

**EXPERT AND NOVICE TEACHERS' PERSONAL EFFORTS
FOR PROFESSIONAL DEVELOPMENT**

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

**Submitted by
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Tribhuvan Univesity
Kirtipur, Kathmandu
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DECLARATION

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

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DEDICATION

Dedicated

To

My Parents

Who devoted their entire life for my study and made me what I am today.

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ABSTRACT

This thesis entitled "Expert and Novice Teachers' Personal Efforts for their Professional Development" tried to discover the personal efforts used by expert and novice English language teachers for their professional development. It is a survey research. Fifteen secondary schools of Jhapa district have been selected using purposive non-random sampling procedure. Thirty English teachers have been selected for the sample of the study. The questionnaire consisted of close ended questions, have been used as the tool for data collection. It is found that the factors such as: age, interest, needs and ability of students before teaching and after teaching was the key factors to be understood. It is found that to be a good teacher, they usually refine personal values and beliefs according to need of professional development.

The study has been divided into five chapters. Chapter one encompasses general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, operational definitions of the key terms. Chapter two deals with review of the related literature and conceptual framework. It incorporates review of the related theoretical literature, review of the related empirical literature, implication of the review of the study and conceptual framework. Chapter three deals with methods and procedures of the study. It includes design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedure and data analysis and interpretation of results. Chapter four deals with the analysis of data and interpretation of results. It includes analysis of data and interpretation of the results and findings of the study. Chapter five deals with conclusion and recommendation.. The appendices and references are given in the final part of the thesis.

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SYMBOLS AND ABBREVIATIONS

%	: Percentage
B.S.	: Bikram Sambat
C.D.C.	: Curriculum Development Centre
CUP	: Cambridge University Press
DEO	: District Education Office
e.g.	: For example (Latin <i>exempli gratia</i>)
ELT	: English Language Teaching
et al.	: and other people (Latin <i>et alii alia</i>)
i.e.	: that is
Ltd.	: Limited
MOES	: Ministry of Education and Sports
MT	: Mother Tongue
NEC	: National Education Commission
NESP	: National Education System Plan
No.	: Number
etc	: et cetera (other similar things)
Prof.	: Professor
S.N.	: Serial Number
TESOL	: Teaching English to Speakers of Other Language
T.U.	: Tribhuvan University

CHAPTER - ONE

INTRODUCTION

This is the study on "Expert and Novice Teachers' Personal Efforts for Professional Developments" begins with the background of the study. Then, it presents the 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.

1.1. General background

English language teaching and learning emerged from the 19th century when English became an international language used widely for communication. According to Harmer (2007, p.19), “English teaching like many other professions and disciplines, it is almost overwhelmed by acronyms and initials”. In the academic field different courses, methodologies and materials are developed. As English is used for different purposes, we use English for academic purpose to describe those academic courses and materials. In most of the countries, English is included from primary to secondary level curriculum. In the context of Nepal, English is taught and learned from primary level to university level in both governmental and private schools, and colleges.

Thus, English language teaching has become worldwide profession. Teaching needs skilled, experienced, matured, and qualified teachers to handle it properly. A teacher should have sound knowledge of learning psychology, teaching strategies, curriculum, institution’s rules and regulations, teaching learning theories and methods and a whole knowledge of pedagogy. Hence, teaching as a profession needs perfect and expert professional teachers. So, to be an expert teacher, s/he needs advance professional development in that field (Khaniya, 2006, p.16).

Regarding teacher development, Head and Taylor (1997, p.1) state, “Development means change and growth”. They claim that development builds on the past, teachers need to know either the past experience helps or not at present and future. Put it simply, development draws on the present in encouraging a fuller awareness for teachers. It is a self reflective process because it is through questions old habits that alternative ways of being and doing are able to emerge. Similarly, Underhill (1986, as cited in Head and Taylor 1997, p.1) says, “Teacher development is the process of becoming the best kind of teacher that I personally can be”. In this regard, teacher development draws on the teachers’ own inner resource for change that is centered personal awareness of the possibilities for change and of what influences the change process.

According to Richards and Farrell (2010, p.3), teacher development serves a long term goal and seeks to facilitate the growth of teacher but it is focused on a job rather it is a multidimensional profession and ‘bottom up’ in nature. In fact, teacher development is a dynamic process that makes change in the related field as per the demand of situation, subject, person and time. So, teachers need to expand their roles and responsibilities over time if they find language teaching rewarding and it is the responsibility of schools and other educational institutions to provide opportunities for teachers to develop long term career goals and opportunities over time.

Since all teachers are effortful to continue their professional development, they should get opportunities to take part in the following activities:

-) Engaging in self-reflection and evolution.
-) Developing specialized knowledge and skills about many aspects of teaching.
-) Expanding their knowledge base about research, theory, and issues in teaching.
-) Taking on new roles and responsibilities, such as supervisor or mentor teacher, teacher- researcher or material writer.
-) Developing collaborative relationship with other teachers.

(Richards and Farrell, 2010, p.3)

Richards and Farrell (2010, p.1) say that the opportunities for in-service training are crucial to the long-term success of the programs. Teachers have different needs at different times during their careers and the needs of schools and institutions in which they work also change over time.

Thus, English language teaching has become worldwide profession. Teaching needs skilled, experienced, matured, and qualified teachers to handle it properly. A teacher should have sound knowledge of learning psychology, teaching strategies, curriculum, institution's rules and regulations, teaching learning theories and methods and a whole knowledge of pedagogy. There is pressure for teachers to update their knowledge in areas such as curriculum trends, SLA research, composition theory and practice, technology, or assessment. To enhance teachers' knowledge in these different areas, they can be supported both at institutional level and through their own personal efforts. Hence, teaching as a profession needs expert professional teachers. So, to be an expert teacher, s/he needs advance professional development in that field.

1.1.1 Novice and Expert English Language Teachers

Another important dimension of understanding what is meant by teacher development is the difference between novice and experts teachers. Some of the differences between novice and experienced language teachers seem to lie in the different ways.

i. Novice Teachers

Novice teachers, sometimes called newly qualified teachers (NQTs) are usually defined as teachers who have completed their teacher education program (including the practicum) and have just commenced teaching in an education institution (Burns and Richards, 2009, p.182). More than any other time in their careers they are involved in the process of learning to teach. For the novice teacher, the first year of teaching has been called an unpredictable and idiosyncratic activity. During this first year, as Calderhead (1992, p.143) has remarked, "The novice becomes socialized into a professional culture with certain goals, shared values and standards of the first time, has already accumulated an array of tacitly held prior assumptions, beliefs, and knowledge about teaching and learning. Learning to teach in the first year is thus increasingly seen as a complex process for novice teacher. In the early stage, novice teachers are mostly concerned about their own survival as a teacher. "Novice teachers' idealized concerns are abruptly replaced by challenges of survival in the classroom. They are also concerned about class control, classroom management and the content of instruction. In the latter stage, novice teachers become more concerned about their teaching performance and this includes noticing their perceived limitations and frustration of the teaching context.

Thus, it is important for language teacher education programs to be able to explore, identify, and address the various influences and challenges that novice teachers face during their first year so that they can be directly incorporated into

the curriculum and thus assist novice to socialize successfully into the profession.

ii. Expert Teachers

Since the 1980s, there has been a growing number of studies on expertise in teaching. These studies, inspired by investigations of expertise in other domains have been motivated by the need to understand the special form of knowledge held by teachers as well as the need to demonstrate that experts in teaching process skills and knowledge that are as complex and sophisticated as experts in other professions (Berliner cited in Burns and Richards, 2009, p.190) Studying expertise in a specific domain necessarily involves investigations of the way of knowing, acting and being of experts in that domain. There are as yet no established common criteria for identifying expert teachers. In this regard, as cited in Burns and Richards (2009), mentions that the expert teacher was identified by the author's own observation of the expert teacher's teaching in conjunction with the latter's achievement scores in professional education courses, comments from course, school principal, peers, and students. Many studies found that, expert teachers are able to exercise autonomy in decision making whereas novice teachers tend to follow procedures, rules and curriculum guidelines with little regard to the specific context in which they operate. Expert teachers are also more ready to take responsibility for their decisions. They are also responding flexibly to contextual variation such as student responses, disruptions, and available resources. They are able to anticipate difficulties, and they have contingency plans to deal with them. So, expert teachers are more efficient in lesson planning, and they often rehearse their lessons mentally and reflect not only on what happened in similar lessons in the past but also on how they could improve them. It is believed that Expert teachers are able to draw on a wider range of knowledge domains. In particular, they have a profound knowledge of their students not only as groups but also as

individuals, including their prior learning and their learning difficulties, and they have corresponding strategies to deal with them. They always start their lesson planning with their knowledge of the students. Thus, expert teachers are able to recognize patterns in classroom events very quickly, and they are able to interpret these patterns in meaningful ways because of the hundreds of hours that they have spent in the classroom.

