

Professional Development of English Language Teachers in Khandbari Municipality

Dandapani Guragai

Program Coordinator and Lecturer

Barun Multiple Campus, Khandbari, TU

Email: dp.guragai11@gmail.com

DOI: <https://doi.org/10.3126/barunj.v2i01.78332>

ORCID ID: 0009-0009-5634-0876

ABSTRACT

This article entitled ' Professional Development of English Language Teachers in Khandbari Municipality' is an effort to find the actual situation of professional development of English language teachers in Khandbari Municipality. The article aims to make a link to government's policy to improve the professional development of English teachers and their actual situation in Khandbari municipality and to provide some pedagogical implications. To achieve the objectives different sources of data were applied. It uses *quan cum qual* research designs. The findings of the study showed that the overall situation of English teachers' professional development is not satisfactory as the teachers of private schools were not involved in the trainings. The major findings of the research are: most of the teachers in community schools are trained and the teachers teaching in this municipality have accepted that the training has enhanced their professional development. The article consists of four chapters followed by references. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms, review of the theoretical literature and review of empirical literature, and implications of the review of the study. Similarly, the second chapter deals with the research methodology, population and sampling procedure, sources of data, tools of data collection and ethical considerations. The third chapter includes interpretation of results and discussion. Finally, the last chapter consists of conclusion and pedagogical implications.

Keywords: *pedagogical, policy, significance, professional, organize, development*

INTRODUCTION

Background of the Study

English language teachers' professional development is a continuous process by which teachers change themselves in teaching activities. It helps the teachers to achieve skills and gain experience. . Maggioli (2004) remarks that professional development as a career-long process in which educators fine-tune their teaching to meet student needs (p. 5). He means to say that training continues the whole career of the teachers. Similarly, Craft (1996) opines that professional development is sometime used to describe moving teachers forward for skills or knowledge (p.6). Richards and Farrell (2005) argue that professional development is next step when once teachers' period of formal training is over (p. 1).

One of the roles of teachers' professional development is to provide a context through which teachers can continue to make improvement and point out, to assist in “maintaining the interest, creativity, and enthusiasm of teachers in their profession, Richards, (2015, p. 695).

So, professional development of English language teachers is most important component for students in English language class. In the context of Nepal, English language is the second language or foreign language for language learners. Therefore, the teachers must be well equipped with professional development for effective teaching.

Training is focused in this study although there are a number of other ways to improve professional development of English teachers. Training is the process of teaching to bring the intended behavior in the participants. In other words, it is the process of teaching to gain skills that teachers need to facilitate the students effectively. James (1995) says, "Training is a way of helping people to do things that they could do before they were trained." It involves sharing new skills and techniques that are needed for teaching. There are three kinds of training namely formal, non-formal and informal. Formal training is defined as the process of gaining skills from a formal institution leading to officially recognized certificates as awards. On the other hand, non-formal training is conducted by non- training institution and informal training is not pre-organized. It is a training of a short period. Teachers need training to achieve the national goals and level-wise objectives in teaching. Workshop, for example, is a series of educational and work sessions. Small groups of people meet together over a period of time to concentrate on a defined concern. It can provide input from

expert to the participants. It motivates teachers in teaching effectively. Keeping the written account of observation, reflection, and other thoughts about teaching, usually in the form of notebook, this helps as a source of discussion. Teaching portfolio is another aspect of improving professional development of English language teachers. It is a collection of professional thoughts, goals, skills, abilities, contribution and achievement. Action research helps the teacher to find out the solution of the learners' problems.

Statement of the Problem

The service providers are not functioning well and the English teachers are not benefited from the professional development policy. In this context, the study on 'Professional Development of English Language teachers in Khandbari Municipality' is justifiable to aware all the stakeholders

The researcher has the following questions in mind:

1. Which of the trainings is used to support their professional development?
2. How have they increased their profession without training?
3. What may be the other possible ways to improve professional development of the English teachers?

Objectives

The specific objectives were to:

- i. Analyze the present situation of professional development of English language teachers in Khandbari municipality,
- ii. Suggest some pedagogical implications.

Research Questions

- i. What is the present situation of professional development of English language teachers in Khandbari municipality?
- ii. How can the professional development of the teachers be improved?

This study will be significant to make relief from the presentation of professional development of teachers for drafting and implementing in local level, especially in Khandbari municipality. It can be significant for District Education Coordination Committee (DECCO) for formation of teachers' professional development drafting

committee, for the school supervisor (SS) to supervise the implementation of teacher training to improve their profession. This study was limited to teacher training of English language teachers in Khandbari Municipality. It was limited to ten secondary schools of Khandbari municipality.

