” Observation can also help narrow the gap between ones imagined view of teaching and what actually occurs in the classroom. Richards and Farrell (2010, p.85) state “Peer observation refers to a teacher or other observer closely watching and monitoring a language lesson or a part of a lesson in order to gain an understanding of some aspects of teaching, learning or classroom interaction.” Observation tends to be identified with evaluation, and consequently it is often regarded as a threatening or negative experience. Peer observation is observing another teachers classroom and what two teachers can gain through observing each other’s teaching.

From the earlier discussion, peer observation is the observation of teachers by teachers, usually, through not always, on a reciprocal basis. Pairings may be mentor/novice, novice/novice or experienced/experienced. In the first case, the focus will be more clearly on helping the novice to develop their teaching skills both by observing and being observed by an experienced colleague. In the

second case, the objective is to provide opportunities for experienced teachers to reflect on their teaching in a calm and private environment.

Peer observation gives teachers an opportunity to learn each other in a non-threatening environment. Where there is no judgmental outcome and an atmosphere of trust between the participants, it is to be hoped that teachers will share ideas and suggestions openly and constructively to their mutual professional benefit.

1.15.1 Benefits of Peer Observation

Observation is multi-faceted tool for learning. In this sense, Wajnryb (2010, p.7) states “Developing the skill of observing serves a dual propose it helps teachers gain a better understanding of their own teaching, while at the same time refines their ability to observe, analyze and interpret, an ability which can also be used to improve their own teaching.”

Similarly, Richards and Farrell (2010, p. 86) mention the following benefits of peer observation.

- i) Observation provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson, and how they do it.
- ii) Peer observation provides an opportunity for the teacher to see how someone else deals with many of the some problems teachers face on a daily basis.
- iii) Observing another teacher may also trigger reflections about one’s own teaching.
- iv) Peer observation also provides an opportunity for the sharing of ideas and expertise, as well as a chance to discuss problems and concerns.
- v) Peer observation helps to develop collegiality in a school.
- vi) It provides an opportunity to get feedback on one’s teaching, and it is a way of developing self awareness of one’s own teaching.

1.1.5.2 Procedures Used in Peer Observation

One of the components of teacher development is peer observation so it involves discussion and reflection in order to arrive at a valid understanding of the meaning of the events observed.

Richards and Farrell (2010, pp.88-89) mention the following procedures for peer observation.

A) **Written narrative:** A written narrative is written by the observer himself/herself rather than the teacher. In written narrative, the language used should be objective and precise, and any term of evaluation should be avoided. In this way, a written narrative provides a broad picture of a lesson and can be useful in helping to see what the structure of a lesson was like and here the teacher implemented or departed from his/her lesson plan.

B) **Field notes:** Field notes consist of brief description in note form of key events that occurred throughout the lesson, including interpretations of incidents where relevant. Taking notes is a flexible way of observing a lesson. The observer notes down information when significant things are happening. In this way, taking notes is an informal way of jotting down observations of events as they occur.

C) **Checklists:** A Checklist is a structured inventory listing features of a lesson that the observer completes as s/he observes the lesson. It is highly focused and relatively easy to complete. It provides a systematic way of collecting information on specific aspects of a lesson.

1.1.6 Concept of Peer Coaching

Peer coaching is a form of teacher collaboration in which one teacher coaches a peer in performing a teaching activity. It is also the third concept under monitoring practice used for teachers' professional development. This form of

collaboration offers benefits to all the participants. Richards and Farrell (2010, p. 92) define “Peer coaching is a particular form of peer observation and involves an experienced teacher working with a less experienced teacher in a mentoring role.” They further define “Peer coaching is a procedure in which two teachers collaborate to help over or both teachers improve some aspect of their teaching” (p.143). Peer coaching is the process where teams of teachers regularly observe one another and provide support, companionship, feedback, and assistance.

In this regard, Robins (1991, p.1) defines peer coaching as

A confidential process through which two or more professional colleagues work together to reflect on current practices, expand, refine, and build new skills, share ideas; teach one another; Conduct classroom research; or solve problems in the workplace. (as cited in Richards and Farrell 2010, p.143)

Peer coaching is a form of peer collaboration in which one teacher coaches a peer in performing a teaching ability. In peer coaching, a teacher and a colleague plan a series of opportunities to explore the teachers teaching collaboratively. One adopts the role of coach or “critical friend” (Someone in whom someone trust and confidence and who can offer constructive feedback in a positive and supportive manner) as some aspect of teaching or of classroom life is explored. The coach offers observation and suggestions, but other teacher makes his/her own decisions about what, if anything, to changes as a result of peer coaching relationship. In other words, each teacher still has the main responsibility for his/her professional development and does not hand over control to a colleague. (ibid.)

According to Benedetti (1997, p. 41) peer coaching takes the form of technical coaching, collegial coaching, and challenge coaching.

-) **Technical Coaching:** Technical coaching refers to a situation in which a teacher wants to learn a new teaching method or techniques and seeks the assistance of another teacher who is experienced and more knowledgeable in this area.
-) **Collegial Coaching:** Collegial coaching involves two teachers focusing on refining their existing teaching practices. In this situation, two teachers (one of them may have more knowledge of the teaching method than the other, and so would take a coaching role) may simply want to confirm their views on teaching.
-) **Challenge Coaching:** Challenge coaching involves two teachers focusing on a problem that has arisen in some aspect of teaching, and they work jointly to resolve the problem.

From the above discussion, we came to the conclusion in teaching profession, peer coaching is a process in which teacher supports and assists to other teacher by providing required guidance, counseling, ideas and information on carrying out the professional responsibilities successfully. Together with the professional knowledge and information, the beginning teachers are provided with the psychological back up as well.

1.1.6.1 Benefits of Peer Coaching

Peer coaching is a developmental process. It is an effective way to promote professional development. Peer coaching is designed to provide feedback on specific techniques. The purpose of coaching should never be ‘evaluative’ because evaluative coaching destroys the collegial collaboration. Peer coaching has the potential to improve teaching. In this regard, Richards and Farrell (2010, p.145) mention the following benefits for peer coaching:

- i) Peer coaching builds collegiality as teachers develop themselves professionally and it also helps to develop collegiality between teachers.

- ii) Peer coaching provides opportunities for two teachers to look at teaching problem and to develop possible solutions.
- iii) Peer coaching provides a supportive content in which novice teachers can try out new teaching materials and approaches.
- iv) Peer coaching could be an opportunity for experienced teachers to work together to understand and implement a new curriculum.
- v) Peer coaching reduces the sense of isolation.

These benefits are helpful for teachers to enrich their passion on teaching skills. Beside these benefits, there are certain procedures being used in peer coaching.

1.1.6.2 Procedures Used in Peer Coaching

Peer coaching can be conducted on a formal or informal level. Richards and Farrell (2010, pp.150-151) mention the following procedures of peer coaching:

- i) A teacher and a colleague can simply sit and discuss his/her teaching in the form of conversation about what happened in the teacher's classroom.
- ii) Two teachers might also undertake a curriculum development project together, jointly developing materials for a course and discussing the thinking behind the materials.
- iii) Two teachers also can co-teach lesson and observe each other's approach and teaching style.
- iv) They can also videotape lessons and watch the tapes together and find out their weaknesses to improve their teaching.

- v) The coach can also act as an expert in a particular area and help the colleague develop the knowledge or skills needed to teach the subject.

1.1.7 Diary/Journal Writing

Diary writing is the fourth concept of monitoring teaching for teachers' professional development. Diary writing enables a teacher to keep a record of a classroom events and observations. The process of writing about teaching events often leads to new insights about those events. Richards and Farrell (2010) used diary writing as a synonymous to keeping a teaching journal and define "A teaching journal is an ongoing written account of observation, reflection, and other thoughts about teaching, usually in the form of notebook, book or electronic mode, which serves as a source of discussion, reflection, or evaluation." Journal writing enables teachers to document teaching experiences and to use the process of writing about them as a means of reflecting on teaching. The journal may be used as a record of incidents, problems, and insight that occurred during lessons; it may be an account of a class that the teacher would like to review or return to later; or it may be a source of information that can be shared with others.

Richards and Lockhart (2010) mention keeping a journal serves two purposes:

- i) Events and ideas are recorded for the purpose of later reflection.
- ii) The process of writing itself helps trigger insights about teaching.

Writing in this sense serves as a discovery process (p.7).

In my opinion, journals and diaries play significant roles in recording language teachers various features like hope and fears, thoughts and memories and so many others emerged in course of teaching. In this regard, Bolton (2001) states "These diaries contain stories of happenings, hopes and fears of what might happen, memories, thoughts and ideas, and all the attendant feelings." Similarly, Bailey (as cited in Nunan, 1992) defines the diary study as "a first person account of a language learning or teaching experiences, documented through regular candid entries in a personal journal and then analyzed for recurring

patterns or salient events.” For Killion Journal writing becomes a place for learners to record observations, toy with various perspectives, analyze their own practice, interpret their understanding of topic, keep records, make comments, or reconstruct experiences. Journal can be kept private or shared with colleagues for responses, feedback, interpretation or comments (in Head and Taylor 1997). Likewise, Burns (1999, p.89) states “Diaries or journal provide continuing accounts of perceptions and thought processes as well as of critical events or issues which have surfaced in the classroom.” For Ur (2002) while talking about personal reflection, says that the first and most important basis for professional progress is simply the teacher’s own reflection on daily classroom events. But she adds that very often this reflection is quite spontaneous and informal. Therefore, it is helpful only up to a certain point because it is not organized and it is solitary. So, she stresses on the need of systematic journal writing for teachers’ professional development, as it is more productive as well as contributory to further reflection and learning.

In Conclusion, diary writing is a daily record of teachers’ professional experiences, particularly focusing on the events in the classroom. Maintaining a regular diary takes discipline as it does take up some time. But it is time well spent as it will help to clarify the thinking of teachers. Diary writing is not only the events that occurred during the lesson, but also the teachers own thoughts and feelings about it as well as students’ reactions and responses.

