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Bishnu Khatri

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EFL Teachers' Individual Efforts for Professional Development

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

Submitted by

Bishnu Khatri

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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Dedication

Dedicated to my parents
for the exceptional love, endless support and sacrifices.

Declaration

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

Date: 16/03/2023

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Bishnu Khatri

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Bishnu Khatri

Abstract

The present study entitled, 'EFL Teachers' Individual Efforts for Professional Development' was carried to explore the individual efforts made by the EFL teachers for their professional development and to suggest some recommendations for pedagogical implications. I used survey research design to accomplish this study. In order to carry out this study, I collected the data from forty secondary level EFL teachers teaching at community and private schools in Kathmandu district by using simple random sampling strategy. A set of questionnaire including close and open ended questions was used as the tool for data collection. The research found that a teacher can individually enhance the professional development skills by taking classes, learning from the people around him/her, gaining new skills and improving upon existing ones by writing journal, conducting action research, participating in trainings and reviewing the case studies. In terms of the activities related to individual efforts for professional development more than half of teachers always regard learning as the opportunity, all of the teachers always simplify and clarify the contents to make learning comprehensible to the learners and a clear majority of the teachers always use their expertise to solve the problems. Whereas, very few teachers never set goal and assess about its achievement, more than one third of the teachers never engage on teachers' support groups, one fourth of the teachers never learn about the needs, interest and ability of students before teaching and half of the

teachers never develop instructional materials by using locally available materials, most of the teachers never join professional networks.

This thesis has been divided into five chapters. The first chapter gives an overview of the thesis along with background and context of the study, purposes of doing the research, significance of the research, delimitations of the study and operational definitions of the key terms. Whereas, the second chapter contains the relevant literature review, implications of the review of the study and conceptual framework. On the other hand, the third chapter deals with the methods and procedures followed to collect data for this study and instruments used to collect the data. While, the fourth chapter encompasses analysis and interpretation of the data. It presents the responses of the participants about the issues of the research. The fifth chapter provides the discussion on the result of the study that was analyzed in Chapter Four. It also contains recommendations for the policy level, practice level and further research level. Finally, in the final section, references and appendices are included.

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Chapter I

Introduction

This study 'EFL Teachers' Individual Efforts for Professional Development' explores the attempts made by the secondary level English teachers for their professional development. This introductory chapter consists of background of the study along with statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Teachers are the frontliner of the educational system and are responsible for constructing a better society. The progress of any country depends upon the quality of its teachers. Nothing can match and replace the excellent task of the teacher in building the future of the children and constructing a society. Therefore, a teacher should have a sound knowledge of learners' psychology, teaching strategies, teaching learning theories and methods and a whole knowledge of pedagogy. Teaching quality holds an important place for a quality education, for that reason teachers need to develop their teaching skills throughout their career. The fact that teaching is a public profession places teachers in the spotlight of societal expectations of

continually finding ways to improve student learning. "The way to make this possible is by enabling teachers to continue to evolve in the use, adaptation and application of their art and craft" (Bredeson ,2002, p.663). Hence, teaching as a profession needs perfect and professional teachers. So, to be an expert teacher, the teacher needs advance professional development in the field.

There is close relationship between teacher's professional development and organizational development since teachers give importance to school and student development if they give importance to their own professional development. Some factors related to teachers' professional development which will contribute to both personal and organizational development are: working together, taking risks, accessing to available information and use it, providing incentives, involving in vocational learning, implementing professional development in organizational culture, taking unanimous decisions, establishing a link between personal and organizational development, and the support of administration.

Teacher development is a never ending cycle of teacher learning that begins with initial teacher training and continues for as long as a teacher remains in the profession (Craft,1996, p.123). It is the process of becoming perfect in teaching.To be a perfect teacher, a teacher should reflect on the past experiences and make plans for

present and future. Thus, it is a self-reflective process through which old habits alternate to shape some new ones. Teachers' professional development across one's career has a dimension of self-directed professional development in the sense that the teacher takes the initiative and has a will to learn (Zepeda, 2013). To focus on self-directed professional development as an approach to enhance the quality of teaching practices is important because it still has a limited impact on improvement of teaching practices (Avalos, 2011). The professional development of second/foreign language teachers has revealed a transition from formal institutionalized based practices to individual driven activities where teachers are engaged dedicatedly for their career development through self-directed professional development activities. Therefore, the process of development involves a teacher in the process of reflecting experience, steering appropriate goals and deciding what can be achieved through their personal efforts. In conclusion, professional development for teachers (both pre-service and in-service) typically aims to introduce new tools or skills or update existing skills. It is seen as an essential aspect of the teachers' profession.

Awasthi (2003) raises a number of issues regarding ELT teacher education in Nepal. According to him, ELT courses and training of teachers in Nepal started in 1971 with the implementation of National

Education System Plan (NESP) policy that all teachers must receive 10-month training. At present, various pre-service and in-service training programs are conducted by the agencies of the Ministry of Education, however there is still a dire need of trained and efficient English teachers in Nepal. Since professional development of a teacher is an ongoing and comprehensive process NCED is conducting several pre-service and in service trainings in Nepal. NCED, is running Management Training Programme along with Teacher Training programmes, Currently, it is running Primary Teacher Training Programme Basic Teacher Training Programme , Lower - secondary and Secondary Teacher Training Programme in Nepal in physical mode for 10 months and distance based mode for 1290 hours.

Statement of the Problem

The people of every profession such as engineers, doctors, teachers, military officers, healthcare professionals and bankers enroll for their professional development. They are interested in learning new technologies and enhancing career growth along with the improvement in professional competence. In this reference, professional development includes all types of learning opportunities like academic degrees, conferences and non-formal learning opportunities. Approaches to professional development include participation in different workshops

and trainings, reviewing case studies, reflective supervision, peer review, mentoring and technical assistance.

My interest in teachers' professional development arose from my own teaching experience and my struggles to understand the importance of using various strategies while developing professionalism during teaching in the classrooms. I am always interested in exploring the knowledge and keeping up to date with theory and practice in the field so that I could improve my teaching skills and also I feel more confident about what I am teaching and how I can achieve better results from my students. I agree with the idea that instructors should take charge of their own professional growth since doing so will guarantee the success of the teaching-learning process. Hence, the teachers must take the lead in organizing, carrying out, and assessing the learning process. Additionally, self-directed professional development actually depends on the teacher's internal control, which ensures that they will keep learning new things about teaching and learning. Therefore, the teachers must take the initiatives to learn effective strategies in teaching so that they can contribute in their personal and organizational development. Hence, it is appealing to explore on teachers' individual efforts for professional development. Therefore, in my thesis I shall try to shed light on the attempts made by the individual teachers for their professional development.

Objectives of the Study

The objectives of this research were as follows:

- i) To explore the individual efforts made by the EFL teachers for their professional development.
- ii) To suggest some recommendations for pedagogical implications.

Research Questions

This study was guided by the following questions:

- i. What are the individual efforts made by the EFL teachers for their professional development?
- ii. What is the perception of EFL teachers for their self-directed professional development?

Significance of the Study

The significance of this study has both theoretical and practical dimension. Theoretically, the policy makers and different stakeholders can use the result of this study for creating awareness on the importance of participating in TPD trainings. While on practical dimension, it may help to aware the participants of the research to participate themselves in TPD trainings. I also expect my study to draw attention of EFL teachers so that they can update themselves with the findings of this study and match them with their own

experience. Besides, the study also can help other researchers as stepping stone for those who want to undergo a research on similar areas.

The study is significant for the EFL teachers as it helps them to develop their awareness on the importance of TPD. Similarly, it will be significant for the researcher as they can review the empirical literature and also can take the reference for the related researches. Likewise, it will be very useful for syllabus designers, textbook writers and related administrative bodies.

Delimitations of the Study

-) The population of the study was EFL teachers teaching at secondary schools (Grade 9-12)
-) The study was limited to the response obtained from forty EFL teachers.
-) The study was limited to 20 secondary schools.
-) The research area was limited to Kathmandu valley.
-) Questionnaire was used as the research tool to elicit the data.

Operational Definition of the Key Terms

The terminologies used in the context of this study give the following meaning.

EFL teachers. The nonnatives teachers teaching English in the countries where English is not the official language.

Professional development. A process of learning to maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. Thus, professional development can be referred as all forms of formal and less formal learning undertaken by experienced teachers during the course of their career (Craft, 1996).

Teachers' development. The process of becoming the best teacher as far as possible. It is the personal growth which a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically. Thus, teacher s' development is a never ending cycle of learning that begins with initial teacher training and continues for as long as a teacher remains in the profession.

Secondary level teachers. Teachers teaching English as a foreign language from grade nine to twelve.

Individual efforts for professional development.The attempts made by an individual teacher for his/ her professional development in other words Self-Directed Professional Development of the teachers.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter includes four sub-sections, i.e. review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of Theoretical Literature

The review of related literature provides clear concepts about research work. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way.