Operational Definition of the Key Terms

English words have different meanings according to its situation and its implementation aspect. In this research the terms refer to:

Professional: connected with a job that needs special training or skill, especially that needs a high level of education.

Development: gradual growth of teaching strategy so that it becomes more advanced, stronger etc.

Training: increasing the professional development of English language teachers.

Technique: a particular way of teaching activity.

Abbreviate form of some words:

DEO	: District Education Office
SS	: School supervisor
Rp	: Resource Person
DECCO	: District Education Co- ordination Committee
SSDP	: School Sector Development Plan
ICT	: Information Communication Technology
TG	: Transformational grammar
TPD	: Teacher Professional Development

REVIEW OF THE RELATED LITERATURE

In this section, I have included some reflected ideas for better understanding of my research work by providing in depth discussion of the related themes.

Clouston, (1995, p.41) says "Teacher development is the professional growth a teacher achieves as result of gaining increased experience and examining his/her teaching systematically". It means teacher's development is related with professional growth. Teacher performs his activities effectively in the classroom when he/she gets

the teaching professional related training and skills.

Richards and Renanday (2010, p.4) argue "Development generally refers to growth focused on a specified job. It serves a longer term goal and seeks to facilitate growth of teacher understanding of teaching and themselves as teacher"

Craft (1996, p.6) says "Professional development is something used to describe moving teachers period of formal training is over". Thus, professional development of teachers can be improved by training. TPD training is the obligatory element to improve professional development of English language teachers. Formal training plays the vital role to increase professional development of teachers. The review of previous research relevant to the present one is known as empirical review. Some empirical reviews related with this research are given in the following lines.

Ganwali (2001) conducted a research entitled "Investigating classroom practices: A possible for Teacher Development for the Secondary School Teachers of English in Nepal". His objective was to find out answer to "How do teachers develop?" He interviewed the eight teachers and teacher educators from different countries England, Georgia, Nepal, Romania and Uzbekistan. It was found out that teachers develop in their career and that happens due to several factors such as reading, challenges, responsibilities and exposure to different types of colleagues. However, this study does not spell out clearly the specific strategies of teacher development. The present study is different from Gyanwali's (2001) work regarding the objectives and methodology of research.

The most commonly cited research projects on Nepalese Teachers' Profession strategies include Paudel (2014) Sharma (2017). Although Paudel (2014) found that most of the secondary level teachers employed the strategies based on reading and writing the research. Sharma (2017) concluded that most of the teachers learnt English from grammar-practice activities. The correlation between the results of Paudel (2014) and Sharma (2017) is rather vague since they cannot accurately indicate the strategies accepted by the English teachers of Nepal. A relatively more recent research was carried out by Gurung (2017), but the result directly related with Sharma (2017). The product based strategies were employed by the learners to learn English according to this study. This shows that neither of previous research can provide a definite result. It would be more useful to investigate the learning strategies by categorizing them into process-based and product-based. This was what the present research attempted to carry out..

Implication of the Review of the Related Literature

The implication of literature review has played vital role in this research. I have collected related review to help my research. There are more and more implications of literature review in research. I have used both kinds of literature review: theoretical and empirical review in this research. It brought clarity in this research. It supported me to determine the different kinds of research methodologies. It also guided the procedure of data collection and analysis, and it helped to contextualize the findings of this research. It broadened the theoretical knowledge about the topic of this research.

RESEARCH METHODOLOGY

The research design is the way through which a researcher collects the data, analyses them and carries out the findings of the research. This research is related with quantitative cum qualitative research. The purpose of quantitative research is to quantify information for objective analysis and generalization whereas qualitative research aims at analyzing subjective queries and making generalizations. Through rigorous explanation, conclusions are derived logically. A set of questionnaire is used to carry out this research.

Sources of Data

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

Primary Source of Data:

This research was primarily based on the primary sources of data. The primary sources of the data were different English language teachers teaching at government schools of Khandbari municipality. I visited the community schools to meet English language teachers who have taken TPD training. The written responses were taken as the primary sources of data for this study.

Secondary Sources of Data

I used some secondary sources of data such as related books, journals, magazines, articles, unpublished research work, related website and other relevant materials such as Richard and Farrell (2005), Richard and Nunan (1990), Ganwali (2008) to facilitate this proposed study

Sampling procedures

All the English teachers of Khandbari municipality are the population of this study. Ten government schools have been selected. Population comprised of secondary level English teachers of the government schools who have taken Teacher Professional Development training (TPD). One teacher from each school was selected for the research. I selected the ten English language teachers who have been teaching at the government school and those who have recently received some sort of TPD trainings. I adopted non-random purposive sampling procedure for this research.

