

CHAPTER ONE

INTRODUCTION

The present study on "Self-Directed Learning for Teachers' Professional Development" consists of general background, review of the related literature, objectives and significance of the study.

1.1 General Background

Originally, the word 'profession' had religious overtones as in 'a profession of faith'; it also had the sense of dedicating oneself to a calling i.e. vocation. Those engaged in a profession also 'professed' to have a knowledge not available to the public at large, but a knowledge that could be of great public use. In profession, we have a kind of 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, but which is not simply engaged in for profit, because it also carries a sense of public service and personal dedication.

Profession is referred to as occupation, vocation or career where specialized knowledge of a subject, field, or science is applied. Wallace (2010) presents the following qualities of a profession.

-) a basic of scientific knowledge;
-) a period of rigorous study which is formally assessed;
-) a sense of public service;
-) high standards of professional conduct,
-) the ability to perform.

Profession requires expertise and skills in these areas. Professionalism is a continuous process of getting progress in profession. It is subjective since it cannot be measured quantitatively. Professionalism is the buzzword today. So often we come across people and organization claiming to be 'professional' in their feelings, business, operations and services. The question is what exactly is professionalism? Do academic

qualifications alone lead to professionalism or is there something more to it? Most people think that professionals are people who have acquired specialized training or qualification in a particular profession. While they may be right, the term today is broader in meaning and implications.

The first indicator of professionalism is knowledge about one's job. It is the ability to do work meticulously and accurately with minimal errors or confusions. Knowing the job is one thing, enjoying it is another, enjoying the job and feeling proud of it is the second most important factor. It is important to feel good about what one is doing - that gives us the urge to constantly innovate and improve ourselves. It is amazing to see how this 'pride' in one's job is totally unrelated to the money or designation or social status. The third important aspect is related to thought process. A professional has the ability to rise above personal biases and prejudices, think objectively and give his best in all situations as the situation demands personal likes and dislikes have no place. For a professional, personal equation with people are im-material-unpleasant past-experiences didn't matter while dealing with the same person again.

Another aspect is related to our approaches to others vis-à-vis our self, so often we come across people who are constantly competing with others. For them the objective is to be known as number one. A professional is a person who is competing with himself, his focus is on becoming better than his best every day.

Integrity and ethics are two most important quality of a professional. In fact, many of us may be a professional by qualification, however, lack professionalism in this respect. Having a strong value system and an unshakable personal integrity is an individual attribute and has nothing to be with the status or background or financial weakness. Professionals need close contact with the changes that occur along with time Professionalism is also about creating the right impression. All of the above aspects can be understood by experience alone but 'self presentation' is one aspect of professionalism which enables us to set up the right expectations. The manner in which we conduct our self and our etiquette assume importance in that context.

1.1.1 Teachers as Professionals

Teaching is intricate, exact and challenging job. It is a complex and technical task that test one's commitment and courage. Teaching is a process of facilitating the learners to learn knowledge, skills and attitudes in a comfortable way. Teachers are the stage setters, they set the stage where the learners can do different actions to acquire the knowledge in different subject matters. Teaching is widely understood as an act of transforming knowledge, skills, and the attitudes to the learners with an aim of bringing positive change in them.

Hasen (1999) states "Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understandings which allow students to progress rather than to regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities" (as cited in Day, 2004, p.16) Teachers are learners themselves for the continuous updating of their knowledge and adding new bricks in their foundation of knowledge. In teaching process, what role teachers play is in the center position. Hopkins (1985) mentions, "Teachers are too often the servants of heads, advisers, researchers, textbooks and curriculum developers, examination boards of the department of education and science among others (as cited in Head and Taylor, 1997,p.97). Similarly, Harmer (2008) highlights the roles of teachers as: controller, assessors organizer, prompter, participant, resource and tutor (p. 25). A language teacher is more concerned with the teacher's roles in teaching. In this context, Kumaravadivelu (2003) has presented three different roles - teacher as passive technicians, teachers as reflective practitioner and teachers as transformative intellectuals. These roles are rooted in different schools of psychology such as teacher as passive technician is rooted in behaviorism. The second and third roles of the teachers are very important.

Teachers should have the repertoire with sound knowledge and skills to handle these multiple roles and responsibilities. Those roles and responsibilities are being changed time and again due to emergence of advance technology. On the other hand, the needs and interests of the learners and society or country are not constant, they are changing

continuously. For this, teachers are engaged in the lifelong learning. Professionalism is continuous growth of the teacher in teaching so the teachers as professionals need continuous growth in their teaching profession.

Teaching is a profession which requires special type of skill and knowledge in this field. Teaching as a profession is supported by the criteria presented by Hole (1995) which helps to define profession - social functions, knowledge, practitioner autonomy, collective autonomy and professional values.

There are several personnel like learners, doctors, pilots, nurses and engineers. Like others, teachers need their professional preparation to accomplish their particular job. So teachers are regarded as the professionals. Khaniya (2006) states, "Professional is he who performs tasks involving not only skills and knowledge but also expertise, and a teacher as a professional is necessarily responsible to bring about change or performs tasks after he receives instruction" (p.7). Similarly, Weiler (1995) quotes, "Professionals are at the top of a hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good" (as cited in Villegas - Reimer, 2003, p. 30). Similarly, Walling and Lewis (2000) state, "Professionals can introduce highly specialized expertise to solve complex problem and yet historically teaching has fallen short of the status of profession" (as cited in Villegas - Reimer, 2003, p.34)

Teaching as a profession has been debated over the years and throughout the nations. The issue was whether teachers are professionals as opposed to mere workers and whether teaching is a profession and not just an occupation. But, recently, the debate is solved and the teaching has been accepted and established as a profession.

Education system of countries can only be implemented and effectively run when the teachers are developed as the professionals. Teachers are the heart of any education system. Only the professionalism can help the teacher to complete their job effectively and responsibly. By examining the above mentioned concepts about teaching as a profession and teachers as professionals, it emphasizes that teacher must play the role of the dedicated professionals to their business, teachers as professionals need

continuous growth and development. So nowadays the concept of teacher development has become a central issue in teacher education, the people concerned with teacher education are interested in teachers professional development.

1.1.2 Teacher Education: Teacher Development and Teacher Training

Teacher education involves the whole process of producing teacher. it includes teacher training and teacher development. Language teaching is aimed at creating optimal conditions for desired learning to take place in as short a time as possible, language teaching is very much subjective because basically a subjective activity is carried out in an organized way. It is concerned with different roles of teacher and 'classroom dynamics'. Teaching is mostly based on the teacher since the way of teaching may be different from one teacher to another whatever seen, done, and whatever happened in the classroom is called 'classroom dynamics'.

Language teaching is more concerned with the teachers' role in teaching. In this context, Kumaravedivelu (2005) has described the three roles of the teacher. Teacher as 'passive technician' is the role rooted in behaviorism. According to behaviorism, the ultimate role of teachers is giving a piece of information to the students and they practice that knowledge but he is passive in the classroom. Secondly, the role of the teachers can be as 'reflective practitioners'. Reflection means looking back to our own teaching, analyzing it and think about future. Simply, it is a way of evaluating our teaching, analyzing it and planning for future to make teaching effective. There should be 'reflection in action' i.e. the reflection which is done during teaching and 'reflection on action' i.e. reflection on teachers' past experiences. Teachers as 'transformative intellectuals' is the most effective role of teacher for successful language teaching, it is one of the challenging roles of the teachers. The teacher as a transformative intellectual should create the environment where the students can create infinite set of and multiple diverse knowledge on the basis of some set of knowledge.

This view in the role of teachers takes classroom and society as socially constructed and historically situated, Teacher is not just an individual but he is a part of society, he

is a social being, so what he teaches is related to the culture of the society. Paulo Freire (1972) developed the concept of "pedagogy of oppressed", the pedagogy which creates equality among all the people. Similarly, the concept of 'critical pedagogy' has been developed.

By analyzing the above motioned ideas, the teacher development is not a single and short time activity but it is essential and life long process.

Richards (1998) presents the following as the areas of the core knowledge of the teacher:

-) Theories of teaching (CLT or other)
-) Basic teaching skills (teaching theory + procedural/experiential know-how)
-) Communication skills and language proficiency (the linguistic + the pragmatics)
-) Subject matter knowledge (linguistics, sociolinguistics, second language learning etc.)
-) Making pedagogical reasoning skills and decision (curriculum in action-objectives, lesson planning, materials development, assessment, monitoring, evaluation)
-) contextual knowledge, (government policy level, community level school level).

Including the above mentioned list the teachers need the knowledge of school culture, background of the students, their social economical and ethnic status, decision making, etc. for their full professional development.

1.1.2.1 Teacher Development

Development means change and growth. According to Head and Taylor (1997), "teacher development is the process of becoming 'the best kind of teacher that I personally can be' (p. 1). Teachers are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach and the preconceptions that they have about teaching and learning. "Teacher development is a way of learning

which is complementary to training, and which is motivated by teachers' own questioning as what they are and what they do, rather than by any external training agenda" (Head and Taylor, 1997, p.7).

It draws on the teacher's own inner resource for change. Whatever there is inside the teachers that should be used in changing the contemporary teaching learning activities. Inner resources of change are provoking the teachers. Teacher development is centered on personal awareness of the possibilities for change and of what influences change process. Teacher development builds on root i.e. past teaching experiences help in changing present teaching style and planning for the future. So, it is self-reflective process. Teacher development is a continuous and dynamic process in which teachers change themselves and there is always graded improvement. In this contexts, Villegas-Reimer (2003) states, "professional development of teachers is a lifelong process which begins with the initial preparation that teachers receive (whether at an institute of teacher education or actually on the job) and continues until retirement" (p. 8).

Teacher development, in terms of teacher's own understanding refers to keeping themselves alert and engaging in teaching new skills, knowledge, information and techniques in order to deal with new experience, challenges and opportunities in their profession as well as becoming better at what they are doing. Teachers' professional development is the process of developing professional excellence in the teacher by learning, experiencing, practicing and preparing oneself for new challenges and responsibilities to be encountered in teaching. For this DlozMaggioli (2000) adds, "Professional development is not a one shot, one-size-fits-all event, but rather an evolving process of professional self - disclosure, reflection and growth that yields the best result when sustained over time in communities of practice and when focused on job embedded responsibilities". Because teacher development is changing so rapidly and so frequently all round the world, we are aware that even in the 'most recent' literature may already preset models or experiences that are no longer being implemented in a particular country. Once the teacher starts teaching s/he needs to struggle for keeping growing and this struggle requires his/her voluntary will and

effort. All types of professionals required change and growth once they start their career. The growth starts from the very beginning and continues until the retirement professionally, and until the death bed personally, so, as the usual saying "Learning in any profession is a lifelong process" (Gnawali, 2001, p. 36). Professional development is not confined to any formal course or external input. It can mean many different things and activities as teachers can find various alternative ways to learn. Similarly, Ganser (2000) argues "professional development not only includes formal experiences but also incorporates informal exercises" (as cited in Bhandari, 2006).

For professional development, teacher oneself has to explore his /her own beliefs and thinking process and to examine how these influence his/her classroom practice. There should be a spirit of inquiring to develop the expertise in any field which is the key for teacher development. A good teacher always holds this spirit. Professional development is the development of a person in his/her professional role. After gaining the experience and expertise for years in teaching systematically, a teacher achieves the professional development. Glatthorn (1995) perceives, " Professional development as the growth that occurs as the teacher moves through the professional career." (as cited in Villegas-Reimers, 2003, p. 11). For Underhill (1998), teacher development is a continuous process of transferring human potential into human performance and this process is hence finished. He states:

Development means ... keeping students on the same side of leaving fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoiding getting in a rut. If I am from a turn, then so is my reaching and then so are my students and learning from a rut, slow and inspiring (as cited in Head and Taylor, 1997, p. 7).

Teacher development is perceived as an umbrella term which includes varieties of activities carried out by the teachers either individually or in a group. Glatthorn (1995) says:

The concept of teacher development is broader than career development, which is defined as the growth that occurs as the teacher moves through the professional career development and broader than staff development, which is the provision of organized in service programs designed to foster the growth of group of teachers; it is only one of the systematic interventions that can be used for teacher development (as cited in Villegas-Reimer, 2003, p. 11).

Teacher development and teacher training are two broad kinds of goals identified within the scope of teachers education. Teacher development as a continuous process is usually compared and contrasted with teacher training which is sometimes criticized for being one-off and not helpful for teacher development. This is one of the misconceptions about teacher development, they are different in many respects but they both contribute to the teachers' professional development. According to Richards and Farrell (2010), "Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals" (p. 3). Often it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Teacher training also involves training out new strategies in the classroom, usually with supervision, and monitoring and getting feedback from others on one's practice. The content of training is usually determined by experts and is often available in standards training formats or through prescription in methodology books.

Davis (2001) compares the teacher training and teacher development:

For me, teacher development is a bit like the first time I drove a car after passing my driving test. It was an experience totally different from driving with an instruction in my flat mate's car with him sitting next to me. I was free to share the experience for its own sake, to make mistakes and to be relaxed about them and learn from them ... And my driving has improved through

conversations with friends and trying out what they said (as cited in Gnawali, 2008, p. 37).

