

Strategies Adopted and Challenges Faced by English Language Teachers in Their Professional Development

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ABSTRACT

The present study entitled “Strategies Adopted and Challenges Faced by Community Campus English Language Teachers for their Professional Development” is concerned with the English language teachers in the community campus of Pokhara valley. This research used a narrative inquiry and data were collected through semi-structure interviews with five English language teachers from five community campuses of Pokhara valley. The main findings of the study shows that most teachers uses multiple strategies for their professional development like self-monitoring, doing action research, teaching journals, studying research articles, journals, participating in various Language teaching related workshops, seminars and national and international conferences. These involvements enhance their pedagogical skills and make effective classroom teaching. The study also reveals various challenges that create barriers for their professional advancement like time constraints, lack of institutional support, lack of teaching resources, incentives and also the interferences of their students’ native languages. The study also found that the English language teachers of the community campuses of Pokhara valley mostly use traditional teaching strategies basically lecture methods. Likewise, the study also showed that the English language teachers have also faced various challenges while applying new strategies in the English language classroom.

Keywords: *Challenges, community campus, English language teachers, professional development, Strategies.*

INTRODUCTION

Language is the systematic, conventional use of sound, signs, or written symbols in a human society for communication and self-expression. (Crystal, 1994). It is regarded as a voluntary vocal system of human communication. It is also believed that language is a gift for human beings, which is given by God. It is because human beings can only use language for their verbal and non-verbal communication. Language is used in society to communicate, exchange feelings, ideas, knowledge, etc. Hence, it is a social phenomenon. It also helps to maintain the social relationship between and among the community members. Since human civilization language has been becoming one of the most important factors. In this regard, Sapir (1921) claimed that language is purely a means of communication by which human communicate and share their ideas, emotions, and desires by means of voluntary produced symbols. Similarly, Otto Jespersen (1904) says that language is a way of connection between souls, means of communication but not end itself.

English language teachers' professional development is mostly essential for confirming their teaching quality, learners' achievement, equity and equality in learning, especially in bio-lingual and multi-lingual context. (Global Partnership for Education Knowledge and Innovation Exchange [GPE KIX], 2024). In Nepalese context, British Council Nepal (2022) mentioned that recent policy of teaching and learning are shifted toward federal administration and increasing decentralization of education. It also demand that English language teacher need to robust content knowledge and update pedagogical techniques continuously as well as adopt new technological tools for evolving the goals of curriculum. Despite this, various empirical evidences suggest that many teachers are struggling to access effective and latest professional development strategies.

GPE KIX (2024) report highlight the recent global research and synthesis of teacher professional development (TPD) especially in developing and underdeveloped countries found that the best and successful models of professional development (PD) has several features as they are sustained over time, context relevant, provide active learning opportunities, support in leadership and peer collaboration and so on. Meanwhile, the same report also highlights several common challenges as insufficient funding, inadequate support, and mismatch content between professional development and classroom realities and so on.

In Nepalese context, British Council Nepal (2022) and Shodh Prakshan (2025) reveals that due to the limited resources as in teaching materials, digital infrastructures and outdated curriculum in teachers' education, lack of continuity and link to classroom practices are

undermined the implementation of PD program in real teaching and learning context, it could not be more implementable in Nepalese context. Kshetree (2021) highlights that technology-mediated professional development program has been praising for its policy but scholars report critical lacunae in its implementation in transfer of training into real classroom teaching and learning. Likewise, Gyawali & Mehndroo (2024) highlights that technology-mediated PD has been increasing as a strategy but it could not response the issues regarding digital technology, less experience and insufficient institutional support in such program.

Wardhaugh (1986) claims that there is not to be superior and inferior language in term of their communicative values. However, some languages represent as the dominant language among the others. For instance, English has been becoming one of the most prominent and it can be used as a lingua Franca in international communication.

Defining language based on Harmer (2007) is that the end of the twentieth century, English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first or even second language just as in the Middle Ages Latin became for a time a language of international communication. English is now commonly used in exchanges between bilingual and multilingual speakers.

English is one of the most prominent languages in world media. It is found that more than fifty percent books of science and technological publications are written and published in English language. It is also estimated that almost sixty percent radio stations of the world are using English language. It is also believed that most of the key knowledge in most of the library in the world, English is being used. As it is in most of the fields in the world, it has become an international lingua franca. In Nepal, after the establishment of democracy in 1951 A.D., some of the changes were brought in Nepalese education system however, there were not seem to give priority to English language. Later, in 1989 A.D. when democracy was restored, there began to be some change in the education system of Nepal focusing on the English language as a second language. As English become the most popular and international language in the world, Nepalese educational institutions and especially the urban people and some educated people have been mixing English in their daily communication.

Development is a dynamic process which changes and improves people positively. Regarding this Geijsel (2003), said that teaching is a requirement for learners from which they obtained knowledge regarding the English language. Teaching is a challenging task that demands a sound knowledge and need to motivate the learners towards their learning. English language teaching and learning become effective and fruitful only if the language teaching

techniques, educational curriculum rules and regulations of the institutions and the availability of necessary materials are easily accessible.

When the English language became one of the most popularly used lingua franca in the international society during the 19th century, English language teaching and learning became popular in the world. Regarding the teaching and learning English language Harmer (2007) said that teaching English language and other professional development and disciplinary developments are similar phenomena.