Study Area/Field

In this study, I have tried to include the different government schools, from Khandbari municipality. So, I selected the English language teachers from Adarsha Ma vi , Pathakgaun, Adarsha Mavi, Piple, Himalaya Ma vi, Khandbari , Mahendra Ma Vi, Mane Bhanjyang, Kalika Ma Vi, Sekaha, Mangaladevi Ma Vi, Khandbari, Janata Ma Vi, Chandanpur, Biddyodaya Ma Vi, Pangtha, and Manakamana Ma Vi. Tumlingtar.

Tools for Data Collection

The main tool for the collection of data was questionnaire. The questionnaire included eleven close-ended questions and four open-ended questions to generate the information on organizers, teachers, voices, content, delivery process and provision of monitoring and follow up.

Data collection procedure

The following procedures were used to collect the data from the primary sources.

- First of all, I selected the above mentioned ten government schools of Khandbari Municipality.
- Then, I visited the selected schools and I built rapport with the English language teachers.
- After that, I personally explained them about the purpose of study.
- I requested them to help me by responding the questionnaire.
- Then, I distributed the questionnaire to them.
- Finally, I collected the responses of questionnaire at the time of the respondents' convenience with thankful notes to them.

Data analysis and interpretation procedures

I have interpreted the data collected from primary sources. Data were collected with the help of questionnaire consisting of open-ended and close ended questionnaire. The questionnaire was constructed being based on close-ended and open-ended questions. The data were collected from ten secondary level English language teachers from government schools of Khandbari municipality, Sankhuwasabha. I arranged the questionnaire thematically into eleven groups to achieve the objectives of the study. I have used quantitative cum qualitative research designs to analyze and interpret the data.

RESULTS AND DISCUSSIONS

The research problem begins with the one's curiosities and questions about certain topic in a field. Then the researcher sets specific objectives for the research. When data are collected from different sources using different methods and tools, the researcher is required to analyze and interpret data. The process of data analysis and interpretation may help one to proceed more successfully.

Analysis of Quantitative Data

Close ended questions

1. Which training have you got to enhance your professional development?

In response to this question, 60% teachers said that they have got formal training to enhance their professional development. 30% teachers replied that they have got all trainings i.e., formal, non-formal and informal trainings. 10% teachers said that they have got informal training.

2. Have you used websites related to your profession?

Regarding this question, 60% teachers said they sometimes use website to develop their professional development, 30% said they rarely use website related to teacher's professional development. 10% teachers said that they usually use TPD website. It means teachers do not use website regularly.

3. Is teacher training essential for professional development of a teacher?

In response, all ten respondent teachers ticked 'Yes' option. It means training is very essential for professional development.

4. Are all English teachers trained in community schools of Khandbari municipality?

In response of this question, 40% teachers chose 'Yes' while 60% ticked 'No' option.

This means all teachers are not trained in Khandbari municipality.

5. Which agency provides training in Khandbari?

In response of this question, 60% teachers opted all (District Education Co-ordination Office, in the past Resource Center, and NELTA). 30% teachers responded that District Co- ordination Office provides training and 10% ticked 'Resource Centre' as their response.

6. Do you think there are advantages of training?

There were two options for the response of this question 'Yes' and 'No'. All the teachers responded in 'Yes' option. All the teachers have got advantages of teacher training to promote teaching profession.

7. Which technique is useful for professional development?

In this question the options were 'seminar' 'use of related articles' and 'presentation of NELTA'. In reply, 40% of the teachers ticked the option 'seminar'. 30% teachers chose 'presentation of NELTA' and remaining teachers chose ' related articles'. It means seminar is effective technique to enhance professional development.

8. Have you used ICT and research articles to improve your teaching profession?

80% teachers responded that they have used both ICT and research articles to improve their teaching profession. 20% teachers have used neither of them.

9. Have you developed your teaching profession without the help of training?

The options of this question were 'Yes' and 'No'. 40% of the teachers replied 'Yes' while 60% chose 'No'. It shows that majority of the teachers have developed their teaching profession with the help of training. But 40% teachers have increased their teaching profession without training.

10. Are you satisfied with the overall situation of professional development of English language teachers?

In response of this question, 80% of the respondent teachers chose 'No' and 20% ticked 'Yes'. It shows that the majority of the teachers are not satisfied with the overall situation of the professional development of English language teachers.