'Unlike Davis' statement, Maley (1990) sees the decision making is most significant difference between teacher training and teacher development. In teacher training, it is the institution, who decides what the teacher is going to learn. In teacher development, teacher makes the decision in the following activities in his words:–

In teacher development it is the teacher who decides whether to undertake a given project, which one, who with, how where and when how often, for how long and why and who bears the responsibility for these decisions (as cited in Gnawali, 2008, p. 37)

The distinction between the teacher development and teacher training can be drawn on the basis of their different goals. Richards and Farrell (2010, p.3-4) present the goals of the learning from a training perspective and development perspectives. The goal from a training perspectives are as follows:

-) Learning how to use effective strategies to open a lesson
-) Adapting the textbook to match the class
-) Learning how to use group activities in a lesson
-) Using classroom aids and resources (e.g. video)
-) Techniques for giving learners feedback on performance

The goals of the learning from the development perspective are as follows:

-) Understanding how the process of second language development occurs
-) Understanding how our roles change according to the kind of learners we are teaching
-) Reviewing our own theories and principles of language teaching
-) Developing an understanding of different types of teaching
-) Determining learners' perceptions of classroom activities.

Similarly, Head and Taylor (1997, p. 9) mention the following table to differentiate between teacher training and teacher development.

Table No. 1

Difference Between Teacher Training and Teacher Development

Teacher Training	Teacher Development
Compulsory	Voluntary
Competency based	holistic
Short-term	long term
One-off	on going
Temporary	Continual
external agenda	internal agenda
skill technique and knowledge based	awareness based, angled towards personal growth and the development of attitudes/insights
compulsory for entry to the profession	non-compulsory
top-down	bottom-up
product/certificate weighted	process weighted
means you can get a job	means you can stay interested in your job
done with experts	done with peers

From the analysis of the above mentioned definition and comparison between teacher development and teacher training, I come to conclude that the latter is one of the strategies on pre-requisites to teacher's professional development so teacher development seems to be a macro process and teacher training a micro one. Indeed, teacher training and teacher development complement each other. In this context, Head and Taylor (1997) state, "It is more useful to see training and development as two complementary components of a fully rounded teacher education" (p.9)

1.1.2.2 Characteristics of Teacher Development

From the above discussion it is clear that teacher development is a continuous process of growth and improvement of the teacher in their profession. It is bottom-up process of development. It starts when the teacher starts teaching and it ends when s/he retires from the profession. Although development can happen in many different ways, it seems that certain core characteristics emerge when teachers are asked what they think teacher development is Rosser (1992) lists four key characteristics of teacher development. They are as follows:

- A. It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse-from confidence - building to language awareness or technical expertise.
- B. Much of TD is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.
- C. TD is not just to do with language teaching or even teaching: it's also about language development (Particularly for teachers whose native language isn't English), counseling skills assertiveness training, confidence - building, computing, meditation, cultural broadening- almost anything, in fact.
- D. TD, in most teacher's opinions, has to be 'bottom-up', not dished out by managers according to their own view of what development teachers need. This doesn't mean to say that managers have no role in it ... Nor does it mean that managers should stop organizing in-service or other training courses.

(as cited in Head & Taylor, 1997, p. 4)

Because teacher development focuses on individual needs, it takes on different specific meanings and forms depending on where teachers are working and what their desired direction for development is.

1.1.2.3 Need and Importance of Teacher Development

The ideas that have most influenced our current thinking about teacher development were first put forward long ago and have been much debated over the years by philosophers, psychologists and educationalists.

There were a number of quite specific reasons why, during the 1980 English language teachers began to feel the need for some form of self-motivated professional development, and to express this in various ways, through sounds, conference papers and workshops and teachers networking informally together to share ideas within IATEFL, the Teacher Development Special Interest Group was formed in 1985 to provide a forum for interested teachers to exchange ideas and to reach a wider audience of teachers all over the world. Adrian Underhill was its founder and first coordinator. The information exchange which took place in the Teacher Development newsletter and in correspondence between members revealed that two things were happening: first, that some teachers were already working on their own and in group, independently of the IATEFL movement, in a variety of ways, on similar issues, second, that many teachers were ready and eager to join in this exchange, which addressed relevant issues concerning their own development, with the support and focus that the Special Interest Group could provide. It becomes clear that the concerns that led to the formation of the Special Interest Group were not confined to the context in which it was formed initially, but were already engaging very many teachers worldwide who found that personal self-awareness and reflective practice were way to professional growth.

Head and Taylor (1997, p. 7, 8)

In an article considering the reasons for the emergence of 'teacher development' as a distinct concept in English language teaching, particularly in the UK, Rod Bolitho

(1988) identified a number of background factors as significant. They are summarized below (as cited in head and Taylor (1997, p. 8):-

1. The huge expansion of the language teaching industry, bringing large numbers of teachers into the profession, and the lack of a career structures offering opportunity for variety and promotion.
2. The 'mid life crisis' experienced by many teachers after ten or more years in the field.
3. Low pay and poor conditions of service in many institutions, and many teachers working on temporary or part time contracts, leading to low morale, low self-esteem, and often a sense of frustration and isolation among teachers.
4. An increasing preoccupation with qualifications. British ELT needed to professionalism itself, yet higher academic courses seldom have the kind of practical orientation that many teachers hope for and there are no guarantees of a permanent job at the end of them.
5. The influence of 'humanistic' views of language teaching, while from a more academic base studies of second language acquisition were also beginning to focus on the learning process. Spawning pacing new ideas of a more learner-centered approaches to teaching.

From the above mentioned description of the teacher development, it is concluded that teachers need to have confidence both themselves and others that they are doing a job which is valued, and that they can take control of the direction of their development.

Teachers' quality is a single determining factor for the students effective learning. To improve the qualities of teachers, making them ready for continuous learning, improving the continuous classroom practices, increasing student learning, developing good curricula and curricular materials, developing collegiality, sharing knowledge and experiences among teachers and students, solving problem together, initiating

various innovative works - teachers qualities, capabilities and competences need to be promoted and enhanced. In this regard, Australian College of Education (2005) clearly spell out that professionalism is essential for teachers and it help teachers,

-) to be knowledgeable on subject matter and pedagogy,
-) to be effective in the care and development of all learners
-) to adhere to professional and ethical standard.
-) to act as strong advocate for profession
-) to contribute to the development of profession
-) to reflect on strong ethical orientation across all areas of learning and teaching (as cited in Poudel, 2006).

The formal trainings, which are especially provided by the government or any institution are limited to a particular subject matter and time. On the other hand, teacher development does not take place in a fixed time but it continues for long time. The received knowledge of the teacher is not enough for effective teaching and teachers' full professional development, they need the long period experience. During their teaching they reflect on themselves if anything to be repeated or avoided is decided by self-appraisal.

The method of teaching and learning and the approach of language learning are changing time and again, so the teachers feel refresh their knowledge. The teacher development is a key factor to bring the positive effect on educational products. So a teacher should advance in professional expertise throughout his/her career and this advancement doesn't depend on formal course or externals input alone.

Regarding the importance of updating oneself in teaching profession, Khaniya (2006) states,

People do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast, people working in that field will be left for behind. For this

purpose people involved in it should be allowed to work for its development, advancement and continuous improvement(p. 9).

The modern technology has also great influence on handling teaching profession effectively. the teacher should have awareness on technology too. Ur(1996) mentions, "the pre-service course provided to the teachers is not enough to start teaching with confidence and competence, it should also give the teachers tools and understanding for further development" (p. 317). Ur (1996) further says,

Constant teacher development and progress can forestall or solve the problems caused by both first year stress and later burnout. More positively, it is a necessary contributor to your success and satisfaction in professional work today and to your career in the future as teacher and/or in other allied professional materials, trainers, author and researcher (p. 317).

Good teaching involves teachers' intellect and passion as well so the teachers must feel comfortable physically, emotionally and psychologically. Regular teacher development opportunities can only encourage the all-round development, success and satisfaction of the teacher. Ashton and Webb (1986) found the following seven contextual factors that influence teacher sense of efficacy and competence:

-) Excessive role demands
-) Inadequate salaries and low status
-) Lack of recognition and professional isolation
-) Uncertainty
-) A sense of powerlessness
-) Alienation
-) The decline in teacher morale (as cited in Day, 2003, p.74)

Teacher development has sometimes identified as a further step beyond training, and as being particularly concerned with the needs of experienced teachers as opposed to

those in initial training. By keeping it separate from training, Head and Taylor (1997) imply that development is something distinct and unusual, and that people who have little or no experience of teaching are not ready to deal with the issues it raises.

The focus of teacher education is already being extended from a narrowly based training model towards a broader approach in which developmental insights are learned alongside classroom teaching skills. Pennington (1990) argues that viewing teaching as a profession provides a motivation for continuous career growth and that teacher educators have a responsibility to prepare teachers right from the start to adopt a development perspective, she further focusing on the importance of the teacher's professional development quotes:

Within the framework of teaching as a profession, teacher preparation aims at the development of competency standards for the field and for the attainment of a certain level of competency for all individuals; while underscoring the importance of individualized professional growth throughout the teaching career, professional teacher preparation programs will have the development of an extensive repertoire of classroom skills and the judgment to apply their skills as needed. In this way, teacher preparation moves beyond 'training' in the narrow sense to enabling an individual to function in any situation, rather than training for a specific situation. (as cited in Head and Taylor 1997, p. 13).

In conclusion, teachers' professional development cannot be underestimated instead it is overestimated and the professional development is essential for the teachers to be professionals.

1.1.3 Self-Directed Learning

There are several factors that substantially enhance the knowledge base, skills, attitudes and competency of a teacher causing him to gain professional growth. These

factors may embrace both formal and informal learning experiences which contribute to the continual enhancement and maintenance of the professional skills, competencies and experiences (Guskey, 2000). Therefore, teachers assuming the responsibility as professionals need to be equipped with motivation for continuous and career long learning which enhances sustainable, intellectual and service oriented maturity. In order for teaching professionals to keep abreast with change, renew and review their own knowledge, skills and attitudes - they need to involve themselves in a number of learning activities one of them is self-directed learning and others are collaborative learning, reflective practices and experiential learning. Such processes can lead them along their professional trajectory whereby they gain both vertical and horizontal professional development. However, this increment or development does not happen precipitately, instead it is a time taking process, and only happens gradually in a piecemeal approach.

Professional development, therefore, subsumes not only the facilitated learning opportunities but also self-motivation, intention, systematicity and many other relevant factors. In order to sensitize professional development in teachers they should, therefore, be encouraged to incorporate conditions of specialized knowledge, self-regulation, autonomous performance and a large dose of responsibility for learner welfare.

The use of strategies coupled with intrinsic motivation is momentous in developing a language teacher as a self-directed learner because strategies are the specific action plans (Oxford, 1990) which essentially help teachers grow as true professionals thereby teacher learners become teachers par excellence. Such strategies can be both self-initiated and learnt from others. Self-initiated strategies may differ from person to person. However, some strategies of language teacher development such as developing teaching portfolios, peer observation and journal writing are commonplace strategies that teachers can adopt as self-directed strategies for their professional development. In this sense, self-directed learning corroborates lifelong learning which edifies language teachers about becoming dynamic and informed adults. Self-directed

learning therefore is both a crucial gate way and an essential strategy for lifelong learning (Harvey et al., 2003).

Knowles (1975) defined that self-directed learning as a process in which individuals take the initiative in diagnosing their learning needs, designing learning experiences, locating resources and evaluating their learning. Self-direction, according to Dickinson (1987), "refers to a particular attitude towards learning one in which ... the learner is prepared to take responsibility for his own learning" (p. 12). Gugliehmino (2008) further clarifies self-direction in lowering stating that it: can occur in a wide variety of situations, ranging from a teacher - directed classroom to self planned and self-conducted learning projects developed in response to personal or workplace interests or needs and conducted independently or collaboratively. Therefore, the self-directed learner, as Dickinson (1987) states, is one who retains responsibility for the planning, decision making and implementation of the decisions throughout the period of learning.

The self-directed learner is one who takes responsibility for the management of his or her own learning being autonomous in all the processes without assistance. Self-directed learning, as Dickinson (1987) posits, is an attitude of mind towards learning rather than any particular techniques or activities.

Self-directed professional development enhances teachers' self-reflection whereby teachers have control over their professional experiences and are motivated by tasks or problems that they find meaningful. Because teachers are already aware of their strengths as well as needs, they create a self-directed professional development plan for them. Self-directed professional development activities may include both collaborative and intimately individual activities whereby teachers, with air without the consultation of teacher educators attempt to diagnose their needs and solve them by themselves. The other forms of self-directed professional development activities may include action-research, collaborative learning teams, peer mentoring and coaching relationships or lessons studies. In this way, self-directed professional activities are listless.

