

# CHAPTER-ONE

## INTRODUCTION

### 1.1. General Background

Professional development is directed towards both the institution's goals and the teacher's own personal goals. Achieving personal growth and improving departmental performance can go hand in hand (Richards and Farrell, 2005, p.9). It is a dynamic process of positive changes that improves the standard of people. The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is a complex activity which requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institution's rules and regulations, the availability of material, the way of handling them and how to facilitate understanding in others. It requires the investment of a great amount of social, intellectual and emotional energy on the part of teacher. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process.

Head and Taylor (1997) opine that development relates to growth, personally and professionally. Similarly, Richards and Farrell (2005) state that "it generally refers to general growth not focused on a specific job" (p. 4). All types of professionals requires change and growth once they start their profession and continue until their professional retirement and until their deathbed.

Professional development means to say that it is the development of teachers' skills, techniques, strategies and ways of teaching and process of reforming one's skills through the means of experience. Here, development involves the teacher in a process of reflecting an experience, exploring the opinions for changing decisions that can be achieved through personal effort, and setting appropriate goals. It is based on positive believes in the personality of change.

Development is not only a way of reforming as experienced teachers who believe that they have unfulfilled potentials. "If it's attitudes and beliefs can begin in pre-service training, where trainees can be encouraged to learn from their own, developing awareness and reflection along side feedback from tutors and follow trainees then it can continue as a base for career long learning" (Head and Taylor, 1997, p. 18).

According to Wright (1998), "Teaching can be seen as mediating between language and the learner within the formal context of the classroom" (as cited in Richards and Nunan 1990, p. 82). Teaching is widely understood as an art of deliberating the knowledge, skills and attitudes to the learners with an aim of bringing positive change in them. Hanson (1997) conceives teacher's work as a calling, a moral and personal commitment that has to do with cultivating student's mind and spirits. Different conceptions of teaching have different implication for teacher preparation. Nieto et al. (2002) view that love is at the premium in the task of teaching.

. . . love of learning, of students, of the process of being fully human. Teaching is about love because as its best teaching depends upon close and special relationships between student and teachers. It is in a word, a vocation based on love. (as cited in Day, 2004, pp. 17-18)

Furthermore, Richards and Renandya (2002), regarding the professional development of teachers assert:

First, to be a true professional, teachers must constantly upgrade their knowledge and understanding of language and language learning. But this is not enough. They should also develop their skills in translating this newly acquired knowledge in their teaching. Second, teachers' professional interests and needs should change over time. As they progress in their careers, they

should also seek out different professional development activities. (p. 386)

Professional development is the process of reformation in teaching and learning process. The teachers must upgrade their knowledge and understanding on language. They should focus on the newly acquired knowledge to be transferred in an effective way while teaching. The conventional beliefs (like rote learning) should be avoided and practical and new teaching learning strategies should be applied in order to develop their professional skills. Furthermore, Richards and Renandya (2002) opine that “Finally, professional development requires a personal and ongoing commitment” (p.386).

Professional development is an ongoing, self-directed and autonomous effort of teacher to acquire new knowledge and skills and continually improve them after initial training in their career. In their professional development the teacher plays an active role: it is self development that is the centre" (Mann, 2005, as cited in Soproni, 2007, p. 56). Professional development is a process that takes place over time starts and ends with formal training or graduate education (Richard and Farrell, 2005, p. 3).

There is a general agreement that learning is a life long process, and teachers must be equipped with sufficient knowledge, skills and awareness in order to carry out their jobs. They have different needs at different times during their careers, and the needs of the schools and institutions in which they work also change over time.

In the same way, Ur (1996) writes:

A teacher can and should advance in professional expertise and knowledge throughout his or her career, and such advances do not depend on formal courses or external input. You have within your own teaching routine the main tools for personal progress:

your own experience and your reflections on it, interaction with other teachers in your institution. (p.318)

The teacher is needed here to be professional expertise and knowledgeable person to give some knowledge to others. The professional development of the teachers depends on themselves since they themselves are the motivating elements. They do not need external efforts to develop their skills. Through their devotion and experience they can make their professional career strong and commanding. The another major source of their professional development may be the interaction within their fellow teachers in their own institution. Ur (1996, p. 318) also point outs that “Ongoing teacher development is important not only for your own sense of progress and professional advancement; in some situations it may even make a crucial difference between survival and dropping out”. He also point outs that in the beginning of the teaching years, teacher face many problems as he writes:

The first year of teaching, for example, can be very stressful. This is true particularly, though not only, of those teaching large heterogeneous classes of children or adolescents in schools. Difficult first years cause some new teachers to leave the profession. (p.318)

There is also a problem of professional survival in later years of one’s career, caused by the phenomenon known as ‘burn-out’. This is not so much a feeling of failure as one of disillusionment, boredom, loss of momentum. Constant teacher development and progress can forestall or solve problems caused by both first year stress and later burn-out. More positively, it is a necessary contributor to your success and satisfaction in professional work today, and to your career in the future as teacher and/ or in other allied professions: materials writer, trainer, author, researcher (Ur, 1996).

The pressure for teachers to update their knowledge in areas such as curriculum trends, SLA research, composition theory and practice technology or

assessment it intense, and it is the school and classroom that provide a major source for further professional development. Teachers are generally motivated to continue their professional development. Not all the knowledge that they bring to their teaching has been learnt in formal teaching. Language teachers may rely on a number of learning strategies like study groups, self monitoring, dialogue journals, peer observation, teaching portfolios, case studying, seminars, analyzing critical incidents, action research, team teaching, conferences which assist them in their professional development.

### **1.1.1 Teaching as a Profession**

Profession is a task that an expert does in a perfect way. Richards and Renandya (2002) define profession as:

A profession is, broadly speaking, someone whose work involves performing a certain function with some degree of expertise. But a narrower definition limits the term to apply to people such as doctors, teachers and lawyers, whose expertise involves not only skill and knowledge but also the exercise of highly sophisticated judgment, and whose accreditation necessitates extensive study, often university-based, as well as practical experience. (p. 399)

They are of the opinion that professionalism involves the skilled, knowledgeable, highly expertise one. They further assert:

The notion of professionalism can be further clarified by contrasting it with others that it is often set in opposition to: concepts such as lay, amateur, technician, academic. Each contrast offers an understanding from a different perspective. (p.388)

Profession is the performance that is best in any field. According to the professionalism, the one who is perfect is the professional man. The teachers regarding their profession of teaching are being categorized as the academic

professionalist. The narrower definition as suggested by Richards and Renandya makes the definition more rigid since it applies to the people such as doctors whose job requires highly sophisticated environment and practical experience.

Professionalism means preparing oneself to do a competent job through learning. This learning may take the form of pre-service or in-service courses, reflection on experience, reading, observation, discussion with colleagues, writing, research—the means are numerous. Such learning contains throughout the professional's working life (Richards and Renandya, p. 389).

Hoyle (1995) (As cited in Villegas - Reimers 2003, p. 35) says, "There have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere 'workers' and whether teaching is a profession and not just an occupation". Villegas-Reimers (2003) mentions that "fortunately, the tendency over the last few years has been to begin to accept teaching as a professional, and, consequently, the transformations from teacher training to teacher professional development" (p. 36). Profession is a job requiring special type of skill or knowledge. Teachers as other personnel like doctors, pilots, engineers too require a special type of skill to accomplish their particular job. So teaching is also regarded as one of the profession. Khaniya (2006, p. 7) states "Teachers, professors, doctors, engineers, lawyers, etc. are regarded as professionals". According to him, professional is he 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.

