

CHAPTER -ONE

INTRODUCTION

This chapter begins with the background study of the research. Then, it strives to point out statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

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

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

Regarding teacher development, Head and Taylor (1997, p.1) state, "Development means change and growth". Similarly, Underhill (1986, as cited in Head and Taylor, 1997, p.1) says, "Teacher development is the process of

becoming the best kind of teacher that I personally can be”. In this regard, teacher development draws on the teachers’ own inner resource for change that is centered on personal awareness of the possibilities for change and of what influences the change process. They claim that development builds on the past, teachers need to know either the past experience helps or not at present and future. Moreover, development also draws on the present in encouraging a fuller awareness of what kind of teacher you are now and of other people response to you. It is a self reflective process because it is through questioning old habits that alternative ways of being and doing are able to emerge.

Every teacher regularly asks themselves as: How can I become a better teacher? How can I make leaning easier for learner? How can I make my profession interesting and good? etc. for becoming better at what they are doing. It is because they have to be able to handle their profession properly by accommodating the changes in teaching methodologies, materials and so on. The process of development involves a teacher in the process of reflecting experience, steering appropriate goals and deciding what can be achieved through their personal efforts.

According to Richards and Farrell (2010, p.3), teacher development serves a long term goal and seeks to facilitate the growth of teacher but it is not focused on a job-rather it is a multidimensional profession and ‘bottom up’ in nature. In fact, teacher development is a dynamic process that makes change in the related field as per the mended of situation, subject, person and time. So, teachers need to expand their roles and responsibilities over time if they are continue to find language teaching rewarding and it is the responsibility of schools and other educational institutions to provide opportunities for teachers to develop long term career goals and opportunities over time. Since all teachers are effortful to continue their professional development, they should get opportunities to take part in the following activities:

- Engaging in self-reflection and evolution.

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

Richards and Farrell (2010, p.1) say that such opportunities for in-service training are crucial to the long-term success of the programs. Teachers have different needs at different times during their careers and, the needs of schools and institutions in which they work also change over time. There is pressure for teachers to update their knowledge in areas such as curriculum trends, SLA (Second Language Acquisition) research, composition theory and practice, technology, or assessment. To enhance teachers' knowledge in these different areas, they can be supported both at institutional level and through their own individual efforts.

1.2 Statement of the Problem

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

Teachers' professional development is directed towards teachers' own personal goals. Teachers are generally interested in adding to their professional knowledge and keeping up to date with theory and practice in the field, in improving their teaching skills so that they feel more confident about what they

teach and achieve better results with their students. They may also be interested in clarifying and understanding their principles, beliefs and values, as well as the nature and values underlying the schools in which they work, so that they can be empowered. These can all be considered as examples of teacher development from the perspective of individual teacher. Thus, from the part of an individual teacher, the teacher himself/herself can contribute significantly for the professional development by enhancing and advancing knowledge, skills and expertise in these areas.

Moreover, it becomes even a great issue if the impact of the students' roles on learning language is not considered in today's learning context. That is why, teachers' individual efforts for professional development was realized to be discussed as one of the factors related to the study. The main problems due to lack of consideration on teachers' individual efforts for professional development are listed as follows:

- Problems to ascertain teachers' individual efforts for professional development.
- Problems to identify teachers' roles which are frequently used in ELL(English Language Learning) for their professional development.
- Problems to know what sort of roles the teachers prefer to play in ELL which may affect their individual perception.

1.3 Objectives of the Study

The main objectives of this study were as follows:

- i) to identify the attempts done by the individual teachers for their professional development.
- ii) to suggest the different strategies for teacher learning, and
- iii) to suggest some pedagogical implications.

1.4 Research Questions

The following research questions were used in the study:

- a. What could be the teachers' perceptions on professional development?
- b. How do they find out their individual efforts for professional development?
- c. What could be the factors that direct professional development?

1.5 Significance of the Study

This study is significant to the practitioner of ELT (English Language Teaching). Specially, it will be very relevant for all the professional teachers, researchers, educational bodies, material and curriculum designers, schools and institutions and even to the students in the field of ELT. Moreover, this study will be beneficial to the novice teachers in the field of English language teaching. By following the educational implications of this study the teachers will be able to enhance their professional development.

Similarly, this study will be very fruitful to those who want to work in the field of education. Furthermore, this study will be useful to give the direction to curriculum planners, subject specialists, teachers and other concerned personnel.

Additionally, this work can serve as a reference tool, for those who want to carry out further researches on this area. Frankly, I expect it to be so because formally not even the topic regarding this is introduced under the course of the subjects of this study, though it has become the demand of the day.

1.6 Delimitations of the Study

The study had the following limitations:

- i) It was limited to twenty secondary level schools of Kathmandu valley.
- ii) It was limited to 40 English teachers teaching at secondary level.
- iii) The data was elicited only through the questionnaire.
- iv) The area was concentrated only on teachers' individual efforts for professional development.

1.7 Operational Definition of the Key Terms

Instrumentality: It refers to whether people believe that they have a role to play in the predicted outcome.

Long-term Goal: If the learners are motivated for example, with the attraction of the better or prestigious job in future, they are easy to teach. Here, the prestigious job is the example of the long-term goal. Similarly, the language learners are motivated with the desire to be able to communicate with the members of a target language community, the desire to be able is the long-term goal.

Short-term Goal: If the learners are motivated for example, with the attraction of passing the exam, they are easy to teach. Here, passing the exam is the example of the short-term goals.

Professionalism: It is a continuous growth and development of the professionals.

CHAPTER – TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Related Theoretical Literature

This includes language teaching, ELT development in Nepal, profession and professionalism. After that it discusses one of the most noticeable aspects of the study, i.e. teachers' professional development.

2.1.1 Language Teaching

Teaching a language means teaching a foreign or second language because the first language is no need to teach at all whereas second language teaching needs formal situation, different methodologies, materials and pedagogical expertise with other different facilities for both teacher and students.

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

Language teaching today is different than before because it is the dynamic and changeable process which changes with the advancement in technology, methodology, materials and so on. As Larsen and Freeman(2010,p.86) say, "Language learning and teaching are dynamic, fluid, and mutable process".

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

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

Similarly, Richards and Lockhart(1996, p.29) say that the teachers in teaching should physically confronted to the following tasks:

- Selecting learning activities
- Preparing students for new learning
- Presenting learning activities
- Asking questions
- Conducting drills
- Checking students' understanding
- Providing opportunities for practice of new items
- Monitoring students' learning
- Giving feedback on learning and,
- Reviewing and re-teaching when necessary

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

2.1.2 ELT Situation of Nepal in the Past and Present

English entered in the Nepalese education system in 1954 when the Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in higher education until 1918 when Tri-Chandra College was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of NESP. Until then English language teachers were not trained. It started only when IOE of TU initiated the B. Ed. program in education. Even after so many years of English language teacher education in operation, there is still a dire need of trained and efficient English teachers in Nepal. Most of the teachers have not perfect English fluency. As Davies et al. (1984, as cited in Awasthi, 2003, p.201) claim that the lack of English proficiency in teachers leads to the failure to provide 'comprehensible input'. As for an example, the graduate teachers teaching English in Kathmandu was found below that of the tenth graders of a well established private high school there. The situation outside the valley is more tolerable. In a survey comprising 300 English teachers in the country, Kerr (1994, in Awasthi, 2003, p.199) found that the standard of written and spoken English amongst government school teachers ranges from grade two to grade four native speakers with only few exceptions. She also found that the standard of English teachers at private schools is also not satisfactory due to their weak proficiency in English.

