

CHAPTER- ONE

INTRODUCTION

1.1 General Background

English language teaching has been introduced as a profession. It is also perceived to be an art. People perceive teaching as a dynamic process and a demanding task that tests one's commitment and courage. It is treated as a complex activity which requires teaching learning strategies, curriculum, a sound knowledge of a child psychology, instructional rules and regulations.

Teachers should face various challenges which make them experienced as well as skillful. Teaching is influenced by the availability of materials, the way of handling them and how to facilitate and understand others. Therefore, successful language teaching or learning takes place only when the teachers use the appropriate procedures to manage teaching methods and strategies for effective classroom. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. A teacher is passive technician for professional development. Teachers should always be active for teaching learning activities. Harmer (1991, p. 235) puts forward the following roles of teachers as : controller, assessor, organizer, prompter, participant, resource, tutor.

Development is a distinct concept that many teachers think about teacher's learning which is compared to training, and which is motivated by teachers' own questioning of who they are and what they do, rather than by any extended training agenda. Due to the advancement of science and technology every things are changing so that the thing which is new today will be old tomorrow. To keep up to date, teachers should be continuously trained. They should be well prepared, dynamic and they also should possess the skills and awareness in order to carry out their jobs well.

To facilitate teachers' professional development, Richards and Farrell (2010) have explored eleven procedures: workshop, self-monitoring, teacher support groups, journal writing, peer observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching and action research.

1.1.1 Teacher Development

Teacher Development is the process of making effort by teachers for their better career in future. Underhill (1986, p. 1 as cited in Head and Taylor 1997) opines that "Teacher Development is the process of becoming best kind of teacher that I personally can be ". Similarly, Richards and Farrell (2010) state, "It generally refers to general growth not focused on a specific job " (p.4). For the further understanding Brown (1994) mentions, " Teacher Development is one of the most interesting things about teaching is that you never stop learning".

In the past, the concept of Teacher Development was seen vague. For this, Fullan and Hargreaves (1992, as cited in Evans 2002) commented that "how little systematic attention has been directed to understand the Teacher Development and point out that it is only the last few years that Teacher Development is concept has come under scrutiny " (p.9). They wrote that Teacher Development must be conceptualized much more than it has been. Fullan and Hargreaves (ibid) state

we will not attempt to define Teacher Developmentit will become clear use in both to specific development through in- service or staff development as well as to move through audiences in teachers' sense of purpose instructional skills and ability to work with colleagues .

Being more specific, teacher development is the process of lifelong learning in teaching, when teachers can use the resources around them to advance

themselves, then there is their professional development. Teacher development is best facilitated through teacher learning. In this regard, Darling-Hammond (1994) offers a definition of teacher development. She implicitly interprets the professional development. She outlines the purpose, function and nature of the Professional Development. In her definition, she calls "Teacher Development as a process of enhancing teaching professional status by expanding the knowledge bases up on which the profession draws and increasing teachers' epistemological awareness " (p. 10). Similarly, Bell and Gilibert (1994) define Teacher Development as:

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 practices and attending to their feelings associated with changing. (as cited in Evans 2002, p.126)

In broad sense, professional development refers to the development of a person in his or her professional role. Glatthorn (1959, p. 41) as cited in Villegas and Reimers, (2003) state " more specifically, Teacher Development is the professional growth a teacher achieves as a result of gaining increased experiences examining his/ her teaching systematically. Similarly, Ganser (2000, as cited in Villegas and Reimers *ibid*) state that "Professional Development includes formal experiences (such as attending workshops and professional meetings etc.) and informal experiences (such as reading professional publications, watching television documentaries related to academic discipline, etc)." This definition goes beyond the career development and staff development. From the above mentioned discussion we come to know that the concept of Teacher Development or Teachers' Professional Development has changed over the years. Only from past few years the professional development of teacher has been considered as long term process

that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. Many people have started to refer Teacher Development or Teachers' Professional Development as a new image of learning, a new model of teacher education, a new revolution in the field of education .

1.1.2. Importance of Professional Development

Professional Development in a broad sense, refers to the development of a person in his or her professional role. A teacher achieves the professional development after gaining the experiences and expertise for years systematically in the teaching field. Teacher Development is a continuous process of transforming human potential into human performance and this process is never finished. In this regard, Underhill (1988) states :

Development means... keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoiding getting in a rut. If I am in a rut, then so is my teaching and then so are my students and learning from a rut is tedious, slow and unproductive (as cited in Head and Taylor, 1997).

Professional Development is the sum total of formal and informal teaching pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. Evens (2002) perceives the notion of Professional Development through three interdependent concepts: *learning, engagement* and *improved practice*. He defines Professional Development as "learning opportunity that engages in ways that string them their practice" (p 663) .

The education system of the world is changing day by day. To be up to date, teachers' professional development is necessary. The knowledge related to the field of language teaching and learning is never consistent. It goes on changing with changes in the theories of language learning and teaching with the emergence of new approaches and methods so there is a need of regular opportunities for the teachers to Professional Developmentate their knowledge and skills in the field. Head and Taylor (1991, p. 4) say "state 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." Hence, learning to teacher is lifelong process. Villegas (2003) opines that in order to contribute for teachers' professional development the knowledge based educational policy makers, teacher, educational administrators who are engaged in the process of Teacher Development have to commit for planning, implementing and assessing sensible educational reforms. According to Richards and Farrell (2010), in most schools and institutions today language teachers are expected to keep up to date with development of the process of Professional Development has a significant positive impact on teachers' belief, and practices students learning on the implementation of educational reforms. Following (Villegas, 2003) the importance of Teacher Development can be seen from three factors impact on teachers performance, impact on students learning and impact on educational reforms.

Regarding the importance of Professional Development various scholars or researchers have published various articles, one of them is included here. Australian College of Education states the following points for the importance of Professional Development:

-) To be knowledgeable on subject matter and pedagogy.
-) To be effective in the care of development of all learners.
-) To develop the professional and ethical standards.
-) To act as strong advocate for profession.

-) To contribute to the development of profession.
-) To reflection strong ethical orientation across all areas of learning and teaching.

For the importance of understanding oneself in 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 change is not kept abreast people working in that field will be left behind. For this purpose people involved in it should be allowed to work for its development, advancements and continuous improvements (p.9).

Teacher Development activities make teachers up to date about their regular practices through which they bring change in the field of language teaching and learning.

1.1.3 Teacher Training and Teacher Development

Training refers to activities focused on teachers' present responsibilities and is typically aimed at short term and immediate goals (Richards and Farrell 2010, p.3). They further put forward their view and say that training involves understanding basic concept and principle as a prerequisite for applying them to teaching and the ability to demonstrate principle in the classroom. According to Underhill (1988) teacher training largely depends on pedagogical skills and knowledge of the topic that teacher has. Similarly, Head and Taylor (1997, p.9) further say that teacher training essentially concerns knowledge of the topics to be taught and the methodology for teaching it which emphasizes the classroom skills and technologies. From this discussion, we come to know that teacher training is a micro process of teacher education, which consists of following goals:

-) Learning how to use effective strategies to open a lesson.
-) Adapting the textbook to match the class.
-) Learning how to use group activities in a lesson.
-) Using affective questioning techniques.
-) Using classroom aids and resources.
-) Techniques for giving learners feedback on performance.

On the contrary to Teacher Training, Teacher Development is concerned with the learning atmosphere which is created through the effect of the teachers on the learners and their effect of the teacher. By following Richards and Farrell (2010) we include the following goals for teacher development:

-) Understanding how the process of second language development occurs .
-) Understanding how our roles change according to the kinds of learners we are teaching.
-) Understating the kinds of decision making that occur during lesson.
-) Reviewing our own theories and principles of language teaching.
-) Developing an understanding of different styles of teachings.
-) Determining learners' perceptions of classroom activities.

From the aforementioned discussion what we can say is 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 program.

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 of teacher development. Teacher Development is wider in its scope and includes different areas like subject matter knowledge, pedagogical expertise, self awareness and understanding of learners' psychology, understanding of curriculum materials, career advancement. After the discussion mentioned above, we come to know that teacher training and

teacher development are the two sides of the same coin called teacher education.

1.1.4 Strategies for Professional Development

Many language teachers today are expected to keep up to date with developments in the teaching field. Similarly, they want to regularly review and evaluate their teaching skills and to take on new teaching assignments according to the changing needs of institutions where they are working. To do all these things, they have to adopt approaches or procedures, which are called strategies. There is not any hard and fast rule for adopting strategies for teachers' professional development. But, to overcome such problems Miller and Silverneill (1994, pp.40-42) identified three professional development activities: training for cooperative teachers, videotaped observation process and the presence of interns. Regarding the professional development of language teachers, Richards and Farrell (2010) have given the following eleven different strategies :

-) Work shops
-) Self – monitoring
-) Teacher support group
-) Keeping a teaching journal
-) Peer observation
-) Teaching portfolios
-) Analyzing critical incidents
-) Case analysis
-) Peer coaching
-) Team teaching
-) Action research

The ultimate trust of Professional Development for teacher is that which plays an essential role in the improvement of students' learning and teachers' learning themselves. This means that education policy makers, teacher trainers

pay attention to the result of professional development on job performance, organizational development and the success of all the students. The importance of Teacher Development arises from the inadequacy of training courses which alone cannot fully enable teacher to be dynamic and professionally competent in their jobs. Any training course either pre-service or in-service, longterm or shortterm can be entricated for shortcoming. Training courses, even lengthy ones such as TESOL, I.ED, B.Ed., or M.Ed. INSET, pre-service courses cannot satisfy all trainers' needs, nor can they solve the problems occurring in their practical life. The course itself is not the end of career after the course there is still life and trainers must face reality in their lives. So, different activities and strategies for professional development are essential which are lifelong and go beyond the training courses.

1.1.5 Models of Professional Development

Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his/her pedagogy, which in turn affects the students' 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 even-advancing technology. Teacher professionalism consists of three essential characteristics; *competence* and *conduct* which react the educator's goals, *abilities*' and *standards*; and directly impacts the effectiveness of teaching through the development of these qualities.

The degree of professional development models are differentiated on the basis of the teachers' involvement in planning, delivering and evaluating the activities in which they are involved. In this regard, Sparkes (2002) argues that "Professional development should be embedded in the daily lives of teachers with 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, 2003).

There are number of models which are directly or indirectly implemented nationally and internationally to promote teachers' professional development. There are three major models of professional development described by Wallace, (2010, pp.6-17), which are as follows:

1.1.5.1 The Craft Model

This is a traditional model for teachers' professional development. The experienced teacher works as a crafter and trainees learn by imitation from expert. In this regard, Wallace (2010,p.6) views, "In this model, the wisdom of the profession resides in an experienced professional practitioner: someone who is expert in the practice of the craft". He further argues that the young trainee learns by imitating and following the expert's techniques, instructions and advice.It can be presented in the following figure:

Figure No. 1
The Craft Model of Professional Education

(Source:Wallace 2010, p.6)

This figure shows that by the help of crafter trainees practice, imitate and get the professional competence. Therefore, this model is traditional for the teachers' professional development

1.1.5.2 The Applied Science Model

This model is put forward by the American Sociologist Donald A. Schon. The theoretical and practical knowledge are put together in this model. Similarly, empirical evidences are emphasized. This model is important one even if it is traditional. For this, Wallace (2010, p.8) opines, "The applied science model is the traditional and probably still the most prevalent model underlying most

training or education programmers for the professor, whether they may be medicine, architecture, teaching or whatever.” The findings of scientific knowledge and experimentations are conveyed to trainees to develop their professional skills and pedagogical values. This can be shown in the following figure:

Figure No. 2
Applied Science Model

(Source:Wallace, 2010, p.9)

This model shows that objectives are set by the experts with the help of scientific analysis and experiment and trainees act to meet the objectives. 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.

