

**SELF-MONITORING PRACTICES FOR
PROFESSIONAL DEVELOPMENT:
TEACHERS' NARRATIVE**

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

**Submitted by
Sulochana Nepal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2019

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DEDICATION

Dedicated

To

My grandmother, who always blessed me to achieve the summit of success and wished for my tenure as independent working lady.

DECLARATION

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

Date: 10/ 9/2019

.....
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Sulochana Nepal

ABSTRACT

The present study entitled **Self-monitoring Practices for Professional Development: Teachers' Narrative** is an attempt of the researcher to explore the practice of self-monitoring by the EFL teachers and to examine their views on self-monitoring for their professional development. The researcher has also tried to suggest some pedagogical implications on the basis of findings of the study. The population of this research study consists of the EFL teachers of Sindhupalchok district. The primary data for the study were collected from 4 teachers teaching at different levels in ChautaraSangacholgadi Municipality using purposive sampling procedure. Data were collected through semi-structured interview and informal conversation. The systematically collected data have been analyzed and interpreted thematically. Almost all teachers were found to be practicing self-monitoring but in their own way. They are unaware about the systematic use of self-monitoring for teachers professional development. It means that there has been random practice of self-monitoring which may not be considered to have played important role in teacher's professional development. All the teachers interviewed agreed that self-monitoring is the best strategy of teacher's professional development as it provides an opportunity to learn about the teachers' own weakness as well as strengths and they can make self-improvement without any hesitation and can have dignified improving career. This study also found that self-monitoring is practiced more frequently by the novice teacher than the experienced one. Due to lack of government policies and mandates on practicing self-monitoring in regular interval of period, there has not been any attempt in organizing trainings and orientations about systematic self-monitoring method. Due to this, there are confusions among the teachers about the real and authentic way of practicing self-monitoring.

The present study consists of five chapters. The first chapter is an introductory chapter which includes background of the study, statement of the problem, objective of the study, research questions, and significance of the study,

delimitation of the study and operational definition of the key terms. The second chapter deals with the review of related theoretical literature, review of related empirical literature, implication of review and conceptual framework. The third chapter discusses the methods and procedures of the study. It consists of the design, population, sample and sampling strategy, research tools, sources of data and collection procedures. The fourth chapter incorporates analysis and interpretation of data and the fifth chapter deals with the findings, conclusions and recommendations. The last section of this research includes the references and appendices.

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LIST OF ABBREVIATIONS

EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
Et.al	:	More than two writers
p.	:	Page
M.Ed.	:	Master of Education
Prof.	:	Professor
Dr.	:	Doctor
Reg.	:	Registration
TPD	:	Teacher Professional Development
T.U.	:	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This is an introductory chapter which includes background of the study, statement of the problem, objectives of the study, research questions, delimitations of the study, significance of the study, and operational definitions of key terms.

1.1 Background of the Study

In the recent world of globalization, there has been an increased demand for English language teachers. Learning and teaching of English has become the interest of almost all around the world. In this context, general knowledge of subject matter and predefined teaching methods/ procedures are not enough for EFL teachers to deal with different challenges in their carrier. Teacher education enables an individual to function in any situation. For long-term professional development, teacher education can provide the confidence and knowledge to continue to reach the destination and to grow professionally. Regarding to this Peninngton, (1990) says that teacher education provides the background for helping the teacher to understand what types of feedback is appropriate in different situations. Teacher education builds tolerance in future teachers reminding them that are different perspectives and approaches of teaching, all of which may be equally valid. Similarly, the term teacher learning is introduced as a process by which novice teacher's move towards expertise. It is a continuous process that promotes teachers teaching skills, master new knowledge, develop new proficiency, which in turn help improve students' learning. Both teacher education and teacher learning are the essence of teacher professional development.

Teachers' professional development concerns the growth and development of teachers in their professional roles so that they can perform their best. In other

words, the process of making teachers competent at applying the knowledge and skills they have acquired in the classroom practice is teacher professional development (TPD). Professional development of a teacher is an ongoing and comprehensive process which starts with the pre-service education, trainings and continues until the retirement. Fullan (1995, p. 265) mentions that teachers' professional development is "the sum total of formal and informal learning pursued and experienced by the teacher in a compelling and dynamic change".

The process of a teachers' professional learning is based on his/her practical and theoretical knowledge (Calderhead, 1988). Every teacher should continuously enrich their knowledge and skills, get informed about professional novelties, develop themselves and self-educated in order to increase their professionalism and general culture. Professional development is not a simple spontaneous process. It is a complex co-relation among teachers with belonging characteristics and different environmental factors in which his/her professional role is realized. Apart from knowledge and skills, a teacher should possess certain values that lead their activity. To realize the professional development goals, Richards and Farrell (1995) suggest activities for teachers such as to participate in engaging in self-reflection and evaluation, 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 (2005) further mention eleven different strategies that facilitate teachers' professional development. They are workshops, self-monitoring, and teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research.

An important characteristic of professionalism is reflection. Reflection is a way of observing, evaluating and reflecting on one's own action in order to bring about change in practice. Thinking back and moving ahead with action is

considered as reflection. It generates new idea to learn better. Reflection also involves thinking about and critically analyzing one's action with the goal of improving professional practice. Teaching profession implies teacher's autonomy and freedom, there is no doubt that a teacher has the right to actively participate in the evaluation of his/her professional work as well, which includes self-evaluation.

The basic meaning of self-evaluation is twofold. It allows us the insight into the state and the results of professional development of teachers. Self-evaluation also reveals special interests, abilities and competences of teachers that are to be developed as an important determinant of a teacher's professional identity. Self-monitoring may be effective for improving teacher implementation fidelity of behavioral interventions (Reinke, Lewis-Palmer, and Merrell, 2008). Self-monitoring involves observing one's own behavior, recording those observations, and analyzing those data to make decisions regarding how to improve one's performance (Bruhn, McDaniel, & Kreigh, 2015). Self-monitoring, sometimes referred to as self-evaluation, is a component of self-assessment (Eva and Regehr, 2011).

To be fact, for the professional growth of teachers, they need to be aware of their current practices of teaching. However, there is very rare practice of reflecting one's own teaching in his/her context and also very few researches had been done in the field of self-monitoring practices of teachers. Therefore, I am interested to carry out research in this area.

1.2 Statement of the Problem

Self-monitoring is an effective strategy to develop teacher professional development. It has tremendous advantages which enables teacher to evaluate their teaching behavior and help them to develop their professionalism. According to the research report of Richards (2005), the teachers who are accustomed to self-monitoring are able to improve their understanding and

management of teaching far more effectively than others. Furthermore, Armstrong and Firth (1984) have stated that self-monitoring embodies a systemic approach to the observation, evaluation and management of one's behavior in order to achieve a better understanding and control over the behavior. Hence, self-monitoring is a way of assessing how well teachers are doing and what kind of changes teachers would like to make so that they can go on developing both personally and professionally. Regardless of all the advantages of self-monitoring, there is not such record about the practice of self-monitoring by the EFL teachers in the developing countries like Nepal. There are no such confined programs or policies mandated by the government or the education institutions for the teachers to evaluate their own performance. Hence, this research tried to extract the perception of teachers in government schools of ChautaraSnagachokgadiMunicipaity, Sindhupalchok about their practice on self-monitoring and its relevancy.

1.3 Objectives of the Study

The objectives of the research study were as follows:

- i. To explore the practice of self-monitoring by the EFL teachers for their professional development.
- ii. To examine the teachers' views on self-monitoring for their professional development
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The research questions to fulfill the objectives of the study were as below:

- i. Do teachers monitor their self endeavors for their professional development?
- ii. How often do the teachers self-monitor themselves for their professional development?

- iii. What do the EFL teachers perceive about self-monitoring?

1.5 Significance of the Study

New innovative ideas, exploration, findings and theories are the essence for teachers' professional development. As the present study will explore the language teachers' perception towards the practice of self-monitoring, I hope the teachers of different levels will be aware of one newer area of professional development. This study will be greatly helpful for teachers, students, stakeholders, policy makers and training designers. Both pre service and in service teachers will update themselves with the findings of this study and try to reflect on their own teaching. Likewise, this study will be very significant for the novice researchers who want to hold their researches and gain insights in the field of teachers' professional development through self-monitoring. In the same way, stakeholders and policy makers will update themselves with the findings of this study.

1.6 Delimitations of the Study

This study had following delimitations:

- i. The study was limited to the practice and perception of EFL teachers regarding self-monitoring as a strategy for TPD.
- ii. The research area was limited to ChautaraSangachokgadi Municipality of Sindhupalchok district.
- iii. This study was based on 4 EFL teachers of community school from different level i.e. (primary, lower secondary, secondary, higher secondary).
- iv. Semi-structured interview and informal conversation were used as the only tool for data collection.
- v. The research design used was narrative inquiry.

1.7 Operational Definition of the Key Terms

Professional development: Professional development in this study refers to the personal growth achieved only by EFL the teachers.

Self-monitoring: In this study, the term self-monitoring refers to the activities in which teachers of different level record their teaching in order to review/evaluate their own teaching.

Perception: In this study, the term perception refers to the way that teacher think about someone or something the impression they have of it.

Reflective practice: Reflective practice in this study refers to the professional development process in which teachers look back at their own classroom teaching.

Narrative Inquiry: In this study, teachers narratives are the stories of EFL teachers own experiences of practicing self-monitoring and their views on it.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of theoretical and the empirical literature. Moreover, it includes the implications of the review for this study and the conceptual framework utilized to move ahead for the study.

2.1 Review of Related Theoretical Literature

This section includes major theoretical concepts adapted in this study. Here I would like to begin with some key concepts and issues related to the teaching and teachers professional development.