Wallace (1991) emphasizes the use of self-directed strategies stating that teachers ought to be encouraged to become 'reflective practitioners' and thereby self-evaluation takes place and the teachers can become cognizant of their professional competence. He states, "teachers should be flexible, capable of further independent study, able to solve problems in a rational way, able to combine speed of response with depth of understanding" (p.26). Richards and Farrell (2010) discuss about the strategies of teachers' professional development, among them the self-directed learning strategies include "self-monitoring, journal writing, analyzing the critical incidents , teaching portfolios and action research" (p.14).

An important direction in teacher development in recent years has been movement away from "outsider" approaches to "insider" ones. In self-directed learning, teachers assume responsibility for setting goals for self-development and for managing and controlling their own learning. Among the reasons for the shift toward self-directed approaches to teacher development are a move from an authoritarian organizational structure in schools toward more democratic and participatory forms of teacher development; a shifting of responsibility for professional deployment from managers and supervisors and action-based learning.

Central to self-directed learning are the following processes (Richards and Farrell, 2010, p. 14)

-) Inquiry. Asking questions about one's own teaching practice and seeking the information needed to answer these questions.
-) Self-appraisal. Assessing one's teaching and development on the basis of evidence from oneself and others and the ability to critically reflect and a desire to analyze oneself to determine one's strengths and weaknesses.
-) Experience. Personal experience becomes the basis and the stimulus for learning
-) Personal construction. Meaning is personally constructed by the learner.
-) Contextualized learning. Learning takes place in a particular context and social setting and is socially constructed.

-) Planning and managing Learning. Learning is dependent on the ability to set short and long-term goals and to select strategies for their achievement.

Teachers' professional development, being a self-reflective process, extensively demands the use of self-directed development strategies to keep teachers abreast with the changes such that teachers not only become professionally sound but also near themselves to achieve true professionalism. Strategies such as self monitoring and journal writing are essential wheels for driving teachers towards the realm of self-directed professionalism. Self-directed learning is entirely a new phenomenon in the Nepalese education system.

1.2 Review of Related Literature

Every researcher needs to observe the fundamental background of the related subject and the past studies. Though a number of research works have been carried out in the field of English language teaching, a very few of them have been conducted in the field of teacher development. I tried to review some researches which are associated with the teachers' professional development here.

Rossner (1992) carried out a short survey to find out what the teachers personally understand by teacher development. He found that teacher's responses indicated three key areas that teacher is concerned with. They are:

- a. Developing language and other skills like counseling, meditation, computing and so on.
- b. New experiences, challenges and opportunities for teachers to broaden their repertoire and take new challenges and responsibilities.
- c. Needs and wants of the individual teacher in ways that suit that individual, to bottom-up approach in decision making about what developing teachers need (as cited in Gnawali, 2008, p.37-38)

In attempt to understand the factors that affect the relationship between educational reform and teachers' professional development, Futrell (1995) conducted a research in

nine schools distinct in the USA and identified the following factors: local focus, significant funding, local leadership, long range planning, including teachers and their professional development as part of the reform, collegiality and time (as cited in Villegas-Reimers 2003, pp. 26-27). Spovitz Mayer and Kohle (2000) who conducted a study working on the data collected in Ohio, the USA, found that as a result of teachers' involvement in intensive professional development activities, "teachers' attitudes, preparation and practices all showed strong, positive, and significant growth from pre-professional development to the following spring. Furthermore, these gains were such trained over several years following (the teachers') involvement" (as cited in Villegas-Reimers, 2003, p.22).

Gnawali (2001) conducted a research entitled "Investigating classroom practices: a proposal for the teacher development for the secondary school teachers of English in Nepal" with one of the objectives i.e., How do teachers develop? He interviewed eight teachers and teacher educators from different countries: England, Georgia, Nepal, Romania and Uzbekistan. It was found that teachers developing their career through different approaches such as reading, challenges, responsibilities, and exposure to different types of colleagues.

Richards and Farrell (2005) explored and listed the following eleven different procedures that can be used to facilitate teachers' professional development' workshops, self-monitoring, teacher support groups, journal writing peer observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching and action research.

Atay (2006) conducted a research on "Teachers' professional development". In the study, he found that participants in collaborative research have a positive impact in the professional development in-service teachers by broadening their perceptions of research, helping them to recognize the value of collaboration, and encouraging them to implement, new institutional practices.

Phuyal (2009) carried out a research entitled "Practices of reflective teaching used by primary level English Teachers" with an objective to find out the practices of

reflective teaching used by primary level English teachers. From the study she came to the conclusion that the majority of the primary level English language teachers are not aware of the advantages of reflective practices for their professional development though some of them respond that they used it as a way to their professional development.

Adhikari (2010) conducted a research entitled “Collaborative learning for teachers' professional development.” The main objectives of the research were to find out the attitude of Secondary Level English Language teachers towards collaborative learning and the school environment available to them for learning and practicing collaboratively. The research was limited to Pokhara and Kathmandu Valley and questionnaire was used as the research tool. The findings of the research showed that almost all the secondary level English language teachers had positive attitude towards collaborative learning and majority of them are provided with supportive and favorable environment for collaborative learning within their institutions.

Joshi (2010) carried out a research on “Learning strategies of English language teachers for professional development” aiming at identifying the learning strategies of English language teachers and the benefits they got from those strategies for their professional development. The research was limited to Kathmandu valley and questionnaire was used as the research tools. The finding showed that teachers' own teaching experience, self-monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching are the most common learning strategies that have been practiced by the English language teachers and the strategies like mentoring, refresher, courses, teaching portfolios, resource and teacher activity centers, reflective logs and analysis of critical incidents are less common learning strategies among the English language teaching indifferent colleges of Kathmandu.

Khanal (2011) conducted a study on “Information literacy for teacher development.” The study was carried out in order to identify English language teachers' perception towards information literacy and find out the environment available for teachers in the institution to make them information literate. He concluded that information literacy

skills are essential for the professional development of the teachers. In the research most of the teachers agreed that information literacy skills provide the teacher to do any work easily and it also increases their capacity to judge, analyze, develop, alter and make decisions even in uncertain problematic situation. Similarly, Khanal found out that all the teachers' institutions lack the effective environment to make them information literate teacher.

We can find a large numbers of theses in the field of English language teaching. However, there are a few such studies in the field of teachers' professional development as it is new area of study in the context of Nepal. There is lack of research in the area of self-directed learning as one of the best way and learning activity for teachers' professional development in this 21st century. So this research in such emerging issue is the first one in the teachers' professional development in the Department.

1.3 Objectives of the Study

This study had the following objectives.

- i. to find out the awareness of the English language teachers towards self-directed learning.
- ii. to identify the practices of self-directed learning adopted by the teachers for professional development.
- iii. to find out which strategies under self-directed learning are mostly adopted by the teachers for their professional development.
- iv. to suggest some pedagogical implications.

1.4 Significance of the Study

Each and every research study is important for the institutions, scholars, professors, students and the researcher who are interested in the particular areas. This study will reveal the awareness of the secondary level English teachers towards self-directed

learning for their professional development. Similarly, it will also display the different strategies and practices adopted by the teachers. In addition, this research will try to show the mostly used strategies for teachers' self-directed learning. Professionalism is now the buzz word everywhere. It has great significance in this context. It is not only important for the professionals and novice teachers, researcher of this field, the student of teacher development but also for the professional related to other professions rather than teaching. In Nepal, self-directed learning for English teachers' professional development is newly introduced concept. So, it will be the stimulus for the language teachers and people who are associated with the teaching field for their further research and professional development. It will throw the light on what self-directed learning is, what the strategies are to be adopted and the awareness of the English teachers about the self-directed learning. Mostly, the students of M.Ed. English will be benefitted with this study as English language teachers development is a subject in their course.

All in all, the significance of this study cannot be underestimated instead it will be beneficial for the professors, teachers, researchers and students who are related to English language teaching and learning.

CHAPTER TWO

METHODOLOGY

Methodology is one of the most important parts of the research. This chapter deals with the research methodology adopted to carry out this present study.

The sources of data, population of the study, sample size and sampling procedures, tools for data collection process of data collection, limitations of the study and other procedures are described below:

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objectives of the study.

2.1.1 Primary Sources of Data

The primary sources of the data were 60 English language teachers teaching at secondary level in both private and public schools of the Kathmandu Valley. (See appendix II)

2.1.2 Secondary Sources of Data

The books of the following people were mostly used as the secondary sources of data: Ur (1996), Head and Taylor (1997), Gnawali (2001), Carr (2003), Villegas Reimers (2003), Day (2004), Kumar (2005), Best and Kahn (2006), Nunan (2010), Cohen, Manion & Morrison (2010), Richards & Farrell (2010), Richards & Lockhart (2010) and Wallace (2010), etc. Similarly, other sources of data were journals, articles, research works, reports, dictionaries and websites to collect sufficient information for the facilitation of the study.

2.2 Sampling Procedure

The Kathmandu valley including three districts: Kathmandu, Lalitpur and Bhaktapur was the research area of the study which was purposively selected. The total sample

size consisted of 60 teachers from 46 different public and private schools in the valley. I used non-random judgmental sampling procedure to select schools from the valley. Out of forty-six schools, 17 were public schools and other were private schools.

2.3 Tools for Data Collection

The research design of the study was survey type. I used questionnaire (see appendix I) to elicit the required information for the study. The questionnaire consisted of both closed-ended and open-ended questions.

2.4 Process of Data Collection

I used the following step-wise methodological procedure to collect the required data:

First, I prepared questionnaire including 25 open-ended and close-ended questions. Then, I collected the list of the secondary schools in the study districts from the respective education districts offices. I selected some private schools and some public schools from the list. I visited the selected schools, contacted with the Head teachers and English teachers in the schools. Then, I briefed them about the purpose of the research and persuaded them for helping me in my research providing the required information. Then, the questionnaires were distributed to them. They were given 5 days for filling in the questionnaire and I thanked all the teachers who provided me the required information and help in my research study.

2.5 Limitations of the Study

The study had the following limitations:

-) The study was conducted only on 60 secondary level English language teachers selected from 46 schools of Kathmandu valley.
-) It was limited to the self-directed learning as one of the best process for teachers' professional development among other processes.
-) It was limited to the data elicited only through the questionnaire.
-) It was limited to the strategies of self-directed learning such as self-monitoring, journal writing, analyzing critical incidents, teaching portfolios and action research.

CHAPTER THREE

ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

This chapter deals with analysis, interpretation and discussion of the data obtained from primary sources. The data was collected with the use of questionnaire (See Appendix-III) consisting of both close-ended and open-ended questions. The questions were constructed being based on the objectives of the study. The data was collected from 60 secondary level English language teachers from different 46 schools of the Kathmandu valley.

I arranged the questions thematically into three groups to meet the objectives of the study. The collected data was analyzed, interpreted and discussed under the three main headings:

-) English language teachers' awareness towards the self- directed learning for (teachers') professional development,
-) Practices of self-directed learning adopted by teachers for professional development and
-) Strategies under self-directed learning mostly adopted by the teachers for their professional development

The participants were asked 14 close-ended and 11 open-ended questions requiring the answers in their own words and opinions. The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done both statistically and descriptively.

3.1 English Language Teachers' Awareness Towards the Self-Directed Learning for Professional Development

The first objective of the study was to find out the awareness of the English language teachers about the SDL for professional development with the help of 9 close-ended and 5 open-ended questions. I tried to extract the awareness of the participants towards SDL for teachers' professional development.

Six close-ended and five open-ended questions were asked to identify the awareness of the teachers towards SDL for professional development and 3 close-ended questions were asked to find out the perception of teachers on self-directed learning for teachers' professional development. So, this heading is also divided into two main sub-headings to make the study more convenient. They are

-) Teachers' awareness towards self-directed learning for professional development and
-) Teachers' perception on self-directed learning for professional development.

3.1.1 Teachers' Awareness Towards Self-Directed Learning for Professional Development

In order to elicit the required information for finding out the teachers' awareness towards self-directed learning for professional development, the teachers were provided six closed-ended and five open-ended questions to respond. Based on responses provided by the teachers to close-ended questions the data has been presented in the table No. 2.

Table No. 2
Teachers' Awareness Towards Self-Directed Learning for Professional Development

S.N.	Statement	Responses	Respondents	
1	Self-directed learning is	a) a process in which individual takes the initiative with or without the help of others	19	31.66%
		b) 'Insider' perspective	2	3.33%
		c) Learning in which learner is prepared to take responsibility for his own learning	13	21.66%
		d) All of the above	28	46.66%
2	Professionalism is	a) a continuous growth and development of the professionals	49	81.66%
		b) a short time process	2	3.33
		c) can be earned by academic qualifications only	-	
		d) having the knowledge of subject matter	9	15
3	The strategy of self-directed learning for the professional development of the teachers is	a) Self-monitoring	20	33.33
		b) Journal writing	3	5
		c) Teaching portfolios	4	6.66
		d) All of the above	33	55
4	Self monitoring is.....	a) an activity in which information about one's teaching is documented in order to review or evaluate teaching	56	93.33
		b) a strategy in which experts direct the teachers development.	-	-

		c) a process which involves two or more than two colleagues.	-	-
		d) an activity in which the supervisors monitor the individual teacher	4	66.66
5	The initiator of self - directed learning is	a) the learners him/herself	49	81.6
		b) the teacher	2	3.33
		c) the expert	7	11.66
		d) the colleagues	2	3.33
6	Your professionalism will be well developed when	a) You are directed by supervisors	6	10%
		b) You get knowledge from the expert	17	28%
		c) You are provided autonomy and self-access for your own learning	37	62%
		d) Other ask you for learning	-	-

(No = number of teachers, % = percentage)

Among the 60 respondents, the collected data reveal that the majority of the teachers i.e. 46.66 percent recognized the proper view of self-directed learning, 31.66 percent of the teachers took self-directed learning as the process in which individual takes the initiative with or without the help of others. Similarly, 21.66 percent of the teachers viewed that the learner is responsible for his/her own learning. A small number of teachers took self-directed learning as 'insider' perspective. The data shows that most of the teachers are familiar with self-directed learning.