1.1.5.3. The Reflective Model

This model is also put forward by the same scholar who invented the applied science model who is American sociologist Donald A. Schon. This model appeared to compensate the weakness emerged in the craft and applied science models. To prove this Wallace (2010, p.17) says “I have proposed the reflective model as a compromise solution which gives due weight both to experience and to the scientific basis of professionals.” This model talks about two types of knowledge. They are received and experiential knowledge. Among these two types of knowledge, experiential knowledge is more important for the professional development of teachers and reflection helps teachers to become self-evaluator of their own teaching than the received knowledge. This concept can be made clear from the following figure:

Figure No.3
The Reflective Model (Preliminary)

(Source: 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 or herself is a practitioner or researcher in this model. Similarly, this model gives equal emphasis on experimental and received knowledge. By the practice of his or her knowledge and by reflecting himself or herself the trainee gains professional expertise.

1.1.6 Peer Coaching

Among the eleven strategies for teachers' professional development put forward by Richards and Farrell (2010) Peer Coaching is one strategy. Simply, a coach is a guide or a person who leads somebody to the destination. Coaching on the other hand, is a process of instructing or suggesting. Now, the word 'peer coaching' is a procedure in which two teachers collaborate to help one or both to improve some aspects of their teaching. According to Richard and Farrell (2010, p.92) "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 opine that "Mentoring is a particular form of peer coaching". Peer coaching is very crucial strategy or procedure for teachers' professional development because it provides supportive context for novice teacher and develops collegiality. Similarly, it tries to reduce some sorts of sense of isolation. For peer coaching Robbins (1991, p.1) says:

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 observe 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. Therefore, peer coaching is a collaborative work in which the role of a coach is 'a critical friend'. The coach provides constructive suggestion and feedback to the another teacher. In most of the cases nonjudgmental and non-evaluative feedback are preferred(ibid). According to Richards and Farrell (2010, pp.143-44), there are following forms of peer coaching:

-) It can be a series of informal conversations between a teacher and colleague about teaching.

-) It can be collaboration between two teachers on the preparation of teaching materials.
-) A teacher and a coach can observe each other's lessons.
-) Two teachers can co-teach lessons and observe each other's approach and teaching style.
-) A teacher can videotape some of his or her lesson and later watch them together with the coach.

From the above mentioned discussion, we come to know that peer coaching is an essential strategy for teachers' professional development.

1.1.6.1 Benefits of Peer Coaching for Teachers' Professional Development

Peer coaching is a kind of procedure for teachers' professional development. In this regard, Joyce and Showers (1982) mention "Peer coaching is a developmental process and is an effective way to promote professional development. It provides opportunities for two teachers to look at teaching problems and to develop possible solutions " (as cited in Richards and Farrell 2010, p. 145). In the same way, they further mention the following benefits of peer coaching:

-) It reduces the sense of isolation that teachers tend to feel.
-) It is a developmental process and it is also an effective way to promote professional development.
-) It provides opportunities for teachers to look at teaching problems and develop possible solution.
-) It helps novice teachers learn from more experienced colleagues.
-) It provides supportive context for novice teachers.
-) It helps to develop collegiality.
-) It helps the coach to develop the sign of professional recognition.
-) The teacher gets no threatening feedback from the trusted peer which helps to expand his/her teaching repertoire.

1.1.6.2. Types of Peer Coaching

According to Benedetti (1997, p.41) peer coaching has following types:

- a. **Technical Coaching:** Technical coaching refers to a situation in which a teacher wants to learn new teaching method or techniques and seeks the assistance of another teacher who is experienced and more knowledgeable in this area. It is the method of sharing technical knowledge and seeking the knowledge if necessary.
- b. **Collegial Coaching:** Collegial coaching involves two teachers focusing on refining their existing teaching practices. In this situation one teacher may be invited to observe another's classroom and provided constructive feedback as 'a critical friend'.
- c. **Challenge Coaching:** Challenge coaching involves two teachers focusing on problems that have arisen in some aspect of teaching. And they work jointly to resolve the problem. This type of coaching is required in case of the challenging situation. A trusted peer is invited to observe, identify and hopefully provide the solution of the problem faced in teaching.

After discussing the types of peer coaching what we come to know is that peer coaching is a process or procedure in which teacher supports and assists other teacher by providing required ideas, information, guidance and counseling on carrying out the professional responsibilities. Along with the professional knowledge and information the novice teachers are provided with the psychological back up as well which will be beneficial for the professional development of teachers.

1.1.6.3 Procedures Used for Peer Coaching

Teacher and coach are main stakeholders in peer coaching. Coach is treated as a critical friend having clearer understanding of teaching and the nature of cooperation. Peer coaching can be conducted in a formal as well as an informal situation. They may be varied on the basis of the subject matter they are talking in.

According to Gottesman (2000, as cited in Richards and Ferrell, 2010, p. 151) there are following procedures used for peer coaching:

-) Peer watching: Peer watching is the first phase. In this phase, one teacher observes another teacher but provides no comments and any suggestions after the class. The observer tries to know more and more and takes note too. Both teachers feel comfortable in this stage.
-) Peer feedback: It is the short phase which is a transition between watching and coaching. The coach who has collected data presents the information to his/her peer without any modification. A coach may use different data gathering devices such as checklists or video and audio recording.
-) Peer coaching: This is the last and crucial phase which is also called actual phase of peer coaching. In this phase the coach plans and offers suggestions for improvement.

1.2 Review of the Related Literature

Obviously, the research remains incomplete if the earlier findings are not included, and it will be futile and worthless if no newness is shown and no investigation is done. In this regard, this study provides information of development. The aim of reviewing the previous researches and literature is to explore what has already done and what is left to be done in the very realm. There are various researches that have been carried out in the field of ELT and few on teachers professional development. In the department of English Education TU, many researches have been conducted on professional development but there are not any research conducted on peer coaching for teachers' professional development. Thus, the present study is a new endeavor as it attempts to explore peer coaching as an essential procedure for teachers' professional development. The following researches are directly and indirectly related to the professional development which are carried out in Nepal for outline Nepal and which are reviewed here.

Gnawali (2001) conducted a research entitled "Investigating Classroom Practices: A Proposal for Teacher Development for the Secondary School

Teachers of English in Nepal" with one of the objectives to find out answers to "How do they develop?" He interviewed eight teachers and teacher educators from different countries" England, Georgia, Nepal, Romania and Uzbekistan. It was found out the teachers develop in their career and that happens due to several factors such as reading, challenges, responsibilities and exposure to different types of colleagues.

Kabilan (2007) conducted a research an "English Language Teacher's Reflecting on Reflections" in Malaysia. The objective of the study was to find the practices of reflecting on reflection by English teachers. He used observation as a research tool, the findings showed that to increase the reflective practices the concept of reflective practices had to be scaffolded by the activities like breaking routines, changing perspectives examining assumption. Writing critical reflections of their own practices and reading others reflections formed the pre-service teacher's fundamental pedagogical knowledge which is necessary to learn appropriate way to teach in future.

Khanal (2011) conducted a research entitled "Strategies for Professional Development: A Case of Secondary Level English Teachers" to identify the strategies used by secondary level teachers of English for their professional development. Six English language teachers were selected for observation and interview. The findings of the research showed that the strategies used by teachers below five years of experiences were self-monitoring, workshop, conferences, seminars and workshop. The experienced teachers used different strategies in the classroom where the teachers having the experiences below five years forced many problems or they were less skilled. He also found that all the teachers used different strategies for their professional development.

Pangeni (2012) conducted a research on "A Case Analysis for Teachers' Professional Development". The study was carried out to find out the teachers' practices of case analysis for their professional development. He used questionnaire as a research tool for data collection. The findings showed that most of the teachers are familiar with case analysis and professionalism. He

also found case analysis as a crucial procedure for teachers' professional development.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i. To find out the teachers' practices of peer coaching as strategy for their professional development
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be useful to the teachers who are teaching in the schools to develop their ways of teaching in their early professional life. This study will equally be useful to the researchers who want to conduct research work in the similar field. This study will reveal the practices of peer coaching by secondary level English language teachers for their professional development. Similarly, this study will be beneficial for the teacher trainer and teacher training institutions. All those who are directly or indirectly involved in the teaching field will be benefitted from this study.

CHAPTER- TWO

METHODOLOGY

This chapter deals with methodology aspect. It includes detailed description of the manner in which decisions have been made about the type of data needed for the study, the tools and devices used for their collection and the method by which they have been collected. I have used the following methodology to achieve objectives specified. I applied survey research to carry out this research. The following strategies were adopted to fulfill the above mentioned objectives:

2.1 Sources of Data

I used both primary and secondary sources of data. To accomplish the objectives of this study, I primarily used the primary sources of data. The secondary sources helped in forming the theoretical part of my study.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the forty secondary level English language teachers from twenty schools of Okhaldhunga district.

2.1.2 Secondary Sources of Data

For the secondary source of data, I consulted various books, journals, reports, articles, research works, dictionaries and other internet sources related to the research area. I consulted the books such as Head and Taylor (1997), Richards and Farrell (2010), Wallace (2010), Ur (2002), Villegas and Reimers (2003), Brown (1994), Daggoli (2003), Harmer (2003), Khaniya (2006), Benedetti, (1997) etc.

2.2 Sampling Procedures

For this study, a sample of forty secondary teachers of English were selected from twenty schools of Okhaldhunga district using purposive non-random sampling procedures. Two English teachers from each school were selected using purposive non-random sampling procedures.

2.3 Tools for Data Collection

Regarding the use of the tools for data collection, a questionnaires with close-ended and open-ended questions were distributed to the teachers to elicit the required information for this study. Questionnaires were distributed to the teachers to find out the independent learning for their professional development through the practices of peer coaching.

2.4 Process of Data Collection

The following processes were used in order to collect the primary data.

- i. At first, I went to the selected schools and got permission from the concerned authority to consult the English language teachers.
- ii. I built rapport with the concerned teachers and explained them the purposes and processes of the study.
- iii. Then, I distributed the questionnaire to them for their responses
- iv. Finally, I collected the questionnaires from them and thanked them too.

2.5 Limitations of the Study

The study had the following limitations:

- i. This study was limited to schools of Okhaldhunga district.
- ii. It was limited to forty secondary level English language teachers.
- iii. It was limited to the teachers' endeavors of learning through peer coaching as strategy for professional development.
- iv. Questionnaires were the tools.
- v. Only peer coaching was focused with practices of it for their professional development.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter provides a detailed analysis and interpretation of the collected data in course of the researcher's field work. The main purpose of this study was to find out the teachers' practices of peer coaching for their professional development. The data were collected from 40 secondary level English language teachers from different 20 schools of Okhaldhunga district.

The questions were arranged thematically into three groups to meet the intended objectives of the study. The collected data were analyzed and interpreted under the three main headings:

- i. Teachers' awareness towards peer coaching
- ii. Practices of peer coaching adopted by teachers
- iii. Benefits of peer coaching practices perceived by teachers

The respondents were asked 15 close-ended and 6 open-ended questions requiring the awareness in their own words and opinions. The analysis of the collected data has been carried out as accurately as possible.

The analysis and interpretation has been done both statistically and descriptively.