1.1.8 Collaborative Learning

Collaborative learning is the fifth concept of monitoring teaching for teachers’ professional development. Collaborative learning is a way of learning activity. It requires two or more teachers learning together. It helps teachers to solve the classroom related problems. It becomes very easy for them to solve the common problems faced by them assuming the classroom as laboratory. Burns (1999, p.13) states “collaborative action is potentially more empowering than action research conducted individually as it offers a strong framework for whole school change.” He further states:

They (collaborative researchers) have the advantage of encouraging teachers to share common problems and to work cooperatively as a research community to examine their existing assumptions, values, and beliefs within the sociopolitical cultures of the institutions in which they work. (p.13)

He adds that collaborative research offers opportunities for informal individual thinking to be transposed into more systematic and collective problem solving. It has the added advantage of involving teachers in actively constructing, workable theories of teaching in relation to their specific teaching context.

According to Nunan (1992), "while drawing on traditions reaching back to the turn of the century, collaborative teaching and learning have emerged over the last ten years as significant concepts within the field of language education" (p.1). Similarly, Underhill says, ". . . my personality and how it affects my teaching, becomes visible to me through relating to others. Feedback from other colleagues offers the opportunities to experience myself" (as cited in Head & Taylor 1997, p.97). Teachers often may not have enough time to attend the formal programmes on professional development, in such circumstances; they can exchange their views and ideas with the colleagues working together.

For Fullan and Hargreaves studied the way that teachers work in a number of schools and colleagues and found that professional isolation limits individual teachers and better solutions and is detrimental both to the individual teachers and to the institutions in which they work. They contrast with this a school environment in which 'interactive professionalism' is the norm, in which collaboration flourishes teachers work together by habit, learn from each other and share their expertise as a common unity (as in Head and Taylor, 1997).

Head and Taylor (1997, p.96) emphasize collaborative learning and mention, "Groups of teachers have found that by meeting together they can help each other to improve their English by identifying their own needs and setting their

own agenda for self improvement, these teachers are engaging in teacher development." Collegiality is a basis for career long learning which offer an enormous potential for professional growth. The teachers may be competent enough in their subject matter but they improve considerably if they get an opportunity to work in a more collaborative environment rather than in professional isolation.

I consider cooperation is very essential for English language teachers' professional development as in other fields. They can further empower their roles of language teaching practitioners by mutual cooperation or giving and taking feedback each other.

1.1.9 Obtaining Feedback from Students

Obtaining feedback from students is another concept on monitoring practices for teachers' professional development. In my opinion there should be good relationship between the teacher and the students to make the task of language teaching fruitful. Language teachers should regularly ask their students what they think about, what goes in the classroom. I think their views and perceptions can contribute a different and valuable perspective which, consequently, becomes a basis for teachers' professional development. In this regard, Boob (1990) States:

As teachers, our objective is to help our students to learn as much as possible and to help them learn how to learn. If we do not ask them and they do not tell us what, in their opinion, is working well and what is not, how we possibly know how well we are succeeding?... In addition, if we define the foreign language classroom as a place where a group of people work together towards a common goal. Learners should be able to acquire the ability to comprehend and express themselves with the least amount of stress in the target language. As teachers, we must constantly look for

ways to reduce this stress. Asking students to their opinion about the class and showing them that we take their answers seriously is one way to do so. (as cited in Head and Taylor 1997, p.182)

Similarly, Jaques (1984) states “Feedback is probably the best way of getting evidence on the effectiveness of our communication. It enables us to learn about how others see us and about how we affect them. It is thus a vital ingredient in the process of evaluation” (as cited in Head and Taylor 1997, p. 192). Likewise, Head and Taylor 1997, p.205) state “Feedback from students, although difficult to obtain and to evaluate, can be an important source of information about how well we are doing.”

Students are the best source for teachers to be a good professional. Students’ feedback is very important as well as essential for teaching to know the students will and interest. It can be conducted by speaking with the class as a group or individually. Teachers can ask them to comment on what they like and what they do not like about what a teacher already do in the classroom as well as about what new things they would like to do. Students’ feedbacks are the most common source used in the evaluation of teaching. However, students are not only the sources from which feedback may be obtained to improve teaching. One of the key issue on obtaining feedback from students is how competent students are to make judgment on teaching. If the students are not competent, they could not provide good feedback on teaching. Variously, teacher can obtain feedback from students i.e. from questionnaires, student representation, one-to-one student interview etc.

I think English language teachers can be benefitted a lot taking learners’ feedback on their different features of teaching. So, English language teachers should consider that they can make their teaching learning activities effective if they regularly obtain feedback from their students.

1.1.10 Sharing Experiences with Colleagues

Sharing experiences with colleagues is the last concept of monitoring teaching for teachers' professional development. This can be done very informally through taking with a help of colleague/friend, or through the promotion of professional dialogue in teachers' groups. It is through the telling and sharing of our teaching experiences, and problems that work towards findings solutions. Seek solutions through professional reading or by consulting experts in the field.

Sharing experiences on the issues of language teaching can be benefitted for both language teachers-one who is sharing and the other being shared. It helps them to find out their areas of strengths as well as weaknesses. Bolton (2001) states "sharing stories with each other must be one of the best ways of exploring and understanding experience" (p.10).

Teachers involved in the field of language teaching should also consider that they can be benefitted in various ways if they become open to share their experiences whatever may be their nature. In this regard, Arechaga (2001) states:

Despite the fact that, sometimes there is a feeling of rivalry between teachers which stops them from revealing professional success to one another, the entire staff should understand that everyone can gain by learning from everyone else and that everyone loses if they cannot do so.
(p.4)

Likewise, Richards and Farrell (2010) report "The goals of collegial form of professional development are to encourage greater interaction between teachers, peer based learning through mentoring, and sharing skills, experiences, and solutions to common problems" (p.12). Similarly, Allwright believes that "...teachers, researchers, and learners have a lot in common and therefore can learn a great deal from each other"(as cited in Head and Taylor, 1997)

Many language teachers may hesitate to share their experiences with their colleagues or some others concerned due to various reasons. They may have the feeling of rivalry which prevents them sharing their strengths with others and

they may also have fear of losing the face in front of others showing their weaknesses. These negative factors existed in educational institutions may cause troubles for promoting language teachers professional development.

1. Review of the 2R elatedLiterature

This provides information of previous researches and other related literature on professional development and monitoring practices. The aim of reviewing the previous researches and literature to explore what has already done before and what is left to be done in the very realm.

Monitoring provides information on progress towards achieving intended objectives, outcomes, and impacts. Self-monitoring refers to activities in which or recorded in order to review or information about ones teaching is documented evaluate teaching. Guthrie(1983) wrote an article entitled “Teaching comprehension monitoring” and writes a vital facet of comprehension is self-monitoring. A person who can follow his/ her own process of understanding and take steps to improve is more likely to comprehend than other person, who is deficient in these skills. Although the teaching of self-monitoring has occurred in advertently for centuries, and been attempted in empty of decades.

Kilbourn(1991) ticle entitled “Selfwrote an ar-monitoring in teaching” and found the following conclusion. Self-monitoring refers to the personal rvision of one’s own practicesupe. that an essential aspect of dargue He professionalism is the act of self-monitoring, elfand essence of s-monitoring concern the central point of an occupation. Teacher must be sensitive in self-monitoring in order to maintain a professional spirit. –The nature of conversation stories-about teaching that would support the kind of self- monitoring associated with being a professional. Self-monitoring can be seen by looking at the range of activities monitored in teaching. The self-monitoring characteristics of skilled professional practice respect the details of what was said and done in a teaching/situation learning. So, self-monitoring is regarded as one of the more fundamental characteristics of a profession(pp.721-36).

Brown and Burns(1999) wrote a book entitled “Monitoring Learner Progress” monitoring progress is notuded that mand concl, of course, nd itselfan e. It is used as an aid to course and lesson planning, to evaluate the effectiveness of teacher activities, strategies and materials, and to diagnose learner strengths and weaknesses. It is a process of finding out and recording how learners are ogressing in their learning as they proceed from entry to exit point of a pr language learning course.In this book , they attempt to summarize the recommendations for teachers to continue the enquiry. The five main issues have been identified e.g. nformal observationrecording i, keeping portfolios, determining assessment criteria, monitoring non-language outcomes, and self-assessment for monitoring learner progress.

) NCED2006 ,2063 ,B.S (wrote a report entitled “Monitoring of Training Programmonitoring of tranining System” and found m e under NCED programme is an important phenomenon for improving the delivery mechanism, promoting, implementing institutions and reviewing the strategies for implementation. ately can Effective monitoring system in teacher training ultim contribute to arouse the quality of school education.

Nail et al.) 2009 (wrote a book entitled "Manual for monitoring and Evaluating Education Partnerships "and conclude that monitoring of multi-stakeholder tial information on progress towards partnership for education provides ini achieving intended objectives, outcomes, and impacts including productivity and other efficacy targets and gives signals and information for proactive and reactive decisions by the partnership management team. nitoring A good mo system for a partnership combines information at all levels to give the management team, and, ultimately,the governing body, a picture of performance, and helps facilitate decision making and learning by the partners.

Tickoo (2009) wrote a book entitled “Teaching and Learning English: A Sourcebook for Teachers and Teacher- Trainers” and concluded that evaluation of teaching can take several forms. A teacher may evaluate his /her own teaching by using one or another self –observation inventories e g. the Canadian checklist

called COLT (Communicative Orientation of Language Teaching). In its use the teacher looks at different aspects of his/her work in the classroom including the quality and nature of interaction, the language used for various purposes, the nature of content used at different stages of the lesson, the type and suitability of the questions used, the nature and extent of student participation, the quality of aids and materials used, and so on. Reflecting on each of these helps him bring about necessary changes and improvements. Teachers who believe in monitoring their own work may also use other forms of evaluation. One that is proving the value is peer observation. In it two teachers observe each other and share the findings to help both become better professional. Peer observation requires pre-planning on not only what to observe and how but also how to make it work best in terms of both human relationships and pedagogic insight.

