

**STUDY HABITS OF ENGLISH LANGUAGE TEACHERS
FOR THEIR PROFESSIONAL DEVELOPMENT**

**A Thesis Submitted to the Department of English Education
In Partial fulfilment for the Master of Education in English**

**Submitted by
Yadav Prasad Awasthi**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2014**

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2014**

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RECOMMEDATION FOR ACCEPTANCE

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DECLARATION

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 27/07/2014

.....
Yadav Prasad Awasthi

DEDICATION

Dedicated

to

My late parents, Gurus/Gurumas and all those

who have contributed directly or indirectly to bring me

where I am today

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After a continuous and tireless effort, I have completed this study on, “Study Habits of English Language Teachers for their Professional Development”. I would not have been able to complete this thesis without those people from whom I collected the ideas, support and guidance. I would like to express my sincere gratitude to all those persons from the core of my heart.

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ABSTRACT

This research work entitled “Study Habits of English Language Teachers for their Professional Development” is an attempt to find out the study habits of English language teachers for their professional development. To carry out the study, the respondents were selected by using non-random purposive sampling procedure. For the study, the primary data were collected from the thirty teachers working at +2 level in Kathmandu and Lalitpur districts of Kathmandu valley. Similarly, fifteen Head teachers of the selected schools/colleges were also the primary sources of data. For the purpose of data collection, questionnaire was used among the teachers and interview schedule was used for Principals/Head teachers. The collected data from the respondents were analyzed and interpreted descriptively with the help of simple statistical tools. The major findings of this study were that most of the English teachers did not get enough time for their self study because they had to be busy in their profession. Majority of the respondents were found engaged in hobbial (hobby) and recreational reading habits which help them in enhancing their knowledge. Most of the teachers were found spending less than one hour time for their self study.

This thesis has been divided into five different chapters. The **first chapter** deals with background of the study, statement of the problem, rationale of the study, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the **second chapter** consists of the review of the theoretical literature, review of the empirical research, implications of the review for the study and conceptual framework of the study. The **third chapter** deals with the methodological aspect under which design of the study, population and sample, sampling procedures, data collection tools, data collection procedure and data analysis and interpretation procedure have been included. The **fourth chapter** focuses on the results and discussions. And the **fifth chapter** of the study consists of summary, conclusions and implications of the study in policy making level and practice level along with some directions for the further research.

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LIST OF SYMBOLS AND ABBREVIATIONS

B.Ed.	:	Bachelors in Education
DOE	:	Department of Education
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
ESP	:	English for Specific Purpose
FOE	:	Faculty of Education
HSEB	:	Higher Secondary Education Board
I.Ed.	:	Intermediate in Education
IATEFL	:	International Association of Teachers of English as a Foreign Language
IOE	:	Institute of Education
M.Ed.	:	Masters in Education
MOE	:	Ministry of Education
NCED	:	National Center for Education Development
NELTA	:	Nepal English Language Teachers Association
PD	:	Professional Development
TD	:	Teacher Development
TESOL	:	Teachers of English to Speakers of Other Language
TU	:	Tribhuvan University
UK	:	United Kingdom
UNO	:	United Nations Organization
USA	:	United States of America

CHAPTER-ONE

INTRODUCTION

The present research is on "Study Habits of English Language Teachers for their Professional Development". It is an attempt to find out the study habits of English language teachers for developing their professional knowledge and skills. As an introductory chapter, it contains background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms under separate headings.

1.2 Background of the Study

English is the world's most demanded language. It is implemented in our national level curriculum from primary to university level. It is adopted by number of teachers as the foundation of their professional career due to the geographical structure, poverty, low access on the modern technologies used in teaching, etc. our teachers are compelled to use curriculum and textbooks only. In this situation how can a teacher teach his/her subject effectively in his/her classroom is the question to be discussed. So, teachers should be more studious and tactful to handle their classes very well. For this, a teacher should have a good habit of studying for developing his/her professional knowledge and skills to handle his/her profession in a right way. In this research, I have tried to explore some ideas or issues related to this subject.

Language teaching has become a career for almost all the teachers worldwide. It is one of the growing industries in the world perhaps as a result of global economic dependency. Many language teaching institutions have been established and maintaining the interest, creativity, and enthusiasm of experienced language teachers in their profession. There are number of

challenges faced by program coordinators, managers and teacher educator. At the mean time, the field of language teaching is a subject to rapid changes in curriculum teacher needs, national interests, and students' needs. In this situation, teaching has been becoming very challenging job. So, a teacher should advance in his/her professional expertise and knowledge throughout his/her career. That type of advancement depends on the internal as well as the external input. When teachers use the resources around them to advance themselves, then there is their professional advancement. In this regard, Ur (1991, p. 318) writes:

Teacher development takes place when teachers, working as individuals or in a group, consciously take advantage of such resources to forward their own professional learning. Ongoing teacher development is important not only for their own sense of progress and professional advancement, in some situation it may even make a crucial difference between survival and dropping out.

In the same context, Underhill (1986, as cited in Head and Taylor 1997, p. 1) states, "Teacher Development is the process of being a best teacher as you can be. It means becoming a student of learning, your own as well as that of others". It represents a widening of the focus of teaching to include not only the subject matter and the teaching methods but also the people who are working with the subject matter and the teaching method. It states the taking of step back to see the longer picture of what goes on in learning, and how the relationship between students and teachers influence learning. It also means attending to small details which can turn change the bigger pictures. In this regard, Underhill (ibid) further states, "Teacher development is a continuous process of transforming human potential into human performance, a process that never ends".

From the above definitions, teacher development as we understand, draws on the teachers own inner resources for change. It is centered on personal awareness of the possibilities for change and of what influence the change process. It built on the past and because recognizing how past experiences have or have not been developmental helps in identifying opportunities for change in the present and future.

Teacher development is determined in terms of teachers' own understanding of how they go on learning and becoming better at what they are doing. Here, development involves the teacher in a process of reflecting own experiences, exploring the opinions for change, deciding what can be achieved through personal efforts, and setting appropriate goals. It is based on a positive belief in the possibility of change. To the extent that teachers are regularly asking themselves how can I became a better teacher? How can I enjoy my teaching more? How can I feel that I am helping training? etc. they are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach and perhaps also the pre conceptions that they have about teaching and learning.

Teaching is not an easy job. It is like 'hanging sword on their own throat' Traditional way of teaching is completely left out from the school and modern teaching approaches methods and techniques are developed, based on the modern information technology. So, the teacher should be up to date through self monitoring, dialogue journals, peer observation, teaching portfolio, case studying, organizing and participating seminars, workshops, conferences, analyzing critical incidents, carrying out action research, self study, which assists them in their professional development. The good habit of study empowers teachers with professional skills and expertise required to be a professional.

1.2 Statement of the Problem

The relevance of the study habit of teacher is very crucial to the long term growth of any educational system around the world because teachers are the major conductor of progressive society. More specifically, the focus of this study lies on the study habit of English language teachers in the context of Nepal. It is clear that English is taught and learnt as foreign language in Nepal. An English teacher who has knowledge of how to teach language items or teaching contexts as specified in the syllabus, needs special skills on methods and techniques of teaching. It is because of the reason that knowledge about language teaching and learning is always tentative and incomplete. S/he should have regular opportunity to update his/her professional knowledge. Moreover, in the field of language teaching the knowledge of modern theories and teaching techniques like child friendly education, life skill based education, human value education, critical thinking, local curriculum etc. are emerging day by day. Therefore, English teacher who wants to be professionally sound or wants to develop his/her profession; should also have the knowledge of updated innovations in education in addition to subject matter and pedagogical knowledge. In this situation, study habits of English teachers helps them to keep updated with new innovations that take part in educational affairs. So, a teacher should have a good habit of study to expand their horizon of knowledge.

Various literature and research studies showed that ELT scenario in Nepal is not working effectively. In this connection, study habit of teacher is one of the influencing factors that help to uplift the ELT situation in Nepal. Most of the previous studies and research works were carried out based on the study habits of students, pre-service teachers, and novice teachers. However, this study is carried out to find out the study habits of both novice and experienced English language teachers. So, it will be helpful to find out the

benefits of good study habits. Professional knowledge gained from study habit of the Nepalese teachers certainly empowers them in their self-study. In this regard, it is thought to be much necessary to study different study habit of teachers which play pivotal role in their professional development. More specifically, in case of English language teachers, this study is ahead to find out the study habits of English language teachers for their professional development. So, this study raises the need and importance of study habit for teachers professional development practices of study habit, time for study and time for professional growth.

1.3 Rationale of the Study

English language teaching and learning in our context is the field of high priority since few decades. Regarding the use of English language, both student and teachers have limited exposure to the target language outside the classroom context. Moreover, most of the teachers also have studied English in some context same as the case for me also. Here, I would like to share my own experience when I was studying in primary level, I had started to learn a, b, c, d,...z from class four and there was compulsion to memorize 'English and Nepali meaning'. Teachers did not have the habit of study so they asked me just to memorize whatever was there in the text book. My English teacher used to read the text himself or made the students to read the text and used to translate the text into Nepali. Further, he used to write the answers of the questions given in the text on the black board and we were asked to copy the answer in our notebook and cram at home. This process was continued up to class ten as well. Sometimes they themselves did not know the meaning of some words used in the text. In such situation, we can hardly get better education from the school. Here, I do not want to demoralize them but it was the reality of our country. There was not any facility of library to read the books. Equally, nor the facility was there to read

the newspapers, journals and articles. They did not have any access with modern technologies like e-mail, internet, telephone etc. In such situation, how could they growth their knowledge in their profession. If they had got some materials for their study from the trainers, they would not have more time to read those materials and apply them in the class room. The salary provided to them from the school was not enough for their livelihood. In such situation, how could they spend their salary to increase their knowledge. But now the time is changed. Old teachers were retired from the profession and new teachers had appointed as an English teacher but some of them are still untrained. If they had good study habits, they would have taught in better way. So the study habit of teachers plays an important role to develop ideas and new techniques to teach effectively in the classroom.

This study tries to explore the study habits of English language teacher for developing their professional knowledge and skills. Moreover, it tries to find out the views/perspectives of teachers towards the role of study habits for their professional growth. Although, study habit makes the teachers familiar with new ideas strategies, techniques and materials that can be used in the classroom. In this connection, this research study entitled "study habits of English language teachers for their professional development" is thought to be more logical to contribute in the area of teacher development or in teachers professional development. Similarly, this study helps to find out the different study habits of teachers, different ways to study effectively and time management for their study.

Since, this study tries to shed some light on the teachers' views towards the study habits of English language teachers for their professional development, it will have great importance. Especially the result of this study provides valuable information needed to solve the existing problem regarding the study habit of teachers. As it tries to explore the need of professional

development activities for a professional teacher, study habit of teachers for enhancing teachers professional knowledge and skills and practices of such learning in the class room. Similarly, there are no such research works conducted previously on this topic in the context of Nepal. So, I think it would be worth investigating the study habits of English language teachers.

1.4 Objectives of the Study

The overall objectives of the study are to explore the English language teachers study habits for their professional development. Specially, the study had the following objectives.

-) To identify the study habits of English language teachers for their professional development.
-) To suggest some pedagogical implications.

1.5 Research Questions

In order to investigate the general problems of study habits of English language teachers, the following research questions were addressed in this study.

-) What are their opinions about study habit?
-) Is the study habit of English language teachers helps their professional development?
-) How much time a teacher spends for his/her self study?
-) What is the role of study habit in teacher professional development?
-) What are the challenges faced by English language teacher in their teaching career?

1.6 Significance of the Study

Studying is not just about passing an exam as most students look at it as. Study is effort to actually learn things some of which we share in classes that have little or nothing to do with our interest. We should still look for interesting things to take away from every experience. There is a saying in Hindu mythology 'Anavbhyayasam: bisam shashram: ajirnam bisha bhojana'. This means, if a person reads more and more books then s/he gets more knowledge but if a person eats a lot of things at a time it will be poisonous and insufficient knowledge in any subject area will be also poisonous. It requires more and more practice to get sufficient knowledge in any subject area. From this saying, we know the importance of study habit of people from the indigenous period. The problem that of the most teachers have is their poor performance in classroom presentation. It is due to the lack of study habit. So, there is dire need for the teacher to form good study habit. Different studies on study habit of teachers have explored different types of study habit of teachers, the impact of study habit on their teaching, quality of education and so on. To be specific, this study becomes significant to the teachers who are working in the field of language teaching and other subjects as well, because, it tries to indicate the study habits actually practiced by +2 level English teachers for their better professional development. It reflects the very common study habits for teachers learning and it is helpful to the teachers, supervisors, subject experts, curriculum designers and others who want to carry out further research in the field of teachers' professional development. It is equally beneficial to the other language teachers which help them to develop a good habit of study and to realize its importance in their professional career.

Specially, this research work becomes very much helpful to the novice teachers in the field of English language teaching and other teachers who can improve or change their study habits on the basis of the findings of the study.

It encourages them to know whether they are adopting good study habits to be more successful teachers. The researcher hopes that the findings of this research will make assist to set their study habits as well.

1.7 Delimitations of the Study

The proposed study was limited under the following respects:

-) The study was limited only to the study habits of English language teachers for their professional development.
-) It was further limited only to the selected 30 ELT teachers teaching English language and 15 Principals of the related schools.
-) The population was selected from the 15 non-randomly selected schools of Kathmandu valley.
-) Data collection was conducted through questionnaire and interview only.
-) It was limited to the English teachers teaching in +2 level in Lalitpur and Kathmandu districts of Kathmandu valley.

1.8 Operational Definitions of the Key Terms

Some terminologies used in this research have different meaning depending upon the time, situation and context of its use. So, the key terms used in this work are defined below:

Study: mental effort to obtain knowledge.

Habit: a generalized practice of doing summary. In this study habit refers to the habit of the English language teachers.

Profession: Professions are those occupations which involve the rendering of personal services of a special and expert nature.

Professionalism: The status character or standard expected of a professional.

Professional Development: It includes all formal and informal activities the teacher do or receive for the sake of in-service professional growth. It refers to the continuous learning of teachers that focuses on improving classroom practice and increasing students learning.

Teaching: It is an act of helping someone to learn, the profession deals with helping other to learn.

Teacher development: Teacher development looks beyond initial training and deals with the on-going professional development of teachers, particularly in IN-SERVICE EDUCATION programmes. This includes a focus on the teacher self-evaluation, investigation of different dimensions of teaching by the teacher and examination of the teachers approach to teaching.

English language teacher: teachers that are trained to teach English as a second language. They are trained from either university or colleges.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

As the existing literature itself is the store house of knowledge, the researcher should search for existing body of knowledge in his/her area of study, which is the first step of his/her research. Then he/she has to review the selected literature. On the basis of review he/she has to develop a theoretical framework, which leads to develop conceptual framework as well. In this connection, Kumar (2009, p. 30) writes:

The process of going through the existing literature in order to acquaint yourself with the available body of knowledge in your area of interest is known as the review of the literature. It is an integral part of the entire research process and makes a valuable contribution to almost every operational step.

This chapter includes the three major topics related to the review, implication and concepts to be considered which are as follows:

- (1) Review of the Related Theoretical Literature
- (2) Review of the Related Empirical Literature
- (3) The Conceptual Framework

2.1 Review of the Related Theoretical Literature

In general, study is a mental effort to obtain knowledge. This means a study is an art of learning which helps the individual not only to acquire knowledge

but also the skill and the habit of study. Habit is a generalized practice of doing summary or settled or regular tendency of practice. We can learn new things from our study and we can change our behaviours through our study. Therefore, studying is a change in behaviour. Such change is seen in mental reasoning, physical growth, manipulative skills and development of values and interests. The change may be easy or difficult depending on the environment. A planned program of study is a good strategy to motivate the teachers to explore, ask questions and solve problems that confront them.

