CHAPTER-ONE
INTRODUCTION

This study is on " Professional Development Practices of English Teachers". This chapter consists of general background on professional development, characteristics of professional development, tools for professional development, literature review, objectives of the study and the significance of the study.

1. 1 General Background

The present education scenario of the 21st century has become prone to stressing more on quality than on quantity whether it is teaching or research or evaluation or management in all fields of life. It may be noted that this aspect of education i.e. from primary to higher education depends to a great extent on the quality of the teachers. Unless we bring quality in teachers, we can't expect quality education. The quality of education system largely depends upon teachers' ability, qualification and commitment, motivation and devotion towards their profession. These qualities and characteristics demand professional teachers for quality education.

This is equally true to the English language teachers also. Unless the language teachers acquired the above-mentioned qualities, we cannot expect the quality in language teaching and the language teachers can achieve these qualities only being professional teachers. Teachers are considered to be significant agent for the production of human resources required for the development of the nation. In the recent years, there has been growing recognition that the teachers are the most important factor in student achievement (Carey, 2004; Haycock, 1998 as cited in Smith and Gillesple, 2007, p.206). But teachers' knowledge and skill required for the successful completion of their roles and responsibilities in serving the nation are not sufficient and relevant forever. They should advance their professional

knowledge and skills throughout their career. To be an effective teacher requires a combination of professional knowledge and specialized skills as well as personal experiences and qualities (Murray, 2010, p.2). This is even more significant for those who are involve in the field of English language teaching. They should enhance professional expertise and knowledge throughout their career and such professional development doesn't depend on formal course or external input only. Professional development is perceived as a variety of activities in which teachers are involved to improve their practice. It can succeed only in settings, or contexts, that support it. Probably the most critical part of that support must come from administrators (McLaughlin and Marsh, 1978, as cited in Harwell, 2003, p.2). Special stress is laid on teaching experience and expertise, on the convenience of attending seminars and conferences and on subscribing to professional journals and publication. Similarly, some other prominent issues to be taken into consideration are individual and group reflection and interaction with colleagues.

1.1.1 Language Teaching

Language teaching is a matter of pedagogy. It is a way of spreading the skills, abilities and proficiencies in language. In other words, teaching means creating environment that maximally facilitates learning by helping the language learner to learn. Language teaching involves teaching the different aspects of language like vocabulary, structure, skills and different functions of language. Language teaching is not a constant process; rather changes together with the development of new technologies and emergence of new approaches (Adhikari, 2010, p.4). Freeman (2000, as cited in Adhikari, p.4) mentions "Language learning, language teaching are dynamic process. There is nothing fixed about them".

1.1.2 Teaching as a Profession

Profession is a job requiring special type of skill or knowledge (Adhikari, 2010, p.5). The Concise Oxford Dictionary defines profession as "a vocation or calling especially one that involves some ranch of advanced learning or science". Saikia and Bhargava (2006) defines profession as "an occupation based on specific theories of knowledge and skill development having provision for systematic training and a type of licensing system" (p.117). They further say:

Profession is defined in terms of knowledge expertise and performance competence in a given field of human service, delivery of high quality service within the framework of an ethical and moral code, autonomy for decision-making and commitment to personal and professional growth. (p.117)

Khaniya (2006, as cited in Adhikari, 2010, p.5) states "teachers, professors, doctors, engineers, lawyers, etc. are regarded as professionals". According to him, professional is he or she who performs tasks involving not only skills and knowledge but also expertise, and teacher as a professional is necessarily responsible to bring about change in the way the student does things or performs tasks after he receives instruction.

1.1.3 Professional Development

This heading is divided into different sub-heading and described for the formulation of conceptual clarity.

1.1.3.1 Concept

Education system around the world has changed a lot since it comes into existence. With the start of the new millennium, many societies are engaging in serious and promising educational reforms. One of the key elements in most of these reforms is the professional development of teachers; societies are finally acknowledging that teachers are not only one of the 'variables' that need to be changed in order to improve their education systems, but they are also the most significant change agents in these reforms. This double role of teachers in educational reforms-being both subjects and objects of change - makes the field of teacher professional development a growing and challenging area, and one that has received major attention during the past few years (Villegas-Reimers, 2003, p.7).

Many scholars define Professional Development, as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students. According to Mann (2005, as cited in Soproni, 2008, p.32):

> Professional Development is an on-going, self-directed and autonomous effort of a teacher to acquire new knowledge and skills and continually improve them after initial formal training in their career. In their professional development, the teacher plays an active role: it is self-development that is at the centre.

Richards and Ferrell (2005) believe that "Development generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers"(p.4). Development also involves investigating different dimensions of a teacher's practice as a basis for reflective review.

Professional development, in a broad sense, refers to the development of a person in his or her professional role. More specifically, "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthron, 1995, as cited in Villegas-Reimers, p.11). It is a life long process that begins with initial preparation that teacher receives (whether at an institute of teacher education or actually on the job) and continues until his or her retirement form job. We firmly believe that " Teacher development takes place when teachers, as individuals or in a group, consciously take advantage of such resources to forward their own professional learning" (Ur, 1999, as cited in Miller de Arechaga, 2001, p. 1).

According to Richards and Ferrell (2005, p.15) teachers can plan many aspects of their own professional development. They need to have an understanding about the process of second language development and are required to make decision for being more qualified. Teachers should be ready to change their roles from the facilitator to a learner time and again because learning is a never-ending process. Besides, reviewing their own theories and principle of language teaching, teachers need to develop an understanding of different styles.

Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change. All this occurs in particular educational policy environments or school cultures, some of which are more appropriate and conducive to learning than others.

Professional development is perceived as a variety of activities in which teachers are involved to be able to improve their practice. Special stress is laid on teaching

experience and expertise, on the convenience of attending seminars and conferences and on subscribing to professional journals and publications. Other important issues to be taken into account are individual or group reflection and interaction with colleagues.

1.1.3.2 Characteristics of Teacher Development

As defined above, teacher development is a continuous and never ending lifelong process. It brings noticeable and reformative change in teacher's professional and personal life. Rossner (1992, as cited in Head and Taylor, 1997, p.4) lists some key characteristics of teacher development. They are mentioned below:

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

B. Much of TD is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.

C. TD is not to do with language teaching. It is also about language development (particularly for teachers whose native language is not English), counseling skills, assertiveness training, confidence building, computing, meditation, cultural broadening- almost anything, in fact.