Similarly, Taylor (2009) research entitled "Evaluation of a Self-conducted Behavioural Monitoring Programme to Increase Treatment Integrity of Behaviours" and found Self-Intervention P-monitoring has been used most frequently through out the educational literature as a tool to help students who are exhibiting academic and challenging behaviour. It also has been used with teachers in an attempt to change their behaviour in the classroom effort to c.

Gautam (2010) conducted a research entitled "Perception of Teachers on NELTA Activities for Professional Development" with an objective to identify the personal perception of teachers on NELTA activities for teachers professional development in Morang district. He selected forty-five in-service teachers teaching in different colleges and schools of Morang district with non-random purposive sampling procedure. He used a set of questionnaires as a tool to elicit data. He analyzed the collected data using quantitative approach. He found teachers have positive attitude and perceptions towards NELTA and NELTA has been able to develop professional awareness among the English teachers. They got from conference and Majority of teachers used the ideas and lesson short-term teacher training of NELTA for their professional development.

Joshi (2010) conducted a research on “Learning Strategies of English Language Teachers for Professional Development” The main objective of the study was to find out learning strategies of English language teachers as well as to find out benefits of learning strategies for their professional development. She made a survey on Kathmandu valley. She selected forty-five English language teachers who were teaching English in Higher secondary level in Kathmandu valley using purposive sampling procedure. She used questionnaire as a tool to elicit data. She analyzed the systematically collected data with quantitative approach. From the study she found that strategies like self-monitoring, designing workshop, attending seminars, conferences and team teaching were most commonly used and beneficial learning strategies than the strategies like Keeping portfolios, reflective logs and refreshers.

oned article mentioned the role of monitoring in different Various above menti including the role of self fields-some focuses on the For example .monitoring role of self-monitoring in teaching and some focuses on students behaviour plan, is the essential aspect of profession as well as some focuses on monitoring. Some focuses on professional development can gain through peer observation. Here,I want to focus on monitoring practices are the essential aspect for the teachers’ professional development.

few very een carried out in the field of ELT and Various researches have b on teachers’ professional development researches. partment of English In the De UEducation T, conducted few research been there haseson professional on monitoring development but there has not been any research conducted practices of English Language Teachers for their professional development. Thus, the present study is a new endeavour as it attempts to explore monitoring practices are essential aspectsof teachers’ professional development .

1. Objectives of the 3Study

The objectives of the study were as follows:

- i) to identify monitoring practices employed by English language teachers for their professional development.
- ii) to identify the benefits of monitoring practices perceived by English language teachers.
- iii) to enlist some pedagogical implication.

1.4 Significance of the Study

This study aims at revealing the practices for monitoring of English language teachers. It will be useful for the perspective of researchers who want to undertake researches on the area of teachers' professional development. This study specially focused on monitoring practices are important tools for teachers' professional development. So, it will be significant for the novice teachers as well as experts to know the procedures and benefits of different monitoring practices to develop themselves professionally. This study will be equally beneficial for the teacher trainer and teacher training institutions. All the person who are directly or indirectly involved in the teaching profession will be benefitted from this study.

CHAPTER- TWO METHODOLOGY

This chapter deals with the research methodology adopted to carry out the study on Practice of Monitoring for English Teachers Professional Development. The sources of data, population of the study, sample size and sampling procedure, tools for data collection, process of data collection, limitations of the study, and other procedures are described below:

2. 1Sources of Data

In order to carry out this study, both primary and secondary sources of data were used to meet the objectives of the study.

2.1. 1Primary Sources

The primary sources of data for this study were 10 secondary level English language teachers, who were teaching English in the secondary schools of Shankhuwa-Sabha district.

2.1. 2Secondary Sources

The secondary sources of data were the reports, research articles, studies, dictionaries, journals and internet related materials to the study area. Some of them included Kilbourn(1991), Head and Taylor (1997), Roberts (1998), Brown (2000), Ur(2002), Awasthi(2003), Knapp (2003), Villegas-Reimers(2003), Sthapit (2003), Koderman, Stih, and Skaric(2004), Persson (2004), 2005, Khaniya(2006), Gnawali (2008), Kavak et al.) (2009), Tickoo (2009), Ballantyne-Casteel and (2010), Richards and Farrell(2010), Richards and Renandaya(2010), Wallace (2010) (etc).

2. 2Sample of the Study

The secondary level English language teachers were my study population. The sample of this study were 10 Secondary level English language teachers (See Appendix - C) who were teaching English in different schools of the Sankhuwa-Sabha district.

2.3 Sampling Procedure

I used purposive sampling procedure to select the school. I have selected 10 secondary schools from Shankhuwa-Sabha district. The total sample size consisted of 10 secondary level English language teachers.

2.4 Tools of Data Collection

In addition to the available data gathered from books, journals, net-based articles and theses, I collected field information using only one tool, i.e. 'Interview schedule' (See appendix –B) to elicit the required information for the study. The interview was semi-structured. The interview schedule consisted fifteen questions on different monitoring practices to elicit the required information for my research.

2.5 Process of Data Collection

To collect primary data, I went to the purposively selected schools with an official letter from the department. Then, I got permission from the administration to consult the English language teachers and established rapport with the concerned teachers. I explained them about the purpose of my study. After that, I requested them to help me by participating on the interview. Interview used in this study was semi-structured. Fifteen open-ended questions were asked to meet the objectives. I recorded their voices with the help of a recorder. Finally, I thanked them for their responses.

2.6 Limitations of the Study

This study had the following limitations:

- 1) This study was limited to the selected 10 secondary level English language teachers of Shankhuwa-Sabha district.
- 2) The monitoring practices was only concerned with the teachers' professional developmental use but not with the students' monitoring system.
- 3) Only Interview was used as a tool to elicit data in this reserch.
- 4) The population was selected only from the schools of Sankhuwa-Sabha district.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, systematically thecol lected data fromprimary sources have been analyzanalytically ed and interpreted descriptively and. My study is qualitative in nature. Data analysis is vital stage in qualitative research. It is rather a process than a discrete stage. The qualitative research tool i.e. 'Interview' was used in the process of data collection. Interview used in this study was semi-structured. Fifteen open-ended questions were used to meet the objectives. The purpose of qualitative investigation is to describe some problems and analyze them without quantifying statistically. This analysis initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon.

I have presented my discussion under separate items relating them to the objectives of this study. I have prepared a list of questions on monitoring practices and some questions on different monitoring practices. So, it helps me to find out what is the knowledge of teachers on monitoring practices and on types of different monitoring practices.

For the formulation of clarity, I have analyzed the systematically collected data under the three main headings:

- a) Teachers' knowledge about monitoring practices for their professional development
- b) Item-wise analysis on the monitoring practices and
- c) Benefits of different monitoring practices as perceived by English language teachers for their professional development.

3.1. Teachers' Knowledge about Monitoring Practices for their

Professional Development

Theoretically there are different monitoring practices. The participants were asked three open-ended questions to find out their knowledge and perception towards monitoring practices for their professional development.

Almost all the teachers had positive concept and perception towards monitoring practices or all the teachers agreed with the fact that monitoring practices are useful tool for their professional development. One informant (T6) was found that he had positive attitude towards self-monitoring and maintaining teaching diaries. I found some teachers had good knowledge about monitoring practices but others were not familiar about its knowledge. Some teachers used different monitoring practices but some did not. Some monitoring practices are more beneficial and some are less but they ultimately help teachers for their professional development. The following table shows some monitoring practices employed by English language teachers.

Table No. 3

Monitoring Practices Used by English Language Teachers

S.N.	Monitoring Practices	No. of Teachers
1	Self-monitoring	7
2	Peer observation	8
3	Peer coaching	3
4	Maintaining teaching diaries	3
5	Collaborating with other teachers	3
6	Obtaining feedback from students	6
7	Sharing experiences with colleagues	6

The table number 3 depicts that almost all the teachers had some concepts about monitoring practices. Some teachers employed different monitoring practices

and some teachers used only few of them. Here, seven informants (T2, T3, T4, T5, T7, T8, and T10) were found using self-monitoring to enhance their professional development. Peer observation was also found employed by eight informants (T1, T2, T3, T4, T5, T7, T8, and T10) to monitor their teaching. Only three informants (T4, T5, and T7) were using peer coaching to monitor their teaching to enhance their professional development. By the help of maintaining teaching diary, teaching can be monitored. Here, three informants (T2, T4, and T6) used peer coaching to monitor their teaching.

Another tool they employed to monitor their teaching was collaborative learning or in their words "collaborating with other teachers." Here, three informants (T2, T5, and T7) employed collaborative learning to monitor their teaching. It was also important to obtain feedback from their students to monitor their teaching. So, six informants (T1, T4, T5, T7, T8, and T10) were obtaining feedback from students in their classroom practices. And the last tool they employed to monitor their teaching was sharing experiences with colleagues. Here, six informants (T1, T2, T4, T5, T7, and T10) were sharing their experiences with their colleagues to monitor their teaching to enhance their professional development. These practices are dealt in details in next topic.

But I found the real practice of monitoring practices was deplorable. Almost all teachers were not using different monitoring practices regularly. They forwarded different reasons e.g. lack of time, lack of interest, lack of resources, lack of supportive colleagues and environment, lack of training and information, and overloaded classes were the major problems for not being able to practice it regularly.

In conclusion, I found many teachers had good knowledge about monitoring practices but there was a gap between teachers' knowledge and classroom practice. They were not implementing their knowledge in EFL classroom. So, the real practice of monitoring was deplorable.

3.2 Item-wise Analysis on the Monitoring Practices

The previous section showed different teachers employed various monitoring practices, sometimes or rarely. So, here I made an item-wise analysis on the monitoring practices used by English language teachers.