While analyzing the responses to the statement No. 2, it was found that 81.66 percent teachers are able to define the word professionalism properly i.e. professionalism is a continuous growth and development of the professionals.

From the above mentioned table, I have found that 55% of the teachers recognized all the strategies of self-directed learning where as 20% of them take only self-monitoring as the strategy of self-directed learning and a few numbers of them take journal writing and teaching portfolios as the strategies of self-directed learning for teachers' professional development. It shows that the majority of the teachers were familiar with the strategies of self-directed learning.

The table No. 2 depicts that 93.33 percent of the teachers recognized the proper definition of self-monitoring i.e. self-monitoring as an activity in which information about one's teaching is documented in order to review or evaluate teaching. Only the 6.66 percent of the teachers have wrong concept of self-directed learning.

According to the data presented above, almost all teachers i.e. 81.66 percent of the teachers recognized that the learner as the initiator of self-directed learning. Only a few numbers of them viewed that the experts and colleagues as the initiators of self directed learning.

Analyzing the data mentioned above it is found that 62 percent of the teachers replied that their professionalism will be well developed when they are provided autonomy and self-access for their own learning. Similarly, 28 percent of the teachers viewed that their professionalism will be well-developed when they are directed by supervisors.

As a whole, the table No. 2 shows that the teachers were aware about self-directed learning for professional development.

In order to elicit further information on awareness of teachers towards self-directed learning for their professional development, they were asked five open-ended questions. The first question was "How do you define 'self-directed learning ?" In response to this question, they had different concepts which have been summarized and presented in table No. 3.

Table No. 3
Defining "Self-Directed Learning"

S.N.	Responses	No.	%
1	It is a personal approach to learning in which a learner initiates, manages, conducts and controls his/her learning according to the objectives, needs and choice without the guidance and direction of the experts.	23	38.33
2	In SDL, one takes one's own responsibility and initiation to update learning, one feels the need to update the knowledge and thus is strongly motivated to be efficient.	7	11.67
3	Autonomous learning process in which learner aims to know something through different self-controlled devices.	5	8.33
4	A process in which a person evaluates him/herself gathering the information ,identifies his/her weaknesses and plans for further development.	5	8.33
5	An 'insider' perspective in which professional takes initiative without other's helps, keeps records of his/her teaching activities in order that s/he can change in time of need.	5	8.33
6	It is an approach or method in which the students are self-directing to the degree that they actively participate in their own learning process. They can teach themselves to control their attention over their anxiety and decide the techniques to use in learning.	5	5
7	A process in which learner tries to grow one-self.	3	5
8	Process seeking critical analysis of one's own teaching and learning.	3	5
9	The learning process which gets shaped and direction through the experience and knowledge are gained and accumulated.	2	3.33
10	When a person is eager to learn, he searches, reads and finds the solutions to his question, the process is called SDL.	2	3.33

11	It is both process and product.	1	1.67
12	An insider perspective that helps learners to find subject matter in depth.	1	1.67

(No = number of teachers,% = percentage)

The data presented in the table No. 3 shows that 38.33 percent of the teachers defined that SDL is a personal approach to learning in which a learner initiates, manages, conducts and controls his/her learning according to the objectives needs and choice without the guidance and direction of the experts. Nearly 12 percent of the teachers viewed SDL as 'in SDL one takes one's own responsibility and initiates to update the learning, one feels the need to update the knowledge and this is strongly motivated to be efficient. A little over 8% of the teachers stated ,SDL is autonomous learning process in which learner aims to know something through different self-controlled devices. Most of the teachers viewed that self-directed learning is the process of learning in which individual takes each and every responsibility of his/her own learning and initiates with his/her internal motivation and insider forces without the help of others.

The second open-ended question was "What are the strategies of SDL for teachers' professional development ?". In response to this question, the teachers listed the strategies of SDL. The responses are presented in table No. 4 below.

Table No. 4
Strategies of Self-Directed Learning Adopted by the Teachers

S.N.	Strategies
1	Self-monitoring
2	Journal writing
3	Teaching portfolio
4	Analyzing critical incidents
5	Action research
6	Selection of the weak areas to be improved

7	Collection of materials and keeping records related to self
8	Case study
9	Carrying out different research activities to solve problems
10	Continuous self-evaluation
11	Learning in planned way
12	Self-inquiry
13	Self-appraisal
14	Using experience
15	Writing articles
16	Create, select, structure and intent scenarios and environment of Learning
17	Utilizing available resources and opportunities of learning
18	Critically examining one's strengths, weaknesses, personal construction and contextualized learning
19	Doing project work
20	Reading newspaper articles
21	Discovery learning
22	Consulting the experts sometimes
23	Consulting the articles in the net
24	Updating the knowledge

The majority of the teachers included the common strategies of SDL in their lists such as journal writing, teaching portfolios, action research, self-monitoring and analyzing critical incidents. Similarly, they also added the other strategies in their list that are mentioned in the above table.

The third open-ended question was "write any five benefits of self-directed learning for teachers' professional development". In response to this question, the teacher listed mixed views . The benefits of SDL listed by the teachers are presented in table No. 5.

Table No. 5**Benefits of Self-Directed Learning for Teachers' Professional Development**

S.N.	Responses (SDL.....)	No.	%
1	Provides autonomous, learner-centered and free learning situation.	19	31.67
2	Makes teacher independent professional.	18	30
3	Saves time, cheaper, and accessible	18	30.00
4	Develops confidence in teaching	17	28.33
5	Makes teachers competent and perfect in their subject matter.	16	26.67
6	Helps the teacher to be up to date to the ways they adopt.	14	23.33
7	Motivates to write journals, keep teaching portfolios and carry out action research.	12	20
8	Helps teachers to identify weak areas of his/her teaching and take necessary steps for the change.	11	18.33
9	Addresses individual desires, needs and problems that a teacher facing.	11	18.33
10	Helps the teachers to be creative, constructive and innovative.	10	16.66
11	Makes teachers responsible and accountable for their PD.	9	15
12	Encourages to use locally available and authentic resources and materials to be resourceful.	9	15
13	Reduces the gap between what is learnt and what is done.	8	13.33
14	Inner-motivation, encouragement for doing the best.	7	11.67
15	Develops awareness about teachers continuous learning and growth.	7	11.67
16	Helps in self-evaluation, self-appraisal and finding the professional status of the teachers.	7	11.66
17	Helps to be critical.	6	10
18	Helps to obtain desired results	4	6.67
19	Helps the teachers to be active and conscious about their own professional development.	4	6.67

20	Enhances individual's efficiency	3	5
21	Broadens teachers insight.	3	5
22	Makes the teachers the owner of their learning.	3	5
23	Leads towards professionalism.	2	3.33

(No=number of teachers, %= percentage)

The table No.5 shows that 31.67 percent of the teachers viewed, 'SDL provides autonomous ,learner-centred and free learning situation. Similarly, 30 percent teachers viewed "SDL saves time and it is cheaper and accessible process of professional development.' Thirty percent of the teachers stated that SDL makes teachers independent learner for professional development. About 28 percent of the teachers assumed that SDL increases confidence level in teachers. The above table shows that the teachers have varying and interrelated views about the benefits of SDL for professional development. About 17 percent of the teachers stated that SDL helps the teacher to be creative, constructive and innovative one.

The fourth open-ended question was “Write any two differences between SDL and collaborative learning processes for professional development.” In response to this question, all the teachers listed the differences in their own ways. All of their responses are summarized and presented in table No.6 below.

Table No. 6
Difference between SDL and Collaborative Learning Processes

S.N.	Responses		No.	%
	SDL	Collaborative Learning		
1	Time saving	Time consuming	7	11.66
2	Self-motivated	Group oriented	6	18
3	Contextual and situational	Common not contextual	5	8.33
4	Individual is initiator of learning	Group is the initiator of learning	4	6.66
5	Individual plans his own goals and tries to get changes	Group plans goals and tries for change	4	6.66
6	Directed by own knowledge,	Individual experience and	4	6.66

	experience and understanding	knowledge is not considered		
7	Independent learning	Dependent learning	4	6.66
8	Insider perspective	Outsider perspective	3	5
9	No interaction with other	Interaction with other	3	5
10	Learning takes place according to personal needs desires and interests as the learner	No personal needs, interests and desires are addressed	3	5
11	Personal effort	Group effort	3	5
12	No discussion	Discussion	3	5
13	Locally based	Globally based	2	3.33
14	More freedom in learning	Less freedom	2	3.33
15	Self-evaluation	Evaluation from other	2	3.33
16	Autonomous learning	Not autonomous	2	3.32
17	Continuous learning	Occasional learning	2	3.33
18	Learning on one's pace	Learning in group's pace	1	1.66

(No=number of teachers, %= percentage)

The above presented table shows that 11.66 percent of the teachers viewed that SDL is time saving and collaborative learning was time consuming. While contrasting SDL and collaborative learning 10 percent of the teachers found that SDL is self motivated learning process whereas collaborative learning is group oriented. About 7 percent of the teachers found that in SDL the individual is the initiator of learning and in collaborative learning there is group as initiator. The next 6.66 percent of the teachers contrasted that SDL is independent learning process whereas collaborative learning is dependent one. Similarly, another 6.66 percent of the teachers viewed that in SDL learner is directed by own knowledge, experience and understanding ,on the other hand ,it's not so in collaborative learning. Five percent teachers argues that in SDL there is no interaction with other but in collaborative learning there is always interaction. The table No.6 depicts that there are several differences between SDL and collaborative learning from the perspective of time to be spent, initiator of learning, discussion, motivation, feedback, mode, time duration etc.

The fifth open-ended question was "How can SDL help you for your professional development ?" In response to this question, all the teachers replied that SDL is very much

helpful for their professional development. To support this view, they provided different reasons. All of the views of the teachers are summarized and presented in the table No.7 below.

Table No. 7
Importance of SDL in Teachers' Professional Development

S.N.	Responses	No.	%
1	It enriches confidence in teachers of teaching.	6	10
2	It fosters with analytical strength and learning power in teachers.	5	8.33
3	It helps the professionals to the depth of knowledge	4	6.66
4	It makes teacher researcher and resourceful.	4	6.66
5	It makes teacher awareness of their own status of professionalism.	21	6.66
6	It encourages the teachers to work with their own strengths and weaknesses.	4	6.66
7	SDL provides immense feedback of self for further development	3	5
8	It helps to be independent learner.	3	5
9	It helps to set goals in accordance with own desire.	3	5
10	It makes the teachers objective-oriented.	3	5
11	It helps through self-initiating personal construction and self-appraisal process.	3	5
12	It encourages to adopt positive aspects and correct wrong ones.	3	5
13	It forces for changes from 'inside'	2	3.33
14	Self-motivation is powerful.	2	3.33
15	It helps for continuous learning.	2	3.33
16	It helps teachers to explore in their action in context.	2	3.33
17	It helps teachers to write journals and carry out action research and do self-monitoring.	2	3.33
18	It helps to identity problems and search the solutions.	2	3.33
19	It helps teachers to be up to date.	2	3.33
20	It makes teacher self-reflective.	1	1.66

(No=number of teachers, %= percentage)

The above presented data shows that 10 percent teachers viewed that SDL enriches confidence in teachers of teaching. About 8 percent teachers opined that SDL fosters the teachers with analytical strength and learning power. Similarly, 6.66 percent of the teachers viewed that SDL leads the professionals to the depth of knowledge. Other 6.66 percent of the teachers perceived that SDL makes teachers as researcher and resourceful. Another 6.66 percent of the teachers argued that SDL makes teachers aware of their own status of professionalism. The above table shows that the teachers perceived the importance of SDL through different arguments and they kept their common view that SDL is very important process for professional development.

3.1.2 Teachers' Perception on Self-directed Learning as the Best Process of Professional Development

In order to elicit the required information for finding out the teachers' perception on SDL as one of the best processes for teacher's professional development, the teachers were provided 3 close -ended questions to respond. Based on responses provided by the teachers to two close-ended questions the data has been presented in table No.8 below.