D. TD, in most teachers' opinions, has to be 'bottom- up', not dished out by managers according to their own view of what development teachers need. This doesn't mean to say that managers should stop organizing in- service or other training courses.

Villegas-Reimers (2003, p.13) mention following characteristics of Professional Development.

   a) It is based on constructivism rather than on a transmission-oriented model.
   b) It is perceived as a long-term process as it acknowledges the fact that teachers learn over time.
   c) It is perceived as a process that takes place within a particular context.
   d) Many identify this process as one that is intimately linked to school reform.
   e) A teacher is conceived of as a reflective practitioner, someone who enters the profession with a certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge.
   f) Professional development is conceived of as a collaborative process.
   g) Professional development may look and be very different in diverse settings, and even within a single setting, it can have a variety of dimensions.

1.1.3.3 Tools for Professional Development

Effective language study is focused on communication, facilitating the development of knowledge and skills in language and culture, integrating language acquisition with content from other subject areas, and preparing students to be lifelong learners and users of the skills, information, and insights they gain. Thus language teachers themselves should possess the necessary knowledge and skills to guide students towards these goals. While teachers will enter the profession with an identifiable base level of preparation for their assignments, they will undoubtedly need opportunities to grow professionally beyond that base level and to develop knowledge and skills in areas not included in their preparation for initial certification. They, like their students, will be lifelong learners. They may adopt different strategies for their professional growth. Teacher development

opportunities can take many forms (Murray, 2010, p.4). Richards and Farrell (2005, p.14) present the following list of activities for teacher development:

Table No.1

Activities for Teacher Development

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

These different activities can be planned and carried out by the teacher individually, by maintaining the collaborative relationship with the colleagues or as directed and supported by the institution (Adhikari, 2010, p.16).

1.1.3.3.1 Reflection

According to Cruickshank and Applegate (1981, as cited in Galvez-Martin, 2003, p.59) "Reflection is the means through which teachers can be helped to think about what happened, why it happened, what they could have done to be more effective, and what they would change to improve their teaching performance". For Van Manen (1991, as cited by Galvez-Martin, 2003, p.59) reflection can take place only if teachers in general have the time to think about their teaching in terms of what was done, what could have been done, and what should be done. This carries the connotation of deliberation, making choices, and reaching decisions about a course of action.

Reflective Practice as defined by Serafini (2002, as cited in Galvez-Martin, 2003, p.59) is the stance and the willingness teachers have to question their teaching and the learning experiences provided to students. Therefore, it is a purposeful process that teachers use to improve their teaching performance and to critically analyze what, how and why they do what they do. Reflection can help a teacher develop a greater awareness of his or her own teaching as well as a better understanding of student learning (Murray, 2010, p.4). They have to be the open-mindedness to look back at the whole learning experience. Willingness to question teaching performance and learning experiences is its critical component. The purpose of reflective practice is to change teachers' actions and decisions and how it impacts the outcomes of those decisions (Dewey, 1933, as cited in Galvez-Martin, 2003, p.60). Thus, "the value of reflection lies in its potential to refine classroom practice and improve the quality of the teaching-learning process for both teachers and students. (Serafini, 2002, as cited in Galvez-Martin, 2003, p.60)

Farrell (1998, as cited in Murray, 2010, p.4) states that reflective teaching helps free teachers from impulsive behaviour or, on the other extreme, from monotony in their teaching; it also allows teachers to develop their own educational perspectives. Teacher can also benefit from sharing their reflective teaching experiences with their colleagues; some methods of sharing are informal while others tend to follow a specific framework (Murray, 2010, p.4)

1.1.3.3.2 Journal writing

Journal writing is a means for recording personal thoughts, daily experiences, and evolving insights. Lakshmi (2009) says, "Journal keeping involves making reflections explicit through writing and thereby making them available to inform action" (p.12). The advantage of writing diaries is being able to review or re-read earlier reflection and a progressive clarification of insights gained by these

reflections. By keeping a journal, teachers can examine the details that indicate why a particular lesson was successful or why one was not (Murray, 2010, p.4). According to Donald Schon (as cited in Lakshmi, 2009, p.14) it helps "the practitioner moves from the problem to reframing the theory which accounts for the problem, to new action. In this respect, writing professional diary is very useful".

A Journal is a teacher's written response to teaching events. Keeping a journal serves two purposes:

⟩ Events and ideas are recorded for the purposes of later reflection.

⟩ The process of writing itself helps trigger insights about teaching.

Journal writing in this sense serves as a discovery process. Many different topics from classroom experiences can be explored through journal writing, for example:

⟩ Personal reactions to things that happen in the classroom.

⟩ Questions or observations about problem that occur in teaching.

⟩ Description of significant aspects of lessons or events.

⟩ Ideas for future analysis or reminders of things to take action.

1.1.3.3.3 Action Research

Shannon (1990, as cited in Keating et al.) defines action research as "inquiry that applies scientific thinking to real life problems, as opposed to teachers' subjective judgments based on folklore (p.143-144) to increase instructional productivity and produce information to disseminate to others to inform their practice. Van Lier (1994, as cited in Keating et al.) sees it as small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention (p. 1). According to Ferrance (2000, p.1) Action research is a process

in which participants examine their own educational practice systematically and carefully, using the techniques of research. He further says, "this research is carried out within the context of the teacher's environment-that is, with the students and at the school in which the teacher works on questions that deal with educational matter at hand".

Teachers conducting research in their classrooms can apply theory and research to applied practice; produce information to individual teachers' curriculum and classroom methodologies; utilize valuable data from the source; create a platform to disseminate knowledge to teachers locally, regionally, and nationally; and encourage teachers to apply problem-solving skills to real situations. The impact that action research has had on teacher preparation and professional development is so significant that the image of teacher as researcher is increasingly common in the literature. As a result, teachers are now beginning to be considered not only professionals who consume the knowledge created by 'expert researchers, but as creators of that knowledge. Many other models of professional development emphasize the importance of promoting the role of teachers as researchers and reflective practitioners. It is one of the most effective learning experiences that promote such professional development. It also allows teachers to construct their own first-hand, concrete, procedural knowledge instead of hoping for them to accept abstract, declarative knowledge from lectures. Richards and Farrell (2005, p.171) mention that through the process of planning and carrying out action research, teachers can develop a deeper understanding of man issues in teaching and learning as well as acquire useful classroom investigation skills. It also seeks to redefine the role of the teacher by giving teachers the means to set their own agendas for improvement and by shifting the responsibility for change or improvement from an outsider to teachers themselves.