Teachers are the major elements of the entire education system those are placed as "the heart of education system (Dewey, 1916, Dean, 1992) pack and unpack the curriculum (Hamilton, 1997) and thus they have to be more professional in their business" (as cited in Poudel, 2006). The importance of teaching profession is that it is responsible to produce other different professionals.

Viewing teaching as profession provides a motivation for continuous career growth. Most of the people agree that professionalization of teacher's essential for the upliftment of the entire education system. And this issue is of great interest to those all concerned with the education system.

Teacher professional development is a life long process in which teachers keep themselves engaged in learning and expanding their expertise. To quote Underhil (1986), "Teacher development is the process of becoming the best kind of teacher that I personally can be" (as cited in Head and Taylor, 1997, p. 1). Furthermore, Villages-Reimers (2003) introducing professional development, says, "in a broad sense, it refers to the development of a person in his or her professional role" (p. 11).

Broke and Putram (1995) say, "Professional development plays an important role in changing teachers' teaching methods, and these changes have a positive impact on students' learning". According to him, professional development is the key to change teacher's teaching methods and spread out positive impacts on students. Professional development actually helps to develop the skills of teachers as well students in the sense that it gives chance to develop by themselves through the use of different methods, techniques and skills.

### **1.1.2 Professional Development and Teacher Training**

The ultimate worth of professional development for teachers is the significant role which functions in the improvement of students. This means the educators must pay attention to the results of professional development on job performance, organizational effectiveness and the success of all students (Sparks, 1991, as cited in Sultana, 2004, p. 12).

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changes in the theories of language learning and emergence of new approaches and methods so there is a need of regular opportunities for the teachers to update their knowledge and

skills in the field. Similar is the view put forward by Richards and Farrell (2005). According to them;

In most schools and institutions today, language teachers are expected to keep up to date with developments in the field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments according to the changing needs of the institution. (p. 10)

Similarly, Ur (1996) focuses on teachers' active role for the professional development of his/her own and she says that a teacher should be advance in professional expertise and knowledge throughout his/her career and such advances do not depend on formal course or external input. In the same way, Shulman (1987) claims that teachers need to see how ideas connect across fields and to everyday life. For him the teachers should connect the ideas to the pictorial view which appears in every life. The teacher's task is to visualize the ideas and present it in real world through which the students can easily grasp the figure of the society where the ideas are appropriately connected. The technique of visualizing the ideas helps students to remember it for a long time. It is almost like giving the portrait of society through ideas.

To gain the success, the qualitative improvement of teachers' skills is needed. The reformation should be accepted by the teachers for innovation and success. The qualitative improvement of teachers education will depend upon the sense of purpose, denotation and commitment of teachers who feel proud of their teaching profession, deep satisfaction in watching his/her students grow to a constructive and creative citizen in a modern world. The teaching profession is really a challenging task which could be met by real sacrifice. "Teaching has caused supreme challenge, which could be met by real sacrifice of teachers in the form of our ancient tradition, not by simply rising salaries and the other material gains" (Panda, 1997, as cited in Sultana, 2004, p. 35).

In brief, the professional development of teacher is a key factor in ensuring the reforms at any level. Successful professional development opportunities for



teachers have a significant positive effect on students' performance and learning. Thus, when the goal is to increase students' learning and to improve their performance, the professional development of teachers should be considered a key factor.

### **1.1.3 Professional Development of English Language Teachers**

As Head and Tyler (1978, p.21) defines, "A profession is an occupation that assumes responsibility for some tasks too complex to gain by rules". By the definition, professions can introduce highly specialized expertise to solve complex problems, and "yet historically teaching has fallen sort of the status of profession" (Walling and Lewin, 2000, p.2). Professionals are at the top hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good (Weiler, 1995). Professionals perform the tasks by artistic adaptation of general principles. In order to perform the responsibilities, competent language professionals must understand the objectives underlying those responsibilities. They must further be able to apply the principles that are relevant to a particular situation, and to follow them to accord with principles of their profession, whether we are talking about doctors or teachers. Professionals must learn "how to work out appropriate answers for individual situation" (as cited in Soproni, 2007).

English language teachers are professionals and they, therefore, need a specific kind of knowledge, skills and expertise for which they need training according to their needs. Putting it another way, they cannot be English language teaching professionals without English language training. By virtue of its nature, English language teaching professionals constitute a special group of people and have a special kind of publications like *ELT Journal*, *Young Voices in ELT*, they organize special conferences like IATEFL, TESOL, and NELTA. Obviously, for professional development English language teacher requires a great deal of development in specified skills, knowledge and expertise in the field of ELT which cannot be replaced or substituted by any kind of training or courses.

To be successful, professional development must focus on the content that teachers teach and the methods they use to teach that content and it must be sufficiently sustained and linked to daily classroom practice to effort students learning (Gueskey, 2002). Mann (2005), points out that "reflection is a pre-requisite of development" whereas, "research is a desirable option" and he later adds that "self monitoring and self evaluation are essential for development to take place" (pp., 108-109). Underhill (1988), coined the phrase 'the learning schools; which is also touched upon by Hobson et al. (as cited in Soproni, 2007, p. 37).

Finally, English language teachers themselves are an important source of their work as teachers. Bullough and Crow (1991) suggest "learning to be a teacher requires the development of a professional self concept, this is achieved through a reassessment of oneself and the context in which one works particularly the individuals with which one interacts" (as cited in Sultana, 2004, p. 38).

#### **1.1.4 Characteristics of Teacher Development (TD)**

Although development can happen in many different ways, it seems that certain core characteristics emerge when teachers are asked what they think teacher development is. Rossner (1994) was interested in finding out what these characteristics were. He conducted an informal survey among EFL teachers was, "What do you personally understand by the term "teacher development" ? Their responses indicate that TD has least the following four key characteristics.

- (a) It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence-building to language awareness or technical expertise.
- (b) Much of TD is seen as relating to new experiences, new challenges and the opportunity for teachers to Borden 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 or even teaching: it's 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 is 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 have no role in it ... Nor does it mean that managers should stop organizing in service or other training courses.

(Rossner, 1992, p. 4)

### 1.1.5 Strategies for Professional Development

There is no magnificent road to teachers' professional development. A wide variety of methods, procedures and options available are adopted by the teachers according to their convenience. There are various ways of professional development. Teachers and institutions should analyze their needs and the particular context before deciding the strategies for teacher development.

A wide variety of methods and procedures are available for in-service teacher development. Richards and Farrell (2005) present the following activities for teacher development.

Individual	One-to-one	Group-based	Institutional
) Self-monitoring	) Peer coaching	) Case studies	) Workshops
) Journal writing	) Peer-observation	) Action research	) Action research
) Critical incidents	) Critical friendships	) Journal writing	) Teacher support group
) Teaching fort folios	) Action research	) Teacher support group	
) Action research	) Critical incidents		
	) Team teaching		

Source: Richards and Farrell (2005, p. 14)

It is said that successful teachers are those who continue to develop throughout their professional life: the completion of a pre-service course and initial

qualification are only the beginning. Teachers personally themselves are an important aspect of their work as teachers. Bullough and Crow (1991) suggest that "learning to be a teacher requires the development of a professional self concept, this is achieved through a reassessment of one self and the context in which one works particularly the individual with which one interacts" (as cited in Sultana, 2004, p. 38). There are various learning strategies for teacher development. Learning strategies for teacher learning are the result of educators sharing what they have learned from their teaching experiences, reflecting on specific work experiences to uncover new understanding and listening to colleagues share best practices they have discovered while trying out new programs or planning a project. It is the learning, learning by doing, reflecting on the experiences and their generating and sharing new insights and learning with one and others. Such things as workshops, self monitoring, teacher support groups keeping a teacher journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research are identified as strategies for teacher learning by Richards and Farrell (2005). However, almost any activity that provides the English language teachers an opportunity to develop can be taken as the learning strategies of English language teachers for professional development.