Most of the English teachers in Nepal are still untrained and who are trained they need re-trained although the actual data of the trained and untrained teacher is not available. Those untrained teacher cannot cope with the methodological complexities. McCarthy (1969, as cited in Awasthi, 2003,

p.200) found that on average an untrained primary teacher will get five out of six English patterns wrong and secondary teacher will get two out of three wrong. This statement clearly indicates the reality of ELT situation in Nepal. It was also found that eight grade passed teachers teaching to the primary children in remote areas of Nepal. The present decision of government to start from grade one against the previous provision of doing so from grade four has added problem further. However, the decision made by MOE to make teacher training mandatory to obtain a permanent tenure in schools is a positive sign and it has started motivating a lot of teachers to undergo training.

In the case of tertiary level, education holding master's degree in English literature is considered an entry requirement for teaching English in Nepal. There is no pre-service training for college and university teachers and they hardly get an opportunity to go for any in-service training. Some of them even lack the linguistic competence requiring of them. According to Bhadra and Yadava (1988, as cited in Awasthi, 2003, p.200), there are a few university English teachers who lack adequate language and proficiency skills and experiences which are essential for effective English language teaching. Unlike schools, where under qualified teachers or the teachers of other subjects teach English. Campus teachers at least hold an M.A. degree in English literature but, they need short or long-term training programs in ELT. There are a few teachers who have an M.Ed. degree in English education but, they are even inadequate for the campuses under FOE. Awasthi (2003, pp.201-203) has presented the nature of English language teacher education in Nepal as follows:

1. ELT Teacher Education

The sole responsibility of imparting teacher education in ELT was given to FOE of T.U. until other universities started one or the other kind teacher education programs in the late 90s. At present, four universities, HSEB and some professional associations and NGOs like NELTA, are running ELT teacher education programmes. The type of in-service ELT teacher education and training are in the next page.

Institutions	Programmes			
FOE, TU	2 years PCL after SLC	3 years B.Ed.	1 year B.Ed.	2 yrs M.Ed.
SOE, KU	XXX	XXX	1 year P.G.& diploma	1 year M.Ed. in ELT
Mahendra Sanskrit University	XXX	XXX	1 year B.Ed.	XXX
Purwanchal University	XXX	3 years B.Ed.	XXX	XXX
HSEB	2years Higher Sec. Education	XXX	XXX	XXX

In addition to this, SEDC and NCD run short and long-term in-service ELT training for secondary and primary teachers respectively. NELTA runs short-term English language improvement and ELT methodology courses for all levels of pre and in-service teachers through its several branches.

2. ELT Teacher Education Syllabus Structure

The courses offered by the universities are responsible for conducting ELT teacher education comprising language/linguistic content and ELT pedagogy. Tribhuvan University is the only institution, which recommends the syllabus of PCL with specialization in English education on the basis of the courses including grammar, reading and writing, functional English, methods of teaching English and one month of practice teaching at the end of course.

The three years B. Ed. programmes run by Tribhuvan University and Purwanchal University differ in terms of the weightage of course. T.U. offers a balance combination of theory, practice and pedagogy, whereas the course offered by P.U. seems much more theoretical. In the case of 1 year B. Ed., the course offered by K. U. seems to be heavier than the course offered by T.U. At the master's level, T.U. is the only university running two years M. Ed. with a form on ELT and applied linguistics. The one year M. Ed. of K. U. mainly

concerns with pedagogical course with some linguistic input for the people who have had an M.A. in English literature.

3. Teaching Methods, Modality and Materials

Due to the large class size and lack of teaching material 'chalk and talk' is the dominant method of training teachers. However, in order to provide practical exposure to the variety of teaching methods the trainees are assigned some practical tasks, projects, research, and obligatory practice teaching. The references of the courses in question consist of books and journals published mainly in the UK and the USA.

4. Evaluation System

Except K. U. where the semester system prevails, the other universities have an annual examination system. Nowadays, TU has also been running semester system for a few years.

5. ELT Teacher Education and NELTA

NELTA, a professional organization of English teachers from primary level to tertiary level runs various ELT programmes throughout the country. It has its own teacher training and language improvement packages for primary and secondary level teachers. These packages are mainly need based and focused highly on developing of language skills and aspects. More than a thousand English teachers from different parts of country have received short-term training in the past and this has remained a regular feature of NELTA programs. NELTA also organizes teacher training programmer every year throughout its conference. Scholars from home and abroad facilitate these training programmes, particularly from UK with generous support of the British council. So, NELTA has been receiving the honor by trust scholarship for a decade now. Nine NELTA members have received M. A./M.Ed. in ELT/ TESOL from different universities of UK and, are working for teacher education (Awasthi, 2003, pp.201-203). Moreover, NELTA publishes different

journals, newsletters, articles and it gets more advance materials from British council too. With the support of British council, NELTA conducts teacher education program outside Kathmandu valley.

2.1.3 Teaching as a Profession

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

In broad sense, the professionals such as actor, pilot, engineer, teacher etc. whose expertise involve not only skill and knowledge but also the exercise of highly sophisticated judgment and study is extensive often university based with practical experiences. Regarding teaching as a profession, there is debate about whether teachers are professionals or workers? And whether teaching is a special profession or just an occupation to survive? However, over the last few decades teaching has been accepted as a profession. Khaniya(2006, p.7) says, 'Teaching professors, doctors, engineers and lawyers etc. are regarded as professionals'. He further argues that the professionals perform tasks involving not only skill but also expertise. Teacher as a professional is responsible to bring about change in the way students do things as perform task after they receive instruction. In this sense, teacher is a major element of the entire education system who are placed at the heart of that system. So, teachers should be an expert professional in teaching. It is also believed that professionalization of teachers is necessary for the fulfillment of their needs

and for the fulfillment of the entire education system. Wallace (2010, p.5) says that a profession only can be practiced after long and rigorous academic study which should be well regarded because of the difficulty in attaining it and the public good it brings, but it is not for profit because it is also a public service and personal dedication. The degree to which individual teachers have a sense of professionalism about their work depends upon their own working conditions, their professional goods, goals and attitudes and career prospects available to language teachers in their community. Richards et al. (1991, as cited in Richards and Lockhart, 1996, p.40) found that the teachers teaching English viewed language teaching as a profession and they themselves were professionals. In their research, the teachers also reported that they were willing to assume professional responsibilities that they can take charge of their teaching, and that they can improve the learning outcomes of their students. They shared common view towards the language they taught, stressing its value and importance in their community for education, career and business communication. However, Cannale (1985, as cited in Richards and Lockhart, 1996, p.40) states, “All teachers do not think of teaching as a profession”. He found some teachers who said that language teaching as the most despised and rejected profession. Thus, the teachers engaged in teaching profession may or may not be satisfied with their profession.

2.1.4 Profession and Professionalism

According to Pennington (1991, as cited in Richards and Lockhart, 1996, p.40), Profession is a recurring concern in language teaching. The terms profession and professionalism are inter-related to each other. A person cannot be professional who does not have all the essential qualities and expertise which a profession needs.