1.1.3.3.4 Peer Observation

Peer observation is one of the tools to help teachers find out about their own and their colleagues' classroom practices so that they can take action and change and develop. It is an activity to observe the colleagues' classroom teaching and give necessary suggestions. It can be used whenever teachers want feedback, for example, on teaching approaches, on learner behaviour, on classroom management issues, as part of classroom action research project.

Peer observation, Richard and Farrell (2005, p.85), refers to a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction. In Donnelly's words (2007, p.117) peer observation is "the formal process by which the good practice of staff and faculty members engaged in learning and teaching activities is identified, disseminated, and developed". It provides teachers opportunity to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching.

The main purpose of peer observation is to get feedback of own teaching from colleagues. The feedback should be non-judgmental, supportive and genuine. It is intended to provide a supportive framework where teacher can explore their strength and weak points by sharing ideas about their teaching. Peer observation is not about making criticisms, monitoring or judging colleagues' teaching skills (Adhikari, 2010, p.26).

According to Richard and Farrell (2005):

> By engaging in non-evaluative classroom observations, the responsibility of professional development can also shift observation involves an intrusion into a colleague's classroom, procedures for carrying out observations need to be carefully negotiated between the participating parties. (p.94)

The activity like peer observation also provides floor for open debate on ones teaching activity, and supportive of risk taking in teaching. It can also help teachers become more aware of the issues they confront in the classroom and how these can be resolved (Richard and Farrell, 2005, p.94). It is beneficial to both the observer as well as the colleague being observed (Donnelly, 2007, p.124).

1.1.3.3.5 Teacher Support Groups

Teacher support group is a group of teachers formed voluntarily by two or more people to learn together. It helps to develop mutual trust and support for each other. It is not concerned with administrative work. Teachers of such group meet together to discuss and share understanding, to improve materials to offer support to each other, to read teaching journal, to design, discuss and carryout classroom experiments, to read and discuss articles etc. This type of teacher support group plays an important role in reflection and therefore in gaining professional expertise. Sharing ideas and experiences with others in the same geographical region can be mutually beneficial (Murray, 2010, p.9).

Richard and Farrell (2005, p.51) define Teacher support groups as "two or more teachers collaborating to achieve either their individual or shared goals or both on

the assumption that working with a group is usually more effective than working on one's own". They further state, "the group provides a safe place where teachers can take part in such activities as collaborating on curriculum and materials development, and review, plan, and carry out activities such as peer coaching, team teaching, action research, and classroom observation".

In context of Nepal, Nepal English Language Teachers' Association (NELTA) is one of the pioneer associations working for the professional development of English language teachers. It has been contributing for the professional growth of English language teachers for a long time. It has been assisting English teachers in many ways. It conducts different seminars, teachers' training, workshops, etc. that has direct impact on teachers and their professional development. In the similar way, it organizes national and international conferences where English language teachers can get ample of opportunities to develop their personal as well as professional growth. Participating in conferences is an excellent way for teachers to gain confidence and demonstrate their expertise (Murray, 2010, p.10). It also publishes journal called Journal of NELTA in which one can read different views on different topics related to teaching English language and get information of innovative theories, methods and techniques of teaching English as well.

1.1.3.3.6 Teaching Portfolio

Richard and Farrell (2005, p.98) define a teaching portfolio as "a collection of documents and other items that provides information about different aspects of a teacher's work".
According to Bastidas (1996):

> Common images of portfolios come from the fields of fine arts and
>
> financial investment. The artist's leather portfolio is a folder, a

binder, or a case that includes selected samples of work such as paintings, drawings, photographs, etc. Portfolios, as assessment tools, have been defined as a purposeful and systematic collection of students' work that demonstrates the students' progress, efforts and accomplishments in one or more areas (p.24).

Thus, a portfolio is a collection of items that illustrates the best examples of teachers' most relevant skills and experiences and charts their professional growth. The portfolio contains a variety of exhibits, which offer different perspective on them as a learning professional. They can include teaching plan, samples of student work, feedback, achievement, photographs, drawings, poems, observation reports, and discussion in their teaching portfolio. Such things help them to reflect on their working and provide ideas for further improvement.

Teachers' portfolios may be used to help in applying for jobs, or as part of a formal school evaluation process, but there are intrinsic benefits too:
- ➢ Helps teachers to plan their development
- ➢ Facilitates reflective practice
- ➢ Provides a framework for lifelong learning
- ➢ Enhances teaching
- ➢ Has a positive impact on learners
- ➢ Helps keep them motivated
- ➢ Provides a system for recording and documenting key points of their work
- ➢ Gives them a platform for exploring teaching
- ➢ Helps them to develop your English language skills
- ➢ Helps them to identify where they can go for the support they need
- ➢ Provides a basis for review

(Source: http://www.teachingenglish.org.uk)

1.1.3.3.7 Reflective Conversation

Reflective conversation is also an important tool for the professional development of the teacher. It is a process of talking and listening to other teachers. (Bell, 1993, as cited in Bell and Gilbert, 1996, p.122). In this process, a teacher can talk of experiences and actions and become aware of the beliefs, assumptions and feelings underlying them. Taking part in reflective conversation is to an everyday way to make sense of our experiences to ourselves or to add sense to what has happened to us (Mattingly, 1991 as cited in Bell and Gilbert, 1996, p.122). Informal discussion with colleagues or with whom a language teacher feels at ease can contribute a lot to his or her own development (Phuyal, 2008, p.2). Conversation with colleagues and others facilitates the participants to reflect on their experiences and practice. The facilitator's main aim is to listen attentively and supportively to the speakers and to help their self-discovery talk. This can be done by asking questions, checking understanding, and summarizing what the speaker has said. This type of conversation helps the teachers to find the crux of the problem and to solve it. It also empowers teachers to question their own practice and forces them to custom-made their strategies to tailor to the needs of their mixed ability pupils.