Nunan (1992, p.32) found that experienced ESL teachers focused more on language, that is, subject matter, than novice teachers who pay more attention to classroom management. Richards found that experienced were better able to respond to students' needs and improvise than novice teachers. Richards, et. al (1998, p.11) identified the characteristics of experienced ESL teachers as having a deeper understanding of subject-matter knowledge, being able to present subject-matter knowledge more appropriately and from the students' perspective and to integrate language learning with other curricular goals.

1.2 Statement of the Problem

Language teaching is bidirectional process. It is effective not because teachers teach and students learn but because they have different responsibilities to be pursued carefully. In other words, language teaching is fruitful only when there is active participation of both the teacher and learners in the classroom. In addition to this, it is more difficult matter than one can say that English environment is necessary to be maintained because it is really a serious matter to pursue such things (like different responsibilities and participation of the students) for the teachers.

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

Moreover, it becomes even a great issue if the impact of the students' roles on learning language is not considered in today's learning context. That is why, teachers' personal efforts for professional development need to be investigated so as to make informed decisions for enhancing teachers' expertise and learners' achievement.

1.3 Objectives of the Study

The main objectives of this study were as follows:

- i) To identify the personal attempts carried out by the expert and novice teachers for their professional development and
- ii) To suggest some pedagogical implications.

1.4 Research Questions

The following research questions guided this study:

- a. What are the expert and novice teachers' personal efforts for their professional development ?
- b. What types of personal strategies do they use for their professional development ?

1.5 Significance of the Study

This study revealed the awareness of the secondary level expert and novice English teachers towards their professional development. It displayed the different strategies and practices adopted by the teachers. In addition, this research tried to show the mostly used personal efforts of teachers' for their professional development. So, this study is significant to the practitioner of English Language Teaching. Specially, it will be very relevant for all the professional teachers, researchers, educational bodies, material and curriculum designers, schools, and institutions, and students in the field of ELT. Moreover, this study will be beneficial to the novice teachers in the field of English language teaching. By following the educational implications of this study, the teachers will be able to enhance their professional development. Similarly, this study will be useful to give the direction to curriculum planners, subject specialists, teachers and other concerned personnel. Additionally, this work can serve as a reference tool, for those who want to carry out further research on this area.

1.6 Delimitations of the Study

The study had the following limitations

- i) It was limited to fifteen secondary level schools of Jhapa district.

- ii) It was limited to 15 novice teachers and 15 expert English teachers teaching at secondary level.
- iii) The data was elicited only through a set of questionnaire.
- iv) The area concentrated only on teachers' personal efforts for their professional development.

1.7 Operational Definitions of the Key Terms

Career development: In this research, 'career development' refers to the acquisition of knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills.

Expert Teacher: It refers to the teacher who are able to draw on a wide range of knowledge domains. In my research, expert teacher refers to the teacher who have been working since last 5 years.

Novice Teacher: It refers to a newly qualified teacher/appointed teacher, who has just started to teach. In this study, novice teachers, beginning teachers, newly qualified teachers are taken as synonymously. In my study, it refers to the newly appointed teachers who have been working since last years.

Pedagogical expertise: In this research, 'pedagogical expertise' refers to new areas of teaching, adding to one's repertoire of teaching specialization, improving ability to teach different skills to learn language teaching.

- Personal efforts:** In this research, 'personal efforts' refer to whether people believe that they have a role to play in the predicted outcome.
- Professionalism:** In this research, 'professionalism' refers to the continuous growth and development of the professionals.
- Self-awareness:** In this research, 'self-awareness' refers to the knowledge of oneself as a teacher of one's principles and values, strengths and weakness.

CHAPTER – TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the review of the related theoretical and empirical literature as well as their implications to the study. Moreover, theoretical or conceptual framework is also included under this chapter.

2.1 Review of Related Theoretical Literature

This part includes the discussion of language teaching, professional development, and profession and professionalism. After that it discusses one of the most noticeable aspects of the study that is, teachers' personal efforts for their professional development.

2.1.1 Language Teaching

Second language teaching needs formal situation, different methodologies, materials and pedagogical expertise with other different facilities for both teachers and students.

Previously, it was believed that only a basic tool for teaching was a sound knowledge of language in its teacher. But, nowadays it is realized that linguistics is not only the area in which the teacher should be trained but the importance of psychology, training in language pedagogy, teaching methodologies and materials are very important. According to Ur (1996, p.5), language teaching today is different beside methodology, foreign language teaching has further important components such as lesson planning, classroom discipline, the provision of interest topic which are relevant and important to teachers of all subjects. Thus, it is the dynamic and changeable process which changes with the advancement in technology, methodology, materials and so on.

As Larsen - Freeman (2010,p.86) say, “Language learning and teaching are dynamic, fluid, and mutable process”.

In the previous tradition, language teaching was considered what teachers carry out in the classroom and the effect of these on learners whereas at present, teaching, teachers and learners are redefined. Richards (2010, in editorial page vii) says that second language and foreign language teaching provides a career for hundreds of thousands of teachers worldwide. Teachers need to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding. In fact, changes in teaching field appear through the educational paradigm and the teaching trend which create many professional challenges for teachers. Language teaching is not only viewed through the perspective of teaching and learning but also can be seen through the perspectives of different theories. Teaching needs pedagogical skills in many aspects. Richards (2005, as cited in Richards and Renandya (2010, p.19) has presented the essential qualities of language teaching as below:

- Z Science research conceptions
- Z Operational learning principle
- Z Following a tested model of teaching and,
- Z Doing what effective teachers do

Similarly, Richards and Lockhart (2010, p.29) say that the teachers in teaching should physically confronted to the following tasks:

- Z Selecting learning activates
- Z Preparing students for new learning
- Z Presenting learning activities
- Z Asking questions
- Z Conducting drills

- Z Checking students' understanding
- Z Providing opportunities for practice of new items
- Z Monitoring students' learning
- Z Giving feedback on learning and,
- Z Reviewing and re-teaching when necessary

Since, a teacher is the conductor of teaching, s/he has to play most important role than learner. Different metaphors are used to characterize the teacher such as; a teacher is an actor, artist, gardener, craft, orchestral, conductor, controller, prompter, guide, facilitator, participant, resource, tutor, and so forth. Thus, teaching is what a teacher makes. But the very important thing is that a teacher should have developed expertise in all aspects of language to be taught.

2.1.2 Teaching as a Profession

Language teaching is not universally regarded as a profession. Richards & Lockhart (1996, p.40) argue that profession is a recurring concern regarding language teaching, teachers, and institutions. However, language teaching has unique characteristics, profession is a recurring concern regarding language teaching. According to OALD, the job which needs special training, skills and education is profession. The person who is qualified in these aspects is professional. Similarly, Lortie (1975, as cited in Roberts 1998, p.37) argues that a 'professional' is someone in non-manual occupation who is highly trained, skilled and self disciplined. So, a professional is a person who has legal right to govern his/her daily work affairs.

In broad sense, the professionals such as actor, pilot, engineer, teacher, etc. whose expertise involve not only skill and knowledge but also the exercise of highly sophisticated judgment and study is extensive often university based with practical experiences. Regarding teaching as a profession, there is debate about whether teachers are professionals or workers? And whether teaching is a

special profession or just an occupation to survive? However, over the last few decades teaching has been accepted as a profession. Khaniya (2006, p.7) says “Teaching professors, doctors, engineers and layers. are regarded as professionals”. He further argues that the professionals perform tasks involving not only skill but also expertise. Thus, teachers as a professionals are responsible to bring about change in the way students do things as perform task after they receive instruction. In this sense, teacher is a major element of the entire education. So, teachers should be an expert professional in teaching. Likewise, Wallace (2010, p.5) says that a profession only can be practiced after long and rigorous academic study which should be well regarded because of the difficulty in attaining it and the public good it brings, but it is not for profit because it is also a public service and personal dedication. Thus, a profession is a long and rigorous academic study. Richards et al. (1996, p.40) found that the teachers teaching English viewed language teaching as a profession and they themselves were professionals. In their research, the teachers also reported that they were willing to assume professional responsibilities. From this, we can undoubtedly say that teachers share common view towards the language they teach stressing its value and importance in their community for education, career and business communication. However, Cannel (1985, as cited in Richards and Lockhart 1996, p.40) states, “All teachers do not think of teaching as a profession”. He found some teachers who said that language teaching as most despised and rejected profession. Thus, the teachers engaged in teaching profession may or may not be satisfied with their profession.