Professional development is an ongoing self directed and autonomous effort of teachers 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 also regarded as an opportunity in school to learn new teaching methods thus making them and their programs more effective. In this regard, Richards and Farrell (2005, p. 3) write, "Professional development is a process that takes place over time starts and ends with formal training or graduate education". Although, many teachers think that their professional education is over when they graduate. In the literature of professional development, it is regarded as more career oriented activities. Teacher development is thought to include moral personal ethical and value dimensions. However, in this study, both the terms profession and development are treated synonymously. Moreover, a large number of different terms are used in the literature to refer to the concept of professional development. For example, Teacher Learning (Richards, 1998) and Teacher Development, (Dobson 2006, Head and Taylor 1997, Underhill 2004). A professional teacher should timely be engaged in reflective examination of one's own beliefs of actions. A professional personal should develop his/her personal qualities that help for validating their educational social and pedagogic (if teacher professionalism)

requirement. A professional is a trained and qualified specialist who display a high standard of competent conduct in his her practice.

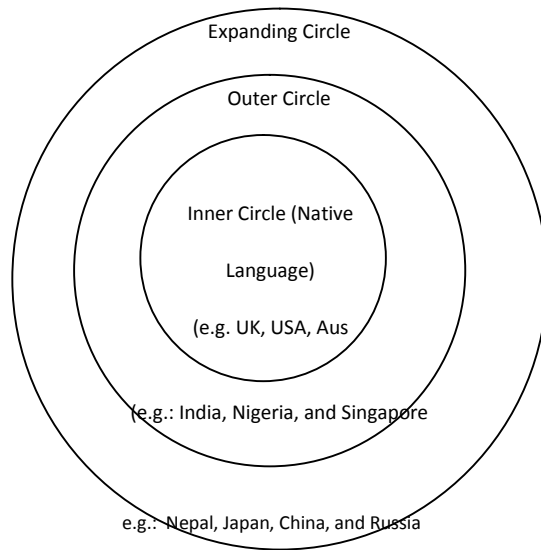
We all agree that learning is a life-long process. It starts from cradle and ends to the grave. In other words, learning starts from the first cry of the baby and ends to death. It is an ongoing process and teacher must be equipped with sufficient knowledge of subject matter, pedagogical expertise, understanding of learners, high standards of professional conducts, sense of public service and personal dedication, research oriented collegiality, knowledge of curriculum initiatives and other skills, and awareness in order to handle their job effectively. They have to face different challenges of opportunities during their career. The schools of instruction where they work also change over time. So they have to face challenges and strengthen their experiences though taking challenge as opportunity.

Furthermore, this research is geared to exploring the different study habit of English language for their professional development. In this regards, to expand the theoretical knowledge, to generate various noble ideas and facts I have gone through numerous theories, books, thesis and articles to expand the theory of this study. This theoretical part includes the status of English in the global context, importance of English language and English language teaching in Nepal, English language teaching situation in Nepal, concept of professional development and the need of professional development, etc. These are briefly discussed under the following topics.

2.1.1 The Status of English in the Global Context

There are many languages in use around the globe. In the present context, the English language has become an immensely dispersed and diversified international means of communication. It is a cry of the day, demand of the era and inseparable elements of world communication. In this regard, Cook (1995, as cited in Ferguson 2006, p. 140) states, “English acts as a gatekeeper to position of wealth and prestige both within and between nations, and is the language through which much of the unequal distribution of wealth, resources and knowledge operates”.

The growth of the use of English as the world's primary language for wider international communication has been obviously continuing for several decades. English is well known as a global or international lingua-franca. The contribution of English in globalization is often appreciated. The world is taken as a global village and the English language is taken as a global language. A quarter of world population speaks English for various purposes in various manners and ways. Different varieties of English are used in the globe. These varieties are also known as world Englishes. It has different status in different countries in the world, for example, English as the native language, as second language, and as foreign language. Kachru (1985, as cited in Ferguson 2006, p. 150) describes the world of English in terms of three concentric circles regarding the English speaking people. The classification is widely used and many people help to think about English around the globe, which can be presented by the help of following diagram:



Source: Kachru (1985, as cited in Ferguson, 2006 p. 150)

The above classification shows that the number of non-native speakers is nearly out rated the native speakers of English. English now a days no-longer remains the property of English speaking countries; like Britain, America and Australia. It is a language of the global importance: like diplomacy, business, education, employment etc. and it is used as a medium of global communication between the groups of people having different native language.

English as a global language has a special role in the particular context of the world where it is used. In many places, it is used as a native language. In many contexts, it is not a mother tongue but an official language. And in most of the context, it is used as a priority for foreign language and as a lingua France. So, it is a link language between people belonging to different speech communities whose first language differs from each other. The reasons behind the wider spread of English in each continents of the world as the global language as stated by Harmer (2007, as cited in Sharma 2012, p. 27) are as follows:

- a) A colonial history
- b) Economic
- c) Information exchange
- d) Travel
- e) Immigration
- f) Science and Technology
- g) Banking
- h) Professional Circles
- i) Popular culture

Regarding the status of English language, there are number of debates. It is also taken as a killer language which threatens on the global linguistic diversity and spraying the linguistic imperialism through the language. Due to the above mentioned reasons, the use of English language is growing day by day. Most of the people take English as the custom of life in this present condition. So, it is quite impossible to isolate ourselves from English and to quench our thirst of progress and prosperity. In this regard, the English language is one of the strong medium to connect ourselves throughout the world of its activities.

2.1.2 Importance of English Language and English Language Teaching in Nepal

The English language is taken as an international language and used as lingua-franca for global communication. The use of English language has grown in the last few decades. It has become a language of trade, commerce, education and technology. Regarding the global use of the English language, Crystal (2003, p.197) writes:

In the minds of many people's there is no longer an issue. They argue that English has already become a world language, by virtue and political and economic progress made by English speaking nations in the past 200 years and is likely to remain so gradually consolidating its position.

Harmer (2007, P.17) presents a brief history about the changing perspective of English and argues, "The non native speakers have outnumbered the native speakers of English, and world Englishes have become more popular than so called Standard English". In 1985 Prof. Braj Kachru estimated that there were nearly 380 million people speaking English as a first language and anywhere between 250 million and 380 million speakers of English as a second language. But in terms of number of speakers, Crystal (2009, p. 34) suggests that there are currently around 1.5 billion of people speaking English worldwide, of whom only 329 millions are native speakers.

The world is taken as a global village and English language is taken as a global language. A quarter of world population speaks English for various purposes in various manners and ways. Different varieties of English are used in the globe. These varieties are also known as world Englishes. Being the major international language of UNO and native language of most developed countries like USA, UK, Canada, Australia, it earns the prestige of global language.

English is used in international trade, banking, economic affairs, international tourism, audio- visual cultural product, as relay language, internet communication, international safety and advertising for global bands, research and publication etc. So, English is served as language of globalization. Regarding the use of English language in international scenario,

Crystal (2009) reports that, about 85% of international organizations are now using English as one of their working language.

2.1.3 A Short Glimpse of English Language Teaching Situation in Nepal

In Nepal, English was introduced formally in the school level education system about 150 years ago, i.e. in 1854. According to Awasthi (2003):

The history of English language in Nepal goes back to seventeenth century, when King Pratap Malla ruled over Kathmandu. At that period English was simply used for very limited purpose however it is almost hard to find the documented history regarding the use of English. Later the role of king Prithivi Naryan Shah used the English language to suspect missionaries on supplying information to East India Company as a business enterprise (p. 1-4).

English was introduced in formal education in 1854 (i.e. 1910 BS. Aashwin, 27th) by Jung Bahadur Rana (then prime minister), He had established high school, at Dakhchowk, Thapathali, Kathmandu to educate his own children and Rana families. This school was opened only for Ranas.

In 1915 B.S, Jung Bahadur established Department of Education and his son Babarjung Rana was appointed as the Director. Later in 1948 B.S., then Prime Minister Bir Samser brought that school to the side of Ranipokhari. It was named Durbar High School. Later, that school got affiliation from Calcutta University of India. This shows that history of English language teaching in Nepal has a history simultaneously moving with the education as a whole. The role of Chandra Samser to adopt the English language in higher education and to open Tribhuvan-Chandra collage in 1918 (27th of Bhadra 1975 BS) was one of the important periods to develop the English language in Nepal. This was taken as the beginning of Nepalese higher education system. By this period, a college was a distant dream let alone thinking of University.

The oldest Nepali University (Tribhuvan University) was established almost a century later, that is in 1959 AD. The introduction of ELT in Nepalese education started only in (1959 AD), when IOE (Institute of Education) of TU initiated B.Ed. programme in English education. According to Bhattarai (2006, p. 13) :

After the privatization policy in education many private schools were established in response to public demands. They started teaching through English. Now, English medium schools have proliferated extensively far and wide to each and every corners of the nation.

Due to the growing demand, the private English medium schools have been mushrooming. There is growing demand of more talent and skillful English teachers because the failure of student is also associated with English. In this regard, Bhattarai (ibid, p. 14) again writes:

An alarming number of students from Nepali medium school fail because they cannot secure pass marks in English. Because of that, at present, many of the government aided schools and Community based schools are running classes in English medium to satisfy the huge demand of English teachers, college and universities are successfully running their English language teacher education programmes. English language teaching has been a huge business both in academic and non academic sector now.

In government aided community schools, since 2003, English is taught from grade one to +2 level as a compulsory subject in the school level curriculum

of Nepal. It is taught as an elective subject from secondary level too. Regarding the importance of English languages in Nepal, we can see the crowd of students in M.A in English and almost the same number of students in M.Ed. in English in Central Department of Tribhuvan University and its other constituent and affiliated campuses. This shows the best evidence of Nepalese young generation's passion longing for English. English language has created its unique cultural empire. Millions of people round the globe who use it either as native language (L_1) or second language (L_2) or as a foreign language (L_3) are respectable number of this empire Nepal has joined the group under L_3 English as foreign language.

To fulfill the huge demands of English language, it is offered as a compulsory subject up to the graduation and as an elective subject under the Faculty of Education (FOE) of TU for B.Ed and M.Ed. and under the Faculty of Humanities and Social Sciences (FOHSS) for B.A & M.A. Likewise, Kathmandu University and Purwanchal University are conducting B. Ed. and M. Ed. Programmes to produce skilled English language teachers in Nepal. Thus, the number and interest of English is also taught for Specific Purpose (ESP) in the Institutes of Medicine, Engineering, Agriculture, Forestry colleges of Banking of Financial studies. The people to study the English language either as formal education or in the form of informal education is increasing day by day.

2.1.4 The Concept of Professional Development

Profession is an occupation or a vocation where there is a sort of dedication to the welfare for others. Some professions like medicine (Doctors) have a sense of special kind of dedication to the welfare of others, and so is the case in teaching. Thus, teaching can also be referred to as a kind of profession. Specially speaking, profession is an occupation, a vocation or a career where specialized knowledge of a field or science is applied. Usually professions tends to be autonomous. This means they have a high degree of control of their own affairs. Professionals can make independent judgment about their work. There is a freedom to exercise their professional judgment. Professions enjoy a high social status, regard and esteem conferred upon them by society.

In this connection, Burns and Richards (2009, p. 13) point out that:

In general usage, a professional is a trained and qualified specialist who displays a high standard of competent conduct in his/her practice, for example school principals are likely to say 'we are very proud of the professional manner in which our teachers have implemented the curriculum reforms'.

Similarly, Richards and Rennandya (2002, p. 388) write:

A professional is broadly speaking someone whose work involves performing a certain function with some degree of expertise. But a narrow definition limits the turn to apply to people such as doctors, teachers and lawyers, whose expertise involves not only as 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.

In this sense, a professional contrasts to amateur or layman. The members of professional group possess certain skills, knowledge and conventions that the lay population do not have. Ur (ibid) writes, "Like many others, the professional community of English teachers has developed means of consolidating relationship between its members and created opportunities for them to benefit from each other knowledge". A professional does not only acquire certain skills but also tries to be able to take courses of action that are based on knowledge and thought, as distinct from automatic routines. Beyond this, s/he has to understand the principles underlying both automatic and consciously designed action, and be able to articulate them, relate them to each other and innovate.

Actually, professional development is an elusive term in education. To many, the term conjures up images of in service days and workshop. To others, it refers to process in which teachers work under supervision to gain tenure or to enhance their professional practice. Here, professional development is defined as an ongoing learning process in which teachers engage voluntarily to learn how best adjust their teaching. Development focuses specifically on how teacher Construct their professional identities in ongoing interaction with learners by reflecting on their actions in the classroom and adopting them to meet the learners expressed or implicit learning needs. The ultimate purpose of professional development is to promote effective teaching that results in learning going for all students.

As we know that teaching itself is a recognized profession at the present day world, it has to pass a number of levels characterized by a growth in knowledge skills and expertise in a gradual manner. This means, teaching

profession has a professional life cycle. According to Huberman (1989 as cited in Maggioli, 2003, p.14) :

Teachers' careers are characterized by cycles of conflict/resolution and that lead to growth and development, research, diversification and regret. Teachers have different needs as they progress through these stages and professional development needs to target their specific needs at each stage. For example, there is a high attrition rate among certified language teachers, many of whom leave the profession after only a few years. This is most likely to happen at the diversification crisis stage. Appropriately timed participation in professional development activities such as workshops, self monitoring, mentoring, study groups, keeping a teaching journal, teaching portfolio, action research and peer coaching etc. may help retain these professionals.

Professional Development models are differentiated by the degree of involvement of the teachers themselves in planning, delivering and evaluating the activities in which they are involved. Sparks (2002, as cited in Maggioli, 2003, p. 16) argues that professional development should be embedded in the daily lives of strategies that are tailored to their language, culture or pedagogy.

There are a number of models to promote and support teachers' professional development. The three major models, as described by Wallace (1991, p. 6-13) are as follows:

a) The Craft Model

The craft model is relatively a traditional model of professional education that emphasized the role of imitation that novice teachers may do after the observation of the presentation of an experienced teacher or of an expert. Regarding the process of professional development as guided by the Craft Model, Wallace (2010, p. 6) states:

In this model, the wisdom of the profession resides in an experienced professional practitioner. Someone who is expert in the practice of the 'craft'. The young trainee learns by imitating the expert's techniques, and by following the expert's instruction and advice. By this process, expertise in the craft is passed on from generation to generation.

b) The Applied Science Model

This model was put forward by Michel J. Wallace in 1991 based on the technical rationality of Donald A. Schon, one of the American sociolinguists in his various writings, notably "The Reflective Practitioner: How Professionals Think in Action" (1983) and his later book 'Educating The Reflective Practitioner' (1987).

The basic idea of it was using scientific knowledge to attain the set of objectives. The findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the relevant areas. Moreover, teachers learn to be teachers by being taught research-based theories which were proposed by the experts. Hence in the model, the findings of experts are practiced by teachers.

c) The Reflective Model

Reflection refers to the way or process of asking oneself what went wrong or why it went so well. It is a query to find out what to avoid in the future, what to respect and so on. This model is based on the assumption that teachers develop professional competence through reflecting on their own practice. It assumes that teachers' knowledge should be research based. Rather than relying upon the principle and theories given by so called experts, the teacher him/herself is a researcher as well as practitioner in this model. Teachers are encouraged to reflect upon their classroom activities to evaluate their professional performance.

2.1.5 Teaching as a Profession

Profession refers to a vocation founded upon the specialized educational training, the purpose of which is to supply interested counseling and service to other, for a direct and definite compensation, wholly apart from expectation of other business gain. A profession arises when any trade or occupation transform itself through the development of formal qualifications based upon education, apprenticeship and examinations, the emergence of regulatory bodies with powers to admit and discipline members and some degree of monopoly rights.

Actually, teaching is that occupation, which is well rewarding because of the difficulty in attaining it and the public good it brings. It is difficult to attain and it can only be practiced after long and rigorous academic study. A layman may take the terms job, occupation and profession synonymously but they are not completely synonymous. Profession differs from the other two in the sense that it is not the job or occupation which is simply engaged in profit, because it also carries a public service and personal dedication. According to

Wallace (1991 as cited in Sharma and Shrestha, 2013, p. 2) to be a professional, someone must have the following features:

-) Long and rigorous academic study
-) Well rewarding
-) Public good
-) Carries a sense of public service and personal dedication
-) High standard of professional conduct
-) Demonstrating in competent manner
-) Basic scientific knowledge
-) Skill based on the theoretical knowledge
-) Having connection with professional associations
-) Extensive period of education
-) Institutional training
-) Work autonomy
-) Code of professional conduct and ethics
-) Self regulation

Thus, teaching is a profession. Teachers do specialize in particular subject areas and also study an ample number of materials in some depth. They should have special training in the field, in the form of teaching practice while they are in pre-service training and they have to pass examinations in-order to be qualified trained teachers. They are organized also. For example, in Nepal NELTA is a professional organization which conducts workshops/seminars and publishes journals as required. So that, teaching can be taken as special kind of profession.