1.1.3.3.8 Workshop

Workshop is a common terminology in the field of teachers' training and teachers' development. Participation in a workshop is one of the professional development activities that most teachers have experienced during their teaching careers (Murray, 2010, p.10). It has become a part of testing theoretical knowledge. Richards and Ferrell (2005) defines workshop as "an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skill"(p.23). He further says, "In a workshop, participants are

expected to learn something that they can later apply in the classroom and to get hands-on-experience with topic, such as developing procedures for classroom observation or conducting action research". The purpose of a workshop is to provide teachers with the opportunity to learn more about a specific area or skill related to teaching and learning within a set amount of time (Murray, 2010, p.10). It provides opportunities to participants to enhance their knowledge and experience (Saikai and Bhargava, 2006, p.121). Workshops are designed to give participants a chance to try out practical applications about the topic being presented and to contemplate how they might utilize or adapt elements of the activity for use in their own classrooms.

1.2 Review of the Related Literature

Eileen Ferrance (2000) states that Activities of action research and the mindset of those involved in the process become an integral part of the professional repertoire of many educators. When they see the value of their work as they progress through the steps and the reflection time that is used to discuss strategies and methods, they find that the benefits go far beyond student achievement. Practitioners develop skills in analyzing their own teaching methods and begin to unconsciously utilize the principles of action research in their professional life.

Richards and Farrell (2005) explore and list the following eleven different procedures that can be used to facilitate teachers' professional development; workshops, self monitoring, teacher support groups, journal writing, peer observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching and action research. Likewise, they reported, " The goals of collegiate forms of professional development are to encourage greater interaction between teachers, peer based learning through monitoring and sharing skills, experiences, and solution to common problems" (p.12).

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Phuyal (2008) conducted a study entitled "Teacher Development Through Reflective Teaching Perceptions and Practices of English language Teachers". The main objective of his study was to explore English language teachers' prevalent perceptions and practices of reflective teaching for their professional development. In his study he found very deplorable condition of the use of reflective teaching in our ELT situation. He tried to explore language teachers' prevalent perceptions and practices of reflective teaching using its various tools. Unfortunately, he could find them not practicing the tool of reflective teaching as a means of their professional development. They were apparently surrounding in ELT classrooms as a way to their professional development. However, they had shown positive attitudes towards its use in ELT classroom.

Soproni (2008) conducted a study entitled "The way Language Teachers Learn: Professional Development through the Eyes of Experienced Language Learners". The aim of the study is to gain insight into the perceptions of experienced language learners as regards their language teachers' professional development. The study revealed that the learners, who were interviewed, were well aware of their teachers' improvement in their language teaching competence during their careers. They believe that teachers need to be up-to-date as regards the language, events in the news and the requirements of the school they operate in.

Gonzalez, a Brazilian language teacher, (as cited in Phuyal, 2009) conducted a study on the use of video analysis to monitor his correlation of errors in his class and surprised with the finding that he had ignored about 80% of errors students made. He also discovered that usually and strongly he had employed to correct word or grammatical form. But about half of the time he had done it, the student had not repeated the correct form or tried to correct the error.

Pandey (2009) conducted a research entitled "Mentoring as a Mode of Teacher Professional Development". The main objectives of the research were to find out where the language teachers are aware of mentoring as a mode of teacher professional development and whether mentoring is a relevant mode of teacher development in Nepal. The research was limited to the Kathmandu district and questionnaire and interviews were used as the research tools. The findings of the research showed that almost all the language teachers are aware of the importance of mentoring in their professional development but unfortunately there is not any formal system of mentoring in the schools of Nepal.

Phuyal (2009) conducted a study entitled "Practices of Reflective Teaching used by Primary Level English Teachers". The main objective of her study was to find out the practices of reflective teaching used by primary level English teachers. In her study she found that most of the primary level English teachers not using reflective teaching for their professional development though some of them responded that they use it as a way to their professional development.

Shah (2009) conducted a study entitled "Reflective Practice in Secondary level English Language teacher Education and Training Programmes in Nepal". The main objective of her study was to find what place reflective practice has in secondary level English language teacher education and teacher training programmes. Her study shows that reflective practice is not a common phenomenon in teacher education programme in Nepal. Most of the programmes focus on providing theoretical knowledge to their trainees during the major part of the programme. However her study shows that the programmes also include school based practice teaching. Practice teaching mainly focuses on the implementation of the theoretical knowledge during the course. During this stage,

teacher trainees are in some reflective practices. They collaborate, observe their peers' class and write reports.

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

Adhikari (2010) carried out a research on "Collaborative Learning For Teachers' Professional Development". The main objective of her study is to find out the attitudes of English language teacher towards collaborative learning. Her study was limited to Kathmandu and Pokhara valley. The findings of her study shows that almost the secondary level English language teachers have positive attitude towards collaborative learning for their professional development and most of them are provided a favourable environment for collaborative learning within their institutions.

In conclusion, the researchers consider teacher development as an ongoing process for teachers' capacity building and autonomy empowering them with recently updated knowledge and skill in the field of ELT. It also helps language teachers for creating their own meaning out of regular practices.

Though various research works have been conducted in the field of ELT, there is lack of research in the area of professional development. Although some articles have been written and some observations have been done about this agenda, none of them have attempted to see how far the teachers of different level use different

tools for their professional development. For this reason, this research has been conducted to fill the gap emerged in this.

1.3 Objectives of the Study

The objectives of the study were as follows:

i. To find out what English language teachers do for their professional development.
ii. To suggest some pedagogical implication.

1.4 Significance of the Study

This study is mainly useful for the prospective researchers and ELT practitioners who want to undertake researches in the field of teachers, students and for those who are engaged in the realm of teacher development. It is hoped that even the curriculum planners, examination experts, language teachers and trainers can get benefits from this study since it contains some suggestions and recommendations for the improvement of teaching learning strategies.

METHODOLOGY

For the fulfillment of above-mentioned objectives, I adopted the following methodological strategies.

2.1 Sources of Data

I made use of both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of date for the study were English teachers involved in teaching Secondary Level.

2.1.2 Secondary Sources of Data

To facilitate the study, I consulted different books, journals, articles and theses related to the subject matter. Some of the secondary sources were: Bastidas (1996), Bell (1996), Head and Taylor (1997), Keating (1998) Ferrance (2000), Miller (2001), Villegas-Reimers (2003), Richards and Farrell (2005), Donnelly (2007), Phuyal (2008), Soproni (2008), Lakshmi (2009), Panday (2009), Shah (2009), Bhatta (2009), Phuyal (2009), Adhikari (2010)

2.2 Sample Population

The population of this study consists of 80 English language teachers from Kailali districts teaching in Secondary level.