2.1.3 Profession and Professionalism

A profession is an occupation, vocation or career where specialized knowledge of subject, field or science is applied. According to Pennington (1991, as cited in Richards and Lockhart (2010, p.40), profession is a recurring concern in language teaching. Both the terms profession and professionalism are inter-

related in each other. A person can not be professional if they do not have all the essential qualities and expertise which a profession needs.

In fact, a profession is an occupation, vocation or career where specialized knowledge of subject, field or science is applied. It requires a prolonged academic training and formal qualification (Wallace, 2010, p.5). Different activities take place in a profession. A professional activity involves systematic knowledge and proficiency. Teaching as a professional activity, needs some important qualities and expertise with its professionals. Wallace (2010, p.5) has devised the following criteria on which a professional should have an expertise:

- Z A basis of scientific knowledge
- Z A period of rigorous study which is formally assessed
- Z High standards of professional conduct and,
- Z The ability to perform

Thus, any professional teacher in ELT should have all these qualities to perform in his profession. Hence, having all these qualities and being an expertise in these areas is called professionalism.

2.1.4 Teachers' Professional Development

Teachers in teaching profession are considered to be the key to educational and school improvement. In this sense, teachers not only implement the curriculum but also define and refine it, so that teaching and learning becomes more systematic. For that teachers should develop their professional knowledge.

According to Richards and Renandya (2010, p.85), teachers should embark on a life-long journey of developing professional competence. It is the professional responsibility of teachers to undertake a wide range of activity to improve their teaching. Pettis emphasizes on the following three areas for teachers professional growth:

- Z First, to be true professional, teacher must constantly update their knowledge and understanding of language and language learning. But this is not enough. They should also develop their skills in translating this newly acquired knowledge in their teaching.
- Z Second, teachers' professional interests and needs should change over time.
- Z Third and finally, professional development requires a personal and ongoing commitment.

(as cited in Richards and Renandya 2010, p.85)

According to Taylor (as cited in Richards and Renandya, 2010, p.385), teachers mostly can develop their profession from classroom practices, and the investigation of new ideas and thought. So, it is suggested teachers to start with small available project which help them to handle their instruction successfully. After gaining more experience and confidence, they can move on with larger and more complicated research project. To define the term 'professional development' Richards and Farrell (2010, p.4) say, "Development generally refers to growth not focused on a specific job". Professional development of

teachers consists a long-term goal and seeks to facilitate the growth of teachers' understanding of teaching and themselves as teachers. It often involves examining different dimensions of teachers' practice as a basis for reflective review and can hence be seen as 'bottom up process'. Therefore, it should go beyond personal and individual reflection.

For teachers' professional development, there is an important role of teacher educator but the role of teacher educator is different from that of a teacher. Broadly speaking, professional development refers to the development of a person in his/ her role in that profession. Professional development includes formal experiences (attending at workshops and professional meetings) and informal experiences (reading professional publications, watching TV, documentaries related to the profession). Hence, it is broader than the career development, staff development and teacher training since they are short term programs. However, such other types of training and development help to enhance teachers' professional development. In the process of teacher development, teachers' potentials are transferred into performance which never ends. According to Glathon (as cited in Head and Taylor 1997, p.7), the teacher in his professional development process always can have a sense of challenge and adventure.

In fact, the process of professional development passes through different stages in a very slow motion. According to Mevarech (1986, as cited in Villegas-Reimers 2003, p.133), teachers' professional development takes 'U' shaped model which includes the following five stages:

-) Survival
-) Exploration and bridging
-) Adaptation
-) Conceptual change and,
-) Invention and experimentation

Different aspects and factors affect teachers' professional development. In this regard, Villegas-Reimers (2003, p.119-140) introduce the following factors to be considered while planning, implementing, and assigning the professional development:

-) A culture of support: the role of schools and education leaders
-) The role of context: multiple settings multiple profession communities
-) Time
-) Financial resources
-) Stages for professional development
-) The use of technology for teaching purpose
-) The role of unions in teachers' professional development and,
-) The role of teacher educators

The teachers as the professionals of teaching profession are different from the professionals of other professions. Thus, the English teacher as a professional is an active agent who brings real world change by undertaking academic research study.

2.1.5 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 two perspectives of teacher development. They are :

a) **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. 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.

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. Because it refers to the developmental activities within a school or institution, it is usually referred to as staff development and often takes the form of 'in-service training'. 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. Teachers' professional development according to the institutional perspective has the following goals:

- i. **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 of the successful organizations regard the training and development of their staff as a matter of high priority.
- ii. **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.

- iii. **Enhanced level of students learning:** An important goal is to raise the achievement levels of students in their institution a goal that is to only important for its own sake as it adds to the reputation of the institution and its teachers.

Richards and Farrell (2010, p.9-12)

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. A program coordinator may well need to complete a master's degree in Teaching English to Speakers of Other Language (TESOL), but a newly hired teacher may also need training in how to use video effectively as a teaching resource. Both needs are equally important because the success of a school program may well depend on both the strengths of its curriculum and teaching skills of its junior staff. Improvement of teaching skills and acquisition of new information, theories and understanding are not goals in themselves: they are part of the process of institutional development. The fact that a teacher has on his or her own initiative, acquired a specialization but it may be irrelevant to the schools goals. According to Burns (1999, as cited in Richards and Farrell 2010, p. 11), professional activities such as action research that are integrated into school or organizational change become a powerful way of facilitating school curriculum renewal and ensuring that language teacher retain greater ownership of curriculum implementation'. "Thus, providing opportunities for learning and other support for teacher development from the part of schools or institutions is very crucial".

b) The Personal 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. From the perspective of the teacher's personal development the areas to be developed in every individual teacher, are introduced as below:

- i. **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.
- ii. **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.
- iii. **Self-awareness:** Knowledge of oneself as a teacher of one's principles and values, strengths and weaknesses.
- iv. **Understanding of learners:** Deepening understanding of learners, learning styles, learners' problems and difficulties, ways of making content more accessible to learners.
- v. **Understanding of curriculum and materials:** Deepening on the one's understanding of curriculum and curriculum alternatives, use, and development of instructional materials.

- vi. **Career advancement:** Acquisition of knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills. Richards and Farrell (2010, p.9-12)

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

2.2 Review of Related Empirical Literature

Various research studies have been done in the field of ELT. Among them, little rehearse has been done about the teachers' professional development. Some researches related to my research study are:

Phuyal (2008) conducted research entitled "Practice of Reflective Teaching Used by Primary Level English Teachers". The main objective of the study was to find out the ways of reflective teaching and its importance for teachers development. He used random sampling of 25 primary level teachers of Kathmandu. He used a survey research design. The finding was that the majorities of teachers teaching in primary level were not using reflective teaching, though some teachers responded that they use such teaching.

Likewise, Adhikari (2009) conducted a research study entitled "Attitude of English Language Teachers towards Collaborative Learning for their Professional Development." The objectives of the study was to find out the teachers attitude towards collaborative learning. It was a survey research. She used 20 English teachers using non-random sampling. She took the English teacher from five private schools of Morang district. She found that most of the teachers reported that they learn from collaboration among their colleagues. They were very positive towards such learning for their professional development.

Joshi (2010) conducted a research entitled "Learning Strategies of English Language Teachers for Professional Development". The objective of the study was to identify the strategies used by the English language teachers for their professional development. It was a survey research. He used 30 teachers from public schools of Kathmandu district as a sample. The researcher found that all teachers were learning professional knowledge from teaching experiences, self-monitoring, workshops, conferences, seminars, peer observation, team teaching and so on.

In the same way, Baral (2015) carried out a research entitled "Mentoring for Teachers' Professional Development". The objective of the study was to identify the practices of mentoring in teachers' professional development. It was a survey research. He used 15 English teachers of Dhading district as a sampling. The researcher found that the ELT practitioners were unfamiliar about the formal practice of mentoring. Indeed almost all the novice teachers indicated the great relevance of mentoring.