English has been used for various purposes as it is one of the most popularly used Lingua Franca. English is also used in different academic subjects. So, various methodologies and materials have been developed to teach and learn the English language. English is used for academic purpose as it describes various academic subjects and materials are also developed wisely. Now, most of the developed and developing countries also use English as one of the most popular and useful languages for international communication. In Nepal, English has been taught and learning as one of the most useful language from basic to advance level. As English is an international language and one of the dominant languages of technology it taught in both private and public schools in Nepal. To be an English language teacher, one needs to have a sound knowledge regarding child psychology, teaching methods, approaches, curriculum and institutional rules and regulations as well. As English language teaching becomes one of the worldwide professions, he/she needs to have good knowledge, experiences and skills about language teaching and learning. Regarding this, Villegas (2003) mentioned that teacher development is the professional growth which a teacher gains as a result of achieving increased experience and examining his/ her teaching systematically. So, teaching strategies are those things by which teaching and learning activities become successful, fruitful and achieve the goal of the curriculum. Regarding teaching strategies, Roberts (1998) mentioned that teachers can develop their carrier by using different strategies regarding their professional development, collaborations, conducting various researches, learning different specified courses and also through self-study.

There are various teacher training and learning programs regarding teachers' professional development. For professional development, as mentioned by Richards and Farrell (2005), a teacher can use various techniques like workshops, conferences, peer class observation, writing a journal, seminars, taking teaching portfolios, critical incident analysis, studying various cases, and peer coaching. The language teaching and developing teachers' professional development have been changing due to the advancement of new technologies

and involving such technologies in the field of language teaching and learning. Language teaching and learning has involved new technologies in the field of language teaching and learning due to the curriculum change with such new technologies, needs of students, as well as the national goal of education. Therefore, a good teacher should change himself/herself with the advancement and the inclusion of such advance technologies in education. A good teacher should change and update himself/herself with the times and demands of the day. So, a teacher can use various strategies and guidelines for their professional development. Regarding this, I have studied several researches, articles and books that encouraged me to conduct the research under this title. As I am also a bachelor's level English language teacher for more than fifteen years, I am curious to develop my professionalism. So, I want to explore the most commonly used strategies that are followed by English language teachers for their professional development and also explore the challenges that they faced while applying such strategies.

Teachers and students need to actively participate in the English language teaching classroom to make the language teaching and learning more fruitful. But it is difficult to maintain an English environment in Campus classrooms due to internal and external factors. A good English language teacher has great responsibilities to create a learning environment inside the classroom by adopting an appropriate strategy based on the classroom context. The techniques which are followed for achieving desired goals or outcomes in a comprehensive way are called strategies. College teachers need to adopt several techniques or strategies for their professional development and also need to apply them in their classroom teaching. Regarding teachers' professional development, there are different techniques such as: various workshops, seminars, conferences, group study, self-study and self-monitoring, analysis of critical case, keeping a journal, etc. In this regard, Orlich et. al. (2012) said that teachers realize the necessity of strategies and techniques for their professional development but they are not familiar with such a fine, reliable and suitable strategies. In the context of Nepal, there is no implementation of such strategies. Though teachers have been implementing student-centered methods while teaching English language but they either ignore or forget to implement their previous knowledge in their real classroom teaching.

DATA AND METHODS

This study is conducted as narrative inquiry. All the collected data were presented in narrative form. Regarding this, Creswell (2013, as cited in Poudel, 2017) said, "In narrative research,

researchers describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individuals' experiences." He further argues that narrative inquiry focuses on a single person, event, or sometimes more and data are collected in the form of storytelling. All the data are collected on the basis of personal experiences, and the collected data are presented in the form of story. To fulfill the objectives of the study, I have used both primary and secondary sources of data. The primary sources of data were collected from five English language teachers who teach at the bachelor's level of five community campuses of Pokhara valley, Kaski district. The secondary sources of data were different books, articles, journals, media and web sites that are related to the topic and some previous theses as well. The population of this study was all English language teachers who teach at the bachelor's level of the community campus of Pokhara valley, Kaski district. And the sample size of the study was five English language teachers from five community campuses of Pokhara valley. It is very difficult and almost impossible to use the whole population in every research study. Therefore, in this research, the researcher selected five Bachelor's level English language teachers of the community campus, Pokhara valley. For the selection of the sample, I used non-random purposive sampling procedures. It helped to find out the best quality of data. It is impossible to conduct research without research tools. For this research I used in-depth interview with the bachelors' level English language teachers as a tool for data collection. First of all, I have made a list of narrative guidelines for in-depth interviews based on the objectives of the study. Then, I have visited five selected community campuses of Pokhara valley and asked permission from the authorities to collect data for the research. After that, by establishing rapport with the selected teachers, I requested them to participate in an interview and shared their experiences and attempts they have made for their professional development. After collecting data, I thanked them for their active participation and kind cooperation. In the data analysis procedure, I involved transcribing and translating the collected data through in-depth interview. Data were analyzed in narrative form. I conducted a coding process for the detailed analysis of the collected data. Furthermore, on the basis of my research objectives and research questions, I have developed different themes and sub-themes and on the basis of such themes data were analyzed and interpreted qualitatively based on a thematic approach.

Research is a systematic and rigorous process in the study area. The ethical aspects also play a vital role in any research works. So, for the ethical consideration, first of all I obtained approval for the study from the Kalika Research Management Centre (KRMC), Kalika Multiple Campus, Pokhara. After obtaining approval, I have visited to the different

Community campuses of Pokhara valley, Kaski district. Then, I made all the respondents and concerned persons clear about the objectives of the research and got permission from the concerned authority in the selected campus. Then, after establishing rapport with the selected respondents, I gave clear information about the objectives of my research. At last, I assured the respondents that all the personal information would be strictly kept confidential and no names would be mentioned in the research as well as in any publications.

RESULTS AND DISCUSSION

The research was mainly carried out to find out the strategies adopted by community campus English language teachers and the challenges they faced while applying such strategies for their professional development. I have collected information through an open-ended questionnaire and in-depth interviews where the respondents shared their own experiences.