2.3 Sampling Procedure

I used non-random judgmental sampling method to select the teachers teaching English language in Secondary level.

2.4 Tools for Data Collection

This is a survey research. Thus I prepared questionnaires related to the different tools used by language teacher for their professional development. The questionnaire included both close-ended as well as open-ended types of questions on different eight topics.

2.5 Process of Data Collection

At first, I designed the questionnaire to collect the data related to the research. Then, I conducted the pilot testing of the questionnaire orally among five secondary level English teachers. After pilot testing of the questionnaire and taking the letter of permission from the campus, I went to the selected schools and established rapport with the Head teachers and clarified the purpose of my visit to them. I sought consent with them as well as the English language teachers for the study. After that I requested each selected English teacher from each school to help me in the research work by giving their responses to the questionnaire and I also assured them that their responses would not have any harmful effect in their profession. Then I distributed the questionnaire. Later on I collected all the questionnaire and thanked them and school authority.

2.6 Limitation of the Study

Since it is a small research, I attempted to carry out the study taking the following limitations and considerations:

    i.   The area of the study was limited to Kailali district.

   ii.   Informants were only English language teachers of secondary level.

  iii.   Only in-service teachers were selected.

iv.   The study was further limited to the analysis of the responses obtained from the respondents only.

CHAPTER – THREE
ANALYSIS AND INTERPRETATION

In this chapter, I mainly discuss the analysis and interpretation of the data collected from the questionnaire. The data were collected from 80 English teachers teaching in different schools in Kailali district. This study was carried out to identify what English teachers do for their professional development i.e. what tools do they use in order to develop their professional proficiency. I developed eight different key points that play direct or indirect role in the professional development of the teachers. And then I discussed on the information collected through the data collection tool for each of the key points across the participants and derived a common finding for each of the key points analytically. For this purpose, I tabulated the information and analyzed the data under the main heading i.e. Professional Development Practices of English Teachers.

First of all, information was tabulated and then I analyzed and interpreted the information by using simple statistical tools such as percentage and table.

3.1 What do English Teachers do for Their Professional Development?

As mentioned in the research methodology, I analyzed and interpreted the information collected form questionnaire from each of the participants in accordance with the tools of the information, which were directly related to the research questions and objectives. This selection is mainly concerned with the different tools used by English teachers for their professional growth. The analysis is mainly based on the questionnaire through which the responses of the teachers were interpreted and analyzed in detail. By the help of twenty-four different questions under eight main headings, I tried to extract different views of English language teachers on different tools of professional development and their belief on them. Thus, the teachers' responses of the questionnaire have been analyzed

and interpreted by focusing eight main tools of professional development, which were also mentioned in the questionnaire.

3.1.1 Professional Belief

Professional belief generally refers to the belief of an individual towards his or her profession. Working efficiency of an individual largely depends upon his/ her attitude towards his / her profession. One's devotion on the work is largely depending upon his/ her belief on that profession. If a person has negative attitude towards his / her profession then he / she can never do progress in his / her field. Thus, positive attitude towards the profession is crux element for the professional development of an individual.

The first variable of the study was to explore the professional belief of the participants towards teaching. Before this I tried to find how long they have been teaching language. Most of the participants are found to be experienced. Ten of them have been teaching English for more than 20 years. Twenty five out of 80 have been teaching English for more than 15 years. Twenty out of 80 have been teaching for 10 years and rest of 25 also have been involving in the field for more than 2 years.

Table No. 2

What is your personal belief about teaching?

Responses	No. of teacher	Percentage
a) Teaching is my occupation.	4	5%
b) Teaching is my profession.	20	25%
c) Teaching is time pass job.	---	---
d) Teaching is a social service.	56	70%
Total	80	100%

I further analyzed and interpreted what they think teaching is. Most of the participants take teaching as a social service. Out of 80, 56 (70%) participants claim that teaching is a social service. 4 out of 80 (5%) takes teaching as their occupation. And only 20 out of 80 (20%) take teaching as their profession.

Table no. 3

What do you think can contribute most in your professional development?

Responses	No. of Teachers	Percentage
a) Teachers' training	70	87.5%
b) Action Research	10	12.5%
c) Flattering to the headmaster	---	---
d) Earning money	---	---
Total	80	100%

Above table shows teachers' belief on different ways of professional development. Most of participants believe that teachers' training can contribute most in their professional development. Seventy out of 80 (87.5%) participants believe that teachers' training contribute their professional development. And 10 out of 80 (12.5%) participants think that Action research contributes in their professional development. None of the participants answered that flattering to the headmaster and earning money can contribute in their professional development.

3.1.2 Reflection

Reflection is taken as an important tool for the professional development of teachers that give ample of opportunity to think about their doings and also help them what they should do to make their performance better. It has been practical opinion to address professional development issue. It promotes critical thinking, self-evaluation and self-directed learning. It encourages the practitioners in the

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field of language teaching to share their insight and to generate their own theories of teaching through the reconstruction of experience.

Table No. 4

Have you ever asked your self – How can I improve my teaching skill?

Responses	No. of Teacher	Percentage
a) always	60	75%
b) often	8	10%
c) sometimes	12	15%
d) never	---	---
Total	80	100%

The second variable of this study was to explore attitude of the teachers on the reflection of their doings. They were asked if they had ever asked themselves-how can I improve my teaching skill. While analyzing this tool of reflective practice in the response of language teachers, 60 out of 80 language teachers responded that they always asked the question to themselves, which is 75% of the total participants. Twelve out of 80 language teachers responded that they sometimes asked such question to themselves, which is 15% of the total participants. Only 8 participants i.e. 10% of the total participants responded that they often ask the question. And no teacher responded that he / she never asked the question.

Table No. 5

How often do you reflect on your doings in a month?

Responses	No. of Teacher	Percentage
a) once	16	20%
b) twice	36	45%
c) thrice	28	35%
d) never	---	---
Total	80	100%

I further analyzed and interpreted how often they reflect on their doings. The information obtained on how often the teachers reflect on their doings in a month is presented in Table No. 5

According to the presented data 20% of the total teachers i.e. 16 out of 80 teachers reflect on their doings once in a month. 45% of the teachers i.e. 36 out of 80 teachers reflect on their doings twice a month. And 35% of the teachers i.e. 28 out of 80 teachers responded that they reflect on their doings thrice a month. None of the teachers responded that they never reflect on their doings.