Similarly, Shahi (2015) carried out a research entitled "Keeping Teaching Journals for Professional Development: Teachers' Perspectives and Practices". The objective of the study was to find out the perspectives of English language teachers towards keeping teaching journals. He used 40 English teachers teaching in bachelor level in Kathmandu district for sample. The researcher found that majority of teachers (60%) viewed keeping teaching journals as the best strategy for teachers' professional development. However, most of them also responded that they did not keep teaching journals of their own teaching.

2.3 Implications of Review for the Study

There are numerous research works done under the department of English Education. Some of them related to attitudes of teachers, guardians and students towards teaching and learning English. I have selected and went through some

of the researches which are to some extent related and relevant to this present study. After the review of those researches, I got a chance to broaden my knowledge on the research area and boost up confidence to step forward in my study.

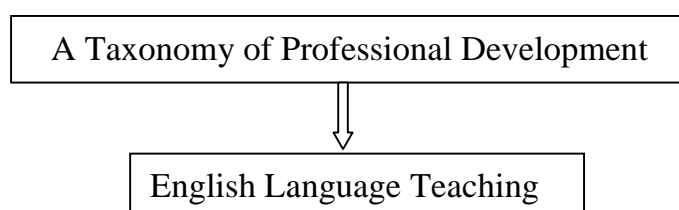
The study of Phuyal (2008) found that majorities of teachers teaching in primary level were not using reflective teaching, through some teachers responded that they use such teaching. Adhikari's research (2009) revealed that most of the teachers learn from collaboration among their colleagues and they were very positive towards such type of learning for their professional development. Joshi's study (2010) says that all teachers were learning professional knowledge from teaching experiences, self-monitoring, workshops, conferences, seminars, peer observation, team teaching and so on.

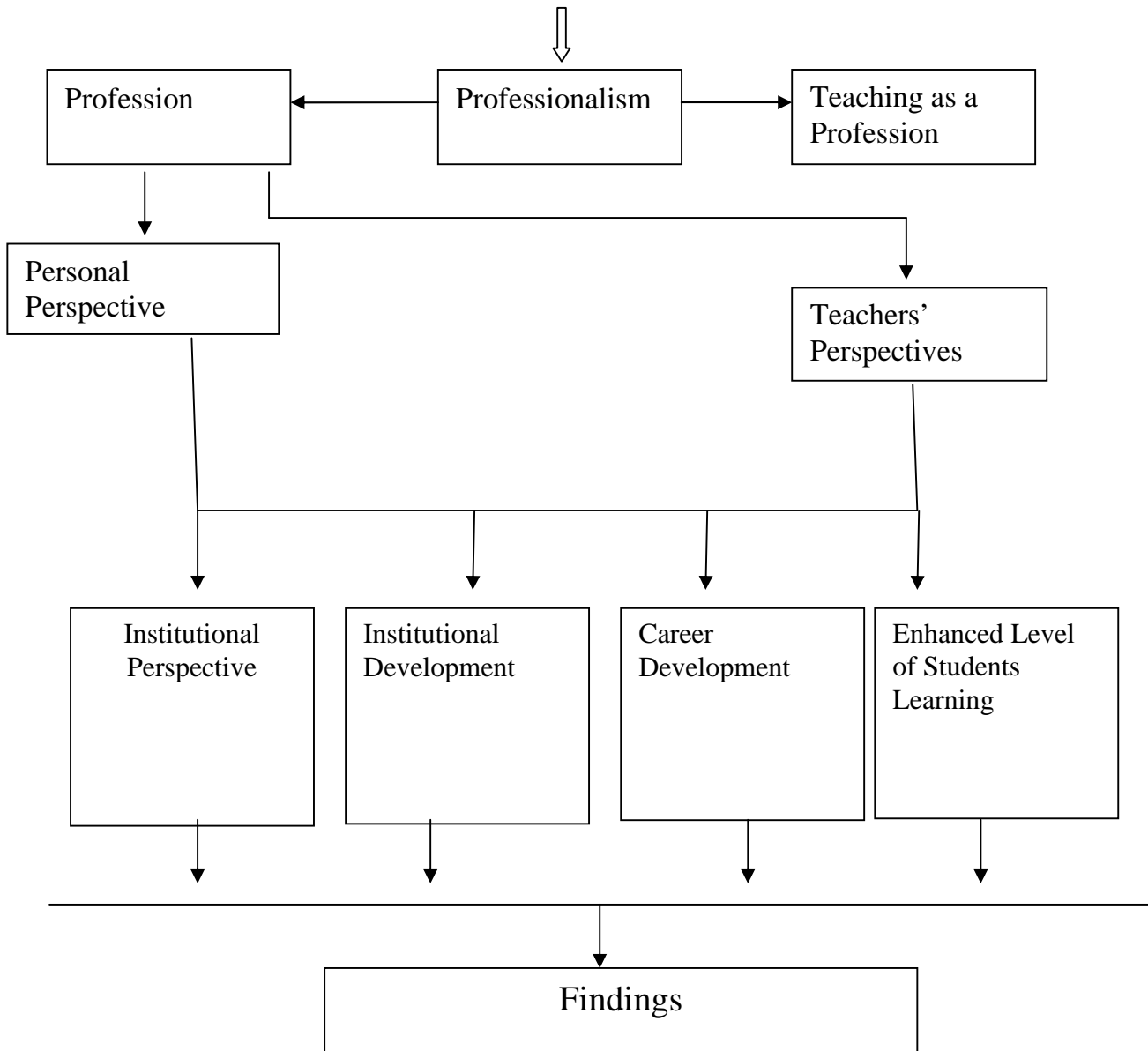
Likewise the study of Baral (2015) provided me insights into selecting research design and data interpretation techniques. Likewise, the study of Shahi (2015) helped me out to know about the perspectives of English language teachers towards keeping teaching journals.

In the same way APA (6th edition) proved to be fruitful in getting knowledge about research format, citation and referencing. So, the reviewed sources have become very important for me because they provided me valuable guidelines to go ahead in my research work.

2.4 Conceptual Framework

The thesis Export and Novice Teachers' Personal Efforts for Professional Development is based on the following conceptual framework:





METHODS AND PROCEDURES OF THE STUDY

This chapter includes the design and method of the study, population, sample and sampling procedure, study area/field, data collection procedure, and data analysis and interpretation procedures.

3.1 Design and Method of the Study

I adopted survey research design to carry out this research. Survey is the most commonly used method of investigation in educational research which can be carried out either by a group of researchers or by an individual. Data are

collected only at a single point of time aiming to obtain overview of phenomenon, event, issue or situation. The sample should be representative of the study population as a whole. The findings of survey are generalizable and applicable to the whole group.

In this type of research, I visited the selected area to find out the existing data. Specifically, it carried out in small number of population in order to find out to address the large population by selecting sample population which was representative of the study population as a whole. In this context, Cohen and Manion (1985, as cited in Nunan 1992, p. 140) write: Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through small scale studies carried out by single researcher.

The purpose of survey is generally to obtain the snapshot of conditions, attitudes, and / or events at a single point of time. Survey is always done in the natural setting. Similarly, Nunan (1992, p. 140) states “Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics”. Likewise, Cohen et. al. (2010, p.141) write that survey research in which searchers gather data at a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation. From the aforementioned definitions, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitudes, and events at a single point of time. Steps of survey research presented by Nunan (1992, p. 141) are

Defining objectives

Identifying target population

Reviewing Literature

Determining sample

Identifying survey instruments

Designing survey procedure

Identifying analytical procedure

Determining reporting procedure

On the basis of abovementioned discussion, it is crystal clear that survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitudes, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole population. For this reason, I followed survey design in my study.

3.2 Population, Sample and Sampling Strategy

Following purposive non-random sampling procedure, fifteen secondary level schools located in Jhapa district were selected. English language teachers of the schools constituted the sample of the study. 15 expert and 15 novice English teachers were selected as the sample of the study. Two English teacher teaching English at 15 secondary level were selected from each school. The total sample size consisted of 30 English teachers from different schools of Jhapa District. I used purposive non-random sampling procedure to select teachers from different schools.

3.3 Study Area

The study mainly focuses on "Expert and Novice Teachers Personal Efforts for Professional Development". The study was accomplished in Jhapa District.