The data collected from the selected respondents' narratives were studied rigorously and transcribed the data. After transcribing, the data were coded, generate broader themes and then sub-themes were made. The collected data are analyzed and interpreted on the basis of the following themes:

Teachers' understanding towards the strategies adopted for their professional development: This theme is generated on the basis of respondents' narratives and on the basis of their narratives their understanding regarding strategies for teachers' professional development was drawn. Regarding this theme, bachelor-level English language teachers were asked this question: 'What do you understand about the teaching strategies that help teachers with their professional development? In this question, the selected teachers' response differently as follows:

Regarding this theme, Teacher A said:

Teacher A: "Strategies I mean the methods, techniques, or approaches that are used for any teachers' professional development such as action research, peer observation, project works etc. which are most essential for teacher development and make effective language teaching classrooms.

Similarly, teacher B said:

The approaches or techniques, which are more helpful for expanding the knowledge regarding teaching and also motivate the students on their learning, are called the strategies for teachers' professional development. A good teacher should apply varieties of strategies for improving their own professionalism and create interesting

classroom environment while teaching English language. Teaching English language is also important because it is an international lingua-franca. The strategies are different according to the teachers' ability and skills. A good teacher can use various strategies for their professional development such as peer class observation, doing action research based on their own classroom issues, keeping portfolio of the students and so on.

Likewise, teacher C states that:

"I think, strategy means the activities which are used in teaching and learning procedures. It is different based on the teachers' ability, knowledge and experiences. A well experience teacher can use varieties of strategies while teaching in the classroom."

Likewise, teacher D responds:

"Generally speaking, strategy means a specific tricks, ideas or approaches that are used in classroom teaching. But in the context of teachers' professional development strategies means the way, methods or trick that used by a teacher for developing his/her own professionalism. The strategies used by the teachers are different in the past and present time. The present strategies are based on ICT while in the past the strategies are based on the traditional methods of teaching and learning."

Similarly, the teacher E responded as:

"In my opinion, teaching strategy means the trick through which a teacher can enhance their professional career and develop the career of the betterment of the students as well".

Regarding the above-mentioned responses of teacher A to E, shows a multidimensional opinions to teachers' professional development. For enhancing teacher's professional growth teacher A focuses on action research, peer observation and project work. Teacher B further claims that teaching strategies improve teachers' professionalism as well as students' motivation towards their learning. Teachers C agree that teaching strategies help to enhance individual knowledge, ability and experience in their real classroom professions. In Contrast, Teacher D gives his different views on strategies than historical perspective focusing on ICT-based practices for their professional development. And finally, Teacher E highlights his perspective as techniques that enhance teachers' real professionalism. Based on these various perspectives, teachers' professional development strategies are dynamic, diverse, and context-sensitive and also help both teachers teaching and students' learning as well.

Regarding the views on various strategies they adopted for their professional development and challenges faced by bachelor's level English language teachers, I have asked

an open-ended question to five English language teachers of five different community campus of Pokhara that help me to draw the following theme:

Self-monitoring as strategies for teacher's professional development

This strategy is mostly useful for teachers to evaluate their professionalism. The selected teachers who are teaching in bachelor level in community campus of Pokhara valley have a positive perception regarding self-monitoring.

Regarding this theme, Teacher A responds as:

Self-monitoring is an activity where the teacher himself/ herself observes and evaluates his/her own teaching activities..... In self-monitoring, we ourselves observe our own activities that we conduct inside the classroom teaching. Nowadays, with the advancement of science and technologies, we should update ourselves with the newly advanced technologies for effective classroom teaching and evaluate ourselves. Our students are also learning and getting new knowledge by using new technologies like computer, email, internet etc. So, in this scientific era we have to update and monitor ourselves for our own professional development.

Similarly, teacher B said:

Yea ... it is essential especially to teach grammar and other aspects of English language. While we are teaching any aspects of language then we need to be aware whether we are teaching correctly or not and whether our students understand or not. Sometimes we may also follow wrong way of teaching and Self-monitoring helps us to correct ourselves in time.

Likewise, teacher C states that:

Self-monitoring is a strategy of teachers' professional development. Self-monitoring can be done by both teacher and students too. So, self-monitoring helps both teacher and students for their own development... it helps us to know where we are going, what we are doing and what we should have done etc. It also helps us to determine our own position. Thus, self-monitoring helps us to evaluate ourselves and also create positive environment in our institutions.

In this theme, respondent D responded as:

I think self-monitoring is important for a teacher. It also helps for teachers' professional development by monitoring their own teaching activities.

Similarly, the teacher E responded as:

Self-evaluating helps to get more ideas about the classroom teaching and it also helps us to choose an appropriate method for classroom teaching and improve our teaching and learning activities. When we monitor ourselves then we know the students' interest and desires

Based on the above narratives, teacher A focuses on the fact that self-monitoring is essential to improve our own professionalism. He also argues that this is the era of science and technology and our students are also learning through internet, website and email and so on. Therefore, we should also update ourselves with new technologies and evaluate and monitor our own activities ourselves. He further says that self-monitoring is necessary for our professional development. Similarly, respondent B has very positive opinion regarding self-monitoring. It is because self-monitoring makes the teachers themselves aware about their own teaching activities and advances their own profession. Therefore, self-monitoring plays an important role for developing teachers' professionalism.

Likewise, teacher C, it can be said that she has been practicing self-monitoring for her own professionalism. She further said that self-monitoring is one of the strategies of teachers' professional development and it is essential for teachers and students as well. She also mentions that self-monitoring helps us to determine our own position in the respected instructions. It can be said that the respondent D also clear about the self-monitoring and in his opinion, it is essential for teachers' professional development.

Based on the above narratives it can be concluded that, teacher E completely agreed regarding self-monitoring. He also argues that self-evaluating is essential. It is because it increases teacher knowledge and ideas about how to make effective classroom teaching and learning activities. He further states that, teachers should be the role model of the society. A teacher should evaluate and find out his/her own mistakes then only he can understand the students. Self-monitoring also helps to understand students' interest, desire and accordingly classroom activities can be conducted. Teachers should have positive opinion towards self-monitoring. Almost all the teachers are agreed on the important of self-monitoring and it is also essential to reflect their behavior or classroom teaching that motivate teachers in their professional development.