In fact, a profession is an occupation, vocation or career where specialized knowledge of subject, field or science is applied. It requires a prolonged academic training and formal qualification (Wallace, 2010, p.5). Different activities take place in a profession. A professional activity involves systematic

knowledge and proficiency. Teaching as a professional activity, needs some important qualities and expertise with its professional. Wallace (2010, p.5) has defined the following criteria on which a professional should have an expertise:

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

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

2.1.5 Teachers' Professional Development

Teachers in teaching profession are considered to be the key to educational and school improvement. In this sense, teachers not only implement the curriculum but also define and refine it, so that teaching and learning becomes more systematic. For that, teachers should develop their professional knowledge. According to Richards and Renandya(2010, p.85), teachers should embark on a life-long journey of developing professional competence. It is the professional responsibility of teachers to undertake a wide range of activity to improve their teaching. Pettis(1997, as cited in Richards and Renandya, 2010, p.85) emphasizes on the following three areas for teachers' professional growth:

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

According to Taylor (as cited in Richards and Renandya, 2010, p.385), teachers mostly can develop their profession from classroom practices and the investigation of new ideas and thought. So, it is suggested teachers to start with small available project which helps them to handle their instruction successfully. Then after gaining more experience and confidence, they can move on with larger and more complicated research project. To define the term 'professional development' Richards and Farrell (2010, p.4) say, "Development generally refers to growth not focused on a specific job". Professional development of teachers consist a long-term goal and seeks to facilitate the growth of teachers' understanding of teaching and themselves as teachers. It often involves examining of different dimensions of teachers' practice as a basis for reflective review and can hence be seen as 'bottom up'. Therefore, it should go beyond personal and individual reflection.

For teachers' professional development, there is an important role of teacher educator but the role of teacher educator is different than that of teacher. Broadly speaking, professional development refers to the development of a person in his/ her role in that profession. Professional development includes formal experiences (attending at workshops and professional meetings) and informal experiences (reading professional publications, watching T.V. documentries related to the profession). Hence, it is broader than the career development, staff development and teacher training since they are short-term programs. However, such other types of training and development help to enhance teachers' professional development. In the process of teacher development, teachers' potentials are transferred into performance which never ends. According to Glathon (1967, as cited in Head and Taylor, 1997, p.7), the teacher in his professional development process always can have a sense of challenge and adventure.

In fact, the process of professional development passes through different stages in very slow motion. According to Mevarech (1986, as cited in Villegas-

Reimers, 2003, p.133), teachers' professional development takes 'U' shaped model which includes the following five stages:

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

Different aspects and factors affect teachers' professional development. In this regard, Villegas-Reimers (2003, pp.119-40), introduces the following factors to be considered while planning, implementing and assigning the professional development:

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

The teachers as the professionals of teaching profession are different from the professionals of other professions and people. In this regard, Ur (1996, as cited in Richards and Renandya, 2010, p.38) distinguishes professional from other topics as below:

- a. **Professional versus Lay:** A 'lay' population is population that does not belong to specified professional group. Members of the professional group process certain skills, knowledge and convention that the lay population do not have.

- b. **Professional versus Amateur:** The distinction between professional and amateur is based on consistent difference in performance in the field, involving the quality of preparatory and ongoing learning standard and commitment the amateur does things for run for the love of it. Thus someone who knows English may have got at teaching it, as and amateur, without any partial or training or commitment. He or she may do it well, or badly, but the professionals can't allow him or herself to 'have a go' at teaching or to do it badly.
- c. **Professional versus Technician:** The technician, craftsman or artisan perform certain out skills and become more skillful as time goes on, through practice. The professional has not only to acquire certain skills, but also to be able to take course of action that are based on knowledge and thought, as distinct from automatic routines. Beyond this, he or she has to understand the principle underlying automatic relate them to each other and, innovative.
- d. **Professional versus Academic:** An academic can be defined as a researcher, lecturer, and write, usually based in a university. The professional is, first and foremost a bringer about of real world change; the doctor cures patients, the architect's design buildings, the teacher brings about or catalysis learning. Essentially, the professional prioritizes real time action whereas the academic priorities thought of course the professional also thinks about her his action and the academic acts in order to develop his or her thinking's. The distinction is thus one of emphasis and prioritizes rather than substances.

Thus, the English teacher as a professional is an active agent who brings real world change by undertaking academic research study.

2.1.5.1 Characteristics of Teachers' Professional Development

Since teacher development is a continuous life long process it brings notable change in teachers professional life. According to Head and Taylor (1997,p.4), development can happen in many different ways, it seems that certain core characteristics emerge when teachers are asked what they think teacher development is regarding the characteristics of teacher development. Rossner (1994, as cited in Head and Taylor, 1997, p.4) identifies the following characteristics:

It is about dealing with the needs and wants of the individual teacher in ways that suit individual. The needs may many and diverse from confidence building to language awareness or technical expertise.

Much at teacher development is seen as relating to new experiences, new challenges and the opportunities for teachers to broadened their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of agedness and also to develop their careers as well as those serves.

Teacher development is not just to do with language teaching or even teaching. It is about language development (particularly for teachers whose native language is not English) counsel skills, assertiveness training, confidence building, competing, meditation, cultural broadening almost anything in fact.

Teacher development, in most teachers' opinions have to be 'bottom up', not dished out by managers according to their own view of what teacher development needs. This does not mean to say that managers have no role in it nor does it mean that managers should stop organizing in-service or other training programs.

Thus, teacher development includes the development of all aspects related to that profession.

2.1.5.2 Importance of Teachers' Professional Development

Teachers need to expand their roles and responsibilities over time. So, they should be provided many opportunities for their long term career development. They are also expected to keep up to date with development in the field. Language institutions are also expected to maintain high professional standards, to provide opportunities for their teachers to pursue professional development. Opportunities for in service training are crucial to the long-term development of teacher as well as for the long term success of the program. There is pressure for teachers to update their knowledge in the areas such as curriculum trends, second language acquisition research, composition theory and practice, technology, assessment is intense. Even after several years of teaching, teachers feel a need to refresh themselves in order to accomplish their professional responsibilities effectively. There is not any moment in the life in which one can rest thinking that what s\he has learned is enough and need not learn further ahead. But only experience is not enough to meet the need and expectations of the students (Richards and Farrell, 2010, pp.1-4).

Regarding the importance of teachers professional development, Khaniya (2006,p.9)claims that people who do not update themselves find it difficult to cope with the emerging situations because very discipline is prone to change and if changes are not kept abreast people working in the field will be left far behind. For this purpose people involved in it should be allowed to work for its development, advancement and continuous improvement.

The teachers in teaching profession should keep themselves standby controlling and recovering the follow of knowledge and information from all directions. They must be able to capture appropriate materials and consume according to the demand of parents, students, and community. Ur (1996, p.317) opines that a teacher can and should advance in professional expertise and knowledge through his/her career, and such advances do not depend on formal courses or any external aspects. Teachers' own teaching routine may be the main tool for their professional development. It takes place when teachers working as an

individual or in group, consciously take advantages of such resources to forward their own professional learning. Moreover, the constant teacher development can solve or prevent the problems caused by both first year stress and later burn out. Teacher development process contributes to the success, career, and satisfaction in the profession at present and in the future. Since, teacher development is not constant it changes together with the changes in the theories, methods, and materials in teaching. So, teachers should get regular opportunities to update their knowledge and skills in the field. Regular opportunity can ensure the all round development, success, and satisfaction to the teachers.