2.1.1 Conceptualizing Teacher Professional Development

There should be the professional growth of an individual gradually. It is said that everyone involved in education or teaching must have an expanded or a greater capacity if every student is to succeed. Teachers should have the knowledge and skills to create lessons tied to standards and to develop the standard based assessments. They also need to learn to use new grading methods and understand new formats for reporting students' progress by individuals' standards. For this, the progress in profession is required. It means that professional development is the key to develop the capacity needed to reach the goal. Lockwood (1998) mentions that it is inadequate to talk about education and learning outcomes without mentioning teachers development, trainings, evaluation etc because the researches has shown that teachers success in professional development enhances the results of students learning. In other word, teachers play a key role in determining students' outcomes. Many scholars have attempted to define teachers' professional development in various ways. Normally, professional development includes all the efforts made and activities done during the profession. Here are some of the

definitions of teachers' professional development provided by different individuals:

Fullan (1995) argues that the professional development is “the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change”(p. 265). School consists of a body of different formal and informal variables related to educational activities and the teachers have to pursue many activities under the condition at complexity. The ability and capacity of pursuing educational activities under such condition is related to teachers' professional development. Professional development is an extensive and collaborative process; upon completion, an evaluation of progress is usually performed. It includes learning opportunities, such as college degrees and coursework, or attending conferences or training sessions.

Similarly, Bredeson (2002) takes the notion of professional development in terms of three interdependent concepts: learning, engagement and improved practice. Hence, professional development is about the learning opportunities that engage teacher's creative and reflective capacities to strengthen their practice. In the similar vein, Eleonora (2003) states, “Professional development in a broad sense refers to the development of the person in his or her personal role”. It has to do with the global of development of all the teachers. It includes his/ her individual, institutional and cultural growth of every teacher.

Although the definitions and concepts of teacher professional development are somehow different; they all share a common view that professional development can be brought to teachers as opportunities to upgrade or apply their knowledge. It is what teachers need and try to obtain or explore by their experience. It includes both formal and informal means of helping teachers' master new skills, widen their knowledge, and develop an innovated insight into their pedagogy, their practice and their understanding of their own needs since a teacher professional development is an aspect of his or her personal

development as a whole which characterize the personality as well as professionalism of the teachers.

2.1.2 Characteristics of Professional Development

There are different approaches to grow professionally. Because of this some debates are found regarding what becomes the part of good professional development, here the teacher's professional development. Some of the characteristics of teacher professional development as mentioned by Eleonora (2003) includes that teacher's professional development is based on constructivism in which teachers are treated as active learners. It is perceived as a long term process as it acknowledges the fact that teachers learn over time. It is also a process that takes place within a particular context which is intimately linked to school reform. A teacher is conceived of as a reflective practitioner and collaborator.

Regarding the characteristics of professional development, several studies have been carried to identify what kind of action on the part of teachers is most likely to bring about a desired result. In these studies of what makes a good teacher, various personal characteristics of good teachers have been brought. Rosenshine and Forst (1973, as cited in Williams & Burden, 2007) review a number of such studies. On the basis of their study, they have identified nine key factors contributing to effective teaching are clarity of presentation, teacher enthusiasm, variety of activities during lessons, achievement oriented behavior in classrooms, opportunity to learn criterion materials, acknowledgement and stimulation of student ideas, lack of criticism, use of structuring comments at the beginning and during lessons and guiding of student answers.

In a summary of research of the similar kind, Blum (1984), as cited in Richards and Renandya, (2010) identified the different characteristics of effective teaching as Instruction is guided by a preplanned curriculum. There are high expectations for student learning for which students are carefully oriented to

lessons. Instruction is clear and learning progress is monitored closely when students do not understand, they are re taught. Class time is used for learning where there are smooth and efficient classroom routines. Instructional groups formed in the classroom fit instructional needs and Standards for classrooms behavior are high. There are personal interactions between teachers and students where positive incentives and rewards for students are used to promote excellence.

Now, these discussions depicts that teaching is not only a skillful act, but a quite complex activity too. Therefore, to overcome the prevalent problems and to develop the skills and expertise, different strategies has to be developed by the teachers to go through the different modes of professional development.

2.1.3 Strategies for Professional Development

Teacher can adopt different strategies to better understand their practices. In this regards, Richards and Farrell (2005, pp. 23-171) provide eleven different strategies such as:

- a. Workshop
- b. Self-monitoring
- c. Teacher's support group
- d. Keeping a teaching journal
- e. Peer observation
- f. Teaching portfolios
- g. Analyzing critical incidence
- h. Case analysis
- i. Peer coaching
- j. Team teaching
- k. Action research

Workshops

This is one way of teacher professional development. A workshop is "an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills" (Richards and Farrell, 2010, p. 23). It is a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience. A workshop is led by a person who is considered an expert in the workshop topic. She/he is also considered to have relevant experiences on the topic. In a workshop, teachers are provided with the opportunity to acquire specific knowledge and skills. They are expected to explore and know different things such as how to conduct effective classroom observation, how to carry out action research in their own classroom, and so on. Teachers get *hands-on experience* with such topic. In other words, they themselves take part in the activities actively and therefore, they get practical experience or knowledge on the topics.

Teacher Support Group

Teacher professional development is enhanced through collaborative activities too. One of the collaborative ways of teacher professional development is to set up a support group with colleagues. In a teacher support group it is believed that working in groups or in collaboration with others always yields better results than working individually. In teacher support groups, teachers get to know their colleagues better and as a result, they build a community of learning. A teacher support group is also called: study groups, teacher networks and learning circles. Richards and Farrell (2010) define a teacher support group as "two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on one's own". So, a teacher support group is a group of some teachers who voluntarily work collaboratively and share their experiences and particular problem to each other.

Keeping a Teaching Journal

For the teachers' professional development, they can keep a teaching journal as an effective device. Richards and Farrell (2010) define teaching journal as "an ongoing written account of observations, reflections and other thoughts about teaching, usually in the form of a notebook, book or electronic mode, which serves as a source of discussion, reflection or evaluation" (p. 68). Such journals are also called teaching logs or teaching diaries. They can be used as an important reflective device for the professional development of a teacher. Journals are elaborate and systematically written in their nature. Therefore, they can work as an aid to 'reflection on action'. A teaching journal enables the teachers to go back and see their thinking where by creating a lasting record of thoughts that provides evidence of the teachers' self-development. It is a sequential, dated chronicle of events and ideas, which includes the personal responses and reflections of the writer (or writers) on those events and ideas.

Peer Observation

It refers to the observation of the classes of friends, particularly teachers here. When teachers evaluate other teachers' classes, they know that their colleagues are adopting some more effective ways of teaching and can apply in their own classes. So, observation is for learning purpose not for evaluation. Richards and Farrell (2010) define peer observation as "a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning or classroom interaction" (p. 85). The observer should make the teacher aware of what s/he is doing and should help him to move away from ritual behavior towards a principled behavior. The observer helps the teacher to focus attention on those aspects of his/her teaching which have become habitual but may not be working well. The observer plays the role of a developer rather than of a trainer or an assessor.

Teaching Portfolio

A teaching portfolio is a collection of documents containing information about a teacher. It is also known as dossier. It is a compilation of teaching materials and related documents that teachers employ during teaching and learning processes. A portfolio serves as a tool for reflection. It consists of a set of different types of documents and artifacts about the teacher and his profession. Richards and Farrell (2010) define teaching portfolio as "a collection of documents and other items that provides information about different aspects of a teacher's work" (p. 98). According to them, a teaching portfolio not only exposes the teacher's performance description but also facilitates professional development by providing a basis for reflection and review. It reveals how creative, resourceful and effective the teachers are. So, it is another means for teachers' professional development.

Analyzing Critical Incidents

This is one of the recent areas of interest and a lately developed trick. A critical incident is a short description that has taken place over a certain period of time. It is something we interpret as a problem or a challenge in a particular context, rather than a routine occurrence. It can happen to anyone and anywhere in a real life situation as well. The incident is said to be critical because it is important, essential or valuable in a way because it has some meaning. Richards and Farrell (2010) state that "a critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning" (p. 13). A critical incident analysis refers to the documentation and analysis of teaching incidents in order to learn from them and improve practice. Such incidents compel teachers to ruminate the long-term implications they may have.

Case Study

It is the study of a person, event or a thing. There are several examples of case studies that accounted for all types of individuals e.g. alcoholics, drug addicts, etc. A case is a single instance of a class of objects or entities. And a case study is the investigation of that single instance in the context in which it occurs. It examines a social unit as a whole. This unit may be a person, a family, a social group, a social institution or a community. It studies the case to be studied in a longitudinal approach which shows the changes and development over a period of time. Studying specific cases provides teachers with new learning experience.

Peer Coaching

Peer coaching is one more professional development strategy for teachers to consult with one another, to discuss and share teaching practices. It aims to observe one another's classrooms, to promote collegiality and support and to help ensure quality teaching for all students. Through this, teachers engage in meaningful professional dialogue. This process allows instructors opportunities for pre observation conversations, an observation, and finally a vital reflection session. The process creates a nonthreatening professional relationship and allows instructors to gain awareness and improve teaching practice, and promotes long-term change. Richards and Farrell (2010) define peer coaching as "a procedure in which two teachers collaborate to help one or both teachers improve some aspect of their teaching" (p. 143). These definitions clarify that in peer coaching, usually two or three teachers come together, share in conversations, and reflect and refine their practice. Each teacher can coach the other. It helps teachers in a number of ways.

Team Teaching

Team teaching is also known as co-teaching or pair teaching. In team teaching, the two teachers both participate actively in planning, teaching and evaluating a lesson. Richards and Farrell (2010) define team teaching as "a process in which two or more teachers share the responsibility for teaching a class". They further say that the teachers share responsibility for planning the class or course, for teaching it and for any follow-up work associated with the class such as evaluation and assessment. In this type of teaching, all teachers of the team plan, teach and evaluate together.

Action Research

A teacher is a researcher too, especially, an action researcher. In action research, teachers themselves reach their own solutions and conclusions and this is really far better than being presented with theories. This is the diagnosis of the on-going activities and includes the search of solutions. During the teaching, there might occur different problems on the part of the teacher and learners, so a teacher has to study them. It is the area of action research. The problems actually faced are studied on the spot and the further solutions are sought. This is form of classroom research.

Self-Monitoring

Self-monitoring is the main focal point of this study. The teachers can themselves evaluate their teaching behaviors, which help them for their professional development in a better and more effective way. This aspect being the main aspect of this study is discussed separately in the following section. Among all these strategies my focus is in self-monitoring practices of EFL teachers. Hence, I have discussed about self-monitoring as a strategy of teacher professional development in the following section.