3.2.1 Self-Monitoring

Self-monitoring is effective tool for monitoring teaching. It ultimately helps teachers to enhance their professional development.

The first informant (T1) reported that he did not use this tool for his professional development. He was found to have positive attitude and perception towards this tool to enhance teachers' professional development. He forwarded different reasons lack of time, resources, and overloaded classes why he did not practice it regularly.

The second informant (T2) reported that he also rarely used this tool for monitoring his teaching. He had also positive attitude and perceptions towards this tool. By the help of this tool, he got chances to record his own teaching styles and by reviewing this he could improve his teaching profession. He also reported that recording of the lesson could be used for different purposes. Because of different problems e.g. lack of time, resources and supportive environment he was not practicing it regularly.

The third informant (T3) reported that he also used this tool rarely for monitoring his teaching. But he had also positive attitude and perception towards this tool. He reported, "By the help of this tool, I build confidence and improve my weaknesses which have occurred in my teaching.... and it also helps to develop the skills of focusing all the students equally..."

Because of different reasons e.g. lack of resources and time as well as overloaded classes, he was not practicing it regularly.

The fourth informant (T4) reported that he used this tool rarely to monitor his teaching. But he had positive attitude towards this tool to enhance teachers' professional development. He could make a record of his teaching by using this

tool. By reviewing the record of his lesson, he would make some changes and improvements in his teaching behaviour. Due to lack of time and resources, he was not practicing it regularly.

The fifth informant (T5) claimed that he sometimes used this tool for monitoring his teaching because he considered it to be very useful for teachers' professional development. Using this tool he developed self-management skills and made improvement in his teaching. It also helped to find out weak and strong points of teaching and made future preparation of the next lesson although he was found not practicing it regularly.

The sixth informant (T6) reported that he also used this tool very rarely to monitor his teaching. By the help of this tool, he could make the improvement in his teaching as well as help in his career growth and professional development. Because lack of time and interest he was not practicing it regularly. But, he was found to have positive attitude and perception towards this tool to promote teachers' professional development.

The seventh informant (T7) reported that he used this tool sometimes to monitor his teaching. He also considered it to be very useful for teachers to promote their professional development. Using this tool, he improved the performance overtime as well as it provided an opportunity to reflect critically on his teaching. Because of the lack of time, resources, and overloaded classes, he was not practicing it regularly.

The eighth informant (T8) reported that he also rarely used this tool for monitoring his teaching. By using this tool, he became able to arrive at his own judgment and find out the strengths and weaknesses of his teaching and make improvement in his teaching. However, he was not practicing it regularly due to overloaded classes, lack of time and supportive environment. He was found to have positive attitude and perception towards this tool.

The ninth informant (T9) reported that he never used this tool to monitor his teaching. He forwarded different reasons unable to use it. Some reasons he

forwarded were lack of time, knowledge, information, and overloaded classes. However, he was found to have positive attitude and perception towards this tool.

The tenth informant (T10) reported that he also rarely used this tool for monitoring his teaching. By the help of this tool, he also made improvement on his teaching as well as on different language skills. He also reported that it made teachers quite serious on their duties. He had positive attitude and perception towards this tool. Because of supportive environment and time, he was also not practicing it regularly.

I found that majorities of teachers were using this tool for monitoring their teaching but they were using rarely but two teachers were not found involving in such practices due to various reasons or problems e.g. lack of interest, time, resources, training and information and due to overloaded classes. Those teachers who were using this tool also used it very rarely; they also forwarded different reasons for not being able to implement it effectively. They forwarded similar kind of reasons who were not employing this tool for monitoring their teaching. But almost all the teachers considered it as a very effective tool to enhance teachers' professional development.

3.2.2 Peer Observation

Peer observation is an effective tool for monitoring teaching, because it ultimately helps teachers for their professional development.

The first informant (T1) reported that he rarely used this tool for monitoring his teaching although he had positive attitude and perception towards the tool. By the help of this tool, he could change his teaching methods, techniques in his teaching. He also reported that it helped to remove his weaknesses himself. Because of the lack of time, supportive colleagues, supportive environment, and overloaded classes he was not practicing it regularly.

The second informant (T2) reported that he rarely used this tool for monitoring his teaching. By using this tool, he got chances to observe other classes and got new ideas, methods, skills and knowledge to make improvement in his teaching. He also reported that he got ideas to solve real classroom problems which were occurred in course of their teaching. But he forwarded some reasons, lack of supportive colleagues and overloaded classes why he did not implementing such practice regularly.

The third informant (T3) reported that he also rarely used this tool. By the help of this tool, he got feedback on his teaching. It was a way of developing self-awareness in his teaching. He also reported that it helped to remove his weaknesses in his teaching and make improvement. Because of some reasons and problems e.g. lack of supportive colleagues, environment, and overloaded classes, he was not able to implement such practice regularly.

The fourth informant (T4) reported that he used this tool rarely to monitor his teaching but he considered it was very essential to promote teachers' professional development. Using this tool he got chances to see what an experienced teacher does in his/her class and gets new methods and techniques to make his teaching effective. Because of several problems e.g. lack of time, supportive colleagues, supportive environment, and due to overloaded classes he was unable to implement such practice regularly.

The fifth informant (T5) also reported that he was using this tool sometimes to monitor his teaching. By the help of this tool, he could establish good relationship between teachers, developing new teaching skills, and make improvement in his teaching profession. Because of some problems or reasons e.g. lack of supportive colleagues and supportive environment he was not able to use this tool regularly.

The sixth informant (T6) reported that he was not using this tool to monitor his teaching. He was found to be negative towards peer observation. He reported, "Sometimes it is uncomfortable, uneasy, de-motivating, and causing disturbance

to some extent in teaching." He understood providing feedback to the teachers means dominating to junior teachers by the senior ones.

The seventh informant (T7) reported that he sometimes used this tool and thought it was effective to enhance teacher's professional development. He reported that by the help of this tool, he could develop confidence, remove hesitation and shyness, gain feedback, and learn new teaching skills to make his teaching effective in EFL classroom. He was unable to use it regularly because of the lack of time, and overloaded classes.

The eighth informant (T8) reported that he rarely used this tool for monitoring his teaching. He reported that he was benefitted by this tool. He could make changes in his teaching if necessary. He also reported that it helped him to find out his weaknesses in his teaching and make improvements. He was not using it regularly because of the hesitation of colleagues and supportive environment.

The ninth informant (T9) reported that he never used this tool to monitor his teaching. He reported, "Here are no more language teachers. I'm alone so it is very difficult for peer observation." But he considered it to be very useful for teachers' professional development.

The tenth informant (T10) reported that he was using this tool rarely to monitor his teaching. He thought peer observation helped to bring some improvement in teaching to enhance teachers' professional development. Because of different reasons e.g. lack of time, interest, and due to overloaded classes he was unable to practice it regularly in his profession.

In conclusion, almost all the informants have positive attitude and perception towards this tool except T6. However, they considered it was very contributory for improving language teaching as it also assisted language teachers to explore their mistakes as well as very much useful to enhance teachers' professional development. By the help of this tool, they could learn new ideas, methods, styles and techniques to improve their teaching. I found majorities of informants (T2, T3, T4, T5, T7, T8, and T10) were using this tool which ultimately helps

for their professional development. They were found that they were not practicing it regularly because of the lack of time, interests, supportive colleagues, supportive environment, and overloaded classes.

3.2.3 Peer Coaching

Peer coaching is also one effective tool for monitoring teaching. It ultimately helps teachers for their professional development.

The first informant (T1) reported that he did not use this tool for monitoring his teaching. But he had positive attitude and perception towards this tool. He thought it certainly helped to enhance teachers' professional development. He forwarded different reasons e.g. lack of time and overloaded classes he was unable to practice it regularly.

The second informant (T2) also reported that he was found not using this tool to monitor his teaching. However, he had positive attitude and perception towards it. He forwarded some reasons e.g. lack of supportive colleagues, environment and due to overloaded classes he was unable to practice it as a means to develop his profession.

The third informant (T3) also reported that he was also not using this tool for monitoring his teaching. He reported, "Due to lack of chances, information and other environment, I am not using peer coaching for monitoring my teaching." However, He had positive attitude and perception towards this tool to enhance teachers' professional development.

The fourth informant (T4) claimed that he sometimes used peer coaching. He sometimes discussed and shared ideas in a particular subject matter. He reported, "We share ideas in particular subject matter." Coaching is only provided by experienced teachers to novice teachers. It is provided only by the experts of the subject matter. He also reported that he was not using it regularly because of the hesitation of colleagues and due to overloaded classes.

The fifth informant (T5) also claimed that he also used this tool sometimes. He considered it to be very useful as a tool to enhance teachers' professional development. By the help of this tool, he could develop his confidence, remove weaknesses, and make improvement in his teaching. I found what they were doing was not actually coaching it was only sharing and exchanging ideas in their profession.

The sixth informant (T6) was an exceptional teacher among the teachers who participated in this study. He did not consider it to be useful to enhance teachers' professional development. He reported, "Sometimes it is uneasy, uncomfortable, de-motivating and causing disturbance in teaching." I found he had not actual knowledge about peer coaching.

The seventh informant (T7) claimed that he sometimes used this tool. He is an experienced teacher having good qualification. He claimed, "I sometimes coach to other junior teachers in some problems e.g. grammatical problems, teaching methods etc". He also reported that teachers got feedback and new ideas about teaching so they improved their teaching. He also forwarded some reasons for his inability to practice it regularly, e.g. lack of time, due to overloaded classes, and lack of support from school administration.

The eighth informant (T8) reported that he was not using this tool to monitor his teaching. However, he had positive attitude and perception towards this tool for teachers professional development. He forwarded different reasons and problems such as: lack of time, interests, and supportive colleagues etc for unable to implement such practice.

The ninth informant (T9) reported that he never used this tool for monitoring teaching. He again reported, "I am aloneno other language teachers are here. So, it is very difficult to do such practices." But I found he had positive attitude and perception towards this tool to enhance teachers' professional development.