2.1.6 Difference Between Teacher Development and Teacher Training

Both teacher training and teacher development contribute to teachers' professional development. They are similar to some extent but different in many. For Ur (1996, p.3), 'Teacher training and teacher education can be used interchangeably in the literature to refer to the same thing'. According to him, 'education' is a process of learning that develops moral, cultural, social and intellectual aspects of the whole person as an individual member of society whereas 'training' has a specific goals and prepares for a particular function or profession. Similarly, Richards and Farrell (2010, p.3) state, "Training refers to activities directly focused on teachers' present responsibilities and is typically aimed at short term and immediate goals". To them, teacher training involves trying out new strategies in the classroom, usually from others on ones' practice. Content of training is determined by experts and available in methodological books. In training; skills, techniques and objects are kept at heart in an specific period of time. Hence, it is 'top-down' whereas teacher development is long term, and 'bottom-up' which is for teachers professional growth. The differences between teacher training and teacher development are drawn as follows:

Teacher Development	Teacher Training
Voluntary	Compulsory
Holistic	Competency based
Long-term	Short term
Ongoing	One off
Continual	Temporary
Internal agenda	External agenda
Awareness based, angled towards personal growth and the development of attitudes/ insights.	Skill, technique and knowledge based.
Non compulsory	Compulsory for entry to the profession
Bottom-up	Top-down
Process, weight	Product/Certificate weighted
Means you can stay interested in your job	Means you can get
Done with peers	Done with experts

Head and Taylor (1997, p.9)

Similarly, Wallace (2010, p.3) argues "The distinction is that training or education something that can be presented or managed by others; whereas development is something that can be done only by and for himself".

To conclude, teacher development is macro process whereas teacher training is micro process although they are complement in each other. As Head and Taylor (1997, p.9) state, "It is more useful to see training and development as two complementary competent of a fully rounded teacher education."

2.1.7 Perspectives on Teachers' Professional Development

Teachers' professional development is possible to enhance from two ways; personal way and institutional way. Hence, teachers' professional development is directed towards both the institution's goals and the teacher's personal goals.

Achieving personal growth and improving departmental performance go hand in hand.

Richards and Farrell (2010, pp.9-12) discuss between the two perspectives of teacher development as follows:

a) **The Institutional Perspective**

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

In such cases, it is the responsibility of school to provide the means by which teachers can acquire the knowledge and skills they need. Here, teacher development is primarily conceived of in terms of the needs of the institution. Because it refers to the developmental activities within a school or institution, it is usually referred to as staff development and often takes the form of 'in-service training'. It is intended to directly or indirectly enhance the performance of the institution as a whole, as well as to contribute incidentally to the teacher's individual development. Teachers' professional development according to the institutional perspective has the following goals:

- i. **Institutional development:** Improvement of the performance of the school as a whole, that is, to make it more successful, attract more students, and achieve better learning outcomes. Most successful

organization regards the training and development of their staff as a matter of high priority.

- ii. **Career development:** It also facilitates the professional advancement of teachers to more senior positions in the institution (eg. senior teachers, coordinator etc) by providing them with the necessary knowledge and skills. Instead job satisfaction that result with lead to better teacher performance and better teacher retention.
- iii. **Enhanced level of students learning:** An important goal is to rise the achievement levels of students in their institution, goal that is to only important for its own sake out that also adds to the reputation of the institution and its teachers.

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

b) The Individual Perspective

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

- i. **Subject matter knowledge:** Increasing knowledge of the disciplinary basis of TESOL - that is English grammar, discourse analysis, phonology, testing, SLA research, methodology, curriculum development, and the other areas that define the professional knowledge base of language teaching.
- ii. **Pedagogical expertise:** Mostly of new areas of teaching, adding to one's repertoire of teaching specialization, improving ability to teach different skill areas to learn of language teaching.
- iii. **Self-awareness:** Knowledge of oneself as a teacher of one's principles and values, strengths and weakness.
- iv. **Understanding of learners:** Deepening understanding of learners, learning styles, learners' problems and difficulties, ways of making content more accessible to learners.
- v. **Understanding of curriculum and materials:** Deepening one's understanding of curriculum and curriculum alternatives, use and development of instructional materials.
- vi. **Career advancement:** Acquisition of knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills (Richards and Farrell, 2010, pp. 9-12).

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

2.2 Review of Related Empirical Literature

For any researcher, it is necessary to study and review the past studies and research works which are related to the research study that the researcher is going to do. According to Kumar (2005, p. 26), literature review is important in order to acquaint ourselves with the available body of knowledge in our area of interest. He further claims that literature review helps to clarify the research problem, improve methodology and broaden knowledge based on research. He suggests to follow the following four steps while reviewing literature:

- Search for existing literature
- Review the literature selected
- Develop a theoretical framework and,
- Develop the conceptual framework

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

Atay (2006) conducted research entitled "Teachers' Professional Development: Participants in Research". The main objective of the study was to find out the effect of teacher participation in research to their professional development. From this research he found that participants in collaborative research had a positive impact on 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.

Soproni (2007) conducted research entitled "The Way Teachers of English Learn: Through the Eyes of Novice and Experience Teachers". The main

objective of the study was to identify the ways of learning followed by experienced and novice teacher. It was also found that professional development mostly comes from teachers own teaching experiences and the schools context they work in.

Gnawali (2008) conducted research entitled "Strategies and Opportunities for English Language Teachers' Professional Development". The objectives of the study were to find out the strategies used by teachers and the opportunities they get for their professional development. The finding of the study was that most of the teachers have realized that they have made substantial improvement in their performance due to similar factors like knowledge and skills, challenge and responsibilities dealing with their wants and needs professional interactions and decision making.

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

Likewise, Adhikari (2009) conducted research entitled "Attitude of English Language Teachers towards Collaborative Learning for their Professional Development." The objectives of the study were to find out the teachers attitude towards collaborative learning. Throughout her study she found that most of the teachers reported that they learn from collaboration among their colleagues. They were very positive towards such learning for their professional development.

Joshi (2010) conducted research entitled "Learning Strategies of English Language Teachers for Professional Development". The objective of the study was to identify the strategies used by the English language teachers for their professional development. Throughout the research, the researcher found that

all teachers were learning professional knowledge from own teaching experiences, self-monitoring, workshops, conferences, seminars, peer observation, and team teaching etc.

In the same way, Baral(2015) carried out research entitled “Mentoring for Teachers’ Professional Development”. The objective of the study was to identify the practices of mentoring in teachers’ professional development. Throughout the study the researcher found that the ELT practitioners were unfamiliar about the formal practice of mentoring. Indeed almost all the novice teachers indicated the great relevance of mentoring.

And, Shahi (2015) carried out research entitled “Keeping Teaching Journals for Professional Development: Teachers’ Perspectives and Practices”. The objective of the study was to find out the perspectives of English language teachers towards keeping teaching journals as well as to identify the practices of keeping teaching journals for professional development. The researcher found that majority of teachers (60%) viewed keeping teaching journals as the best strategy for teachers’ professional development. However, most of them also responded that they did not keep teaching journals of their own teaching.

Hence, there are several research studies in the field of language teaching. But, my research study is different than all these previous studies though it is also related to ELT and teachers' professional development. So, this research will be the first research work about the teachers' individual efforts for professional development in the department of English Education, Tribhuvan University.

2.3 Implications of Review for the Study

In literature review, my central focus was to examine and evaluate what has been studied before on a topic and established the relevance of this information to our research. This review of the study may obtain from the variety of sources including books, journals, articles, reports etc. This entire source helped me bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is equally important to examine and evaluate what

has been said and what has not been said yet for finding new areas for further research.

There are very limited research studies which have been carried out in the field of professional development under ELT. Atay (2006) opines that participants in collaborative research have a positive impact on the professional development by broadening their perceptions of research. In addition to this, Soproni (2007) reflects that professional development mostly comes from teachers own teaching experiences and the schools context they work in. Phuyal (2008) has concluded that the majority of teachers teaching in primary level were not using reflective teaching, though some teachers responded that they use such teaching. Joshi (2010) has reported that all teachers learn professional knowledge from own teaching experiences, self-monitoring, workshops, conferences, seminars, peer observation, and team teaching etc.