Table No. 8
Teachers' Perception on SDL for Professional Development

S.N.	Statements	Responses									
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%	No	%
1	SDL is the best process of English language teachers' professional development	11	18.33	41	68.33	5	8.35	2	3.33	1	1.66
2	In SDL, teacher assumes responsibility for setting goals for self development and for managing and controlling their own learning.	20	33.33	39	65	-	-	1	1.66	-	-

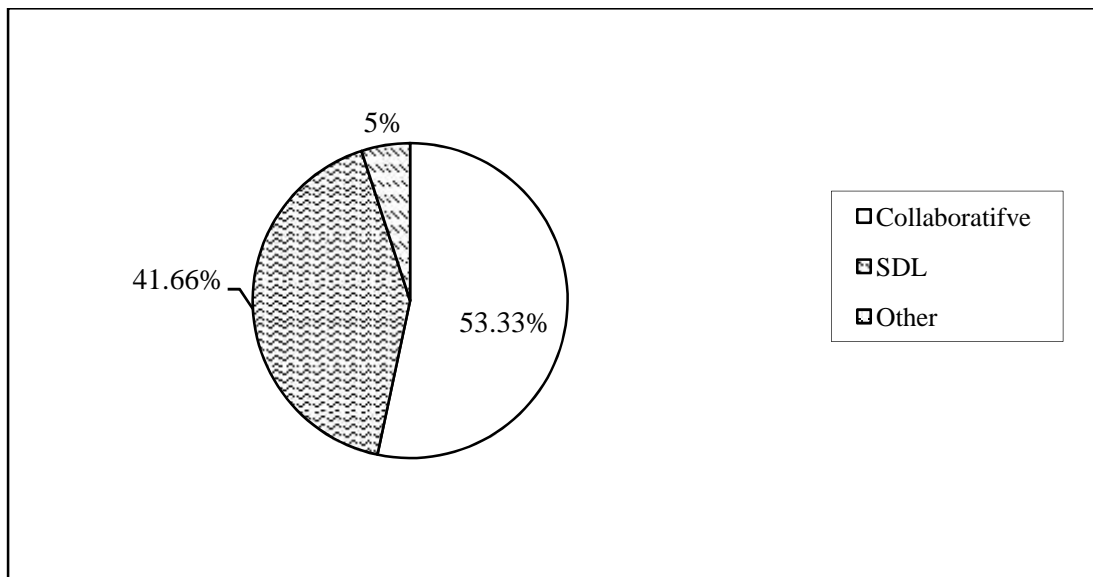
(No=number of teachers, %= percentage)

Among the 60 teachers, the collected data reveals that 18.33 percent teachers strongly agreed and 68.33 percent of them agreed that self-directed learning is the best process of English language teachers' professional development. Only one teacher disagreed on this statement.

Analyzing the responses to the statement No.2 it was found that 33.33 percent of the teachers strongly agreed and 65 percent of them agreed to the statement "In SDL, teacher assumes responsibility for setting goals for self development and for managing and controlling their own learning." Only a single teacher disagreed with this statement. It shows that all teachers had positive attitude towards SDL for professional development.

The another close-ended question related to the perception of teachers on SDL was teachers' perception on self-directed learning in comparison to collaborative learning was provided to the teachers. The responses to this question are presented in the following figure.

Figure No. 1
Teachers' Perception on SDL in Comparison to Collaborative Learning



(SDL : Self-Directed Learning)

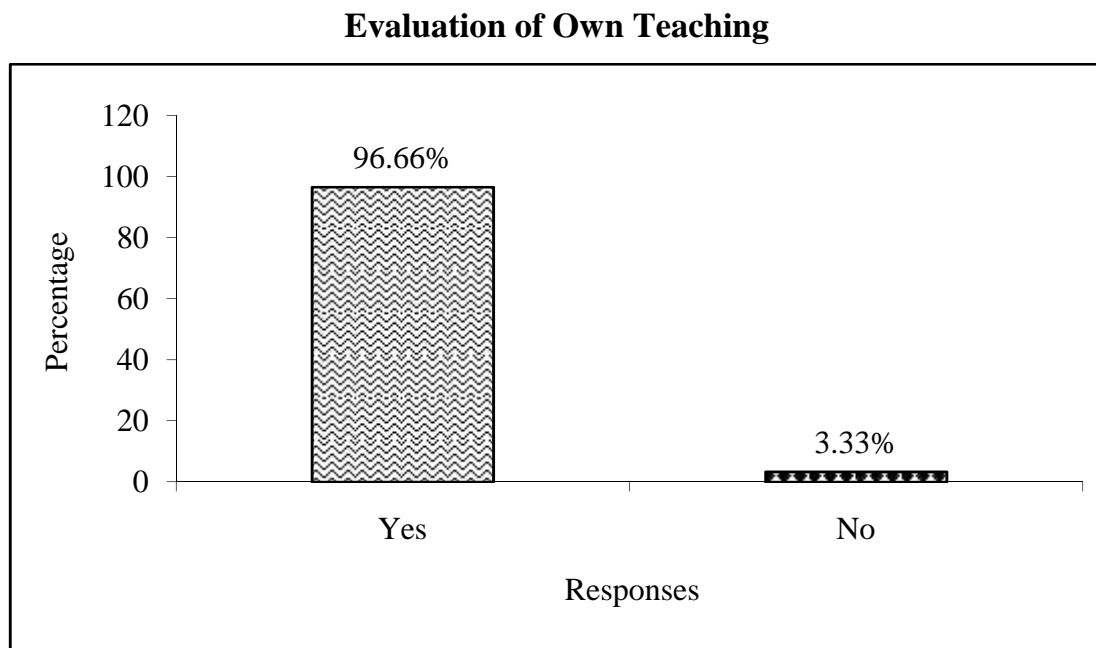
The above figure shows that 41.66 percent of the teachers accepted that SDL is effective process of professional development where as a majority number of teachers

(53.33%) took collaborative process of learning is effective for the professional development. Only 5% of the teachers opted other processes rather than SDL and collaborative learning process for professional development.

3.2 Practices of SDL Adopted by Teachers for Professional Development

The second objective of the study was to find out the practices of SDL adopted by the teachers for their professional development. For eliciting the required information to meet this objective, teachers were provided 4 close-ended and 4 open-ended questions to respond. Based on responses provided by the teachers, the data has been presented in the following figures.

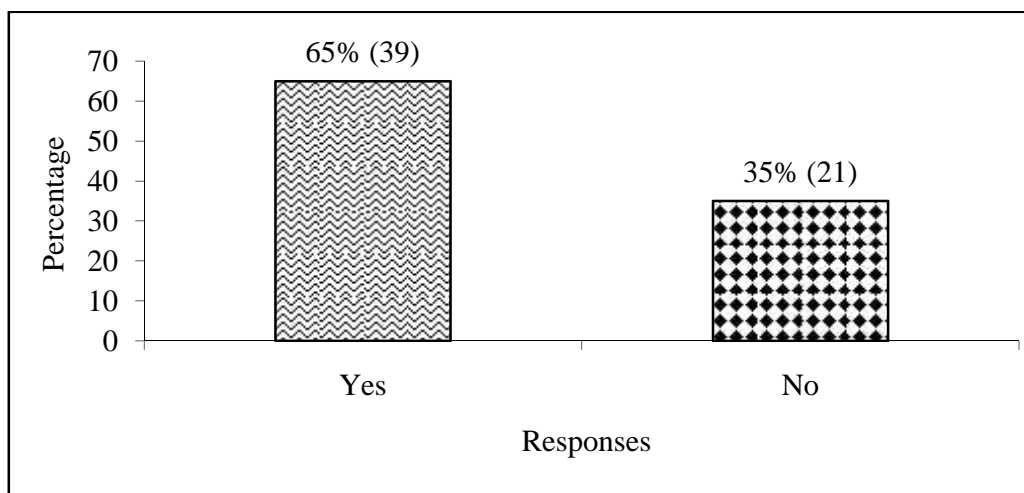
Figure No. 2



The above figure shows that in response to the question 'Have you ever evaluated your own teaching' ?the teacher replied that 96.66 percent of them have evaluated their own teaching but only 3.33 percent of teachers have not evaluated their own teaching yet.

The responses to the question 'Have you ever kept records of your teaching ?' are presented in the following figure.

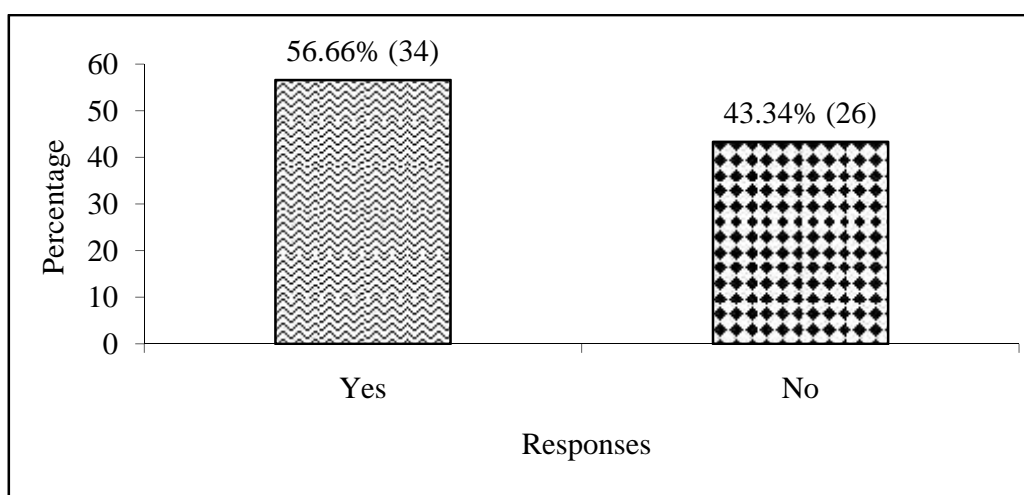
Figure No. 3
Keeping Records of Own Teaching



According to the figure No.3,sixty-five percent of the teachers have kept records of their own teaching but 35 percent of them have not kept such records.

The responses to the question "Have you ever carried out any action research ?" given by the teachers are presented in the figure No.4 below.

Figure No. 4
Carrying out 'Action Research'



The above presented figure shows that a majority of the teachers i.e. 56.66 percent of the teachers have carried out action research but 43.34 percent of them have not .

The responses to the fourth close-ended question regarding the practices of SDL adopted by teachers are presented and analyzed below in table No.9.

Table No. 9

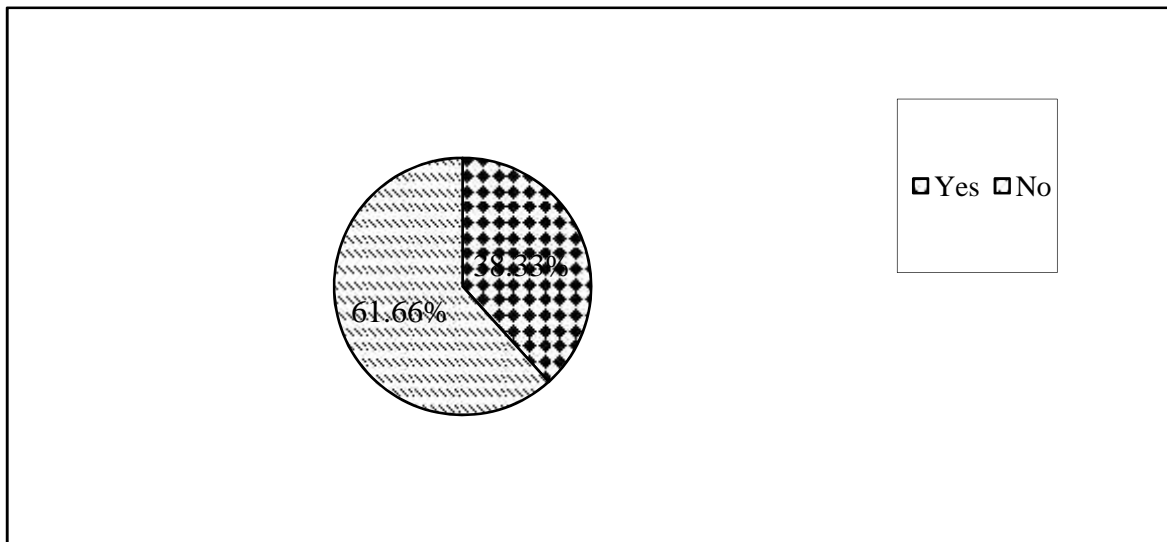
Alternatives Used in Dissatisfied Teaching

Statement	Responses	No	%
When you were dissatisfied with your teaching once what did you do at that situation ?	a. did not consult with what happened.	24	40
	b. evaluated the situation and used alternatives.	32	53.33
	c. kept records, studied the weakness and changed the way you used.	4	6.66
	d. repeated the same way again and again	-	-

The above table shows that 53.33 percent of the teachers viewed that when they dissatisfied with their teaching once they evaluated the situation and used alternatives. Forty percent teachers on the other hand, did not consult with what happened in such situation. Remaining 6.66 percent of the teachers kept records, studied the weakness and changed the way they used when they dissatisfied with their teaching once. The above data shows that nearly half of the teachers are unaware of evaluating their teaching and improving it.