Teaching as a profession. Profession is a type of job that needs special training or skills and higher level of education. It is a kind of occupation, vocation or career where specialized knowledge is applied. The profession includes training, skill, self-discipline, self-regulation and high social status. Wallace (1991) states, "Profession is a kind of job or occupation which can only be practiced after long and rigorous academic study which should be well rewarded because of the difficulty in attaining it and the public good it brings". To distinguish profession and occupation, Wallace presented five qualities of profession as; a basis of scientific knowledge, a period of rigorous

study which is formally assessed, sense of public service, high standard of professional conduct and the ability to perform some specialized demanding and socially useful tasks in a demonstrably competent manner. To justify teaching as a profession, it requires licensing, special training and devotion, need to pass the required academic examination, need to study rigorously to gain the knowledge and skills.

Through above qualities we can understand that profession is that which is for the social service. While we compare above qualities and definition of profession with teaching, it is also a profession. The teaching profession also requires some specific and scientific knowledge and skills. Roberts (1998) states, "In normal usage a professional is someone who is highly trained, skilled and self-disciplined." Richards and Rodger (1998) also support teaching as a profession and say language teaching come into its profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century.

Moreover, in the present days, language teaching is also known as profession and teachers are taken as professional personalities. In general sense profession, occupation and job are taken synonymously but they are not completely synonymous. Profession is different from other two in a sense that it is not the job or occupation which is

simply engaged in profit, because it also carries a sense of public service and personal dedication. The teaching also deals with a special field of knowledge, its practitioner must have special training in the field and its members belong to an organization that makes provision for the licensing and certification of its members. Therefore, teaching has also the characteristics that any profession should have. They also have special training in the field, in the form of teaching practice and they have to pass an examination in order to be qualified and a trained teacher. In order to promote EFL teachers' professional development in Nepal, the universities are conducting various workshop sessions, trainings and seminars in collaboration with British council and American embassy. The Annual ELT and Applied Linguistics conference of department of English Education at Tribhuvan University and NELTA's international conference can be considered as the great initiatives for teachers' professional development in Nepal.

Teachers' professional development. Teachers' professional development is a process of improving and increasing capabilities of staff through access to education and training opportunity in the workplace of teaching. This learning to earn or maintain professional authority such as academic degree, to formal course work, conference and informal learning opportunities situated in practice. It has been described as intensive and important period for the teachers'

professional development. Various scholars define teachers' professional development in various ways. Richard and Farrell (2005) state the teachers' professional development is next step when once teacher's period of formal training is over. Similarly, Craft (1996, p.6) says, "Profession is sometimes used to describe moving teacher forwards in knowledge or skills". Villegas (2003, p.11) view the teacher professional development as:

In broad sense, professional development refers to the development of a person in his/her professional role. More specifically, it is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically. It includes formal experience such as reading professional publications, watching television documentaries and internet related to an academic discipline.

The teacher is a dynamic personality and teaching is a complex profession. "It can be made available through external expertise in the form of course, workshop or formal qualification programs, through collaboration between schools or teachers across school or within the schools in which teachers work" (Talis, 2009,p 49). There are many pedagogical problems that occur in classroom such as homework, problem of conceptual clearance for students, disturbance in the class etc. To solve those problems a teacher needs to be research oriented.

These researches ensure the professional development and experience. According to the pace of time, teaching methods, materials, strategies are also changing. The old methods and strategies may not be appropriate at present because current teaching trend is dynamically changed. In that case the teacher needs to update his/her professional knowledge. The teachers' professional development is a continuous and bottom up process. In the post modern era, every society is multilingual and multicultural. In the cross-cultural setting different problems may occur. Similarly, teachers' professional development is not compulsory rather it is a personal choice. Therefore, all teachers may remain teachers but all teachers may not be good teachers. Teacher is a self -agency to develop their professional development. The good teachers carry all the responsibilities on their shoulders how much they can in order to grow or develop in their professional fields. Shrestha (2014, p. 17) puts his opinion as:

Teachers as professional continually receive knowledge on the job because their work entails engagement in a succession of cases, problems or projects and need to consult many other teacher reference books which are the sources of teachers' knowledge in his or her professional education.

Thus, teachers' professional development is a process of increasing knowledge and skills from various ways such as training, workshop, seminar, conference, writing paper etc. It is a professional journey of teacher. So, teachers' professional development increases the capacity for teaching and it also helps teachers to solve the day to day problems which occur in their teaching profession. Teachers' are to be encouraged to innovate their own ideas of teaching in the classrooms. Therefore, it is a lifelong process. The dynamic teachers adopt different methodologies and strategies and update them according to the pace of time. To make teaching as a profession the teachers' professional development is essential. In the field of teaching, the new concepts are emerging day by day like child friendly education, equity education, inclusive education, skill based education, and critical thinking, local curriculum, and special need education, need based education etc. Therefore, those who want to develop professionalism should also have knowledge of currently updated concepts of education in addition to subject matter and pedagogical knowledge.

Teacher's professional development as a lifelong process of teachers' learning. Teacher professional development is the development of a teacher's qualification and efficiency. A teacher who perceives professional development positively is eager to attain new

knowledge, skills, attitudes, values, and dispositions (Komba&Nkumbi, 2008). So the teachers should develop various kinds of teacher's professional qualities to develop their careers. When teachers are professionally developed, they can teach their students as per the needs of the student and their society. If they are not professionally developed, they can not be influential teachers to their students. TPD helps any teacher to conduct excellent educational activities by making him or her updated. "Teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (Borg, 2003, p. 81).

TPD helps update the teachers in line with changes in the curriculum and enables them to serve pupils better and improve the standard of performance. In the same way, TPD acts as a way to help teachers to update formally by developing new knowledge and skills. So TPD is a scheme to acquire new skills and knowledge in the teaching profession. According to Bredeson (2002) "learning opportunities that engage educators' creative and reflective capacities in ways that strengthen their practice". So there is a great importance of TPD in the teachers of the public campuses in the sense that it helps the teacher to develop various kinds of professional skills, knowledge, new techniques of teaching, the modern technology of

teaching. It encourages teachers to explore their own beliefs and thinking processes and to examine how these influence their classroom practice Richards & Farrell, (2005). The teacher can use new ideas and methodologies in the classroom if they are updated through different activities of TPD.

History of teachers' professional development in Nepal. History of English language teaching was traced back in 1990 B.S in Nepal. But at that very time teaching was not taken as a profession. Similarly, English language teachers were not available everywhere in Nepal. Mr. Rose and Mr. Canning were the first English teachers of Nepal from Britain. Awasthi (2003) has mentioned that the history of teachers' professional development can be traced back to the establishment of Basic Education Teaching Training Centre in Kathmandu in 1948 with a view of training the primary school teacher. Similarly, after the National Education Planning (NEP) in 1954 for the establishment of College of Education in 1956 provided two years and five years teacher education programme for the lower secondary level teacher in Nepal. Likewise, Normal school was established in 1963 A.D. for teachers 'professional development. National Education System Plan (NESP) (1971-76) brought new impact in Teachers' Professional Development (TPD) such as College of institution, National Vocational Training Centre and Primary Teacher Training

Centre come under umbrella of the Institute of Education (IOE) T.U. Similarly, various programmes were launched for teachers' professional development in Nepal such as; Women Teacher Training in 1971, Remote Area Teacher Training in 1973, On-the-spot Teacher Training by IOE, Teaching Training through Distance Learning 1976, B level (under SLC) Teacher Training by IOE and Vocational Resource Development in Teacher Education by NESP.

Professional learning communities. Professional learning communities(PLC) refer to an 'inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways, inside and outside their immediate community, to enquire on their practice and together learn new and better approaches' (Stoll & Louis, 2007, p. 18). Members learn from each other's shared activities and experiences because they have common ends and purposes (Hoban, 2002). The motive in forming PLCs is thus to share and critically interrogate practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way (Toole & Louis, 2002). Such communities are formed by a group of people who are socially interdependent, participate in discussion and decision making, and share practices that define the community and nurture it.

Sustainability in PLCs is perceived to be possible through collective and shared purposes, aims and needs, ongoing activity,

public venue and recognition of performance, and archiving prior contributions (Ackerman & Palen, 1996, in Hoban, 2002). These characteristics contribute to group cohesiveness between members as well as strengthening the notion of teaching as a profession.

Participation in PLCs is, however, voluntary on the bases of topics of common interest, communication, trust and mutual understanding (ibid.) and at times because of institutional requirements. Teachers may also form communities within institutions to discuss goals, issues and collaborate on curriculum and materials development, peer coaching/observation, team teaching and action research. PLCs thus encourage teachers to think like a community of professionals rather than isolated individuals working towards the collective purpose of enhancing student learning (Stoll & Louis, 2007). When they extend beyond institutions, within the wider communities or beyond geographical borders, PLCs become venues for networking, thus bringing teachers much closer in dealing with similar learning challenges resulting from social, technological, economic and other global change forces. The use of the Internet has been significant in establishing global online communities to support teacher learning. While online learning communities take a lot of time, commitment and effort, they transcend time and context allowing members to interact with anyone, anywhere and at any time and thus establish a culture of learning with increased opportunities for interaction and flexibility.

Best practices in professional development. There is a paucity of research on what constitutes effective and meaningful professional development. Bull and Buechler (1997) have outlined effective professional development qualities. These qualities include: (a) be individualized and school based, (b) utilizes coaching and other follow up procedures, (c) engages in collaboration, and (d) embedding practices into the daily lives of teachers.