2.1.4 Reflective Practice for Teachers' Professional Development

The concept of reflection in teacher education was developed during 1990's. Reflection is a way of observing, evaluating and reflecting one's professional action in order to bring about change in practice. It involves critically describing, analyzing and evaluating one's behavior with the goal of improving professional action. Pennington (1992) states that the use of the term 'reflection' in the context of instruction can be interpreted in the sense of thoughtful consideration, as well as in the sense of mirroring, symbolizing or representing (as cited in Baily, 1997, p.3). Similarly, Richards (1991, pp.1-2) views reflection as "a response to past experience and involves conscious recall and examination of the experiences as the basis for evaluation and decision making as a source of planning and action". Thus, reflection is a process of witnessing one's own experience in order to look at it in a new way. Teachers should reflect on and improve their practice and take responsibility for identifying and meeting their professional needs. Reflection enables teachers to take a critical look back at what they did.

Reflective practice, on the other hand, is a proportional development process that is believed to be highly effective in achieving behavior change. The objective of reflective practice is to improve the quality of professional performance. Tarrant (2013, p. 10) says "Reflecting in practice is a skill that develops as we progress from novice to expert in our practice". Therefore, in the ELT field language teachers should critically observe, analyze and evaluate their work. Teachers need to keep learning and finding new and better things for their professional development. Teachers who explore their own teaching through critical reflection "develop changes in attitude and awareness which they can benefit their professional growth as teachers, as well as improve the kind of support they provide their students" (Richards, 1991 p.5).

Reflective practice allows teachers to apply theory in the classroom practice, observe and reflect on the result and adapt the theory. Classroom becomes a

kind of laboratory for teachers where they can relate teaching theory into practice. It allows teachers to have dual role. On the one hand, teachers are the actors in the drama and in the other hand, they have to play the role of critics who sits on the audience watching and analyzing the entire performance. These types of dual roles helps teachers develop a conscious awareness of their own practice. Professional knowledge is grounded in professional experience. So, that reflective practice has innumerable importance in teaching and learning. On the other hand, reflective practice focuses on personal behavior within the professional context where teachers get opportunities to gather and analyze rich information about their experiences and particularly about their own actions. Reflective practice allows teachers to be the critics watching their own actions on the stage and develop awareness. Hence reflective practice is the key component for teachers for their professional development which has different specific purposes as well as benefits among the teachers.

2.1.5 Self-monitoring as a strategy

Self-monitoring and self-observation are used interchangeably. It is one of the teachers learning strategies through reflection for their professional development. According to Richards and Farrell (2010, p.34),“Self-monitoring or self-observation refers to the activities in which information about one’s teaching is documented or recorded in order to review or evaluate teaching”. Self-monitoring as a teacher learning strategy refers to a systematic approach to the observation, evaluation and management of one’s own teaching in order to achieve a better understanding and control over owns teaching practices. Armstrong and Firth (1984, as cited in Richards and Farrell, 2005, p.34), state that, “Self-monitoring or self-observation refers to a systematic approach to the observation, evaluation and management of one’s behavior in order to achieve a better understanding and control over the behavior”. Self-monitoring as a teachers learning strategy is one of the effective way of reflective teaching. Reflective teaching is a process where teachers think over their classroom practices. Similarly, Richard and Lockhart (1996, p.1) further state,

“Reflective approach to teaching is that in which teachers and students teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices and use the information obtained as a basis for critical reflection about teaching”. Some points of consideration in the reflective process might be what is currently being done, why it is being done and how well students are learning.

A teacher as a reflective practitioner can use reflection as a way to learn more about ones practices and such reflection helps a teacher to better monitor the practices themselves. Self-monitoring is also one of the approaches to reflective teaching that helps teachers to better understand their own classroom practices and one’s own strengths and weakness. According to Richards and Farrell, (2010, p.34), “As a teacher it is essential to collect information about teaching behavior and practices objectively and systematically and to use this information as a basis for making decision about whether there is anything that should be changed”. Self-monitoring allows the teacher to have objective and systematic account of one’s teaching through using different procedures such as lesson reports, audio or video recording and so on. It is a meaningful source for objective information of teaching to evaluate ones teaching behavior. Self-monitoring helps teachers to have notice of that information which are particularly important to them. More importantly, self-monitoring helps teachers to find out the gap between their subjective perception and objective reality. Self-monitoring is about self-observation and self-control to notice situational cues for socially appropriate behavior in order to modify ones behavior accordingly. Moreover, it is the act of performance appraisal from insider’s perspective rather than outsiders perspectives. Self-monitoring thus shifts the responsibility for initiating improvements in teaching practices from outsiders such as supervisors to the teachers. It helps to develop awareness on the part of teachers about what exactly he/she is teaching, where his or her teaching should be directed on the basis of his or her current knowledge, skills, practices, beliefs and attitude. In other words self-monitoring allows teachers to

monitor their own practices on the basis of their current knowledge, skills, practices, beliefs and attitudes.

Self-monitoring involves self-judgmental activities. That is to say, self-monitoring enables the teachers to arrive at their own judgment as to what works well and what does not work so well in the classroom. It helps teachers to develop more reflective views of teaching where actions are guided by reflection and self-awareness. In this regards, Richards and Farrell (2005, p.37) mentions “Self-monitoring can help teachers to develop a more reflective view of teaching, i.e. to move a level where they are guided by reflection and self-awareness”. Thus self-monitoring provides the opportunities to the teachers to better understand their own instructional practices and make decision about practices they are not aware of and might wish to change.

Teaching needs to be continuously monitored, reviewed, renewed to ensure the professionalism within teachers. Teachers themselves should take initiatives and responsibilities to monitor or evaluate their teaching and make improvements (if needed) over time. Teachers should monitor their own performances while teaching. After each teaching session, teachers should ask themselves whether they have made the goals and objectives as they determined or not. They should evaluate to be good and to improve aspects of their teaching and all these activities are possible only through self-monitoring practices. Hence, self-monitoring is an important learning strategy for teachers. It is a powerful teacher initiated tool for their personal as well as professional growth. Therefore it is very essential to develop the capacity of self-monitoring in the parts of teachers to ensure professionalism and reflective practice in them and ultimately better learning achievements of the students.

2.1.6 Purpose and Benefits of self-monitoring

There are different purposes and benefits of self-monitoring. It allows the teachers to make a record of teaching. It can also provide an objective

account of one's own teaching. Self-monitoring can help teachers to better understand their own instructional practices and make decisions about practices they are not aware of and might wish to change which helps teachers to be the reflective practitioner and develops awareness on the part of the teachers. It is teachers initiated and encourages teachers to have personal initiation in any TPD mission. In addition, self-monitoring also enables the teachers to arrive at their own judgments as to what works well and what does not work so well in the classroom. Hence, it is an insider approach of TPD.

2.1.7 Tools of Self-monitoring

Teachers can adopt various tools of self-monitoring in order to better understand their current practices on teaching and also to bring improvement and change if necessary. In this regard, Richards and Farrell (2005, pp.3846) provide three alternative procedures of carrying out self-monitoring activities.

They are as follows:

- i. Lesson reports
 -) Descriptive lesson reports
 -) Reflective lesson reports

- ii. Audio Recordings

- iii. Video Recordings

Similarly, Richards and Lockhart (1996, pp.9-13) provide the following alternatives to monitor the teachings by the teachers themselves through journal writing, audio journal, written journal, lesson reports, audio or video recording of lesson, observation, action research.

Lesson reports: A lesson report tries to record what actually happens during the lesson. It is usually written after a lesson is over by jotting down many

important details as possible. According to Richards and Lockhart (1996, p.9), “a lesson report is a structured inventory or list which enables teachers to describe their re-collection of the main features of a lesson”. The purpose of the lesson reports is to give teacher a quick and simple procedure for regular monitoring of what happen during lesson, how much time was spent on different part of a lesson, and how effective the lesson was. A lesson report serves as a useful record of important features of the lesson and can hence be used to monitor teachers teaching. The lesson report can be both descriptive and reflective. In the descriptive lesson reports, according to Richards and Farrell(2005,p.39) “ a summary is made of what happen during the lesson without commenting on or evaluating what happen and in the reflective report, the teacher critically reviews what happen and comments on what could be improved”. There are both advantages and disadvantages and writing lesson reports. An advantage is that it can be structured in any way the teacher chooses. For example, the teacher can record the lesson either in note form or in more carefully composed form. A disadvantage of the narrative account of the lesson is that it may be time consuming and it is by nature subjective and impressionistic and may not always address some important aspects of the lesson. However, lesson report is one of the effective activity for teachers to monitor their practices by themselves.

Audio or video recording of lesson: Teachers can audio or video tape their teaching sessions, which allows them to keep records of their actual teaching performance in detail. Teachers can listen or view the recording later and can review the recording themselves or with other colleagues to discuss the areas for improvements. Audio and video recording provide teachers with objective information’s that reflects what was actually happening in the class. It tells exactly what teachers really said, what they really did, not what they thought they said or did. Scharatz (1992 as cited in Richards and Lockhart, 1996, p.11) comments; Audio- visual recordings are powerful instruments in the development of a lecturer’s reflective competence. They comfort him or her

with a mirror like “objective” view of what goes in class. Moreover, class recording which are kept for later use, can give a valuable insight into an individual teachers growth in experience over years.

Recording reflects the actual teaching performance with complete accuracy and objectivity. One of the advantages of recording the lesson according to Richard and Lockhart (1996, p.11) is that "it allows choice of focus- this could be the teacher or a particular group of students". Similarly, recording can be replayed and examined many times and can capture many details of a lesson. However, recording a lesson has limitations. Teachers get objective information through audio video recordings but unfortunately, the unavoidable problem with this information is that it is meaningless by itself. For example, it does not tell teachers whether speaking in a particular pace is good or bad. Regarding this Richards and Farrell (2005, p.45) state that the presence of recording device may be disruptive and such devices often have limited range. For example, they may capture only students seated in the front row. Furthermore, it is time consuming as well.