11. Which aspect is more appropriate to enhance professional development?

The options were a) using internet b) using computer c) consulting articles d) all of them. 70% of the respondents said that they have used all the aspects (computer, related articles and internet) to enhance professional development. In the same way 20% teachers said that internet is more appropriate for professional development. Only 10% teachers have been using related articles in their profession.

Analysis of Qualitative Data

The qualitative data were collected and analyzed by using different tools and procedures. Statistical methods are rarely used in the qualitative analysis. There are several techniques of analyzing qualitative data but I have used descriptive style. In this research, four open-ended questions were used just like qualitative research. In these open-ended questions different teachers expressed their ideas and experiences in different ways. The conclusion of every question from descriptive way is given in the following lines.

1. What is the overall condition of professional development of English language teachers in Khandbari Municipality?

From the respondents' expressions, it can be inferred that the overall condition of professional development of English teachers is not so satisfactory. All the teachers teaching in community schools are certified trained but the formal certification does not bring change in classroom activities. The most important thing is that the training provided to the teachers should be need based and demand driven. On the other hand, the teachers of private schools do not get any training but the SEE result is better in private schools. It means knowledge and skills of trainings have not been applied in the classroom. Lack of ICI knowledge, lack of responsibility, ELT is used only for achieving private opportunity, training is given only for teachers of government school not for those of private schools. Some teachers are not well motivated to their job. Regular supervision and

incentive are not sufficient. These were the responses of ten teachers who have been teaching in Khandbari Municipality till now.

2. What may be the other possible ways to improve professional development of English teachers?

In this question, the teachers gave different responses but in conclusion, most of the teachers emphasized that workshop, keeping a journal, writing research articles, doing action research sharing own ideas or techniques with one another, consulting with language experts, providing need based training and the periodic training should be hosted on the municipality level as Resource Center level training used to be hosted in the past. Teacher can improve better by giving and receiving feedback from teacher staffs. Another possible way to improve professional development is to follow the principles: pair and share, read, discuss and publish. Group discussion and media campaign can be other possible ways to improve professional development of English teachers. Through the group discussion the teachers can achieve the knowledge and information from the experience that can be beneficiary in the teaching learning activities. Media campaign can share the successful story of the individual.

3. How can we improve the professional development of English teachers? Give some suggestions.

Laboriousness itself is a good quality that improves the professional development. The respondents opined that all the teachers must have the access to Internet. Six teachers out of ten said traditional methods (GT methods) should be given up and new techniques which can enhance the skills should be implemented. Four teachers said that punctuality and honesty in teaching are to be mostly adopted. Most of the teachers mentioned the following ways to improve the professional development of English teachers:

1. Workshops and seminars should be organized regularly.
2. Demand based training must be organized regularly in municipality level.
3. Action research must be carried out at least once a month by the teachers.
4. Frequently, refreshment training should be organized by the authority.
5. Teachers must be motivated towards research by rewarding incentive.

4. What techniques do you prefer to implement in the classroom?

Technique is defined as a way of carrying out a task. In response of this question, most of the teachers said that they implement drill, discussion, question-answer and demonstration techniques. Some of the teachers said that technology based teaching facilitation is very effective.

DISCUSSIONS

From the interpretation of quantitative and qualitative data the following results can be inferred. Majority of the teachers in community schools are trained in Khandbari Municipality. 60% of the teachers have taken formal training to enhance their profession. Most of the teachers have used website, computer, internet and other social media. A few of the teachers have rarely used website. All English teachers who have been teaching in Khandbari Municipality till now have strongly accepted teacher training to enhance their professional development. All English teachers have not been trained in Khandbari Municipality. There are several advantages of training for teachers. District Education Co-ordination Office, Municipality Education Department and NELTA are the main agencies to provide teacher training. 60% of the teachers have taken training from these agencies. From quantitative and qualitative data, it is found that Seminar is the most appropriate technique to enhance the professional development of English language teachers.

In the same way, writing related articles and presentation on NELTA are other ways to improve professional development of English language teachers in Khandbari Municipality. Those teachers who teach in Khandbari Municipality are not satisfied with the overall condition of professional development. The teachers, who teach in Khandbari Municipality, are not able to increase their profession without teacher training. Some English teachers of Khandbari Municipality have used computer and research articles to improve professional development. Workshop, keeping a journal, writing research articles, doing action research sharing own ideas or techniques each other, consult with language experts, provide need based training and conduct the periodic training are the other possible ways to improve the professional development of English teachers. The overall condition of professional development of English teachers is not so satisfactory; all the teachers teaching in the community schools are certified trained but the formal certification does not bring change in the classroom. The teachers of private school have not got any chance for training which is very sad situation. Lack of ICT knowledge and lack of responsibility, ELT is used only for achieving private opportunity.