School based professional development. Professional development enables teachers actively initiate and carry out research in the schools and classrooms According to Desimone (2009), the most powerful teacher learning and application occur inside individual teacher's classrooms through practice and self-reflection. School based professional development allows for specific problem solving sessions in which teachers are able to work together to identify the needed resources and strategies to meet the needs of all the students in the classroom (Roach, 1996).

Coaching and follow-up procedures. An essential element to professional development involves observations, peer support, and ongoing feedback to empower teachers to have a stronger belief and confidence in their teaching practices (Kennedy & Shiel, 2010).

Collaborative information. Implementing inclusion is an intensive process. Cooperative planning is a component of professional

development that allows for educators to meet regularly, plan units, lessons, and differentiate and delineate roles and responsibilities necessary to facilitate inclusion. According to Fullan (2007), teachers are the most effective facilitators of change. Collaboration between general and special education teachers provides the framework for changing the way we meet the needs of all students.

Embedding practices into the daily lives of teachers. Successful inclusion does not happen instantaneously. It is an educational process that requires ongoing questions, interrogating personal assumptions, and genuine reflection. Cochran-Smith and Lytle (1999) stated that collecting and analyzing data of daily life in schools is critical to professional development. Data collection can take various forms from journaling to problem solving sessions with colleagues; however, the importance of analyzing the data is to examine the change process throughout the various stages of implementation.

In summary, teacher attitudes towards inclusive practices have been studied and researched for the several decades, yet the implementation of effective professional development has not been utilized. Collaboration and co-teaching are a key component to professional development.

Factors affecting in teachers' professional development.

Teachers' continuous professional development is mainly relevant for

improving educational performance and effectiveness and for enhancing teachers' commitment. A further aspect of professional development of English teachers is the need for teachers to have the knowledge and skills to understand and implement the curriculum, related learning materials and assessments. Based on the results of several studies, there are some factors that influence professional development. However, Bernauer (2002), Robinson & Carrington (2002), Arnold (2005) & Villegas (2003) have a deeper interpretation related to this study. They found several factors that influence teachers' participation as a professional development. Those factors include: personal, contextual, process, content and institutional.

Personal/individual. The personal factors which are related to the teachers themselves (teachers' belief, lack of action research, health condition, family support, economic condition teaching strategies, aptitude, job satisfaction, participation etc.) can affect their professional development (Bernauer 2002). Therefore, teachers need to identify the affecting factors which are related to themselves. Those factors are very responsible to develop their professionalism.

Contextual factors. Contextual factors are related to the wider perspective of the societal, organizational, school work, culture, prevailing system of learning and development. These contextual factors influence teachers' learning and need to be well understood

and considered while planning their learning and development activities. Villegas (2003) described the relevance of contextual factors and the non-existent of a one-fits-all model as there is no single form or model of professional development better than all others and which can be applied successfully in any institution or context. Schools and educators must evaluate their needs, cultural beliefs and practices in order to decide which professional development model would be most beneficial to their particular situation. In summary, it is related to the context or social setting. Every society is guided by certain philosophy, culture, geography, teacher social status, perception of students towards teachers, contributions of teachers in community, networking, facilities etc. are also responsible to affect teachers' professional development (Burke 1997).

Process factors. There are various ways of learning and development activities take place. It is centered on the question how these development activities are designed, executed and assessed in terms of the achievement of their intended goals. The learning process should be considered as a social process where learners not only engage actively in the process but also are in charge of the direction and control of the process. Arnold (2005) stressed on the need for the integral development of the technical, methodological, and social and communication competencies.

Content factors. The content factors refer to the new knowledge, skills, attitudes and experiences that teacher acquires both in their field of studies as well as in the pedagogical didactic aspect. Arnold (2005) argues that learning in preparation for a profession requires not only of developing technical knowledge and skills (specialized competence) but also techniques (methodological) competence and the capability for team work and communication (social and leadership competence). The moving towards teachers' development of the comprehensive competence calls for not only changes in the content of their curriculum in teacher training, colleges and universities, but requires a fundamental change in their ways of doing things (cultural change) and must importantly change in their didactic arrangement to facilitate self-organized learning activities.

Institutional. Institutional factor is related to the organization i.e. school. Sometimes the system of school may be the affecting factor for teacher professional development. Every school has their own rules and regulations, mission, facilities and system. School culture, classroom, environment, access in ICT, salary, training, administrative system, government policy, reward and punishment, fairness in evaluation, permanency of profession etc. are directly related factors for teachers' professional development (Robinson & Carrington 2002).

Perspectives on teachers' professional development. Teachers' professional development is possible to enhance from two ways; personal way and institutional way. Hence, teachers' professional development is directed towards both the institution's goals and the teacher's personal goals. Achieving personal growth and improving departmental performance go hand in hand. Richards and Farrell (2010, pp.9-12) discuss between the two perspectives of teacher development as: a. The Institutional Perspective and b. The Individual Perspective.

The institutional perspective. Teacher development is fundamentally supported by the institution in which s/he is teaching. In many situations, teacher training provides adequate preparation for a teacher's initial teaching assignments during the first few years in a school. New teachers tend to have a fairly heavy load and tend to get the more "basic" and less problematic course (Richards and Farrell, 2010, p.11). The course they learn remains theoretical until they enter to a job, where that knowledge gets practice. Even, the teachers teaching for long time need to update their knowledge and skills to match them with school needs. The teacher may take some difficult tasks as; the preparation or supervision of the entrance test, new assignments are taking over the others- teaching. Moreover, teachers' qualification may also outdated. In such cases, it is the responsibility

of school to provide the means by which teachers can acquire the knowledge and skills they need. Here, teacher development is primarily conceived of in terms of the needs of the institution. It is intended to directly or indirectly enhance the performance of the institution as a whole, as well as to contribute incidentally to the teacher's individual development. According to Richards and Farrell (2010, p.11) Teachers' Professional Development according to the institutional perspective has the following goals:

Institutional development. Improvement of the performance of the school as a whole, that is, to make it more successful, attract more students, and achieve better learning outcomes. Most successful organization regards the training and development of their staff as a matter of high priority.

Career development. It also facilitates the professional advancement of teachers to more senior positions in the institution (e.g. senior teachers, coordinator etc.) by providing them with the necessary knowledge and skills. Instead job satisfaction that result with lead to better teacher performance and better teacher retention.

Enhanced level of students learning. An important goal is to rise the achievement levels of students in their institution, goal that is to only important for its own sake out that also adds to the reputation of the institution and its teachers.

Thus, from the institutional perspective, professional development activities are intended not merely to improve the performance of teacher but to benefit the school as a whole. Consequently, opportunities for professional development should be provided for all staff.

The individual perspective. Teachers' professional development is directed towards teachers' own personal goals. Teachers are generally interested in adding to their professional knowledge and keeping up to date with theory and practice in the field, in improving their teaching skills so that they feel more confident about what they teach and achieve better results with their students. They may also be interested in clarifying and understanding their principles, beliefs and values, as well as the nature and values underlying the schools in which they work, so that they can be empowered. These can all be considered as examples of teacher development from the perspective of individual teacher. The areas to be developed in every individual teacher from the perspective of the teacher's personal development as suggested by Richards and Farrell (2010) are mentioned below:

Subject matter knowledge. Increasing knowledge of the disciplinary basis of TESOL - that is English grammar, discourse analysis, phonology, testing, SLA research, methodology, curriculum

development, and the other areas that define the professional knowledge base of language teaching.

Pedagogical expertise. Mostly of new areas of teaching, adding to one's repertoire of teaching specialization, improving ability to teach different skill areas to learn of language teaching.

Self-awareness. Knowledge of oneself as a teacher of one's principles and values, strengths and weakness.

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

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

Career advancement. Acquisition of knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills.

Thus, from the part of an individual teacher, the teacher himself/herself can contribute significantly for the professional development by enhancing and advancing knowledge, skills and expertise in the aforementioned areas.

Individual efforts for professional learning /self-directed

professional learning. Self-directed professional learning can be defined as learning by own initiative on how to best solve that problem. In other words, it is an ability to manage his/her own learning process, by perceiving oneself as the source of one's own actions and decisions as a responsibility towards one's lifelong learning (Mushayikwa&Lubben, 2009, p. 376). Self-directed PD also allows for a more differentiated approach to meet an individual learner's needs, and researchers have argued for more of this type of PD (Visser et al., 2014) Self-directed learning is broad in scope with historical roots. It is believed that self-directed learning was practiced by philosophers such as Socrates, Plato, Aristotle and Descartes, and by historical figures such as Alexander the Great, Caesar and Erasmus, (Hiemstra, 1994). Hiemstra (1994, p. 1) defines self-directed learning as "any study form in which individuals have primary responsibility for planning, implementing, and even evaluating the effort." Knowles' (1975) earlier work on self-directed learning provided foundational definitions and assumptions for subsequent research. He describes self-directed learning as;

A process in which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources

for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (p. 18)

Knowles (1975) also describes what he calls 'other labels' for self-directed learning such as self-planned learning, inquiry method, independent learning, self-education and autonomous learning. He argues that these labels cannot be used interchangeably with self-directed learning because these competing concepts imply that learning occurs in isolation, whereas self-directed learning can take place with the help of a range of facilitators, such as colleagues, tutors, mentors, resource people and peers. The goal of self-directed learning, however, is to 'learn; how to learn' without being taught (Caffarella, & Baumgartner, 2007). Self-directed learning has also been described as autonomous and independent, whereby the learner takes responsibility for learning and self-reflection (Oh & Park, 2012).