Keeping a teaching journal and reading ELT journals to enhance the knowledge

There is most important role of English Language Teaching (ELT) journals for teachers' professional development. But due to the heavy load of work schedule, the respondent's teacher read only a few times.

Regarding this, teacher respondent A said:

... most of the time I am busy in my work as I have heavy work schedule. However, when I have time, I read the ELT journal like NELTA and other online journals.

In this regard, teacher B said:

When I was a university student, I regularly attend NELTA conferences and used to read journals as well. But now I am busy in my teaching as I am teaching in two colleges and also in a private school. So, I have not enough time for reading. However, I read sometimes when I have free time. And I think reading ELT journal is very helpful job for our professional development.

Similarly, the teacher C states:

Reading journals and articles related to ELT are really useful for me. In my college there is well managed library. most of the time I am reading ELT related articles, journals etc.

Likewise, teacher D said:

Yeah, certainly, English language teacher must read the ELT journals and article. It is because it helps the ELT teachers for conducting effective teaching and learning and enhances the knowledge about how to teach and motivate the learners towards learning because ELT related journals and articles are most useful for we English language teachers as well as students too.

Similarly, teacher E said;

Umm..... Actually, I read ELT related articles, books and journals to expand and update my knowledge. reading ELT journals and articles broaden our knowledge regarding our teaching career. It is also true that as a teacher we need to up to date us regarding the teaching methods, strategies, techniques and even the new technologies. For this purpose, reading ELT journal and articles is really useful for us.

From this expression, it seems that he really prefers to read various journals, articles etc. as they are mostly helpful to his own learning and teaching activities. Due to her busy schedule she read such journals and articles a few times whenever she had time. This above mention expression of teacher B is somehow seems to be similar to A, he further express his opinion as that when he was a university student, then he regularly attends NELTA conferences and read journals as well. But now due to his busy work schedule, he is not really engaging himself in reading journals and articles. However, he was also positive for reading journals and articles for his professional development.

Based on the C's response, it can be said that she seems absolutely positive toward reading journals and articles related to ELT. Regarding this theme she believed that reading various ELT journals and articles would be more helpful for expanding her knowledge concerning her teaching and learning. She has been reading different ELT journals and articles which help to expand the knowledge about teaching and learning. She also said that if the campus has managed the library for them then they can easily read various books and journals and articles based on their need.

The teacher D's expression seems somehow similar to teacher C. It is because both teachers are agreed that library, reading ELT journals and articles are helpful for both teachers and students to expand their knowledge regarding the English language teaching and learning. Reading ELT journals and articles helps teacher to select an appropriate methods of language teaching and learning. Regarding his view, it can be said that he is totally agreed to study ELT journals and he is also reading ELT related journal like NELTA regularly. Regarding this theme, he also said that a teacher needs to read various ELT materials and updates about the newly develop techniques, methods and approaches so that he could be a professional ELT teachers.

In this way, based on such various opinions of the respondents, it is concluded that most of the English language teachers are already familiar to the ELT related journals, articles and they have also been reading such journals for enhancing their knowledge and become a professional ELT teacher. So, reading ELT journals regularly is really fruitful for all the English language teachers and students as well.

Conducting action research in ELT classroom:

Based on the various respondents' opinions, this theme has generated. Based on their opinions, conducting action research is essential for their professional development. A professional teacher needs to conduct action research every year that really encourages and guides teachers about their professional responsibility and to update their teaching techniques. Action research can be define as a systematic and immediate problem oriented research that is conducted to find out the solution of immediate especially classroom problems. Action research helps to find out the solution of that problem and improve classroom practice. All respondents are agreed on doing action research as it is helpful for both teacher and students as well.

Regarding this theme, teacher A said:

Yes, it is useful to conduct action research for the teacher's professional development.

A good teacher should conduct action research for their professional development and

it also helps to create students' favorable environment inside and outside the classroom. Doing action research is also being helpful for solving the classroom problems when they occur during the classroom teaching.

In the similar question, teacher B said:

As an English language teacher, I have been doing action research while teaching English as a foreign language there we faced lots of problems and obstacles while teaching in the classroom. Action research helps us to tackle the problems that occur in the classroom teaching and learning. We can conduct action research based on the teaching topics. Action research helps us to find out the main causes of the problems and also provides us a good way to tackle with that problem

Similarly, teacher C states:

Last year I have done action research regarding my classroom teaching. In B.Ed. first year, in my subject most of the students failed in annual exam. So, to find out the reason behind the students result, I have conducted research. Then after doing the research, I found the actual reason of students' problem.....and solve the problem. So, I think action research is useful for both teacher and students for improving the whole teaching and learning activities and for teachers' professional development as well.

Regarding this question, respondent D mentioned that;

.....action research can be done in different situation to find out the main root causes of the problem and a teacher can conduct action research in different cases in every classroom teaching. In the classroom, various types of students are found as more talent, least talent and moderate types of students. And action research helps to explore why some students are most talent and some least and what are the causes behind that. So, action research helps us to solve such problem and improve our teaching and learning activities.

Similarly, teacher E stated:

Actually, I haven't conducted action research till now.... but in my opinion action research is more useful for us. But due to my busy schedule, I have not conduct any action research till now. As I have a pressure to complete our course within a certain limited duration of time.

Based on the respondent A's views, it is concluded that it is useful and essential to conduct action research to solve the problems that occur in the classroom. It also helps for students' betterment and teachers' professional development. It helps the teacher and students to know

about the problems that occur in the classroom and how to tackle such problems wisely. While comparing respondent B's view with respondent A's, it seems somehow similar to each other. He says that an English language teacher can conduct action research to explore the immediate problem that occur during classroom teaching and solve the problems, it is essential to conduct action research. It helps to solve the classroom problems and students' personal problems as well. The action research also helps the teacher for their professional development. The topics of the research are based on the classroom real problem.