According to Richards and Farrell (2005), there are eleven different strategies that can be used to facilitate professional development in language teaching. They are:

### **i) Workshops**

A workshop is an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills. In a workshop, participants are expected to learn something that they can later apply in the classroom and to get hands on experience with the topic, such as developing procedures for classroom observation or conducting action research (Richards and Farrell 2005, p. 23).

## **ii) Self-Monitoring**

Certain cognitive psychologists (for instance, Hunt, 1971) focus on the importance of people deciding for themselves what to think or feel or do. We define ourselves by making our own decisions rather than by simply reacting to others. Motivation is highest when one can make one's own choices, whether they are in short-term or long-term contexts. (As cited in Brown 2007, p. 87)

Self-monitoring or self-observation refers to a systematic approach to the observation, evaluation, and management of one's own behaviour in order to achieve a better understand and control over the behaviour (Armstrong & Firth, 1984; Koziol & Burns, 1985) (As cited in Richards and Farrell 2005, p.34)

## **iii) Teacher-Support Groups**

A teacher- support group can be defined 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; Typically, a support group will involve a group of teachers meeting to discuss goals, concerns, problems and experiences (Richards and Farrell 2005, p.51). Brown (2007, p. 505), regarding the importance of teacher-support groups writes:

Even if agendas are rather informal – empathetic support will readily be found even within informal agendas- it is important to have times when a staff of teachers gets together to cover a number of possible issues: student behaviour problems, teaching tips, curricular issues and even difficulties with administrative bureaucracy. When teachers talk together, there is almost always a sense of solidarity and purpose, and ultimately a morale boost.

The task of teacher support group is to solve the problematic issues regarding the student, teachers' teaching techniques, curriculum and administration. The more focus is given here on the problem solving by teacher support groups.

#### **iv) Keeping a Teaching Journal**

A teaching journal is an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection, or evaluation. The journal may be used as a record of incidents, problems and insights that occurred during lessons; it may be an account of a class that the teacher would like to review or return to later; or it may be a source of information that can be shared with others (Richards and Farrell 2005, p.68). Richards and Renandya (2003, p.349) say “Journal keeping, being informal in nature, enables a student to get extensive writing practice. Some of its advantages are that (1) it can be enjoyable, since it gives the students free rein to write on any topic at the spur of the moment, and (2) it offers students the privacy, freedom, and safety to experiment and develop as a writer” (Cited from Applebee & Langer, 1992).

#### **v) Peer Observation**

Peer observation 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 some aspect of teacher, learning or classroom interaction (Richards and Farrell 2005, p.85). Richards and Renandya (2002, p.228) give a way of peer observation as: “Peer evaluation may be carried out in one, two or all of three in main ways (the observer ring, shadowing and the reviewing of video- and audio tape recordings of discussions). The role of the teacher in the discussion stage is to pass unobtrusively from group to group, forestalling possible breakdowns in communication caused by students having insufficient language to realize intended means”. He is of the opinion that peer evaluation should be carried out through different means and should be given chance to correct them. Due to the insufficient language to realize intended meanings, the breakdowns in communication occurs and that should be considered mostly by the teachers.

## **vi) Teaching Portfolios**

The creation of a professional portfolio is a second method of individual development that one can accomplish without the difficulty imposed by collaborative efforts (Brown, 2007, p. 506). Richards and Farrell (2005, p.98) defines teaching portfolio as “A teaching portfolio is a collection of documents and other items that provides information about different aspects of a teacher’s work. It serves to describe the document the teacher’s performance, to facilitate professional development, and to provide a basis for reflection and review.” He further says that “the purpose behind teaching portfolio is that it provides a demonstration of how a teacher approaches his or her work and present evidences of the teacher’s thinking, creativity, resourcefulness and effectiveness.”

## **vii) Analyzing Critical Incidents**

A critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning. Critical incident analysis in teaching involves the documentation and analysis of teaching incidents in order to learn from them and improve practice (Richards and Farrell 2005, p.113).

## **viii) Case Analysis**

Case analysis in teacher education involves collecting information over time about a teaching situation and using that information to help better understand the situation and to derive principles from it (Richards and Farrell, 2005, p. 126). Richards and Farrell further write “In order to understand what a case is, consider the issue of classroom management and how we could learn more about the principles of good classroom management” (P. 126).

## **ix) Peer Coaching**

Peer coaching is a procedure in which two teachers collaborate to help one or both teachers improve some aspect of their teaching (Robbins (1991, p.1) (As

cited in Richards and Farrell 2005, p.143). Kate Kinsella (194, p.35, as Cited in Brown 2007, p.503) defines and elaborates peer coaching as follows:

Peer coaching is a structured process by which trained faculty members voluntarily assist each other in enhancing their teaching within an atmosphere of collegial trust and candor, through: (1) development of individual instructional improvement goals and clear observation criteria; (2) reciprocal, focused, nonevaluative classroom observations; and (3) prompt constructive feedback on those observations.

Peer coaching is able to offer a personalized opportunity for growth. Both sides of the team benefit: the observer is called upon to carefully analyze another's teaching and thereby sharpen his or her own metacognitive ability to reflect on the teaching process; the teacher being observed is nudged out of what might otherwise be some complacency into a heightened awareness of hi or her own areas of strength and weakness.

#### **x) Team Teaching**

Team teaching (sometimes called pair teaching) is a process in which two or more teachers share the responsibility for teaching a class. The teachers share responsibility for planning the class or course, for teaching it, and for any follow-up work associated with the class such as evaluation and assessment (Richards and Farrell, 2005, p. 159).

#### **xi) Action Research**

Action research is a transformative means of responding to the changing profiles of the classes and developing new teaching strategies and approaches to meet the students' heterogeneous needs. Putting in continuum of qualitative and quantitative approach to doing research, its methodology maximally inclined to qualitative approach. Burns (1999, p.13) defines action research "the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through



the critically examined action of individual group member.” They further identify the three characteristics of action research; that it is carried out by practitioners (for our purpose, classroom teachers) rather than outside researcher; secondly, that it is collaborative; and thirdly, that it is aimed at changing things (cited in Nunan 1992, p.17). Similarly, Cohen and Manion(1985) offer a similar set of characteristics. They argue that the action research is first and foremost situation, being concerned with the identification and solution of the problems in a specific context.

Likewise, Richards and Farrell (2005, p. 171) define action research as “action research refers to teacher- conducted classroom research that seeks to clarify and resolve practical teaching issues and problems.”