3.4 Data Collection Tools and Techniques

I used questionnaire (see Appendix I) to elicit the required information for the study. The questionnaire consisted of closed-ended questions followed by focused group discussion.

3.5 Data Collection Procedure

I used the following step-wise procedures to collect the required data. First, I prepared questionnaire including 25 close-ended questions. Then, I went to the field and ask for the consent from the people concerned. I explained them about the purpose of the research and persuade them for helping me in my research providing the required information. Then, questionnaire was distributed to them. They were given five days for filling in the questionnaire. Finally, I collected the distributed questionnaire thanking all the respondents who provided me the required information and helped in my research.

3.6 Data Analysis and Interpretation Procedure

The survey research design was used to study secondary level novice and expert English language teachers' personal efforts for professional development. The main objective of this study was to identify the personal attempts carried out by the teachers for their professional development. After collecting the data/information, the researcher tabulated the information. For the purpose of analyzing data, simple statistical tools like tables, bar, were adopted. The data was analyzed and interpreted systematically and descriptively with the help of tables.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

This chapter deals with the results and discussion of the data collected for this study from the informants. The descriptive approach has been adopted to interpret the collected data.

4.1 Discussion

This study was mainly based on the descriptive approach of discussion. The data collected from the informants have been discussed in the different sub-headings:

4.1.1 Teachers' Personal Efforts for Their Professional Development

There are several factors that influence professional development of novice and expert teachers. There were several aspects such as : experiential learning, taking students' age, interest and needs, simplifying, modifying and clarifying the daily teaching content, awareness on learners' problems, difficulties and learning styles, consulting the related authentic sources and educational bodies, development of instructional materials, reading authentic books, consulting the internet, learning and taking the responsibilities of supervision and mentoring, attending conferences, meeting and seminars which help professional development, consulting library for professional development.

Similarly other aspects are seeking institutional support, evaluating ones own teaching in reflective way, refining personal values and beliefs according to need of professional development, studying different subject matters in English, which are the major personal efforts made by the teachers for their professional development.

The following table presents the teacher's view about:

4.2.1.1 Reviewing Experiential Learning

The following table (Table 1) presents teacher' views about reviewing experiential learning in the different areas of teaching.

Table 1

Reviewing Experiential Learning in the Different Areas of Teaching

S.N.	Responses	Total no of Teachers'	Percentage	Remarks
1	Yes	18	60%	
2	No	8	26.67%	
3	Uncertain	4	13.33%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that most of the teachers (i.e. 60%) told that they regularly review experiential learning in the different areas of teaching. Supporting this statement (T₁) said "*Reviewing experiential learning in the different areas of teaching is necessary for professional development because past experience helps to solve the current problems and to make good decision in the classroom.*" Fewer teachers (26.67%) told that they did not regularly review experiential learning in the different areas of teaching Similarly, (T₄) revealed "*Experience is not necessary for teaching profession because I concern about present but do not recall past experience.*" Some of them (13.33%) were

Uncertain. These responses of the teachers show that reviewing experiential learning in the different areas of teaching is essential.

So, it can be analyzed that they regularly review experiential learning in the different areas of teaching.

4.2.1.2 Taking students' Age, Interest and Needs

The following table (Table 2) presents about teacher's view about taking Students' Age, Interest and Needs:

Table 2
Taking Students' Age, Interest and Needs

S.N.	Responses	Total no of Teachers'	Percentage	Remarks
1	Yes	19	63.33%	
2	No	9	30%	
3	Uncertain	2	6.67%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that most of the teachers (i.e.63.33%) told that students' age, interest and needs should be taken into consideration, in this regard (T₂) revealed "*Students age, interest and needs should be considered to make the child friendly environment in teaching.*" Fewer teachers (i.e.30%) told students' age interest and needs should not be taken into consideration. Likewise (T₃) said "*I do not care about students age, interest and needs since I care about the content but not about students.*" And some of the teachers (i.e. 6.67%) were

uncertain. Such response of teacher shows that taking students' age, interest and needs into consideration makes the teaching learning easy.

So, it can be analyzed that teachers always consider about the age, interest, needs and ability of students before teaching and after teaching for better learning in the classroom.

4.2.1.3 Simplifying, Modifying and Clarifying the Daily Teaching Content

The following table (Table 3) presents Teacher' views on simplifying, modifying and clarifying the daily teaching content:

Table 3

Simplifying, Modifying and Clarifying the Daily Teaching Content

S.N.	Responses	Total no of Teachers'	Percentage	Remarks
1	Yes	15	50%	
2	No	7	23.33%	
3	Uncertain	8	26.66%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that most of the teachers (i.e.50%) told that they simplify, modify and clarify the daily teaching content. In this regard, (T₅) revealed "*The teacher should simplify, modify and clarify the daily teaching content to generalize the complex idea in simple way so that student can*

understand the lesson easily." Some of the teachers (i.e.23.33%) told that they did not simplify, modify and clarify the daily teaching content. Similarly, one of the teachers (T₆) told "*I do not simplify, modify, and clarify the daily teaching content because I deliver the idea widely but do not care about simplicity and modifying the content.*" Fewer teachers (i.e.26.67%) were Uncertain. Such response of teacher shows that modifying and clarifying the daily teaching content makes the classroom management easy.

So, it can be analyzed that teachers regularly simplify, modify and clarify the daily teaching content to make it more accessible to the learner.

4.2.1.4 Awareness on Learners’ Problems, Difficulties and Learning Styles

The following table (Table 4) presents teacher's views on awareness on learners’ problems, difficulties and learning styles:

Table 4
Being Aware of Learners’ Problems, Difficulties and Learning Styles

S.N.	Responses	Total no of Teachers’	Percentage	Remarks
1	Yes	18	60%	
2	No	7	23.33%	
3	Uncertain	5	16.67%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that most of the teachers (i.e. 60%) told that they were aware about learners’ problems, difficulties and learning styles. One of teacher (T₇) told "*The good teacher should be aware about learners’ problems, difficulties and learning styles because teachers should know about the students*

nature." Some of them (i.e.23.33%) teachers told that they were not aware about learners' problems, difficulties and learning styles. Another teacher (T₈) said "*I do not care about learners problems because my styles is teacher centered.*" Fewer teachers (i.e.16.67%) were Uncertain. Such response of teacher shows that being aware of learners' problems, difficulties and learning styles, makes students learn fast.

So, it can be analyzed that teachers are always aware about learners' problems, difficulties and learning styles.

4.2.1.5 Consulting the Related Authentic Sources and Educational Bodies

The following table (Table No.5) presents teacher's views on consulting. The related authentic sources and educational bodies.

Table 5

Consulting the Related Authentic Sources and Educational Bodies

S.N.	Responses	Total no of Teachers'	Percentage	Remarks
1	Yes	4	13.34%	
2	No	21	70%	
3	Uncertain	5	16.66%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that most of the teachers (i.e.70%) told that they did not consult the related authentic sources and educational bodies. To support this statement, one of the teacher (T₁₀) told "*It is not necessary for a teacher to consult the related authentic sources and educational bodies since I do not have enough time.*" Some of the teachers (i.e.13.34%) told that they consulted the related authentic sources and educational bodies. Another teacher (T₁₁) said "*It*

is necessary for a teacher to consult the related authentic sources and educational bodies to update him/her with teaching materials." Fewer teachers (i.e.16.66%) were Uncertain. Such response of teacher shows that consulting the related authentic sources and educational bodies expands the teacher's knowledge.

So, it can be analyzed that teachers did not consult the related authentic sources and educational bodies to get wide knowledge about curriculum.

4.2.1.6 Development of Instructional Materials

The following table (Table 6) presents teacher's views on development of instructional materials

Table 6
Development of Instructional Materials

S.N.	Responses	Total no of Teachers'	Percentage	Remarks
1	Yes	11	36.67%	
2	No	8	26.67%	
3	Uncertain	11	36.67%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that some of the teachers (i.e.36.67%) told that development of instructional materials is necessary. In this regard (T₁₁) told "*Development of instructional materials is necessary to teach well.*" Some of the teachers (i.e.26.67%) told that development of instructional materials is not necessary. Likewise (T₁₂) said "*Development of instructional materials is not*

necessary because I have no idea to use instructional materials in classroom." Among them (36.67%) teachers were Uncertain. Such response of teacher shows that developing the possible and necessary instructional materials makes the teacher easy to manage the classroom.