3.1 Teachers' Awareness Towards Peer Coaching

The awareness of the English language teachers on peer coaching for their professional development. As regard, the respondents were asked four closed-ended and three open-ended questions. Therefore, this heading was also divided into two sub-headings to make the analysis more convenient. They are:

- i. Teachers' awareness towards peer coaching
- ii. Teachers' perception on peer coaching

3.1.1 Teachers' Awareness Towards Peer coaching

In order to elicit the required information for finding out the teachers' awareness towards peer coaching for Professional Development, two close-ended questions and one open-ended question were provided to the teachers for

their responses. On the basis of the collected information through teachers to closed- ended questions the data has been presented in the table below:

Table No. 1
Teachers' Awareness Towards Peer coaching

a) Closed- ended Questions

S.N.	Questions	Distracters	No.	Percent
1	Peer coaching is	a. Series of informal.....	30	75
		b. Collecting information.....	3	7
		c. Self initiated learning	5	12.5
		d. Reflective practices	2	5
2	Which of the following	a. Individual perspective	30	75
		b. Institutional perspective	5	12.5
		c. Both of them	2	12.5
		d. Non of them	3	7

Among the 40 respondents, the collected data reveals that the majority of the teachers i.e. 75 (i.e.30) percent teachers were able to tell the meaning of the term peer coaching properly. Peer coaching is a series of informal conversations between a teacher and a colleague about teaching, focusing on what is happening in the teachers' classrooms. Similarly, 7(i.e.3) percent teachers viewed that peer coaching is collective information over time about a teaching and 13(i.e. 5) percent teachers viewed that peer coaching is self initiated learning and rest of the 5 (i.e. 2) percent teachers viewed peer coaching is reflective practice. This statement shows that majority of the teachers were aware of the term peer coaching.

While analyzing the responses of the statement no. 2 'which of the following perspective of the teacher development is important' it was found that 75 (i.e. 30) percent teachers agreed that teacher development is individual perspective. Similarly, 13 (i.e. 5) percent teachers viewed that institutional perspective of Teacher Development is important and 5 (i.e. 2) percent teachers supported both perspectives that they are equally important. Rest of the 7 (i.e. 3) percent teachers did not agree with any perspectives of Teacher Development. This

statement shows that majority of the teachers agreed with individual perspective important for Teacher Development.

b) Open-ended questions

In order to elicit further information on awareness of the teachers towards peer coaching for their Professional Development, they were asked one open -ended question. The question was “What are the professional activities of teachers ?” In response to this question, the teachers listed the activities of teachers. The responses are presented as follows:

-) Journal writing
-) Case study
-) Peer coaching
-) Action research
-) Writing articles
-) Self evaluation
-) Doing project work
-) Reading newspaper articles
-) Learning in planned way
-) Self inquiry
-) Self-appraisal
-) Collection of materials and keeping records
-) Utilizing the knowledge
-) Consulting the articles in the net
-) Discovery learning
-) Utilizing available resources and opportunities of learning
-) Consulting the experts sometimes
-) Visiting e-library

The majority of the teachers included the common activities of teachers professional development in their lists such as journal writing, action research, case study, writing article, peer coaching. It means the majority of the teachers

are familiar with the different activities for their Professional Development. Therefore, they also added the other activities in their lists mentioned above along with peer coaching. Peer coaching is important activity for their Professional Development.

3.1.2 Teachers' Perceptions on Peer Coaching

In order to elicit the required information to find out the teachers' perceptions on peer coaching, the teachers were provided with two closed-ended and two open-ended questions for their responses. On the basis of the responses to closed ended questions, the data have been presented in the table no. 2.

a) Closed-ended Questions

Table No. 2
Teachers' Perception on Peer Coaching

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
1	Peer coaching is individual perspective of teachers learning for Professional Development	20	50	10	25	5	12.5	5	12.5
2	Peer coaching reduces the sense of isolation	15	35.5	20	50	5	12.5	-	-

No= Number of teachers, %= percentage, SA= Strongly Agree, A= Agree, UD=Undecided, D= Disagree

Among the 40 respondents, the collected data reveals that 50 (i.e. 20) percent teachers strongly agreed where 25 (i.e. 10) percent of them agreed. Similarly, the same 12.5 (i.e. 5) percent teachers were undecided and disagreed

respectively. This statement shows that most of the teachers strongly agreed that peer coaching is individual perspective of teachers' learning for Professional Development.

Analyzing the statement no. 2, it was found that 12.5 (i.e.5) percent teachers strongly agreed that 50 (i.e. 20) percent of them agreed this statement peer coaching reduces the sense of isolation. Similarly, 12.5 (i.e.5) percent teachers undecided and non of them disagreed this statement. This shows that half of the total number of teachers agreed peer coaching reduces the sense of isolation.

b) Open-ended Questions

In order to elicit further information of teachers' perceptions on peer coaching for their Professional Development, they were asked two open-ended questions. The first question was "How do you define the term peer coaching?" In responses to this question, they have different concepts which have been stated in table no. 3.

Table No 3
Teachers' Understanding of 'Peer Coaching'

Item No	Responses (Peer coaching...)	No.	Percent
1	Peer coaching is a procedure in which two teachers collaborate to help one or both to improve language teaching problems	15	35.5
2	It is a strategy for teachers' professional development which is done formally	5	12.5
3	Peer coaching is a collaboration between teachers formally as well as informally about teaching learning activities	10	25
4	Peer coaching is a way of teachers learning	5	12.5
5	Peer coaching is a form of workshop or seminar.	5	12.5

The majority of the teachers viewed that peer coaching is a procedure in which two teachers collaborate to help one or both to improve language teaching

problems. Similarly, some teachers viewed peer coaching as a strategy for teachers' professional development but which is done formally. Among the 40 respondents, only 12.5 (i.e. 5) percent of the teachers viewed that peer coaching is done formally but peer coaching may be done in formal as well as informal situation. In the same way, 25 (i.e. 10) percent of the teachers viewed that peer coaching is a collaboration between teachers formally as well as informally about teaching learning activities. Similarly, others 12.5 (i.e. 5) percent teachers viewed that peer coaching is a way of teacher learning. Other 12.5 (i.e. 5) percent of the teachers had the misconceptions about peer coaching, they viewed that peer coaching is a form of workshop or seminar. Peer coaching is not the form of workshop. This shows that most of the teachers viewed peer coaching as a procedure in which two teachers collaborate to help one or both to improve language teaching problems.

The second open-ended question was "How can you prove that peer coaching helps to grow teachers' professionalism?" In response to this question, the teachers listed multiple views, which have been presented in table no. 4.

Table No. 4
Growing Professionalism Through Peer Coaching

Item No.	Responses	No.	Percent
1	Through different kinds of research, self-evaluation, case analysis, action research	30	75
2	Through reflective practice	5	13
3	Through self evaluation	3	7
4	Through peer observation	2	5

The majority of the teachers put forward their view that teachers' professionalism grows through peer coaching with the help of different kinds of research along with self-evaluation, case analysis, action research. Similarly, some teachers viewed that teachers' professionalism grows through peer

coaching with the help of reflective practice. Apart from these, other teachers believed that teachers' professionalism grows through peer coaching with the help of self-evaluation and peer observation. Among the 40 respondents, 75 (i.e. 30) percent of them viewed that teachers' professionalism grows through peer coaching with the help of different kinds of research, self-evaluation, case analysis, action research. Similarly, 13 (i.e. 5) percent of them viewed that teachers' professionalism grows through peer coaching with the help of reflective practice. However, rest of the 7 (i.e. 3) and 5 (i.e. 2) percent teachers viewed that teachers' professionalism grows through peer coaching with the help of self-evaluation and peer observation respectively. Most of the teachers viewed that teachers' professionalism grows through peer coaching with the help of different kinds of research along with case analysis, action research, self-evaluation and reflective practice.

3.2 Teachers' Views on Practices of Peer Coaching as Strategy

The main objective of the study was to find out the views of teachers on practices of peer coaching as strategy for their professional development. In order to elicit the required information for finding out the teachers' views on practices of peer coaching as strategy for Professional Development, the teachers were provided 4 closed-ended and 1 open-ended questions to respond.

Closed - ended Questions

On the basis of the responses provided by the teachers to closed - ended questions, the data have been presented in the following tables:

Table No. 5
Teachers Teaching is Effective Through

S.N.	Questions	Distracters	No.	Percent
1	In course of teaching how could you assure yourself that your teaching is effective?	a. From teaching procedure	10	25
		b. From achieved training	5	12.5
		c. From researching in classroom	20	50
		d. From gained teaching experience	5	12.5

Among the 40 respondents, the collected data reveals that the majority of the teachers i.e. 50 (i.e. 20) percent of them assure themselves that their teaching is effective by researching in the classroom. Similarly, 25 (i.e. 10) percent of them believe that their teaching is effective through using different types of teaching procedures. Only a few number of them viewed that their teaching is effective from gained teaching experience and from achieved training. Among them few numbers that is to say 12.5 (i.e. 5) percent viewed that they assured themselves that their teaching is effective from gained teaching experience and from achieved training. Among them few number 12.5 (i.e. 5) percent viewed that their teaching is effective from gained teaching experience and rest of the 12.5 (i.e. 5) percent teachers viewed that their teaching is effective from achieved training.

Table No. 6
Conducting Peer Coaching Procedure

S.N.	Questions	Distracters	No.	Percent
2	How often did you conduct peer coaching procedure throughout your career?	a. One	2	5
		b. Two	3	7
		c. Many	30	75
		d. Countless	5	12.5

While analyzing the responses to no. 2, it was found that majority of the teachers conducted peer coaching many times. Among the 40 respondents, 75 (i.e. 30) percent conducted peer coaching many times throughout their career for their Professional Development. Similarly, 12.5 (i.e. 5) percent of them said that they conducted peer coaching countless time throughout their career for their Professional Development. Rest of the 7 (i.e. 3) and 5 (i.e. 2) percent of them conducted peer coaching two times and one time throughout their career for their Professional Development respectively. As a whole this analysis shows that majority of the teachers conducted peer coaching many times throughout their career for their Professional Development.

Table No. 7
Types of Peer Coaching

S.N.	Questions	Distracters	No.	Percent
3.	What types of peer coaching you like most?	a. Technical coaching	5	12.5
		b. Challenge coaching	3	7
		c. Professional coaching.	2	5
		d. Collegial coaching	30	75

Similarly, analyzing the responses to question no. 3, it was found that majority of the teachers like collegial coaching most. Among the 40 respondents, 75 (i.e. 30) percent of them like the collegial coaching most. Among them 12.5 (i.e. 5) percent like the technical coaching. Rest of the 7 (i.e. 3) percent and 5 (i.e. 2) percent of them like challenging coaching and professional coaching most respectively. However, 5 (i.e. 2) percent of them have the misconceptions in the types of peer coaching and rest of the other have the knowledge of it.

Table No. 8
Situation of Conducting Peer Coaching

S.N.	Questions	Distracters	No.	Percent
4	Peer coaching can be conducted in a formal situation	a. Strongly agree	5	12.5
		b. Agree	10	25
		c. Undecided	5	12.5
		d. Disagree	20	50

Analyzing the responses to question no. 4 , it was found that majority of the teachers disagreed with the idea that peer coaching can be conducted in a formal situation. Among the 40 respondents 50 (i.e. 20) percent of them disagreed that peer coaching can be conducted in a formal situation. Similarly, 25 (i.e. 10) percent of them agreed to this and the same 12.5 (i.e. 5) percent of them strongly agreed and were undecided respectively. This shows that most of the teachers are familiar with the practices of peer coaching for professional development and its implementation and context. But it is done in both formal as well as informal situation.

a) Open-ended Question

In order to elicit further information for finding out the teachers' views on practices of peer coaching as strategy for Professional Development, the teachers were provided with one open-ended question to respond. The question was "What types of peer coaching practices are you using for your professional development?" On the basis of responses provided by the teachers to open-ended question, the data has been presented in table no. 9.