So, it is really useful for improving classroom teaching and learning activities. Based on the above response, I found that she conducted action research related to students' result and find the reason behind the problems. She also said that action research is really useful to improve our teaching techniques and it helps us to find out the cause of problems and provide best solution to tackle with that problem.

Regarding D's response, it is obviously said that action research can be conducted to find out the actual causes of problems and also explore what might be the causes of some students being more talent and some are least. He also added that an ELT teacher can conduct action research in different situations and context of classroom. In single classroom students are varies based on their intelligent and background as well. In such cases, action research helped to find the best teaching techniques for such students.

It is clear that he has not conducted action research till now. I found that he was a novice teacher in bachelor level. Though he has not done any action research till now, he is positive and well known about the action research and its advantages. He is eager to conduct action research but could not due to his busy schedule and time limitation to complete the courses.

In this way, based on the above mentioned teachers' opinions, it can be conclude that, almost all the bachelor's level English teachers are familiar and positive towards conducting action research. However, due to their busy schedule and other unforeseen circumstances and novice in bachelor level, some of them could not conduct any action research till now.

Attending workshops and conferences related to teacher professional development.

On the basis of different teachers' responses, the research objectives and research questions, this theme has drawn. Based on this theme it can be said that attending in the workshops and conferences related to teaching and learning is necessary for their professional development. The entire respondent has positive view regarding to attend in the ELT related seminar, workshops and conferences. Regarding this theme, respondent A stated that;

Umm.... Actually when the whole world was badly suffered from Covid-19 then, Nepal also could not be free from such virus. Then lockdown period started. In fact before lockdown I haven't attended much ELT conferences. I think I have attended three or four NELTA conferences. But during and after the corona period, I have attended many conferences as they are in online mode. I also attended in online training program that greatly support me for my professional development.

In the similar theme teacher B said:

Nowadays I am busy in teaching but in the past, I have attended many workshops and conferences especially NELTA and ELT conferences that was conducted by Central department of English Education, TU, Kirtipur. I think attending various workshop and conferences help to enhance our knowledge for our professional development.

In the similar vein, teacher C commented:

Yea..... I have attended workshops many times especially related to English language teaching and learning. Last time I have attended in ELT and Applied Linguistics International conference which was held by Central department of English education, TU, Kirtipur. Similarly, I have also attended NELTA conferences which was really fruitful for my professional development

Regarding this vein, teacher D stated:

Yes, sometimes, I have attended workshops and trainings organized by NELTA and other organization. It was really interesting and fruitful for teaching and learning activities. This kind of workshops and trainings are really useful to refresh and sharpen our knowledge I am a life member of NELTA but I have attended only a few conferences because of my busy work schedule. It is also more useful if campus organize such training and workshops in a regular basis at least once a year.

Likewise, the respondent E said:

Umm... actually due to my busy time schedule and lack of free time, I could not attend ELT related conferences, workshops and training However, they really enhance our knowledge regarding our professional development.

From the teacher A's response above, it can be said that he is very energetic and active teacher. Regarding this theme, he seems more confident; and said before lockdown he attends a few NELTA conferences but during and after lockdown he was attended many conferences and training program for his professional development. From the above utterances it is clear that he had attended some workshops in past. He further says that, he participates in training and

workshops organize by Central department of English education, TU, Kirtipur and some NELTA conferences as well. He agreed that attending in workshops and conferences really fruitful for his professional development.

Teacher C also agreed that she had attended many workshops and training related to ELT activities. She says that she has attended workshops related to ELT and Applied Linguistics International conferences, and NELTA conference recently. She further said that participating in such conferences and workshops was really helpful and fruitful for her professional development.

Based on teacher D's narratives, it can be said that he had attended workshops and trainings organize by NELTA. He believed that, it is really fruitful for teachers' professional development. He further mentioned that, if such conferences, workshop, training and seminar are conducting regularly by campus, it is really fruitful to enhance and broaden teachers' professionalism. It also enhances their confident regarding teaching career. He said that he is a life member of NELTA but only a few conferences had attended due to his heavy work schedule. Regarding respondent E's opinion, it can be said that though he has positive opinion regarding such ELT related programs but could not attend due to his busy time schedule.

Based on the above mentioned responses, it is clear that all the respondents are clearly positive towards attending ELT related conferences, workshop, seminar and training program. Some of them have been attending such programs but a few could not attend due to their busy time schedules. It is also clear that almost all the teachers are familiar about the NELTA conferences.

Observing classes of peers:

Based on this theme, it is clear that most of the teachers who teach English language in bachelor's level are highly positive regarding the observation of peer's class presentation. However, they could not regularly observe others class because of their daily classroom teaching routine.

Regarding this theme, teacher A stated:

I think it is helpful for enhancing our knowledge and also useful for solving any problem related to classroom teaching and learning. Sometimes, when I feel confusing and get problem regarding my classroom presentation, then, I use to ask my other colleagues and sometimes I also observe their class as well. It really helps me to solve my teaching related problems.

Similarly, respondent B said:

..... Actually, observing peer's class presentation is really useful however, I have not observed any classes till now. Peer's class observation helps us to be more familiar and close to each other. I think if we observe our colleagues' class it really be supportive for me. But time management I think is the main barriers for regular observation.

In the same vein, respondent C said:

I have been observing my colleagues' class presentation as it is a trend in our campus. We also visit and observe classes of other campuses that help us to exchange our ideas with each other. As our campus is QAA certified campus, we have the annual schedule to visit other QAA certified campus and share ideas and benefited each other.