2.1.6 Need of Professional Development for Teacher

Professional development is important in any career field and it is equally important for educators. Teaching information, techniques, and methods constantly being updated and changed and this means our education alone will not be enough to serve us throughout our whole career.

Professional development is about life-long learning and growing us an educator. We always have potentialities to progress and refine our skills. There is always more to learn and new skills to attain. Professional development can help us to figure out why we make certain decisions and can look in to the way we think about and deal with certain situations.

We can say that teacher development builds on the past, because recognizing how past experiences have or have not been developmental helps them to identify opportunities for change in the present and the future. There may occur different problems in teaching learning process, for example with classroom management, with evaluation system etc. These issues can be hard to overcome. Through professional development, it is possible to learn how to overcome these challenges. Professional development is about improving and moving forward. By taking these courses the teachers learn to overcome the challenges they are facing in the classroom. It is about acquiring new skills and becoming a better teacher. Teacher will gain confidence by learning new methods and information about their field. It is important for both new teachers and veteran teachers. It helps them to gain confidence to overcome any obstacles they faced the classroom. So, there is dire need of professional development for teachers.

The teacher does not learn solely by acquiring new information or knowledge about teaching but through thinking about new ideas on the light of past experience fitting new idea into his/her thinking and reappraising old

assumptions in new information. In this regard, Ur (1996) focuses on teacher's active role for the professional development of his/her own learning strategies. Similarly, Ur (2006) says that a teacher should have advanced professional expertise and knowledge through his/her career and such advances do not depend on formal course or external input. Likewise, Sultan (1987) claims that teacher need to see how ideas connect across the field of language teaching.

According to Mohnty (1995 as cited in Sultan 2004, p. 41), "Professional development of teacher is essential for qualitative improvement of any system of higher education. Professional development is concerned with development of knowledge and skills of teachers. The individual is the main agency for professional development". The teacher can update his/her skills through his/her own effort and if he/she get opportunity in teaching. The institution which are in better position should take the responsibility and they should conduct occupational programs for skill development of teacher. They should establish library from which teachers can get opportunity to learn more for their professional development. Which is very beneficial for the students to get new ideas from the teachers. The university and professional bodies also work for professional development of teachers. In this connection, Sultan (2004, p.36) writes:

It is believed that effective educators are life-long learners, that professional development must be an ongoing process of refining skills, inquiring into practice, and developing new methods. The mastery of subject is not possible without seeking for more knowledge; knowledge is never complete and is always advancing and teacher who is not a fellow traveler in this exiting pursuit practices and stands merely

watching others misses the thrills of adventure which is so potent a stimulus of thoughts.

The professional development of teacher is essential for the improvement in teaching and learning and process and effective, successful teaching and learning in classroom which helps to increase students learning and to improve their performance.

2.1.7 Professional Development of English Language Teacher

Professional development is the first requirement for the teachers. It is a growth of skills, knowledge and expertise. Taylor (1978) defines, “A profession is an occupation that assumes responsibility for some tasks too complex, to be guided by rules to solve complex problems and yet historically, teaching has fallen soft status of professional”. Similarly, Walling and Lewis (2000, p. 64) states:

Professionals are at the top of the hierarchical pyramid of occupations they are the experts in a particular field and they rationally employ advance by artistic adoption of general principles. In order to perform the responsibilities, competent language professionals must understand the objective underlying these responsibilities. They must further be able to apply the principles that are relevant to a particular situation and to follow them in around with principles of their profession, whether we are talking about doctors or teachers.

Profession requires prolonged academic training and a formal qualification. Any professional activity involves systemic knowledge and proficiency.

Professionals form a special group community. English language teachers are professionals and they, therefore, need a special kind of knowledge, skills and expertise for which they need training according to their needs. They are committed to reaching certain standards of performance. They are aware of their responsibility towards their learners and their learning. They should communicate innovatory ideas whether theoretical or practical, to one another and to the public at large through in house seminars, national or international conferences, journals or books. They should be autonomous and they should be responsible for training new teachers. They could not be English language teaching professionals without English language training. By virtue its nature, English language teaching professionals constitute a special group of people and have a special kind of publications like ELT journal (i.e. Young Voices in ELT) etc. they organize special conferences like IATEFL, TESOL and NELTA. Obviously, for a professional development of English language teacher, it 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 other kind of training or courses.

2.1.8 Professional Development of Teachers in the Context of Nepal

Teacher needs to be given adequate training before they enter in the field of teaching which is termed as pre-service training. Pre-service training is not sufficient for professional development of teacher. Therefore, teacher needs in-service training as well. Teachers are generally motivated to continue their professional development once they begin their career. They can play an active role in their own professional development. In Nepal, FoE (Faculty of Education) under Tribhuvan University has been running pre-service teacher training programs through its constituent campuses and affiliated campuses. They are three-year B.Ed., one-year B.Ed., two-year M.Ed., 18 Months M. Phil., and Ph.D.

The Higher Secondary Education Board (HSEB) has also been running the training under the stream of education at 10 +2 level. Similarly, Kathmandu University Purbanchal University, Nepal Sanskrit University are running the bachelor level, master level and other research degree programs under their educational wings. National Center for Education Development (NCED), under Ministry of Education (MOE) has been running many short term and long term in service teacher training programmes around the country for the professional development of teachers. NELTA (Nepal English Language Teachers Association) was established in 1991 with the aim of developing professionalism of English language teachers. It has been working in collaboration with the MOE, British council and American Embassy to run the teacher trainings, organizing conferences and seminars as well.

English language teachers themselves are an important sources of their work as teachers. Bullough and Crow (1991, as cited in Sultan 2004:38) suggest that 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 individual with which one interacts.

2.1.9 Study Habits

The problems that the most of teachers have contribute to their poor performance in classroom presentation is lack of proper study habit. For an excellent performance, there is dire need to form good study habits. A teacher, who wants to study well, needs to choose a suitable place for his study. Where to study is as important as what to study and how to go about study.

Productive study habits require learners to prepare personal time-table for them allocating a certain length of time for a particular subject, depending on how difficult each subject is. This is the reason why the teacher tries to adopt many techniques to help the students to learn. There will be a brief

explanation of the topic, followed by the need for planning effective study habit program.

Study habit in general refers to a mental effort to obtain knowledge. This means that studying is an art of learning which helps the individual not only to acquire knowledge but also the skill and the habit to study. Narramore (1974, as cited in Ogbodo, p. 229) defines habit as, “A pattern of activity which, through repetition, has been learned to the point that it has become automatic and can be carried on with a minimum of conscious effect”. Effective study habit refers to a situation in which an Effective study habits in educational sector and counseling implications.

Learner studies regularly to achieve maximum success in his school work. Study habit, therefore, refers to learning which leads to the achievement of a learner’s goal, through a prescribed pattern of study behavior. In addition, Rastogi in Bulus (1990, p.21) defined a counselor as “One who helps the client to explore his feelings, take appropriate decisions, and initiate new actions to resolve problems”. The counselor is a patient listener, he/she knows how to encourage client and gives reassurance, and he/she has a deep understanding of human motives. This definition presents the counselor as one who makes every effort to be very close to students in order to direct and modify their behavior towards useful purpose. Parents send their children to school to learn. In the school, children are exposed to various experiences which influence their behavior. Therefore, learning is a change in behavior. Such a change is seen in their mental reasoning, physical growth, manipulative skills and development of values and interests. So is the case in teachers. The change may be easy or difficult depending on the home and the school environment. A planned program of study is a good strategy to motivate the teachers to explore, ask questions and solve problems that confront them. Among the objectives of education is the clause, ‘they need to help the individual to develop his/her full potentials’. This cannot be achieved without a proper planning to make teachers develop positive attitudes towards

learning, one of the reasons for having a good study program in the school environment.

2.1.10 Typology of Study Habits

According to Ogbodo (Rosemary Ochanya, Vol. 3, No. 2, 2010), there are some known study/reading habits which have either positive or negative orientation. For the purpose of this topic, they are grouped into:

- (i) Hobbial (hobby)
- (ii) Recreational
- (iii) Concentration
- (iv) Deviatonal

Among the above mentioned types, the first three study habits have positive effect and the last one have negative effect. These study habits are described in brief in the following section.

(i) Hobbial (hobby)

A hobby is an activity one does because he derives some joy and satisfaction in doing it. After formal education attainment, some people like reading as their hobby. Its purpose is to widen the reader's horizon in things educational, religious, political, economic, current affairs, fiction and non-fiction. The practice of reading as a hobby makes one to be versatile in knowledge in many areas and the person can discuss knowledgeably with others. This type of reading is a positive one to learning not only in developing mental reasoning but also in helping the person to satisfy his interests and aspirations.

(ii) Recreational

Fundamentally, reading for recreation or relaxation is very common among the education elite. People who have gainful employment spend the whole day

in the offices trying to solve problems related to the jobs they do. When they come back from work, they normally have a desire of change by reading books newspapers and other written materials which are different and of interest to them. Students should be encouraged to read magazines instead of reading text books all the time. Students, who read magazines at intervals learn to relax, cool their brain and avoid mental fatigue. This type of studying produces positive results as it keeps the student's interest which helps them to acquire more knowledge and makes for a disciplined life in the school. In most cases, its effect in inducing sleep and rest after tedious reading in the classroom or the library adds to good health habits. Effective study habits in educational sector, counseling implications.

(iii) Concentration

The concentration reading is not positive but it is the most important one that provides the desired outcome. It is the bedrock and the result oriented reading which makes for achievement. Researches by eminent scholars of language arts have come up with several formulae for effecting positive results in a learning situation.

(iv) Deviational

The reader deviates from the actual reading and pretends to be reading. If this habit is not curbed in students, it may lead to loss of interest in the acquisition of knowledge. Studying or reading textual materials by this method takes the form of Brown study or Browsing. Result of this type of reading is a negative one because the person deviates from the norms and rules of actual study.

2.1.11 Effective Study Habits for Effective Teaching

Studying is not just about passing an exam as most students look at it as. Study is effort to actually learn things some of which we share in our classes that have little or nothing to do with our interest we should still look for

interesting things to take away from every experience. Because of all of the competing things for our attention, it's hard to concentrate on studying and yet if we are in school. We have to do at least a studying in order to progress from year to year. The key to effective studying is not cramming or studying longer, but studying smarter. We can be studying smarter with the following ten proven effective habits as suggested by Grohal (2013, p. 13) are:

1. How do you approach to your study materials?
2. Whether your study is important or not?
3. Bring everything you need, nothing you do not .
4. Outline and rewrite your notes.
5. Use memory games (mnemonic devices).
6. Practice by yourself or with friends.
7. Make a schedule you can stick to.
8. Take breaks (rewards).
9. Keep healthy and balanced.
10. Know what the expectations are for the class.

Grohal (ibid) further suggests that we can improve our study habit using following ways;

-) Aim to think positively when you study and remain yourself of your skills and abilities.
-) Avoid catastrophic thinking. Instead of thinking, "I am a mess; I will never enough time to study for this... Look at like I may be a little late to study as much as I would like but since I am doing it now I will get most of it done".

-) Avoid absolute thinking. Instead of thinking “I always mess things up” the more objective view is “I do not do so well that time what I can do to improve”?
-) Avoid comparing yourself with others, because you usually just end up feeling about yourself.

If the teacher learns better he/she can teach better and he/she can change the strategies, if the students couldn't get him/her in the class room if he/she had enough knowledge about the subject matter, teaching methodology, student's psychology, present environment. This can be active through studying more and more. So. the teacher should study more to teach effectively in the class room.

2.1.12 Study Habits of Teachers for their Professional Development

Although we know there are many people who do not like to read and have never developed the habit of reading for pleasure, among those some teachers would be the part of this group. Teachers are the very people with whom society has entrusted the task of equipping the next generation to go beyond the present. The question asked by Brown (2004, as cited in Rasey, 2009 p.8), “Can you be a teacher of literacy if you do not love to read?” My answer to that question is yes – but at what price?” these thoughts have caused me to do the research on the role of study habits of English language teachers for their professional development.

It is said that successful teachers are those who continue to develop themselves through their professional life: the completion of a pre- service course and initial qualification are only the beginning. A teacher can and should advance in professional expertise and knowledge through his/her career and such advance does not depend on formal course or internal input. It is common experience among teachers to feel after several year of

teaching that they need a fresh impulse to encourage them to go on listening and developing. In this connection, Head and Taylor (1997, p. 5) write:

Most teachers can recognize a point in their career when they have Masters' on technical skills. Some believes having reached that point, they have attended their own personal best and have nothing more to learn. Some decide to go on further course of academic study such as an advanced diploma, Masters degree, M. Phil. or Ph. D, or some kinds of in-service training. Many other teachers who are keen in understanding more about teaching and learning field, however, those academic courses either are not an option or seem not to provide an appropriate way of developing themselves. They questions that motivate such teacher to go on learning comes from the sense that they have the potential within themselves to become better teacher through developing their own understanding and awareness of themselves and of their learners.

Learning must be internally determined rather than externally controlled as humanistic theory recognizes the autonomy and individual needs of the person. The teachers' role should be to support the self determining learner. This theory encourages the learners to study more themselves to learn more by taking a person as self agency. Teacher can use different learning strategies to improve their teaching profession and growth their professional works. Different scholars have suggested different learning strategies such as, work-shops, self monitoring, teacher support group, keeping a teaching journal, peer observation, teaching portfolio, analyzing critical incidence, case

analysis, peer coaching, team teaching and action research are identified as strategies for teacher learning by (Richards and Farrell 2005). However, any activity that provides an opportunity to the teachers to develop their knowledge can be taken as learning strategy of teacher for professional development. Both formal as well as informal activities designed to promote teacher learning can be regarded as learning strategies of teachers'. Self study can be regarded as one kinds of learning strategy of teachers' for their professional development. Which is very helpful for learning new things such as new teaching method, new innovations in education, to expand the subject knowledge to solve problems occurred in the classroom and use of new technology in teaching learning procedures.

2.2 Review of Related Empirical Literature

Empirical literature refers to the application of theoretical literature in the practical field. There are so many researches carried out on the learning strategies and learning styles used by English language teachers in their study and in the study of the learners. Most of the researchers have chosen learner, learning style and strategy used by the students of different age and levels, however, the present study focuses on the study habit of teachers themselves. There are only few researches carried out in this area, so, it is somehow difficult to get sufficient resources for literature review. Some of the related studies carried out inside and outside the country are reviewed in the following section.

Morrison et al. (1999) conducted a research entitled "Do Teachers who Read Personally use Recommended Literacy Practice in their Classrooms Reading Research and Instruction?" The purpose of this study was to examine relationship between the personal recreational readings of teachers' with their use of recommended literacy in instructional practice. A descriptive study of 1874 elementary teachers was conducted nationwide through a 21

item questionnaire. Fifteen of the items focused on teachers' use of recommended literacy instructional practices and six referred to teachers' personal reading habits. Data were examined to determine if teachers as readers differed by grade level taught, age, or by members of years of teaching experience. From the research, they found that teacher at all grade levels think of themselves as readers and that as the teachers increased in age they were more likely to be readers however, length of the service as a teacher is not a predictor of teachers who are readers. The researchers also found that younger teacher used recommended instructional practices among than the older teachers, and teachers who more frequently use recommended instructional practices also have more favorable opinions about books and readings.

Similarly, Gallik (1999) conducted a research entitled "Recreational Reading Habits of College Students", which was published in the journal of Adolescent & Adult literacy, P.480-488. The purpose of this study was to reveal some evidence to either dispute or support the assumption that a positive relationship reading and academic success. The sample of students consisted of those enrolled in four sections of a first year composition class and three upper level writing classes at a small, private liberal arts college. The researcher developed a survey questionnaire consisted of questions about demographics, participation in special programs (honours or support program for students with learning disabilities) and recreational reading. Data were gathered from 139 useable surveys – 77 completed by women and 62 completed by men. From that study the researcher found that pleasure reading by itself is not strong predicator of achievements.