### **1.1.6 Teacher’s Knowledge**

Teacher is a person who teaches different skills to the reader. To be a professional, the teacher should have different knowledges. From the point of view of the teacher’s development, a number of areas of professional development may be identified. Head and Taylor (1997, p. 22) opined that “Much of the knowledge that teachers have is acquired through experience of actually doing the job”. Richards and Farrell (2005, p. 9) pointed out the necessary knowledge for teacher’s professional development:

#### **i) Subject Matter knowledge**

The teachers should have knowledge of the disciplinary basis of TESOL– that is, English grammar, discourse analysis, phonology, testing, second language acquisition research, methodology, curriculum development, and other areas that define the professional knowledge base of language teaching.

The teacher actually should have the good knowledge on his subject matter on which he is going to teach. Besides this, a good teacher should have knowledge about grammar, discourse, phonology, methodologies and curriculum development. The teacher should have knowledge of different subject matters

as he should be in ready position to answer the students' each and every questions very cautiously.

## **ii) Pedagogical Expertise**

Mastery of new areas of teaching, adding to one's repertoire of teaching specializations, improving ability to teach different skill areas to learners of different ages and backgrounds.

The teacher, in order to develop his professional skill should have mastery over the recent developments in the field of teaching and learning. He should have knowledge about the new materials, teaching skills and recent innovations on the field of teaching which helps him/her to develop as a professional one.

## **iii) Self- Awareness**

Knowledge of oneself as a teacher, of one's principles and values, strength and weaknesses.

The teacher should be self-aware of his strengths and weaknesses and dare to sacrifice his knowledge for the betterment of learners. S/he should be known to different principles and values of teaching and learning procedure.

## **iv) Understanding of Learners**

Deepening understanding of learners, learning styles, learners' problems and difficulties, ways of making content more accessible to learners.

To be a professional is to be develop himself/herself understanding others' desires, intentions, difficulties and knowledge. The teacher should have the knowledge of learners and their background so that he could implement the appropriate strategies to make them understand.

## **v) Understanding of Curriculum and Materials**

Deepening one's understanding of curriculum and curriculum alternatives, use and development of instructional materials.

The good teacher should have the knowledge and understanding of curriculum and materials. S/he should go on teaching according to the guidelines given in the curriculum and the materials suggested. Thus, the teacher, if s/he has not proper knowledge on curriculum and materials cannot develop himself/herself as a professional one.

## **vi) Career Advancement**

Acquisition of the knowledge and expertise necessary for personal advancement and promotion, including supervisory and monitoring skills.

For develop carrier of a teacher and to be a professional in the field of teaching one should be knowledgeable about different skills including his/her personal development, promotion and supervisory skills. The teacher should act himself/herself as a successful supervisor and monitor in order to develop his/her professional skill.

Thus, the teacher should have the knowledge in order to make himself expertise in each and every sector. In the same way, Brown (2007, p.489) has listed the characteristics of a good English language teacher.

Competent preparation leading to a degree in English language teaching

- ) A love of the English language
- ) Critical thinking
- ) The persistence urge to upgrade oneself
- ) Self-subordination
- ) Readiness to go the extra mile
- ) Cultural adaptability

) Professional citizenship

) A feeling of excitement about one's work

The writers have focused on the different knowledge required for the development of teacher's skills. The teacher should be cautious in each and every field and be creative in generating new inventions. It is opined by the researchers that teacher should be multi-knowledgeable person and have strong commitment in teaching.

### **1.1.7 Teacher's Role**

Teachers can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role (Brown 2007, p.214). Rebecca Oxford et al. (1998) pointed out that teacher roles are often best described in the form of metaphor: teacher as manufacturer, teacher as doctor, teacher as judge, teacher as gardener, and others.

#### **i) The teacher as controller**

A role that is sometimes expected in traditional educational institutions is that of "master" controller, always in charge of every moment in the classroom. Master controllers determine what the students do, when they should speak, and what language forms they should use. Here, the teacher plays the role of controller where everything is controlled by the teacher to maintain his mastery over students. The teacher's role is to control the situation in his hand, to control students and the behavior of students in the classroom. The control of the teacher is also needed to manage the time also because the teacher is limited within the boundary of time.

#### **ii) The teacher as director**

Some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or a director of a drama. The students engage in either rehearsed or spontaneous language performance, it is

your job to keep the process flowing smoothly and efficiently. The teacher is needed to play his role as a director in the classroom where he orders students to do things according to his strategies, techniques and ways of teaching.

### **iii) The teacher as manager**

The another role that the teacher must play is the role as a manager. The teacher who plans lessons, modules and courses, and who structures the larger, longer segments of classroom time. The teacher involves students to achieve the goals and get feedback giving freedom to the students.

### **iv) The teacher as facilitator**

The facilitating role requires that you step away from the managerial or directive role and allow students, with your guidance and gentle prodding, to find their own pathways to success. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.

### **v) The teacher as resource**

In fact, the implication of the resource role is that the student takes the initiative to come to the teacher. The teacher is available for advice and counsel when the students seek it. The teacher plays as the source of knowledge and resource. S/he gives hints, points, ideas and knowledge about the subject and involves students in learning activities.

Besides above mentioned roles, Willams and Burden (2007, p.165) defined the role of teacher in three steps as:

What is needed is reorientation of teacher's roles. First, teachers need to become effective mediators. Second, they need to be able to take on such roles as advisors, facilitators, consultants, co-communicators, partners and joint problem-solvers. Third, teachers' attitudes towards the values of learning strategies is

crucial, as this will inform everything that the teacher does and therefore pervade the delivery of the whole curriculum.

It is opined by Williams and Burden that the teachers' role should be divided into three phases. In the first phase the teacher should act as the effective mediators for the learners. In the second phase the teacher should act as advisors, facilitators, consultants, co-communicators etc. which help students to broaden their knowledge and get success in their learning. The third phase includes the attitude of teacher's towards adopting new strategies. The teacher should play the role of delivering the curriculum to students. The teacher should act according to the norms of curriculum which helps student to systematize their learning.

### **1.1.8 Case Study**

The case study is the method of studying about a person's personal case whether s/he implements his/her own techniques and experiences. "The case study method is an approach to studying a social phenomenon through a thorough analysis of an individual case" (Kumar, 2007, p. 113). The case may be a person, group, episode, process, community, society or any other units of social life. All data relevant to the case are gathered and organized in terms of the case. It provides an opportunity for the intensive analysis of many specific details often overlooked by other methods.

A case study is an in-depth longitudinal study of a single instance in a natural environment. Nunan (1992, p. 79) defines case study as:

The investigation of that single instance in the context in which it occurs. For him, it is a methodologically hybrid study in that it generally utilizes a range of methods for collecting and analyzing data rather than being restricted to a single procedure.

According to Best and Kahn (1993, p. 194), case studies are not confined to the study of individuals and their behavioral characteristics. According to them, it is a way of organizing social data for the purpose of viewing social reality. The case study investigates a contemporary phenomenon within a natural environment. It involves the detail description and analysis of single instance. The data in a case study research is collected at periodic intervals over a span of time. The findings are derived after a vast investigation of the research carried out different period of time. According to Adelman et al. (1982) the case study is the study of an 'instance in action', one selects an instance from the class of objects and phenomenon one is investigating and investigates the way this instance functions in context.

## **1.2 Review of Related Literature**

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

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

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 objective to find out answers to "How do teachers develop?" He interviewed the eight teachers and teacher

educators from different countries. It was found out that teachers develop in their career and that happen due to several factors such as readings, challenges, responsibilities and exposure to different types of colleagues.