Journal Writing: For the teachers' professional development, they can keep a teaching journal as an effective device. Richards and Farrell (2010) define teaching journal as "an ongoing written account of observations, reflections and other thoughts about teaching, usually in the form of a notebook, book or electronic mode, which serves as a source of discussion, reflection or evaluation" (p. 68). Such journals are also called teaching logs or teaching diaries. They can be used as an important reflective device for the professional development of a teacher. Journals are elaborate and systematically written in their nature.

Therefore, they can work as an aid to ‘reflection on action’. A teaching journal enables the teachers to go back and see their thinking where by creating a lasting record of thoughts that provides evidence of the teachers' self-development. It is a sequential, dated chronicle of events and ideas, which

includes the personal responses and reflections of the writer (or writers) on those events and ideas.

Survey or questionnaire: Students' feedback on teaching some aspects of teaching and learning can be investigated through carrying out a survey or questionnaire. Richard and Lockhart (1996,p.10) say that “surveys and questionnaire are useful ways of gathering information about affective dimension of teaching and learning, such as beliefs, attitudes, motivation and preferences, and enable a teacher to collect a large amount of information relatively quickly.”

Teachers can use surveys and questionnaire to collect students' opinion or feedback about their teaching. For example the teachers can administer questionnaire to find out the teaching (e.g. clear, organized, and interesting) and so on. While administering questionnaires, teachers can also ask oral questionnaires, i.e. interview with their students. Basically focused group interview with students can be conducted by the teachers themselves or an outsider person about the course and the teacher. The special value of interviews is that the students often identify unanticipated strengths and weakness of teachers' teaching behaviors which provides insight to teachers upon their practices. However, one general limitation of accessing teaching quality based on student's feedbacks is that their opinion can be very biased to their own perspective.

Observation: Feedback from observation by other colleagues and experts. Observation is also one of the approaches through which teachers can develop awareness about their own practices. Richards and Lockhart (1996 p.12) states “In many language programs teachers are often reluctant to take part in observation since observation is associated with evaluation”. But the things to be noted is that whenever the purpose of observation is to help teachers develop awareness about their practices, observation should be taken as a way of gathering information about teaching, rather than a way of evaluating

teaching. Thus for the positive attitude of teachers towards observation, the observers function should be limited to that of gathering information. The observer should not be involved in evaluating a teacher's lesson. Teachers can have peer Observation in which teachers can invite other colleagues to observe their teaching. This would be free from any political risk and peers would like to exchange and share ideas freely and honestly. Similarly, observation by senior colleagues can also provide ideas and alternative ways of dealing with particular contents, materials and so on. However, the teachers should be selective and choose the one with whom the political risk is low. In addition, observation by an instructional specialist can request instructional specialist to observe their class. These observers don not necessarily need to have adequate content knowledge but they can provide on general feedbacks. For example: the presentation technique, discussion procedures and so on.

Action research: A teacher is a researcher too, especially, an action researcher. In action research, teachers themselves reach their own solutions and conclusions and this is really far better than being presented with theories. This is the diagnosis of the on-going activities and includes the search of solutions. During the teaching, there might occur different problems on the part of the teacher and learners, so a teacher has to study them. It is the area of action research. The problems actually faced are studied on the spot and the further solutions are sought. This is form of classroom research. There are different benefits of teachers self-monitoring and some implication

2.1.8 Implications of self-monitoring

The main implicational aspect of self-monitoring is the identification of problematic areas of teachers practice and students learning and choosing areas of improvements. Richards and Farrell (2005, p.47) have mentioned the following points:

Self-affirmation and assurance: Self-monitoring is a relatively stress free way of observing what behavioral patterns are seen in the classroom. Teachers affirm themselves and assure about their behavioral pattern in the classroom.

Identification of Problem: Self-monitoring helps teachers to identify the problematic areas in teaching and learning. This also helps teachers to analyses the issues that are hindering the effective teaching by the teachers.

Areas for improvements: Self-monitoring helps teachers to locate the areas of improvements which could be implemented in the classroom teaching to make the teaching and learning process effective.

Hence, self-monitoring allows teachers to see their own perception of their problems, rather than others people's views of what the problem is or is not. Sometimes teacher convince themselves that there is nothing they can change but self-monitoring helps teachers know the factor that they can change or improve in their teaching.

2.2 Review of Related Empirical Literature

This section is an attempt to review the related studies, articles and reports. The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. Here, some of the previous studies have been reviewed considering them as related literature and also as evidence to the present study.

Khanal (2011) conducted a research entitled "Strategies for personal development: A case of secondary level English teachers". The objective of his study was to identify the strategies used by secondary level teachers of English for their professional development. His study was based on survey design. He selected six English language teachers as sample population using non- random judgmental sampling procedure. Structured interview and observation were used to collect data. The findings of his study showed that the strategies used

by teachers having below five years of experiences were self-monitoring, workshop, conferences and seminars for their professional development whereas experienced teachers used different strategies in the classroom where the teachers having experience below five years faced problems or they were less skilled.

Similarly, Bhatta (2009) carried out a research on “Classroom observation and feedback for Teacher Professional Development”. His objective was to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. He selected thirty English language teachers as a sample population. He used interview and observation as a tool of data collection. The findings of the study showed that a very few of the secondary level English teachers involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weakness exposed.

Phyak (2007) carried out a study on “Reflection on classroom research”. This study is based on his own experience of reflective teaching to the fifty four students of higher secondary level who hesitated to speak English in the classroom and preferred using Nepali. In this study, he found that after reflection on a particular problem and adaptation of different techniques in his teaching, the use of English in class and outside the class was increased. He also found that the use of mother tongue was reduced and students were self-confident in speaking English.

Furthermore, Chhetri (2017) conducted a research entitled “Teacher’s perception towards workshop as a strategy for Teachers Professional Development”. The major objectives of his study were to find out English Language Teacher’s perception towards workshop as a strategy for Teachers Professional Development. It was a survey research design based on thirty English Teachers of Kathmandu valley. The sample population was selected using purposive nonrandom purposive sampling procedure. He had used

structured questionnaire as the research tools. The major findings of this study was workshop is useful in providing content knowledge, pedagogical skills, ideas of material constructions and for arising self-awareness to the teachers. Dahal (2010) conducted a research entitled “Practices of Monitoring for English Teacher’s Professional Development”. The main objective of his study was to identify monitoring practices employed by English Language Teachers for their professional Development. He sampled ten secondary level English Language teachers as sample population from Sankhuwasava district using purposive sampling procedure. He used semi structured interview as only one tool to elicit data. From this study he found that almost all the EFL teachers have positive attitude towards monitoring practices and they considered monitoring practices as a very effective means for their professional development but its real practices in their professional field was deplorable. Though the title of his study is a kind similar to mine, my study will be different from his research in terms of research design and objectives. My research study will majorly focus to examine the teachers’ views on self-monitoring for their professional development.

Rokaya (2018) carried out research entitled “Identity Construction in Female English Language Teachers Professional Development”. The objectives of the study were to analyze the identity construction of female English language teachers’ professional development in relation to the supporting and hindering factors. The sample population was four female teachers who taught at basic level in public school from Pokhara using purposive sampling strategy. She used in depth interview and written narrative as the data collection tools. From her study she came with the findings that teaching is challenging profession for female teachers because of their multiple identities (wife, mother, daughter in law) except teacher. The narrative stories further revealed that early marriage, give birth to babies and becoming mother were the major factors that hindered to female teachers grow them professionally.

Shrestha (2018) conducted a research entitled “Teachers Experiences of Teacher Professional Development (TPD) Training: A Narrative Inquiry”. The objective of her study was to explore the teachers’ experiences of TPD training in terms of perception and practicality. The sample population of her study was five primary level English language teachers of Dhading district using non-random purposive sampling strategy. She used semi structured interview and informal conversation as data collection tools. This is qualitative research so she had analyzed the data using thematic approach. The major findings of her study were all the teachers have their own expectation before taking TPD trainings but their expectations were not meet during the training. Furthermore, her study also revealed that the primary teachers found practicing the skills, methods and strategies they learned from TPD training in real classroom challenging.

Hence, a number of researches have been carried out in the area of English language teaching and teacher professional development so it is very necessary for me to study and review the past studies and research works. Going through the above discussed research studies I have found my proposed research, quite different from the previous studies though it is also related to teacher professional development. This study will be the first qualitative research study which explores the perception and practices of self -monitoring by the EFL teachers for their professional development.

2.3 Implications of the Review for the Study

It is very important to review the previous researches because it expands the ideas about how to carry out a research in systematic way. One of the important functions of the literature review is to broaden the researchers’ knowledge and skills related to the issue to be investigated.