Sheila and Bremer (2002) conducted a research entitled "Professional Devolvement Needs to Novice Career and Technical Education Teachers", at the university of Minnesota funded by the US Department of Education,

Office of Vocational and Adult Education. The primary purpose of this study was to examine the professional development needs of novice secondary career and technical education (CTE) teacher. The secondary purpose was to determine if CET teachers who entered the profession through alternative certification routes professional development needs than those of traditionally prepared teachers. The method of data collection was telephone interview. Data from the telephone interview were transcribed and analyzed to identify patterns and themes. The participants were traditionally or alternatively certified CET teachers hired between 1996 and 2000. They were surveyed concerning their preparation for teaching and their professional development opportunities. Surveys were sent to 2091 CET teachers. The sample of the telephone interview consisted of the CET teachers who completed the survey and responded via-email for their interest in participating in a telephone interview.

From the research, they found that those who went through teacher education programs were identifying specific aspects of the programs found helpful and those with mentors who found the monitoring experience most helpful also seemed to have had very positive personal relations with their mentors while most felt well prepared by their programs, some mentioned that something is learned only and most readily in the classroom most of those interviewed felt least prepared in the areas of working with special needs students.

Applegate and Applegate (2004) conducted a research entitled "The Peter Effect: Reading Habits and Attitudes of Pre-Service Teachers". The purpose of this study was to find out the nature of reading attitude and motivation, and characterizing those teachers who are charged with fostering enthusiasm for reading in their students that they did not have. They carried out an experimental research to collect the data from the respondents. The subject

of the first study were 195 university sophomores who were enrolled in elementary education programmes. In order to shed additional light on the nature of reading attitude and motivation, the sample were taken from two very different universities. Seventy-six students were enrolled at an urban university in a blue-collar area of a large on the east coast while 119 students were drawn from a semi urban, white-collar area on the outskirts of the same city. The researchers found that the majority of the respondents recalled their school reading activities as boring and uninteresting. One interesting finding was that teacher attitudes towards reading were very apparent to their student.

Likewise, Yi –chin Huang (2007) conducted a research entitled “How Teachers Develop their Professional Knowledge in English Study Group?” The purpose of this study was to understand the perceptions of the teachers on the effects of a study group for their professional growth in the work place. The researcher found that the study group according to the members promotes both collective and individual growth in developing their English language skills in supporting environment. This study also shows that teacher study group help teacher not only generate new ideas but also to appreciated new ideas and different opinions.

Similarly, Joshi (2010) conducted a research entitled “Learning Strategies of English Language Teachers for Professional Development”. The purpose of this study was to identify the learning strategies employed by the English language teachers for their better professional development. She used the survey research design to conduct her research. The population of this study were English language teachers who were teaching in different colleges of kathmandu valley. She selected 45 English language teachers using non-random purposive sampling procedure. She used questionnaire as a main tool for the collection of data which contained both open ended as well as

close ended questions. From the research she found that majority of the respondents were using direct language learning strategies for their professional development though some of them responded that they use indirect language learning strategies as a way to their profession.

In the same way, Chhetri (2011) conducted a survey research entitled “Reading Comprehension Test Strategies Adopted by English Teachers of School Level”. The main purpose of this study was to identify the test strategies of reading comprehension adopted by English teachers of school level. Forty school level English teachers were selected using non-random purposive sampling procedure. Among them 20 teachers were from Bagmati zone and 20 teachers were from Gandaki zone of Nepal. From the research he found that majority of the respondents were teaching knowledge oriented reading comprehension rather than teaching skill oriented techniques and he also found that majority of the respondents were using teacher centered techniques rather than using student centered techniques.

Similarly, Gautam (2011) conducted a research entitled “Learning Strategies Used by English Students at Higher Secondary Level”. The purpose of this study was to identify and classify the learning strategies used by the students of higher secondary level. A set of pre-formulated close ended questionnaire was used to collect the data from 80 students studying in different four higher secondary schools of Palpa district. Twenty students from each college were selected using simple random method. From the research he found that cognitive strategies were used by the students to a great extent and suggested that the teacher should be so conscious about it while teaching and they need to provide students with sufficient opportunity for practicing English language by creating different real life situations.

From the above empirical evidences it is found that most of the research works were carried out on the study habits of the school/college students,

pre-service teachers and novice teachers. My study focuses on the study habits of +2 level English language teachers. Therefore, my research, becomes distinct from that of the above mentioned researches.

2.3 Implication of the Review for the Study

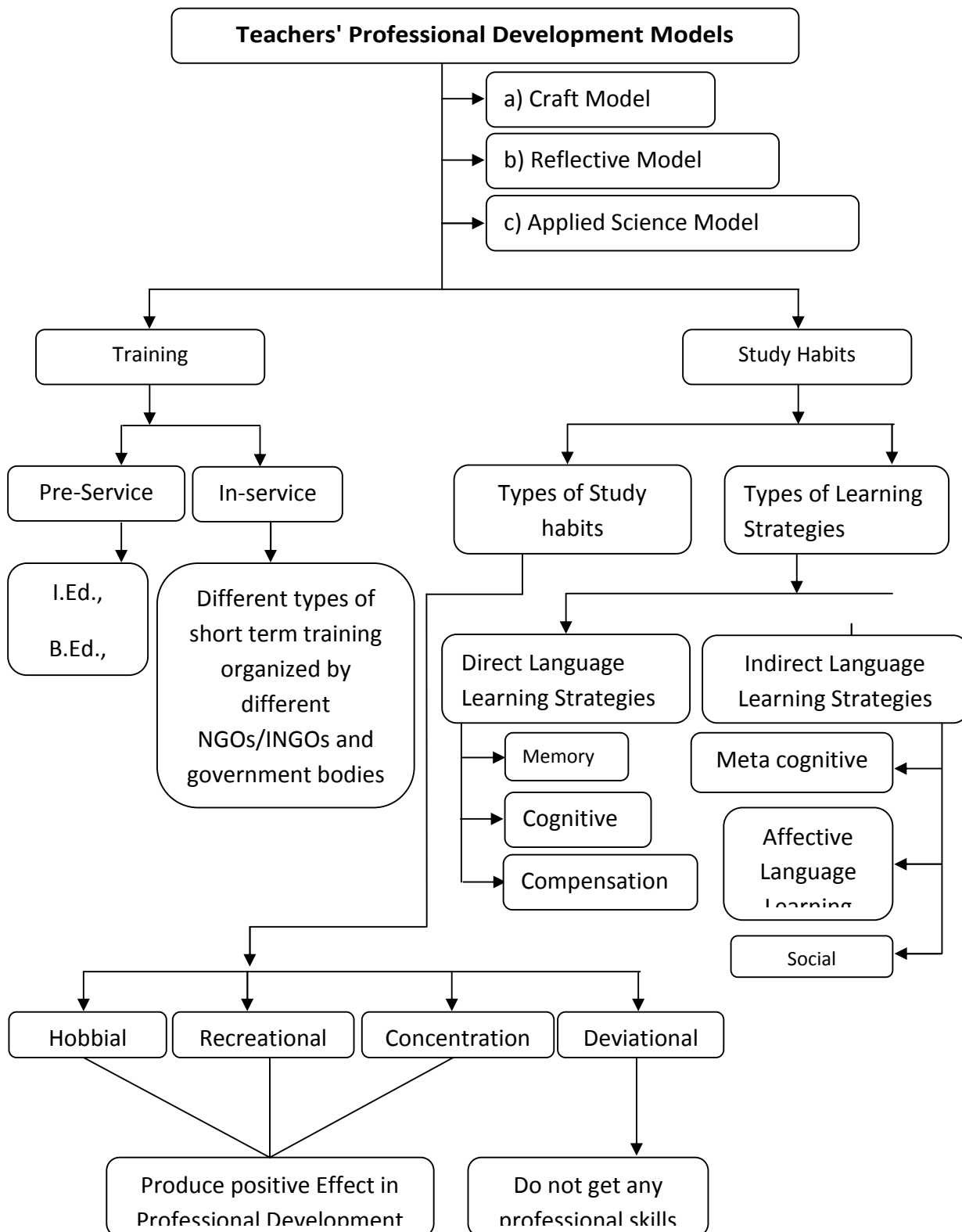
Implication of the review of the study refers to the act of explaining why the particular reviews are done and to what extent the reviewed literature is related to the study. For making this study complete and standard, I have reviewed eight different studies conducted on the different aspects of teachers professional development and study habits. Among these studies carried out on study habits and professional development inside and outside the country, most of them are related to students study habit and learning style of the students. Few of the researches are related to teachers learning strategies, styles and study habits as well. These studies are related to my study in various respects. After reviewing these works I got lots of ideas regarding the study habits of teachers, learning strategies and styles used by the teachers of English language, teacher professional development and difficulties to remain in the profession etc. From the Morrison teal. (1999) I found that teachers at all grade level think of themselves as readers and that as the teachers increased in age they were more likely to be readers however, length of the service as a teacher is not a predicator of teachers who are readers. Similarly, from the Gallic (1999), it was found that pleasure reading by itself is not strong predicator of achievement. Likewise, from Applegate (2004) it came to know that most of the students think their school reading activities as boring and uninteresting. Furthermore, Yi-Chin Huang (2007) concludes that teachers study group help teachers not only generate new ideas but also to appreciated new ideas and different opinion. In the similar vein, Joshi (2010) concludes that most of the Nepalese English teachers are using direct language learning strategies as a way to their

profession. Through analyzing these opinions I select research topic for my research study. Which is not carried out by any researchers in any university and department. So, in this case my research work related to study habit of English language teachers for their professional development will helpful for the new generations who want to do the research in this area also.

But in the case of our context, the researcher did not find any research works related to study habit of English language teachers for their professional development. In this situation, though those works were carried out in foreign context, those works provide insights for my study and helped to explore the theoretical concepts and various guidelines to carry out over all research work. In short those literature studies and research works helped to form the foundation of my study with greater significance.

2.4 The Conceptual Framework

After reviewing the theoretical literature and empirical literature the researcher developed a mental frame-work about how to conduct his study. The conceptual framework made by him was:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the overall plan for conducting a research. The plan formed by the researcher to conduct this research study was described in this chapter. In this chapter the researcher discussed the design of the study that was followed, study population, the sampling procedure, tools and process of data collection and data analysis and interpretation. The researcher adopted the following methodology to carry out the proposed study.

3.1 Design of the Study

Research is classified differently by different experts like historical research, experimental research, survey research, action research, ethnographic research, etc. Among them, the researcher used the survey research design to accomplish his study. Survey is a descriptive research. Surveys are widely used for collecting data in most areas of social inquiry from political to sociology from education to linguistics. Typically, surveys gather data at a particular time with the intention of describing the nature of existing or identifying Standards against which existing conditions can be compared or determining the Relationship that exists between specific events. According to Nunan (1992, p.140), “the main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time”. Similarly, in the case of educational survey research, Cohen et. al. (2010, p. 207) states that, “It often makes use of test results, self-completion questionnaires and attitude scales. Surveys are useful to gather factual information both present and past”. In the same way Kidder (1981, p. 81) defines survey research as “A best research design carried out to find out public operation, and the behaviors and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time”.

The main purpose of survey research is to find out opinion on certain issues to access certain educational program to find out behavior of different professionals to evaluate certain activities to study certain trends and existing state of certain institution a single point of time than compare the findings with the standard once. Finally it aims to forwards some suggestion for the improvement of the research area.

Some of the characteristics of survey research stated by Choen et. al. (2010, p. 206) are as follow:

-) It collects data on a one-shot basis and hence is economical and efficient.
-) Represents a wide target population.
-) Generates numerical data.
-) Gathers standardized information.
-) Captures data from multiple choice, close questions, test sources or observation schedules.

Research Process in Survey Research

While talking about the process of survey, we have to be clear for what do we want to find out and how will results be written up and presented. For this different researchers have suggested the survey research procedure differently in their own style. Nunan (1992, p. 141) suggests the following eight step procedure of survey research in more comprehensive way.

1. Define objectives
2. Identify target population
3. Literature review

4. Determine sample
5. Identify survey instruments
6. Design survey procedures
7. Identify analytical procedures
8. Determine reporting procedure

However, based on the research tradition and procedure followed by the Department of English Education, TU, we can forward the following fourteen step research procedure to address the survey research process. These research processes are equally applicable to all the educational surveys out of the Department as well.

1. Identify the problem / framing the topic.
2. Specifying objectives.
3. Constructing the hypothesis.
4. Expanding the theoretical knowledge.
5. Writing research proposal and preparing research tools.
6. Piloting the research tools.
7. Field visit.
8. Contacting the selected institutions and authorities to establish rapport with them.
9. Requesting the authority for the permission to conduct research.
10. Requesting for the list of informants, if permission is granted.

11. Sampling the required number of informants.
12. Fixing the time for data collection.
13. Editing the required data.
14. Analysis interpretation and presentation of data

In order to carry out survey, the above mentioned processes are widely used by the researchers. However, every institution or organization has their own research tradition or procedures. Same is the case with the Department of English Education to conduct the survey research.

3.2 Population and Sample

The population of this study were the +2 level English teachers teaching in different +2 schools of Lalitpur and Kathmandu districts of Kathmandu valley and the principals of the related schools. Fifteen schools were selected from two districts (i.e. Lalitpur and Kathmandu) of Kathmandu valley. Two teachers, and their principals were selected from each school. The sample of this study includes 30 teachers from 15 schools and 15 principals of the related schools. The total number of respondents were forty-five. Among them 4 were female and 41 were male.

3.3 Sampling Procedures

The researcher used non random purposive sampling procedure while selecting the schools. Fifteen schools were selected from Lalitpur and Kathmandu districts of Kathmandu valley. Two teachers and the principal was selected from each of the schools purposively. So, the selected teachers' were thirty and the principles were fifteen. The total number of respondents were forty-five.

3.4 Tools of Data Collection

The main tools of collection of data were a set of questionnaire and interview. The researcher used the structured interview to get the information from the principal of each school and the questionnaire was asked to the selected English language teachers of each school which contained both close as well as open ended questions.

3.5 Data Collection Procedure

Having prepared the required copies of questionnaire and an interview schedule, the researcher visited the purposively selected schools with an official letter from the department. Then, the researcher clarified to the administration of each school about his intention of visiting the school. After that he consulted with the principal of the school and established rapport with each of them. The researcher took permission from the principal and briefly explained about his purpose and what they were supposed to do. When the principals were ready to take an interview the researcher took an interview with the principal. The interview was recorded on the audio recorder and some important points were noted on copy also. The researcher developed the interview schedule with questions and wrote the responses under the questions replied by the principals. After taking an interview with the principal, the researcher consulted with the English teachers and established rapport with each of them. He took permission from the respected respondents and briefly explained about his research study and what they were supposed to do. After that he distributed the questionnaires to the teachers and requested them to answer the questions and return to time. After getting relevant data, the researcher analyzed and interpreted the data to fulfill his objectives.

3.6 Data Analysis and Interpretation Procedure

Data analysis can be seen as the process of bringing order structure and meaning of the mass of collected data. The process of data analysis started with the coding and minute analysis of the collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. The focus of the analysis of the review data was to gain insight into the study habit of English language teachers for their professional development from their perspectives. For this purpose this study intended to describe the opinions and experiences of the selected 30 English teachers teaching in +2 levels and 15 principals of the related schools.

All the questions given to the respondents and the responses given by them were at first, categorized on the basis of thematic idea of the questions and relationship between them. The major categorization of the data are in to two groups as analysis of the questionnaire collected from the selected English teachers' about their study habits and professional development and analysis of the interview taken from the principals of the selected schools .These major categorization were divided into different sub-groups and analyzed and interpreted descriptively.

This analysis allowed the input of forty five code names of the respondents. In which thirty teachers and fifteen principals were coded differently. The raw data were processed and analyzed according to the item. They were put into the tabular form and were converted in to percentage according to the topics and sub topics on which the questionnaire and interview schedule were based.