In order to elicit further information on practices of SDL adopted by teachers they were asked four open-ended questions. The first one was "Have you ever kept / written a journal of your teaching ? If so what have you included in your journal ?" In response to this question, they expressed different concepts. The responses are presented in the following figure.

Figure No. 5
Habit of Writing a Journal of Teaching



The above figure depicts that only 38.33 percent of the teachers have written journal of their teaching where as a majority of teachers i.e. 61.66 percent have not practiced yet.

The teachers who have written journal of their teaching were asked a further question to respond. The responses to the question "What have you included in your journal ?" are presented and summarized in the table No.10 below.

Table No. 10
Contents of Journal Writing

S.N.	Responses	No	%
1	Weaknesses and strengths of teaching.	4	17.39
2	Problematic and difficult areas of teaching.	3	13.04
3	Students' behaviour, responses, attitude and feed back towards teaching.	3	13.04
4	Reasons of unsuccessful teaching.	3	13.04
5	Critical incidents, and special events happened in the classroom.	2	8.69
6	The successful and unsuccessful stories of teaching.	2	8.69
7	Students' presence, motivation and participation in learning.	2	8.69

8	Comparison of what is planned and what is actually performed.	2	8.69
9	Ideas and experiences earned during teaching.	1	4.35
10	Analyzing the past, reflecting the present and planning the future ways of teaching.	1	4.35

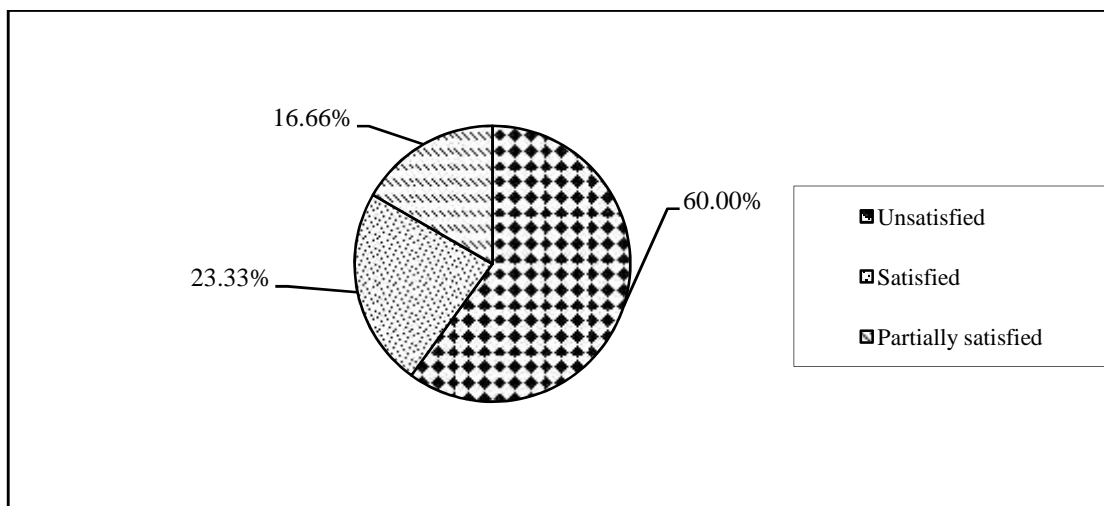
(No=number of teachers, %= percentage)

The above presented data shows that 17.39 percent of the teachers included weaknesses and strengths of their teaching in their journal. Similarly, 13.04 percent of the teachers included problematic and difficult areas of their teaching in journal. Other, 13.04 percent of the teachers included students' behaviour, responses, attitude and feedback towards teaching. Another 13.04 percent of the teachers included reasons of unsuccessful teaching. And other teachers included different but related contents of teaching in their journals.

The second open-ended question was “Are you satisfied with your present status of professionalism ? If not so, how do you improve your status?” There were mixed responses to this question which is presented in the figure below.

Figure No. 6

Teachers' Satisfaction in Present Status of Their Professionalism



The figure No. 6 depicts that among the 60 teachers, 60 percent of them are not satisfied, but 23.33 percent of them are satisfied in their present status of

professionalism. However, 16.66 percent of the teachers are partially satisfied with their present status. The responses given by the teachers who are not satisfied and partially satisfied to the question : "How do you improve your status of professionalism ?" are presented and summarized in table No.11.

Table No. 11

Ways of Improving Status of Professionalism

S.N.	Responses	No.	%
1	Initiating self-directed learning process.	8	17.39
2	Involving in collaborative learning process.	6	13.04
3	Participating in trainings, seminars given by experts, professors and foreign teachers.	5	10.87
4	Correcting and revising past teaching strategies and constructing the new techniques, trends and alternatives based on experiences earned during teaching.	4	8.69
5	Updating oneself by applying modern methods, techniques and strategies of teaching and changed concepts of building up own career.	4	8.69
6	Observing colleagues' performance.	3	6.52
7	Studying many books, searching in internets and consulting seniors and experts for help.	3	6.52
8	Deepening subject matter knowledge and developing context sensitive pedagogic skills and awareness.	3	6.52
9	Continuous reflection of own teaching.	2	4.35
10	Visiting different institutions and observing the practices of professionalism.	2	4.35

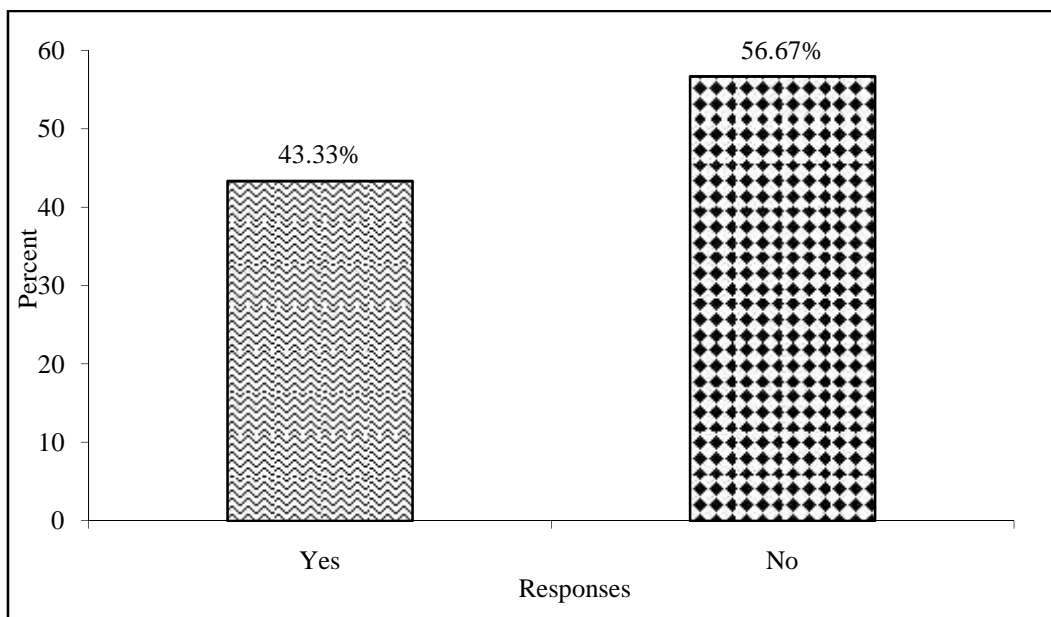
(No=Number of teachers, %= Percentage)

The table No.11 shows that 17.39 percent of the teachers suggested that self-directed learning can be initiated to improve one's professionalism whereas 13.04 percent of the teachers collaborative learning . Nearly 11 percent of the teachers suggested that participating trainings, seminars given by experts, professors and foreign teachers

could be the best way to improve professional status. Similarly, 8.69 percent of the teachers suggested that for professional improvement it is important to update oneself by applying modern methods, techniques and strategies of teaching and changed concepts of building up own career. Another 8.69 percent of the teachers suggested that correcting and revising past teaching strategies and constructing the new techniques, trends and alternatives on the basis of experiences earned during teaching. The other teachers also suggested different ways, ideas and concept which could be helpful for improving professional status.

The third open-ended question was "Have you ever documented your own teaching ?" If yes, how did you utilize the information ?" The responses to this question are presented below.

Figure No. 7
Habit of Documenting Own Teaching



The above figure shows that a majority number of teachers did not document their teaching. Only 43.33 percent of the teachers documented their teaching.

The responses to the question "How did you utilize the collected information ?" are presented and summarized below in table No.12.

Table No. 12
Utilization of Documented Information of Teaching

S.N.	Responses	No.	%
1	Used information as a feed back.	5	19.23
2	Continued successful areas and changed the weak areas of teaching.	4	15.38
3	Asked the experts for analyzing the documented teaching and giving feedback.	4	15.38
4	Analyzed the documented information critically and make self-appraisal.	3	11.54
5	Used to find out own professional status.	3	11.54
6	Used for searching alternatives.	3	11.54
7	Revised and presented in new ways.	1	3.85
8	Compared the last year document to this year document of teaching to find change	2	7.69
9	Discussed with colleagues about my teaching.	2	7.69

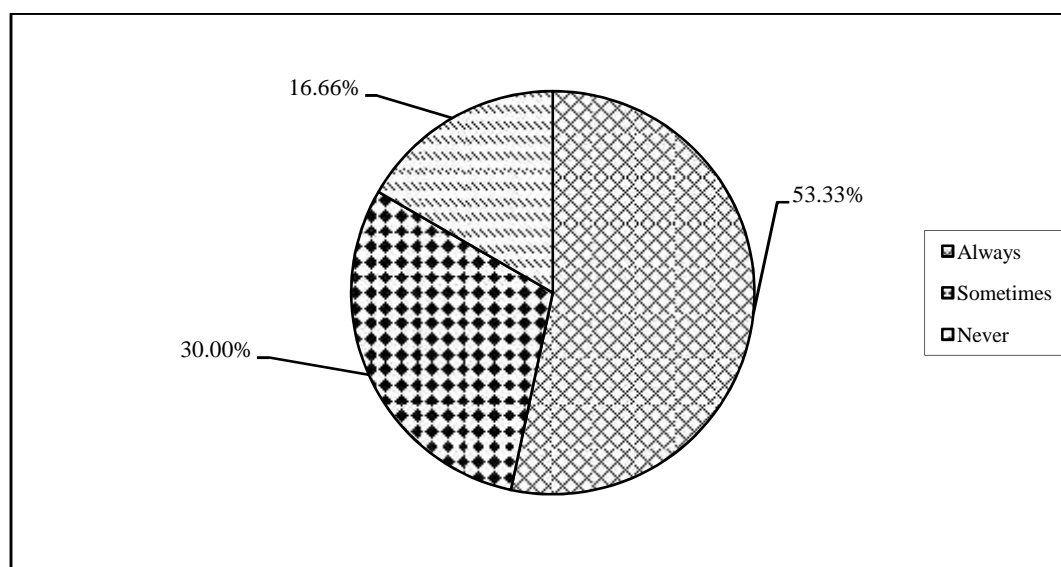
(No=Number of teachers, %= Percentage)

The table No.12 shows that 19.23 percent of the teachers utilized the documented information of their teaching as feedback for further improvement. About 16 percent of the teachers continued successful areas and changed the weak areas of teaching on the basis of documented information. Another 15.38 percent of the teachers asked the experts for analyzing the documented teaching and required feedback from them. Similarly, 11.54 percent of them used the documented information of teaching to find out their professional status. The data shows that all the teachers utilized the information for their self evaluation.

The last open-ended question was "How often do you evaluate yourself ?and what changes do you expect after your evolution ?" The responses to this questions are presented in the figure No.8 and table No.13 below.

Figure No. 8

Evaluation of Own Teaching



The above figure shows that a majority number of teachers i.e. 53.33 percent of them always evaluate their teaching. Similarly, 30 percent of the teachers sometimes evaluate themselves. Only 16.67 percent of the teachers never evaluate themselves.

The responses given by the teachers who always and sometimes evaluate themselves to the question “What changes do you expect after your evaluation ?” are presented and summarized in table No.13 below.