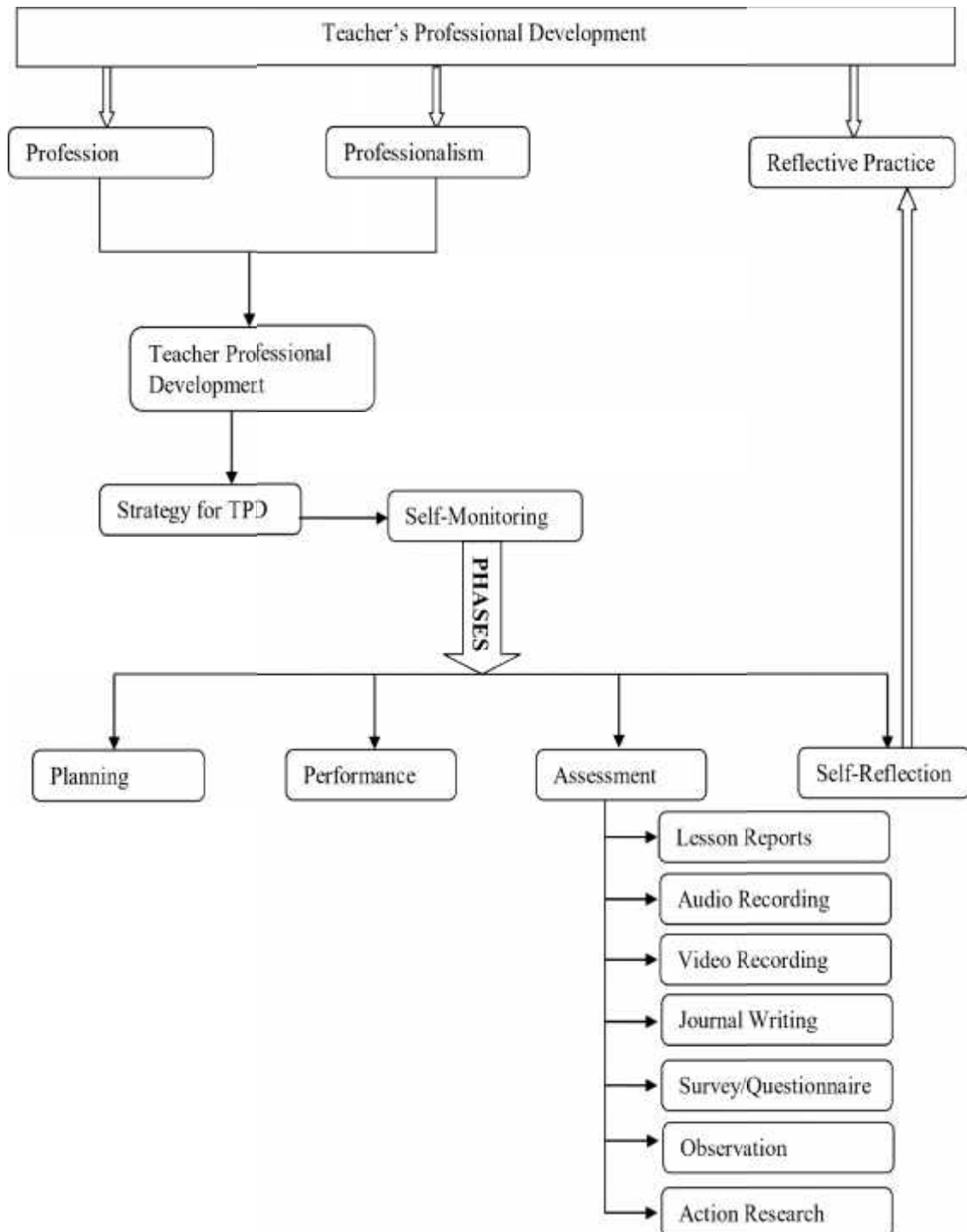
Different theoretical works have been reviewed considering them as very useful to my present research study. These studies supported me in a number of

ways. First, I came to select this area after going through these different studies on professional development. They became supporting sources for me to select this topic. Similarly, I reviewed some of the previous empirical researches carried out in the central department of English Education, Trivhuvan University and Kathmandu University. After reviewing these studies, I have gathered ideas and knowledge regarding how I should proceed ahead. Firstly, the research studies carried out by Bhatta (2009), Phyak (2007) and Chhetri (2017) helped me to be clearer about teacher professional development and reflective teaching. Similarly, the research work of Khanal (2011) and Dahal (2010) supported me to develop data collection tools and select sampling procedures. I have found numerous ideas on self-monitoring along with its importance and the ways of its practice. Moreover, after going through the research study of Rokaya (2018) and Shrestha (2018), I got the better understanding about the narrative research design, methods and procedures. I have got ideas to formulate the objectives and to construct the research questions to fulfill the objectives after reviewing their works.

Hence, all the reviewed works have provided me with speedy ideas about the ways of organizing the different components of a research and provided me the guidelines regarding references and citations. Finally, the aforementioned research works will be of great value to carry out my research.

2.4 Conceptual Framework

The conceptual framework of this study is presented as follow



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methods and procedures that I have used for conducting this research. It consists the design of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

3.1 Design and Methods of the Study

Design of the study refers to the overall strategy that the researcher selects to integrate the different components of the study in a coherent and logical way. To conduct a research, there must be systematic planning. To explore the practice and examine the views of EFL teachers on self-monitoring I followed qualitative research design in general and employed narrative inquiry method in particular.

Narrative inquiry is a qualitative research method. It is a means by which the researchers systematically gather, analyze, and present peoples stories as told by them that challenges the traditional and modernist views of truth, reality, knowledge and personhood. In this regard Clandinin& Connelly (2000) define narrative inquiry as the way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus (p. 20). Narrative inquiry highlights ethical matters as well as shapes new theoretical understandings of people's experiences. It is based on interpretive approach. It is the most powerful tool to transfer the knowledge and deals with how people make meaning of what happened i.e. the series of events.

Narrative inquiry includes a set of systematic stages to conduct research study. Furthermore, Maharjan (2017), there are seven stages of narrative inquiry that are mentioned below:

- i. Identify a problem or phenomena to explore
- ii. Select one or more participants to study
- iii. Collect the story from the participant
- iv. Re-story or re-tell the individual's story
- v. Collaborate with the participant/story teller
- vi. Write a story about the participant's experience
- vii. validate the report accuracy

Narrative inquiry is a story telling process which explores the real experiences of an individual. Therefore, I had selected narrative inquiry as a research design in my study to explore the real experiences of EFL teachers regarding the practices and perception of self-monitoring as a strategy for TPD.

3.2 Population, Sample and Sampling Strategy

In this research study the population referred to all the EFL teachers of Sindhupalchok district. And the sample population was four teachers teaching indifferent levels i.e. (primary, lower secondary, secondary and higher level)of ChautaraSangachokgadiMunicipality. In the process of selecting the samples/participants for my study, I applied purposive non-random sampling strategy and chose them on the basis of their professional identity, teachingexperiences and their knowledge regarding self-monitoring which is most suitable for my study to fulfill the objectives.

3.3 Research Tools

In this study the main tools for data collection were semi-structured interview and informal conversation.

3.4 Sources of Data

Both primary and secondary sources of data were used for this research. The primary sources were used to collect the teachers' narratives whereas secondary sources were used to form the theoretical part of the research.

3.4.1 Primary Source of Data

The fundamental bases of the study were the primary sources of data. The primary sources of data of this study were the semi-structured interview and informal conversation with four English teachers of ChautaraSangachokgadiMunicipality,Sindhupalchok, having more than 5 years of teaching experiences in their own level.

3.4.2 Secondary Sources of Data

I have consulted different books, articles, journals, research documents, web sites and other related published and unpublished thesis as secondary sources of data to collect more information and ideas about my study.

3.5 Data Collection Procedures

For collecting data, firstly, I prepared semi-structured questions and had informal interview as the research tools based on the objectives of my study. I chose my home town (Sindhupalchok district) for research area and went there. Then, I selected four EFL teachers from public schools purposively. At first, I talked about the purpose of my study with participants. I had good relation with all the respondents so that I did not feel any difficulties in data collection process. Then, I visited those selected schools and asked permission to carry out the research, explaining the purpose of my study. I established close rapport with the selected participants. After that, I asked the selected teachers for their stories in different time duration according to their context. The interview was conducted after taking the permission. These interviews were taken in different

context as in their own room and school premises, also at different time as morning, afternoon and late evening. At the same time, I recorded their narratives using my mobile phone. Then, I transcribed and translated the recorded narratives without losing their intentions. At last, I coded and decoded their narratives and stories into several themes and analyzed them thematically to derive the findings. I found the participant teachers were very co- operative and supportive. When I needed further information, I called them. So, the informal conversation on phone and social media made the research more fruitful.

3.6 Data Analysis and Interpretation Procedures

In this study collected data were analyzed systematically. At first, I transcribed collected data. I felt very difficult in transcribing the most remarkable excerpt of the interview. Because it was challenging, attentive and time consuming work. To analyze the data, I had consulted various qualitative research works which had done previously and analyzed through the qualitative data analysis procedure. Thematic analysis is used in qualitative research and focuses examining themes within data. Thematic analysis is one of the most common forms of analysis in qualitative research. According to Braun & Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. Themes refer to the main ideas of the research which are formed on the basis of the categorization and grouping of similar types of information. For this, first of all, I transcribed the recorded data into written form to extract the exact information obtained from each of the participants. Later, I coded the main ideas of each participant. Then, on the basis of the similarity and interconnectedness of the ideas, I integrated them into different thematic notions. After building relevant themes, I finally analyzed them systematically through descriptive way.

3.7 Ethical Considerations

Ethical consideration is one of the prime aspects of the research. It plays significant role in conducting a research study. Every researcher should be aware about the ethical considerations while conducting any research studies. I was conscious and respectful regarding my respondents' privacy in terms of their personalities, weaknesses, and professional ethics. I analyzed the data objectively. I gave attention on accuracy and truthfulness of data in my study. I did not cite the data from the books, articles, journals and research works without referencing them. During my study, I considered the ethical values and norms of the research study. I attempted to keep the study safe from the plagiarism. I do not reveal any participants. Instead using real name of the participants I used pseudo name i.e., respondent A, B, C, D. Moreover, every steps of the research are conducted under the guidance of supervisors from Central Department of English Education, Tribhuvan University, Kirtipur Kathmandu and final approval is provided by guidance committee.

CHAPTER FOUR

ANALYSIS AND INTREPRETATION OF THE RESULTS

This section contains analysis and interpretation of the collected qualitative data. The data carried out through the narratives were coded with the themes and sub-themes and analyzed descriptively on the basis of my research questions.

4.1 Analysis of the Data

I initiated collecting data and information from my respondent teachers through their narratives that included teacher's practice of self-monitoring, their perception towards self-monitoring and tools used for self-monitoring. In this chapter, I have presented the details of the teachers' lived experiences regarding their practice and perception of self-monitoring. For this purpose, I collected the data through semi-structured interview of teachers' narratives by selecting 4 teachers through purposive sampling procedure. The selected teachers were the ones who were teaching English language at different levels i.e. primary, secondary, lower secondary and higher secondary at community schools in ChautaraSanagachokgadi Municipality, Sindupalchok.