In summary through self -directed learning an Individual learner can take more responsibility for various decisions associated with the learning endeavor. Therefore, it is a continuum or characteristic that exists to some degree in every person and learning situation. Self-directed professional learning can give teachers the voice and the choice of what to learn, how to learn and when to learn to improve teaching and learning practices and keep up with students' needs and rapidly-expanding knowledge. Hence, self-directed professional learning

is a successful approach and has positive impact on the quality of teaching practice.

Self-directed learning goals. The self-directed teacher learning process starts with teachers setting self-initiated learning goals because when doing so, learners show higher levels of learning motivation (Ryan & Deci, 2000) and engagement (Slavit& Roth McDuffie). Motivation and engagement are primarily boosted because teachers decide on the content of their goals themselves which ensures that teachers self-identify their learning needs and set goals that align with the problems teachers experience in their daily teaching experience (Slavit& Roth McDuffie, 2013). The type of learning goals teachers set can be categorised by their content and depth.

Content of goals. Regarding the content of teachers' learning goals, Shulman (1986) identified three categories of secondary education teachers' knowledge: (1) subject matter content knowledge, which is the knowledge about the subject taught by the teacher, (2) pedagogical content knowledge, which refers to knowing how to educate students using the subject content knowledge, and (3) curricular knowledge, which refers to knowing how the students' curriculum is organised. Regarding these categories, Shulman (1986) states that TPD has always had a great emphasis on the development of teacher's skills, rather than the development of teacher's knowledge,

which points out that teachers have been primarily setting goals of pedagogical content knowledge.

Depth of goals. Learning goals can also be categorised by their depth. Bloom's taxonomy for educational objectives, first published in 1956 and revised by Anderson et al.(2001), categorised the depth of a learning goal based on the depth of addressed cognitive process and addressed knowledge. First, six levels of cognition are described: (1) remember, to recognize or recall information. (2) Understand, to interpret or explain the meaning of instructional messages. (3) Apply, to execute and implement a procedure in a given situation. (4) Analyse, to process information by breaking it into separate parts and determine how these parts relate. (5) Evaluate, to check and formulate critique based on criteria. (6) Create, to produce a coherent whole or original product by putting elements together.

Self-Directed Learning Outcomes. Teachers' learning activities have shown to be significantly related to the learning outcomes they generate (Bakkenes et al., 2010). Several researchers have comprised lists of teacher learning outcomes. Endedijk (2010) researched on seven learning outcomes as: specific teaching practice, knowing why, knowing that, knowing how, knowing about myself, description of an experience, and rule of thumb and drew the conclusion that the outcomes come from peer-coaching, collaborative learning and informal

learning activities. While dealing on self-directed TPD, it ideally brings about changes in teachers' knowledge, attitudes, and teaching skills (Guskey, 1985). To determine if the desired outcomes are generated by the self-directed TPD process Endedijk (2010) has categorized three categories of ideal learning outcomes as: a. Knowledge: this category refers to retrieving information about teaching practices (Guskey, 1985). The concept of knowledge refers to knowing why, when and under what circumstances a certain teaching approach should be used, b: Skills: this category refers to learning how to use new teaching practices (Guskey, 1985). It refers to learning how to use a specific teaching behavior and, c: Attitudes. This category refers to a change in beliefs and attitudes towards teaching practices and teaching in general (Guskey, 1985). Attitudes towards teaching refers about knowing to oneself, which includes changes in a teacher's identity and the awareness of one's own learning processes. Change of identity and awareness of teachers cause them to reconsider their attitudes and beliefs towards teaching (Endedijk, 2010).

Individual/self directed strategies for professional development.

There is no magnificent road to teachers' professional development. A wide variety of methods, procedures and options available are adopted by the teachers according to their convenience. Hence, teachers and institutions should analyze their needs and the particular contexts

before deciding the strategies for teachers' professional development. A wide variety of methods and procedures are available for in-service teachers for their professional development. Richards and Farrell (2005, p. 14) present five strategies as a. Self-monitoring, b. Journal writing c. Critical incidents d. Teaching portfolios and e. Action research for teachers' self-directed professional development.

It is said that successful teachers are those who continue to develop throughout their professional life: the completion of a pre-service course and initial qualifications are only the beginning of the profession. Teachers themselves are regarded as an important aspect of their work. Bullough and Crow (1991) suggest that "learning to be a teacher requires the development of a professional self-concept, this is achieved through a reassessment of one self and the context in which one works particularly the individual with which one interacts" (as cited in Sultana, 2004, p. 38). There are various learning strategies for teachers' professional development. Learning strategies for teachers are the results of educators sharing what they have learned from their teaching experiences, reflecting on specific work experiences to uncover new understanding and listening to colleagues share best practices they have discovered while trying out new programs or planning a project. It is the learning, learning by doing, reflecting on the experiences and their generating and sharing new insights and

learning with one and others. Workshops, self-monitoring, teacher support groups, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research are identified as strategies for teacher learning by Richards and Farrell (2005). However, almost any activity that provides the English language teachers an opportunity to develop can be taken as the learning strategies for English language teachers' professional development.

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

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

Self-monitoring. Certain cognitive psychologists (for instance, Hunt, 1971) focus on the importance of people deciding for themselves what to think or feel or do. We define ourselves by making our own decisions rather than by simply reacting to others. Motivation is highest when one can make one's own choices, whether

they are in short-term or long-term contexts. (As cited in Brown 2007, p. 87)

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

Teacher-support groups. A teacher- support group can be defined as two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on one's own; typically, a support group will involve a group of teachers meeting to discuss goals, concerns, problems and experiences (Richards and Farrell 2005, p.51). Brown (2007, p. 505), regarding the importance of teacher-support groups writes:

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

always a sense of solidarity and purpose, and ultimately a morale boost.

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

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

Peer observation. Peer observation refers to a teacher or other observers closely watching and monitoring a language lesson or part

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

Teaching portfolios. The creation of a professional portfolio is a second method of individual development that one can accomplish without the difficulty imposed by collaborative efforts (Brown, 2007, p. 506). Richards and Farrell (2005, p.98) defines teaching portfolio as "a teaching portfolio is a collection of documents and other items that provides information about different aspects of a teacher's work. It serves to describe the document the teacher's performance, to facilitate professional development, and to provide a basis for reflection

and review.” He further says, “The purpose behind teaching portfolio is that it provides a demonstration of how a teacher approaches his or her work and present evidences of the teacher’s thoughts, creativity, resourcefulness and effectiveness.”

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

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

Peer coaching. Peer coaching is a procedure in which two teachers collaborate to help one or both teachers improve some aspects of their teaching (Robbins (1991, p.1) (As cited in Richards and Farrell 2005, p.143). Kate Kinsella (194, p.35, as Cited in Brown 2007, p.503) defines and elaborates peer coaching as follows:

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

Hence, peer coaching offers a personalized opportunity for growth as it is a confidential process through which two or more colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

Team teaching. Team teaching (sometimes called pair teaching) is a process in which two or more teachers share the responsibility for teaching a class. Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn (Craft, 1996). In team teaching, the teachers share responsibility for planning the class or course, for teaching it, and for any follow-up work associated with the class such as evaluation and assessment.

Action research. Action research is a transformative means of responding to the changing profiles of the classes and developing new

teaching strategies and approaches to meet the students' heterogeneous needs. Putting in continuum of qualitative and quantitative approach to doing research, its methodology maximally inclined to qualitative approach. Burns (1999, p.13) defines action research "the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member." They further identify three characteristics of action research; that it is carried out by practitioners (for our purpose, classroom teachers) rather than outside researcher; secondly, it is collaborative; and thirdly, it is aimed at changing things.

Similarly, Richards and Farrell (2005, p. 171) define action research as "teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems." In conclusion, research is the foremost situation that is concerned with the identification and solution of the problems in a specific context.

Review of Empirical Literature

Every research work requires the knowledge of previous studies. In this sub section, as the evidence about the present study, some of the researches which have been conducted on professional development at national and international level are being reviewed here.

Bhatta (2011) carried out a research on, "Classroom Observation and Feedback for Teacher Professional Development". His objective was to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop their professionalism. He selected 30 secondary level English language teachers as a sample of population. He used interview and observation as tool of data collection to accomplish his study. The finding of this study showed that a very few numberof the secondary level English teachers get involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed. He suggested that classroom observation and feedback can be a good way for teachers' professional development if there is a good network of peers and the teachers have positive attitudes towards the professionalism and mentorship.

Pangeni (2012) carried out a research on "A Case Analysis for Teachers' Professional Development". The main objective of this study was to find out the teachers' practice of case analysis for their professional development. He selected 40 secondary level English teachers as sample from Palpa district using non-random sampling procedure in order to take data. As a data collection tool, he used a set of questionnaire to elicit the required information. The questionnaire

consisted of both close-ended and open-ended questions. The findings of his study showed that majority of the teachers were aware of the case analysis and professionalism. Most of the teachers believed that action research is a very effective strategy of case analysis for teachers' professional development. They also viewed that it provides authentic account of one's teaching and is helpful for the planning in the future.