CHAPTER-FOUR

RESULTS AND DISCUSSION

This chapter consists of detailed analysis and interpretation of the data collected from the respondents. Similarly discussion of the results based on the data is also included in this chapter.

4.1 Results

The purpose of this study was to find out the study habit of English language teachers for their professional development. This study has identified the study habit followed by the English teachers, time allocated for their self study, facilities available for their self study, annual budget allocated for buying the books, benefits taken from their self study (study habit) and problems faced by the teachers in their teaching profession respectively. From the minute analysis of the data collected from the respondents, this study came up with following major findings.

1. Majority of the respondents (i.e. 60 %) found to have regular study habit. That is to say, they read something new related with their profession and besides their profession.
2. Similarly, 90 % of the respondents answered that they do not have enough time for reading.
3. Next finding shows that 63 % of them spent only one hour for their self study.
4. Likewise, 10% respondents spent less than one hour or half an hour for their self study.

5. Surprisingly, all of the respondents were agreed with the opinion that teachers should have study habit and they present the teacher as model character and leader of the society.
6. Similarly, 60 % respondents were used hobbial study habit and 40% of them used recreational study habit: but none of them used concentration and deviational study habits.
7. Next finding showed that 60 % of the respondents were inspired from their parents, elders and teachers to join this profession and their own interest and 40% respondents mentioned that they had no any other chances to get any other job.
8. In the same way, from the research it was found that 80 % of the respondents were in favour of reading the books related to the literature. 10% respondents were in favour of reading the historical and religious books and the remaining 10% respondents were in favour of reading the books related to the language.
9. Furthermore, regarding the library facility, 87% respondents answered that they have library facility available in their school.
10. Similarly, from this research, it was found that 90% of the respondents have an access with e-mail and internet.
11. From the research, it was found that 86.66% principals of the related schools were satisfied with their English teachers. They mentioned that their English teachers are cooperative and they are supporting to create English language environment in their school.
12. In the same way, all of the principals agreed that their English teachers have lack of time to coordinate each other and they have not any extra time for their students they are too busy.

13. Regarding the teaching methods and techniques used by the English teachers, all the principals of related schools commented that their English teacher generally uses traditional lecturer method of teaching. They do not want to use modern innovation in teaching and learning process but surprisingly they mentioned that the students are satisfied with their English teachers leaving some exceptional cases.
14. Another finding obtained from this research was that 73.33% of principals replied that they do not have done any formal research about their school's problems.
15. To be more specific, respondents were found to have following difficulties in their professional career. Some major difficulties they voiced are presented below:
 - (a) Difficulty of getting enough time for their self study. Only 10% of the respondents answered that they have not even 30 minutes time for their self study because they are too busy.
 - (b) Difficulty of managing proper teaching materials, and lack of physical facilities it hinders their classes as well. 80 % respondents replied that there is lack of proper teaching materials and there is lack of economic resources to manage those things.
 - (c) Difficulty of lacking willingness and enthusiasm. It is because only 10% of the respondents mentioned that unwillingly they entered in to this profession because they could not get another job in any other sectors. From this, we know that they are facing the

problems in their profession because their internal desire is not to set in this field.

4.2 Discussion

The in depth analysis of the data and its interpretation is presented in the following subsection.

4.2.1 Analysis of the data obtained from the Questionnaire

In this section, I duly analyzed and discussed the responses collected from the respondents regarding their study habits and professional development in the following sub-headings.

4.2.1.1 Teachers' Views on Professional Development

Teaching, being one of the dynamic activities, many people want to establish themselves in the multi-advantages zone. Because of the expanding horizon of the English language and love of this language, a large group of people are interested in this language. So teaching could be one of the ways to fulfill their desire towards the English language. Teaching is a profession and teachers do specialize in particular subject areas and also study education itself in some depth. They have specialized training also in the field in the form of teaching practice and they have to pass examinations in order to be qualified trained teachers. Therefore, the first question was administered to find out the personal understanding about the term professional development. The question was asked about their personal understanding with term professional development In response, 12 respondents stated that professional development is a personal, social and academic development to the specific profession, having special ability, quality skills and competence in one's occupation. As an evidence for this view, Respondent no. 7 explained, *"Professional development is a development of a person from a special quality especially as a livelihood"*. Similarly, respondent no 10 viewed *"It is a*

professional social and academic development according to specific profession".

The respondent's views on professional development is presented in the table below:

Table No. 1
Teachers' views on Professional Development

S.N.	Responses	No. of Respondents	Percentage
1	Professional development is a personal social and academic development of the specific profession, having special ability, skills and competence in one's occupation.	12	40
2	Professional development is to be able to do our work in a perfect way. In teaching having confidence towards subject matter as well as update every time.	10	33.33
3	Professional development is a process of becoming best king of professional.	3	10
4	Professional development is a process of transforming human potentialities in to human performance and never end process.	5	16.66

From the above table, it is clear that all of the respondent had clear understanding of the term professional development though their views were different. Greater number of respondents (i.e. 40%) took it as an personal, social and academic development of the specific profession, having

special ability, skills and competency in ones occupation. Similarly, 33.33% respondents answered that it is able to our work in perfect way. In teaching having confidence towards subject matter as well as updated every time. Likewise, 16.66% of the respondents believed that it is a process of transforming human potentialities in to human performance and never end process. The remaining 10% respondents answered that PD is a process of becoming best king of professional. By analyzing the above table we can say that they all agreed in the idea that PD is related to the development of one's personal, social, academic and professional skills, knowledge and ideas in their profession.

4.2.1.2 Reasons Behind Selecting Teaching as a Profession

Under this sub-category, teachers were asked the question, why did they get into teaching profession ? Why did they choose to become a teacher ? Answering that question, 40% of the respondent joined this profession because of their interest in teaching English. Similarly, 20% of the respondents viewed that they had selected teaching profession inspired by their parents, teachers and their elders. Respondent no., 2 explained *"my parents were also involved in the same profession"*. Similarly respondent no. 23 viewed, *"Because of the inspiration of my parents, my father was a teacher at secondary level and he wants to make me a good teacher and he always inspired me to be a good teacher so I get into this profession"*.

Different reasons expressed by the respondents selecting teaching as a profession can be shown in the following table.

Table No. 2

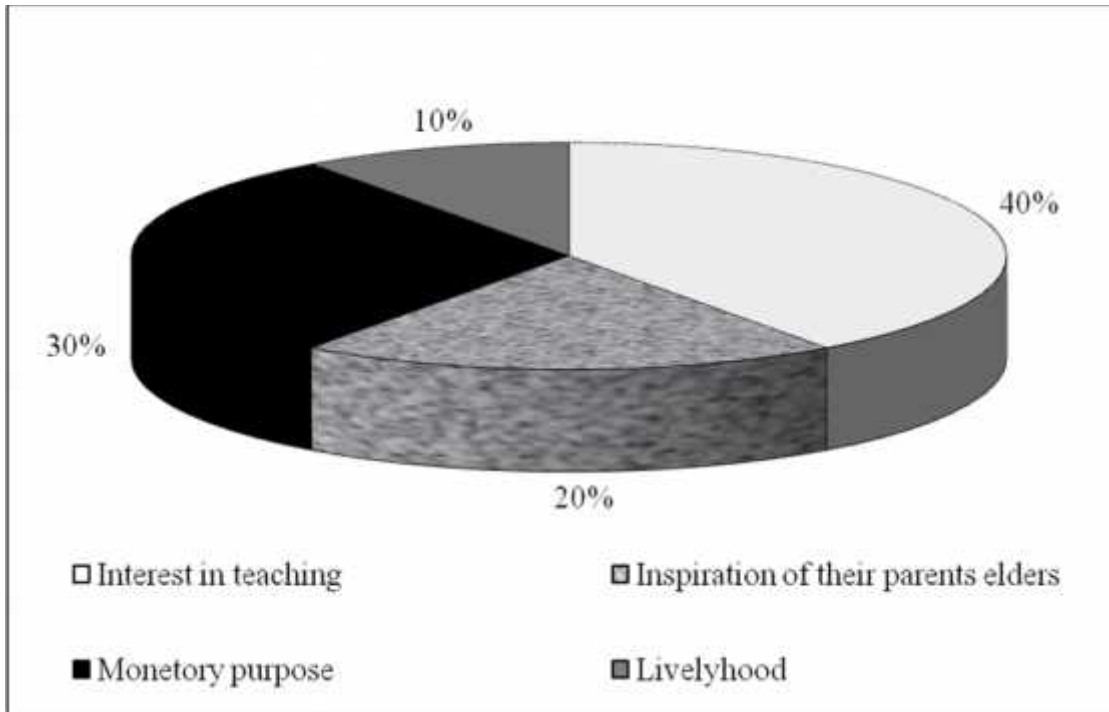
Reasons behind selecting teaching as a profession

S.N.	Reasons	No. of Respondents	Percentage
1	Their interest in teaching	12	40
2	Inspiration from their parents, teachers and their elders.	6	20
3	To earn money or seeing a honourable income.	9	30
4	For their livelihood.	3	10

By analyzing these different ideas we can say that there were different reasons behind selecting teaching English as a profession as a fulfill their interest in teaching profession, because of its wider scope of the English language in the present world and the academic background of the respondents. The analysis can be further clarified as shown as below:

Figure No. 1

Reasons Behind Selecting Teaching as a Profession



From the above diagram, we can understand that 40% respondents had selected teaching profession because of their interest in teaching. Similarly, 20% respondents were entered in this profession by the inspiration of their parents and elders. Likewise 30% of the respondents selected teaching because of the monetary purpose and remained 10% were selected this, for their livelihood.

4.2.1.3 Teachers' Belief on the Knowledge and Need of Various Learning Strategies

Without knowledge of various learning strategies, a teacher could not get succeeds in his profession. So a good teacher must have sound knowledge of various learning strategies for effective teaching. So, to generate some ideas regarding this issue the researcher asked them whether they think the need of knowing learning strategies or not? In response to this question, all of the respondents were agreed that a teacher should have sound knowledge of

various learning strategies. Without the knowledge of learning strategies we can't tackle with the various difficulties occurred inside the classroom. Supporting this view, Respondent no 4 stated that, *"Yes it helps teacher to tackle with the various difficulties inside the classroom successfully, to be strewed, dynamic and trait is the need of time in any profession"*. Similarly, respondent no 20 stated that, *"Absolutely it is very important to know about various learning strategies for a teacher not only on ESL teacher because without knowledge of various learning strategies we can't teach very well"*. Most of the respondents share same idea as mentioned above and some of the respondents answered only yes or of course, agreed with the question. To support this view, Respondent no. 1 wrote, off course. Similarly, respondent no. (2, 19 and 23) were answered only Yes. From these responses made by the respondents it was found that all of the teachers agreed that they should have the knowledge of various learning strategies but it may be varied according to the personal competence of the people.

4.2.1.4 Study Habit of Teachers

The problem that the +2 level English language teachers have performance in classroom presentation is lack of proper study habit. For an excellent performance, there is dire need for the teacher to form good study habit. Every person has different types of study habit according to their need and wishes. Someone may have irritation with reading as well but who have this problem they could not get success in their life. To generate some ideas regarding this issue, the researcher asked them to mention their opinion on study habits of teachers. In response, all of the respondents were agreed with the idea 'a teacher must be studious. The teacher is the model and example of the society. So, it is good to have habit of study which makes him/her updated. 36.66% of the total respondents answered that study habit of teachers helps them to be updated and get new ideas and techniques.

Supporting this view, respondent no. 2 said, *"A teacher must spend some of his/her time on studies so that he/she can get new ideas and techniques"*.

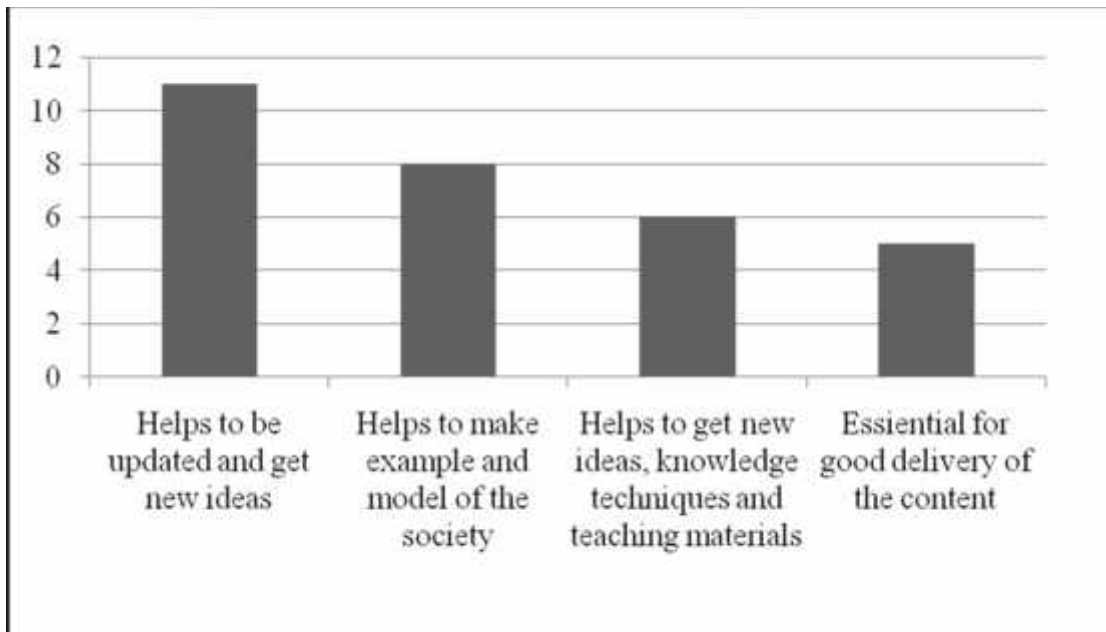
Similarly, respondent no. 8 state that *"It is necessary to get updated with the current changes appearing in the field"*.

Eight of the respondents stated that the teacher is the model and example of the society and leader of society as well. If they are not interested to study they could not lead the students and society as well. As an evidence of this view, it is significant to quote the view of respondent no. 1, *"The teacher is the example and model of the society so that it is good to have habit of study which makes him/her update"*. Similarly to others, respondent no. 1, *"Teacher is an ideal character of the society and they should play the role of model character as well. If they are not interested to study they can't lead the students and society as well"*.

Similarly, six of the respondents answered that it is necessary to get knowledge and ideas about different teaching methods techniques, classroom management and teaching materials. To support this idea, Respondent No. 18, viewed, *"Through studying different types of materials (Newspaper, articles journals books etc.). They can get different types of knowledge, ideas, teaching techniques from their study. From which they can manage their classroom activities as well"*. Furthermore, five respondents responded that it is essential for good delivery of the context in the classroom. Respondent No. 10 said that *"It is an essential for good delivery of the content"*. The variation between the responses can be presented in the following chart.

Figure No. 2

Opinion about Study Habit of Teachers



From the above figure, it is clear that 11 respondents were believed that the study habit of teachers helps them to be updated and get new ideas, 8 respondents think that it helps to present teachers as an example and model of the society, 6 respondents want to get new ideas, knowledge teaching, techniques and teaching materials and remaining 5 respondents answered that it is essential for good delivery of the content.