The data obtained from the teachers' narratives were transcribed by using the conventional 'listen and note' technique. Then data were coded and on that basis broader themes were erected and further the specific themes were generated. Accordingly, I have presented the themes in the analysis below. The headings are followed by the examples of the data and their analysis and interpretation. This has been done in order to critically analyze and interpret the practice of teachers towards self-monitoring. The data are analyzed and interpreted under following themes:

4.2 Strategies for Teachers' Professional Development

Teachers can adopt different strategies to better understand their practices. Among different strategies, self-monitoring is also one of the strategy for teachers professional development. According to Richard and Farrel (2010, p.34), self-monitoring or self-observation refers to the activities in which information about one's teaching is documented or recorded in order to review or evaluate teaching.”

Regarding the strategies adopted by EFL teachers in ChautaraSangachokgadi Municipality, respondent teachers were asked about the strategies that they adopt for their professional development. In this regards, respondent A mentioned as

Now...the first thing is teacher should be given chance to explore. Similarly, there should be enough time availability for teacher for better preparation for the lesson plan...and in order to sustain,there should be appropriate incentives for the teacher,

...there should also be proper environment for doing workshops, conferences national as well as international... peer consultation... collaboration etc.

Similarly, respondent D states,

... teacher can also adopt some strategies personally for the professional development...ahh...like self- monitoring, self- judging, regular evaluating self-teaching and also engage own self in keeping updated with the developments and technologies, information's and knowledge. We should keep on learning too...and find the learning environment which ever may be feasible.

According to the above narratives, teachers can work better if there is an enabling and proper environment in school and teacher's participation e in

different workshops, seminars at national as well as in international level also helps in boosting their professional growth. The good incentives to teacher and the location near by their house are favored by the teachers and they claim that when these things are met, they get satisfied and this satisfaction leads to commitment and hard work which helps in teacher's professional growth. Today, professional development includes from one-shot workshops to more intensive job-embedded professional development interventions. There are different strategies for teacher's professional development.

From the above narratives it can be analyzed that, teacher should be given enabling environment in school for their professional growth. Enabling environments means appropriate salary, enough time for better preparation for the lesson plan. Exploring of teachers capacity through participation in workshop, seminars and conferences are the affecting factors that cause teachers professional development and hence the strategies should be made in such a way to address these desire of teachers. There are some concerns about development of national strategies and effective implementation of such strategies helps in teacher's professional development. Self-monitoring is a significant part of being a professional.

4.2.2 Knowledge on Self-monitoring

Knowledge of self-monitoring here refers what kind of teacher learning strategy it is and how does it helps in teacher professional development. Pokhrel (2016, p.190), "The process of making teachers competent at applying the knowledge and skills they have acquired in the classroom practice is teacher professional development". A professionally competent teacher is an outcome of different processes and factors. For example, a teacher's knowledge and practice of various strategies of TPD have to be integrated for effective teaching. Beside this, a teacher also needs to have a drive for developing himself/herself professionally. Self-monitoring as a teacher learning strategy is one of the effective way of reflective teaching. In this respect, Richards and

Farrell, (2010,p.34) state, "As a teacher it is essential to collect information about teaching behavior and practices objectively and systematically and to use this information as a basis for making decision about whether there is anything that should be changed". Opining the similar view, Respondent A says,

...Self-monitoring is being practiced regularly although there might not be the documented or the recorded forms... At least we can judge our teaching and find the gaps...it helps us see if we are also following right way in teaching...

The above narration shows that respondent is practicing self-monitoring although it is sometimes documented and sometimes not. He urges that self-monitoring helps to judge their teaching and find the gaps. They can also analyze whether they are teaching the right way or not. Self-monitoring allows self-evaluating and self-improving. This information shows that respondent teacher knows about self-monitoring and is practicing self-monitoring regularly but it is not that convincing as he mentioned that there is no trend of documenting and recording self-monitoring. Similarly, Respondent B also mentions,

... Self-monitoring is judging oneself. Teacher should know what they teach and how they teach. Teachers know about their teaching by self-monitoring. Self-monitoring always allows teachers to self- evaluate and identify the real gap...

According to the narratives of the respondents B, self-monitoring is judging oneself and it helps to know how they teach. He also mentioned that self-monitoring allows teachers to self-evaluate and find the real gap. From the above narration, it can be summarized that respondent teachers are well known about self-monitoring and are practicing it regularly.

Additionally, respondent C states as,

Hmm... Self-monitoring means judging oneself, right? We can find how we are doing... Audio recording of how we are teaching, video recording too that helps in finding our mistakes and provide us opportunity to self-improve and self-correction...

The respondent argues that self-monitoring is judging self and finding out what we performed through audio or video recording. Audio and video recordings are the tools adopted for self-monitoring. Audio and video recording are the major and effective tools that are used for self-monitoring. The above narration from respondent C shows that knowledge of self-monitoring is prominent among the respondent. She also mentioned about using audio and video recording for judging ones teaching.

To summarize the above narratives, it is realized that respondents are known about self-monitoring, its tools and its benefits. However, there seems to be lacking on recording and documenting about the self-monitoring.

4.2.3 Perception of self-monitoring for TPD

There are different views and perception regarding self-monitoring. Professional development is not a simple spontaneous process. It is a complex co-relation among teachers with belonging characteristics and different environmental factors in which his/her professional role is realized. While enquiring about their views about self-monitoring, respondent A says,

...I take it as one of the improving aspect in teaching...and also think that one of the strategy that boosts teacher's professional development...and I know that that it will uplift our teaching career...

According to the above narrative from respondent B on regards to their perception on self-monitoring, it is stated that self-monitoring is one of the improving aspect in teaching and is the strategy that boost professional development and it also helps in uplifting own teaching career.

Similarly, respondent B says,

...It has to be practiced by every individual teacher. Through self-monitoring can know where I am. Similarly, we can get feedback ourselves...what to teach and how to teach and where to reach in teaching career and how to boost my teaching can be analyzed from self-monitoring hmm...this is necessary. Every teacher has to adopt this method.

Further, respondent B also focused that self-monitoring needs to be practiced by every individual teacher. It helps in boosting the teaching career and this is necessary tool to be adopted by every teacher.

Furthermore, respondent D says,

.....Self-monitoring is one of the most effective strategy of teacher professional development. Teacher can learn about their weakness as well as strength in teaching. We can trace our strength from self-monitoring and that might be adopted for effective teaching. In addition, we can find our weakness from self-monitoring and we get an opportunity to improve our weak part for effective delivery of the knowledge we have.

.....Self-monitoring provides us an opportunity to make self-correction and grow our professionalism too. This is very easy, economic as well as relevant in the entire situation. This is the strategy that everyone can adopt.....

From the above narrative from respondent D, self-monitoring is one of the improving aspect in teaching. It is also a strategy that can boost teacher's professional development. It uplifts their career. It also helps in self-analyzing so it needs to be practiced regularly. They also mentioned that self-monitoring

can be adopted for effective teaching as it provides opportunity to learn own strength and weakness and also supports in making self-correction.

From the different narratives, it is analyzed that most of the respondents were found to be informed about self-monitoring. They were aware and were practicing self-monitoring themselves. They perceive self-monitoring to be helpful and important strategy for teacher's professional development. There is common understanding that it is a way of evaluating or judging own activities and also a very important strategy/procedure of teacher professional development. All the respondents perceive that self-monitoring is very essential and is very important strategy that boosts up the teachers professional development. This is the procedure which helps in self-judgment and finally helps in self-correction and self-improvement. When there is no external judgment, the monitor himself/herself gets an opportunity to self-correct and make self-improvement with dignity and more confidence. Self-monitoring is the process that helps in self-evaluating and also added that every teacher has to adopt this strategy for the betterment of teaching and also to boost the teaching career which is ultimately for the teacher professional development.

Furthermore, self-monitoring is very important in every teaching. This helps in making expert teacher. This view is also stressed by respondent D as self-monitoring is helpful in finding own strength and weakness and also provides an opportunity to self-correct and continue the better options.

Self-monitoring is considered to be one of the most comfortable and dignified method that helps in teachers professional development. In this regards, respondent B mentions:

... I think me including most of the teachers feel dominated when others make correction...but if self-monitoring is done, self-realization occurs which is always true and realistic...

Similarly, Respondent C also says, “*feel hesitate if someone point our mistakes. It is more comfortable and won’t lose confidence when I can self-judge my teaching and make improvements where required.*”

All above narratives highlights that self-monitoring is the strategy that helps in self-judgment that is true and realistic. This helps in making improvement without any hesitation and with full of confidence. This leads to gain dignified teaching career.

Most of the respondents come up with the view that there are no any mandates for regular and systematic adoption of self-monitoring. This is hindering the expected teacher’s professional development.

According to Respondent A,

.....there is no such policy for doing self-monitoring mandatorily in our country...if there had been the rule or the policy in action, it would have been mandatory in doing self-monitoring in a planned way with broad checklists,...it would have been the best if it had been implemented through policy level...

Above narrative from respondent A specifies that there is no such policy for self-monitoring and there are no mandates for self-monitoring. If there are rules defined on self-monitoring, there are the chances for better performance. If there is a planned way with broad checklist, respondent urges to have a better teaching performance. He insisted to have mandatory policies on self-monitoring.

Similarly, respondent B also added that it would be best if this is implemented through the policy level.

Further adding on the policy level implementation for the systematic use of self-monitoring for teachers professional development, respondent D also mentions as follows:

...due to lack of such compliances and compulsion from the authorities. As there is no body to monitor for adoption of these kinds of strategies, it is done just for the sake of oneself. This will decrease its importance and value. If it had been the compliance for the regular and systematic self-monitoring mechanism in all the sectors specially in teaching, there had been very good results.

Respondent D highlights that there is the lack of policy level compliances.

Respondent further added that there are no monitoring mechanisms and self-monitoring is being done just for the sake of oneself. Respondent further added that if there had been the monitoring mechanism, there had been the good results.

Concluding all the narratives on the perception of self-monitoring, it is found that self-monitoring is one of the best strategy in teachers professional development. However, it is not being practiced in systematic way. This might be due to the lack of compliance and policies.