The tenth informant (T10) reported that he was not using this tool to monitor his teaching. He had also positive attitude and perception towards this tool to

enhance teachers' professional development. He reported, "By the help of this tool, I get a chance to know about new ideas and techniques from the expert." But lack of information and supportive environment he was not practicing this tool regularly.

In conclusion, almost all the informants had positive attitude and perception towards this tool except T6, as a means to enhance their professional development. The majority of informants (T1, T2, T3, T6, T9 and T10) were not using this tool due to different reasons. I found almost all informants had similar reasons. Some reasons were lack of interests, lack of time, supportive colleagues, and lack of supportive environment of school administration and overloaded classes. Teachers who were using this tool were also not using it regularly.

3.2.4 Maintaining Teaching Diary

Maintaining teaching diary is also an effective tool for monitoring teaching to enhance teachers' professional development.

The first informant (T1) reported that he was not using this tool for monitoring his teaching. He was found to have positive attitude and perception towards this tool. He reported, "Nobody is writing diary here... so, I am also not writing it." It may happen due to the lack of training, information and knowledge.

The second informant (T2) reported that he used this tool to monitor his teaching. He considered it was very useful for teachers' professional development. By the help of this tool, teachers became able to do things in right order and they did not miss any topics of the course. But in my field visit I did not find his teaching diary in school.

The third informant (T3) reported that he was not using this tool to monitor his teaching. But he had positive attitude and perception toward it to enhance teachers' professional development. He forwarded different reasons for not being

able to do such practice. For example, lack of time, interest, lack of supportive environment, and overloaded classes.

The fourth informant (T4) claimed that he maintained his teaching diary to monitor his teaching. He thought it was very useful for teachers' professional development. He reported, "By the help of this tool, teachers become self-managed. It helps to deliver a lesson in a systematic way. It also helps a teacher to finish his course in time and make improvement in teaching." But in my field visit, I did not find his teaching diary.

The fifth informant (T5) reported that he was not using this tool to monitor his teaching. However, he had positive attitude and perception towards this tool to enhance teachers' professional development. He also forwarded different reasons e.g. lack of time, interest, and supportive environment for not having such practice to enhance teachers' professional development.

The sixth informant (T6) was an exceptional teacher. Here he was found to have positive attitude towards this tool. He claimed that he maintained his teaching diary to monitor his teaching. He reported, "It helps to promote teaching learning situation and it also helps to be informed about the effectiveness of teaching programs." But in my field visit, I did not find his teaching diary.

The seventh informant (T7) also reported that he was not maintaining his teaching diary in his profession. He agreed it was beneficial for the teachers to enhance teachers' professional development. He forwarded different reasons e.g. lack of time, interest, and due to overloaded classes for unable to have such practice.

The eighth informant (T8) reported that he was not using this tool to monitor his teaching. He also agreed that it was one of the effective tools to enhance teachers' professional development. He reported, "No one is doing such practice here If there is a provision of effective supervision, everybody maintains their teaching diaries." School supervision program is not effective so the concerning authorities should be informed on this issue.

The ninth informant (T9) reported that he was not using this tool in his profession. He also agreed that it was effective to enhance teachers' professional development. He forwarded different reasons e.g. lack of information and training as the major problems for the implementation of such practice.

The tenth informant (T10) also reported that he was not using this tool to monitor his teaching. He agreed, "It certainly helps teachers to be orderly and helps teachers to deliver their lesson in a systematic way." This ultimately helps teachers, to enhance their professional development. He also forwarded lack of time and interest as the major problems for the implementation of such practice.

In conclusion, almost all the informants had positive attitude and perception towards maintaining teaching diaries. According to them, it was very much useful to enhance their professional development. The majorities of informants (T1, T3, T5, T7, T8, T9 and T10) were not using this tool for monitoring their teaching and they forwarded different problems or reasons. Almost all informants forwarded similar reasons why they could not practice this activity. The reasons were lack of interest and time, lack of knowledge, training and information, not finding other practicing it, and overloaded classes.

3.2.5 Collaborating with Other Teachers

Collaborative learning or collaborating with other teachers is also one effective tool for monitoring teaching to enhance teachers' professional development.

The first informant (T1) reported that he did not collaborate with other teachers. Although he agreed it was an effective tool and teacher can get a lot of benefits in their teaching by this tool. He reported, "Generally I do not collaborate with other teachers who are junior to me and they also do not like to collaborate with me... so it is a bit difficult..." Junior teachers could also suggest him some new ideas and techniques to improve his teaching.

The second informant (T2) claimed that he collaborated with other teachers on the agendas of languages teaching. He considered it was useful to promote

teachers' professional development. He reported, "I am also a new teacher so,... I get some problems in subject matter as well ... so, by collaborating with other teachers I can solve those problems easily." But he was not practicing it regularly. He forwarded lack of time and overloaded classes as the reasons why he was not collaborating with other teachers regularly.

The third informant (T3) reported that he was not collaborating with other teachers. But he was found to have positive attitude towards this tool to enhance teachers' professional development. He also reported, "It certainly helps teachers to solve their problems which are occur in classroom teaching." Because of these reasons e.g. lack of time and overloaded classes, he was not practicing it in his profession.

The fourth informant (T4) reported that he was not using this tool to monitor his teaching. But he agreed it was very much beneficial for teachers to enhance teachers' professional development. He reported, "It is beneficial to teachers. It helps teachers to solve the classroom related problems as well as to provide chance to get new ideas and skills." However, he was not practicing it regularly because of time constraint and overloaded classes. In limited time, they had to collaborate with their problems and some agendas of language teaching.

The fifth informant (T5) claimed that he collaborated with other teachers to solve classroom related problems and other agendas of language teaching. He considered it was very useful for teachers' professional development. By this, he could learn different teaching styles and strategies to make EFL classroom effective. But he found he was not practicing it regularly. He forwarded lack of time, lack of supportive environment and due to overloaded classes as the reasons for unable to practice it regularly.

The sixth informant (T6) reported that he was not using this tool to monitor his teaching and he had not positive attitude towards this tool as well. He reported, "Many teachers are not doing thisand it sometimes causes misunderstanding between teachers and it becomes de-motivating" It shows that he was

unaware of the fact that collaborating means not dominating other teachers but suggesting some new ideas and techniques to them.

The seventh informant (T7) claimed that he collaborated with other teachers on the agendas of language teaching. He reported, "We collaborate mainly on grammar topics Which other teachers become confused." He also reported that it helped teachers to solve their problems as well as to learn the new ideas and techniques. But he forwarded lack of time, and hesitation of some colleagues, as the reasons for not able to practice it regularly.

The eighth informant (T8) reported that he was not collaborating with other teachers generally. However, he had positive attitude and perception towards this tool. He also forwarded some reasons for not collaborating with other teachers. The reasons were lack of government policy, lack of information and hesitation of colleagues.

The ninth informant (T9) reported that he was not collaborating with other teachers. He reported, "I am alone... so it is difficult to do this practice ...". However, he had positive attitude and perception towards this tool. He considered it to be useful to promote teachers' professional development.

The tenth informant (T10) reported that he was also not collaborating with other teachers. Because of the lack of time, lack of training, and supportive colleagues, he was not practicing it. However, he had positive attitudes and perception towards this tool for teachers' professional development.

In conclusion, I found that majorities of informants (T1, T3, T4, T6, T8, T9, and T10) were not using this tool. Almost all the informants had positive attitude and perception towards this tool except T6. They considered it to be very useful for teachers' professional development. I found T2, T5, and T7 collaborative since they were working other teachers on the agendas of language teaching, subject matter, grammar, methods and techniques. The informants who were not using this tool also forwarded different reasons e.g. lack of time, lack of supportive

colleagues, lack of training, lack of government policy, lack of information and hesitation of colleagues for not being able to have such practices.

3.2.6 Obtaining Feedback from Students

Obtaining feedback from students is one of the most effective tools for monitoring teaching. It ultimately helps teachers for their professional development.

The first informant (T1) reported that he obtained feedback from students. He said, "Teachers have to know the students' interest and will. Otherwise, teaching will not be effective. Sometime students suggest very good things and I can present my lesson very easily. They generally give feedback on the order of lesson and different techniques of teaching." But he did not obtain feedback regularly due to students' weaknesses and students' hesitation.

The second informant (T2) reported that he did not obtain feedback from his students to monitor his teaching. He reported, "Here students are very weak and they do not suggest anything to me.... So, it is not in practice". However, he agreed that it is an effective tool to enhance teachers' professional development.

The third informant (T3) reported that he also did not obtain feedback from students to monitor his teaching. But he was found to have positive attitude and perception towards this tool. He forwarded different reasons or problems e.g. students' shyness, lack of time, etc for unable to practice it.

The fourth informant (T4) reported that he also generally obtained feedback from the students. He considered or agreed that this is a very effective tool to enhance teachers' professional development. But he was not using it regularly; he forwarded different reasons e.g. students' shyness and hesitation, students' weaknesses and lack of supportive environment for not unable to have such practice to enhance teachers' professional development.

The fifth informant (T5) claimed he obtained feedback from students considering it was very useful for teachers' professional development. He

reported that by this tool, he could make his class more effective and interesting. The following extract shows his intention:

I₁: Why do you obtain feedback from students?

I₂: I would like to obtain feedback from students because After obtaining their feedback I can change my teaching methods if necessary according to students' will.

The above extract shows by obtaining feedback he would make changes in teaching methods as well as students' will and make some improvements in teaching.

The sixth informant (T6) reported that he generally did not obtain feedback from students. He had fear of losing face or hesitation for obtaining feedback from his students. He found to be negative towards obtaining feedback from students. He was found having little knowledge because his students' constructive suggestion never loses his face but helps to be a good teacher.