Phuyal (2009) conducted a study entitled, "Practices of Reflective Teaching Used by Primary Level English Teachers" with an objective to find out the practices of reflective teaching used by primary level English teachers. From the study, she came to the conclusion that majority of the primary level English language teachers are not aware of the advantage of reflective practices for their professional development though some of them responded that they use it as a way to their professional development.

Although, various studies have been carried out in the field of ELT and a few on teacher's professional development, there is lack of research works in the area of learning strategies among the English language teachers, I am very much interested to carry out research on 'learning strategies used by secondary level English teacher for professional development'. Likewise, I believe that 'strategies' used by language teachers at secondary level play crucial role to pave the teachers' professional development.

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

The objectives of the study are as follows:

- i) To identify the strategies used by secondary level English language teacher for their professional development.
- ii) To suggest some pedagogical implications.



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

The finding of this study will be significant to the teachers who are working in the field of English language teaching. It tries to indicate the learning strategies practiced by secondary level English language teachers for their better professional development. So, it is useful for the prospective researchers who want to undertake researchers in the area of teachers' professional development. This study is specially focused on learning strategies for teachers' professional development. So, it is significant for the teachers willing to use different techniques to develop themselves professionally. It reflects the very common strategies for teacher learning in English language teaching. Similarly, it will be helpful to the teachers, supervisors, subject experts, and others who want to carry out further research in the field of teachers' professional development. This study will equally be beneficial for the teacher trainers and the teacher training institutions. All the persons who are directly or indirectly involved in the teaching profession will be benefited from this study.

## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter deals with the methodology adopted during the study. Case study was the major methodology adopted for the study. To be specific, I have applied the following methodology to fulfill the objectives of this study.

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

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

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

The primary sources of data for this study were the 6 secondary level English teachers who are teaching in the secondary schools of Arghakhanchi district.

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

Various books like Ur (1996), Richards and Renandya (2002), Richards and Farrell (2005), Brown (2007) and related materials, journals, research reports, internet website related to topic and approved theses in the Department of English Education, T.U. were the secondary sources of data.

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

The population for this study were six English teachers teaching in Arghakhanchi district at secondary level.

#### **2.3 Sampling Procedure**

The samples for this study were 6 English language teachers who are teaching at six schools of the Arghakhanchi district.

I used purposive sampling procedure to select the schools. The total sample size consisted of 6 secondary level English teachers. Out of them, I selected 2 teachers having five years below experience, 2 having 5-10 years experience

and 2 having 10 years above experience. So, I selected only one secondary level English language teacher from each school.

### **2.3 Tools of Data Collection**

I used interview and observation as a tool of data collection to collect the required information for the study. The classroom observation was done by the researcher himself. The interview included both close as well as open-ended questions related to teachers' professionalism.

### **2.4 Process of Data Collection**

To collect the data, I followed the following procedure:

- (a) First of all, I visited the selected schools with an official letter from the Department of English Education, T.U.
- (b) I got permission from the authority to consult the English language teachers.
- (c) I built rapport with the concerned teachers and explain them about the purpose of my study.
- (d) Then, I collected required information with the help of interview schedule.
- (e) I was in touch with the teachers for a month to collect detail case studies.

### **2.5 Limitations of the Study**

The limitations of this study were as follows:

- (a) This study was limited to the selected 6 secondary level English language teachers from Arghakhanci district.
- (b) This study was limited to the strategies for professional development.
- (c) This study was limited to the Arghakhanchi district.
- (d) It was limited to the interview only as a tool of data collection.
- (e) The population was selected from the 6 schools from the Arghakhanchi district.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The primary sources for this study were the six English language teachers of Arghakhanchi district who have below 5 years of experience, 5-10 years of experience and above 10 years. For this two teachers were selected from each category. The main objective of the study was to find out the strategies used by English language teachers for professional development. To meet the objectives of the study, the questionnaire was related to the development of professional skills in teaching English language. The questions selected in the questionnaire were both open-ended and closed ended. The questionnaire also contains a list of the possible learning strategies with slight information about each of them practiced by English language teachers. The data obtained from the cases were analyzed and interpreted in different heading and sub-headings. The analysis was done on the basis of three main headings which are given below:

- ) Case of Teachers Having Below 5 Years Experience
- ) Case of Teachers Having 5-10 Years Experience
- ) Case of Teachers Having Above 10 Years Experience

After observing the cases of teachers, I went through their professional development skills. Then I was keen to know the different strategies used by different years of teaching experienced teachers. I also analyzed and interpreted strategies used by teachers, benefits from teaching and challenges of teachers in subheadings under every main headings. The analysis and interpretation of the study is presented below:

### **3.1 Analysis of the Teachers Having Below 5 Years Experience**

Mr. Khanal and Mr. B.K are the secondary level English teachers. They have below 5 years of teaching experience. Mr. Khanal has 2 years of experience and Mr. B.K has 4 years of experience. They have involved themselves into English teacher as their choice. Though they have different years of teaching experience, in my study, both of them are categorized under 5 years of teaching experience. Both the teachers have been involved in teaching profession as their choice and wanted to develop their professional skills. They wanted themselves to be the successful teacher and glow the light of English education to the students. The strategies used by both the teachers for their professional development is analyzed and interpreted herewith.

#### **3.1.1 Strategies Used by Teachers Having Below 5 Years of Experience**

This topic deals with the different strategies used by teachers while teaching in the classrooms. It is found that below 5 years of experienced teachers use daily plan irregularly, sometimes they use daily lesson plans but sometimes they do not use since they think topic is easy they left using lesson plans. So the case is Mr. Khanal's who seems to be little bit uninterested in using daily lesson plans but Mr. B.K. uses daily lesson plan regularly. The teachers having below 5 years of experience don't like their colleagues to observe their classroom but they infer their teaching friends to observe as Mr. Khanal does. The teachers use student centered method and encourage the students to solve the problems themselves. Both teachers use related teaching materials and they have full family support to develop their teaching profession. The teachers were found using punishment and tricks to stop the disruptive behaviours of the students. Mr. Khanal uses punishment to stop the disruptive behaviors of the students but Mr. Chandra Bahadur uses different tricks to stop such behaviours. Both of them use rewards for positive behaviors of students by encouraging them to learn more and thanking them. The teachers also use ELT journals to develop their skills. They sometimes participate in the workshops, seminars and

conferences. In order to develop and promote their strategies they involve themselves in the staff meetings. And everyone get chance to participate equally in decision making in the meetings. Both of the teachers are against the political interference in teaching profession. They do not like to involve themselves in political parties since they think that political inference makes a teacher biased so, it is not good to be involved in any parties rather remain isolated from them is better.

### **3.1.2 Benefits Achieved from Learning Strategies by Teachers Having Below 5 Years of Experience**

Both the teachers have learnt different lessons from self monitoring self experience, seminars and conferences. The reading group is useful in their teaching context Mr. B.K. frequently participates in workshops seminars and conferences but Mr. Khanal participates sometimes in workshops, seminars and conferences. Both of them are positive in using ELT journals and they have benefited from ELT journals. Mr. Khanal doesn't have the experience of learning from case analysis but Mr. B.K. has the experience of learning from case analysis. Both of the teachers had learnt from their own teaching experience. Mr. Khanal does not interact with the guardians of the students and hasn't been involved in any teacher training program. They also opine that to develop teaching profession and professional skills self experience makes confident and gives idea of dealing with the students and other members. They also learned that to be professional is to adopt new techniques to motivate students towards learning things.