Table No 9
Peer Coaching Practices Adopted by Teachers

Item No.	Responses	No.	Percent
1	Technical and collegial coaching	20	50
2	Challenge and collegial coaching	5	12.5
3	Professional coaching	2	5
4	Technical coaching	3	7
5	Collegial coaching	5	12.5
6	Challenge coaching	5	12.5

The majority of the teachers adopted technical and collegial coaching for their professional development. Among the 40 respondents, 50 (i.e. 20) percent of them adopted technical and collegial coaching for their professional development. Similarly, 12.5 (i.e. 5) percent of them adopted challenge and collegial coaching, but 12.5 (i.e. 5) percent only adopted collegial coaching and challenging coaching respectively for their professional development. In the same way, 7 (i.e. 3) percent of them only adopted technical coaching for their professional development. Rest of the 5 (i.e. 2) percent teachers adopted professional coaching for their professional development. As a whole, most of them adopted technical and collegial coaching as best types of peer coaching for their professional development. However, few number of them had the misconceptions of adopting the peer coaching types for their professional development.

3.3 Benefits of Peer Coaching Practices Perceived by Teachers

Through the rigorous practices of peer coaching, English language teachers are benefited to enhance their professional development. In order to elicit the required information for finding out the benefits of peer coaching practices, the teachers were asked 7 closed-ended questions and 2 open-ended questions to respond.

a) Closed-ended Question

On the basis of the responses provided by the teachers to closed-ended questions, the data has been presented in the following tables:

Table No 1
Use of New Teaching Materials

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
1	New teachers try out new teaching materials and approaches.	20	50	10	25	5	12.5	5	12.5

Among the 40 respondents, the collected data reveals that 50 (i.e. 20) percent teachers strongly agreed where 25 (i.e. 10) percent of them agreed. Similarly, the same 12.5 (i.e. 5) percent teachers were undecided and disagreed respectively in the statement no. 1. This statement shows that most of the teachers strongly agreed that ‘through peer coaching new teachers can try out new teaching materials and approaches’ for their Professional Development.

Table No. 11
Positive Changes Through Peer Coaching

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
2	Peer coaching brings positive changes.	20	50	10	25	5	12.5	5	12.5

Among the 40 respondents, the collected data reveals that 50 (i.e. 20) percent teachers strongly agreed where 25 (i.e. 10) percent of them agreed. Similarly, the same 12.5 (i.e. 5) percent teachers were undecided and disagreed

respectively in the statement no. 2. This statement shows that most of the teachers strongly agreed that ‘peer coaching activity always brings positive changes over existing situation.’

Table No 12
Novice Teachers Learn from Experienced Colleagues

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
3	New teachers learn from more experienced colleagues.	20	50	10	25	5	12.5	5	12.5

Among the 40 respondents, the collected data reveals that 50 (i.e. 20) percent teachers strongly agreed where 25 (i.e. 10) percent of them agreed. Similarly, the same 12.5 (i.e. 5) percent teachers were undecided and disagreed respectively in the statement no.3. This statement shows that most of the teachers strongly agreed that ‘peer coaching helps new teachers learn from more experienced colleagues’ for their Professional Development.

Table No 13
Novice Teachers Get Supportive Context

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
4	New teachers get supportive context.	20	50	10	25	5	12.5	5	12.5

Among the 40 respondents, the collected data reveals that 50 (i.e. 20) percent teachers strongly agreed where 25 (i.e. 10) percent of them agreed. Similarly, the same 12.5 (i.e. 5) percent teachers were undecided and disagreed respectively in the statement no.4. This statement shows that most of the

teachers strongly agreed that ‘peer coaching provides supportive context for novice teachers for their professional development.

Table No 14
Peer Coaching is Developmental Activity

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
5	Peer coaching is developmental activity.	5	12.5	5	12.5	10	25	20	50

Out of 40 respondents, regarding statement no.5, 50 (i.e. 20) percent of them disagreed peer coaching is developmental activity for Teacher Development. Among them, 25 (i.e. 10) percent teachers undecided whether peer coaching is a development activity for Teacher Development or not. The same 12.5 (i.e. 5) percent teachers strongly agreed and agreed peer coaching is developmental activity for Teacher Development. Majority of the teachers are not positive towards this statement.

Table No 15
Developing Collegiality Through Peer Coaching

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
6	Peer coaching develops collegiality	5	12.5	5	12.5	20	50	10	25

While analyzing statement no.6, 50 (i.e. 20) percent of them undecided ‘peer coaching helps to develop collegiality’. Among them, 25 (i.e. 10) percent teachers disagreed ‘peer coaching helps to develop collegiality’. The same 12.5 (i.e. 5) percent teachers strongly agreed and agreed ‘peer coaching helps to

develop collegiality'. Majority of the teachers are undecided towards this statement.

Table No 16
Coach Develops The Sign of Reorganization

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
7	Coach develops the sign of reorganization through peer coaching.	10	25	5	12.5	20	50	5	12.5

No= Number of teachers, %= percentage, SA= Strongly Agree, A= Agree, UD=Undecided, D= Disagree

Analyzing the statement no.7, 50 (i.e. 20) percent of them undecided 'peer coaching helps the coach to develop the sign of reorganization'. Among them, 25 (i.e. 10) percent teachers strongly agreed 'peer coaching helps the coach to develop the sign of reorganization'. The same 12.5 (i.e. 5) percent teachers agreed and disagreed 'peer coaching helps the coach to develop the sign of reorganization'. Majority of the teachers are undecided towards this statement.

b) Open - ended Questions

In order to elicit further information for finding out the benefits of peer coaching practices perceived by English language teachers for their professional development. They were asked 2 open-ended questions to respond. The question was 'What do you hope you will achieve by taking part in peer coaching?' On the basis of the responses provided by the teachers to this open-ended question, the data has been presented as follows in the table no. 17.

Table No 17

Teachers' Hope in Achievement by Taking Part in Peer Coaching

No.	Responses	No.	Percent
1	Our confidence develop by taking part in peer coaching activity	20	50
2	Our teaching professionalism develops	5	12.5
3	While taking part in peer coaching it develops our collegiality	10	25
4	Peer coaching practices develop the way of teaching language skills and aspects	5	12.5

The majority of the teachers viewed that their professionalism is grown up and they also develop their confidence in teaching English language by taking part in peer coaching activity. Among the 40 respondents, 50 (i.e. 20) percent of the total number of teachers viewed that they enhance their confidence in teaching English language while taking part in peer coaching activity. Similarly, 25 (i.e. 10) percent of them believe that they develop the collegiality by taking part in peer coaching activity. Likewise, 12.5 (i.e. 5) percent of them believe that they are professionally growing up by taking part in peer coaching activity. In the same way, rest of the same 12.5 (i.e. 5) percent of them viewed that they are benefited by taking part in peer coaching activity because it develops their way of teaching language skills and aspects. As a whole, teachers are benefited by taking part in peer coaching activity which helps them to develop their professionalism, confidence in teaching, collegiality and way of teaching language skills and aspects.

Similarly, they were asked next open-ended question to respond for finding out the benefits of peer coaching practices perceived by English language teachers for their professional development. The question was “What benefits are you getting from peer coaching?” On the basis of the responses provided by the teachers to this open-ended question, the data has been presented as follows in the table no.18

Table No 18
Teachers Achieved Benefits Through Peer Coaching

No.	Responses	No.	Percent
1	It helped us to develop collegiality and provided supportive contexts for novice teachers	20	50
2	It helped to update the knowledge	3	7
3	It reduced the sense of isolation	2	5
4	It helped to develop new way of teaching English language	10	25
5	It helped novice teachers learn from more experienced colleagues	5	12.5

The majority of the teachers were benefited through peer coaching activity. Among the 40 respondents, 50 (i.e. 20) percent of them were highly benefited and they viewed that peer coaching helped them to develop collegiality and supportive contexts for novice teachers. Similarly, 25 (i.e. 10) percent of them were benefited and started to develop different styles of teaching English language of their own. Likewise, 12.5 (i.e. 5) percent of them viewed that they were benefited because peer coaching helped novice teachers learn from more experienced colleagues. In the same way, 7 (i.e. 3) percent of them were benefited to their knowledge through peer coaching activity. Rest of the 5 (i.e. 2) percent of teachers felt that peer coaching helped them to reduce the sense of isolation. As a whole, most of the teachers were benefited by practicing the peer coaching activity in their English language teaching classroom.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Findings

On the basis of presentation, analysis and interpretation of the data, the major findings of the study have been summarized as follows:

- i. It was found that most of the teachers are aware of peer coaching and professionalism.
- ii. Most of the teachers are familiar with the different professional activities.
- iii. Half of the total number of teachers agreed peer coaching reduces the sense of isolation.
- iv. Seventy five percent of the teachers viewed that teachers' professionalism grows through peer coaching with the help of different kinds of research along with self-evaluation, case analysis, action research.
- v. Most of the teachers strongly agreed that peer coaching activity always brings positive changes over existing situation.
- vi. Seventy five percent conducted peer coaching many times throughout their career for their PD.
- vii. Fifty percent teachers strongly agreed that peer coaching helps new teachers learn from more experienced colleagues for their PD.
- viii. Most of the teachers adopted technical and collegial coaching for their professional development.
- ix. Most of the teachers strongly agreed that peer coaching provides supportive context for novice teachers for their PD.
- x. Most of the teachers were benefited through peer coaching activity.

4.2 Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study.

- i. No doubt most of the teachers are aware of the peer coaching but other who are unaware should develop awareness of peer coaching.
- ii. Even the fifty percent teachers agreed that peer coaching is the best strategy of professional development they are not ready to grasp it's benefit they need encouragement from the MOE and the concerned institutions to initiate peer coaching.
- iii. Though peer coaching helps to develop collegiality, but many teachers are undecided about this. Thus, they should be aware about peer coaching.
- iv. The teachers should document their own teaching for self-evaluation.
- v. Teacher training providers such as NELTA, NCED and MOE should launch peer coaching training packages for teachers' professional development.
- vi. The trainings, seminars and conference in Teacher Development should focus on the benefits and practical use of different strategies of peer coaching such as action research, journal writing, analyzing critical incidents, teaching portfolios along with peer coaching itself.

CHAPTER- ONE

INTRODUCTION

1.1 General Background

English language teaching has been introduced as a profession. It is also perceived to be an art. People perceive teaching as a dynamic process and a demanding task that tests one's commitment and courage. It is treated as a complex activity which requires teaching learning strategies, curriculum, a sound knowledge of a child psychology, instructional rules and regulations.

Teachers should face various challenges which make them experienced as well as skillful. Teaching is influenced by the availability of materials, the way of handling them and how to facilitate and understand others. Therefore, successful language teaching or learning takes place only when the teachers use the appropriate procedures to manage teaching methods and strategies for effective classroom. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. A teacher is passive technician for professional development. Teachers should always be active for teaching learning activities. Harmer (1991, p. 235) puts forward the following roles of teachers as : controller, assessor, organizer, prompter, participant, resource, tutor.

Development is a distinct concept that many teachers think about teacher's learning which is compared to training, and which is motivated by teachers' own questioning of who they are and what they do, rather than by any extended training agenda. Due to the advancement of science and technology every things are changing so that the thing which is new today will be old tomorrow. To keep up to date, teachers should be continuously trained. They should be well prepared, dynamic and they also should possess the skills and awareness in order to carry out their jobs well.

To facilitate teachers' professional development, Richards and Farrell (2010) have explored eleven procedures: workshop, self-monitoring, teacher support groups, journal writing, peer observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching and action research.

1.1.1 Teacher Development

Teacher Development is the process of making effort by teachers for their better career in future. Underhill (1986, p. 1 as cited in Head and Taylor 1997) opines that "Teacher Development is the process of becoming best kind of teacher that I personally can be ". Similarly, Richards and Farrell (2010) state, "It generally refers to general growth not focused on a specific job " (p.4). For the further understanding Brown (1994) mentions, " Teacher Development is one of the most interesting things about teaching is that you never stop learning".