The seventh informant (T7) claimed that he obtained feedback from students. By using this tool, he would change his teaching styles, techniques and make the class according to students' will. But he did not obtain feedback regularly. He reported, "Certainly it is beneficial but sometime students also feel very weak in their study. Sometimes I asked for feedback but they did not reply their answer. That is the problem to take feedback from students." The above extract shows sometimes it became problematic due to students' weaknesses.

The eighth informant (T8) also claimed that he obtained feedback from students. By the help of this tool, he corrected his mistakes and found out his weaknesses and made improvement in his teaching to make the EFL classroom effective. But he did not obtain feedback regularly because of shyness of students and hesitation.

The ninth informant (T9) reported that he was not obtaining feedback from students. But he agreed that it was an effective tool to make tremendous changes

in their teaching to enhance their professional development. He reported, " Here is not that system other teachers are not doing such practices so, I am also not doing it..." This teacher was very inactive to make changes in his teaching.

The tenth informant (T10) reported that he obtained feedback from students. He reported that by the help of this tool, I would make changes according to the students will in my teaching. When students are active, they provide feedback and suggest correcting my mistakes and weaknesses occurred in teaching. So, I made improvement in my teaching. Due to lack of time and students' hesitation he was not practicing it regularly.

In conclusion, almost all the informants had positive attitude and perception towards this tool except T6. They considered it to be very useful for teachers' professional development. The half of the informants (T2, T3, T4, T6, and T9) were not using this tool. I found that half of the informants obtained feedback from students to monitor their teaching. The informants who were not using this tool also forwarded lack of time, students' shyness and hesitation, lack of supportive environment as the major problems on its effective implementation. But one exceptional informant (T6) had fear of losing his face as a problem for the implementation of such practice.

3.2.7 Sharing Experiences with Colleagues

Sharing experience with colleagues is an effective tool for monitoring teaching because it ultimately helps teacher for their professional development.

The first informant (T1) reported that he generally shared his experiences with his colleagues. By the help of this tool, he would get different ideas and knowledge to solve the different kinds of problems. But he only sometimes used this tool due to different problems or reasons. He forwarded lack of time and supportive colleagues as the major problems for the implementation of this practice regularly.

The second informant (T2) also claimed that he shared his experiences with his colleagues considering it as a very useful tool for tackling any types of problems as well as exchanging ideas related to language teaching. He also forwarded different reasons for unable to use it regularly. For example lack of time, lack of supportive colleagues, and overloaded classes.

The third informant (T3) reported that he was not sharing his experiences to his colleagues. He was found to have positive attitude and perception towards this tool. He forwarded lack of time supportive colleagues as the problems for the implementation of such practice.

The fourth informant (T4) claimed that he also shared his ideas and experiences with his colleagues to develop the new ideas and knowledge to tackle with classroom related problems. He said, "The main things that I liked to share with other colleagues are effectiveness of teaching activities, problems faced by teachers as well as resources available to teach the course." He was found to have positive attitude and perception towards this tool.

The fifth informant (T5) claimed that he also shared his experiences with other teachers to develop new knowledge, ideas and different teaching skills to make teaching learning process effective. He forwarded different reasons e.g. lack of time, lack of supportive colleagues and supportive environment for not being able to practice it regularly.

The sixth informant (T6) was an exceptional teacher as he did not share his experiences with other colleagues. He reported, "Sometimes it becomes uneasy for novice teachers as well as experienced teachers and it causes misunderstanding among teachers." He was found not to have positive attitude and perception towards this tool to enhance teachers professional development.

The seventh informant (T7) also claimed that he shared his experiences to his colleagues to solve the language related problem that he often faced inside or outside the class, and the area of difficulties that he faced in the language classroom. He considered it to be very useful for teachers' professional

development. He forwarded different reasons e.g. lack of supportive colleagues, time, and overloaded classes for not being able to practice it regularly. He also said school administration was also indifferent to such practice because they were allocating many classes to him. So, he did not have sufficient time to manage such practice.

The eighth informant (T8) reported that he was not sharing his experiences to his colleagues. But he had positive attitude and perception towards this tool. He forwarded lack of time, interest, supportive colleagues, and environment as the problems for the ineffective implementation of such practice.

The ninth informant (T9) also reported that he was not sharing his experiences with his colleagues. He had positive attitudes and perception towards this tool. He reported, "I am aloneno more other language teachers are here so, it becomes difficult..." He did not try to make improvement in his teaching. He did not utilize the available resources in his teaching.

The tenth informant (T10) claimed that he also shared his experiences with his colleagues considering it was very effective tool. It helped teachers to get different ideas and knowledge to solve the problems which occurred in course of his teaching. He forwarded different reasons or problems for unable to practice it regularly. For example lack of time, supportive colleagues, and lack of environment.

In conclusion, almost all the informants who participated in this study had positive attitude and perception towards this tool except T6. They considered it to be very useful for teachers' professional development. The majorities of informants were using this tool. Those informants who were not using this tool for monitoring their teaching also forwarded different reasons or problems. I found lack of interest, time, supportive environment, and colleagues, and overloaded classes as the major problems for not being able to implement such practice. Those informants who were found to be using such practice for monitoring their teaching had also reported that the classroom features were the ones that they mostly liked to share. I found that they often shared with other

teachers about critical situation, exceptional and confused cases, teaching methods and techniques, and the area of difficulties that they faced in their classroom.

To sum up, the main objective of this study was to find out different monitoring practices employed by English language teachers for their professional development. I found they were using some monitoring practices although there was some kind of gap between what they said and what they did. It shows that there were certain problems which prevented English language teachers from making use of monitoring practices as a way of their professional development. I found most of the English language teachers familiar with the significance of monitoring practices for the development of their professionalism but due to various reasons, there were problems for its effective implementation. Some of them were not interested and some forwarded lack of time as a problem for its real implementation in EFL classroom. Somebody claimed that there was no provision of effective supervision for implementing monitoring practices. They tend to blame others for their inability to implement monitoring practices. The policy makers like MOE and DOE were responsible for making certain policies to empower the capacity of language teachers who were also indifferent towards the gravity of the issue. Similarly, they expressed that school administrators were not supportive for its real implementation in EFL classroom. They were allocating too many classes for EFL teachers. They were indifferent to provide regular platform for English language teachers to share and reflect upon their experience which is also a major basis to enhance their professional development.

3.3 Benefits of Monitoring Practices Perceived by English Language Teachers

The second objective of this study was to find out the benefits of monitoring practices perceived by English language teachers to promote their professional development. Different teachers were benefitted differently by the use of different monitoring practices.

The first informant (T1) reported that he was benefitted from monitoring practices. He reported, "Monitoring practices provides chance to find out if he is right or wrong in his teaching learning activities. It helps them to keep their teaching learning activities on track. With the help of monitoring practices, an EFL teachers can correct the deviation occurred in EFL classes. It helps teachers to be aware of his weaknesses and make improvement in teaching."

I found he had good knowledge about monitoring practices. He considered peer observation, obtaining feedback from students, and sharing experiences with colleagues were more beneficial than other monitoring practices.

The second informant (T2) reported that he was also benefitted by using different monitoring practices. He reported, "Monitoring practices help teachers to know about new things in teaching field and he knows what kinds of new things should be applied to improve the teacher's behaviour, and teachers get chance to make a record of their own styles which can be used for the different purposes. By considering this, monitoring practices help teacher to improve his/her teaching profession."

It was found he had very good knowledge about monitoring practices. He considered self-monitoring, peer observation, collaborating with other teachers, and sharing experiences with colleagues were more beneficial than other monitoring practices.

The third informant (T3) reported that he was also benefitted from different monitoring practices. He reported, "Monitoring practices help teacher to reduce his/her weaknesses in teaching. It also helps to find out new techniques, methods and students' will. It also helps teacher to be updated on subject matter and responsible for their work. As a whole, it helps teacher to make improvement in his teaching and make the EFL classroom effective. It also helps teachers to promote their professional development."

It was found he had also good knowledge about monitoring practices. He considered self monitoring and peer observation were more beneficial than other monitoring practices.

The fourth informant (T4) reported that he also benefitted from different monitoring practices. He reported, "Monitoring practices provides an opportunity to reflect on his/her own teaching. It also provides an objective account of one's teaching techniques and what kinds of practical changes should be applied to improve his/her teaching. It provides an opportunity to reduce his/her weaknesses and make improvement in teaching."

It was found he had very good knowledge about monitoring practices. He considered self-monitoring, peer observation, obtaining feedback from students, and sharing experiences with colleagues were more beneficial than other monitoring practices.

The fifth informant (T5) reported that he was benefitted by using different monitoring practices. He mentioned, "Monitoring practices help teachers to create peaceful and participatory learning environment in classroom. It also helps teachers to develop new teaching skills and provides an opportunity to reduce their weaknesses and make teaching learning activities effective."

It was found he had good knowledge about monitoring practices because of different reasons he was not practicing it regularly. He considered self-monitoring, peer observation, peer coaching, collaborating with other teachers, and obtaining feedback from students were more beneficial than other monitoring practices.

The sixth informant (T6) reported a bit contradictory idea. He was benefitted from the monitoring practices but he had negative attitude towards some of them. He reported, "Monitoring practices help teachers to be labourious in their profession and get command over subject matter to create meaningful situation. It also helps teacher in his/her career growth and professional development."

He was found having little knowledge on monitoring practices. He considered self-monitoring and maintaining teaching diaries were more beneficial than other monitoring practices.

The seventh informant (T7) reported that he was benefitted from different monitoring practices. He mentioned, "Monitoring practices help teachers to be self-managed, develop the skills of organizing teaching items, and make good performance in language teaching. It also helps teachers to create participatory environment in the classroom. It also helps teacher to reduce his weaknesses as well as control himself and makes his teaching effective."

It was found he had very good knowledge on monitoring practices. He considered self-monitoring, peer observation, peer coaching, obtaining feedback from students, and sharing experiences with colleagues were more beneficial than other monitoring practices.