Table No. 13

Expected Changes After Own Evaluation

S.N.	Responses	No.	%
1	No repetition of old methods that lead failure of teaching.	7	14
2	Increase the confidence level in subject matter, teaching methods and interaction.	6	12
3	Promotion in professional status.	6	12
4	Weaknesses, mistakes and errors are corrected.	5	10
5	Reduce the gap between lesson plan and what really goes in the classroom.	4	8

6	Expect better performance.	4	8
7	Generate new thoughts.	3	6
8	Bring quality in teaching-learning activities.	3	6
9	Continuing positive aspects and wiping away negative aspects of teaching.	3	6
10	Reduction of problems that occur during teaching.	3	6
11	Presentation should comfort the students, friendly classroom environment, maximum participation of students and high students motivation.	2	4
12	Leading professionalism towards the better state than the present.	2	4
13	Get impetus for carrying out 'action research, writing journals and keeping teaching portfolios.	2	4

(No = number of teachers, % = percentage)

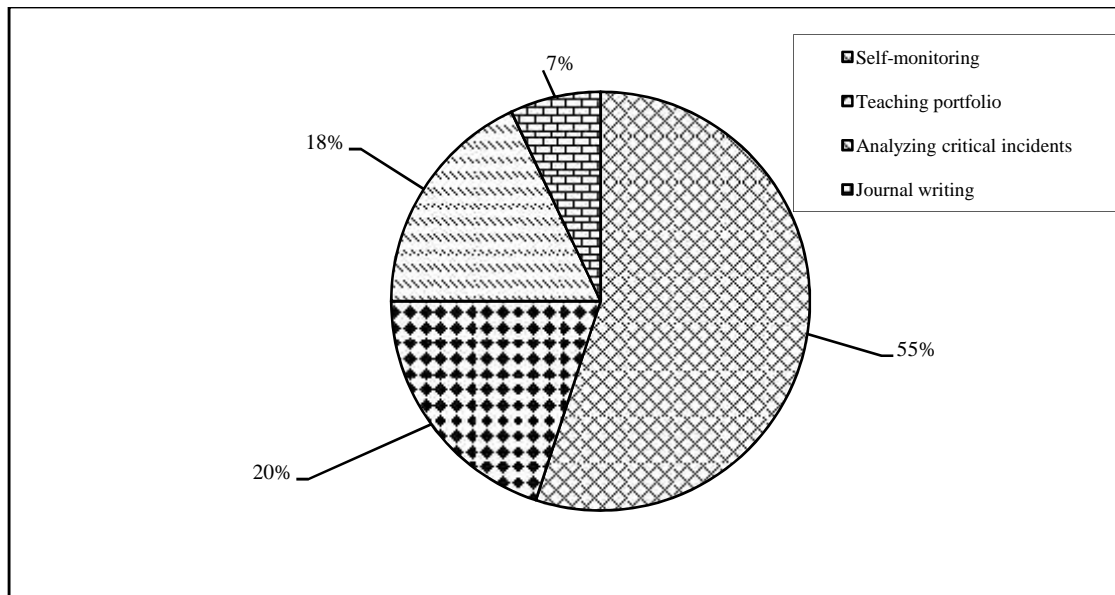
The table No.13 shows that 14 percent of the teachers replied that they expect no repetition of old methods that lead failure of teaching. Similarly, 12 percent of the teachers viewed that they expect increasing confidence level in subject matter and proper teaching learning activities. Other 12 percent of the teachers viewed that they expect promotion in their professional status. Ten Percent of the teachers viewed that they expect the correction of weaknesses and errors in teaching. After evaluation, the focus of all of the them is increasing quality of teaching learning activities.

3.3 Strategies under SDL Mostly Adopted by the Teachers for Professional Development

The third objective of the study was to find out the strategies under SDL mostly practiced by the teachers for professional development. For eliciting the required information to meet this objective, teachers were provided one close -ended and 2 open-ended questions to respond. The presentation of the data collected from the teachers, its analysis and interpretation has been carried out below.

The close-ended question was “Which of the strategies of SDL do you think is more effective for your professional development ?” The responses provided by the teachers are presented in the following figure.

Figure No. 9
Mostly Used Strategies of SDL for Professional Development



The above mentioned figure shows that 55 percent of the teachers replied that 'self-monitoring' is more effective strategy of SDL, 20 percent of the teachers, 'teaching portfolios', 18 percent of the teachers 'analyzing critical incidents' and only 7 percent of the teachers viewed that 'journal writing' is more effective strategy of SDL for professional development.

In order to retrieve further information about the topic the teachers were asked two open-ended questions to respond. The first question was “Which of the strategies of SDL do you think are effective for teachers professional development and why?” The responses provided by the teachers are presented in the table No.14 below.

Table No. 14
Mostly Adopted Strategies of SDL and Reasons to Support the
Effectiveness of the Strategies

S.N.	Responses		No	%
1	Self monitoring	<ul style="list-style-type: none"> – It helps to know our own status of professionalism. – It gives real information / authentic account of our own teaching. – It helps to find our weak areas and strong areas. – It makes us aware of our weaknesses. – It provides impetus for correction of our teaching. 	24	40
2	Teaching portfolios	<ul style="list-style-type: none"> – It saves each and every events of teaching. – Authentic source of one's teaching. – It helps teacher to compare their successful and failure areas of teaching. – It helps them to judge their professional status. – It provides the information of students' motivation, classroom management as well as psychological management of the classroom. 	13	22
3	Writing journal of teaching	<ul style="list-style-type: none"> – It develops the writing skills of the teachers. – It makes the teacher constructive, creative. – It can be the real source of own teaching. – Other people can provide feedback. – It becomes easy tool to analyze, discuss and summarize the unsuccessful and successful stories of teaching. – Journals can be permanent for storing the information. 	12	20
4	Analyzing	<ul style="list-style-type: none"> – It is related to special events in the classroom. 	6	10

	critical incidents	<ul style="list-style-type: none"> – Only important information is analyzed. – Analysis of critical incidents helps to save such incidents for future awareness. – It develops critical thinking in teachers. – It saves teachers' time. – It makes teacher aware of such incidents while teaching. 		
5	Action research	<ul style="list-style-type: none"> – It tries to find out the problems in the classroom and solve them. – It is scientific and student centered strategy. – It is directly related to the challenges of teachers. – It becomes helpful to other teachers too. 	5	8

(No=number of teachers, %= percentage)

The above table shows that 40 percent of the teachers replied that the self-monitoring is more effective strategy of SDL for teachers professional development because it is the actual observation, evaluation and management of one's own teaching. Similarly, 22 percent of the teachers replied that teaching portfolios is more effective because it is the document of each and every aspects of teaching happened in the classroom. Twenty percent of the teachers replied that writing journal of teaching is more effective for professional development because it makes teacher creative, constructive and develops writing skills. Similarly, 10 percent of the teachers replied that analyzing critical incidents is more effective strategy because it focuses only on the critical incidents and their prevention and cure that occur during teaching. Eight percent of the teachers viewed that 'action research' is more effective strategy as it is concerned with the problems that teachers facing in the classroom and searching for alternatives and applying them.

Similarly, another open-ended question asked, "If you are joining to initiative your SDL which of the following strategies do you adopt ? and why ?" (a) Self monitoring (b) Journal writing (c) analyzing critical incidents and (d) teaching portfolios (e)

action research. In response to this question the teachers replied mixed choices. Their choices and reasons are summarized in table No.15 below.

Table No. 15
Initiating SDL Through Different Strategies

S.N.	Strategies	Responses	No	%
1	Self-monitoring	<ul style="list-style-type: none"> – It makes teacher resourceful. – One's evaluation is valid. – It pushes teachers to be up to date. – It helps to find one's own capacity and performance level. – It provides an objective account of one's teaching. – It forces teachers to change the way that are unsuccessful. – It makes an individual more responsible and accountable for his/her own development. – One does not seek help from other, any time he/she can monitor him/herself. – It develops realization in teachers about their own weaknesses. – It encourages teachers to grasp and continue the positive aspects and correct the wrong ones through self effort. – It helps to manage our own learning. – Teachers get immediate feedback. – It makes the teacher active. – It helps to evaluate the past and present status and plan for future. 	32	53
2	Action research	<ul style="list-style-type: none"> – It helps to meet the objective determined. – What is learnt from the research can be applied in the classroom. 	12	20

		<ul style="list-style-type: none"> – The problems in teaching can be identified and solutions are altered. – Only related to classroom problems. – It finds prompt solutions of the problems. – Teacher is lively witness of the real class environment who collects the difficulties and problems of classroom teaching and search for new techniques, methods and ideas of teaching. – It is scientific and systematic in order to remedy the weaknesses of the learners. – Finally, useful for other teachers. 		
3	Journal writing	<ul style="list-style-type: none"> – Reflection of one's professionalism. – Practical information is only included. – Developing writing skills. – It makes teachers creative and analytical. – It opens the door for getting other's feedback. – We can write success stories which will be helpful to others too. – It helps to describe different methods and their practicality. – Journals can be the good codification of teaching. 	10	17
4	Analyzing critical incidents	<ul style="list-style-type: none"> – It focuses only on the critical cases in the classroom. – It develops critical power to see the teaching. – It makes one aware of the possible incidents in the classroom. – It leads to a proper conclusion. – It encourages teachers to go for further improvement. 	4	7
5	Teaching portfolios	<ul style="list-style-type: none"> – It provides information about different aspects of teaching such as performance, classroom 	2	3

		<p>management, interaction, students' participation etc.</p> <ul style="list-style-type: none"> - Teacher can see his/her own whole account of teaching. - It can be recorded in audio tapes, diaries or writing narratives 		
--	--	---	--	--

(No=number of teachers, %= percentage)

Table No. 15 shows that the teachers replied that they wanted to follow different strategies of SDL to initiate the SDL for professional development. According to the above data 53 percent of the teachers wanted to do self-monitoring as it is one of the most authentic and objective strategy of SDL for their professional development. Similarly, 20 percent of the teachers wanted to carry out 'action research' because action research is the strategy in which the teachers can identify a challenging problem in their teaching and find the solutions and if necessary use alternatives. Seventeen percent of the teachers want to keep journals of their teaching to initiate SDL for their professional development as it is a strategy which develops the writing skills in teachers and makes them creative and constructive. Only a few number of the teachers preferred to do analyzing critical incidents and make teaching portfolios.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Findings

On the basis of presentation, analysis and interpretation of the data, the major findings of the study have been summarized and presented as follows:

A. The findings related to the first objective are as follows:

-) Most of the teachers were aware of self-directed learning.
-) Eighty-two percent of the teachers were aware of professionalism.
-) Fifty-five percent of the teachers recognized the different strategies of self-directed learning for teachers professional development such as self-monitoring , Journal writing, teaching portfolios and analyzing critical incidents.
-) Sixty-five percent of the teachers viewed that the professionalism will be well-developed when they are provided autonomy and self access for their own learning.
-) Most of the teachers viewed that self-directed 'learning is a personal approach to learning in which a learner initiates, manages, conducts and controls his/her learning according to the objectives, needs and choice without the guidance and direction of the expert.
-) All of the teachers mentioned that self-monitoring , journal writing, teaching portfolios, analyzing critical incidents and action research are the strategies of self-directed learning for teachers' professional development.
-) Sixty-eight percent of the teachers agreed and eighteen percent teachers strongly agreed that self-directed learning is the best process of teachers professional development.
-) In comparison to collaborative learning process SDL is preferred by 42 percent of the teachers.

B. The findings related to the second objective are as follows:

-) Most of the teachers evaluate their own teaching.
-) Sixty five percent of the teachers keep records of their own teaching.
-) More than half of the teachers carry out action research.
-) About fifty percent of the teachers evaluated the situation and used the alternatives when they were dissatisfied with their teaching.
-) Only thirty-eight percent of the teachers wrote journal of teaching. They included the weaknesses and strengths, and successful and unsuccessful stories of their teaching in journals. They also described the problematic and difficult areas of teaching.
-) Sixty percent of the teachers were dissatisfied with their present status of professionalism.
-) Only a small number of teachers have habit of documenting their own teaching.
-) Nineteen percent of the teachers viewed that they used the documented information as feedback for further development.
-) About fifty percent of the teachers always evaluate their teaching. Most of the teachers viewed that after evaluation they expect change in their professional status.

C. The findings related to the third objective are as follows:

-) Most of the teachers viewed that self -monitoring is more effective strategy of SDL for professional development. They viewed that it provides an authentic account of one's teaching and helps for planning the future.
-) Most of the teachers prefer self-monitoring to initiate their own SDL for professional development.

4.2 Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study.

A. The recommendations made from the findings in A are as follows:

-) No doubt most of the teachers are aware of the SDL but others who are unaware should develop awareness of SDL.
-) Only the fifty percent of the teachers are aware of the strategies of SDL for professional development, others who are not aware need to develop the knowledge of the strategies of SDL for their professional improvement.
-) Nearly forty-five percent of the teachers are seeking the help from experts and supervisors for their development who need orientation and training on SDL.
-) Even the eighty two percent of the teachers agreed that self-directed learning is the best process of professional development they are not ready to grasp its benefit. They need encouragement from the MoE and the concerned institutions to initiate SDL.
-) In comparison to collaborative learning SDL is less preferred which shows that the teachers need courses in SDL to see its real flavor.
-) About 50 percent of the teachers only follow different strategies of SDL such as self-monitoring, journal writing, action research for their development the remaining half percent teachers need encouragement to engage in such activities.
-) Only the fifty percent of the teachers consulted their dissatisfaction and search for alternatives but other teachers seem to neglect it. So they need refreshment training and trainings, workshop and seminars on self-directed learning.

B.The recommendations made from the findings in B are as follows:

-) Only thirty-eight percent of the teachers write journal of teaching no one makes teaching portfolios and does analysis of critical incidents. In such context, the teachers need insights and awareness of these essential activities for their professional development.
-) Sixty percent of the teachers are dissatisfied and seventeen present teachers are partially satisfied with their present status of professionalism. It shows that they need to develop awareness of self -directed learning as one of the best processes professional development and practice the different strategies of self-directed learning.