Khatri (2013) carried out a research entitled "Self-directed Learning for Teacher Professional Development". The main objective of this study was to find out the awareness level of the English language teachers towards self-directed learning and the practices of self-directed learning adopted by the teacher for professional development. This research was conducted in Kathmandu valley. The research tool of the study was questionnaire which included both close-ended and open-ended questions. Thirty higher secondary English teachers were the sample of the study. The finding of that study showed that most of the teachers were aware of self-directed learning. They viewed that self-directed learning is personal approach to learning for professional developments and most of teachers evaluated their own teaching through different self-directed learning strategies.

Adhikari (2016) conducted a study entitled, "Teachers' Individual Efforts for Professional Development" with the aim of identifying

teachers' perceptions on professional development and analyzing the role of teachers' own efforts for professional development. He collected the data from both the primary and secondary sources for the study. He selected forty English teachers from twenty secondary schools of Kathmandu valley using purposive non-random sampling procedure. He followed mixed research design in order to accomplish his study. He used statistical approach and content analysis under descriptive approach in order to analyze and interpret data. The found that the teachers have positive perceptions on professional development and also the teachers were aware of their own professional development. It was also found that the teachers were making their own efforts to develop professionalism through developing the possible and necessary instructional materials and by taking the responsibilities of supervision and mentoring for their professional promotion.

Khanal (2017) conducted a research entitled "Strategies for Professional Development: A Case of Secondary Level English Teacher". The objective of this study was to identify the strategies used by secondary level teachers of English for their professional development. His study was based on the interview and class observation of six English language teachers. He selected sample population using non-random sampling procedure. Observation and interview were used as the tools of data collection in the study. The

finding of this study showed that the strategies used by teacher having below five years of experiences were self-monitoring, workshop, conference and seminars for their professional development whereas experienced teachers used the strategies such as teacher-support groups, teaching portfolios, case analysis, peer coaching and action research. The study also found that the experienced teachers easily sorted out the problems that arouse during classroom teaching whereas, the teachers having the experience below five years faced problem as they were less skilled.

Gaire (2021) carried out a study entitled “Affecting Factors of Teachers’ Professional Development” to find out the factors that affect English language teachers’ professional development. To meet the objectives of this research, she selected 30 lower secondary level English teachers using purposive sampling the teaching at different schools in Palpa district. A set of questionnaire containing close-ended and open-ended questions was used as the tool for data collection. The finding of the study shows that maximum (90%) teachers agreed individual, social and institutional factors affect the teachers’ professional development. It was also found that other factors such as teachers’ belief, family support, action research, punctuality, culture of society, geography, social status of teacher, school culture, government policy, fairness in evaluation and

promotion, permanency of job, access of ICT and teacher salary directly and indirectly affect the teachers' professional development.

Tamang (2021) carried a survey research on "Factors Influencing EFL Teachers' Professional Development" to explore the EFL teachers' perceptions on influencing factors for professional development. I used survey research design to accomplish this study. In order to carry out this study, she collected the data from thirty secondary level EFL teachers teaching at community schools in Kakani rural municipality, Nuwakot district by using purposive sampling procedure. A set of questionnaire that included close and open ended questions was used as the tool for data collection. The findings of her study showed that three main factors personal, social and institutional play a greater role to affect the teachers' professional development. Regarding, individual factors, all the teachers focused on economic condition of teacher as major affecting factor for teachers' professional development. While, under social factors, all the teachers agreed learning environment in society plays an important role in TPD. Similarly, under the institutional factors, all the teachers agreed that reward and positive motivation encourages the teachers for their professional development. The participants stressed that ICT can revolutionize the whole teaching profession and also can be used as a tool for training and support of teachers, regardless of geographical dispersion. Additionally, they

highlighted the importance of action research as it allows for continuous professional development of the teachers.

A study “Exploring the Self-Directed Professional Development Process of Secondary Education Teachers in the Context of Educational Change” conducted by Fransen (2022) in University of Twente, Netherlands aimed to explore the self-directed teacher professional development process of secondary education teachers in the context of educational change. The study followed an explorative research design where a total of 398 teachers in three secondary schools that were involved in an educational change trajectory were invited to report their self-directed learning process. He used questionnaire as the data collection tool. The questionnaires produced data of both qualitative and quantitative nature. Participants formulated their learning goals and planned learning activities in the first questionnaire whereas, performed activities and generated learning outcomes were reported in the second questionnaire. The two questionnaires were separated by a timespan of three to five weeks. The first questionnaire was completed by 79 respondents and the second questionnaire by 19 respondents. The results showed that the self-directed learning teachers primarily formulate learning goals aimed at the development of teaching practices, plan other activities than they perform, plan and perform multiple activities of one or two types,

and generate cognitive outcomes only of which most are focused on teaching practices.

The literature review is a necessary part of research work to make a research more reliable and more authentic. Through the intensive study of literature, I have found that previous researches missed the investigation on individual factors that affect English language teachers' professional development and also did not explore the attempts made by the EFL teachers for their self-directed professional development. Hence, the review of related literature made me feel the need to carry out this research study. Since its study area and sample size are different, it is also different from other studies.

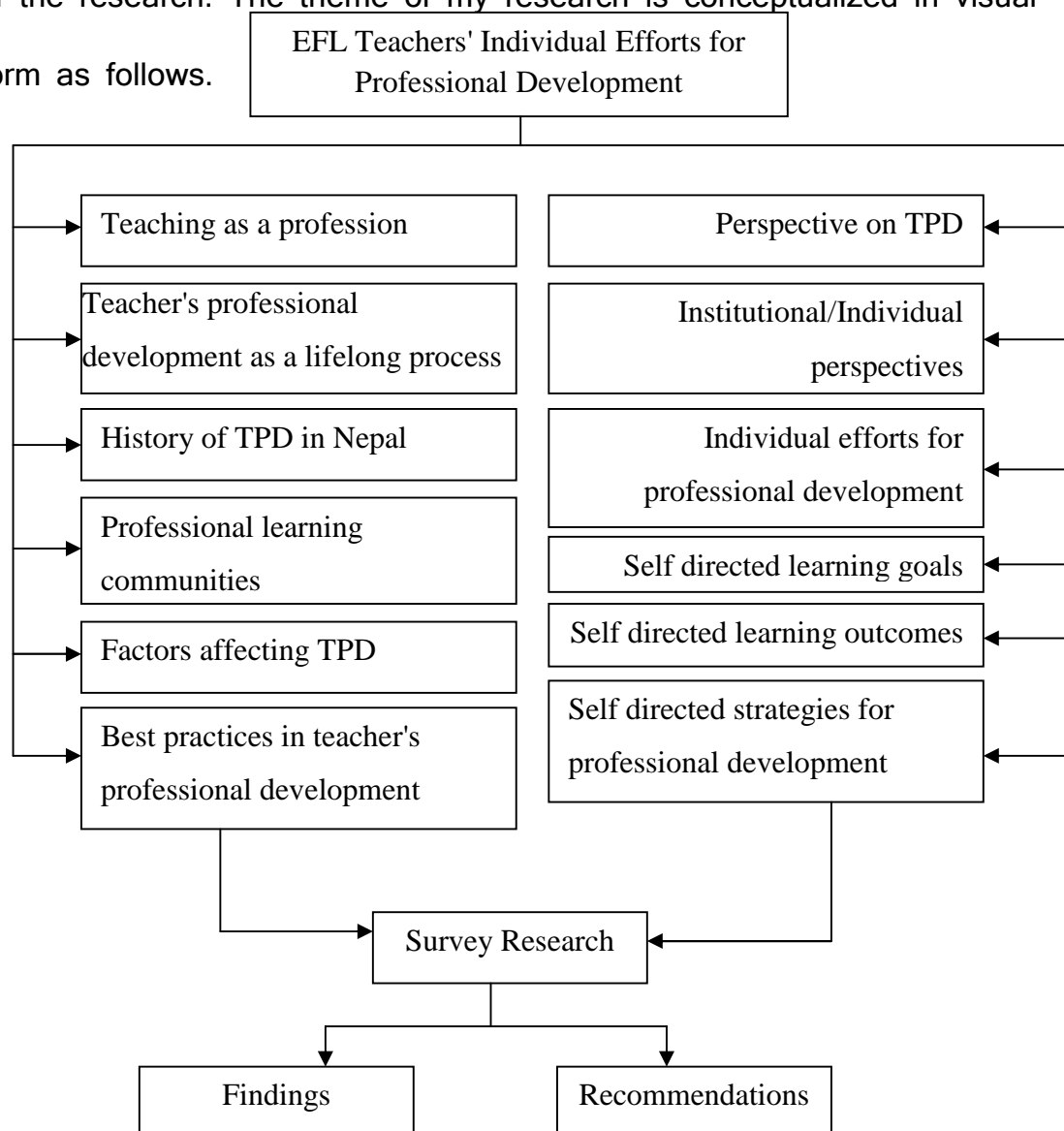
Implications of the Review of Study

After reviewing the theoretical and empirical literature, I got significant ideas, information and guidelines. To be specific, Bhatta (2011) research assisted me in formulating objectives and research questions. Similarly, I have developed an idea about survey research design through Gaire (2021) research work. His methods, data collection tools and techniques had direct implication on my study. Similarly, Khatri (2013)) highly supported me to develop the idea of sample and sampling procedure for my study. Likewise, Gaire (2021) provided me guidelines to improve methodology. On the other hand, Pangen's (2012) research provided me an idea about data

interpretation and analysis. Finally, the study of Fransen (2022) provided me insight to design the conceptual framework and enabled to fit the findings into the existing body of knowledge. Most Importantly, Khanal(2017) directed me to broaden my knowledge and to contextualize my findings. In conclusion, all the research work I went through helped me to develop theoretical knowledge and accomplish the present study successfully.