4.2.1.5 Library Facility and Time Spent for their Study

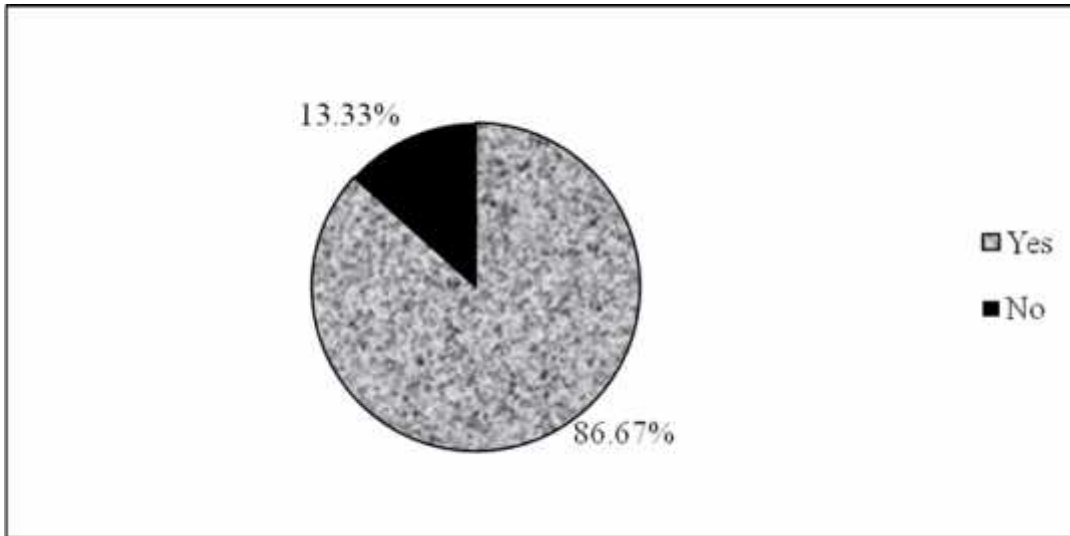
To elicit some ideas regarding the availability of the library facility in their school or at home and time spent in library for reading the books it was asked, whether they had library facility or not? If they have how much time do they spend in the library for reading the books/self study? Regarding the first part of the question, 24 respondents responded that they had library facility and 4 respondents responded that they had not any library facility available in their school or at their home but they mentioned that, sometimes they bought interested books themselves and sometimes they borrowed some books from community library and study at home

maintaining the extra time on Saturday. Regarding the second part of the question they responded variedly. Among 30 respondents, 12 stated that they went to the library on the weekend and spend 1-3 hrs. To support this view, it is important to quote Respondent no. 1, *"Especially at the weekend I go to library and spent 2-3 hours"*. Similarly, Respondent No. 7 mentioned that *"Hardly a period in a week"*. Similarly, eight of the respondents mentioned that they usually went to library and spent around one hour to read the books and other materials available in the library. To support this view Respondent No. 20 argued, *"Generally I spend around one hour in the library for reading books and news"*. Likewise, 4 respondents opined that they spent less than one hour or half an hour to read the books and newspapers. In this respect, respondent no. 5 said, *"I have library facility but I do not have enough time to read the books because of my busy routine. Sometimes I went to library for few time. It may be half an hour or less than it"*. Among the total number of respondents participated in the research only 3 respondents opined that they spent generally two or more than two hours for their daily study. For the evidence of this view, Respondent No. 23 said, *"I spend around two hours time each day in library"*.

From these evidences, we can say that most of the English teachers who are teaching at +2 level or college level did not get enough time for their self study because of their busy schedule (engaged in two or more than two colleges). There is the variation between the opinions of the respondent. We can show the above data in the following diagram and chart.

Figure No. 3

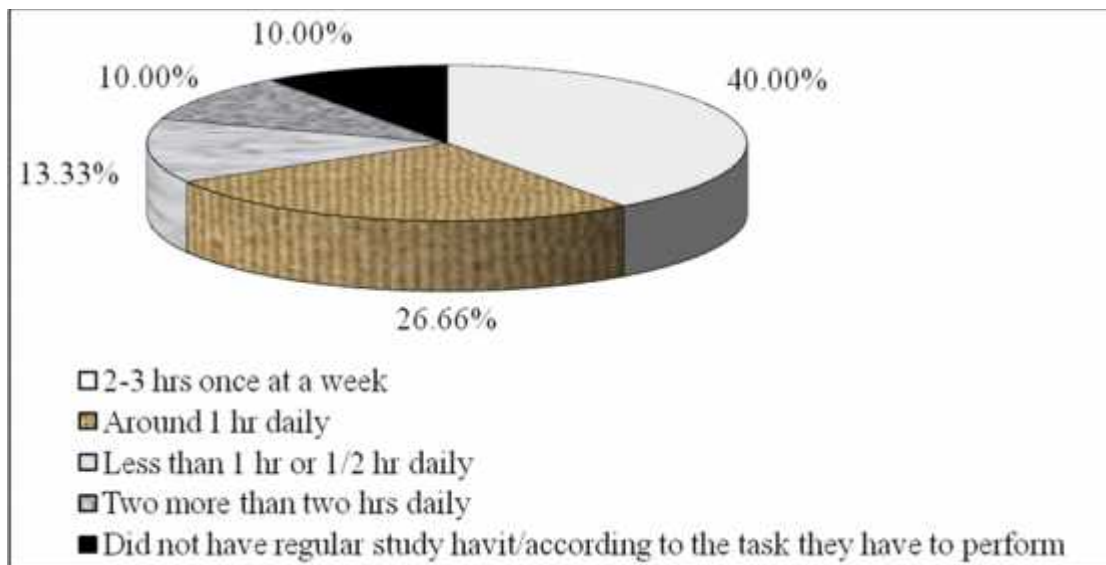
Availability of the Library Facility



From the above diagram, it is clear that 86.66% respondents have got library facility in their school or home and 13.33% have no any library facility school or at home.

Figure 4

Time Spend for Their Self Study



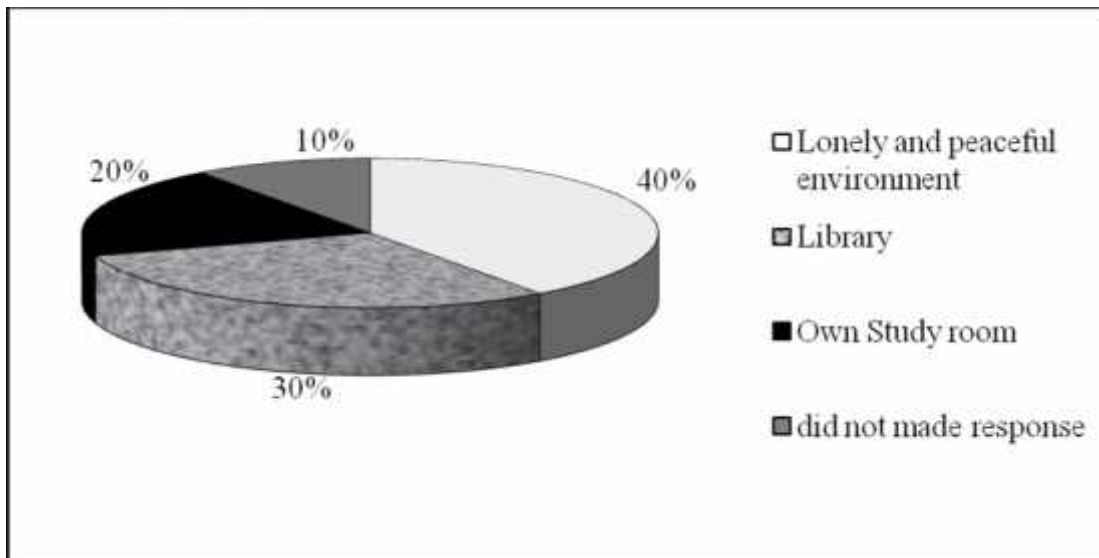
From the above chart, it is clear that, 40% respondents went to the library once at a week and spend 2-3 hrs, 26.66% respondents spends around one hour daily for their study, 13.33% respondents spend less than one hour or half an hour daily for their reading, 10% respondents said that they spend 2-3 hours daily for their study and 10% respondents do not have regular study habit or they studied according to the task they have to perform.

4.2.1.6 Teachers' Views on Study Environment

According to the personal interest, the study environment of individuals are different. Some like lonely calm environment, some prefer to stay in library, some like their own study room, some like open areas, some like reading in traveling also. As his intension was to find out the study environment preferred by the teachers, the question was, asked about their ideal study environment. In response to that question, the respondents answered variously. To make this description more comprehensive the following diagram will be more effective.

Figure No. 5

Teachers' Views on Study Environment



From the above diagram, it is clear that 40% respondents preferred to study in lonely and peaceful environment. Some of them preferred to study at night. In this regard, respondent no. 5 opined, *"lonely and peaceful environment 'which I preferred most"*. 30% respondents preferred to study in library. As an evidence for this view, Respondent No. 19 stated, *"at the library I enjoy most to read the books"*. Similarly, Respondent No. 2 viewed, *"Library"*. Likewise, 20% respondents mentioned that they prefers their own study room. For support of this view, Respondent No. 23 said, *"My own study room"*. Furthermore, 10% respondents remained silent regarding this view, it means they did not made any responses with this question. From these evidence, we can say that majority of the English language teachers prefers lonely and peaceful environment.

4.2.1.7 Impact of Study Habits on Professional Development

A person without having study habit could not get success in his life. Having habit of study a person can get lots of information, knowledge and ideas. They can introduced with new innovations came into their profession from

which they can handle their work easily and effectively. If they have such habits they can get success in their profession. Teaching is not an easy job. In diversified situation of the classroom they have to teach the students very effectively, interactively and made them satisfied with their performance. They have great responsibility to make success others not themselves only. It is not possible without searching new ideas and techniques to make the classroom very effective and successful. Therefore to find out the teachers views on impact of study habit in professional development of the teachers, the researcher asked the question whether they think that study habit has an impact in professional development of teachers' or not? In response, all of the respondents were agreed with the view that study habit has an impact in professional development of teachers. Furthermore, Respondent No. 2 opined, *"Yes, off course. The teacher can get different types of knowledge and ideas from his/her study which will be more helpful to teach the students in the classroom"*. Similarly, Respondent No. 4 viewed, *"It enhance the level of comprehension. So it makes positive impact in professional development. Teachers can get very useful references in practical teaching from them"*. Likewise, Respondent No. 23 said, *"Certainly ! If we have habit of studying new thing. We can get a lot of knowledge from those materials and many of them can be applied to develop our professional career as well"*. The major impact stated by the respondents were as follows:

Table No. 3

Impact of Study Habits

S.N.	Responses	Frequency	Percentage
1	Teacher can get knowledge and ideas about English language and helps to build their capacity to use it in practice.	13	40
2	Helps to build teachers' productive habit of mind.	3	10
3	helps to build teachers' capacity to notice, analyze and respond to students thinking.	6	20
4	Helps to build collegial relationship and structures that support continued learning.	3	10
5	Helps to enhance level of comprehension	6	20

From the above table, it is clear that all of the respondents have clear understanding about the impact of study habits for professional development though their views were different. From the table, it can be said that 40% of the respondents reported it as helpful for getting knowledge and ideas about English language and helpful for building their capacity to use it in practice. Similarly, 20% respondents argued, it helps to build teachers' capacity to notice analyze and respond to students thinking. Likewise, same number of respondents (i.e. 20%) stated that study habits help to enhance level of comprehension. In the same way, 10% respondents viewed that it helps them to build teachers productive habit of mind and the remaining 10% respondents answered that, it helps to built collegial relationship and structures that support continued learning. By summarizing these views

expressed by the respondents it is clear that study habit has a great impact in the professional development of the teachers.

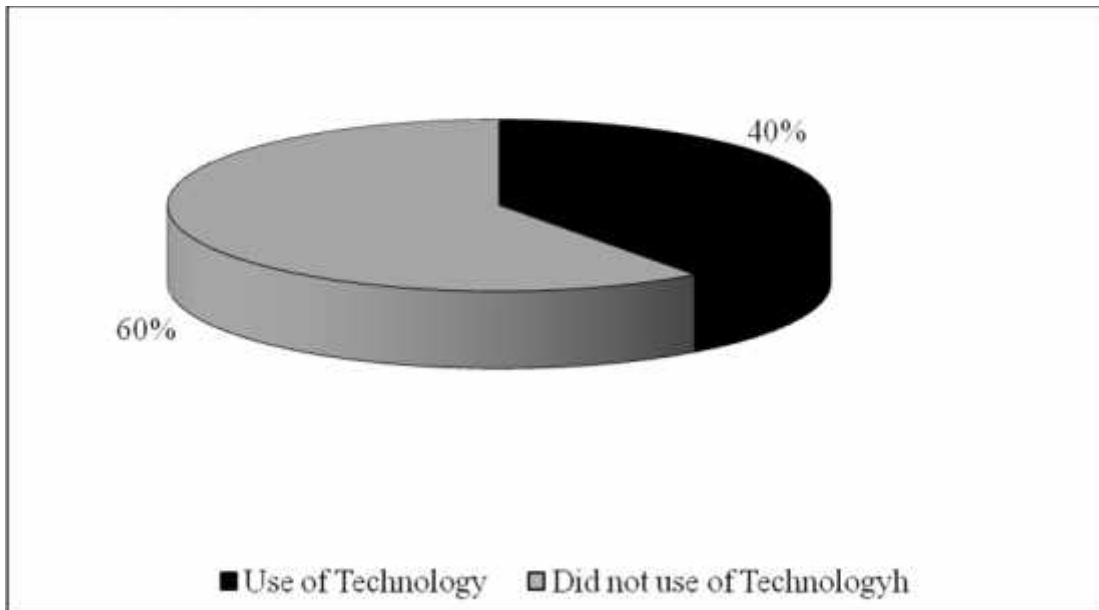
4.2.1.8 Technology Used by the Teachers in the Classroom

Technology makes easy the way of working. Different professionals can use different types of technology to make their profession easy and effective. In teaching a teacher can use different modern technologies innovated in the field of education to make their classroom live and successful. But most of the Nepalese teachers did not use technology in their daily classroom. It is due to either they did not know how to use it or they did not have proper materials according to the subject matter. Therefore, to find out the technology used by the English teachers, the researcher asked them, How they would incorporate technology in their classroom? Answering that question majority of the respondents (i.e. 18 in number) opined that they did not use any technology in their classroom. As an evidence of this view, Respondent No. 10 said, *"I haven't incorporate yet"*. Similarly, Respondent No. 27 viewed that *"Especially speaking, I do not use any technology in my classroom. Sometimes when I have to teach listening and speaking practice I myself read the text and made the student listen to me and for speaking I made the students read aloud the text and interact each other"*. Similarly, 12 respondents viewed that they mostly use the Audio visual materials and sometimes slides as well as. In this regard, according to the subject matter.

Respondent No. 4 viewed, *"Audio visual technology comes useful and we work with them when necessary"*. Similarly, Respondent No. 1 opined, *"Most of the time according to the subject matter I use it"*. To make this description more clear the following diagram will be more effective:

Figure No. 6

Technology Used by the Teachers in The Classroom



From the above diagram, it is clear that 60% respondents did not use technology in their classroom and 40% of the respondents use limited number of technology (i.e. audio visual materials) in their classroom.

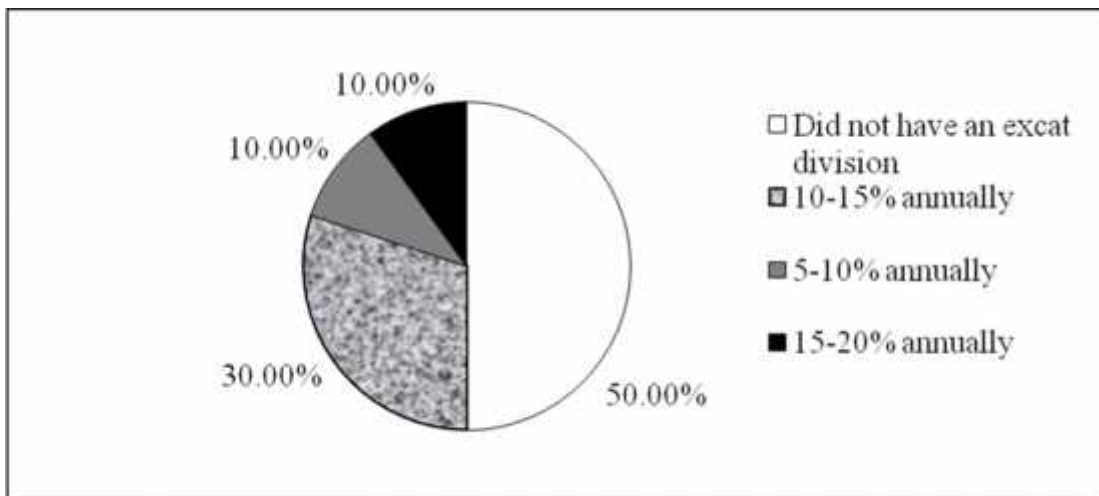
4.2.1.9 Teachers Expenditure of Annual Income for their Study

The next question asked to the respondents about the expenditure of their annual income for buying books, journals and articles was, How much money they spend to buy new books, journals and articles from their annual income ? In response, majority of the respondents (i.e.15 in number) viewed that, they did not have any exact division of their annual income for buying books, journals and articles. Sometimes when they get any interested book they buy it, so in the case of the journals articles and newspapers. In this case, Respondent No. 5 viewed, *"I have not separated any percentage of my annual income (salary) for buying any new books, journals and articles but when I saw new books and journals and think I should be bought I get it"*. Similarly, Respondent No. 25 said, *"I do not exactly divides the money for it*

whenever I find the books that I like I get it". Likewise, nine respondents mentioned, they spend 10-15% of their annual income for buying new books, journals and articles. As an evidence for this view, Respondent No. 18, 22, 25 viewed, "10-15%". Similarly, Respondent No. 19, 20, 29, 30 mentioned, 15%. Furthermore, three respondents stated, they spend 5-10% of their annual income to buy new books, journals and articles. The remaining three respondents answered that they spend 15-20% of their total income to buy new books and journals. As an evidence, Respondent No. 2 viewed, "20% of my salary I spend to buy new books journals and articles". The above description can be clarified from the following chart.