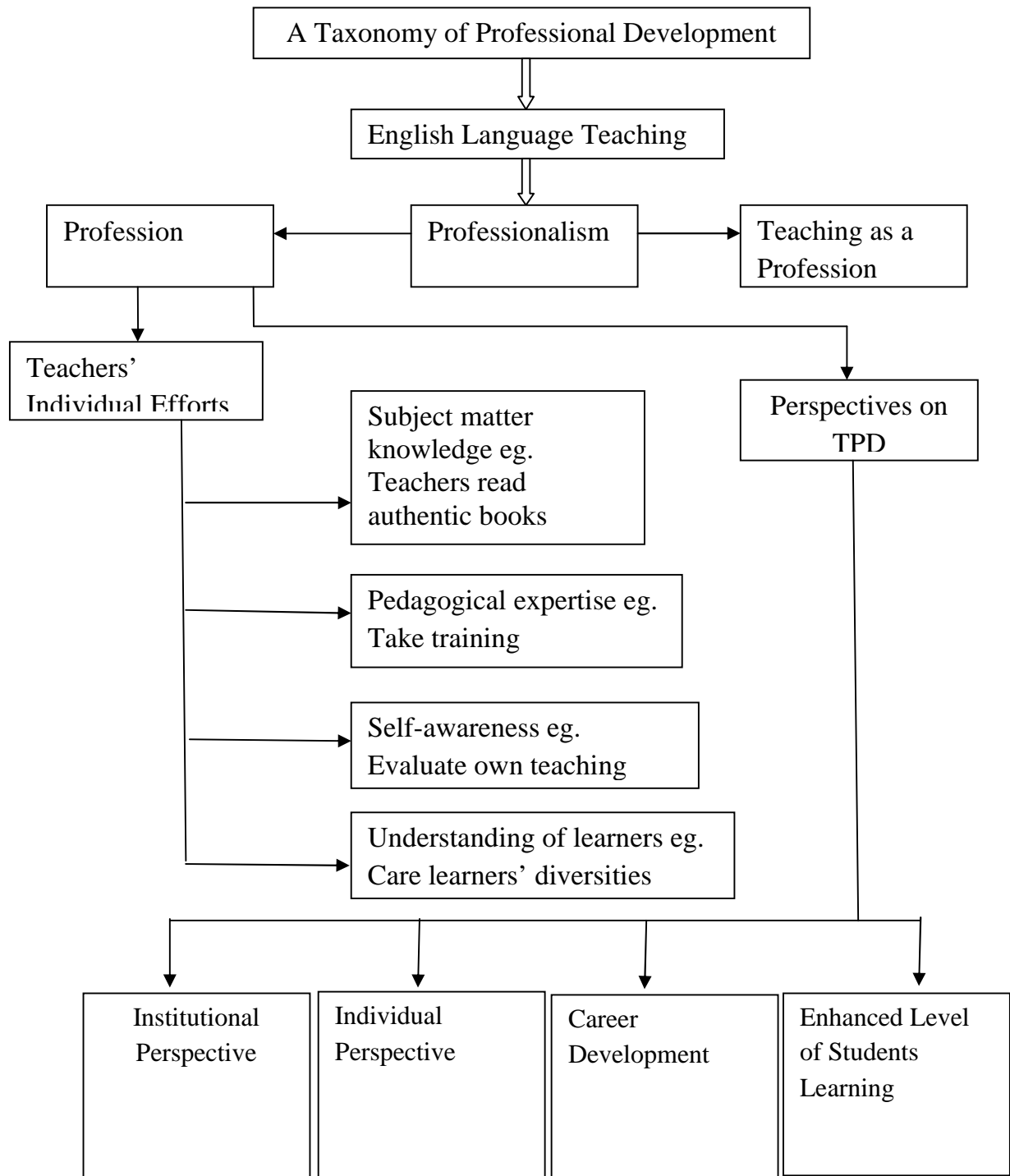
I reviewed all total eight related researches. It helped me to get insight about theory and trends in ELT, and showed a clear way to walk ahead. As for example, by reviewing the research done by Awasthi, I got clear idea about the past and present situations of ELT in Nepal. The review of the research of Atay helped me to know about impact of collaborative research in professional development of teachers. Similarly, by reviewing the research of Soproni I got many ideas about the ways of teacher learning. The review of the research of Gnawali helped me to take account of strategies and opportunities followed by the English language teachers. In the same way, I reviewed the research done by Phuyal that helped me to know about the ways of reflective teaching. Likewise, I also reviewed the research study carried out by Adhikari that helped me to understand the perception of English language teachers towards collaborative learning. Likewise, I got a lot of ideas regarding the strategies of teacher development and teachers' own efforts for professional development by reviewing the research carried out by Baral and Shahi. Furthermore, I was helped to determine the methodology and the tools of the research after reviewing their researches. Although I had many confusions, the review of

these empirical researches helped me to carry out this research with clear purposes and procedures. It also guided me to analyse and interpretate the data then present the findings and implications clearly.

Though the further research works helped my research study, I could not find teachers' perceptions on professional development. Therefore, I considered and selected as one of the new studies in the field of ELT in the Department of English Education. I hope this work is a new attempt in the exploration of abovementioned untouched area. It has been a single study to address teachers' individual efforts for professional development in the Department so far. So, this research seems to be a new study.

2.4 Theoretical/Conceptual Framework

The conceptual framework of my study was as follows:



CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Designand Method of the Study

This was a survey research. The study was descriptive in nature. However following procedures were applied to fulfill the objectives of the study. Descriptive method was used to analyze and interpret the collected data from the study area. The research mainly focused on teachers' individual efforts for professional development. It was based on teachers' individual efforts for professional development. I used the following step-wise methodological procedure to collect the required data. First, I prepared questionnaire including 30 open-ended and closed-ended questions. Then, I went to the field and ask for the consent from the people concerned. I explained them about the purpose of the research and persuaded them for helping me in my research providing the required information. After that questionnaires were distributed to them. They were given 5 days for filling in the questionnaire. Finally, I thanked all the teachers who provided me the required information and helped in my research study.

During the research work, I visited the selected area to find out the existing data. Specifically, it was carried out in small number of population in order to find out to address the large population by selecting sample population which was representative of the study population as a whole as I followed survey research design. In this context, Cohen and Manion (1985, as cited in Nunan 1992, p. 140) write:

Surveys are the most commonly used descriptivemethod in educational research and may vary in scope from large scale governmental investigations through small scale studies carried out by single researcher.

The purpose of survey is generally to obtain the snapshot of conditions, attitudes, and / or events at a single point of time. Survey is always done in the

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

Step 1: Define objectives	What do we want to find out?
Step 2: Identify target population	What do we want to know about?
Step 3: Literature review	What have others said/ discovered about the issue?
Step 4: Determine sample	How many subjects should we survey, and how do we identify them?
Step 5: Identify survey instruments	How will the data be collected: questionnaire/interview?
Step 6: Design survey procedure	How will the data collection actually be carried out?
Step 7: Identify analytical procedure	How will the data be assembled and analyzed?
Step 8: Determine reporting procedure	How will it be written up and presented?

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

3.2 Population and the Sample of the Study

Following random sampling procedure, twenty secondary level schools located in Kathmandu valley were selected. English language teachers of the schools were the population of the study. Total 40 English teachers were selected as the sample of the study.

3.3 Sampling Procedure and Sample Size

Twenty secondary level schools of Kathmandu valley were the research areas of the study which were purposively selected. Two teachers, teaching English at secondary and lower secondary level were selected from each school. The total sample size consisted of 40 English teachers from different schools of Kathmandu valley. I used non-random judgmental sampling procedure to select teachers from the different schools.

3.4 Data Collection Tools

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.