Table No. 6

To what extent do you find reflective behaviour helpful in your professional development?

Responses	No. of Teacher	Percentage
a) not at all	0	0%
b) very little	4	5%
c) a lot	24	30%
d) very great deal	52	65%
Total	80	100%

Above table shows the fact that all participants find reflective behaviour helpful in their professional development however the degree of their belief varies. 4 out of 80 participants (5%) believe their reflective behaviour helps them very little in their professional development. However, 65% teachers i.e. 52 out of 80 teachers believe that it helps them very great deal in their professional development. And 30%, i.e. 24 out of 80 teachers believe that it helps them a lot in their professional progress.

3.1.3. Journal Writing

Journal writing is a means for recording personal thoughts, daily experiences, and evolving insights. Lakshmi (2009) says, "Journal keeping involves making reflections explicit through writing and thereby making them available to inform action" (p.12). It is one of the important tools for the professional development of language teachers. It is a systematic record of events and ideas for the purpose of later reflection. It helps teachers to reflect their doings and direct them to improve their weaknesses and strengthen their proficiency. Thus, it is very useful for a professional teacher.

Table No. 7

Do you write journals?

Responses	No. of Teacher	Percentage
a) Yes	25	31%
b) No	55	69%
Total	80	100

The third variable of the study was to explore teachers' practice of journal writing as a tool of professional development. The above table shows that most of the teachers do not write journals. Only 25 out of 80 respondents of the study i.e. 31% responded that they write journals where as rest of 55 i.e. 69% teachers responded that they don't write journals.

If yes, how often do you write for it?

Responses	No. of Teacher	Percentage
a) daily	2	8%
b) once a week	8	32%
c) once a month	4	16%
d) occasionally	11	44%
Total	25	100%

The above table shows that 2 out of 25 teachers who keep journals write journal daily i.e. 8% in total. 8 of them write journals once a week i.e. 32% of total teachers. Four of them responded that they write journals once a month i.e. 16%. 11 out of 80 respondents (44%) answered that they write journals occasionally.

Table No. 9

To what extent do you think can journal writing help in your professional development?

Responses	No. of Teacher	Percentage
a) very little	---	---
b) little	2	8%
c) a lot	8	32%
d) very great deal	15	60%
Total	25	100%

I further analyzed and interpreted the responses of the language teachers who maintain teaching diaries in relation to their attitude towards it. In context of this issue, 2 teachers (8%) think journal writing is little helpful in their professional development. Eight out of 25 respondents (32%) think it helps them a lot in their

development and 15 out of 25 participants (60%) think it helps them a very great deal in their professional development.

3.1.4 Reflective Conversation

It is a kind of conversation with the experts, facilitators and colleagues about ones' doing to facilitate the reflection on the experiences. This kind of activity helps teacher to evaluate his/ her doings and it is also helpful in solving professional problem.

Table No. 10

Do you like taking part in reflective conversation?

Responses	No. of Teacher	Percentage
a) Yes	75	94%
b) No	5	6%
Total	80	100%

The fourth variable of the study was to explore the attitude of teachers towards reflective conversation. Above mentioned table shows that most of the respondent like taking part in reflective conversation. Out of 80, 75 participants response that they like taking part in reflective conversation. That is 94% of total responses. Only 5 respondents claim that they do not like taking part in reflective conversation, which is 6% of total responses.

Table No. 11

If yes, how often do you take part in reflective conversation?

Responses	No. of Teacher	Percentage
a) always	16	21%
b) often	20	33%
c) sometimes	39	46%
Total	75	100%

I further analyze and interpreted the responses among participants who answered they take part in reflective conversation. The above table shows the fact that 16 out of 75 respondents i.e. 21% of total responses always take part in reflective conversation. In the similar way, 20 out of 75 respondents replied that they often take part in reflective conversation where as 39 out of 75 respondents said that they sometimes take part in this type of activity.

Table No. 12

Does it help in your professional development?

Responses	No. of Teacher	Percentage
a) Yes	75	100%
b) No	0	0%
Total	75	100%

Above table shows that every teachers who takes part in reflective conversation think that it is really helpful in their professional development. That is to say 100% of the respondents believe the activity like reflective conversation helps in their professional growth.

3.1.5 Peer Observation

Peer observation refers to a teacher or other observer closely watching and monitoring a language lesson or art of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction. It is a basic part of the learning of many occupations, particularly in vocational and technical field.

The fifth variable of the study was to find the attitude and belief of the teachers towards peer observation for their professional development. The attitude of the teachers on being observed by their colleagues is presented in Table No. 13.

Table No. 13

Do you like being observed by your colleagues in your classroom?

Responses	No. of Teacher	Percentage
a) Yes	80	100%
b) No	0	0%
Total	80	100

Above table displays the fact that all the participants like being observed by their colleagues in their respective classroom. They enjoyed being observed by their colleagues.

Table No. 14

If yes, do you accept the suggestion given by your colleagues?

Responses	No. of Teacher	Percentage
a) not at all	0	
b) very little	8	10%
c) a lot	44	55%
d) very great deal	28	35%
Total	80	100%

I further analyzed and interpreted if they accepted the suggestion given by their colleagues after observing their classroom activities. Above mentioned table shows the fact that 8 of them i.e. 10% of total respondents accepted very little suggestion given by observer. Whereas 44 out of 80 respondents claimed that they accepted the suggestions a lot. That is 35% in total response. 28 of them i.e. 35% said that they accepted the suggestion in a very great deal.

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To what extent do you find being observed as a tool of improving your classroom practices?

Responses	No. of Teacher	Percentage
a) not at all	---	---
b) very little	8	10%
c) a lot	52	65%
d) very great deal	20	25%
Total	80	100%

I further analyzed and interpreted the attitude of the respondents taking peer observation as a tool of improving their classroom practice as well their professional growth. The above table clarifies that all the respondents have positive attitude towards it. They easily accept it as a tool of improving their classroom practice and their professional growth. Though all of them has positive attitude towards peer observation the degree of their acceptance varies. 8 of them which is 10% of total respondents find being observed helps them very little in the improvement of their classroom practices. Fifty two of them i.e. 65% of total respondents think that it helps them a lot to improve their classroom practices. Likewise, 20 of them i.e.25% of the respondents find it helpful in very great deal in their improvement of their classroom practices.