Figure No. 7

Expenditure of Annual Income for Buying Books, Journals and Articles



From the above chart, it is clear that majority of the respondents (i.e., 50%) did not spend much money for buying new books, articles and journals. Similarly, 30% respondents spent 10-15% of their annual income. 10% respondents spent only 5-10% of their total income and remaining 10% respondents spent more than 15% of their total income for buying new books, journals and articles.

4.2.1.10 Strategies Followed by the Teacher to Enhance Their Learning

Each person follows different learning strategy to memorize the subject matter they have read, taught, explained and described. Some take notes after their performance, some revise it many times some changed it into their own words and examples etc. In this section, the researcher asked different closed type of questions to find out their views on learning strategies used by them and made a brief analysis of those in this section. The description can be clarified from the following table:

Table No. 4

Strategies Followed by the Teacher to Enhance their Learning

S.N.	Strategies Followed by the Teachers	Frequency	Percentage
1	Quick Review of the subject matter after taking the class		
	) Sometimes when I think of it	12	40
	) Most of the times.	8	26.66
	) half of the time	3	10
	) always	3	10
	) Never	4	13.33
2	Transfer of their ideas into their own words and example after studying a unit.		
	) Sometimes when I thinks of it.	18	60
	) Most of the times	7	23.33
	) Always	5	16.66

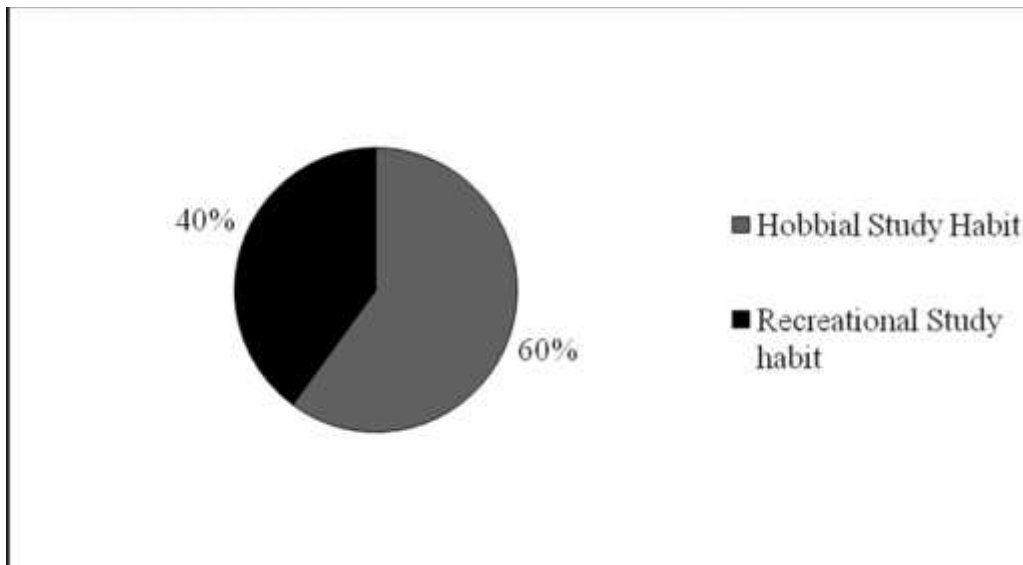
3	Types of books they like to read more		
	) Related to literature	24	80
	) Related to language	3	10
	) Historical and religious	3	10
4	Facility available to read newspaper, journals and articles		
	) Yes	30	100
	) No		-
5	Time spend to read those materials in a day:		
	) Less than one hour	4	13.33
	) One hour	10	33.33
	) No time to read those materials	16	53.33
6	Commuter and internet facility used by the teachers		
	) Yes	24	80
	) No	6	20
7	Number of interruptions that occur while they are teaching		
	) Some	15	50
	) Neutral	12	40
	) There are not at all that interrupt me.	3	10

Study Habits Followed by the Teacher

The last question asked to them was about the study habits followed by the teachers. Regarding this 60% respondent choosed hobbial study habit and 40% respondent choosed recreational study habit, but none of them choosed concentration and deviational study habits. Which can be clarified from the following diagram.

Figure No 8

Study Habits Followed by the Teachers



From the above diagram, it is clear that 60% respondents use hobbial study habit and 40% respondents use recreational reading habit.

4.2.2 Analysis of the data elicited from the Interview

The researcher also administrated the structured interview schedule with the principals, to collect the information about the English teachers of the selected schools to fulfill the objectives of his research study. Especially, the interview was focused on the behaviour and study habit of their English teachers and their own experience on teaching profession.

4.2.2.1 Principals Professional Experiences

In this sub-section, the researcher interpreted the responses made by the principals of the related schools related to the professional experiences of themselves and their English teachers, from which it will be easy to analyze the responses made by their English teachers. Therefore, the first question was asked to get their ideas about philosophy of education. The question was about their philosophy of education. In response, all of the principles expressed the similar ideas like education is the light of life which guides our life, it is a formal way to create knowledge, skills and ideas and a field of applied philosophy that examines the aims, forms, methods and result of education as both a process and a field of study. Similar view put forwarded by Respondent No. A was *"Education is the light of life which guides our path"*. Similar to him, Respondent No. D viewed, *"Education is the light of the life without education we can't get prosperity and successfulness in our life"*.

The next question asked with them was, "Whether they are satisfied with their English teacher or not?" In response, 13 principals were agreed the view that they were satisfied with their English teachers. As an evidence, Respondent No. A, B, D, N made the same response 'Yes'. Similar to them Respondent No. C, E, J, K, L said *"Yes they have been able to deliver as expected by the parents and management"*. The remaining 2 respondents were not so satisfied with their English teachers. As an evidence, respondent no F and H said. *"Not as expected"*.

Likewise, the third point was regarding any formal and informal research they had done about their school. In this point, 11 respondent replied that they have not done any formal research about their school and four respondents replied that they have implemented action research, case study and School Improvement Plan (SIP) to improve their school environment and learning ability of the students. In this point, Respondent No. 1 opined, *"Action*

Research, school development plan and SIP". Similarly, Respondent No. B mentioned, "*Case Study, oral research about weak students*". The above description can be clarified from the following table.

Table No 5
Principals Professional Experiences

S.N.	Item	Responses	Frequency	Percentage
1	Whether they are satisfied with their English teacher or not	Yes	13	90
		No	2	10
2	Whether they had done any formal and informal research about their school or not.	Yes (Implemented AR, CS, SIP etc)	4	26.66
		No any formal research	11	73.33
3	Strength of their English Teachers	Positive Statement	12	80
		Negative Statement	3	20
4	Weakness of their English teachers	Lack of time	11	73.33
		Language Problem	2	13.34
		No any weakness till now	2	13.33

From the above table, it is clear that majority of the respondents (i.e. 86.66%) were satisfied with their English teachers. However 13.33% respondents were not so satisfied with their English teachers. Similarly, 73.33% respondents said, they had not done any formal research about their school, but 26.66% respondents said that they had implemented action

research, case study, school improvement plan etc. in their school. Likewise, 80% respondents viewed positive responses with their English teachers. Whereas, 20% respondents viewed Negative responses with their English teachers. Similarly, Majority of the respondents (i.e. 73.33%) viewed that their English teachers have lack of time, 13.34% respondents said that their English teachers have some language problems and remaining 13.33% respondents answered that their English teachers have no any weaknesses till now.

4.4.2.2 Relationship between Teachers and Students

For the successful teaching and effective learning, there should be good relationship between teacher and students. If there is lack of good understanding between teacher and students the classroom activities becomes vain as like pouring water into the sand. In this sub-section, the researcher asked some questions to the principal of selected schools to find out the relationship between their students and English teacher. By analyzing the answers made by the respondents it came to know that majority of the respondents (i.e. 11 in numbers) accepted that their English teachers did not have enough time to spent with student but they try to be more familiar with the students by providing more exposure in the classroom and making busy in the classroom. Sometimes they use mother tongue also to make the students familiar with the subject matter. However, it is not good technique for language learning it is widely used in the classroom because of the diversified population of our country. In this connection, Respondent No. G viewed, *"When working with a diverse student population, building on strength and improving on weaknesses, meeting the individual needs of students, examining the probability of biases, establishing meaningful dialogue with student and parents, building positive collegial working relationship, and keeping up professionally. When we move-more in-depth*

toward the above we see the work of our teachers' in very different light, and we are imbedded with deep satisfaction, knowing that doing the best in making connection with their entire diverse student population, aware that their effort will never be in vain". Moreover, Respondent No. H, K, M mentioned that our English teacher should use mixed approach, inclusive approach and other student centered approach to make good relationship with students. All of the respondents accepted that most of the times their English teacher uses only traditional methods of teaching but surprisingly, despite some cases students more satisfied with their English teachers.

4.2.2.3 Teachers' Relationship with Administration Staffs and Parents

Teachers are taken as an ideal character of the society from indigenous period up to now. They are also expected to model citizenship and personal ethics because educators are supposed to maintain social norms and lead in the behavioural socialization of the young. It is not just the knowledge that teacher hold, but their performance in behaviour and manifestation of values, as defined and required by dominant, social groups, institutional milieu or managing bodies. So without good relationship with above mentioned bodies a teacher could not get success in his/her profession. For this purpose, the researcher asked some questions with the principals of the related schools as like, What does team work mean to you ? What should be principal expect from teachers ? What should teachers' expect from their principal ? How do you keep parents informed about the progress of their son/daughter ? In response to those questions, all of the respondents provide the similar answer like they informed calling the meeting of teacher parents association or celebrating parents day or through personal way as well. In this connection, Respondents No. G viewed, *"Parents do not need to be sitting in the classroom to help their children but they do need to know what you expect from their children. We can keep them informed using*

different sources like, calling meeting, telephone calls, sending notes and using other modern technologies email and internet". Similar views were found from other respondents as well. Regarding the teacher relationship with staff and administration, they viewed that they call staff meeting for discussion on the problems occurred on the school and to build a good relationship with staffs. Most of the respondents accepted that their English teachers were always in hurry up because of their busy schedule. As a result they were less connected with other teaching and non teaching staff of the school.

4.2.2.4 Teaching Techniques and Pedagogy adopted by the Teachers

Teaching as the mediation of subject matter is that which also requires the academic practitioner to translate their expertise to make it accessible to pupils who are at different level of familiarity with it. In this present era teachers have to have academic as well as pedagogic knowledge which helps to become highly professional teachers. In this connection, the researcher asked few questions with the principles of the selected schools about teaching techniques and pedagogy used by their English teachers. When I asked the question "What type of teaching methods do your English teacher used most frequently?" Are the students satisfied with them? In response, expect 2 respondents all of them answered that their English teachers use lectures method or teacher centered traditional methods of teaching but 2 respondents viewed that their English teacher use teacher centered as well as student centered methods like discussion method, dramatic method, storytelling, games etc. In this connection, Respondent No. G viewed *"stories games and other child friendly activities are used to give students opportunities to practice listening, speaking, reading and writing English"*. Another question was about the integration of technology into their curriculum which they are teaching. Regarding this, 11 respondents viewed

that their English teacher did not use any modern technology in their classroom as an evidence, Respondent No. D viewed, *"Not any more"*. Two respondents viewed that their English teachers commonly uses technology in the classroom there is availability of laptop. OHP and other audio materials at their school as an evidence, Respondent No. A stated, *"We provide audio, visual, and audio-visual materials. For our English teachers whenever they have needed"*.

Another question was asked about the evaluating procedure used by their schools besides using tests. Except one respondent all other viewed that they did not use any other type of evaluating procedure besides using tests, but Respondent No. G viewed, *"Standardized tests are not what are best for learning. Not only are they not best for learning but they have become an insurmountable obstacle. For innovative educators to do my work in schools because helping kids become good and filing in babbles on a piece of paper is anything but innovative "*. The above description can be clarified from the following table:

Table No. 6

Teaching Techniques and Pedagogy adopted by the Teachers.

S.N.	Item	Response	No. of Respondents	Percentage
1	Teaching method frequently used by the teachers	Traditional Methods	13	86.66
		Modern teaching method	2	13.33
2	Integration of technology in to their curriculum which they are teaching	Not any more	11	73.33
		Sometime	2	13.33
		Most of the time they use it	2	13.34
3	Evaluating procedures used by their schools beside using test	No use of any other procedures besides using test.	14	93.33
		Viewed against standardized tests	1	6.67

The above table shows that majority of the respondents (i.e. 86.66%) viewed that their English teachers were frequently using traditional method of teaching. Only 13.33% respondents viewed, their English teachers were using modern teaching methods. Majority of the respondents (i.e. 73.33%) said that their English teachers do not integrate technology in their curriculum which they are teaching. 13.33% respondents answered sometimes and remaining 13.34% respondents replied that most of the time their English teachers integrate the technology in their curriculum. Likewise, in another question, asked about evaluating procedures used by their schools beside using test, majority of the respondents (i.e. 93.33) opined, they did not use

any other procedure beside using test only 6.67% respondents viewed against standardized test.

CHAPTER-FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1 Summary

Study habits are defined as the regular tendencies and practices that one displays during the process of gaining information through learning. Study habits play a big role in determining success in the learning process. There are four types of study habits as hobbial, recreational, concentration and deviational. Hobbial study habit is related to hobby which is an activity one does because he derives some joy and satisfaction in doing it. This habit helps the readers to expand their horizon of knowledge. Such type of reading is a positive one to learning not only in developing mental reasoning but also in helping the person to satisfy his interest and aspirations. Recreational reading helps the people to get relax, cool their brain and avoid their mental fatigue which also produces positive results. On the contrary concentration reading is not positive but it is the most important one that provided the desired outcome. It is the bedrock and the result oriented reading which makes for achievement. When the reader deviates from actual reading and pretends to be reading that is deviational reading. Literature on study habits showed that study habit of teachers helps them not only in generating new ideas but also in appreciating those new ideas and opinions, however, it may not be equally true all the time because it depends on their reading habit.

The title of this study is, "Study Habits of English Language Teachers for their Professional Development". The main purpose of this study was to find out the study habits of English language teachers for developing their professional knowledge and skills to be used in the class room situation. Similarly, this study focused on the how far they put in practice the

knowledge and skills they acquired from their self study and how often they share such knowledge and skills with their colleagues.

To attain his objectives, the researcher has selected the fifteen +2 schools from Lalitpur and Kathmandu district of Kathmandu valley and two English teachers from each college and the principals of the related schools were selected as sample population keeping the sample size of forty-five. among them 4 (8.88%) were female and 41 (91.12%) were male. The range of teaching experience among the participants was large. Beginner teachers with less than three years of teaching experience comprised 40% of the sample (n = 12). Similarly, teachers with upto 5 years' experienced comprised 20% of the sample (n = 6). Likewise, teachers with over five years experience comprised 30% (n = 9) of the sample and those with over 10 years of experience comprised 10% of the sample (n = 3). In the same way, all of the respondents had completed their master's degree as their academic qualification. Furthermore, all of the respondents gave their active consent to participate in the study.