3.5 Data Collection Procedure

I used the following step-wise methodological procedure to collect the required data. First, I prepared questionnaire including 25 open-ended and 5 closed-ended questions. Then, I went to the field and ask for the consent from the people concerned. I explained them about the purpose of the research and

persuaded them for helping me in my research providing the required information. After that questionnaires were distributed to them. They were given 5 days for filling in the questionnaire. Finally, I collected the distributed questionnaires thanking all the respondents who provided me the required information and helped in my research study.

3.6 Data Analysis and Interpretation Procedure

I followed mixed research design (i.e. qualitative and quantitative) in general and the survey research design in particular to study teachers' individual efforts for professional development perceived by secondary level English teachers. The main objective of this study was to find out teachers' perceptions on professional development. After collecting the data/information, the researcher had tabulated in different groups according to their nature. The collected data and information were presented in different tables. For the purpose of analyzing the data simple statistical procedure was adopted. The data were analyzed and interpreted with the help of tables systematically and descriptively.

CHAPTER - FOUR

RESULTS AND DISCUSSION/INTERPRETATION

This chapter deals with results, interpretation / discussion of the data obtained from primary sources. The data were collected with the use of questionnaire (See Appendix I) consisting of both closed-ended and open-ended questions. The questions were constructed being based on the objectives of the study. The data were collected from 40 English teachers of the schools of Kathmandu valley. The data were analyzed on the basis of percentage and table. Analysis and interpretation of data seem to be worthy in research work through which findings are deduced. Bogdan and Biklen (1998) write:

Data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, searching for patterns, discovering what is important and what is to be learnt and deciding what you will tell others (as cited in Neupane, 2007, p. 61).

In order to gather the required data for the study, I used the motivational observation form. Information gathered has been analyzed thoroughly and descriptively using the different tools. The information obtained through questionnaire has been analyzed and interpreted by making qualitative themes and quantitative analysis. Finally, conclusions have been deduced triangulating the analyzed information from various sources.

4.1 Results

This research study entitled “Teachers’ Individual Efforts for Professional Development” aimed at identifying the impact of professional development. I collected the data from both primary and secondary sources for the study. For

the primary source, I selected the secondary level schools purposively. Following the similar methodology, that is, purposive non-random sampling, 40 English teachers were selected for the sample size from different schools of Kathmandu valley. I followed both the qualitative and quantitative approach for the study to find out the perceptions of the teachers. Hence, analysis and interpretation of data is done through the application of statistical approach and content analysis under descriptive approach. This study concludes that the English teachers have positive attitudes and perceptions towards professional development. The results are listed below:

- It was found that most of the teachers had positive attitudes and high level of enthusiasm towards English language teaching and they were aware of professional development of the teacher.
- Based on the observation it was found that most of the teachers viewed English language teaching as the result of professional development.
- It was found that majority of the teachers confidently opined that professional development of teachers consist a long-term goal and seeks to facilitate the growth of teachers understanding of teaching themselves as teachers. It often involves examining of different dimensions of teachers' practice as a basis for reflective review and can hence be seen as 'bottom up'. Therefore, it should go beyond personal and individual reflection. It is, therefore, they accepted the ground reality of extrinsic motivation in English language teaching.
- It was further identified that examining of different dimensions of teachers' practice as a basis for reflective review and can hence be seen as 'bottom up'. Similarly, majority of the teachers viewed it as the result of a person in his/her role in that profession. It includes formal experiences (attending at workshops and professional meeting) and informal experiences (reading professional publication, watching TV).

- From the analysis of collected data, it was identified that majority teachers focused on skill learning in the opportunity of professional learning.
- It was found that most of them (out of 40, 52.38%) consulted the related authentic sources and educational bodies to get wide knowledge about curriculum and its alternatives.
- Likewise, it was found that more than 85 percent of the teachers understand about the age, interest, background, needs and ability of the students before teaching and after teaching.
- Based on the findings of the data, it was found that (64.28%) teachers develop the possible and necessary instructional materials that are not in their schools.
- Another possible explanation is that they always take into account of their strengths and weaknesses for improvement.
- It was found that out of 40 teachers, 96.42 percent of them agreed on taking the responsibilities of supervision and mentoring for their professional promotion.
- Out of 40 teachers, 78.57 percent of them opined that they were always aware about learners' problems, difficulties and learning styles.
- Similarly, 94 percent of the teachers believed that they evaluated their own teaching in reflective way to be improved themselves.
- Finally, the study indicated that teachers' cognitive processing influences their behavior and that such processing may lessen the effectiveness of professional development.

4.2 Discussion / Interpretation

I arranged the questions thematically into three groups for the purpose of analysing the data. The collected data were interpreted and discussed under the three main headings:

- a) Learners' Awareness Towards Professional Development
- b) Attitude Scores Obtained by English Teachers
- c) Mean Weightage of Attitude Scores of English Teachers

The participants were asked 25 closed-ended and 5 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.

4.2.1 Teachers' Awareness Towards Professional Development

The first objective of the study was to find out the awareness of the English language teachers towards professional development. In order to elicit the required information, fourteen close-ended questions were provided to the secondary level English teachers. Based on responses provided by them, the data have been presented in the table 2.

Fourteen close-ended and five open-ended questions were asked to identify the awareness of secondary level English teachers teaching at government schools towards professional development.

Table 1**Teachers Individual Efforts and Professional Development in ELT**

S.N.	Statements	Responses	No. of Re	Re in Percent
1.	To develop pedagogical expertise, I regularly review my past experience in the different areas of teaching.	Yes	3	7.50
		No	31	78.57
		Uncertain	6	14.28
2.	I always understand about the age, interest, needs and ability of students before teaching and after teaching.	Yes	34	85.71
		No	6	14.28
		Uncertain	---	---
3.	I regularly simplify, modify and clarify the daily teaching content to make it more accessible to the learner.	Yes	25	64.28
		No	9	21.42
		Uncertain	6	14.28
4.	I am always aware about learners' problems, difficulties and learning styles.	Yes	38	92.85
		No	1	3.57
		Uncertain	1	3.57
5.	I consult the related authentic sources and educational bodies to get wide knowledge about curriculum.	Yes	22	52.38
		No	9	23.80
		Uncertain	9	23.80
6.	I develop the possible and necessary instructional materials that are not in my schools.	Yes	7	11.90
		No	24	64.28
		Uncertain	9	23.80
7.	To acquire the wide knowledge for professional development I regularly read authentic books, consult internet and talk with expertise.	Yes	25	61.90
		No	9	23.80
		Uncertain	6	14.28
8.	For my professional promotion I learn and take the responsibilities of supervision and mentoring.	Yes	29	78.57
		No	7	11.90
		Uncertain	4	9.52
9.	I never miss the conferences, meeting and seminars which help my professional development.	Yes	37	96.42
		No	2	2.38
		Uncertain	1	1.19

10.	I always consult self access centers, people involved in professional development and multimedia.	Yes	39	97.61
		No	1	2.03
		Uncertain	--	--
11.	If I couldn't solve my problems myself then I decide what kind of support I need from my institution.	Yes	26	65.47
		No	7	16.66
		Uncertain	7	16.66
12.	To be improved myself I always evaluate my own teaching in reflective way.	Yes	19	46.42
		No	17	42.85
		Uncertain	4	9.52
13.	To be a good teacher I usually refine personal values and beliefs according to need of professional development.	Yes	37	94.04
		No	1	2.38
		Uncertain	2	3.57
14.	To develop knowledge I equalystudy about English grammar, discourse analysis, phonology, testing, SLA etc.	Yes	38	96.42
		No	1	2.38
		Uncertain	1	2.38

(No = Number, Re = Respondents)

The above presented table contains fourteen statements. Regarding the first statement, 78.57 percent of the teachers agreed to it whereas 7.14 percent of them showed their negative response and 14.28 percent were uncertain. Similarly, in the second statement, 85.71 percent of the teachers agreed with it whereas 14.28 percent showed their negative response. In the third statement, 64.28 percent of the teachers agreed with it whereas 21.42 percent showed their negative response and 14.28 percent were uncertain. Similarly, in the fourth statement, 92.85percent of the teachers agreed with it whereas 3.57 percent showed their negative response and 3.57 percent were uncertain. In the fifth statement, 52.38 percent of the teachers agreed with it whereas 23.80 percent of them showed negative response and 23.80 percent were uncertain. Likewise, in the statement no. six, 11.90 percent of the teachers agreed with it whereas 64.28 percent showed negative response and 23.80 percent were uncertain. In the statement no. seven, 61.90 percent of the teachers showed their positive

response whereas 23.80 percent of them showed negative response and 14.28 percent were uncertain.