4.2.4 Importance of self-monitoring

Self-monitoring is very important for teachers professional development. It allows the teacher to make a record of teaching that he or she can use for a variety of purposes. It can also provide an objective account of one's teaching. It also help teacher better understand their own instructional practices and make decision about practices they are not aware of and might wish to change. According to Richards and Farrell, (2005, p.37), "Self-monitoring can help teachers to develop a more reflective view of teaching, i.e. to move a level where they are guided by reflection and self-awareness". Self-monitoring provides opportunity for teacher for their improvements. It can also help teacher's develop a more reflective view of teaching that is to move from a level where they are guided largely by impulse, intuition, or routine to a level where actions are guided by reflection and self-awareness. Self-monitoring also

increased teacher's awareness. In this regards, Eva and Regeher (2011), mentions, " Self-monitoring, sometimes referred to as self-evaluation, is a component of self-assessment". Self-monitoring activities are things that teacher can do in the privacy of his or her own classroom and the information collected doesn't need to be shared with others. It shifts the responsibility for initiating improvements in teaching practices from outsiders to the teacher. Since self- monitoring is a self-appraisal, it enables the teacher to arrive at his or her own judgment about what works well and what does not work so well in the classroom. In this regards, respondent C narrates,

...huh...learning cannot be achieved at once... Self-monitoring is very important for self-improvement... We can judge ourselves, reflect our teaching which will help in finding our mistake....generally hesitate when somebody other evaluate our teaching but we get opportunity to self-correct ourselves with dignity...

Above narrative focuses that self-monitoring is very important as teachers can make self-judgments, make their self-reflection and find their mistakes themselves. Respondent also urges that self-monitoring provides an opportunity to self-correct and with dignity.

Similarly, respondent B also mentions as,

...I have already mentioned that self-monitoring is very essential...helps in judging ourselves and our teaching. It also provides opportunity to make self-correction and work out for improvement. We get so many feedbacks on self-monitoring... it helps in boosting professionalism.

Respondent B also mentioned that self-monitoring is very essential as it provides an opportunity to make self-correction and work out for the improvement. Respondent further added that self-monitoring helps in boosting ones professional development.

On the same line, respondent D narrates as

..Self- monitoring is very important for professional development of teacher. As I previously mentioned that it help us to know our self-strength and weakness which provides us an opportunity to make improvements in weak part and continue with our strength...

Similar to other respondents, respondent D also stressed on that self-monitoring is very important as it helps to know ones weakness as well as the strength and also provides an opportunity to make improvements in weak parts and continue with the strength.

Above narratives mentions that self-monitoring is important as it provides an opportunity for self-judging, finding own mistakes and helps in making self-correction. They urged that self-corrections also helps in self-improvement ultimately supports in teachers professional development. Respondents also stressed that self-monitoring helps in identifying their weakness which need to be improved and strength which can be continued. Self- monitoring can lead to critical reflection about their work. Self-monitoring involves self-judgmental activities. That is to say, self-monitoring enables the teachers to arrive at their own judgment as to what works well and what does not work so well in the classroom. It helps teachers to develop more reflective views of teaching where actions are guided by reflection and self-awareness. It also help teachers to better understand their own instructional process and thereby bridging the gap between what we actually do and what we think we do. It also relocates the responsibilities for improving teaching and developing the teaching professionalism.

4.2.5 Practice of Self-monitoring

Practice of self-monitoring can be analyzed based on its trend, its frequency, its methods and its regularity. Hence, this section has been examined based on the following sub-themes:

4.2.5.1 Trend of practice of Self-monitoring

Teaching needs to be continuously monitored reviewed and renewed to ensure the professionalism within teachers. Teachers should themselves take initiatives and responsibilities to monitor or evaluate their teaching and make improvements over time. In this regards, Richards and Farrell (2005, p. 37) mention, "Self-monitoring can help teachers to develop a more reflective view of teaching, i.e. to move a level where they are guided by reflection and self – awareness". Teachers should monitor their performance while teaching. After each teaching session, teachers should ask themselves whether they have made the goals and objectives as they determined or not. In this respect, Richards and Lockhart (1996, P.1) state, " Reflective approach to teaching is that in which teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices and use the information obtained as a basis for critical reflection about teaching". Hence, teacher should evaluate to be good and to improve the aspects of their teaching and all these activities are possible only through reflective teaching. Regarding to this, Respondent A shares, "*self-monitoring is essential and is being practiced regularly*" and in the same line respondent B also states, "*I have been doing self-monitoring from initial phase of my teaching career.*"

As mentioned in the above narration, self-monitoring is being practiced regularly by the respondent. They said that self-monitoring was done from the initial phase of his teaching career.

Respondent D also narrates on regular practice of self-monitoring as,

Umm.... Yes. I have already mentioned that I tried mirror teaching and audio recording, collect feedbacks from students and other colleagues on my classroom teaching.

According to all the above narrations, it is found that self- monitoring is one of the effective strategy in professional development and EFL teachers have been experiencing self- monitoring in their professional development.

Moreover on asking on how often they practice self-monitoring, respondent C says, *” I used to record my audios and listen them when I am back from school and would realize my mistakes.”*

Similarly, according to respondent B

...when I first started my teaching career, I practiced self-monitoring as I was aware from the theoretical knowledge and was more conscious not to make mistakes but as I become more experienced, I started reading students rather focusing on self-monitoring...

As mentioned in above narration, Self-monitoring is one of the effective strategy for professional development, as all of the respondents agreed on experiencing self-monitoring in their teaching career. All of the respondents have the experience of practicing self-monitoring throughout their career. And they were also found to be sharing their experiences on doing self-monitoring for improving their teaching. This study also shows that, teachers practiced self-monitoring more frequently during their early age in teaching career. As novice teachers, they found themselves less professional and they are in the state of proving themselves capable and with more talent, teachers are found to be self-evaluating themselves. As they grow professionally and as they are practiced with teaching, self-monitoring is found to be neglected. This can be analyzed as self-monitoring is practiced more frequently during the early teaching career. This might be as they become more concerned and are more aware about their teaching as they have to stand out of all for their teacher’s professional development.

4.2.5.2 Process of practice of self-monitoring

Process of practice of self-monitoring here refers to the method and procedure they adopt while practicing self-monitoring. Self-monitoring is a systematic approach to observation, evaluation and management of one's own teaching in order to achieve a better understanding and control over own teaching practices. (Richards and Farrell, 2010, p.34). In the course of the interview, among four, three of the respondents said that they are self-monitoring their teaching but not in the systematic way.

While asking question on how they practice self-monitoring, respondent A mentions, "*I am doing self-monitoring but have not learnt from anybody. Neither has attended training nor any guidance from any sources*". Similarly, respondent D also states, "*It is not being practiced systematically in all the areas in Nepal.*"

As mentioned in narration, teachers are found to be practicing self-monitoring in their own way. They are also not given training or orientations regarding self-monitoring. Although self-monitoring is being done regularly, it is not done systematically. As cited in Richard and Farrell (2005), self-monitoring or self-observation refers to a systematic approach to the observation, evaluation and management of one's behavior. Teachers should follow systematic strategies, methods, timelines and approaches for effective self-monitoring. There seems to be lack of doing self-monitoring in the regular interval of time period. They do self-monitoring as their own way and on their own time. There is no record of such practices. Although the entire respondent claim to do self-monitoring in every classes they teach, they don't have the practice of recording it. The above narrative clarifies that self-monitoring has not been institutionalized. Neither there is the option of improvement nor any guidance for effective use of self-monitoring.

All above narratives concludes that there is the practice of self-monitoring but is not being practiced in the systematic way. No one knows either the method they are practicing is correct or not. They are not aware the regular interval of self-monitoring and all the respondents stressed that it might be the reason that there is no mandates for performing self-monitoring by the teacher at any level.

While learning about the practices of self-monitoring from the teachers narratives, it is also found that teachers practice self-monitoring more frequently in their early career of teaching as they mentioned that they had less confidence and they were more alert about their teaching but as the time passes and they gain the experience, their confidence level is also increased and self-monitoring frequencies and tools are also found to be changing. Those who used to practice self-monitoring through audio recording were found to be doing student surveys in their later years of teaching. Similarly, they were found to be more confidence and adopting the tools that are more children friendly. There are different tools that can be used for self-monitoring. The selected respondents were also found to be using different tools of self-monitoring. Some of the major tools used by the respondents are audio recording, video recording, lesson reports, surveys and observation. The tools varied depending upon the context, situation and of course the nature of the teacher.

4.2.6 Frequency of Self-monitoring of Teaching

Trend of self-monitoring by EFL teachers was analyzed using the narratives. Self-monitoring can be done in every classroom teaching and at every end of the day. There are different schedules that can be followed for self-monitoring. It can be done in every end of classroom teaching, at end of the teaching day, weekly, monthly, quarterly and annually. According to Richards and Farrell, (2010, p.34), “As a teacher it is essential to collect information about own teaching behavior and practices timely and systematically and to use this information as a basis for making decision about whether there is anything that

should be changed”. This research also tried to find the frequency of practicing of self-monitoring by EFL teachers. In this regards, respondent A says:

Honestly saying, I self-monitor my teaching for my improvement... but there is no such routine practice of self-monitoring. I had also used audio recording in my initial career of teaching phase ...yeah... but now I am finding it from student’s results as well as surveying them.

The respondent above argues that there has not been the practice of scheduled practice of self-monitoring. He further explained that audio recording was used in the initial career but as time passes respondent urges to read the students rather practicing audio recording or video recording.

Similarly, respondent B quotes, “*I become alert myself in every class and monitor myself...Self-monitoring is being done regularly throughout my career but sometimes it is documented and sometimes not.*”

According to respondent B, respondent become more alert in every classes and monitor own self but sometimes it is recorded and sometimes not.

Respondent C mentions, “*Due to lack of confidence and over nervousness in the initial phase of career, I used to self-monitor my teaching daily.*”

Respondent C highlights that due to nervousness and less confidence, self-monitoring is done in the initial phase of the career.

Similarly, according to respondent D,

...Self- monitoring happens in every teaching and every classroom performance. If there is any query raised from students, we get alert and self-monitor ourselves instantly if we had made any mistake. At least we ask students if they have understood or not at the end of the classroom teaching, answers from students are the feedbacks to our teaching. Similarly, there are regular scheduled class test and exams which are

the authentic monitoring mechanism that has been set by the government too. Hence, in my view, I am practicing self-monitoring regularly.