In the past, the concept of Teacher Development was seen vague. For this, Fullan and Hargreaves (1992, as cited in Evans 2002) commented that "how little systematic attention has been directed to understand the Teacher Development and point out that it is only the last few years that Teacher Development is concept has come under scrutiny " (p.9). They wrote that Teacher Development must be conceptualized much more than it has been. Fullan and Hargreaves (ibid) state

we will not attempt to define Teacher Developmentit will become clear use in both to specific development through in- service or staff development as well as to move through audiences in teachers' sense of purpose instructional skills and ability to work with colleagues .

Being more specific, teacher development is the process of lifelong learning in teaching, when teachers can use the resources around them to advance

themselves, then there is their professional development. Teacher development is best facilitated through teacher learning. In this regard, Darling-Hammond (1994) offers a definition of teacher development. She implicitly interprets the professional development. She outlines the purpose, function and nature of the Professional Development. In her definition, she calls "Teacher Development as a process of enhancing teaching professional status by expanding the knowledge bases up on which the profession draws and increasing teachers' epistemological awareness " (p. 10). Similarly, Bell and Gilibert (1994) define Teacher Development as:

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 practices and attending to their feelings associated with changing. (as cited in Evans 2002, p.126)

In broad sense, professional development refers to the development of a person in his or her professional role. Glatthorn (1959, p. 41) as cited in Villegas and Reimers, (2003) state " more specifically, Teacher Development is the professional growth a teacher achieves as a result of gaining increased experiences examining his/ her teaching systematically. Similarly, Ganser (2000, as cited in Villegas and Reimers *ibid*) state that "Professional Development includes formal experiences (such as attending workshops and professional meetings etc.) and informal experiences (such as reading professional publications, watching television documentaries related to academic discipline, etc)." This definition goes beyond the career development and staff development. From the above mentioned discussion we come to know that the concept of Teacher Development or Teachers' Professional Development has changed over the years. Only from past few years the professional development of teacher has been considered as long term process

that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. Many people have started to refer Teacher Development or Teachers' Professional Development as a new image of learning, a new model of teacher education, a new revolution in the field of education .

1.1.2. Importance of Professional Development

Professional Development in a broad sense, refers to the development of a person in his or her professional role. A teacher achieves the professional development after gaining the experiences and expertise for years systematically in the teaching field. Teacher Development is a continuous process of transforming human potential into human performance and this process is never finished. In this regard, Underhill (1988) states :

Development means... keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoiding getting in a rut. If I am in a rut, then so is my teaching and then so are my students and learning from a rut is tedious, slow and unproductive (as cited in Head and Taylor, 1997).

Professional Development is the sum total of formal and informal teaching pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. Evens (2002) perceives the notion of Professional Development through three interdependent concepts: *learning, engagement* and *improved practice*. He defines Professional Development as "learning opportunity that engages in ways that string them their practice" (p 663) .

The education system of the world is changing day by day. To be up to date, teachers' professional development is necessary. The knowledge related to the field of language teaching and learning is never consistent. It goes on changing with changes in the theories of language learning and teaching with the emergence of new approaches and methods so there is a need of regular opportunities for the teachers to Professional Developmentate their knowledge and skills in the field. Head and Taylor (1991, p. 4) say "state 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." Hence, learning to teacher is lifelong process. Villegas (2003) opines that in order to contribute for teachers' professional development the knowledge based educational policy makers, teacher, educational administrators who are engaged in the process of Teacher Development have to commit for planning, implementing and assessing sensible educational reforms. According to Richards and Farrell (2010), in most schools and institutions today language teachers are expected to keep up to date with development of the process of Professional Development has a significant positive impact on teachers' belief, and practices students learning on the implementation of educational reforms. Following (Villegas, 2003) the importance of Teacher Development can be seen from three factors impact on teachers performance, impact on students learning and impact on educational reforms.

Regarding the importance of Professional Development various scholars or researchers have published various articles, one of them is included here. Australian College of Education states the following points for the importance of Professional Development:

-) To be knowledgeable on subject matter and pedagogy.
-) To be effective in the care of development of all learners.
-) To develop the professional and ethical standards.
-) To act as strong advocate for profession.

-) To contribute to the development of profession.
-) To reflection strong ethical orientation across all areas of learning and teaching.

For the importance of understanding oneself in teaching profession, Khaniya (2006) states,

People who do not updat themselves find it difficult to cope with the emerging situation because every disciplines are prone to change and if change are not kept abstract people working in that field will be left for behind. For this purpose people involved in it should be allowed to work for its development, advancements and continuous improvements (p.9).

Teacher Development activities make teachers up to date about their regular practices through which they bring change in the field of language teaching and learning.

1.1.3 Teacher Training and Teacher Development

Training refers to activities focused on teachers' present responsibilities and is typically aimed at short term and immediate goals (Richards and Farrell 2010, p.3). They further put forward their view and say that training involves understanding basic concept and principle as a prerequisite for applying them to teaching and the ability to demonstrate principle in the classroom. According to Underhill (1988) teacher training largely depends on pedagogical skills and knowledge of the topic that teacher has. Similarly, Head and Taylor (1997, p.9) further say that teacher training essentially concerns knowledge of the topics to be taught and the methodology for teaching it which emphasizes the classroom skills and technologies. From this discussion, we come to know that teacher training is a micro process of teacher education, which consists of following goals:

-) Learning how to use effective strategies to open a lesson.
-) Adapting the textbook to match the class.
-) Learning how to use group activities in a lesson.
-) Using affective questioning techniques.
-) Using classroom aids and resources.
-) Techniques for giving learners feedback on performance.

On the contrary to Teacher Training, Teacher Development is concerned with the learning atmosphere which is created through the effect of the teachers on the learners and their effect of the teacher. By following Richards and Farrell (2010) we include the following goals for teacher development:

-) Understanding how the process of second language development occurs .
-) Understanding how our roles change according to the kinds of learners we are teaching.
-) Understating the kinds of decision making that occur during lesson.
-) Reviewing our own theories and principles of language teaching.
-) Developing an understanding of different styles of teachings.
-) Determining learners' perceptions of classroom activities.

From the aforementioned discussion what we can say is 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 program.

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 of teacher development. Teacher Development is wider in its scope and includes different areas like subject matter knowledge, pedagogical expertise, self awareness and understanding of learners' psychology, understanding of curriculum materials, career advancement. After the discussion mentioned above, we come to know that teacher training and

teacher development are the two sides of the same coin called teacher education.

1.1.4 Strategies for Professional Development

Many language teachers today are expected to keep up to date with developments in the teaching field. Similarly, they want to regularly review and evaluate their teaching skills and to take on new teaching assignments according to the changing needs of institutions where they are working. To do all these things, they have to adopt approaches or procedures, which are called strategies. There is not any hard and fast rule for adopting strategies for teachers' professional development. But, to overcome such problems Miller and Silverneill (1994, pp.40-42) identified three professional development activities: training for cooperative teachers, videotaped observation process and the presence of interns. Regarding the professional development of language teachers, Richards and Farrell (2010) have given the following eleven different strategies :

-) Work shops
-) Self – monitoring
-) Teacher support group
-) Keeping a teaching journal
-) Peer observation
-) Teaching portfolios
-) Analyzing critical incidents
-) Case analysis
-) Peer coaching
-) Team teaching
-) Action research

The ultimate trust of Professional Development for teacher is that which plays an essential role in the improvement of students' learning and teachers' learning themselves. This means that education policy makers, teacher trainers

pay attention to the result of professional development on job performance, organizational development and the success of all the students. The importance of Teacher Development arises from the inadequacy of training courses which alone cannot fully enable teacher to be dynamic and professionally competent in their jobs. Any training course either pre-service or in-service, longterm or shortterm can be entricated for shortcoming. Training courses, even lengthy ones such as TESOL, I.ED, B.Ed., or M.Ed. INSET, pre-service courses cannot satisfy all trainers' needs, nor can they solve the problems occurring in their practical life. The course itself is not the end of career after the course there is still life and trainers must face reality in their lives. So, different activities and strategies for professional development are essential which are lifelong and go beyond the training courses.

1.1.5 Models of Professional Development

Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his/her pedagogy, which in turn affects the students' 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 even-advancing technology. Teacher professionalism consists of three essential characteristics; *competence* and *conduct* which react the educator's goals, *abilities*' and *standards*; and directly impacts the effectiveness of teaching through the development of these qualities.

The degree of professional development models are differentiated on the basis of the teachers' involvement in planning, delivering and evaluating the activities in which they are involved. In this regard, Sparkes (2002) argues that "Professional development should be embedded in the daily lives of teachers with 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, 2003).

There are number of models which are directly or indirectly implemented nationally and internationally to promote teachers' professional development. There are three major models of professional development described by Wallace, (2010, pp.6-17), which are as follows:

1.1.5.1 The Craft Model

This is a traditional model for teachers' professional development. The experienced teacher works as a crafter and trainees learn by imitation from expert. In this regard, Wallace (2010,p.6) views, "In this model, the wisdom of the profession resides in an experienced professional practitioner: someone who is expert in the practice of the craft". He further argues that the young trainee learns by imitating and following the expert's techniques, instructions and advice.It can be presented in the following figure:

Figure No. 1
The Craft Model of Professional Education

(Source:Wallace 2010, p.6)

This figure shows that by the help of crafter trainees practice, imitate and get the professional competence. Therefore, this model is traditional for the teachers' professional development

1.1.5.2 The Applied Science Model

This model is put forward by the American Sociologist Donald A. Schon. The theoretical and practical knowledge are put together in this model. Similarly, empirical evidences are emphasized. This model is important one even if it is traditional. For this, Wallace (2010, p.8) opines, "The applied science model is the traditional and probably still the most prevalent model underlying most

training or education programmers for the professor, whether they may be medicine, architecture, teaching or whatever.” The findings of scientific knowledge and experimentations are conveyed to trainees to develop their professional skills and pedagogical values. This can be shown in the following figure:

Figure No. 2
Applied Science Model

(Source:Wallace, 2010, p.9)

This model shows that objectives are set by the experts with the help of scientific analysis and experiment and trainees act to meet the objectives. 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.

1.1.5.3. The Reflective Model

This model is also put forward by the same scholar who invented the applied science model who is American sociologist Donald A. Schon. This model appeared to compensate the weakness emerged in the craft and applied science models. To prove this Wallace (2010, p.17) says “I have proposed the reflective model as a compromise solution which gives due weight both to experience and to the scientific basis of professionals.” This model talks about two types of knowledge. They are received and experiential knowledge. Among these two types of knowledge, experiential knowledge is more important for the professional development of teachers and reflection helps teachers to become self-evaluator of their own teaching than the received knowledge. This concept can be made clear from the following figure:

Figure No.3
The Reflective Model (Preliminary)

(Source: 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 or herself is a practitioner or researcher in this model. Similarly, this model gives equal emphasis on experimental and received knowledge. By the practice of his or her knowledge and by reflecting himself or herself the trainee gains professional expertise.

1.1.6 Peer Coaching

Among the eleven strategies for teachers' professional development put forward by Richards and Farrell (2010) Peer Coaching is one strategy. Simply, a coach is a guide or a person who leads somebody to the destination. Coaching on the other hand, is a process of instructing or suggesting. Now, the word 'peer coaching' is a procedure in which two teachers collaborate to help one or both to improve some aspects of their teaching. According to Richard and Farrell (2010, p.92) "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 opine that "Mentoring is a particular form of peer coaching". Peer coaching is very crucial strategy or procedure for teachers' professional development because it provides supportive context for novice teacher and develops collegiality. Similarly, it tries to reduce some sorts of sense of isolation. For peer coaching Robbins (1991, p.1) says:

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 observe 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. Therefore, peer coaching is a collaborative work in which the role of a coach is 'a critical friend'. The coach provides constructive suggestion and feedback to the another teacher. In most of the cases nonjudgmental and non-evaluative feedback are preferred(ibid). According to Richards and Farrell (2010, pp.143-44), there are following forms of peer coaching:

-) It can be a series of informal conversations between a teacher and colleague about teaching.