-) The teachers should document their own teaching for self-evaluation.
-) Only fifty percent teachers are seen to evaluate their teaching, the remaining half of the total teachers need awareness about the benefit of self-evaluation.
-) Teacher training providers such as NELTA, NCED and MOE should launch self-directed learning training packages for teachers' professional development. MOE has just started self-learning concepts under TPD, it's not effectively practiced and conducted, it should be really practiced.
-) Teacher education should include self-directed learning as a process of professional development.

C. The recommendation made from the findings in C is as follow:

The trainings, seminars and conferences in teacher development should focus on the benefits and practical use of different strategies of SDL such as journal writing, analyzing critical incidents, teaching portfolios,

References

- Best, J.W. and Kahn, J.V. (2006). *Research in language education*. New Delhi: Prentice Hall.
- Bhattarai, A. (2001). Writing a research proposal. *Journal of NELTA*, 6, 45-51.
- Burns, A. (2010). *Collaborative action research for English language teachers*. Cambridge: CUP.
- Cohen, L. Manion. L. and Morrison, K. (2010). *Research methods in education*. London: Rutledge.
- Day, C. (2004). *A passion for teaching*. London: Flamer Press.
- Doff, A. (1988). *Teach English: A training course for teachers*. Cambridge: CUP.
- Farrell, T. and Richards, J. (2010). *Professional development for language teachers*. Cambridge: CUP.
- Gnawali, L. (2001). *Investigating classroom practices: A proposal for teacher development for the secondary school teachers of English in Nepal*. An unpublished Master's thesis, The college of St. Mark and St. John.
- Head, K. and Taylor, P(1997). *Readings in teacher development*. Devon: Heinemann ELT.
- Khaniya, T.R. (2006). Professionalism of English language teachers. *Young Voices in ELT*, 5, 7-10.
- Kumar, R. (2009). *Research methodology*. Delhi: Pearson Education.
- Lockhart, C. and Richards, J. (2010). *Reflective teaching in second language classrooms*. Cambridge: CUP.
- Nunan, D. (2009). *Research methods in language learning*. Cambridge: CUP.
- Poudel, K. (2009). *Self-direction in professional development: Success Mantra or A Myth*. Miscellaneous article. (retrieved from www.professionals.com)
- Regemi, L. (2010). *Role of NELTA in developing ELT situation of Nepal*. An unpublished Master's thesis., Department of English Education, T.U., Kirtipur.
- Ur, P. (1996). *A course in language teaching*. Cambridge: CUP.
- Villegas-Reimers, E.(2003). *Teacher professional development: an international review of literature*. Paris: UNESCO Retrived from www.unesco.org/oie.
- Wallace, M. (2010). *Training foreign language teachers*. Cambridge: CUP.

Appendix I
Questionnaire

Dear Respondents,

This questionnaire is a research tool for gathering information for my research entitled "**Self-Directed Learning for Teachers' Professional Development**" as a partial fulfillment of Master's Degree in English education under the guidance of **Mr. Bhesh Raj Pokharel**, Lecturer, Department of English Education, T.U., Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. I sincerely assure that your responses will remain confidential and used only for research purpose.

Researcher

Aurjun Bahadur Khatri

Name:

Name of the School:

Qualification:

Post:

Answer the following questions:

A. Objective Questions:

Tick the best answer.

1. Self-directed learning is.....

(a) a process in which individuals take the initiative, with or without the help of others.

(b) 'insider' perspective.

(c) learning in which 'learner is prepared to take responsibility for his own learning'.

(d) all of the above.

2. Professionalism is.....
 - (a) continuous growth and development of the professionals.
 - (b) a short time process.
 - (c) can be earned by academic qualifications only.
 - (d) having the knowledge in subject matter.
3. Which of the processes do you think is more effective for teachers' professional development?
 - (a) self-directed learning
 - (b) collaborative learning
 - (c) none of them
4. Which of the followings is the strategy of self-directed learning for the professional development of the teachers?
 - (a) self-monitoring
 - (b) journal writing
 - (c) teaching portfolios
 - (d) all of the above.
5. Have you ever evaluated your own teaching?
 - (a) Yes
 - (b) No
6. Have you ever kept records of your teaching?
 - (a) Yes
 - (b) No
7. Self-monitoring is -
 - (a) an activity in which information about one's teaching is documented in order to review or evaluate teaching.
 - (b) a strategy in which experts direct the teacher's development.
 - (c) a process which involves two or more than two colleagues.
 - (d) an activity in which the supervisors monitor the individual teacher.

8. Self-directed learning is the best process of English language teachers' professional development.
- (a) strongly agree (b) agree
(c) undecided (d) disagree
(e) strongly disagree
9. Have you ever carried out any 'action research'?
- (a) Yes (b) No
10. What do you think your professionalism will be well developed when
- (a) you are directed by supervisors
(b) you get knowledge from the experts
(c) you are provided autonomy and self-access for your own learning
(d) other ask you for learning
11. 'In self-directed learning, teacher assumes responsibility for setting goals for self-development and for managing and controlling their own learning.'
- (a) strongly agree (b) agree
(c) strongly disagree (d) disagree
12. Which of the following strategies of self-directed learning do you think is more effective for your professional development?
- (a) self-monitoring (b) journal writing
(c) teaching portfolios (d) analyzing critical incidents
13. When you were dissatisfied with your teaching once what did you do at that situation?
- (a) did not consult with what happened
(b) evaluated the situation and used alternatives
(c) kept records, studied the weakness and changed the way you used
(d) repeated the same way again and again
14. Who do you think is the initiator of self-directed learning?
- (a) the learner him/herself (b) the teacher
(c) the expert (d) the colleagues

10. How can self-directed learning help you for your professional development?

.....

11. How often do you evaluate/reflect yourself and what changes do you expect after your own evaluation?

.....

Thank you for your kind co-operation.

Appendix II
LISTS OF INFORMANTS

S.N.	Name of the Teachers	Name and Address of the Institutes	Type of school	Qualification
1.	Akhilesh Prasad Ajat	Bhanu MA VI(Durbar H. School), Ranipokhari, Kathmandu	Public	M.A.
2.	Ambika Thapa	Nagarjun Academy, Kupondol, Lalitpur	Private	B.A.
3.	Asha Oli	Balkumari Secondary School, Kirtipur, Kathmandu	Public	B.ED
4.	Balkrishna Tiwari	Bagh Bhairav Secondary Boarding School, Kirtipur, Kathmandu	Private	B.ED.
5.	Basanta Poudal	South Valley Boarding School, Kathmandu	Private	M.A.
6.	Bhanu Chandra Joshi	Namuna Machhindra H.S. School, Lagankhel, Lalitpur	Public	B.ED
7.	Bhola Nath Chalise	Radiant Readers' Academy, Kathmandu	Private	B.ED/ M.A.
8.	Bikash Adhikari	New Flower INT'L Boarding School, Lalitpur	Private	M.ED
9.	Bikash Giri	Kantipuri Boarding High School, Kathmandu	Private	M.A.
10.	Binita Ojha	Rjpak Memorial INT'L H.S. School, kupondol, Lalitpur	Private	M.ED
11.	Chhatra Mani Katwal	Spangles' Secondary Boarding School, Kalikasthan, Kathmandu	Private	B.ED

12.	Chin Bahadur Ale	Goledn Star Secondary Boarding School, Kathmandu	Private	B.ED
13.	Devika Siwakoti	Sirutar Secondary School, Sirutar, Bhaktapur	Public	B.A./ B.ED
14.	Dil Kumar Maharjan	Hari Shiddhi H.S. School, Lalitpur	Public	B.ED
15.	Dipak B.K.	Mt. Chandragiri English School, Thankot, Kathmandu	Private	B.ED
16.	Dronacharya Prajuli	BernHardt H.S. School, Balkhu, Kathmandu	Private	M.ED
17.	Durga Prasad Bhatta	Ratna Rajya H.S. School, Baneshwar, Kathmandu	Public	M.A.
18.	Ganga Maharjan	South Valley Boarding School, Kathmandu	Public	M.A.
19.	Geeta Shrestha	Namuna Machhindra S. B. School, Lagankhel, Lalitpur	Private	M.ED
20.	Ghan Shyam Pandey	AIMS Academy, Lagankhel, Lalitpur	Private	M.Phil
21.	Gita Mudbhari	Gandaki Public Boarding School, Kathmandu	Private	B.ED
22.	Gobinda Gurung	G.E.Boarding School, Kathmandu	Private	B.ED
23.	Hari Bahadur A.C.	Madan Smarak H.S. School, Pulchowk, Lalitpur	Public	M.ED
24.	Hari Singh Karki	Ujjwal Shishu Niketan Secondary School, Kirtipur, Kathmandu	Private	M.ED
25.	Hom Nath Acharya	Radiant Readers' Academy, Kathmandu	Private	M.ED
26.	Jiwan Gautam	Rainbow Secondary Boarding School, Dadikot, Bhaktapur	Private	M.ED

27.	K.P. Pokheral	Sirutar Secondary School, Sirutar, Bhaktapur	Public	B.A./ M.ED
28.	Kalika Khanal	Gandaki Public Boarding School, Kathmandu	Private	M.ED
29.	Kamal Kandel	Radiant Readers' Academy, Kathmandu	Private	M.A.
30.	Kapil Raj Kafle	Padmodaya H.S. School, Pradarsanimarga, Kathmandu	Public	M.A.
31.	Khem Nath Sitaula	Adinath Secondary School, Lalitpur	Public	M.ED
32.	Krishna Bahadur Karki	Ratna Rajya H.S. School, Baneshwar, Kathmandu	Public	M.ED
33.	Laxman Pandey	Champa Devi Secondary School, Chalnakhel, Lalitpur	Public	B.A./ B.ED
34.	Laxmi Awasthi	Green Village Secondary Boarding School, Kirtipur, Kathmandu	Private	M.A.
35.	Mahendra Bhakta Raya	Araniko H.S. School, Dadikot, Bhaktapur	Public	B.ED
36.	Mani Ram Koirala	Tika Bidhyashram H.S. School, Sanepa, Lalitpur	Public	M.ED
37.	Meena Dangol	Shahid Sukra Secondary School, Purano Buspark, Kathmandu	Public	B.A.
38.	Muna Sharma	Tika Bidhyashram H.S. School, Sanepa, Lalitpur	Public	B.ED/ M.A.
39.	Netra Raj Sapkota	Namuna Machhindra H.S. School, Lagankhel, Lalitpur	Public	M.ED
40.	Purna Prasad Sharma	Sunshine Secondary Boarding	Private	B.ED

		School, Kathmandu		
41.	Radhe Shyam Thakur	Mahalaxmi H.S. School, Lubhu, Lalitpur	Public	B.ED
42.	Raj Kishor Chaudhary	Lubhoo Secondary School, Lubhu, Lalitpur	Public	M.ED
43.	Rajman Maharjan	Gorakh Nath Secondary School, Kathmandu		B.A./ B.ED
44.	Ramananda Chaudhary	Lubhoo Secondary School, Lubhu, Lalitpur	Public	M.ED
45.	Rishi Ram Thapa	Albert English Medium Secondary School, Maitidevi, Kathmandu	Private	M.ED
46.	Rudra Man Bhattarai	Hari Shiddhi H.S. School, Lalitpur	Public	M.A.
47.	Sama Maharjan	Hari Shiddhi H.S. School, Lalitpur	Public	B.ED
48.	Samir Adhikary	Champa Devi Secondary School, Chalnakhel, Lalitpur	Public	B.ED/ M.A.
49.	Sangita Nakarmi	Tripadma Bidhyashram H.S. School, Pulchowk, Lalitpur	Public	B.A./ B.ED
50.	Sarita Ghimire	Madan Smarak Secondary School, Pulchwok, Lalitpur	Public	B.ED
51.	Sarmila Pokhrel	Padmodaya H.S. School Ram Shah Path, Kathmandu	Public	M.ED
52.	Shekhar Singh Dangol	Jana Sewa H.S. School, Kirtipur, Kathmandu	Public	B.A.
53.	Shriram Belbase	Vishwa Secondary School, Lalitpur		B.ED
54.	Som Nath Niraula	Bijaya Memorial H.S. School, Dillibazar, Kathmandu	Public	B.ED/ M.A.
55.	SR.M. Veema C.J.	Mary Ward High School, Lubhu,	Private	B.ED/

		Lalitpur		M.A.
56.	Suman Kandel	New Don Bosco Academy, Putalisadak, Kathmandu	Private	B.A.
57.	Suman Rayamajhi	Balkumari Secondary School, Kirtipur, Kathmandu	Public	M.ED
58.	Tanka Prasad K.C.	Candid Secondary Boarding School, Sirutar, Bhaktapur	Private	M.ED
59.	Tara Bahadur K.C.	Panga Secondary School, Kirtipur, Kathmandu	Private	M.ED
60.	Tika Ram Aryal	Paradise Secondary School, Sanepa, Lalitpur	Private	B.ED/ M.A.

(Note: H.S.= Higher Secondary, M.ED= Master in Education, M.A.= Master in Arts, B.ED= Bachelor in Education, B.A.= Bachelor in Arts, M.Phil = Master in Philosophy, MA VI = Maddhyamik Bddhyalaya and INT'L = International)