Training is given only for public school not for private school. These are the overall conditions of professional development of English language teachers in Khandbari Municipality. Demand based training should be organized regularly; action research must be carried out frequently. Refreshment training should be organized by activating the NELTA with financial support, ICT training should be provided, regular supervision should be conducted and new ways of TPD should be kept up to date. These are the ways to improve professional development of English teachers.

FINDINGS

The overall situation of professional development of English language teachers in Khandbari municipality is not satisfactory. The teachers of private schools also should get equal opportunity to participate in training and seminar. The concerned authority should initiate for ICT friendly classroom for effective teaching facilitation. It is better for the school administration to work out and install smart board and smart TV so that the learners can be motivated in their study. The teachers should be encouraged with incentive on the basis of their performance via exam results. The local government should host periodical workshops and seminars for sharing and updating new methods and techniques for meaningful teaching and learning activities. Action research is a tool for remediation for minimizing the number of failure and students' drops out. Therefore, the subject teachers ought to be encouraged with incentives.

Summary of the Key Findings

Workshops, writing research articles, periodical action research, sharing ideas with one another and consulting language experts can be possible ways to promote professional development of the teachers. The school administration ought to work out and install smart board and smart TV so that the learners can be motivated in their study. The teachers of private schools also should get equal opportunity to participate in training and seminar. As a result, the learners of institutional schools, too, will be benefited from it.

CONCLUSIONS AND IMPLICATIONS

From the results and discussions it can be concluded that trainings, workshops, seminars and action researches are very important for the professional development of the teachers. The federal government as well as the local government should host periodical workshops and seminars for sharing and updating new methods and techniques for meaningful teaching and learning activities. In the same way,

the school administration should initiate to install smart board and smart TVs as a result the learners can be motivated in their study. To minimize the number of failure and students' drops out, the teachers should be encouraged to carry out action research. Moreover, there should be provisions of reward and punishment for effective teaching.

Based on the results, discussions and conclusions of this study, the following implications have been presented.

1. Policy related

It is a good idea for the government to formulate rules to open TPD centres in every district and implement in all schools. The ministry of Education should publish TPD related books and journals and circulate all over the country.

2. Practice Related

Teachers should be responsible with their own profession. Various educational sites, internet and social media are to be consulted to remain up to date. Need based training seminars are useful. So, it should be organized regularly in every municipality, Regular supervision can be helpful for teaching- learning activities. Management of well equipped training centres and development of networking of different subject teachers can enhance professional development. Research based teaching will be helpful.

3. Research Related

This research can be insufficient to get complete knowledge about teachers' professional development and teacher training but it can be a milestone in educational sectors. It can support for effectiveness of English language teachers to solve the problems in the class room.

References

- Bhandari, B. M. (2014). *Sources of research titles and review of literature*. Presented at a seminar in Surkhet organized by the Research Division, TU.
- Bhetuwal, K. P. (2012 B.S.). *Effectiveness of local curriculum implementation*. Kathmandu: Manaram Foundation.
- Clouston, T. (1995). *English language teaching*. Oxford: Oxford University Press.
- Craft, F. (1996). *English language teaching*. Oxford: Oxford University Press.

- Gyanwali, R. (2001). *Research methodology*. New Delhi: Sage.
- James, W. (1995). *Teacher training and teacher development*. Cambridge: Cambridge University Press.
- Kumar, R. (2014). *Research methodology*. New Delhi: Sage.
- Maggioli, G. D. (2004). *Teacher-centered professional development*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Poudel, R. B., & Sharma, L. P. (2017). *Teacher professional development*. Kathmandu: Sunlight Publication.
- Rai, U. (2011). *Current status of teacher's professional development training and practices* (Unpublished M.Ed. thesis). Tribhuvan University, Kirtipur.
- Richards, J. C. (2015). *Key issues in language teaching*. New York, NY: Cambridge University Press.
- Richards, J. C., & Farrell, S. C. (2005). *Professional development for language teachers*. London: Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (2010). *Professional development for language teachers*. Cambridge: Cambridge University Press.
- Richards, T. C., & Rogers, T. S. (Eds.). (2006). *English language teacher development*. Cambridge: Cambridge University Press.
- Sharma, L. P. (2010). *Effectiveness of project work technique in teaching reading skill* (Unpublished M.Ed. thesis). Tribhuvan University, Pokhara.
- Sharma, L. P., & Shrestha, R. (Eds.). (2012). *ELT in Nepal*. Kathmandu: Times Publication.