This study is subsumed in five chapters. The first chapter deals with the introduction of this study. This study tries to explore the issues like how PD is practiced, what is the role of study habits for professional development of teachers, practices of self study in our context. Moreover, it tries to find out how the teacher regulate/formulate their study habits and to what extent the teachers shares the knowledge and skills gained from self study with their colleagues and use that knowledge and skills in the classroom. Similarly, the second chapter deals with the review of theoretical as well as empirical literature and conceptual framework. In this study the researcher has reviewed eight related research works. All of them were carried out in different universities and other institutions inside and outside the country. From these reviews I got lots of information on my research area like

teachers' professional development, study habits of teachers, role of study habits for developing teachers professional knowledge and skills, research methodologies, tools of data collection and analysis of the collected data. Likewise, third chapter deals with the methodology employed to conduct the study it gives information about the design of the study, population and sample of the study, sampling procedure, data collection procedure and data analysis and interpretation procedure. It attempts to lead the whole research study. To attain the objectives of my study I used survey research design. 30 English language teachers and 15 principals of the related schools were selected from the different colleges of Kathmandu valley using non-random purposive sampling procedure. To elicit the data from the respondents I used both open-ended as well as close ended questions in a questionnaire for teacher and structured interview schedule for an interview with the principals of the related schools. Similarly, the analysis of the collected data and the results thus carried out were discussed in the fourth chapter. While analysis the data collected, I used both descriptive as well as statistical method. The detailed discussion of the responses from the respondents are included in the research with major findings that majority of the respondents do not get enough time for their self study. all of the respondents showed positive attitude towards study habits and agreed that it is helpful for developing their professional knowledge and skills. In this sense, this study reviewed, role of study habits for developing their professional and explored the descriptive analysis of the opinions and answers gathered from the respondents in course of the data collection. At last in the fifth chapter, the conclusion and implications were drawn according to the findings.

5.2 Conclusion

This research was begun with the need to examine the study habits of English language teachers for their professional development. As there are limited research studies in this field, it is thought to be an endeavor with greater significance.

A common finding of the research conducted on study habits of teachers is that teacher at all grade levels think of themselves as readers and that as a teachers increased in age they were more likely to be readers however, length of the service as a teacher is not a predicator of teachers who are readers. English teachers can develop their professional knowledge through 'English study group'. They can promote both collective and individual growth in developing their English language skill in supporting environment. Teacher study group help teacher not only generate new ideas but also to appreciate new ideas and different opinions. However, most of the English teachers in Nepal seems too busy. They do not have enough time for their self study and having discussion with teacher study group as well. Most of the teachers spent less than one hour daily for their self study. It shows that most of the teachers do not have regular study habits.

The conclusion of this research, are as follows:

-) Most of the English teachers have lack of time for their self study because of their participation in more than one institution.
-) Most of the English teachers are not satisfied with their salary and facility provided from the related institutions. So, honorable salary and facility should be provided to them.
-) From the research it was found that 40% teachers do not have regular study habits.

-) There is lack of supporting materials for teaching. So there should be good provision for those materials.
-) Length of the service of the teacher is not a predicators who are readers.
-) Different types of in-service trainings seminars and workshops should be conducted by the authorities for the professional development of the teachers.
-) Study habits of teachers has great impact on professional development of the teachers but from this research it was found that most of the teachers do not have regular study habits. So they should be encouraged for more study from the authority.

Meanwhile, major hindrance on study habit of English language teachers includes the high amount of workload, lack of supporting materials for teaching and low payment.

To be more specific, through this study, it becomes clear that greater number of English teachers have been facing the same problem i.e. lack of time due to their participation in more than two institutions. From which, they couldn't get enough time for their self study. When they go back to home at night from their work they feel so tired and go to bed for sleep. They do not have time to read newspapers, articles, journals books and get relax, cool their brain and avoid their mental fatigue. Moreover, they wanted to develop good social and institutional relationship for their professional development. Though, they have faced different challenges they were found positive in this field and seemed courageous to bear challenges to sustain themselves in teaching profession as an English teacher. They have suggested various reforms in ELT to make it highly professional and prestigious. This suggests a picture of teachers eager to improve their teaching practices. Therefore,

teaching at its best, requires good study habit, motivation, commitment and emotional attachment of the teachers who are involved in it and this has a control role in teacher professional development. But in Nepal, most of the English teachers did not get enough time for self study.

5.3 Implications

It is true to say that qualified and professionally dedicated teachers in the field of ELT are the backbone of ELT environment. It lessons the concept that teaching simply as a job rather than profession. So, to motivate teachers in teaching, provide essential materials for their teaching encourage them for their self study and to develop the sense of professionalism are the most essential aspects of any educational policy. Similarly, the findings of this study mainly implied that most of the English teachers have lack of time for their self study because they are too busy. It is their compulsion for their survival in this expensive age. Though they have love towards their profession and the language too, there is lack of effective policies and practices at the same time. Here, we can point out some of the implications in policy and practice level under the following sub headings:

5.3.1 Policy Level Implications

The educational product of a country depends on the educational policy implemented by that country or state. Similarly, teaching is also highly influenced by policies formed by the nation and facilities provided to them. To make teachers highly knowledgeable, studious and motivate them in their profession policies should be formed from the national level which helps to enrich the educational standard of the country. In this regard, I would like to point out some of the implications effective for policy making level below:

- There is the lack of practical and skill based trainings. So, there should be regular provision of practical and skill based training (both for pre-

service and in-service teachers), seminars and workshop to make them more skilled and knowledgeable.

- There is not library facility available with sufficient reference materials. So, one school one library policy or one VDC/Municipality one library with e-mail and internet policy should be implemented soon.
- There is lack of strict observation and monitoring programme. So, there should be frequent observation and monitoring programmes in ELT from the authorized agencies.
- There is no strict rule for teachers participation in more than one institute. So, the government should band the teachers to participate more than one institute.
- The educational policy of the government is not so clear. So, the governmental policies should be improved in respect to salary, physical facilities and teaching materials to the teachers.

5.3.2 Implications in Practice Level

Teaching itself is not an easy job, it but there is less attention paid to develop the teachers' professional knowledge. Teacher should be more knowledgeable, practical, studies, curious on students issues etc. for sustainable stay on their profession. To talk about the practice level, the first and foremost thing is the implementation of the teacher profession development activities. Teacher should have regular study habits. Teachers should develop the sense of respect and dedication towards their own profession. Some of the practice level implications are as follows:

- Dedication and hard work should be the strength of teachers to develop them professionally.

- ELT teachers need to link themselves to the updated knowledge and modern world of techniques and technology. But most of the Nepalese English teachers did not get enough facilities to be updated.
- Teachers need to be satisfied virtually with respect to their own job.
- Reward and punishment should be maintained among the teachers to motivate them in to teaching field and change their study habits.
- Society should develop positive attitude towards teaching and teachers.
- Collaboration and interaction among and between the teachers should be practiced.
- Teacher study group should be made in the school.
- There should be easy availability of books journals and articles for teachers at school from which they can increase their knowledge and can use effective techniques in the classroom.
- Through the habit of regular study teachers can get updated in addition to subject matter and pedagogical knowledge.
- It will helpful to the teachers for understanding how our roles change according to the kind of learners they are teaching.
- This study will be helpful for teachers to develop and understanding of different styles of teaching and determining the learners perceptions of classroom practice.
- It will be helpful for reviewing their own theories and principles of language teaching.

5.3.4 Directions for the Further Research

Regarding the implications for further research, it is important that a large scale qualitative research should be carried out involving maximum number of the English teachers. It is so, because one of the key limitations of this study was the sample sized and it was not enough to find out the possible responses from the varied number of respondents.

Similarly, it was the small scaled study regarding the study habits of English teachers teaching in +2 level only. So, it is thought to be more relevant to carryout large scaled study including all the levels which will be more helpful to find out the truth about study habit of English language teachers for their professional development.

Likewise, this study was only limited to the ELT teachers teaching in +2 levels of Kathmandu valley. The same study can be conducted including all subjects and levels. Moreover, this study centralized on the study habits of English language teachers but we can carry out researches including other languages like Nepali, French, Russian, Chinese etc. Likewise, the researchers who want to do the research on the study habit and professional development, of the teachers in ay levels will be benefited from this study to conduct their further research by electing the ides for this study. They can conduct the further research on study habits of other level teaches, students or any other professional through the help of this research work. Thus, further research can be focused on the other various issues related to English and other languages by others. In this sense, I think this study will be more fruitful for further researcher as well.

In a nutshell, this research study opened varied issues related to study habits of teachers, English language and professional development of the area for the further studies.

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Appendix – I

Questionnaire

Dear sir / Madam

This questionnaire is a part of my research study entitled “Study habits of English language teachers for their professional development”, under the supervision of Mr. Guru Prasad Poudel, Teaching assistant, Department of English Education T.U Your co-operation in completing the questionnaire will be of great value to me. There is no right or wrong answer I am interested in your personal opinion. Please feel free to put your responses required by the questionnaire. I may assure you that the responses made by you will be exclusively used for the present study.

Name:

Age:

Qualification:

School’s name:

Experience:

Training (if any):

A) Answer the following questions.

1) What do you personally understand by the term professional development?

.....

2) Why did you get into teaching profession?

.....

3) Do you think an ESL teacher needs to know about various learning strategies?

.....

4) What's your opinion about study habits of teachers?

.....

5) Have you learnt any new professional skills from your own teaching experience?

.....

6) Do you have any library facility? If you have how much time do you spend in the library for reading the books?

.....

7) How much time do you spend for self study in a day?

.....

8) Describe your ideal study environment?

.....

9) How will you apply your personal learning style? How does your personal learning style affect your study habits?

.....

10) Do you think that study habit has an impact in professional development of teachers?

.....

11) Why did you choose to become a teacher? What do you hope to accomplish?

.....

12) How would you incorporate technology in your classroom?

.....

13) What do you think is wrong with public education today?

.....

14) How much money do you spend to buy new books, journals and articles from your annual income?

.....

B) Please state your opinion after each statement by ticking the alphabet that best indicates the extent to which the statement is true of you

i) After each class lecture as quickly as possible, I review and organize my notes.

- 1) Never, 2) Sometimes when I think of it 3) Half the time
4) Most of the times 5) Always

ii) After studying a unit I transfer what I have learned into my own words and examples.

- 1) Never, 2) sometimes when I think f it 3) Half of the time 4)
Most of the times 5) Always

iii) How do you feel about the audiovisual equipment available for your school?

- 1) Bad, 2) Very Bad 3) Okay 4) Good 5) Very Good

iv) How do you feel about number of interruptions that occur while your teaching?

- 1) Too many 2) Some 3)
Neutral 4) There are none at all that interrupt me

v) How do you feel about the temperature control and comforted of your room for your study?

- 1) Bad 2) Very Bad 3) Okay 4) Good 5) Very Good

vi) What type of books do you like read more?

- 1) Related to literature
- 2) Related to language
- 3) Related to trade and business
- 4) Related to Science and Technology
- 5) Historical
- 6) Religious
- 7) Others

vii) Do you have a computer at your home?

- 1) Yes
- 2) No

viii) Does the computer has an access to internet?

- 1) Yes
- 2) No

ix) Do you use internet to search new ideas?

- 1) Yes
- 2) No

xi) Is there any facility available to read newspapers, journal and articles at your school?

- 1) Yes
- 2) No

xii) If yes, how much time do you spend to read those materials in a day?

- 1) One hour
- 2) two hours
- 3) three hours
- 4) more than three hours
- 5) I am not interested
- 5) I am not interested to read those materials

.....

(Informant)

.....

(Researcher)

Appendix - II
Interview Schedule

Name of the School:

Date:

Name of the Principal:

Questions Related to Professional Experiences

1. What is your philosophy of education?
2. Are you satisfied with your English teacher?
3. What research have you done about your school?
4. What were the strengths your English teachers that would enhance other teaching staff?
5. What were their weaknesses?

Questions Related to Teacher Relationship with Students

1. Describe a successful experience working with a diverse population of students.
2. How would your English teacher individualize instruction for students?
3. How do they keep students motivated?
4. Have you heard any comments from your students against your English teacher?
5. Are your students satisfied with your English teacher?

Questions Related to Relationship with Administration, Staff and Parents

1. What does 'team work' mean to you?

2. What should be principal expect from teachers? What should teachers expect from their principal?
3. How do you approach parent teacher conference?
1. What do you feel is important to know about your students? How do you gather this information?
2. How do you keep parents informed about the daily / weekly progress of their son /daughter? What vehicles do you use to communicate with parents?

Questions Related to Teaching Techniques and Pedagogy

1. What rules do you have for your classroom?
2. Do you feel it is important to teach values and morals in school, and how would you accomplish this task?
3. What type of teaching methods do your English teachers use most frequently? Are the students satisfied with them?
4. How would your English teacher integrate technology into their curriculum which they are teaching?
5. What is your philosophy about classroom management?
6. What type of evaluating procedures does your school use to evaluate student progress besides using test?
7. How we overcome obstacles or barriers to learning?

.....

(Informant)

.....

(Interviewer)

Appendix III
Respondents Profile
Respondent Teachers

	Respondents Code	Institute	Qualification	Teaching Experiences	
	Respondent 1	Jana Sewa S.H.	M.A. , B.Ed.	15 years	
	Respondent 2	Jana Sewa S.H.	M.A.	6 Years	
	Respondent 3	Mangal Multiple Campus	M.Ed.	6 Years	
	Respondent 4	Mangal Multiple Campus	M.Phil	3 Years	
	Respondent 5	Sahid Smarak College	M.A. , B.Ed.	28 Years	
	Respondent 6	Sahid Smarak College	M.A.	10 Years	
	Respondent 7	LRI college	M.A.	10 Years	
	Respondent 8	LRI college	M.A.	2 Years	
	Respondent	GMS Multiple	M.A.	4 Yea	

	ent 9	Campus		rs	
	Respondent 10	GMS Multiple Campus	M.A.	4 Years	
	Respondent 11	Kamal Krishna H.S.S.	M.A.	3 Years	
	Respondent 12	Kamal Krishna H.S.S.	M.Ed.	4 Years	
	Respondent 13	Reliance International College	M.Ed.	2 Years	
	Respondent 14	Reliance International College	M.A.	5 Years	
	Respondent 15	Cambridge College	M.A.	2 Years	
	Respondent 16	Cambridge College	M.Ed.	3 Years	
	Respondent 17	Gyankunj H.S.S.	M.A.	7 Years	
	Respondent 18	Gyankunj H.S.S.	M.A., B.Ed.	10 Years	
	Respondent 19	Gitamata H.S.S.	M.A.	15 Years	
	Respondent 20	Gitamata H.S.S.	M.A.	10 Years	

				rs	
	Respondent 21	Olympia World H.S.S.	M.Ed .	2 Years	
	Respondent 22	Olympia World H.S.S.	M.A.	3 Years	
	Respondent 23	Bern Hardt College	M.A.	4 Years	
	Respondent 24	Bern Hardt College	M.Ed .	2 Years	
	Respondent 25	Lincoln College	M.A.	3 Years	
	Respondent 26	Lincoln College	M.A.	2 Years	
	Respondent 27	DAV College	M.phil	10 Years	
	Respondent 28	DAV College	M.A.	2 Years	
	Respondent 29	Navodit Bidhyakunja	M.A.	3 Years	
	Respondent 30	Navodit Bidhyakunja	M.Phil	3 Years	

Appendix IV
Respondents Profile
Respondent Principals

	Respondents Code	Institute	
	Respondent A	Jana Sewa S.H.	
	Respondent B	Manga Multiple campus	
	Respondent C	Shahid Smarak College	
	Respondent D	Geeta Mata H.S.S	
	Respondent E	GMS Campus	
	Respondent F	Gyan Kunja H.S. School	
	Respondent G	LRI College	
	Respondent H	Kamal Krishna H.S.S	
	Respondent I	Bern Hardt College	
	Respondent J	Reliance International College	
	Respondent K	Cambridge College	
	Respondent L	Olympia World H.S.S.	

	Respondent M	Lincoln College	
	Respondent N	DAV College	
	Respondent O	Navodit Bidyakunj	