Moreover, teacher D responded in the matter of same thing as:

Peer observation is really useful and helpful for developing our professionalism. Sometime, I go to my colleagues' classes and observe how they run their classes especially, regarding the presentation, classroom management, students' participation in classroom activities, students' evaluation techniques, and so on. It helps to exchange ideas and knowledge regarding English language teaching and learning. It is also helpful for our professional development because I can learn from my peers.

In the similar vein, teacher E stated:

I am fully positive to peers class observation. However, I have not enough leisure time for such work. So, I rarely observe others' class. But in our campus our senior teachers give adequate feedback for our professional development. I think peer class observation is very useful for us.

From this narrative, it is clear that he is using this technique to solve his problems while he faced during this teaching in the classroom. He is fully positive towards this theme. It is because he said that while observing colleague's class presentation it increases his own confidence level as well. Based on his response, it is clear that he has not observed any class till now but fully positive regarding this theme. He said that observing others' classes help to develop his professionalism. As he has regular classes, he could not observe his peer classes.

I found teacher C's response is very interesting; she confidently said, there is a trend in her campus to visit other QAA certified campuses and observe classes of other teachers. She also said that her campus administration also manage such opportunity so that they could develop their professionalism. So, she has visited various QAA certified campuses through that she got many insights about teaching learning activities for her professional development. Thus, teacher D also has positive attitude towards observing peer's classroom presentation.

He believed that peer teaching is important for professional development. So, he has been observing his peer's classroom presentation. Similarly, based on E's response it can be said that he is really positive towards peer class observation though he rarely do that due to his busy schedule. Instead, he has been discussing about teaching and learning activities. He further said that he has been discussing with his senior when he has leisure time.

In this way, based on the above mention opinions, it can be said that participating in peer class observation is really fruitful and useful for both presenter and observer as well. It is because the observer learns from his peers' presentation and the presenter also gets feedback for further improvement. However, a few of them has not been observing peer classes. Instead, they discussed about their current issues related to teaching and learning with their seniors. So, observing peer class and discussing with seniors is fruitful for teacher professional development.

Using new techniques or strategies for professional development:

This is the age of science and technologies and teachers used different techniques and strategies based on the classroom context and their own abilities. Teaching and learning activities are multidimensional and dynamic. Based on the interview with open-ended questions it is clear that teachers have been using different methods and strategies on the basis of classroom context, nature of the content and the interest of the learners.

In this regard, teacher A stated:

As I have been teaching in B.Ed. level, I am familiar about various techniques and strategies regarding teaching and learning. In the classroom teaching I have been using many strategies knowingly or unknowingly. I use internet, website and sometimes email to update myself about my own professional development. As it is an era of science and technology, I frequently used new technologies for my professionalism.

Similarly, teacher B said:

I have been teaching English subject in bachelor level for eighteen years. Based on my long teaching experience, I can say that teachers' professional development is most essential. For teachers' professional development campus authority should manage various training, workshop and conferences at least once a year. In my opinion except training, workshop and conferences a teacher can update him/her by using computerized technologies especially, email, Internet, websites etc.

In the same vein, teacher C articulated:

In this era, we should teach students being moral and discipline. For this only theoretical knowledge is not enough. It is essential to teach our students by using ICT based projectors otherwise we could not win our students' heart. Unless a teacher wins the students' heart, he/she could not make students friendly classroom teaching. Similarly, it is also more useful to visit other campuses for exchanging and sharing ideas among teachers. Experience sharing is most important for our professional development. It also makes our learning sustain and lifelong. As an English language teacher, I have been using various strategies during my teaching profession. I frequently use field trip, attend in various training, workshop, conferences etc.

In the similar vein, teacher D stated:

There is heterogeneous group of students in most of the English language classroom in Nepal. So, a good teacher needs to have knowledge about various kinds of teaching strategies. As an English language teacher, I have been using various strategies in my classroom. I used different strategies on the basis of students' level, interest, availability of the materials and accessibility.

In the similar vein, teacher E said:

..... actually, as an English language teacher in bachelor's level, I have to use modern technologies in the classroom teaching. It is an era of science and technology, almost all the sector people use new technology. So, in the field of teaching and learning it is most essential to use new technologies. Without using new technologies, we cannot teach well. In B.Ed. third year there is ELT methods and practices in which new ELT technologies are also included. So, it is essential to use new technologies for teaching and learning and to be a good teacher it is also important to be familiar about new technologies. So, I think for our own professional development and to conduct effective teaching and learning activities we must update ourselves with the technologies so that our professionalism would be enhance.

Based on the above response it is clear that he has been using various techniques and strategies for his own professional development and make his classroom teaching and learning more effective. He states that he used email, internet and websites to update his knowledge regarding teaching and learning. He further says, he found new techniques or methods for teaching and learning activities with the help of internet and websites. He frequently used new technologies and strategies for his own professional development.

Regarding the above mention response of teacher B, it is clear that he had a long-time experience in English language teaching. He further said that campus authority should manage such programs which help for their professional development. He also states that various computerized technologies could be most useful for their professional development. Based on the above narratives, teacher C has been using various techniques for her professionalism. She further said that teacher needs to teach moral and discipline with theoretical knowledge. A teacher need to be able to use various computerize technologies like projectors, websites, internet and other ICT based technologies. Likewise, for sustainable and lifelong learning it is equally important to visit campuses and exchange their ideas, experiences etc. She further says that she had practiced different strategies like field visit; attend various training, workshop, conferences and so on.

On the basis of respondent D's views, it is clear that there are heterogeneous group of students in Nepalese context. A good teacher needs to have the knowledge about various kinds of teaching strategies and techniques so that he/she can applied different techniques in different situations. He used various types of methods and strategies that depend on the students' level, interest and the situation of classroom. Based on his above narrated story, it can be said that the curriculum also includes the new technologies. A good teacher needs to have the knowledge about such technologies. Without the knowledge of new technologies, a teacher cannot teach well. So, teacher needs to update himself/herself with the technologies so that he/she could enhance his/her own professionalism.