So, it can be analyzed that development of instructional materials is necessary for professional development of teachers.

4.2.1.7 Reading Authentic Books, Consulting the Internet

The following table (Table 7) presents teacher's views on Reading Authentic Books, Consulting the Internet:

Table 7
Reading Authentic Books, Consulting the Internet

S.N.	Responses	Total no of teachers'	Percentage	Remarks
1	Yes	21	70%	
2	No	6	20%	
3	Uncertain	3	10%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that most of the teachers (i.e.70%) told that reading authentic books and consulting the internet are essential. While supporting this statement one of the teacher (T₁₃) revealed "*Reading authentic books and consulting the internet are essential to enlarge the professional knowledge.*" Some of the teachers (i.e.20%) told that reading authentic books, consulting the internet are not essential. Similarly, One of the teacher (T₁₄) told "*Reading authentic books and consulting the internet are not essential because internet network is not found in our locality.*" Among them 10% teachers were

Uncertain. Such response of teacher shows that reading authentic books, consulting the internet makes the teacher update with current knowledge.

So, it can be analyzed that to acquire the wide knowledge for their professional development they regularly read authentic books and consult internet.

4.2.1.8 Learning and Taking the Responsibilities of Supervision and Mentoring

The following table (Table 8) presents teacher's views on learning and taking the responsibilities of supervision and mentoring:

Table 8

Learning and Taking the Responsibilities of Supervision and Mentoring

S.N.	Responses	Total no of Teachers'	Percentage	Remarks
1	Yes	12	40%	
2	No	9	30%	
3	Uncertain	9	30%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that less than half of the teachers (i.e.40%) told that learning and taking the responsibilities of supervision and mentoring are useful. Among them one of the teacher (T₁₄) told "*Learning and taking the responsibilities of supervision and mentoring are useful in ELT to make the learning effective.*" Among them, 30% teachers told that learning and taking the responsibilities of supervision and mentoring are not useful. Similarly, one of the teacher (T₁₅) told "*Learning and taking the responsibilities of supervision and mentoring are not useful in ELT because the practice of supervision is not effective in teaching in Nepal*". Some of the teachers (i.e. 30%) were Uncertain.

Such response of teacher shows that learning and taking the responsibilities of supervision and mentoring makes the evaluation.

So, it can be analyzed that for their professional promotion, they learn and take the responsibilities of supervision and mentoring.

4.2.1.9 Attending Conferences, Meeting and Seminars

The following table (Table 9) presents teacher's views on attending conferences, meeting and seminars which help professional development:

Table 9
Attending Conferences, Meeting and Seminars

S.N.	Responses	Total no of Teachers'	Percentage	Remarks
1	Yes	14	46.66%	
2	No	8	26.67%	
3	Uncertain	8	26.67%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that less than half of the teachers (i.e.46.66%) told that attending conferences, meeting and seminars help professional development. Among them one of the teachers (T₁₆) told "*Attending conferences, meeting and seminars help for expanding professional development.*" Among them, (i.e.26.67%) teachers told that attending conferences, meeting and seminars did not help professional development. Likewise one of the teacher (T₁₇) said "*Attending conferences, meeting and seminars do not help for expanding professional development because conferences and meeting are conducted only for formality in Nepal.*" Some of the teachers (i.e.26.67%) were Uncertain. Such

response of teacher shows that attending conferences, meeting and seminars which help professional career of the teachers.

So, it can be analyzed that teacher never miss the conferences, meeting and seminars which help professional development.

4.2.1.10 Consulting Library for Professional Development

The following table (Table 10) presents teacher's views on consulting library for professional development:

Table 10
Consulting Library for Professional Development

S.N.	Responses	Total no of Teachers'	Percentage	Remarks
1	Yes	16	53.34%	
2	No	5	16.66%	
3	Uncertain	9	30%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that most of the teachers (i.e.53.34%) told that they consulted library for professional development. Among them one of the teachers (T₁₈) told "*I consulted library for new teaching techniques in ELT.*" Some of the teachers (i.e.16.66%) told they did not consult library for professional development. Likewise, another respondent (T₁₂) told "*I did not consult library for new teaching techniques in ELT because the library does not have new books and internet facility in our locality.*" Some of the teachers (i.e.30%) were Uncertain. Such response of teacher shows that consulting library is useful for professional development.

So, it can be analyzed that they always consulted library for professional development.

4.2.1.11 Seeking Institutional Support

The following table (Table 11) presents teacher's views on seeking institutional support:

Table 11
Seeking Institutional Support

S.N.	Responses	Total no of Teachers'	Percentage	Remarks
1	Yes	18	60%	
2	No	8	26.66%	
3	Uncertain	4	13.37%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that most of the teachers (i.e. 60%) told that seeking institutional support is necessary. Among them one of the teacher (T₁₉) told "*The institution should support the teacher for teaching in a better manner.*" Some of the teachers (i.e.26.66%) told that seeking institutional support is not necessary. Other respondent (T₂₀) told "*The institution should not support the teacher because the teacher should manage everything for himself.*" And fewer teachers (i.e.13.37%) were Uncertain. Such response of teacher shows that seeking institutional support is essential for teacher.

So, it can be analyzed that teacher seek institutional support for professional development.

4.2.1.12 Evaluating Ones Own Teaching in Reflective Way

The following table (Table 12) presents teacher's views on evaluating ones own teaching in reflective way:

Table 12
Evaluating Ones Own Teaching in Reflective way

S.N.	Responses	Total no of teachers'	Percentage	Remarks
1	Yes	14	46.66%	
2	No	11	36.67%	
3	Uncertain	5	16.66%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that less than half of the teachers (i.e.46.66%) told that they should evaluate their teaching in reflective way. Among them one of the teacher (T₂₀) told "*Teacher evaluates their teaching in reflective way for better learning of the students.*" Some of the teachers (i.e.36.67%) told that they should not evaluate their teaching in reflective way. One of the respondents (T₄) told "*Teachers do not evaluate their teaching in reflective way because good evaluation procedure is not practiced in our country.*" Fewer teachers (i.e.16.66%) were Uncertain. Such response of teacher shows that evaluating ones own teaching in reflective way makes the teacher easy to teach in the classroom.

So, it can be analyzed that teacher evaluate their teaching in reflective way to be a good teacher.

4.2.1.13 Refining Personal Values and Beliefs

The following table (Table 13) presents teacher's views on Refining personal values and beliefs:

Table 13
Refining Personal Values and Beliefs

S.N.	Responses	Total no of Teachers'	Percentage	Remarks
1	Yes	22	73.34%	
2	No	4	13.33%	
3	Uncertain	4	13.33%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that most of the teachers (i.e. 73.34 %) told that they refined personal values and beliefs. Supporting this statement, one of the teachers (T₁₁) told "*Teacher refined personal values and beliefs according to need of professional development.*" Some of the teachers (i.e. 13.33%) told that they did not refine personal values and beliefs. Similarly, one of the teacher (T₁₀) told "*Teachers do not refine personal values and beliefs according to need of professional development because they do not know what professional development means.*" Fewer teachers (i.e.13.33%) were Uncertain. Such response of teacher shows that personal values and beliefs should be refined according to need of professional development.

So, it can be analyzed that to be a good teacher s/he usually refines personal values and beliefs according to need of professional development.

4.2.1.14 Studying Different Subject Matters in English

The following table (Table 14) presents teacher's views on studying different subject matters in English:

Table 14
Studying Different Subject Matters in English

S.N.	Responses	Total no of teachers'	Percentage	Remarks
1	Yes	12	40%	
2	No	10	33.33%	
3	Uncertain	8	26.66%	
Total		30	100 %	

Source: Field Study, 2016

The above table presents that some of the teachers (i.e.40%) told that studying different subject matters in English is necessary. Among them one of the teacher (T₁₅) told "*Teacher study different subject matters in English for knowledge building.*" Some of the teachers (i.e.33.33%) told that they did not study different subject matters in English. Likewise, one of the respondents (T₁₃) told "*Teacher do not study different subject matters in English because they do not want to study more and teach.*" Some of the teachers (i.e.26.66%) were Uncertain. Such response of teacher shows that studying different subject matters in English enlarges the horizon of knowledge.

So, it can be analyzed that to be a good teacher they study different subject matters in English.