The eighth informant (T8) reported that he was also benefitted from different monitoring practices. He mentioned, "There are some benefits. For example monitoring practices help teachers to foster different techniques and methods on teaching profession. It also helps teachers to make best utilization of resources and in order to improve performance overtime as well as develop key ingredient for continuous development of teacher to become a good professional."

It was found he had also good knowledge about monitoring practices. He considered self monitoring, peer observation, and obtaining feedback from students were more beneficial than other monitoring practices.

The ninth informant (T9) reported that he was not using any monitoring practices. However, he agreed that all monitoring practices were beneficial for teachers to enhance their professional development. He mentioned, "Monitoring practices helps teachers to learn more about teaching learning process and it also helps teachers to make their teaching effective and efficient." It was found this teacher having little knowledge about monitoring practices and he was not trying to be a good professional.

The tenth informant (T10) reported that he was also benefitted from different monitoring practices. He mentioned, "Monitoring practices help teachers to develop the skills to solve different problems related to classroom teaching. It

also builds up the concerned teacher's self-management skill and contributes in making effective evaluation."

I found he had also good knowledge about monitoring practices. He considered self-monitoring, peer observation, obtaining feedback from students, and sharing experiences with their colleagues were more beneficial than other monitoring practices.

3.3.1 Common Benefits Perceived by English Language Teachers

Using various monitoring practices, different teachers as described in 3.2 above were benefitted differently. Some common benefits perceived by English language teachers are as follows:

1. Monitoring practices help teachers to be labourious and updated in their subject matter.
2. Monitoring practices help teachers to develop different teaching skills as well as develop skills able to solve the problems which occur in course of their teaching.
3. Monitoring practices help teachers to build up self- management skills and effective evaluation techniques.
4. Monitoring practices help teachers to make best utilization of available resources and time.
5. It provides an opportunity to reflect on his/her own teaching to make practical changes to improve his/her teaching.
6. Monitoring practices provides an opportunity to share their personal experiences with other participants as well as the experts from the same profession.
7. Monitoring practices help them to be more confident and make teaching more effective by providing new ideas.

8. Monitoring practices help teachers to find out their weaknesses and make tremendous improvements in their teaching to be a good professional.

From the above points, it is clear that all teachers were directly or indirectly benefitted from different monitoring practices. However, some monitoring practices like self-monitoring, peer observation, obtaining feedback from students, and sharing experiences with their colleagues were found to be more beneficial than others.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

In this chapter, I attempt to report the main findings of the study drawn on the basis of data analysis and interpretation. It also deals with some recommendations made on the basis of the major findings of the study.

4.1. Findings

My study focused on identifying the monitoring practices employed by the English language teachers, and perceived benefits of monitoring practices for their professional development. Here, I have come up with the following findings on the basis of analysis and interpretation of data:

- 1) All the informants participated in this study agreed that monitoring practices are very useful and essential for teachers' professional development.
- 2) I found monitoring practices like peer observation, self-monitoring, obtaining feedback from students, and sharing experiences with their colleagues were most commonly used practices for teachers' professional development.
- 3) I found all the informants had positive attitude towards self-monitoring. Three informants were not found using this tool as a means of monitoring teaching for their professional development. I found variation and scattering reasons e.g. lack of time constraint, interest, resources, supportive environment, and lack of training and information as the major problems for its proper implementation in language classroom.
- 4) I found almost all informants had positive attitude and perception towards peer observation and its practice in language teaching as a means to enhance their professional development except T6. I found variation and scattering reasons e.g. lack of time constraint, interest, supportive

colleagues, supportive environment, training and information, and overloaded classes for its ineffective implementation in language classroom.

- 5) I found one- fourth of the informants (T4, T5, and T7) using peer coaching. However, all informants except T6 agreed that it is beneficial for teachers' professional development. Because of the lack of interest, time, information and training, hesitation of colleagues, they were not implementing it for their professional development.
- 6) I found all informants had positive attitude towards maintaining teaching diaries. However, only one-fourth of informants (T2, T4, and T6) were using it. Because of several reasons e.g. lack of time, interest information and trainings, effective supervision, and overloaded classes, they were not practicing it regularly.
- 7) I found that almost all the informants involved in this study had positive attitude and perception towards the use of collaboration in the field of language teaching except T6. But only one-third of informants (T2, T5, and T7) were collaborating with other teachers. Due to lack of time, interest, hesitation of colleagues, supportive environment, and overloaded classes other informants were not implementing it.
- 8) I found only half of the informants (T1, T4, T5, T7, T8, and T10) involved in this study were obtaining feedback from their students. However, almost all informants except T6 had positive attitude or perception towards its practice in language teaching. He was found that he had fear of losing his face for its implementation in EFL classroom.
- 9) I found more than half of the informants (T1, T2, T4, T5, T7, and T10) who participated in this study were sharing their experiences with other language teachers. But all the informants had positive attitude and perception towards this tool except T6. Due to lack of time, interest, lack of supportive colleagues and environment, and overloaded classes they were not implementing it regularly.

- 10) I found the school administration seemed adamant about the use of monitoring practices as well as indifferent for providing appropriate platform for English language teachers' professional development.
- 11) I found tools of monitoring practices for teachers' professional development are not being used regularly by EFL teachers mainly due to lack of time, interest, supportive colleagues, resources, training and information, and overloaded classes.
- 12) I found almost all the informants except T9 had good knowledge about monitoring practices and they considered it is useful to enhance teachers' professional development. However, they were not using it regularly in the classroom. So, there was a gap between teachers' knowledge and classroom practice. It might have happened due to ineffective provision of supervision.
- 13) The present study found that all the English language teachers were directly or indirectly benefitted from different monitoring practices. However, they perceived some practices like self-monitoring, peer observation, sharing experiences, and obtaining feedback from students more beneficial than other practices.

From the overall findings of the study, I found the English language teachers considered monitoring practices as very effective means for their professional development but its real practice in their professional field was deplorable.

4.2. Recommendations

On the basis of above mentioned findings, I would like to make the following recommendations:

- 1) All the informants were not found to be aware about monitoring practices so different in-service training and INSET program should be conducted on monitoring practices.

- 2) English language teachers should not be away from the responsibility of making EFL classroom more effective. They should always be ready to make use of limited resources available in their context for their professional development.
- 3) They should realize that the use of monitoring practices is ultimately a basis for their professional development. So, they should always be ready to provide their saved time in the implementation of monitoring practices.
- 4) They should always co-operate and support their colleagues thinking that in developing their colleagues they are developing their own professionalism.
- 5) They should realize that their learners are the best source of information for developing their professionalism. Their constructive feedback never loses their face but ultimately promotes their career as EFL teacher.
- 6) I would like to recommend that the policy makers like MOE and DOE are responsible for making clear policy for the improvement of English language teachers. MOE and DOE should mainly focus on the promotion of supportive environment for the use of monitoring practices and consequently for English language teachers' professional development.
- 7) It is recommended that the training programme organizer like NELTA, NCED, BC, and teacher educators should include monitoring practices in their training package to enhance monitoring practices as a means of teachers' professional development.
- 8) The government should design the special training package of teacher development course for secondary school teachers of English. So, it helps teacher to implement different methods, approaches, and styles for classroom practice.

- 9) Teachers should be provided with the supportive and favourable environment required for using and practicing monitoring practices. It includes enough encouragement, constant supervision and appropriate appreciation from the school authority.
- 10) Staff meetings should be organized frequently in the institutions to discuss on different professional issues and problems. All the teachers should be encouraged for their equal participation in such meetings.
- 11) Teachers should not be overloaded with their duties during the school hours. They should be equipped with enough time, tools and opportunities to plan and practice different monitoring practices for their professional development.
- 12) Teacher education and training programmes need to have more practical activities and prepare aspiring teachers to cope with the ever changing phenomena of ELT. Instead of giving them theories, such programmes need to teach them how they can theorize their own practice in terms of language teaching and learning for their professional development.
- 13) In order to minimize the gap between theory and classroom practice, government and school administration should provide trainings to the teachers and provide resources and appropriate environment in the school and make the provision of effective supervision.
- 14) Only few researches have been carried out on 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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APPENDICES

APPENDIX – B

Questions for Interview

Dear Sir/Madam,

These questionnaire is a research tool for gathering informations for my research entitled **Monitoring practices of English Language Teachers for their Professional Development”** under the supervision of **Mr. Ashok Sapkota**, Teaching Assistant, Department of English Education, T.U. Your co-operation in participating in an interview will be of great value to me or it helps me completing my research. I appreciate your honest opinion and assure you that your responses will be completely anonymous. Please feel free to response the questionnaire. I may assure you that the responses made by you will be exclusively used only for the present study.

Personal Details

Questions

Questions based on monitoring for professional development

1. Do you think monitoring practices are useful for your professional development? How?
2. What types of monitoring practices are you using for your professional development?
3. What benefits are you getting from monitoring practices?

Questions based on Self-monitoring

4. Do you think Self-monitoring is a tool for monitoring your teaching?
5. What types of self-monitoring practices are you using for monitoring your teaching?
6. What benefits are you getting from self-monitoring practices?

Questions based on peer observation

7. Do you think peer observation is a tool for monitoring your teaching?
8. What types of peer observation practices are you using for monitoring your teaching?
9. What benefits are you getting from peer observation?

Questions based on peer coaching

10. Do you think peer coaching is a tool for monitoring your teaching?
11. What types of peer coaching practices are you using for monitoring your teaching?
12. What benefits are you getting from peer coaching?

Questions as a whole

13. How often do you practice these monitoring practices for your professional development?
14. Do you think monitoring practices have any significant effects on EFL teachers' performance? Could you provide some effects?
15. Does monitoring practices have any effect in English language teaching? Could you provide some positive and negative effect?

Thank you very much for your kind response!

Binod Babu Dahal

Department of English Education, T U.