In brief, teachers were found to be benefited by learning strategies. They use ELT journals, teaching materials, workshops, seminars and conferences. The most striking achievement of the below 5 years of experienced teachers is that experience. They believe that experience makes them perfect.

### **3.1.3 Problems/ Challenges Faced by Teachers Having Below 5 Years Experience**

The teachers having below 5 years of experience faced many problems. It is found that the teachers mostly faced problems regarding classroom management, managing noise, preparing lesson plans, managing teaching learning activities and management of time. Likewise, both the teachers also faced problems regarding the selection, preparation and adaptation of teaching materials and handling teaching aids. Furthermore, the teachers cannot decide how to handle the abnormal students. Sometimes teachers also faced problems regarding punishment and complain from the parents for punishing their child. The teachers having less than five years of experience faced problems of conflict occurred between students also. At that time, the teachers take help of principals. The most difficult problem they ever faced was the management of lesson plans and dealing with new lessons in effective way. They make use of different teaching materials but they cannot make students active since students paid no attention to such materials. They faced problem of making students pass though students cannot make better results. Due to the pressure from guardians, the teachers were compelled to pass the students though they failed in the examinations. They also faced pressure of political parties to involve in their organizations but not frequently.

In brief, teachers having below 5 years of experience faced many problems in course of their professional development. They faced problems like classroom management, management of teaching learning strategies, methods and materials, lesson plans, time and conflict management.

### **3.2 Analysis of the Teachers Having 5-10 Years Experience**

Mr. Jhabilal and Mr. Lalmani are secondary level English teachers. Mr. Jhabilal has 5 years of teaching experience and Mr. Lalmani has 9 years of teaching experience. Both the teachers have been teaching by their choice of profession and wanted to develop their professional skills. They believe that experience is important for each teacher to develop his/her skills. Both of the

teachers concentrate on how to make students understand. They use different techniques like joke, stories and riddles to make students concentrate. The 5-10 years experienced teachers believe that self-motivation and self-monitoring is needed for making students understand. The strategies, benefits/ motivation and problems/ challenges faced by 5-10 years of experienced teachers are analyzed and interpreted herewith in different sub-headings.

### **3.2.1 Strategies Used by Teachers Having Below 5-10 Years Experience**

The teachers having 5-10 years of teaching experience used different strategies regarding managing the class, presenting things effectively, using teaching aids and applying new research methods to make students more active in learning process. Mr. Jhabilal and Lalmani have been teaching in secondary level and using different strategies regarding professional development. Both of them wanted to develop themselves as a successful English language teacher. They opine that teaching is a prestigious job and teacher is responsible person that enlightens the blind ones and transforms fools into intellectual ones.

Both of the teachers prepare the lesson plans before they enter into the classroom and they use lesson plans while teaching. Both the teacher enter in the class with happy face. Both of the teachers use student-centered methods. They use contextual teaching materials everyday. Mr. Jhabilal uses related materials everyday but Lalmani uses sometimes and tells joke to motivate the students towards learning. Both of them involve in teacher training programs and implement newly gained strategies and ways of teaching in the classrooms. They also involved themselves in different seminars, workshops and conferences. They opine that seminars, workshops and conferences help them to increase their confidence and implement new techniques of teaching and learning. They use polite language while speaking to their students and use different facts, examples, riddles, stories and jokes to make students fresh. To make students more competitive and concentrate in learning both the teacher use participatory learning like learning in group, peer or doing project works.



Most of the times they ask students questions and make students active while teaching. They are in the opinion that only the teachers' efforts cannot make students understand things rather the students should participate in learning process. They also use ELT journals and recent teaching methods like action research, to make their profession and teaching methods up to date. The most effective and prominent strategy for them is the experience. They are in the opinion that self-monitoring and self-experience makes a teacher a professional and successful one. To be professional is to be successful and to be successful is to be professional in the field of English language education.

Both of the teachers like to be observed by their colleagues and they also observe their colleagues' classroom performance. Both the teachers motivate the students through teacher support groups to learn grammar effectively. Mr. Jhabilal uses teaching journals whenever necessary but Lalmani frequently uses teaching journals. Both of the teachers use light physical punishment and different tricks to stop the disruptive behavior of the students like overstatement. In order to make student to be controlled they use powerful language and effective statements to control their behaviours. They give different suggestions to be discipline to the indiscipline students. They have learnt many things from their own experience. So, they say that the experience helps to develop teaching profession like, it makes confident and gives idea of dealing with the students and other members.

In conclusion, the teachers are against politics and ignore the issues related to politics. They use different strategies like self monitoring, teacher support groups, peer observation, team teaching, self-motivation and self-experience. Both the teachers involve themselves in different workshops, self-monitoring trains, teacher support groups, teaching journal, peer observation and team teaching to promote and develop their professional skills. For that, both the teachers have been devoting in teaching profession.

### **3.2.2 Benefits Achieved from Learning Strategies by Teachers Having 5-10 Years Experience**

The teachers who have 5-10 years of experience learnt many things from learning strategies. They developed their self-monitoring power during the 5-10 years of teaching experience. They became able to control themselves in teaching learning process. Their credit of success goes to seminars, conferences, workshops, journals and peers. Furthermore, the teachers experienced strategies of interacting with students in the classroom, managing the classroom conflict and management of teaching materials, managing lesson plans and getting ready for the teaching task.

They frequently participate in the workshops, seminars and conferences in order to develop their professional skills regarding teaching techniques, materials and recent inventions in the field of teaching and learning. Both of teachers are positive towards using ELT journals and they have benefited from ELT journals. Mr. Jhabilal and Lalmani have the experience of learning from case analysis but they learnt different things from case analysis. Mr. Jhabilal opined that case analysis makes a singular point which may not be applied everywhere but Lalmani opines that it is the instrumental use of new techniques and new ideas in the field of teaching and learning. Both of the teachers had learnt more from their own teaching experience. Mr. Jhabilal didn't interact with the guardians of the students and in the beginning but after he involved in teacher training programs. He frequently listens to the voices of guardians. Mr. Lalmani also regards voices of guards as milestones in managing problems with students. They opine that teaching profession and professional skills make teacher self-confident and gives idea of dealing with the not only the students but with the communities also. They also learned that to be professional is to adopt new techniques to motivate students towards learning recent developments.

In brief, 5-10 years experienced teachers were found to have been benefited by learning strategies. They use ELT journals, teaching materials and different strategies in teaching English. They also involve in different workshops, seminars and conferences in order to develop their professional skills. The most striking achievement of the 5-10 years of experienced teachers is that experience, self-motivation and self-command are the basic and most powerful strategies in developing professional skills. They believe that experience made them perfect in teaching. Both of the teachers are now self-confident and able to solve problems within the classroom.

### **3.2.3 Problems/ Challenges Faced by Teachers Having 5-10 Years Experience**

The teachers having 5-10 years of experience also faced many problems during their interaction with students and community. It is found that the teachers mostly faced problems of frustration when some students cannot understand and fail in the examination. They also faced problems like managing teaching aids, teaching-learning activities, and abnormal students. Likewise, both the teachers faced problems regarding the proper selection, preparation and adaptation of teaching materials and handling proper teaching aids. Both the teachers tried new techniques of teaching and learning like action research, task-based language teaching and project works but they found problems with such techniques since students were found paying no attention to such techniques rather they feel easy in applying traditional methods. It was because the inability of proper management of such techniques. Sometimes teachers also faced problems regarding their use of hyperbolic language. They also faced problems regarding the punishment by the students. Both the teachers faced problems of conflict management between the students. At that time, the teachers anyhow solved the problems by themselves. The most difficult problem they ever faced was completion of lessons in a time. Though they complete the lessons, they themselves were found unsatisfied. They also faced some pressure of political parties to involve in their organizations.