4.2.1.15 Enhancing Professional Development by Personal Efforts

Teachers should develop their professional knowledge. They should embark on a life-long journey of developing professional competence. It is the professional responsibility of teachers to undertake a wide range of activity to improve their teaching. Some teacher responses about enhancing professional development by personal efforts are presented below:

T₁ says, *"Teacher must enlarge knowledge for his/her career."*

T₂ views, *"Teacher should enrich knowledge by personal efforts."*

T₃ opines, *"Teacher has to expand professional development by personal efforts for his/her betterment."*

On the basis of the above responses it can be concluded that teacher should enrich professional development by personal efforts. Most of the teachers stated that they can enhance professional development by their own efforts.

4.2.1.16 Making Plan of My Teaching Strategies

Learning strategies refer to the techniques or deliberate actions that the learners use to make language learning more successful and enjoyable.

Learner's background, past learning experiences, their reasons for learning, the methods and techniques of teaching, their degree of motivation, individual differences and their state of mind are some of the factors that affect the learning capacity of learners. Some teacher responses about making plan of my teaching strategies are presented below:

T₁ says, *"It is important to make plan for teaching strategies."*

T₂ views, *"Teachers should use the suitable technique in the classroom.*

T₃ opines, *"Teacher must use the style according to syllabus."*

On the basis of the above responses it can be concluded that it is essential to make plan of teaching strategies. Most of the teachers stated that they make plan of their teaching strategies.

4.2.1.17 Determining Goals (short and long term) of Profession

A profession is an occupation, vocation or career where specialized knowledge of subject, field or science is applied. According to Pennington (1991, as cited in Richards and Lockhart (2010, p.40), profession is a recurring concern in language teaching. A professional activity involves systematic knowledge and proficiency. The teachers responded about determining goals (short and long term) of profession are presented below:

T₁ says, *"Teachers should think about goals for their professional development.."*

T₂ views, *"Teachers must examine goals for their career development.."*

T₃ opines, *"Teacher have to determine goals for better teaching."*

On the basis of the above responses it can be concluded that it is essential to determine goals (short and long term) of profession. Most of the teachers stated that they determine goals (short and long term) of their profession.

4.2.1.18 Focusing on Skill Learning as the Opportunity

The terms 'learners' refers to the students at schools and colleges as a part of academic programme or those who are learning language at language schools or colleges and language centers. There are four skill of language: listening,

speaking, reading and writing. Some teacher responses about focusing on skill learning as the opportunity are presented below:

T₁ says, "Teachers should focus on skill learning as the opportunity."

T₂ views, *"Teachers should be conscious about skill learning as the opportunity for professional development."*

T₃ opines, *"Teacher Teachers should be aware about skill learning as the opportunity for the betterment of students.."*

On the basis of the above responses it can be concluded that teachers should focus on skill learning as the opportunity for teachers. Most of the teachers stated that they always focus on skill learning as the opportunity.

4.2.1.19 Developing the Possible and Necessary Teaching Materials

Teaching materials and resources are the things for students to look at, to talk about, to listen to, to write on and to work with. Language learning can be dull when the students lack the things to talk about, to look at, to listen to write on and to work with. Some of the responsive given by the teachers about developing the possible and necessary teaching materials are presented below:

T₁ says, *"There must be sufficient teaching materials in ELT classroom."*

T₂ views, *"There must be language Laboratory for ELT."*

T₃ opines, *"Quality education cannot be provided without teaching materials."*

On the basis of the above responses, it can be concluded that teachers must develop possible and necessary teaching materials. Most of the teachers stated that they develop the possible and necessary teaching materials.

4.2.1.20 Need of Acquisition of Knowledge for Personal Advancement

Acquisition of knowledge and expertise are necessary for personal advancement and promotion, including supervisory and mentoring skills. The teacher can contribute significantly for the professional development by enhancing and advancing knowledge, skills, and expertise. Some of the responses given by the teachers about need of acquisition of knowledge for personal advancement are presented below:

T₁ says, *"Need of acquisition of knowledge for personal advancement is necessary for teachers."*

T₂ views, *"It is necessary to acquire knowledge for teachers."*

T₃ opines, *"It is essential to acquire knowledge for teachers' better performance."*

On the basis of the above responses it can be concluded that need of acquisition of knowledge for personal advancement is necessary for teachers. Most of the teachers stated that acquisition of knowledge is necessary for personal advancement.

4.2.1.21 Taking One's Strengths and Weaknesses into Account

A teacher is a person who helps learners to acquire knowledge and skills by giving information, guiding them and encouraging them to study. Strength means good aspects and weakness means bad aspects. Every teacher has good and bad aspects. The teacher should always consider about good and bad aspects. Some of the responses given by the teachers about need of taking one's strengths and weaknesses into account are presented below:

T₁ says, *"The teacher must be conscious about his/her strengths and weakness."*

T₂ views, *"It is better to be aware about his/her good and bad aspects."*

T₃ opines, *"The good teacher always tells about strengths and weaknesses."*

On the basis of the above responses it can be concluded that it is better to take one's strengths and weakness into account. Most of the teachers stated that they always take into account of their strengths and weaknesses.

4.2.1.22 Evaluating One's Own Teaching

Language teaching is universally regarded as a profession. Profession is a recurring concern regarding language teaching, teachers, and institutions. However, language teaching has unique characteristics. Profession is a recurring concern regarding language teaching. Job which needs special training, skills and education is profession. The person who is qualified in these aspects is professional. So, teachers should evaluate his/her own teaching frequently for professional development. Some of the responses given by the teachers about need of evaluating one's own teaching are presented below:

T₁ says, *"A good teacher must evaluate his/her own teaching."*

T₂ views, *"Teacher should evaluate his/her own teaching for professional development."*

T₃ opines, *"Teacher should evaluate his/her own teaching for better learning of students."*

On the basis of the above responses it can be concluded that teachers should evaluate his/her own teaching for better future. Most of the teachers stated that they evaluate their own teaching.

4.2.1.23 Interested in Adding to My Professional Knowledge

The course the teachers 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. In such cases, it is the responsibility of school to provide the means by which teachers can acquire the knowledge and skills they need. Teachers update their knowledge by trainings, seminars, etc. Some of the responses given by the teachers about need of interested in adding to my professional knowledge are presented below:

T₁ says, *"Teachers should be interested to expand his/her professional knowledge."*

T₂ views, *"Teachers should be aware about enlarging his/her knowledge for professional development."*

T₃ opines, *"Teachers should be interested about adding his/her knowledge for better teaching."*

On the basis of the above responses it can be concluded that it is important to enrich his/her professional knowledge for both teacher and students. Most of the teachers stated that they are always interested in adding to their professional knowledge.

4.2.1.24 Providing Students Exam Oriented Notes and Materials

The teachers should teach the students according to syllabus. They should provide them the exam oriented notes and materials which can be fruitful for them and they can easily pass the exams. Some of the responses given by the teachers about need of providing students exam oriented notes and materials are presented below:

T₁ says, *"Teacher should provide exam oriented notes and materials for better results in school."*

T₂ views, *"Teachers provide exam oriented notes and materials for teacher development."*

T₃ opines, *"Teachers should provide exam oriented notes and materials for professional development."*

On the basis of the above responses it can be concluded that teachers should provide exam oriented notes and materials for benefits of teachers and students. Most of the teachers stated that they provide exam oriented notes and materials to students.

4.2.1.25 Evaluating the Students and Classroom

Evaluation is a method of measuring a person's knowledge, skills and ability in the giving area. It tries to measure how much knowledge does a person have. In other words, it is a measuring device which is used to compare and individual's performance with that of others. The good teacher should evaluate the students and classroom regularly. Some of the responses given by the teachers about need of evaluating the students and classroom are presented below:

T₁ says, *"Teacher should evaluate the students and classroom regularly."*

T₂ views, *"Teachers must evaluate the students and classroom for professional development."*

T₃ opines, *"Teachers should evaluate the students and classroom for better results."*

On the basis of the above responses it can be concluded that regular evaluation of the students and classroom is necessary for better results of students and

teachers. Most of the teachers stated that they usually evaluate the students and classroom.