Conceptual Framework

Conceptual framework is visual representation of the whole idea of the research. The theme of my research is conceptualized in visual form as follows.



Chapter III

Methods and Procedures of the Study

This chapter deals with methodological aspects of the study. It consists the method and design of the study, population, sample and sampling strategies, sources of data, data collection tools, data collection procedures and data analysis and interpretation procedures. The methodology used in this study is discussed below:

Design and Methods of the Study

In order to carry out my research, I used a mixed research design (i.e. qualitative and quantitative) in general and the survey research in particular. As survey is the most often utilized type of research in the field of education, I chose a survey research design and as per the nature of questionnaire I applied mixed research to carry out my research. I have prioritized survey in my research as it is a cursory examination of a problem and can be carried out either by researcherto find out the result from the samples and generalize it to the entire population. Craeswell (2012, p. 376) writes, "Survey research design are procedures in quantitative research in which investigators administer a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations." It means to state that survey

research design is such a design which is quantitative in Nature and helps us to generalize the results to the entire population. Additionally, survey studies are usually used to find the fact by collecting the data directly from population or sample. They are the most commonly used descriptive method in educational researches.

Nunan (1992, p.140) says, "The main purpose of a survey is generally to obtain a snap-shot of conditions, attitudes or events at a single point in time." Survey is always done in the natural setting. Survey is the most commonly used method of investigating in educational research. It is a superficial study of an issue or phenomena. Survey research in education can be carried out either by a group of research or by individual. Survey research is a popular and widely used design in the field of education. Similarly, Cohen, Manion, and Morrison (2007, p. 205) add about the characteristics of survey research as below:

Survey research gathers standardized information i.e. using the same instruments and questions for all participants. It ascertains correlations (e.g. to find out if there is any relationship between gender and scores); and presents material which is uncluttered by specific contextual factors. It captures data from multiple choice, closed questions, test scores or observation schedules.

The discussion above leads to the conclusion that surveys are a crucial research strategy in the area of educational research. I will strongly maintain the following eight step procedure suggested by Nunan (2010, p.141) while carrying out this research work.

Step 1: Define objectives

Step 2: Identify the target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedure

Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

I implemented survey research as it is better suited to answer my research question, additionally, the survey could assist me to identify specific respondents and appropriate location from where I can collect the data. In conclusion, my study was based on survey design because it includes the samples from a large population group and the finding of the result is generalized to the entire population.

Population, Sample and Sampling Strategy

The population of this study was EFL teachers teaching from grade nine to twelve in Kathmandu district, however, I selected forty

EFL teachers teaching in secondary school as a sample from both community and private schools by using simple random sampling strategy.

Research Tools

Research tools are instruments that help to carry out the information from the sample. For the purpose of data collection, I used a set of questionnaires consisting of both close and open-ended questions.

Sources of Data

I used both primary and secondary sources as the sources of data. The primary sources were used for the data collection while secondary source were used for reviewing the literatures and facilitating the research.

Primary sources of data. As a primary sources of data, forty teachers from private and community schools were selected. Twenty teachers from each schools were selected.

Secondary sources of data. Different journals, PDF files, reports, articles, researches, books and websites were used as secondary sources of data in the present study. The books such as Guskey (1985), Nunan (1992), Burns (1999), Arnold (2005) and

Richards and Farrell (2005) were consulted in priority whereas, various ELT journals and the researches of Hiemstra (1994), Endedijk (2010) and Fransen (2022) were used as the major secondary sources of data in the study.

Data Collection Procedures

Firstly, I visited the selected schools with the official letter from the department and asked for the permission with the principal. After getting the approval from the principal, I built rapport with the respondents and clarified the objectives of the study. Then, I sought for the consent from the participants. After that I administered a questionnaire to the respondents. Finally, I collected the responses and thanked them.

Data Analysis and Interpretation Procedures

The acquired data were analyzed and interpreted in a descriptive way as per the need of the study. I processed the raw data following simple statistical computation with the Microsoft excel application. Those processed data are explained to avoid uncertainty of presented data and to support the evidence clearly in the study.

Ethical Considerations

I was highly concerned on paying attention to different ethical aspects during the research period. The participation for the respondents was made entirely voluntary and they were not disadvantaged in any way in order to maintain research ethics. I sought for the consent from both the participants and authority, and the records of this study were kept strictly confidential to safeguard participants' identities from unauthorized access, use or disclosure. The research has included anonymized data in order to maintain research ethics.

Chapter IV

Analysis and Interpretation of Data

In this chapter, the systematically collected data are analyzed and interpreted using appropriate tools to fulfill the objectives.

Perception of EFL Teachers on the Individual Efforts for their Professional Development

A Likert scale of five point was formed to explore the individual efforts made by the EFL teachers for their professional development. The responses obtained from the teachers are tabulated below and are interpreted further.

S.N.	Items	Always	Often(2)	Sometimes (3)	Occasional ly (4)	Never(5)
1.	I regard learning as the opportunity.	62.5	32.5	5	-	-
2.	I find out answers of the problems on my own.	25	-	60	15	-
3.	I set my goals for the tasks I am supposed to do and I assess whether I achieved the objective I identified.	-	37.5	50	-	12.5

4.	I attend workshops and conferences locally and internationally.	-	-	70	30	-
5.	I participate and make discussions on teachers' support groups.	-	-	62.5	-	37.5
6.	I relate my past experiences and apply my expertise to solve the possible existing problems.	87.5	-	12.5	-	-
7.	I learn know about the needs, interest and ability of students before teaching.	-	-	75	-	25
8.	I simplify and clarify the contents to make learning comprehensible to the learners.	100	-	-	-	-
9.	I consult the authentic sources to gain knowledge on the related field.	15	35	32.50	17.50	-
10.	I develop necessary instructional materials by using	-	-	25	25	50

	locally available materials.					
11.	For my professional promotion, I join professional networks and get assistance from the mentors.	-	-	-	17.5	82.5
12.	I reflect, research and discuss for the purpose of individual professional development.	-	77.5	22.5	-	-
13.	I update myself with the recent technological and ICT developments to improve my teaching strategies.	-	-	50	50	-
14.	I subscribe professional journals, read professional literature and watch professional videos.	-	-	30	70	-
15.	I make plans and set goals for professional improvement.	-	25	-	47.5	27.5

As shown in the table, regarding the first statement “I regard learning as the opportunity”, 62.5% teachers opined always, 32.5 often %and 5% sometimes. Similarly,while responding to the second question about solving difficulties on their own, 25% teachers said that

they always found out the solutions on their own, 60% did it sometimes and 15% did it occasionally. In the third item, regarding goal setting and assessing whether the set objective is achieved later, 37.5% often applied it while 50% did it sometimes, however, 12.5 % never practice it. While responding to attending of workshops and conferences locally and internationally in item 4, 70 % did it sometimes but 30% did it occasionally. Likewise, regarding making participation and discussions on teachers' support groups in item 5, 62.5% of the respondents practice it sometime, while 37.5 % of the respondents never applied it. On the other hand, responding to relate the teachers' past experiences and applied their expertise to solve the possible problems in item 6, 87.5 % of the teachers always did that while 12.5 % never practice it. On the other hand, for item 7, regarding EFL teachers learning about the needs, interest and ability of students before teaching, 75% of the teachers practice it sometimes while 25% of teachers never practice it. Whereas, In the 8th item, simplify and clarify the contents to make learning comprehensible to the learners, all the teachers responded as always. Likewise, in the 9th item, regarding consulting the authentic sources to gain knowledge on the related field, 15% of the teachers opined it always, 35% often, 32.50% sometimes and 17.50% occasionally.

The tenth item inquired about EFL teachers creating educational materials utilizing locally accessible materials. The responses show that 17.5% of the teachers did it occasionally while 82.5% of the teachers never followed it. The 11th item dealt about teachers joining professional networks and getting assistance from the mentors for their professional promotion. The results from the table show that 82.5 % of the teacher never did that however only 17.5 % of the did it sometimes only. The 12th item investigated on teachers reflecting, researching and making discussion for the purpose of their individual professional development. The results from the teachers show that 77.5 % of the teachers practice it often while 22.5% did it sometimes only. The 13th item was asked to measure the frequency of updating with the recent technological and ICT developments to improve teaching strategies by the teachers. The received data shows that half of the teachers did it sometimes while remaining did it occasionally only. While, regarding subscribing professional journals, reading professional literature and watching professional videos on item 14, the teachers conveyed their perception as 30% of the teachers did it sometimes but 70% of them did it occasionally. Finally responding to the 15th item, regarding making plans and setting goals for professional improvement, 25% of the teachers applied it often, 47.5% of the teachers applied it occasionally whereas, 27.5 % of the teachers never applied it.