In brief, teachers having below 5 years of experience faced many problems in course of their professional development. They faced problems like classroom management, management of teaching learning strategies, methods and materials, lesson plans and conflict management.

### **3.2.4 Comparison of the Teachers Having Below 5 Years and 5-10 Years of Experience**

There is no clear cut distinction between teachers but the way they teach are different in some aspects. The teachers make themselves bold in course of their experience. Thus, the teachers having below 5 years of experience were found just practicing with new methods, materials, techniques and experiences. They are in the initial stage of their experience and devoting themselves to develop their professional skills. They are found taking help of seniors, ELT journals, peers, workshops, seminars and new methodologies of English language teaching. They faced problems regarding the use materials and implementing new methods. They do not know the effective ways of making students understand and thus, practicing with every techniques. They faced problem of making lessons plans and using materials. They are not confident what materials should be used and when it should be used. They are found less confident in their teaching and give physical punishment to the students. They try to make students understand in any cost and give punishments too.

On the other hand, the teachers having 5-10 years of experience were found slightly different than teachers having below 5 years of teaching experience. The 5-10 years of experienced teachers use ELT journals to develop their methods of teaching English. They do not have problems regarding lesson plans and materials rather they are in the stage of experimentation of such materials to make more effective in teaching and learning process. They are not confused with what materials should be used but they lack the knowledge of appropriateness of such materials. They make students understand and tell jokes while the students feel boring. They regularly use lesson plans and motivate students to learn. They motivate the students and punish those who do

not follow the rules or make noise in the classroom. The teachers having 5-10 years of experience seem to be more perfect than the teachers having below 5 years of teaching experience. The teachers having 5-10 years of experience were found familiar with case studies whereas the teachers with below 5 years of teaching experience do not know how to utilize case studies. The teachers with 5-10 years of experience knew more about the implementation of recent techniques like action research and task based teaching but teachers with below 5 years of experience are unknown about the implementation of such strategies. The teachers having 5-10 years of experience faced less problems regarding classroom management and lesson plans rather they faced problems of handling abnormal students, proper management of teaching aids and creating harmonious environment. Though they are found solving class conflicts they cannot guide students with vigour. They use overstatements to the students which sometimes makes student harassed and frustrated.

In overall, the teachers having below 5 years of experience were found facing problems of classroom management, handling of teaching materials, lesson plans, implementation of new techniques and conflict management whereas teachers having 5-10 years of experience do not face problem of lesson plans, classroom management, handling of teaching materials, making lesson plans rather they are facing problem of effective management and making students active with the use of such items; they are capable to manage the conflict within the classes but they cannot make students cheerful and happy as above 10 years experienced teachers do.

### **3.3 Analysis of the Teachers Having Above 10 Years Experience**

Mr. Thapa and Mr. Bhattarai are the secondary level English language teachers who have above 10 years of experience in teaching. Mr. Thapa has 13 years of teaching experience and Mr. Bhattarai has 21 years of experience. Both the teachers have been accepting teaching as their choice and interest. They are keen to teach students with vigor. They try to make students understand in any cost but not by punishment. They use very polite and simplistic language in the

classrooms. They often make students laugh during the teaching period. Their teaching has been effective to the students since they use different techniques. They do not like to make student depressed and harassed rather they try to make students and teachers relation equal. They use cooperative language in classrooms so as to make students feel easy. They have developed themselves as successful teachers and trainers also. They are very much positive towards the will of students. The strategies, benefits and challenges faced by such teachers are analyzed and interpreted in the following headings.

### **3.3.1 Strategies Used by Teachers Having Above 10 Years Experience**

Mr. Thapa and Mr. Bhattarai are both English language teachers teaching in Arghakhanchi district. Mr. Thapa has 13 years and Bhattarai has 21 years of teaching experience. They used different strategies to develop their professional skills. Both of the teachers are self-confident about their teaching English. They utilize workshops, conferences, ELT journals, seminars and teaching portfolios. But the most effective source of their effective teaching is their self-experience and self- motivation. Both the teachers enter into classroom without any preparation and without any lesson plans since they have lesson plans already in their minds and their experience is the major source of teaching. They sometimes involve in workshops, conferences and teacher support groups. But they give credit to strategies like workshops, self-monitoring, teacher support, groups, case analysis, team teaching and action research for their professional development in the initial stage of teaching English. Both the teachers make use of simple language and effective teaching materials. They don't use different tricks to stop the disruptive behaviour of the students rather give heavy punishment to stop noise in the classroom. Both the teachers have full family support to develop their professional skills. Mr. Thapa sometimes involves in politics but Bhattarai doesn't involve in politics. Both the teachers equally participate in decision making in their institution where they can share ideas and new teachers can get chance to learn from them. Both the teachers don't like to observe their colleagues' class performance. They also

opine that their own experience is the sole reason of their success in development of their skills. They said that experience develops confident and removes all the hesitations in front of the students. They also opine that the simple and effective use of language makes a man successful in teaching English.

### **3.3.2 Benefits Achieved From Learning Strategies by Teachers Having Above 10 Years Experience**

The teachers who have above ten years of experience have learned many practical solutions to develop professional skills. They developed their self-monitoring power. They are able to manage their problems. Both the teachers while participating in workshops, seminars, conferences and teacher training programs etc. developed their professional skills. The teachers acquired knowledge and skills related to teaching and learning activities. They developed themselves as devoted teachers. They are the responsible ones for spreading the knowledge. The strategies gained from seminars, conferences, workshops, teacher training programs helped them to shape their knowledge and attitude towards teaching and learning. Since then, the teachers became happy with their profession. The frustration that aroused in the initial stage of teaching was replaced by joy and happiness. Their strategies of student-centered learning gave them environment of making students active and curious towards any topic. The peer observation in the initial stage helped them to find out the weaknesses and strengthen their weak points. They got chance to improve and change their ways of teaching English. The study of cases also helped them in the initial stage since they adopted the positive behaviours and strategies that other teachers used while teaching English. Furthermore, the ELT journals helped them to get information about the recent development in the field of ELT and also make them familiar with different experts throughout the whole world. The most important aspect of their learning is their self-determination self-motivation and self-experience. They want to give credit of their success to their own teaching experience. They opine that they learned

through experience than the educational programs, trainings and seminars. For them, workshops, seminars, educational programmes, trainings and teacher support groups are only the motivating factors. The recent development in the field of ELT made them curious about the new techniques of teaching like action research, task-based learning techniques and student centred teaching. The strategies they followed sometimes created problems but with their own determination and self-managing power they easily handled with such problems. Both the teachers also expressed that in some extent politics helps and in some extent hampers in teaching learning activities. Thus, to be neutral in politics is good as they expressed inner heartily.

In brief, the teachers having above 10 years of teaching experience get benefits from different strategies including seminars, workshops, ELT journals, trainings, teacher support groups, portfolios etc. But the teachers opined that they do not get any help from lesson plans, other teachers and teaching materials. They opine that the guidelines for them are not needed since they themselves have experienced such techniques for several years.