Regarding the statement no. eight, 78.57 percent of the teachers showed positive response whereas 11.90 percent showed negative response and 9.52 were uncertain. Similarly, in the statement no. nine, 96.42 percent of the teachers agreed with it whereas 2.38 percent of them showed their negative response and 1.19 percent were uncertain.

Regarding the statement no. ten, 97.61 percent of the teachers showed positive response whereas 2.03 percent showed negative response. Similarly, in the statement no. eleven, 65.47 percent of the teachers agreed with it whereas 16.66 percent of them showed their negative response and 16.66 percent were uncertain. Regarding the statement no. twelve, 46.42 percent of the teachers showed positive response whereas 42.85 percent showed negative response and 9.52 were uncertain. Similarly, in the statement no. thirteen, 94.04 percent of the teachers agreed with it whereas 2.38 percent of them showed their negative response and 3.57 percent were uncertain. In the last statement, 96.42 percent of the teachers showed their positive response whereas 2.38 percent of them showed their negative response and 2.38 percent were uncertain.

Thus, the above table shows that majority of the teachers are English teaching language for professional development. It indicates that the tenth statement has the highest level of teachers' individual efforts whereas the twelfth statement has the lowest level of teachers' individual efforts. The English teachers teach English in order to develop professionalism. It can be concluded that English language teaching is inevitable in the world of English globalization in the competitive world for professional development and improving their English.

Table 2**Awareness of English Teachers Towards Professional Development**

S.N.	Responses	No.	%
1.	Professional development of teachers consist a long-term goal and seeks to facilitate the growth of teachers understanding of teaching themselves as teachers. It often involves examining of different dimensions of teachers' practice as a basis for reflective review and can hence be seen as 'bottom up'. Therefore, it should go beyond personal and individual reflection.	12	32.92
2.	Professional development refers to the development of a person in his/her role in that profession. It includes formal experiences (attending at workshops and professional meeting) and informal experiences (reading professional publication, watching TV).	10	25.60
3.	The term professional development generally refers to the growth not focused on a specific job.	6	13.48
4.	Professional development requires a personal and ongoing commitment in the concerned area.	4	9.75
5.	It is the professional responsibility of teachers to undertake a wide range of activity to improve their teaching.	3	6.09
6.	It is a life-long journey of developing professional competence.	2	4.87
7.	A sense of challenge and adventure.	1	2.43
8.	It is a continuous life long process which brings notable change in teachers' professional life.	1	2.43
9.	Professional development refers to teachers' professional growth they should develop their skills in transacting this newly acquired knowledge in their teaching.	1	2.43

(No. = Number of respondents, % = Percentage)

The data presented in the table 2 shows that 32.92 percent of the teachers defined professional development as a basis for reflective review. Similarly, 25.60 percent of the teachers viewed it as the development of a person in his/her role in that profession. It includes formal experiences (attending at workshops and professional meeting) and informal experiences (reading professional publication, watching TV). Analyzing the data, it was found that 13.48 percent of the teachers stated as the growth not focused on a specific job. Likewise, 9.75 percent of the teachers defined professional development as a personal and ongoing commitment in the concerned area.

Analyzing the data, it was found that 6.09 percent of the teachers stated, professional development as the professional responsibility of teachers to undertake a wide range of activity to improve their teaching. In the same way, 4.87 percent of the teachers defined professional development as a life-long journey of developing professional competence. Thus, most of the English teachers viewed that professional development as a basis for reflective review and can hence be seen as 'bottom up'. It refers to the development of a person in his/her role in that profession which includes formal expiries and informal experiences.

4.2.2 Attitude Scores Obtained by English Teachers

In order to elicit the required information for finding out the attitude scores obtained by English teachers, the teachers were provided eleven close-ended questions to respond. Based on responses provided by the teachers, the data has been presented in table 3 below.

Table 3**Mean Weightage of Attitude Scores of English Teachers**

S. N.	Statements	Mean	Result	Grand Mean	Result
1.	I can enhance professional development by my own efforts.	4.595	F	3.99	F
2.	I regularly make plan of my teaching strategies.	4.571	F		
3.	I determine goals (short and long term) of my profession.	4.380	F		
4.	I always focus on skill learning as the opportunity.	4.404	F		
5.	I develop the possible and necessary teaching material.	4	F		
6.	Providing students exam oriented notes and materials.	1.857	UF		
7.	I always take into account of my strength and weakness.	4	F		
8.	To be improved myself, I evaluate my own teaching.	4	F		
9.	I always consult the self access centers.	4.404	F		
10.	I consult related authentic sources to get knowledge.	4.333	F		
11.	Inever missconferences, meeting, seminars.	3.416	F		

Table 3 shows that the mean weightage response of English teachers is 4.59 for the statement – ‘I can enhance professional development by my own efforts’ which shows attitude score of English teachers is favourable. Similarly, the mean weightage response of English teachers is 4.57 for the statement – ‘I regularly make plan of my teaching strategies’ which shows attitude score of English teachers is also favourable. The mean weightage response of English teachers is 4.38 for the statement – ‘I determine goals (short and long term) of my profession’ which shows attitude score of English teachers is favourable. Similarly, the mean weightage response of English teachers is 4.40 for the statement – ‘I always focus on skill learning as the opportunity’ which shows attitude score of English teachers is also favourable. The mean weightage response of English teachers is 4 for the statement – ‘I develop the possible and necessary teaching material’ which shows attitude score of English teachers is favourable. Similarly, the mean weightage response of English teachers is 1.85 for the statement – ‘Providing students exam oriented notes and materials which shows attitude score of English teachers is unfavourable. Likewise, the mean weightage response of English teachers is 4 for the statement – ‘I always take into account of my strength and weakness’ which shows attitude score of English teachers is favourable. The mean weightage response is also 4 for the statement – ‘To be improved myself, I evaluate my own teaching’ which indicates that the attitude score of English teachers is also favourable. Similarly, the mean weightage response of English teachers is 4.40 for the statement – ‘I always consult the self access centers’ which shows attitude score of English teachers is favourable. The mean weightage response is 4.33 for the statement – ‘I consult related authentic sources to get knowledge’ which indicates that the attitude score of English teachers is also favourable. Likewise, the mean weightage response of English teachers is 3.41 for the statement – ‘I never miss conferences, meeting and seminars’ which shows attitude score of English teachers is favourable. As a whole, the grand mean weightage of the response is 3.99. So, the result shows the favourable attitudes of English teachers towards professional development.

CHAPTER - FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter presents the summary, conclusions and implications of the study on the basis of the themes and observational analysis. Then it suggests some implications in accordance with those findings.