-) It can be collaboration between two teachers on the preparation of teaching materials.
-) A teacher and a coach can observe each other's lessons.
-) Two teachers can co-teach lessons and observe each other's approach and teaching style.
-) A teacher can videotape some of his or her lesson and later watch them together with the coach.

From the above mentioned discussion, we come to know that peer coaching is an essential strategy for teachers' professional development.

1.1.6.1 Benefits of Peer Coaching for Teachers' Professional Development

Peer coaching is a kind of procedure for teachers' professional development. In this regard, Joyce and Showers (1982) mention "Peer coaching is a developmental process and is an effective way to promote professional development. It provides opportunities for two teachers to look at teaching problems and to develop possible solutions " (as cited in Richards and Farrell 2010, p. 145). In the same way, they further mention the following benefits of peer coaching:

-) It reduces the sense of isolation that teachers tend to feel.
-) It is a developmental process and it is also an effective way to promote professional development.
-) It provides opportunities for teachers to look at teaching problems and develop possible solution.
-) It helps novice teachers learn from more experienced colleagues.
-) It provides supportive context for novice teachers.
-) It helps to develop collegiality.
-) It helps the coach to develop the sign of professional recognition.
-) The teacher gets no threatening feedback from the trusted peer which helps to expand his/her teaching repertoire.

1.1.6.2. Types of Peer Coaching

According to Benedetti (1997, p.41) peer coaching has following types:

- d. **Technical Coaching:** Technical coaching refers to a situation in which a teacher wants to learn new teaching method or techniques and seeks the assistance of another teacher who is experienced and more knowledgeable in this area. It is the method of sharing technical knowledge and seeking the knowledge if necessary.
- e. **Collegial Coaching:** Collegial coaching involves two teachers focusing on refining their existing teaching practices. In this situation one teacher may be invited to observe another's classroom and provided constructive feedback as 'a critical friend'.
- f. **Challenge Coaching:** Challenge coaching involves two teachers focusing on problems that have arisen in some aspect of teaching. And they work jointly to resolve the problem. This type of coaching is required in case of the challenging situation. A trusted peer is invited to observe, identify and hopefully provide the solution of the problem faced in teaching.

After discussing the types of peer coaching what we come to know is that peer coaching is a process or procedure in which teacher supports and assists other teacher by providing required ideas, information, guidance and counseling on carrying out the professional responsibilities. Along with the professional knowledge and information the novice teachers are provided with the psychological back up as well which will be beneficial for the professional development of teachers.

1.1.6.3 Procedures Used for Peer Coaching

Teacher and coach are main stakeholders in peer coaching. Coach is treated as a critical friend having clearer understanding of teaching and the nature of cooperation. Peer coaching can be conducted in a formal as well as an informal situation. They may be varied on the basis of the subject matter they are talking in.

According to Gottesman (2000, as cited in Richards and Ferrell, 2010, p. 151) there are following procedures used for peer coaching:

-) Peer watching: Peer watching is the first phase. In this phase, one teacher observes another teacher but provides no comments and any suggestions after the class. The observer tries to know more and more and takes note too. Both teachers feel comfortable in this stage.
-) Peer feedback: It is the short phase which is a transition between watching and coaching. The coach who has collected data presents the information to his/her peer without any modification. A coach may use different data gathering devices such as checklists or video and audio recording.
-) Peer coaching: This is the last and crucial phase which is also called actual phase of peer coaching. In this phase the coach plans and offers suggestions for improvement.

1.2 Review of the Related Literature

Obviously, the research remains incomplete if the earlier findings are not included, and it will be futile and worthless if no newness is shown and no investigation is done. In this regard, this study provides information of development. The aim of reviewing the previous researches and literature is to explore what has already done and what is left to be done in the very realm. There are various researches that have been carried out in the field of ELT and few on teachers professional development. In the department of English Education TU, many researches have been conducted on professional development but there are not any research conducted on peer coaching for teachers' professional development. Thus, the present study is a new endeavor as it attempts to explore peer coaching as an essential procedure for teachers' professional development. The following researches are directly and indirectly related to the professional development which are carried out in Nepal for outline Nepal and which are reviewed here.

Gnawali (2001) conducted a research entitled "Investigating Classroom Practices: A Proposal for Teacher Development for the Secondary School

Teachers of English in Nepal" with one of the objectives to find out answers to "How do they develop?" He interviewed eight teachers and teacher educators from different countries" England, Georgia, Nepal, Romania and Uzbekistan. It was found out the teachers develop in their career and that happens due to several factors such as reading, challenges, responsibilities and exposure to different types of colleagues.

Kabilan (2007) conducted a research an "English Language Teacher's Reflecting on Reflections" in Malaysia. The objective of the study was to find the practices of reflecting on reflection by English teachers. He used observation as a research tool, the findings showed that to increase the reflective practices the concept of reflective practices had to be scaffolded by the activities like breaking routines, changing perspectives examining assumption. Writing critical reflections of their own practices and reading others reflections formed the pre-service teacher's fundamental pedagogical knowledge which is necessary to learn appropriate way to teach in future.

Khanal (2011) conducted a research entitled "Strategies for Professional Development: A Case of Secondary Level English Teachers" to identify the strategies used by secondary level teachers of English for their professional development. Six English language teachers were selected for observation and interview. The findings of the research showed that the strategies used by teachers below five years of experiences were self-monitoring, workshop, conferences, seminars and workshop. The experienced teachers used different strategies in the classroom where the teachers having the experiences below five years forced many problems or they were less skilled. He also found that all the teachers used different strategies for their professional development.

Pangeni (2012) conducted a research on "A Case Analysis for Teachers' Professional Development". The study was carried out to find out the teachers' practices of case analysis for their professional development. He used questionnaire as a research tool for data collection. The findings showed that most of the teachers are familiar with case analysis and professionalism. He

also found case analysis as a crucial procedure for teachers' professional development.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- iii. To find out the teachers' practices of peer coaching as strategy for their professional development
- iv. To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be useful to the teachers who are teaching in the schools to develop their ways of teaching in their early professional life. This study will equally be useful to the researchers who want to conduct research work in the similar field. This study will reveal the practices of peer coaching by secondary level English language teachers for their professional development. Similarly, this study will be beneficial for the teacher trainer and teacher training institutions. All those who are directly or indirectly involved in the teaching field will be benefitted from this study.

CHAPTER- TWO

METHODOLOGY

This chapter deals with methodology aspect. It includes detailed description of the manner in which decisions have been made about the type of data needed for the study, the tools and devices used for their collection and the method by which they have been collected. I have used the following methodology to achieve objectives specified. I applied survey research to carry out this research. The following strategies were adopted to fulfill the above mentioned objectives:

2.1 Sources of Data

I used both primary and secondary sources of data. To accomplish the objectives of this study, I primarily used the primary sources of data. The secondary sources helped in forming the theoretical part of my study.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the forty secondary level English language teachers from twenty schools of Okhaldhunga district.

2.1.2 Secondary Sources of Data

For the secondary source of data, I consulted various books, journals, reports, articles, research works, dictionaries and other internet sources related to the research area. I consulted the books such as Head and Taylor (1997), Richards and Farrell (2010), Wallace (2010), Ur (2002), Villegas and Reimers (2003), Brown (1994), Daggoli (2003), Harmer (2003), Khaniya (2006), Benedetti, (1997) etc.

2.2 Sampling Procedures

For this study, a sample of forty secondary teachers of English were selected from twenty schools of Okhaldhunga district using purposive non-random sampling procedures. Two English teachers from each school were selected using purposive non-random sampling procedures.

2.3 Tools for Data Collection

Regarding the use of the tools for data collection, a questionnaires with close-ended and open-ended questions were distributed to the teachers to elicit the required information for this study. Questionnaires were distributed to the teachers to find out the independent learning for their professional development through the practices of peer coaching.

2.4 Process of Data Collection

The following processes were used in order to collect the primary data.

- v. At first, I went to the selected schools and got permission from the concerned authority to consult the English language teachers.
- vi. I built rapport with the concerned teachers and explained them the purposes and processes of the study.
- vii. Then, I distributed the questionnaire to them for their responses
- viii. Finally, I collected the questionnaires from them and thanked them too.

2.5 Limitations of the Study

The study had the following limitations:

- vi. This study was limited to schools of Okhaldhunga district.
- vii. It was limited to forty secondary level English language teachers.
- viii. It was limited to the teachers' endeavors of learning through peer coaching as strategy for professional development.
- ix. Questionnaires were the tools.
- x. Only peer coaching was focused with practices of it for their professional development.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter provides a detailed analysis and interpretation of the collected data in course of the researcher's field work. The main purpose of this study was to find out the teachers' practices of peer coaching for their professional development. The data were collected from 40 secondary level English language teachers from different 20 schools of Okhaldhunga district.

The questions were arranged thematically into three groups to meet the intended objectives of the study. The collected data were analyzed and interpreted under the three main headings:

- i. Teachers' awareness towards peer coaching
- ii. Practices of peer coaching adopted by teachers
- iii. Benefits of peer coaching practices perceived by teachers

The respondents were asked 15 close- ended and 6 open-ended questions requiring the awareness in their own words and opinions. The analysis of the collected data has been carried out as accurately as possible.

The analysis and interpretation has been done both statistically and descriptively.

3.1 Teachers' Awareness Towards Peer Coaching

The awareness of the English language teachers on peer coaching for their professional development. As regard, the respondents were asked four closed-ended and three open- ended questions. Therefore, this heading was also divided into two sub- headings to make the analysis more convenient. They are:

- i. Teachers' awareness towards peer coaching
- ii. Teaches' perception on peer coaching

3.1.1 Teachers' Awareness Towards Peer coaching

In order to elicit the required information for finding out the teachers' awareness towards peer coaching for Professional Development, two close-ended questions and one open-ended question were provided to the teachers for

their responses. On the basis of the collected information through teachers to closed- ended questions the data has been presented in the table below:

Table No. 1
Teachers' Awareness Towards Peer coaching

a) Closed- ended Questions

S.N.	Questions	Distracters	No.	Percent
1	Peer coaching is	a. Series of informal.....	30	75
		b. Collecting information.....	3	7
		c. Self initiated learning	5	12.5
		d. Reflective practices	2	5
2	Which of the following	a. Individual perspective	30	75
		b. Institutional perspective	5	12.5
		c. Both of them	2	12.5
		d. Non of them	3	7

Among the 40 respondents, the collected data reveals that the majority of the teachers i.e. 75 (i.e.30) percent teachers were able to tell the meaning of the term peer coaching properly. Peer coaching is a series of informal conversations between a teacher and a colleague about teaching, focusing on what is happening in the teachers' classrooms. Similarly, 7(i.e.3) percent teachers viewed that peer coaching is collective information over time about a teaching and 13(i.e. 5) percent teachers viewed that peer coaching is self initiated learning and rest of the 5 (i.e. 2) percent teachers viewed peer coaching is reflective practice. This statement shows that majority of the teachers were aware of the term peer coaching.