### **3.3.3 Problems/ Challenges Faced by Teachers Having Above 10 Years Experience**

The teachers who have above ten years of teaching experience faced many problems during their teaching period. Every person has a personal problem and teachers are not out of that boundary. They faced personal problems related to their family, relatives and themselves. On the other hand, they themselves solved the problems for which they used strategies of conflict management. Sometimes, they also faced problems of conflict between the teachers when their views differed. The above ten years experienced teachers faced no problem of related to classroom management but sometimes when there is overflow of students' they ignored small noises which occurred at the beginning of the session. For that they said that in the beginning of the session, there is liberal policy for making students feel as comfortable as they were out



of the school because they need some time to habituate with the school rules and regulations.

The another problem that teachers having above ten years of experienced is the political pressure. They also opined that the political inference in the schools is not good. Outside of school whatever happens doesn't matter but inside school the politics is not good. The teachers should be made free from the political parties. Whenever they are inside of school area the politics should be abandoned because to teach with fresh mood is completely different than with pressure. The pressure regarding their position and promotion gave huge problem to them. The teachers also faced problems of some bad habituated and drug addicted students but they solved the problems. They faced problem of complaining and making nonsense questions by such students. But since the teachers were experienced they gave answers the way the boys needed.

In brief, the teachers having above 10 years of experienced faced little problems regarding handling abnormal students, personal problem and political inference. They didn't face problems related to classroom management.

### **3.3.4 Comparison of the Teachers Having 5-10 Years and Above 10 Years of Experience**

From the study, it was found that both the teachers having 5-10 years of experience and above 10 years of experience develop their professional skills through seminar, workshops, conferences, ELT journals, teaching portfolios, teacher support groups and recent techniques like student-centered learning etc. The teachers having 5-10 years of experience faced problems during the implementation of new strategies, proper management of teaching aids and time management whereas the teachers having above 10 years of experience faced less problems and personal problems rather than problems in teaching. The 5-10 years experienced teachers faced problems regarding effective handling of teaching materials, effectiveness of their language use, lesson plans and persuading the students. The 5-10 years experienced teacher use strategies like overstatement, irony and criticize students for their misbehaviour and give

less physical punishments whereas teachers having above ten years of experience do not give physical punishment regarding minor issue but they give threatens for punishment and give huge punishment at the end. The above ten years of experienced teachers do not face problems regarding lesson plans, implementation of teaching materials and classroom management rather they already have lesson plans in their minds. They are habituated with the teaching materials and classroom management strategies and problem solving in the classrooms and use polite language as far as possible. They use such kind of language so as to students understand easily. They do not like to hurt students physically in normal cases. The above 10 years experienced teacher gave credit of their success to their own devotion in the profession and self-experience as the source of their success whereas the teaching having 5-10 years of experience opined that self-experience is the most and doing their best to develop their professional skills with the help of different materials like workshops, seminars, conferences, cases, teacher support groups etc. Both the teachers with 5-10 years and above 10 years experienced got family support and motivation from the community as well as their families.

In brief, the teachers having 5-10 years of experience found taking help of lesson plans, ELT journals, workshops, seminars, conferences, senior teachers, teacher support groups etc. but the teachers with above 10 years of experience do not take help of others rather they themselves have the capacity to deal with the problems. Thus, they do not use any lesson plans rather replied that they had lesson problems in their minds. But in some extent they involve themselves in the seminars, workshops, conferences and sometimes take ELT journals as reference materials. They are the determined and devoted teachers in their profession. Whereas the teachers with 5-10 years of experience found facing problems of effective implementation of teaching learning materials, lesson plans and proper handling of the classroom. This does not mean that they faced problems in handing such materials and classroom but they always try to make more effective since they felt a bit little unsatisfied with their own handling of materials.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMEDATIONS**

This chapter deals with the findings and recommendations of the study. At first the findings of the study have been presented on the basis of the findings recommendations have been made. The main aim of the study was to identify the strategies used by secondary level English language teachers for their professional development. So, I selected six English language teachers of Arghakhanchi district. Different questions were asked as the interview schedule related to their professional development.

#### **4.1 Findings**

On the basis of the analysis and interpretation of collected data the following findings have been elicited:

- i. The strategies used by teachers having below 5years of experience teachers were: their own teaching experience, self monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching etc.
- ii. The teachers having below five years of experience learned that the conferences, seminars and workshops helped them to manage the classrooms and using teaching items in the classroom.
- iii. The teachers having below five years of experienced faced many problems like classroom management, conflict management, using teaching materials, making lesson plans etc.
- iv. The teachers having 5-10 years of experience use different strategies in the classrooms like entering with smiling face, using proper lesson plans, using teaching materials, using polite language and giving punishments and using tricks to make students calm.

- v. The teachers having 5-10 years of experience were found to be benefited from the senior teachers, training programs, seminars, conferences, case studies, ELT journals, teacher support groups etc. They learned that teacher trainings, ELT journals, teacher support groups are motivating factors to develop their professional skills.
- vi. The teachers having 5-10 years of experience also faced many problems. The major problems for them were the proper handling of teaching materials. They also faced problems like handling abnormal students, teaching materials and teaching learning activities while adopting recent student-centred techniques like action research and task-based teaching.
- vii. The teachers having above ten years of experience were found using different strategies to develop their professional skills like training, seminars, ELT journals, conferences, teaching portfolios, case studies etc. The teachers did not make any lesson plans since their lesson plans were already in their minds. They use polite language and simplistic language in the classroom and give punishment to the students who try to make noise in the classroom.
- viii. The teachers having above ten years of experience were found benefited from ELT journals, seminars, teaching training programs, conferences and their own self experience. They learned that self experience is the fundamental strategy for professional development.
- ix. The teachers having above ten years of experience were found facing different problems like their personal problems related to family and society. Likewise, they also faced problems regarding abnormal students and political inference in the schools. But the teachers are self-dependent on handling such problems since they were experienced for a long time with such problems.

- x. The entire study found that all the teachers use different strategies to develop their professional skills. The teachers in the initial stage i.e. below 5 years of experience use ELT journals, lesson plans, peer teaching as their fundamental strategies. faced problems on the use of teaching materials, making lesson plans and classroom management. In the middle stage i.e. 5-10 years they used seminar, conferences, workshops, teacher support groups, case studies and recent student-centred techniques. They also faced the effective handling of such materials. At the later stage i.e. above ten years experienced were found using ELT journals, seminar, conference, workshops, teaching portfolios and their self experience as their strategies to develop their professional skills. They also faced problems like personal problems, family problems, social problems and problems with abnormal students.

## **4.2 Recommendations**

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations have been presented as follows:

- i. Most of the teachers viewed that the strategies like self monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching have much effective. Therefore, other teachers should also share these strategies.
- ii. Staff meetings should be organized frequently in the institution to discuss on different professional issues and problems. All the teachers should be encouraged for their equal participation in such meetings.
- iii. Teachers should get the opportunity to visit their colleagues' class to know their strengths and weakness and to provide constructive feedback to make some change, if necessary.
- iv. Teachers should be provided with the supportive and favorable environment required for learning and practicing.

- v. All the teachers should be provided with the opportunities to attend the workshops as far as possible.
- vi. The secondary level English teachers should be involved in learning from case analysis which helps the teachers to learn from the experience of other as well.
- vii. The teachers should be provided refresher courses which enable them to keep themselves up to date on the latest development in their subjects. They should also get opportunity to learn from resource and teacher activity centers.

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