Table No. 16

Do you enjoy observing others classroom?

Responses	No. of Teacher	Percentage
a) Yes	80	100%
b) No	---	---
Total	80	100%

Above table shows the fact that all the respondents enjoy observing others classroom. That is to say, they like observing their peer or colleagues classroom activities.

Table No. 17

If yes, to what extent do you make use of the information obtained from observing other classroom as a way of improving classroom practices?

Responses	No. of Teacher	Percentage
a) not at all	---	---
b) very little	16	20%
c) a lot	44	55%
d) very great deal	20	25%
Total	80	100%

I further analyzed and interpreted the responses of the language teachers to what extend do they make use of the information obtained from observing other classroom as a way of improving classroom practices. Sixteen out of 80 language teachers (20%) use the information very little whereas 44 of them (55%) use the information obtained from observing other classroom a lot as a way of improving classroom practices and 20 of them (25%) use the information in very great deal. There were no participants who do not use the information obtained from observing other classroom as a way of improving classroom practices.

Table No. 18

To what extent do you find observing other's class as a tool of improving your classroom practices?

Responses	No. of Teacher	Percentage
a) not at all	---	---
b) very little	8	10%
c) a lot	40	50%
d) very great deal	32	40%
Total	80	100%

Above table shows that 8 out of 80 respondents (10%) think that observing other's class helps them very little in improving their classroom practices. Forty of them (50%) take it as an effective tool of improving their classroom practices and 32 of them (40%) think it helps them in very great deal in improving their classroom practices. No teachers responded that observing other's class is of no use for the improving their classroom practices.

3.1.6 Teacher Support Group

Teacher Support Group is a group of individuals who share common interests. The aim is to support an individual continuing professional development. The community space is a place where members of the group can exchange ideas, share experiences, collaborate on projects, and support each other.

The sixth variable of the study is to find the attitudes' of the teachers towards the teacher support group and their belief on it as a tool of professional development. In context of Nepal, NELTA is an only an association that support the language teachers for their professional growth.

Table No. 19

Are you a member of NELTA?

Responses	No. of Teacher	Percentage
a) Yes	12	15%
b) No	68	85%
Total	80	100%

Above table shows that most of the respondents (85%) have not taken membership of NELTA. Only 12 out of 80 teachers (15%) are found to be a member of NELTA. Rest of other i.e.85% of teachers is still remaining out of the association.

If yes, how does it help you in your professional development?

The participants who are member of NELTA are further asked how it helped them in their professional development. Most of the participants claim that it conducts different trainings, seminars, workshop and conference. These kinds of activities have direct impact on their profession. It has also established NELTA library, which consists different types of books on language teaching. It helps them extending their knowledge of new methods and techniques of teaching language.

If no, why have you not taken membership of it yet?

The participants who are not member of NELTA were asked reason of not having its membership. Most of them claimed that they had no idea of NELTA and its work. Some of them reported that they had not got opportunity and other said that they were less familiar with the association.

<div align="center">**Table No. 20**</div>

How often do you read NELTA journal?

Responses	No. of Teacher	Percentage
a) always	8	10%
b) often	12	15%
c) sometimes	12	15%
d) never	48	60%
Total	80	100%

Above table shows only 40% of the respondents read NELTA journals. Rest of other i.e. 60% never read it. Among who read it, only 8 of them always read it, 12 of them often read it and rest of other read it sometimes.

<div align="center">**Table No. 21**</div>

Does it help you in your professional development?

Responses	No. of Teacher	Percentage
a) Yes	40	50%
b) No	4	5%
c) don't know	36	45%
Total	80	100%

Above table display the fact that 40 out of 80 respondents (50%) think that their reading habit help them in their professional development. Four out of 80 (5%) think that it does not help them in their professional development where as 36 out of 80 participants (45%) responded that they do not know whether reading NELTA journal help them in their professional development or not.

How does it help you?

I further analyzed and interpreted responses of the participants who think that reading NELTA journal helps them in their professional development. Most of them take it as a source of knowledge. According to them, the articles related to Applied Linguistics, ELT, Socio-linguistics, Teacher education, Training and Development, etc. help them in their professional development. It also enables them to learn new teaching methods and techniques of teaching English. In addition to these, it provides them opportunity to read different view of national and international language experts.

3.1.7. Keeping Portfolio

A professional portfolio is a collection of items that illustrates the best examples of teachers' most relevant skills and experiences and charts their professional growth. While a resume is a document that says what they can do, a portfolio enables them to demonstrate examples of their qualifications. Teachers' portfolios may be used to help in applying for jobs, or as part of a formal school evaluation process.

Table No. 22

Do you keep portfolio?

Responses	No. of Teacher	Percentage
a) Yes	72	90%
b) No	8	10%
Total	80	100%

The seventh variable of the study is to explore the attitude of teachers towards keeping portfolio. Above mentioned table shows that most of the teacher keep portfolio. Among 80 participants of the study, 72 i.e. 90% responded that they keep portfolio whereas 8 of them (10 %) denied.

I further asked the participants who keep portfolio about the advantages they see in keeping portfolio. Most of them claimed that it could be used time and again. And it also provides them to review their practice and helps them decide further improvement.

Table No. 23

If no, why do you not keep portfolio?

Responses	No. of Teacher	Percentage
a) I don't know how to keep it.	6	75%
b) I can't see any usefulness in keeping it	2	25%
c) Who cares keeping it?	--	
Total	8	100%

I further analyzed and interpreted the reason of eight participants for not keeping portfolio. 6 out of 8 respondents (75%) said that they don't know how to keep it whereas 2 of them (25%) don't see any usefulness in keeping it.

3.1.8 Action Research

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his/her practices in the future.

The eighth and last variable of the study was to explore English language teachers' practice of action research as a means of professional growth.

<div align="center">**Table No. 24**</div>

Have you ever felt difficult in your teaching career?

Responses	No. of Teacher	Percentage
a) Yes	68	85%
b) No	12	15%
Total	80	100%

The above table shows that 68 out of 80 participants (85%) have felt difficult in their teaching career. And only 12 out of 80 (15%) participants answered that they had never felt difficult in their teaching career.