5.1 Summary

In the course of aiming the main themes of research being based on the data collected through the questionnaires, almost all the English teachers from secondary level schools expressed their opinions on their own. In the meantime, they showed positive responses when they were asked to put on their awareness towards the role of professional development in English language teaching. They further opined that professionalism plays a vital role in English language teaching and which has positive impact on teaching and learning. Moreover, they opined that professional development refers to the development of a person in his/her role in that profession which includes formal experiences (attending at workshops and professional meeting) and informal experiences (reading professional publication, watching TV). Simply putting, it is the professional responsibility of teachers to undertake a wide range of activity to improve their teaching.

On the basis of the data collected, it was found that English teachers enhance their professional development by their own efforts and they always consult the self access centers and related authentic sources to get knowledge. Thus, we can undoubtedly say that the secondary level English teachers from schools are intrinsically as well as extrinsically motivated towards English language teaching for their professional development in the age of English globalization today to fulfil the demand of time.

5.2 Conclusions

This study focused on identifying the impact of professional development in ELT. I mainly used two tools to draw out perception and attitudes of teachers in English language teaching. After rigorous and micro analysis and interpretation of available information, I have derived the following major findings of my study.

- It was found that most of the teachers (out of 40, 32.92%) had positive attitudes and high level of enthusiasm towards English language teaching and they were aware of professional development of the teacher.
- Based on the observation it was found that most of the teachers of schools viewed that English language teaching as the result of professional development.
- It was found that 32.92 percent of the teachers confidently opined that professional development of teachers consist a long-term goal and seeks to facilitate the growth of teachers understanding of teaching themselves as teachers. It often involves examining of different dimensions of teachers' practice as a basis for reflective review and can hence be seen as 'bottom up'. Therefore, it should go beyond personal and individual reflection. It is, therefore, they accepted the ground reality of extrinsic motivation in English language teaching.
- It was further identified that professional development of teachers consist a long-term goal and seeks to facilitate the growth of teachers understanding of teaching themselves as teachers. It often involves examining of different dimensions of teachers' practice as a basis for reflective review and can hence be seen as 'bottom up'. Therefore, it should go beyond personal and individual reflection. Similarly, out of 40, 25.60 percent of the teachers viewed it as the result of a person in

his/her role in that profession. It includes formal experiences (attending at workshops and professional meeting) and informal experiences (reading professional publication, watching TV).

- It was identified from the analysis of collected data that 64.28 percent teachers focus on skill learning in the opportunity of professional learning.
- It was found that they consulted the related authentic sources and educational bodies to get wide knowledge about curriculum and its alternatives.
- Likewise, it was found that 85.71 percent of the teachers understand about the age, interest, background, needs and ability of the students before teaching and after teaching.
- Based on the findings of the data, it was found that 11.90 percent teachers develop the possible and necessary instructional materials that are not in their schools.
- Another possible explanation is that almost all teachers always take into account of their strengths and weaknesses for improvement.
- It was found that 96.42 percent of the teachers agreed on taking the responsibilities of supervision and mentoring for their professional promotion.
- Thus, most of the teachers viewed that teachers' individual effort is necessary for their professional development. The grand mean weightage of teachers' attitudes towards professional development was also found favourable. It is, therefore, they are highly concerned towards English language teaching for their professional development.

5.3 Implications

The following implications are suggested at the different levels on the basis of the findings derived from the study for the pedagogical purposes. Three levels of implications are presented in this part.

5.3.1 Policy Level Related

The followings are the suggestions that can be useful at the policy level:

- As the English language teachers expressed their views that they want some recommendations for developing professionalism. Therefore, English language teachers are highly recommended to develop professionalism in order to increase their chance of learning English language.
- Most of the teachers want the development of a person in his/her role in that profession. It includes formal experiences (attending at workshops and professional meeting) and informal experiences (reading professional publication, watching TV). So, the central bodies of educational institutions and the government must understand the demand of time while making policies.
- In other words, the English language teachers, Curriculum Development Centre (CDC), management personnel of NCED, Ministry of Education, Department of English Education and concerned authorities are highly responsible bodies in formulating policies of overall education system of Nepal.
- The study might help to think about different views of teachers on individual efforts for their professional development in English language learning that students of developing countries like Nepal pursue master degree in English for getting a good job to sustain their family and thus the reality is always bitter. It must be justified and looked out and

looked ahead in time and timely by the government, concerned authorities and all the stakeholders to bring the students' appropriate policies.

5.3.2 Practice Level Related

At the practice level, the concerned authorities should address the present necessities as far as possible. The followings are the suggestions that can be applicable at this level:

- Teachers wish to teach English language as per the stimuli they get. So, the individual effort is necessary for their professional development after completing their course. If this so, the concerned authorities should address their present necessities.
- As the English teachers expressed their positive attitudes towards teachers' professional development, it is a penmanship in the field of ELT. That's why, the curriculum designers, textbook writers, scholars, and concerned authorities should design educational and instructional materials to grasp the desired success in English language teaching and learning.

5.3.3 Further Research Related

As I have consulted different research works to carry out this research, in the same way, the other researchers can also use it to attain different information related to teaching and learning. This study does not talk about all the factors related with the professional development. That's why, other researchers who are interested in this field can study and it can provide them necessary information. This work can help you as a piece of mirror for further research by providing new research areas which are left to be investigated.

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APPENDIX-I
Questionnaires

Dear Informant,

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

Thanking you.

Researcher

Basudev Adhikari

Part I: Personal Profile

Please give your personal information as asked.

Teacher’s Name:

School’s Name:

Qualification:

Experience:

Training (if any):

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

S.N.	Statements	Yes	No	Uncertain
1.	To develop pedagogical expertise, I regularly review my past experience in the different areas of teaching.			
2.	I always understand about the age, interest, needs and ability of students before teaching and after teaching.			
3.	I regularly simplify, modify and clarify the daily teaching content to make it more accessible to the learner.			
4.	I am always aware about learners' problems, difficulties and learning styles.			
5.	I consult the related authentic sources and educational bodies to get wide knowledge about curriculum.			
6.	I develop the possible and necessary instructional materials that are not in my schools.			
7.	To acquire the wide knowledge for my professional development I regularly read authentic books, consult internet and talk with expertise.			
8.	For my professional promotion I learn and take the responsibilities of supervision and mentoring.			
9.	I never miss the conferences, meeting and seminars which help my professional development.			
10.	I always consult self access centers, people involved in professional development and multimedia.			
11.	If I couldn't solve my problems myself then I decide what kind of support I need from my institution.			
12.	To be improved myself I always evaluate my own teaching in reflective way.			
13.	To be a good teacher I usually refine personal values and beliefs according to need of professional development.			
14.	To develop knowledge I equally study about English grammar, discourse analysis, phonology, testing, SLA etc.			

Part III: Questions Pertaining to the Role of English Teachers

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

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

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

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

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

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

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

Strongly Agree	1	2	3	4	5	Strongly Disagree
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20. Providing students exam oriented notes and materials.

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

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

Strongly Agree	1	2	3	4	5	Strongly Disagree
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23. I always consult the self access centers.

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

Strongly Agree	1	2	3	4	5	Strongly Disagree
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25. I never miss conferences, meeting and seminars.

Strongly Agree	1	2	3	4	5	Strongly Disagree
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SUBJECTIVE QUESTIONS

1. How do you define professional development?

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2. Please mention any five benefits of professional development for English teachers.

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3. Write any two differences between teacher development and teacher training.

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4. What are the factors that direct professional development?

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5. In what sorts of meeting, conferences and seminars you make involved for your professional development?

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Thanking you again for your kind co-operation.