While analyzing the responses of the statement no. 2 'which of the following perspective of the teacher development is important' it was found that 75 (i.e. 30) percent teachers agreed that teacher development is individual perspective. Similarly, 13 (i.e. 5) percent teachers viewed that institutional perspective of Teacher Development is important and 5 (i.e. 2) percent teachers supported both perspectives that they are equally important. Rest of the 7 (i.e. 3) percent teachers did not agree with any perspectives of Teacher Development. This

statement shows that majority of the teachers agreed with individual perspective important for Teacher Development.

b) Open-ended questions

In order to elicit further information on awareness of the teachers towards peer coaching for their Professional Development, they were asked one open -ended question. The question was “What are the professional activities of teachers ?” In response to this question, the teachers listed the activities of teachers. The responses are presented as follows:

-) Journal writing
-) Case study
-) Peer coaching
-) Action research
-) Writing articles
-) Self evaluation
-) Doing project work
-) Reading newspaper articles
-) Learning in planned way
-) Self inquiry
-) Self-appraisal
-) Collection of materials and keeping records
-) Utilizing the knowledge
-) Consulting the articles in the net
-) Discovery learning
-) Utilizing available resources and opportunities of learning
-) Consulting the experts sometimes
-) Visiting e-library

The majority of the teachers included the common activities of teachers professional development in their lists such as journal writing, action research, case study, writing article, peer coaching. It means the majority of the teachers

are familiar with the different activities for their Professional Development. Therefore, they also added the other activities in their lists mentioned above along with peer coaching. Peer coaching is important activity for their Professional Development.

3.1.2 Teachers' Perceptions on Peer Coaching

In order to elicit the required information to find out the teachers' perceptions on peer coaching, the teachers were provided with two closed-ended and two open-ended questions for their responses. On the basis of the responses to closed ended questions, the data have been presented in the table no. 2.

c) Closed-ended Questions

Table No. 2
Teachers' Perception on Peer Coaching

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
1	Peer coaching is individual perspective of teachers learning for Professional Development	20	50	10	25	5	12.5	5	12.5
2	Peer coaching reduces the sense of isolation	15	35.5	20	50	5	12.5	-	-

No= Number of teachers, %= percentage, SA= Strongly Agree, A= Agree, UD=Undecided, D= Disagree

Among the 40 respondents, the collected data reveals that 50 (i.e. 20) percent teachers strongly agreed where 25 (i.e. 10) percent of them agreed. Similarly, the same 12.5 (i.e. 5) percent teachers were undecided and disagreed

respectively. This statement shows that most of the teachers strongly agreed that peer coaching is individual perspective of teachers' learning for Professional Development.

Analyzing the statement no. 2, it was found that 12.5 (i.e.5) percent teachers strongly agreed that 50 (i.e. 20) percent of them agreed this statement peer coaching reduces the sense of isolation. Similarly, 12.5 (i.e.5) percent teachers undecided and non of them disagreed this statement. This shows that half of the total number of teachers agreed peer coaching reduces the sense of isolation.

d) Open-ended Questions

In order to elicit further information of teachers' perceptions on peer coaching for their Professional Development, they were asked two open-ended questions. The first question was "How do you define the term peer coaching?" In responses to this question, they have different concepts which have been stated in table no. 3.

Table No 3
Teachers' Understanding of 'Peer Coaching'

Item No	Responses (Peer coaching...)	No.	Percent
1	Peer coaching is a procedure in which two teachers collaborate to help one or both to improve language teaching problems	15	35.5
2	It is a strategy for teachers' professional development which is done formally	5	12.5
3	Peer coaching is a collaboration between teachers formally as well as informally about teaching learning activities	10	25
4	Peer coaching is a way of teachers learning	5	12.5
5	Peer coaching is a form of workshop or seminar.	5	12.5

The majority of the teachers viewed that peer coaching is a procedure in which two teachers collaborate to help one or both to improve language teaching

problems. Similarly, some teachers viewed peer coaching as a strategy for teachers' professional development but which is done formally. Among the 40 respondents, only 12.5 (i.e. 5) percent of the teachers viewed that peer coaching is done formally but peer coaching may be done in formal as well as informal situation. In the same way, 25 (i.e. 10) percent of the teachers viewed that peer coaching is a collaboration between teachers formally as well as informally about teaching learning activities. Similarly, others 12.5 (i.e. 5) percent teachers viewed that peer coaching is a way of teacher learning. Other 12.5 (i.e. 5) percent of the teachers had the misconceptions about peer coaching, they viewed that peer coaching is a form of workshop or seminar. Peer coaching is not the form of workshop. This shows that most of the teachers viewed peer coaching as a procedure in which two teachers collaborate to help one or both to improve language teaching problems.

The second open-ended question was "How can you prove that peer coaching helps to grow teachers' professionalism?" In response to this question, the teachers listed multiple views, which have been presented in table no. 4.

Table No. 4
Growing Professionalism Through Peer Coaching

Item No.	Responses	No.	Percent
1	Through different kinds of research, self-evaluation, case analysis, action research	30	75
2	Through reflective practice	5	13
3	Through self evaluation	3	7
4	Through peer observation	2	5

The majority of the teachers put forward their view that teachers' professionalism grows through peer coaching with the help of different kinds of research along with self-evaluation, case analysis, action research. Similarly, some teachers viewed that teachers' professionalism grows through peer

coaching with the help of reflective practice. Apart from these, other teachers believed that teachers' professionalism grows through peer coaching with the help of self-evaluation and peer observation. Among the 40 respondents, 75 (i.e. 30) percent of them viewed that teachers' professionalism grows through peer coaching with the help of different kinds of research, self-evaluation, case analysis, action research. Similarly, 13 (i.e. 5) percent of them viewed that teachers' professionalism grows through peer coaching with the help of reflective practice. However, rest of the 7 (i.e. 3) and 5 (i.e. 2) percent teachers viewed that teachers' professionalism grows through peer coaching with the help of self-evaluation and peer observation respectively. Most of the teachers viewed that teachers' professionalism grows through peer coaching with the help of different kinds of research along with case analysis, action research, self-evaluation and reflective practice.

3.2 Teachers' Views on Practices of Peer Coaching as Strategy

The main objective of the study was to find out the views of teachers on practices of peer coaching as strategy for their professional development. In order to elicit the required information for finding out the teachers' views on practices of peer coaching as strategy for Professional Development, the teachers were provided 4 closed-ended and 1 open-ended questions to respond.

Closed - ended Questions

On the basis of the responses provided by the teachers to closed - ended questions, the data have been presented in the following tables:

Table No. 5
Teachers Teaching is Effective Through

S.N.	Questions	Distracters	No.	Percent
1	In course of teaching how could you assure yourself that your teaching is effective?	a. From teaching procedure	10	25
		b. From achieved training	5	12.5
		c. From researching in classroom	20	50
		d. From gained teaching experience	5	12.5

Among the 40 respondents, the collected data reveals that the majority of the teachers i.e. 50 (i.e. 20) percent of them assure themselves that their teaching is effective by researching in the classroom. Similarly, 25 (i.e. 10) percent of them believe that their teaching is effective through using different types of teaching procedures. Only a few number of them viewed that their teaching is effective from gained teaching experience and from achieved training. Among them few numbers that is to say 12.5 (i.e. 5) percent viewed that they assured themselves that their teaching is effective from gained teaching experience and from achieved training. Among them few number 12.5 (i.e. 5) percent viewed that their teaching is effective from gained teaching experience and rest of the 12.5 (i.e. 5) percent teachers viewed that their teaching is effective from achieved training.

Table No. 6
Conducting Peer Coaching Procedure

S.N.	Questions	Distracters	No.	Percent
2	How often did you conduct peer coaching procedure throughout your career?	a. One	2	5
		b. Two	3	7
		c. Many	30	75
		d. Countless	5	12.5

While analyzing the responses to no. 2, it was found that majority of the teachers conducted peer coaching many times. Among the 40 respondents, 75 (i.e. 30) percent conducted peer coaching many times throughout their career for their Professional Development. Similarly, 12.5 (i.e. 5) percent of them said that they conducted peer coaching countless time throughout their career for their Professional Development. Rest of the 7 (i.e. 3) and 5 (i.e. 2) percent of them conducted peer coaching two times and one time throughout their career for their Professional Development respectively. As a whole this analysis shows that majority of the teachers conducted peer coaching many times throughout their career for their Professional Development.

Table No. 7
Types of Peer Coaching

S.N.	Questions	Distracters	No.	Percent
3.	What types of peer coaching you like most?	a. Technical coaching	5	12.5
		b. Challenge coaching	3	7
		c. Professional coaching.	2	5
		d. Collegial coaching	30	75

Similarly, analyzing the responses to question no. 3, it was found that majority of the teachers like collegial coaching most. Among the 40 respondents, 75 (i.e. 30) percent of them like the collegial coaching most. Among them 12.5 (i.e. 5) percent like the technical coaching. Rest of the 7 (i.e. 3) percent and 5 (i.e. 2) percent of them like challenging coaching and professional coaching most respectively. However, 5 (i.e. 2) percent of them have the misconceptions in the types of peer coaching and rest of the other have the knowledge of it.

Table No. 8
Situation of Conducting Peer Coaching

S.N.	Questions	Distracters	No.	Percent
4	Peer coaching can be conducted in a formal situation	e. Strongly agree	5	12.5
		f. Agree	10	25
		g. Undecided	5	12.5
		h. Disagree	20	50

Analyzing the responses to question no. 4 , it was found that majority of the teachers disagreed with the idea that peer coaching can be conducted in a formal situation. Among the 40 respondents 50 (i.e. 20) percent of them disagreed that peer coaching can be conducted in a formal situation. Similarly, 25 (i.e. 10) percent of them agreed to this and the same 12.5 (i.e. 5) percent of them strongly agreed and were undecided respectively. This shows that most of the teachers are familiar with the practices of peer coaching for professional development and its implementation and context. But it is done in both formal as well as informal situation.

b) Open-ended Question

In order to elicit further information for finding out the teachers' views on practices of peer coaching as strategy for Professional Development, the teachers were provided with one open-ended question to respond. The question was "What types of peer coaching practices are you using for your professional development?" On the basis of responses provided by the teachers to open-ended question, the data has been presented in table no. 9.

Table No 9
Peer Coaching Practices Adopted by Teachers

Item No.	Responses	No.	Percent
1	Technical and collegial coaching	20	50
2	Challenge and collegial coaching	5	12.5
3	Professional coaching	2	5
4	Technical coaching	3	7
5	Collegial coaching	5	12.5
6	Challenge coaching	5	12.5

The majority of the teachers adopted technical and collegial coaching for their professional development. Among the 40 respondents, 50 (i.e. 20) percent of them adopted technical and collegial coaching for their professional development. Similarly, 12.5 (i.e. 5) percent of them adopted challenge and collegial coaching, but 12.5 (i.e. 5) percent only adopted collegial coaching and challenging coaching respectively for their professional development. In the same way, 7 (i.e. 3) percent of them only adopted technical coaching for their professional development. Rest of the 5 (i.e. 2) percent teachers adopted professional coaching for their professional development. As a whole, most of them adopted technical and collegial coaching as best types of peer coaching for their professional development. However, few number of them had the misconceptions of adopting the peer coaching types for their professional development.

3.3 Benefits of Peer Coaching Practices Perceived by Teachers

Through the rigorous practices of peer coaching, English language teachers are benefited to enhance their professional development. In order to elicit the required information for finding out the benefits of peer coaching practices, the teachers were asked 7 closed-ended questions and 2 open-ended questions to respond.

b) Closed-ended Question

On the basis of the responses provided by the teachers to closed-ended questions, the data has been presented in the following tables:

Table No 1
Use of New Teaching Materials

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
1	New teachers try out new teaching materials and approaches.	20	50	10	25	5	12.5	5	12.5

Among the 40 respondents, the collected data reveals that 50 (i.e. 20) percent teachers strongly agreed where 25 (i.e. 10) percent of them agreed. Similarly, the same 12.5 (i.e. 5) percent teachers were undecided and disagreed respectively in the statement no. 1. This statement shows that most of the teachers strongly agreed that ‘through peer coaching new teachers can try out new teaching materials and approaches’ for their Professional Development.