4.2 Summary of Findings

This study aimed to find out the teachers' personal efforts for their professional development". The results of the study have been presented as below:

-) Most of the teachers (i.e.60%) stated that to develop pedagogical expertise, they regularly review of past experience in the different areas of teaching.
-) It is stated that they always understand about the age, interest, needs and ability of students before teaching and after teaching.
-) It is revealed that most of the teachers (i.e.50%) regularly simplify, modify and clarify the daily teaching content to make it more accessible to their learner.
-) We find that more than half of the teachers (i.e.60%) are always aware of learners' problems, difficulties, and learning styles.
-) Most of the teachers (70%) stated that they did not consult the related authentic sources and educational bodies to get wide knowledge about curriculum.
-) Less than half of the teachers (i.e.36.67%) teachers said that for their professional promotion, they learn and take the responsibilities of supervision and mentoring.
-) Less than half of the teachers (i.e.46.66%) stated that they never miss the conferences, meeting, and seminars which help professional development.
-) More than half of the teachers (i.e.53.34%) revealed that they always consult library for their professional development.

-) More than half of the teachers (i.e.60%) stated that if they can not solve their problems themselves, then they decide what kind of support they need from their institution.
-) Most of the teachers (i.e.73.34%) stated that to be a good teacher, they usually refine personal values and beliefs according to need of professional development.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATION

The section includes the summary of the whole research study. The research study has been concluded in the section and its recommendation on policy related, practice related and further research related has also been discussed.

5.1 Conclusion

The researcher constructed two sets of questionnaire to Judge the novice and expert teachers' personal efforts for their professional development. To ensure the validity and reliability of the finding two sets of questionnaire were constructed. Data were collected from thirty expert and novice teachers who were teaching different secondary schools of Jhapa district.

The data was gathered using only one type of tool from teachers. Then the data was tabulated. After the overall analysis, the researcher pinpointed the teacher personal efforts for their professional development. The study has been divided into five chapters. Chapter one encompasses general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, operational definitions of the key terms.

Chapter two deals with review of the related literature and conceptual framework. It incorporates review of the related theoretical literature, review of the related empirical literature, implication of the review of the study and conceptual framework. Chapter three deals with methods and procedures of the study. It includes design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedure and data analysis and interpretation of results. Chapter four deals with the analysis of data and interpretation of results. It includes analysis of data and interpretation of the results and findings of the study. Chapter five

deals with conclusion and recommendation.. The appendices and references are given in the final part of the thesis.

On the basis of analysis and interpretation, the following conclusions have been derived:

-) Most of the teachers (i.e.73.34%) stated that to be a good teacher, they usually refine personal values and beliefs according to need of professional development.
-) More than half of the teachers (i.e.55%) stated that to develop knowledge, they study about different subject matters in English.
-) The teachers stated that they can enhance professional development by their own efforts.
-) The teachers told that they can determine goals (short and long term) of their profession.
-) The teachers stated they always focus on skill learning as the opportunity.
-) The teachers expressed that they develop the possible and necessary teaching materials.
-) The teachers stated that acquisition of knowledge is necessary for personal advancement.
-) Most of the teachers revealed that they always take into account of their strengths and weaknesses.
-) Most of the teachers stated that to improve themselves, they evaluate their own teaching.

-) Most of the teachers expressed that they are always interested in adding to their professional knowledge.
-) Most of the teachers told that they provide exam oriented notes and materials to students.
-) Most of the teachers said that they usually evaluate the students and classroom.

5.2 Recommendations

On the basis of the findings, following recommendations have been made:

5.2.1 Policy Related

This is the highest level of recommendation. The things that are recommended at the level would change the whole system of the country. Some of the implications of the study at policy related are;

-) ESL teachers should make decisions about priorities, goals and areas for future development or improvement for teachers.
-) Different types of awareness programs regarding the importance of learning for teachers are needed to be conducted.
-) The policy makers should be aware about the increasing application of language pedagogy for teachers.
-) The infrastructure must be managed throughout the nation for utilizing teaching and learning process for teachers.
-) Curriculum must not be designed by putting the teachers as everything to make the learning process easy and effective. Policy makers should be conducted in curriculum.

5.2.2 Practice Related

This is the level of actual recommendation of the policies into classroom practice. Some of the recommendation of the study for the level are as below;

-) Teachers should not be overloaded with their duties during the school hours. They should be equipped with enough time and opportunity to discuss and learn from their senior and experienced teachers for better professional insight.
-) Teachers should record of incidents, problems and insights that occurred during classes as a source for further learning.
-) Staff meeting, different types of workshops, seminars relating to teachers' learning strategies should be organized frequently in the school. All the teachers should be encouraged for their equal participation in such occasions.
-) Teachers should be provided with the support and favorable school environment required for learning and practicing collaboratively establishing relation between more experienced teachers with less experienced teachers in a mentoring role and mutual trust among them. It includes enough encouragement, constant supervision and appropriate appreciation from the school authority.
-) In English language teaching the case analysis methodology should be more widely used in teacher education courses and training must be given to all English teachers for their professional development.
-) English teachers should handle the action research to improve classroom practice and their further development.

-) All the concerned personalities and authorities should take immediate action to implement the findings of this research in order to verify the problem in English language teaching and strengthen the slow progress of the students in English language.
-) To solve the problems of teaching English, teachers training programme organizers and teachers educators like NELTA should include and focus on role of teachers learning strategies as means for teachers' professional development.

5.2.3 Further Research Related

Some of the implications that would be helpful for those who attempt to conduct research under the area are as follows;

-) Further research in the field of ELT must be carried in order to help the policy maker to determine the objective based on teacher's professional development.
-) Further experimental investigation should be conducted by focusing on the benefits in language teaching and learning for teachers' professional development.
-) There must be the investigation regarding the suitable technique in Nepal for professional development of teachers.
-) The new researchers are suggested to carry out their studies on the language specific aspects that can be beneficial to the use of teaching and learning for teachers.

APPENDIX-I

Dear Informant,

This questionnaire has been prepared for collecting data for the research work entitled “**Expert and Novice Teachers’ Personal Efforts for their Professional Development**” which is carried out under the guidance of **Mr. Ashok Sapkota**, Teaching Assistant, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. The researcher hopes that you will cooperate with him to fill up those questionnaire by taking part and provide the data for his research study which will be invaluable contribution to accomplish this research work.

Thanking you.

Researcher

Laxmi Prasad Adhikari

Part I: Personal Profile

Please give your personal information as asked.

Teacher's Name:

School's Name:

Qualification:

Post:

Experience:

Training (if any):

Part II: Questions Pertaining to the Professional Development of the English Teachers

S.N.	Statements	Yes	No	Uncertain
1.	To develop pedagogical expertise, I regularly review my past experience in the different areas of teaching.			
2.	I always understand about the age, interest, needs and ability of students before teaching and after teaching.			
3.	I regularly simplify, modify and clarify the daily teaching content to make it more accessible to the learner.			
4.	I am always aware about learners' problems, difficulties and learning styles.			
5.	I consult the related authentic sources and educational bodies to get wide knowledge about curriculum.			
6.	I develop the possible and necessary instructional materials that are not in my schools.			
7.	To acquire the wide knowledge for my professional development I regularly read authentic books, consult internet and talk with expertise.			
8.	For my professional promotion, I learn and take the responsibilities of supervision and mentoring.			

9.	I never miss the conferences, meeting and seminars which help my professional development.			
10.	I always consult library, people involved in professional development and multimedia.			
11.	If I couldn't solve my problems myself, then I decide what kind of support I need from my institution.			
12.	To be improved my self I always evaluate my own teaching in reflective way.			
13.	To be a good teacher I usually refine personal values and beliefs according to need of professional development.			
14.	To develop knowledge I equally study about English grammar, discourse analysis, phonology, testing, SLA etc.			

Part III: Questions Pertaining to the Role of English Teachers or self efforts for professional development.

The followings are some of the activities that are related to the professional development of the teachers. Do they play the important role in ELL? Please indicate how important the activities are for teachers' professional development by circling the following response scale.

- | |
|---|
| 1 = Strongly Agree
2 = Agree
3 = Uncertain
4 = Disagree
5 = Strongly Disagree |
|---|

15. I can enhance professional development by my own efforts.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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16. I regularly make plan of my teaching strategies.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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17. I determine goals (short and long term) of my profession.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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18. I always focus on skill learning as the opportunity.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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19. I develop the possible and necessary teaching materials.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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20. Acquisition of knowledge is necessary for personal advancement.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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21. I always take into account of my strengths and weaknesses.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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22. To be improved myself, I evaluate my own teaching.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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23. I am always interested in adding to my professional knowledge.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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24. I consult related authentic sources to get knowledge.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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25. I never miss evaluating the students and classroom.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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Thanking you again for your kind co-operation.

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