Based on the above mentioned narratives of various teachers, it can be conclude that English language teachers should used various techniques and strategies based on the students' level, interest and the nature of the subject matter. They also agreed that using new technologies in the classroom is most essential to their own professionalism as well. So, teacher needs to update himself/herself with the technologies so that he/she could enhance his/her own professionalism.

Challenges for Teachers' Professional development in ELT classroom:

This is the age of science and technology. So, in teaching and learning, there are various new techniques and strategies are exploring and using in practice. In the context of Nepal, English is still as a foreign language and teaching English as a foreign language is obviously challenging job. In the open-ended questionnaire, I asked the respondent teachers to share their experiences regarding the challenges and problems they faced while teaching English in the classroom. Based on the teachers' opinion and experiences it is clear that most of the teachers

have been facing various obstacle and challenges regarding the size of classroom, number of students, busy time schedules, lack of the support from campus administration, lack of technical knowledge and so on.

Regarding this, respondent A stated:

Teaching English is one of the challenging jobs in Nepal. It is because both teacher and students have their own mother tongue and while teaching and learning English their mother tongue always interfere their learning. Some of the students have their mother tongue different from Nepali like Newari, Gurung, Tamang etc. So, in this case English become their third language. Similarly, both teachers and students have been facing problem regarding the pronunciation, vocabulary, and language functions, formal and informal form of language and so on. The techniques and strategies that we learn during the various types of trainings, workshops and conference, we learned something new and that seems easy while practiced during that training and workshop time. But it is very difficult and less practical in real classroom teaching due to various problems like lack of internet facilities, slow internet, lack of projector and even sometime due to the different abilities students in the heterogeneous classroom. So, it teaching English as a foreign language is very challenging job in Nepalese context.

In the similar vein, teacher B stated:

..... Teaching English as a foreign language in Nepalese context is too much challenging. I have been facing many challenges especially in free writing though they are bachelor level student but they are not even familiar with very simple rules and vocabularies. They are almost seemed unknown about cohesion and coherence which are the most essential quality of free writing. Some students even don't comprehend the reading text. So, it is very difficult to the teachers to teach such students. They even don't know the very simple rules of languages. Students could not get good result as we expected.. So, it is very difficult to tackle with students' problem and more challenging to get good result.

Furthermore, in the similar vein, teacher C stated:

There are various challenges to teach English in bachelor lever due to the students' irregularity, lack of teaching materials, classroom management, and large number of students and so on.To manage the classroom appropriately, the teacher needs to know about various teaching methods and techniques as well.....

Similarly, teacher D stated:

..... There are many challenges in ELT classroom..... English is not my mother tongue or as a non-native English speaker, I have to work hard and students are from diverse community it is very difficult to teach English in diverse classroom. Students have their own mother tongue and English is their second or third language. So, teaching English is problematic in Nepalese context.

Similarly respondent E stated that;

A teacher has been facing lots of challenges and problems in ELT classroom especially English as a foreign or second language. The challenges related to the selection of teaching methods, irregularity of students in the classroom, motivating students towards their learning are the challenges we faced in the classroom teaching. The other major problem is that after reading there is not any guaranty for their job. So, students are demotivated towards learning and sometimes they left the college as well. Therefore, to motivate students, and make students regular in the classroom create problem in teacher's professional development as well.

From the above narrative, it can be said that teaching English language in the context of Nepal is challenging job. Many students are from different ethnic community like Newar, Gurung, Tamang etc. and they have already second language i.e. Nepali and English become third language. While learning English, there is interference of both their native language and Nepali language. Similarly, he also said that pronunciation, vocabulary and meaning making are the main difficulties to both teachers and students. He also said that during the training period, it seems easily to implement any new strategies but in real class it is very difficult to implement and sometimes it is almost impossible due to the lack of various facilities regarding such strategies. The heterogeneous group of students, different abilities students, large number of students etc. also become the main challenges for teachers' professional development. So, teaching English in Nepalese context is really challenging job.

Based on respondent B's narratives, it is clear that he has been facing lots of barriers and challenges mainly during the free writing period. It is because the students even unfamiliar about the simple rules of free writing. They are almost unfamiliar about the cohesion and coherence which are the inherent quality of free writing. Students even felt difficulties in reading comprehension. He further states that he is hoping a good result from his students but most of the students failed in English subject. So, he is confusing to choose the best techniques for getting good result of his students.

Similarly, Teacher C said that due to the students' irregularity, lack of teaching materials and large number of students is the problems in English language teaching classroom. She further says that teacher needs to choose an appropriate teaching methods and technique based on the classroom context and student's needs. Based on the above narratives, it can be said that there are many challenges faced by a non-native English language teacher in ELT classroom. Due to the heterogeneous group of students, there are many problems occurred in ELT classroom.

Likewise, on the basis of respondent E's above narrative, it is clear that most of the teachers have been facing lots of challenges in ELT classroom. He further articulates that many students are irregular in the classroom. After competing bachelor's degree there is not any job guaranty so motivating students towards their learning also problematic.

To conclude all teachers above narrative, it was found that teacher faced many challenges regarding their classroom teaching and own professional development are students diverse background, managing classroom, large number of students in a classroom, irregularity of the students, no job guaranty after completing bachelors' degree and so on.

Teachers' Professional development and Institutional efforts and facilities:

The academic institution should be an important and best platform for teachers' professional development. It should organize various programs regarding the teachers' professional development like workshop, seminar, conferences, training and so on. Most of the teachers said that campus should play an important role for teachers' professional development and tackling with the challenges regarding the ELT classroom.

In this regard, respondent A stated:

Certainly, different facilities like training, workshop, seminars etc., it helps for teachers' professional development. If campus make available of enough teaching materials like books, projector etc. also help for teachers' professional development. Campus should conduct at least short training then it will be fruitful for teachers' professional development.