Table No. 11
Positive Changes Through Peer Coaching

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
2	Peer coaching brings positive changes.	20	50	10	25	5	12.5	5	12.5

Among the 40 respondents, the collected data reveals that 50 (i.e. 20) percent teachers strongly agreed where 25 (i.e. 10) percent of them agreed. Similarly, the same 12.5 (i.e. 5) percent teachers were undecided and disagreed

respectively in the statement no. 2. This statement shows that most of the teachers strongly agreed that ‘peer coaching activity always brings positive changes over existing situation.’

Table No 12
Novice Teachers Learn from Experienced Colleagues

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
3	New teachers learn from more experienced colleagues.	20	50	10	25	5	12.5	5	12.5

Among the 40 respondents, the collected data reveals that 50 (i.e. 20) percent teachers strongly agreed where 25 (i.e. 10) percent of them agreed. Similarly, the same 12.5 (i.e. 5) percent teachers were undecided and disagreed respectively in the statement no.3. This statement shows that most of the teachers strongly agreed that ‘peer coaching helps new teachers learn from more experienced colleagues’ for their Professional Development.

Table No 13
Novice Teachers Get Supportive Context

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
4	New teachers get supportive context.	20	50	10	25	5	12.5	5	12.5

Among the 40 respondents, the collected data reveals that 50 (i.e. 20) percent teachers strongly agreed where 25 (i.e. 10) percent of them agreed. Similarly, the same 12.5 (i.e. 5) percent teachers were undecided and disagreed respectively in the statement no.4. This statement shows that most of the

teachers strongly agreed that ‘peer coaching provides supportive context for novice teachers for their professional development.

Table No 14
Peer Coaching is Developmental Activity

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
5	Peer coaching is developmental activity.	5	12.5	5	12.5	10	25	20	50

Out of 40 respondents, regarding statement no.5, 50 (i.e. 20) percent of them disagreed peer coaching is developmental activity for Teacher Development. Among them, 25 (i.e. 10) percent teachers undecided whether peer coaching is a development activity for Teacher Development or not. The same 12.5 (i.e. 5) percent teachers strongly agreed and agreed peer coaching is developmental activity for Teacher Development. Majority of the teachers are not positive towards this statement.

Table No 15
Developing Collegiality Through Peer Coaching

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
6	Peer coaching develops collegiality	5	12.5	5	12.5	20	50	10	25

While analyzing statement no.6, 50 (i.e. 20) percent of them undecided ‘peer coaching helps to develop collegiality’. Among them, 25 (i.e. 10) percent teachers disagreed ‘peer coaching helps to develop collegiality’. The same 12.5 (i.e. 5) percent teachers strongly agreed and agreed ‘peer coaching helps to

develop collegiality'. Majority of the teachers are undecided towards this statement.

Table No 16
Coach Develops The Sign of Reorganization

Item	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No.	%	No.	%	No.	%	No.	%
7	Coach develops the sign of reorganization through peer coaching.	10	25	5	12.5	20	50	5	12.5

No= Number of teachers, %= percentage, SA= Strongly Agree, A= Agree, UD=Undecided, D= Disagree

Analyzing the statement no.7, 50 (i.e. 20) percent of them undecided 'peer coaching helps the coach to develop the sign of reorganization'. Among them, 25 (i.e. 10) percent teachers strongly agreed 'peer coaching helps the coach to develop the sign of reorganization'. The same 12.5 (i.e. 5) percent teachers agreed and disagreed 'peer coaching helps the coach to develop the sign of reorganization'. Majority of the teachers are undecided towards this statement.

c) Open - ended Questions

In order to elicit further information for finding out the benefits of peer coaching practices perceived by English language teachers for their professional development. They were asked 2 open-ended questions to respond. The question was 'What do you hope you will achieve by taking part in peer coaching?' On the basis of the responses provided by the teachers to this open-ended question, the data has been presented as follows in the table no. 17.

Table No 17

Teachers' Hope in Achievement by Taking Part in Peer Coaching

No.	Responses	No.	Percent
1	Our confidence develop by taking part in peer coaching activity	20	50
2	Our teaching professionalism develops	5	12.5
3	While taking part in peer coaching it develops our collegiality	10	25
4	Peer coaching practices develop the way of teaching language skills and aspects	5	12.5

The majority of the teachers viewed that their professionalism is grown up and they also develop their confidence in teaching English language by taking part in peer coaching activity. Among the 40 respondents, 50 (i.e. 20) percent of the total number of teachers viewed that they enhance their confidence in teaching English language while taking part in peer coaching activity. Similarly, 25 (i.e. 10) percent of them believe that they develop the collegiality by taking part in peer coaching activity. Likewise, 12.5 (i.e. 5) percent of them believe that they are professionally growing up by taking part in peer coaching activity. In the same way, rest of the same 12.5 (i.e. 5) percent of them viewed that they are benefited by taking part in peer coaching activity because it develops their way of teaching language skills and aspects. As a whole, teachers are benefited by taking part in peer coaching activity which helps them to develop their professionalism, confidence in teaching, collegiality and way of teaching language skills and aspects.

Similarly, they were asked next open-ended question to respond for finding out the benefits of peer coaching practices perceived by English language teachers for their professional development. The question was “What benefits are you getting from peer coaching?” On the basis of the responses provided by the teachers to this open-ended question, the data has been presented as follows in the table no.18

Table No 18
Teachers Achieved Benefits Through Peer Coaching

No.	Responses	No.	Percent
1	It helped us to develop collegiality and provided supportive contexts for novice teachers	20	50
2	It helped to update the knowledge	3	7
3	It reduced the sense of isolation	2	5
4	It helped to develop new way of teaching English language	10	25
5	It helped novice teachers learn from more experienced colleagues	5	12.5

The majority of the teachers were benefited through peer coaching activity. Among the 40 respondents, 50 (i.e. 20) percent of them were highly benefited and they viewed that peer coaching helped them to develop collegiality and supportive contexts for novice teachers. Similarly, 25 (i.e. 10) percent of them were benefited and started to develop different styles of teaching English language of their own. Likewise, 12.5 (i.e. 5) percent of them viewed that they were benefited because peer coaching helped novice teachers learn from more experienced colleagues. In the same way, 7 (i.e. 3) percent of them were benefited to their knowledge through peer coaching activity. Rest of the 5 (i.e. 2) percent of teachers felt that peer coaching helped them to reduce the sense of isolation. As a whole, most of the teachers were benefited by practicing the peer coaching activity in their English language teaching classroom.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Findings

On the basis of presentation, analysis and interpretation of the data, the major findings of the study have been summarized as follows:

- xi. It was found that most of the teachers are aware of peer coaching and professionalism.
- xii. Most of the teachers are familiar with the different professional activities.
- xiii. Half of the total number of teachers agreed peer coaching reduces the sense of isolation.
- xiv. Seventy five percent of the teachers viewed that teachers' professionalism grows through peer coaching with the help of different kinds of research along with self-evaluation, case analysis, action research.
- xv. Most of the teachers strongly agreed that peer coaching activity always brings positive changes over existing situation.
- xvi. Seventy five percent conducted peer coaching many times throughout their career for their PD.
- xvii. Fifty percent teachers strongly agreed that peer coaching helps new teachers learn from more experienced colleagues for their PD.
- xviii. Most of the teachers adopted technical and collegial coaching for their professional development.
- xix. Most of the teachers strongly agreed that peer coaching provides supportive context for novice teachers for their PD.
- xx. Most of the teachers were benefited through peer coaching activity.

4.2 Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study.

- i. No doubt most of the teachers are aware of the peer coaching but other who are unaware should develop awareness of peer coaching.
- ii. Even the fifty percent teachers agreed that peer coaching is the best strategy of professional development they are not ready to grasp it's benefit they need encouragement from the MOE and the concerned institutions to initiate peer coaching.
- iii. Though peer coaching helps to develop collegiality, but many teachers are undecided about this. Thus, they should be aware about peer coaching.
- iv. The teachers should document their own teaching for self-evaluation.
- v. Teacher training providers such as NELTA, NCED and MOE should launch peer coaching training packages for teachers' professional development.
- vi. The trainings, seminars and conference in Teacher Development should focus on the benefits and practical use of different strategies of peer coaching such as action research, journal writing, analyzing critical incidents, teaching portfolios along with peer coaching itself.

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Appendix – A
Questionnaire for Teachers

Dear Sir or Madam,

The questionnaire is a part of my research study entitled **“Peer Coaching for Teachers’ Professional Development”** under the supervision of Hima Rawal, lecturer at the Department of English Education, TU. Kirtipur. Most of the teachers are worried about career advancement from professional development perspective. This study will be beneficial for the teachers who want to be professionally grown up in their teaching profession.

Your kind co-operation in completion the questionnaire through the authentic and reliable information will be great value to me. Any responses you provide will be kept entirely anonymous. I assure you that it does not harm to you at all.

Researcher
Badri Prasad Dhamala
M.Ed. Second Year
TU, Kirtipur

Date:

School’s Name:

Qualification:

Experiences:

Close-ended Questions

- 1. Peer coaching is.....**
 - a. Series of informal conversations between a teacher and a colleague about teaching, focusing on what is happening in the teacher’s classrooms.
 - b. Collecting information over time about a teaching
 - c. Self initiated learning
 - d. Reflective practices

- 2. Peer coaching is individual perspective of teachers learning for professional development.**
 - a. Strongly agree b. Agree
 - c. Undecided d. Disagree

- 3. Through peer coaching new teachers can try out new teaching materials and approaches.**

- a. Strongly agree b. Agree
c. Undecided d. Disagree
- 4. Peer coaching activity always brings positive changes over existing situation.**
- a. Strongly agree b. Agree
c. Undecided d. Disagree
- 5. In course of teaching how could you assure yourself that your teaching is effective?**
- a. From teaching procedure
b. From achieved training
c. From researching in classroom
d. From gained teaching experience
- 6. Peer coaching reduces the sense of isolation.....**
- a. Strongly agree b. Agree
c. Undecided d. Disagree
- 7. Peer coaching helps new teachers learn from more experienced colleagues.**
- a. Strongly agree b. Agree
c. Undecided d. Disagree
- 8. Peer coaching provides supportive context for novice teachers.**
- a. Strongly agree b. Agree
c. Undecided d. Disagree
- 9. How often did you conduct peer coaching procedure throughout your career?**
- a. One b. Two
c. Many d. Countless
- 10. Which of the following perspective of the teacher development is important?**
- a. Individual perspective b. Institutional perspectives
c. Both of them. d. Non of them
- 11. Peer coaching is developmental activity for teacher development**
- a. Strongly agree b. Agree

- c. Undecided
- d. Disagree

12. What types of peer coaching you like most?

- a. Technical coaching
- b. Challenge coaching
- c. Professional coaching
- d. Collegial Coaching

13. Peer coaching can be conducted in a formal situation

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree

14. Peer coaching helps to develop collegiality

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree

15. Peer coaching helps the coach to develop the sign of recognition.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree

Open-ended Questions

- 1. What are the professional activities of teachers?
.....
- 2. How do you define the term 'peer coaching'?
.....
- 3. What do you hope you will achieve by taking part in peer coaching?
.....
- 4. What types of peer coaching practices are you using for your professional development?
.....

5. What benefits are you getting from peer coaching?
.....
6. How can you prove that peer coaching helps to grow teachers professionalism?
.....

Thank you for your kind co-operation!!!