<div align="center">**Table No. 25**</div>

If yes, which of the following do you prefer to use to solve your classroom problem?

Responses	No. of Teacher	Percentage
a) discuss with colleagues	30	44.1%
b) conduct action research	5	7.4%
c) talk to experts	33	48.5%
d) ignore the problem	-----	----
Total	68	100%

I further analyzed and interpreted what they prefer to do to solve their classroom problem among the respondents who have felt difficult in their teaching career. 30 out of 68 participants (44.1%) prefer to discuss with their colleagues to solve the classroom problem whereas 5 out of 68 participants (7.4%) like to conduct action research. And 33 out of 80 participants (48.5%) like to consult with experts about their classroom problem. There was no teacher who ignores the classroom problem.

Have you ever done action research to solve your teaching problem?

Responses	No. of Teacher	Percentage
a) Yes	5	6.3%
b) No	75	93.7%
Total	80	100%

I further analyzed and interpreted to explore the language teachers' practice of conducting action research to solve their teaching problem. Only 5 out of 80 respondents (6.3%) claim that they conduct action research in order to solve their teaching problem. Rest of others 75 out of 80 respondents (93.7%) answered no.

Table No. 27

If yes, to what extent did it help to solve your problem?

Responses	No. of Teacher	Percentage
a) very little	---	---
b) a lot	3	60%
c) very great deal	2	40%
d) don't know	---	---
Total	5	100%

Among the participants who have conducted action research 60% of them i.e. 3 out of 5 participants responded that it helped them a lot to solve their classroom problem and 2 out of 5 (40%) of them answered that it helped them very great deal.

Table No. 28

Do you think that action research can help in your professional development?

Responses	No. of Teacher	Percentage
a) Yes	63	78.75%
b) No	17	21.25%
Total	80	100%

I further analyzed and interpreted the belief of teacher on action research in their professional development. Sixty three out of 80 participants (78.75%) claimed that they believe that action research can help in their professional development whereas 17 out of 80 participants (21.25%) do not think that it contributes in their professional growth.

Table No. 29

If yes, to what extent do you find action research as a tool of your professional development?

Responses	No. of Teacher	Percentage
a) very little	18	28.6%
b) a lot	30	47.6%
c) very great deal	8	12.7%
d) don't know	7	11.1%
Total	63	100%

Above table presents to what extent the participants who thinks that action research help them in their professional development. Eighteen out of 63 respondents (28.6%) find it very little as a tool of professional development. Thirty out of 63 (47.6%) think it to be a useful tool for their professional growth and 8 out of 63 (12.7%) think it to be a very useful tool whereas 7 out of 63 (11.1%) do not know how much it is useful in their professional progress.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATIONS

This chapter deals with the 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 the analysis and interpretation of data, the following findings have been drawn:

1. I found most of the language teachers take teaching as a social service and only 25% teachers take teaching as their profession.

2. I found majority of teachers (87.5%) think that teachers' training can contribute most in their professional development. Only 12.5% of teachers believe action research can help them in their professional development.

3. I found all the language teachers reflect on their doings. However frequency of their reflecting varies in degree. Most of the language teachers (45%) reflect on their activities twice a month. Whereas 35% of teachers reflect thrice and only 20% of teachers reflect once in a month.

4. I found that all the language teachers believe that their reflective behaviour helps in their professional development. Among 80 respondents, 65% of language teachers find it an effective tool in a very great deal.

5. I found that most of the teachers don't write journals. Only 31% of language teachers write journals where as 69% of teachers don't write journals. Among journal writers, only 8% write daily and most of teachers write journals occasionally.

6. I found that most of the language teachers (60%) agree that journal writing is helpful in their professional development.

7. I found that most of the language teachers (94%) like taking part in reflective conversation. However only 21% of them always take part in reflective conversation. Most of them (46%) sometimes take part in reflective conversation.

8. I also found that all the teachers believe that activity like reflective conversation is helpful in their professional development.

9. Similarly I found that all the language teachers like being observed by their colleagues in their classroom. And most of them were found accepting suggestion given by their colleagues after observing their classroom.

10. I found that most of them (65%) take peer observation as a very important tool of improving their classroom practice.

11. I found that majority of teachers use the information a lot obtained from observing other classroom as a way of improving classroom practices.

12. I found that majority of language teachers (85%) have not taken membership of NELTA, a pioneer association for English Language teacher.

13. Similarly majority of teachers (60%) were found not taking interest in reading NELTA journal. Only 10% of the language teachers were found to be regular reader of NELTA journal. However majority of language teachers think that it helps in their professional development.

14. I found that majority of language teachers (90%) keep portfolio for their professional development.

15. Majority of language teachers (85%) have felt difficult in their teaching career. And most of them prefer to talk to experts about their difficulty.

16. Majority of teachers (93.7%) were found not doing action research to solve their teaching problem although they agree that it could help in their professional development.

4.2 Recommendations

On the basis of the above-mentioned findings of the study, the following recommendations have been made:

1. Teachers should be made more aware about their duties and challenges of the today's world. Taking teaching as a social service is a good thinking but to meet the challenges of the today's world, teachers must be professional.

2. Only having positive attitude towards on reflective practices is not enough. Teachers should also devote more time on reflective practice for their professional growth.

3. Teachers should be encouraged to write journals. Concerned schools should give teachers training on how to write journals so that they can develop their professional skill in using the journals.

4. Teacher should take part actively in the reflective conversation. It is not merely sharing of problems and its solutions but also it is an opportunity to develop professional skill.

5. Teachers should give time for observation of peers' classes and being observed by others. It helps them to analyze and evaluate their own teaching for their professional development.

6. Teachers, especially language teachers, are recommended to take membership of NELTA and encouraged to take part in seminar and conferences.

7. The concerned authority of NELTA should do more exercise to persuade the language teachers to take its membership.

8. Language teachers are highly encouraged to make the habit of reading NELTA journal and other ELT journal regularly to learn innovative techniques, methods and approach in the field of English teaching.

9. Teachers should keep and use portfolio for their professional development.

10. Talking to experts in order to solve classroom problem is a good idea but it is not always possible. So it would be better to consult with colleagues as they are always available and it also maintains good relationship among teachers.

11. Teachers should be encouraged to conduct action research in order to solve critical classroom problems.

12. University like T.U, K.U, POU and P.U. should design courses for teachers' professional development in order to produce qualified professional teachers.

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