The data obtained from the teachers draws the conclusion that, 62.5% teachers always regard learning as the opportunity, 62.5 percent of the teachers always simplified and clarified the contents to make learning comprehensible to the learners, 87.5 % of the teachers always relate the teachers' past experiences and applied their expertise to solve the possible problems and 15% of the teachers always consulted the authentic sources to gain knowledge on the related field. However, 12.5 % of the teachers never practice goal setting and assessing whether it is achieved later, 37.5 % of the teachers never participated and discussed on teachers' support groups, 25% of teachers never learnt about the needs, interest and ability of students before teaching, 50% of the teachers never developed instructional materials by using locally available materials, 82.50 % of the teachers never joined professional networks and get assistance from the mentors for their professional promotion, and 27.5 % of the teachers never made plans and set goals for professional improvement.

Open Ended Responses

Under Appendix II (B), the respondents were interrogated five open ended questions in order to explore the individual efforts they had made for the professional development. The collective opinions of the respondents to the open ended questions are interpreted below.

Individual efforts of the Teachers' for professional

development. Individual efforts of the Teachers' for professional

Development refers to taking positive steps toward improving own skills and knowledge. Taking ownership of own development can help a teacher to feel more empowered and confident in his/her abilities. In order to maintain the professional Development through Individual efforts, the teachers tackle with the challenges and search for innovative strategies for their growth. They get self-motivated and self-directed for tackling the challenges they face in their profession.

Teacher 1:*I have created an action plan with some goals and have scheduled a routine for learning of new ideas through internet.*

Teacher 3:*I have taken some professional development courses through some private training institutions local governmental bodies and online platforms.*

Teacher 6:*I share my stories and get feedbacks from my colleagues. Sometimes I even ask for the feedbacks to my students.*

Teacher 7:*I make self-reflection and plan for better tomorrow so that I can improve my teaching strategies.*

Teacher 10:*I read books, periodicals, articles and novels of professional development and also watch movies related to teachers, students, schooling and learning.*

Teacher 15: *I attend educational webinars and follow the blogs and social media accounts of online forums to stay updated on the latest trends.*

Teacher 25: *I follow some experts from home and abroad on social media platforms (Facebook and twitter) and read their regular posts, react and comment.*

The responses of the teachers show that they read professional literatures, surf the professional development videos and ideas, participate in trainings and collaborate with co-workers for better ideas of self-improvement. Most of the teachers are found to be using web contents to develop their professionalism.

Frequently used strategies to develop teachers' individual professional development. In item 17, the teachers were asked about the strategies that they frequently used to develop their individual professional development. Based on the opinion stated by the teachers the strategies that the teachers have been frequently applying have been listed below. Furthermore, the comments made by the teachers are also cited.

Reflection. Most of the teachers use reflection as a strategy to improve their professionalism. Regarding the reflection, Teacher 1 commented, *"I reflect my daily activities in the end of the day after*

dinner, it has encouraged me level my effort do new things in class.

Likewise, teacher 5 and 6 commented that, *"I reflect my class in terms of students' involvement in classroom activities, the interest of the student in class, learning progress, and students' assignments."*

Thus, the process of teachers reflecting on their practice leads to positive gains in teachers' development.

Workshop, symposium and conferences. Teachers revealed that workshops, seminars, symposiums and conferences held at their schools and other places were important to their learning and change. As a participant, they were not just recipients of knowledge but also contributed to the process of knowledge creation. Workshops, symposiums and conferences provided them a space to share their knowledge and this had an immense value in improving their practice. Some of the comments done by the participants are as follows:

Teacher 2: *Seminars and workshops are also great for generating new ideas or finding fresh perspectives on old ways of working.*

Teacher 3: *Conferences, seminars and symposium are good to attend. Such events provide the perfect platform to meet people, exchange ideas and chat and develop a network.*

Teacher 12: *Conferences, seminars and symposium are good platforms for learning new topics, learn to know practical and strategic solutions to the possible problems arising in the future.*

Teacher 18: *Taking part and presenting in the workshops and conferences help to gain soft skills which will be valuable in their academic career.*

Teacher 20: *Listening to any prominent personalities, experts and speakers in seminars, workshop ad conferences help us to gain information about their way of work.*

Thus, the seminars, workshops, symposiums and conferences hold great importance in the teachers' professional career. They are platforms not only to learn new aspects, others perspectives and latest information, but also a good way of networking.

Teacher-support groups. A teacher support group can be defined as two or more teachers collaborating to achieve either their individual or shared goals. It involves a group of teachers meeting to discuss goals, concerns, problems, and experiences. The participants listed Teacher-Support as a frequently used strategy to develop their individual professional development. They highlighted the importance of such groups with the following comments;

Teacher 1: *The group provides a safe place where we can take part in activities and collaborate on curriculum and materials development.*

Teacher 3: *We can review, plan, and carry out activities such as peer coaching, team teaching, action research, and classroom observation in the support groups.*

Teacher 4: *In a support group we get to know about our colleagues better and begin to function as a community of professionals rather than as individuals working in isolation from each other.*

Teacher 9: *It plays a major role in providing opportunities for us to validate knowledge and inquiry.*

To sum up, the teachers become aware of the many approaches and ways of doing things, engage with a range of resources, and share ideas to get perfection in the profession in teachers' support groups. Support groups are motivating and allow teachers to reflect on their approach to teaching and take ideas back into the classroom.

Case analysis. Case analysis is a research method which allows a teacher to understand and investigate on certain problems and make a finding on that. It offers various learning opportunities and experiences by influencing different practice of theories. Very few teachers mentioned case analysis as a strategy that they were

frequently using to develop their individual professional development.

Commenting on the reason of preference of case analysis they

commented as;

Teacher 23: *Case analysis helps by offering suggestions for possible problems that may arise in the future.*

Teacher 28: *Case analysis facilitates the teachers with creative problem solving skills.*

Teacher 32: *It allows the teachers to develop realistic solutions to complex problems.*

Teacher 37: *It creates an opportunity for the to learn from other's stories.*

Teacher 40: *It encourages higher order thinking for problem solving and builds expertise.*

In conclusion, case studies promote critical thinking and provides teachers an opportunity to problem-based learning. They are particularly useful where situations are complex and solutions are uncertain.

Action research. Action research is an approach to educational research that is commonly used by teachers to examine, and ultimately improve, their pedagogy and practice. Action research

represents an extension of the reflection and critical self-reflection that an educator employs on a daily basis in their classroom. The teachers claimed that action research develops reflection practices based on the interpretations made. Most of the teachers had applied action research as a frequently used strategy for teachers' individual professional development. Commenting on the reason of preference of it, the teachers commented that;

Teacher 1: *Action research can revitalize the entire learning and aids teachers in changing or reflecting on their classroom practices.*

Teacher 3: *It improves teachers' learning practices and teaching patterns.*

Teacher 5: *It cultivates the teacher's self-confidence.*

Teacher 8: *Action research helps me in finding the problem and solving it.*

Teacher 15: *Action research enhances the status of the teachers through collective participation.*

Teacher 20: *Action research fosters development of skills pertaining to critical thinking, problem solving, collaboration, and ethical decision making.*

Teacher 36: *Action research empowers the teachers. The teachers are given the power to make and implement their decisions while conducting an action research.*

To sum up, action research was found to be used by teacher to solve the problems of an individual student. They used the idea of action research to develop principles and theories to guide their practice. Talking about the responses, almost all the teachers had practiced action research in their profession. The teachers claimed that action research was only helping them in their hard times.

Mentoring. Mentoring is a relationship between two people with the goal of professional and personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee." A few number of teachers practiced mentoring as a frequently used strategy for their professional development. Commenting on the reason of preference of it, the teachers commented as:

Teacher 1: *It helps the teachers develop their ability to motivate and encourage others.*

Teacher 4: *Refines leadership skills and strengthens a mutual network.*

Teacher 7: *It helps the teachers stay focused on career track through advice, skills development, networking, and so on.*

Teacher 9:*It gives valuable skills and develops knowledge and skills of teaching learning activates. It helps to learn from new perspectives.*

Teacher 12:*It offers an opportunity to expand the existing network of personal and professional contacts.*

In a nutshell, mentoring provides guidance, motivation, emotional support, and role modeling. It helps the teachers in exploring careers, setting goals, developing contacts, and identifying resources.

Benefits of applying individual efforts for the teachers'

professional development. Item 18 was asked to suggest some of the benefits of applying individual efforts for the Teachers' Professional Development. In response to the question the teachers suggested lots of benefits. They commented that teachers get benefits of making learning effective from their own efforts for the professional development. Additionally, the teachers get benefits in the areas of classroom management skills, leadership skills and interpersonal skills. Equally they get ideas on; autonomous learning, reflective learning and effective learning. The benefits stated by teachers were: it helps the teachers set and achieve their goals, it helps in better learning outcomes as teachers gain a better understanding of what's required, the teachers get new teaching methods and develop stronger organizational skills, it ensures quality learning. In conclusion, the individual efforts for the teachers' professional development enables

them to manage the classroom more efficiently and makes teaching-learning process more effective by making an impact on students' learning.