Regarding the similar vein, teacher B said:

Certainly, it is essential to have a good relation and co-operation between the teachers and campus administration. Unless the teachers become happy and satisfy in their job and from campus authority, quality education is not possible. So, campus authority should satisfy teachers and motivates for their professional development. Without teachers' satisfaction, quality and good result is not possible. So, for teachers'

professional development, it is important to have good relation between teachers and campus administration.

Similarly, teacher C stated:

.....campus authority needs to bring new plans every academic session. It means campus administration needs to develop better plan and action for every year. Likewise, campus administration should motivate teachers and students by providing various kinds of incentives and rewards too. It is true that teachers are the most important aspects of campus development especially in academic field. So, it is most essential to have a good and positive relationship between teachers, parents, students and campus administration. for better academic achievement.

Likewise, teacher D stated:

Due to the development of computerized technologies, there are various facilities available in academic field. In the context of our campus, there are various facilities like email, internet, projectors etc. through which we can search various teaching materials we need for our classroom teaching as well as for our professional development.

In the similar vein, respondent E mentioned:

The institution has a vital role for institutional development and creating teacher and student friendly environment and develops teachers' professionalism. To bring change in teaching and learning according to the change of time, it is essential to support by the campus administration. If the campus support and co-ordinate with the teachers, it can bring change in teaching and learning environment. In our campus, the campus administration always encourages and supports us to create positive environment to enhance our professionalism

Based on respondent A's narrative, it is clear that the facilities and opportunities that are provided by campus and academic institution regarding teacher training, workshop, seminars, conferences and so on would be helpful for teachers' professional development. Based on the respondent B's narrative above, it is clear that teachers and campus administration should have good and positive relation. For quality education and have a good result, it is essential to motivate the teachers and such favorable environment should create by the campus authority. If campus authority demotivates the teachers then there is not possibility of quality education and campus could not develop itself.

Regarding the above narratives of teacher C, it is clearly stated that campus authority should play an important role to develop campuses. Campus administration should develop

annual action plan and to implement such plan objectively, teacher has vital roles. So, campus administration should motivate teachers and students for academic achievement. It is because without motivating teachers and students there is not possibility of quality educations. So, campus administration should motivate both teachers and students by providing various types of incentives and rewards. And it is also essential to have a good relationship among campus administration, teachers, parents and students as well.

On the basis of respondents D's narratives it is clearly said that he got enough facilities from campus administration regarding the new technologies like internet, projectors etc. through which he enhances himself for his classroom teaching and own professional development as well.

Based on the above-mentioned utterances, it can be said campus administration has an important role for creating appropriate teaching and learning environment in campus. The role of administration is also important to enhance the teacher's professionalism. It is clear that if the organization co- ordinate with the teachers and motivates both teachers and students through some kinds of incentive and reward, it obviously brings the changes in learning environment. It needs to be friendly environment for both teachers and students to bring expected and better outcome of campus.

On the basis of all above mention narratives and interpretation, the following are the main findings.

Major findings to the strategies of teachers' professional development

- It was found that teachers' professional development is an approach or methods by which they have expand and enhance their knowledge of understanding and abilities to perform different tasks appropriately.
- Most of the teachers said that peer class observation support them to develop their confidentiality and broaden their professionalism
- Regarding action research it was found that doing action research is one of the best strategies of teachers' professional development by which teacher develop the ability to tackle various issues that occur during classroom teaching and learning.
- Based on the teachers' narratives it was found that most of the teachers are well familiar with ELT journals and most of them have been reading such journals. Reading journals also help them for their professional development.
- It was found that self-monitoring is essential to judge teachers' own teaching and students' learning achievement.

- The research found that almost all the teachers are highly eager to attend various ELT related workshops, trainings, conferences and seminars. However, due to busy time schedule they could not attend conferences regularly.
- Most of the ELT teachers have been practicing newly innovative teaching methods, techniques and strategies through the use of internet, ELT related journals, seminars, workshops, trainings etc. It is because, ELT teachers believe that for betterment and enhance their professionalism, they need to apply various new strategies with new technologies.

Challenges related Findings

Based on the research made by narrative inquiry, it was found that most of the teachers have been facing various challenges regarding management of time, management of resources, interference of students' native language, some technology related problems, less support and incentive from campus administration board, less involvement of students in teaching and learning activities, lack of teachers' incentives and so on. Therefore, it is clearly said that for better quality and outcome-oriented improvement, teachers' incentives and encouragement is essential, and it also supports teachers' professional development as well.

CONCLUSION

This study explore the strategies adopted by English language teachers who teaches in bachelor-level in community campuses of Pokhara valley, Kaski district, Nepal and the challenges they have faced during their professional development. The findings of the study show that teachers have been employing various strategies such as action research, self-monitoring, peer-observation, reading various ELT related journals, participating in workshops, seminars and national and international conferences. These approaches supported to enhance their professional growth as well as contribute for more effective English language teaching and learning practices. It also motivates students' learning as well.

This study also highlighted several challenges they faced during their professional development. The major challenges are time constraints, inadequate institutional support, limited resources, interference of students' native languages, and lack of institutional incentives and so on. It also found that such obstacles also reduced the practical use of innovative strategies in real classrooms despite the awareness of teachers and their values.

Therefore, professional development for English language teachers is a multifaceted process that needs sustained and continuous institutional supports, availability of teaching and learning resources and connected with contextual realities. Providing enough opportunities for peer-collaboration, conducting action research, easy access to technology-based training can broaden and enhance teachers' capacity and effectively tackle the classroom challenges and barriers. The finding also reaffirm that teacher professional development is central to improving and enhancing teaching quality as well as play a vital role to achieve equity and meaningful learning outcomes in multilingual and resource constrained contexts as well.

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