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APPENDIX - C
LIST OF INTERVIEWEES

S. N	Name of interviewee	Academic Qualification	Teaching Experience (in years)
1	Amrit Bahadur Karkee	B. Ed (M.Ed running)	12years
2	Devi Bahadur gurung	B. Ed (M.Ed running)	7 years
3	Dhanya Mani Ghimire	B. Ed	14 years
4	Ghanendra Karki	B. Ed (M. Ed running)	6 years
5	Harka Bahadur Tamang	B. Ed	2 years
6	Kamal Karki	M. Ed	3 years
7	Khem Nath Kafle	B. Ed (M. Ed running)	2 years
8	Lakh Bahadur Paudel	M.A (Nepali), B.A, B.Ed (English)	3 years
9	Lal Bahadur Khatri	M. A and B. Ed	15 years
10	Tek Raj Trital	M.A and B. Ed	9 years

APPENDIX- D
LIST OF SCHOOLS

S. N	Name of Schools
1	Madi Higher Secondary School, Madi
2	Shree Janata Secondary School, Bagha
3	Shree Bhagawati Secondary School, Chitlang
4	Sharada Higher Secondary School, Pokhari
5	Narayan Secondary School, Okharbote
6	Binod Higher Secondary school, Mulkharka
7	Saraswati Higher Secondary School, Chainpur
8	Saraswati Secondary School, Chainpur
9	Singheswari Secondary School, Tamaphok
10	Saraswati Secondary School, Chainpur

APPENDIX – E

SAMPLE INTERVIEW DATA BOOK-LET

Code: T4

I₁: ...So regarding this, Ah... I've prepared a set of interview questions the first question I'd like to ask you is, do you think monitoring practices are useful for your professional development?

I₂: Oh... yes... yes,... I think monitoring practices are very useful for teachers' professional development. Teacher can take several benefits to develop his/her profession. So... it is useful.

I₁: How? Why do you think so?

I₂: ... because... because teacher can be benefitted or develop their profession by using monitoring practices. For example monitoring practices provide an opportunity for teachers to observe, evaluate and manage his/her professional development.

I₁: Ok... what types of monitoring practices are you using for your professional development?... could you provide some types...?

I₂: Oh,... yes....there are different types of monitoring practices and we are in the remote area... so, some types are applicable in our context and some are not. Some practices which I'm using sometimes... means rarely in my profession are obtaining feedback from students, sharing experiences with colleagues, peer coaching, maintaining teaching diaries, peer observation, self -monitoring etc.....

I₁: Oh... how do you monitor your teaching by sharing experiences with colleagues or other teachers? Could you provide some examples?

I₂: Yes.... Yes.... To teach particular teaching item... which method is appropriate and suitable... and if any confusion occurs in subject matter it can

also be solved... and by sharing experiences sometimes new methods or approaches also derived which help students to understand the subject matter easily, so... in this way we can monitor our teaching....

I₁: What do you share generally to your colleagues?

I₂: The main thing that I like to share with other colleague are effectiveness of teaching activities, methods and techniques of teaching, students arrangement in the class, problems faced by teachers as well as students' physical facilities and textbooks.

I₁: How do you monitor your teaching by obtaining feedback from students...? Could you provide some examples...?

I₂: yeh.... Hum... students are the main actors of teaching learning activities.... Teacher must know the students will... and they provide some feedback to improve my weaknesses in teaching learning process.... By the help of students' feedback, I can change my teaching style, teaching methods and techniques to make improvement in my teaching.... But some time it becomes problem.... they become shy and do not provide feedback in my teaching.

I₁: What do you think monitoring practices are beneficial or not for teachers?

I₂: Yes.... yes there is no doubt.... It is beneficial.

I₁: Then, what benefits are you getting from monitoring practices? Could you provide some benefits...?

I₂: Hum...hum....yes, I can get several benefits... for example monitoring practices help to collect information about my teaching behaviour and practices to meet the objectives systematically... humit also provides an objective account of one's teaching techniques and what kind of practical changes should be applied to improve my teaching behaviour. Another benefit is, it also provides an opportunity to understand one's teaching and one's own strengths and weaknesses about teaching behaviour...

I₁: Well, do you think self-monitoring is a tool for monitoring your teaching?

I₂: Yeh... yeh... it is also one monitoring practices.

I₁: How...?

I₂: Self-monitoring is a tool for monitoring teaching... it is effective for both novice and experienced teacher. Obviously, it helps the teacher to enhance their professional development and they usually feel that they have a good understanding of how they approach their teaching and what kind of teacher they are...

I₁: And the another questions to you... what types of self-monitoring practices are you using for monitoring your teaching? Could you provide some types..?

I₂: Yeh... some of the self monitoring practices are writing lesson report.... Sometimes audio recording a lesson, consulting dictionaries etc...

I₁: What do you think video recording a lesson is also a self-monitoring procedure or not..?

I₂: Yes... yeh... it is also most effective tool but, because of lack of resources I'm not using it and audio recording also rarely and lesson report sometimes.

I₁: why do you rarely use these tools? They are not effective..... or not beneficial for teacher...?

I₂: Oh!... I don't mean that they are not effective.... because of lack of resources and time and overloaded classes I'm not regularly practicing....using them.

I₁: Then,... what benefits are you getting from self-monitoring? Could you provide some benefits?

I₂: yeah... self-monitoring has several benefits... it allows teachers to make a record of his/her teaching. It also provides an opportunity to get feedback by reviewing his/her own teaching. Hum.... Another benefit is it enhances self awareness of one's own teaching behaviour. Amn.... the main benefits of self-

monitoring is... it provides an opportunity to teachers to remove his/her weaknesses himself or herself.

I₁: Well, now the question... do you think peer observation is a tool for monitoring your teaching..?

I₂: Yeh... it is also another tool for monitoring teaching....

I₁: How...? Or how it is a tool for monitoring your teaching..?

I₂: Peer observation is an important strategy for teacher learning and it is also very effective tool for monitoring a teacher teaching behaviour... by observing the other teachers classroom, s/he can learn many techniques, and style as well as s/he can provide some feedback or suggestions who is teaching... in this process both are benefitted. That's why we can say that it is a very effective tool for monitoring a teacher's teaching to enhance his/her professional development.....

I₁: ..ok now ... what types of peer observation practices are you using for monitoring your teaching...?

I₂: yeah... the recorded information of another teacher's class, a brief written narrative of a lesson and field notes are some types. But I'm using these practices rarely....

I₁: why...? Why don't are you using it regularly....?

I₂: Hum.... Hum.... Because lack of time, supportive colleagues, lack of environment, and due to over loaded class.....

I₁: ..but do you think it is beneficial for teachers...?

I₂: Yeh.... Definitely... it is beneficial for both teachers who is teaching and who is observing both are benefitted...

I₁: Ah... well, what benefits are you getting from peer observation...? Could you provide some benefits...?

I₂: Ok ... there are several benefits from peer observation... we can get an opportunity to observe another teacher's class, by doing this it provides a chance to see what an experienced teacher do and what sorts of methods and styles s/he use while teaching and delivering a lesson. Hum.... Hum..... another benefit is it also helps to grasp an opportunity to interact, to share teaching ideas, and discuss about the problems which are occurred in teaching the main benefits is to get feedback from others to reduce our weaknesses...

I₁: ...well,... the another question is... do you think peer coaching is a tool for monitoring your teaching...?

I₂: Yees...

I₁: How..? or why do you think so...?

I₂: Yes, I think peer coaching is also effective to monitor someone's teaching behavior. Hum... hum.... It is a collaborative learning between two teachers. Here... I mean two teachers work together to reflect on current practices, build new skills, share ideas, teach each other and solve problems in the work place to enhance their professional development...

I₁: Ok.. what types of peer coaching practices are you using for monitoring your teaching...?

I₂: Theoretically there are different types of peer coaching for example technical coaching, challenge coaching, and collegial coaching. Hum.... But here we share some ideas in particular subject matter but particularly we are not practicing those types in our profession....

I₁: why....? What are the reasons behind it... or not able to use it Or aren't they beneficial to teachers to enhance their professional development...?

I₂: No... No ... I don't mean they are not beneficial... but lack of interest, lack of time and resources and lack of supportive colleagues or habitations of

colleagues... and due to overloaded class we are not practicing those types...or those practices.

I₁: Ok now, you have already mentioned peer coaching practices are beneficial so... what benefits are you getting from peer coaching...?

I₂: Hum... hum... yes, it provides feedback to a teacher, constructive suggestion for improving their teaching skills and they gain knowledge from each other in their teaching. Hum... it also helps to develop collegiality between colleagues...

I₁: How often do you practise these monitoring practices for your professional development?

I₂: We are not practicing it regularly but rarely... because lack of time, resources, environment, and due to overloaded classes.

I₁: Ok ... well, the another question I'd like to ask you is, do you think monitoring practices have any significant effects on EFL teachers' performance....?

I₂: yes....., yes... it have some effects on teachers' performance as well...

I₁: If so.... Could you provide some effects...?

I₂: Amn..... it has many significant effects on EFL teachers performance... Some teachers develop their confidence by these practices... but some teacher feel hesitation as well for example if the senior teacher is observing his/her class, he cannot show his actual potentiality... or s/he feels hesitations... it happens in some teachers. Hum.... And the another effect is, it makes teacher labourious as well... in some problems teacher should do project work, action research about the problems which they are facing while they are presenting their lesson...

I₁: ok now, the last question to you.... Does monitoring practices have any positive and negative effects in English language teaching...?

I₂: Yeh... yeh... it have also some effects in English language teaching....

I₁: Could you provide some positive effects...?

I₂: Yeh... yeh.. it helps to address the teaching problems about the different language skills and aspects in real teaching... hum... it ensures that teacher should learn and teacher should be updated to their subject matter....

I₁: Could you provide some negative effects...?

I₂: yes... it is fully time consuming....

I₁: Any other...?

I₂: Hum.... Now that's all...

I₁: Ok, it's my pleasure to be with you. And thank you very much for your kind response.

I₂: Ok thank you.

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Informant

T4

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Researcher

Binod Babu Dahal

Thanks for your kind co-operation