Role of technology in maintaining individual teachers'

professional development. Item 19 was asked with the purpose of knowing awareness of the teachers on the role of technology in order to maintain individual efforts for the Teachers' Professional Development. The teachers stated that ICT skill is one of the essential factors for self-assisted professional development. They also stated that ICT can be a boon for those teachers who struggle for their professional development on their own pace. Some of the comments put forward by the teachers regarding the role of technology in maintaining Individual Teachers' Professional Development are stated below;

Teacher 1: *Online interactions with mentors and experts is possible due to technology.*

Teacher 2: *Teachers can take online classes and can also attend virtual trainings, seminars and conferences through the means of technology.*

Teacher 3: *Technology makes professional learning possible anywhere at any time.*

Teacher 5: *Through technological assistance teachers can keep up with the rapidly growing world and develop their professionalism.*

Teacher 7: *Technology makes professional development interesting and meaningful.*

The obtained data shows almost fifty percent of participants stated that internet-based activities like using email, creating a personal webpage, Blogs, search for new investigation on methodology and techniques are some everyday professional activities for teachers as a part of their professional development. Teachers use the Internet for learning new skills and bringing new interactive and exciting activities in large classes, which reduces classroom management burden and helps address students with different abilities. In this way, the teachers can get assistance from technology for their professional development.

Requirements for the effective self-directed professional development. The final open ended question was asked to know the perception of the teachers on the requirements for effective self-directed professional development. The teachers suggested lots of ideas based on their experiences. As per the comments made by the teachers it is necessary to do following tasks for the effective self-directed professional development.

-) Set learning goals, engage in learning process and make reflections.
-) Read educational journals, books, or articles and watch professional videos online.
-) Engage in a teachers' discussion forum and teacher support group.
-) Participate in workshops, seminars and conferences and publish a professional article.
-) Research, plan, and pilot an innovative program for the classroom.
-) Pilot or develop new materials for a specific subject area.
-) Keep on the studies and apply for the grant programs.
-) Enroll in an online courses or webinars.
-) Observe another teacher and learn from him/her.

To sum up, the teachers highlighted and focused on the requirements for the Effective Self-directed Professional Development as; goal setting, read and watch professional development contents, engage in teacher support group, participate in different workshops and seminars, be studious, research oriented and observe to other colleagues.

Chapter V

Findings, Conclusions and Recommendations

This chapter deals with the major findings and conclusion of the study. It also deals with some recommendations in different levels made on the basis of the major findings.

Findings

The present research work entitled "EFL Teachers' Individual Efforts for Professional Development" is an attempt to explore the individual efforts made by the EFL teachers for their professional development. I selected forty secondary level EFL teachers teaching in Kathmandu valley through simple random sampling strategy. A set of questionnaire consisting of open and close ended questions was used for the data collection.

-) The study found that 62.5% teachers always regard learning as the opportunity, all of the teachers always simplify and clarify the contents to make learning comprehensible to the learners, 87.5 % of the teachers always relate the teachers' past experiences and apply their expertise to solve the possible problems and 15% of the teachers always consult the authentic sources to gain knowledge on the related field.

-) Similarly, 37.5 teachers often set goal and assess whether the set objective is achieved later, 35% often consult the authentic sources to gain knowledge on the related field, 77.5 % of the teachers often reflect, research and make discussion for the purpose of their individual professional development and 25% of the teachers often make plans and set goals for professional improvement.
-) Likewise, 5% teachers sometimes regard learning as the opportunity, 60 % of the teachers sometimes find out answers of the problems on their own, 50% of the teachers sometimes set goals and assess whether the set objective is achieved later, 70 % teachers sometimes attend workshops and conferences locally and internationally, 62.5% of the respondents sometimes make participation and discussions on teachers' support groups, 75% of the teachers sometimes learn about the needs, interest and ability of students before teaching, 32.50% teachers sometimes consult the authentic sources to gain knowledge on the related field, 17.5 % teachers sometimes join professional networks and get assistance from the mentors for their professional promotion. 22.5% teachers sometimes reflect, research and make discussion for the purpose of their individual professional development, 50 % of the teachers sometimes update with the recent technological and ICT developments to

improve their teaching strategies, 30% of the teachers sometimes subscribe professional journals, read professional literature and watch professional videos.

) On the other hand, 15% occasionally find out answers of the problems on their own and, 30% of the teachers occasionally attend workshops and conferences locally and internationally, 17.50% of the t teachers occasionally consult the authentic sources to gain knowledge on the related field, 17.5% of the teachers occasionally develop instructional materials by using locally available materials, 50 % of the teachers occasionally update with the recent technological and ICT developments to improve teaching, 70% of the teachers subscribe professional journals, read professional literature and watch professional videos and 47.5 % of the teachers make plans and set goals for professional improvement occasionally.

) Whereas, 12.5 % of the teachers never practice goal setting and assessing whether it is achieved later, 37.5 % of the teachers never participate and discuss on teachers' support groups, 25% of teachers never learn about the needs, interest and ability of students before teaching, 50% of the teachers never develop instructional materials by using locally available materials, 82.50 % of the teachers never join professional networks and get assistance from the mentors for their

professional promotion, and 27.5 % of the teachers never make plans and set goals for professional improvement.

Conclusions

This study aimed to explore the individual efforts made by the EFL teachers for their professional development. The findings of the study showed that individual efforts for professional development are important to teachers as they allow the teachers to create strategic and tactical plans for personal and professional growth. In fact, teachers' individual effort of professional development is directed from the teacher's own will to learn. Thus, EFL teachers' professional development relies on the teacher's internal control that guarantees him/her to continue to build new understandings of teaching and learning. Therefore, self-directed professional development has been studied as a successful approach to professional development centered in teaching practices, or as a method for the improvement of teachers working in deprived environments. The best practices of professional development have a strong component of teacher self-direction if integrated into a school culture that supports professional learning. To conclude, a teacher can individually enhance the professional development skills by taking classes, learning from the people around him/her, gaining new talents and improving upon existing ones by

writing journal, conducting action research, participating in trainings and reviewing the case studies.

Recommendations

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

Policy related.The findings of this study suggest that teachers do not have adequate opportunities on the effective professional development courses, so it is necessary to equip them with a wide range of learning strategies from the policy level. So, the government should organize the useful and effective training programs for English language teachers and focus on the promotion of the self-directed strategies like self-monitoring, action research, teaching portfolio, journal writing, critical incidents and ICT and technological improvement.

Practice related.The first, it is suggested to the teachers to set learning goals, engage in learning process, observe colleagues, make reflections and evaluate the teaching and learning practices. The second, they should adopt the self-directed learning strategies according to the necessity of the classroom practices so that they can promote the natural development of self- confidence. The third,

teachers should be technologically aware and also should read educational journals, books and articles.

Further research related.The current study has been limited to secondary level teachers, therefore, other levels should be further investigated in this field. Similarly, this study covered a small scale due to time and expense constraint, therefore the further researches can investigate in a large scale. Moreover, the further study can be conducted self-directed professional, self-directed learning strategies and role of technology for professional development. In conclusion, further studies are required to overcome the limitations of the present study and to produce more convincing evidence on need of self-directed professional development.

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Appendices

Appendix - I

Participant Information Statement

Dear Respondents,

You are kindly requested to participate in a short questionnaire to the research study, **'EFL Teachers' Individual Efforts for Professional Development'**. This study is for the partial fulfillment of masters in English Education from Tribhuvan University under the supervision of **Prof. Dr. Tara Datta Bhatta**. The study aims to explore the individual efforts made by the EFL teachers for their professional development.

Your cooperation in responding the questionnaire and your response will have a great value to accomplish my research. All the collected information from you will be highly confidential. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part. I appreciate your assistance and cooperation with this important study.

Thank you!

Researcher,

Bishnu Khatri

Appendix - II

Questionnaire

Name of the School: _____

Teacher's name: _____ (Optional)

Place a tick (✓) beside the most appropriate response. Using a Likert scale from 1-5, rate the following with 1 indicating always, 2 indicating often, 3 indicating sometimes, 4 indicating occasionally and 5 indicating never.

A. Open Ended Questions

S.N.	Items	Always (1)	Often(2)	Sometimes (3)	Occasional ly (4)	Never(5)
1.	I regard learning as the opportunity.					
2.	I find out answers of the problems on my own.					
3.	I set my goals for the tasks I am supposed to do and I assess whether I achieved the objective I identified.					

4.	I attend workshops and conferences locally and internationally.					
5.	I participate and make discussions on teachers' support groups.					
6.	I relate my past experiences and apply my expertise to solve the possible existing problems.					
7.	I learn know about the needs, interest and ability of students before teaching.					
8.	I simplify and clarify the contents to make learning comprehensible to the learners.					
9.	I always consult the authentic sources to gain knowledge on the related field.					
10.	I develop necessary instructional materials by using					

	locally available materials.					
11.	For my professional promotion, I join professional networks and get assistance from the mentors.					
12.	I reflect, research and discuss for the purpose of individual professional development.					
13.	I update myself with the recent technological and ICT developments to improve my teaching strategies.					
14.	I subscribe professional journals, read professional literature and watch professional videos.					
15.	I make plans and set goals for professional improvement.					

B. Open Ended Questions

- 1) How would you define self-directed professional learning in your language? When you think about individual efforts for professional learning, what kinds of activities come in your mind?

2) What are the strategies that you use frequently to develop your individual professional development? Comment your answer on the preference of such strategies.

3) Suggest some of the benefits of applying individual efforts for the Teachers' Professional Development.

4) What can be the role of technology while maintaining individual efforts for the Teachers' Professional Development?

5) What do you think are the requirements for effective self-directed professional development?

Thank You for taking time to respond.