Above narratives from respondent D mentions that they self-monitor their classes regularly but not documented or recorded. There is no such scheduled routine for self-monitoring and recording. However, there are regular class test and exams which is considered to have done the monitoring regularly. There is the regular practice of self-monitoring but not in the systematic way. There is no scheduled practice of self-monitoring and they are not recording neither documenting the results of self-monitoring practices. It is realized that self-monitoring were done more regularly following specific tool when he started their teaching career but as they get experienced in teaching, different approaches are being used in monitoring his teaching.

Analyzing all the answers from respondents, it is found that self-monitoring is being done regularly. At least they are documented and recorded once in a quarter while performing internal scheduled exams in schools and colleges. Although self-monitoring is being done regularly, there is the lack of systematic practice of self-monitoring and regular schedule for self-monitoring of the teachers other than exams. In addition, it is also found that teachers are being doing self-monitoring in their initial phase of teaching career as they get nervous and less confidence while teaching and with the practice of teaching, the frequency of self-monitoring is being reduced with the time being. It is also analyses that if there is the mandate of doing self-monitoring, the teachers are compelled to self-monitor and this will also help in increase the effectiveness of the classroom teaching.

4.2.7 Tools employed for Self-monitoring

Teachers can adopt different tools of self-monitoring in order to better understand their current practices and bring improvements. Some of the major

tools are lesson reports, audio recording, video recordings, written journals, survey or questionnaire, observation and action research. Richards and Farrell (2005, pp.38-46) provide three procedures of carrying out self-monitoring activities. They are: lesson reports, audio recordings, video recordings. Similarly, Richards and Lockhart (1996, pp.9-13) provide some alternatives to monitor the teachings by the teachers themselves through journal writing, written journal, lesson reports, audio or video recording of lesson, observation, action research. As we know that to make a theory is an easy job but to implement that theory into practice is really tough. Hence, all these self-monitoring tools may not be applicable for all the teachers. It may vary with the situation and context. Some may find audio recording to be easy way whereas some find video recording to be the most effective tool. In this regards, respondent A says, "*I used audio recording in my initial career phase but now will find it from student's achievement.*"

He further adds,

It is not possible to use the exact tools as read in theory...This is rare in practice in my view...Student's results are being helpful in judging and self-monitoring self-teaching.

According to the views of respondent A, audio recording was used in the initial career phase and later on it was monitored through student's achievements. He also added that there will not be the practice of exact tools as read in theory. He further urges that student's results are helpful in judging and self-monitoring self-teaching.

Similarly, respondent B mentions,

...if students are not being able to obtain good marks, it signifies that teaching is not being good...there are sometimes audio recording... sometimes video recording.... Sometimes reporting and sometime peer

observation...records of self-monitoring is sometimes kept sometime not...

Above narrative from respondent B states that teaching can be considered better if students result is good. There is the use of audio recording, video recording and sometimes peer observation too. These self-monitoring are sometimes recorded and sometimes not.

On the same way, respondent C also says, “*We can audio record, video record, lesson report writing...I find audio recording to be the easiest tool which help us realize the mistakes occurred during our speaking.*”

Again respondent D also states,

Ahh...there are different tools that can be used for self-monitoring like... audio recording, video recording, feedback collection, exams etc. I think video recording is the most effective tool as we can see our language skills, our performance, our body language and our attitudes can be seen and we get chance to self- monitor ourselves. But... these tools are not feasible in our context and situation.

Above narrations highlights on audio recording, video recording, peer observation and lesson report writing are the common tools for self-monitoring. Among them, respondent A focused on audio recording whereas respondent D stressed on video recording as it helps in visualizing the languages they use, their skills, their performance, body language and attitude as well. It is also mentioned that with the increase in teaching years, the tools of self-monitoring is also being changed. They also tried to explain that results of exam are the best way to self-monitor self-teaching. Furthermore, self-monitoring tool vary according to context, situation and teacher too as respondent C is found to be stressing on audio recording to be the effective tool for self-monitoring whereas respondent D argues that video recording is the most.

Therefore, summarizing the narratives from all the respondents, it is found that audio recording, video recording, lesson reports and observations are the most used tools for self-monitoring. These tool may vary with the situation, context and as per the teacher as well.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Based on the analyzed data major findings are presented briefly. Conclusion of the study is also presented with recommendation to the policy and practice level and further researchers.

5.1 Findings

Narrative inquiry allowed me to describe respondents' experiences and practices from the holistic prospects. Analysis and interpretation relied on two themes practice of self-monitoring and perception of self-monitoring. They were inductively drawn from the data to answer if teachers monitor their self endeavors for their professional development, frequency and regularity of self-monitoring and their perception about self-monitoring.

To address these research questions, I conducted semi-structured interview and obtained data from the teachers having more than five years' experience and those who know about self-monitoring and practice self-monitoring as well. The data were elicited, transcribed, analyzed and interpreted at first and the major findings were drawn. The major findings of this study are presented on themes: Practice of self-monitoring by EFL teachers and perception of self-monitoring by EFL teachers.

5.1.1 Strategies for teacher's professional development

This study focused on finding the strategies that helps in developing teacher's professionalism. This study also reflects about the different strategies that are necessary for teacher's professional development. They are both extrinsic as well as intrinsic.

- i. Teacher should be given enabling environment in school for their professional growth and enabling environments means appropriate salary, enough time for better preparation for the lesson plan, teacher's participation in workshop, seminars and conferences etc. are the affecting factors that cause teachers professional development. Similarly, the location near by their house is also one of the factor that cause satisfaction in teacher which ultimately helps in teacher's professional development.
- ii. Self-monitoring is one of the intrinsic strategy that teacher adopts to develop their professionalism.
- iii. The good strategies are those which are acceptable to teachers and that which teachers adopt happily.

5.1.2 Knowledge on Self-monitoring

On regards to knowledge of self-monitoring among the EFL teachers in Sangachokgadi Municipality, following findings were released.

- i. EFL teachers in ChautaraSangachokgadiMunicipality are aware on self-monitoring.
- ii. They have the knowledge on self-monitoring, tools of self-monitoring, its importance and its requirements.

5.1.3 Perception of self-monitoring by EFL teachers

Self-monitoring is one of the best strategy of teachers professional development. All the respondents have agreed with the view that self-monitoring can serve for the betterment of the teaching profession. However, there has not been the practice of self-monitoring in the systematic way and in the regular format. There had been best result achieved if self-monitoring is practiced in the systematic way in the regular interval of time period. There has been the findings on regards to the perception of self-monitoring by EFL teachers through the narrative study conducted among four EFL teachers in

ChautaraSangachokgadi Municipality. The major findings on regards to the perception of self-monitoring by EFL teachers are stated in the bullets as follows:

- i. Respondents perceive that self-monitoring is very essential as well as very beneficial for teacher professional development. They find it an effective strategy and agree that self-monitoring helps in boosting the teaching career of EFL teachers.
- ii. Their view also expressed that self-monitoring is one of the most effective tool for self-improvement and also helpful tool for self-judgment. When one get an opportunity to self-judge their teaching, they find it to be the comfortable way to make self-improvements and find it to be their dignified teaching profession. This is the tool that help them to analyses their self-strength and weakness and can plan accordingly to continue their strength and make correction to reduce their weakness.
- iii. There is the perception that although self-monitoring being one of the most effective strategy in teachers professional development, they have not been using it in the systematic way as they think that the it may be the reason as there is no mandatory policy or the rule for doing self-monitoring of their teaching. This has been caused for being lazy in doing self-monitoring of their teaching. They also had shown their concern that had it been compulsory for self-monitoring, it would have been most effective as it would be done in the systematic way and in the regular interval of time.
- iv. It is also found that there had not been any approaches from the government neither from the institution in arranging for the trainings regarding self-monitoring for the teachers. Although teachers are motivated in self-monitoring their teaching due to lack of information and knowledge, they are not being able to practice it in the systematic way. This seems that there is the dire need for organizing trainings on

self-monitoring for the teachers from the government as well as from the responsible institutions.

5.1.4 Importance of Self-monitoring Practices

While analyzing the narratives on regards to importance of self-monitoring, following importance were noted.

- i. Self-monitoring is considered important as it provides an opportunity for self-judging, finding own mistakes and helps in making self-correction with dignity and without any hesitation.
- ii. Self-corrections helps in self-improvement ultimately supports in teachers professional development.

5.1.5 Practice of self-monitoring by EFL teachers

In this study, self-monitoring practice by EFL teachers is explored through their involvement and experience onself-monitoring. The major findings can be pinpointed as follows:

- i. Self-monitoring was found to be practiced regularly in direct as well as indirect way. Most of the respondents answered that they are self-monitoring their teaching in different ways. Sometimes daily and sometimes once a month. It is also found that scheduled exam are being one of the regular format that provides the opportunity for self-monitoring at least regularly once in a quarter.
- ii. Although self-monitoring is claimed to be done regularly by all the respondents, it is not justified since there is no systematic practice of self-monitoring. There is no recording as well as documenting system which hints that self-monitoring is not being done systematically.
- iii. As two respondents mentioned that they used to perform self-monitoring more frequently in their initial teaching career following specific tools like audio recording, video recording and lesson reports but as their

experiences increased, they have been adopting different tools like observation from seniors and survey from students are being adopted. It also coins that initial career holders are more cautious about adopting self-monitoring practices rather than experienced teachers.

- iv. Audio recording, video recording, lesson reports, observations and surveys are different self-monitoring tools being used for self-monitoring which vary according to context, situation and also depends on the nature of teacher.

5.1.6 Frequency of Self-monitoring of teaching

According to the study, following were the findings on the frequency of self-monitoring of teaching.

- i. EFL teachers in chautaraSangachokgadi Municipality are found claiming to be doing self-monitoring regularly.
- ii. Although there is no scheduled self-monitoring practice, all the respondents mentioned that there is the regular practice of self-monitoring. However, there is no any documentation neither the record of self-monitoring practices.
- iii. Despite the lack of records of self-monitoring, internal exams are being conducted in regular interval and this is also one of the tool of self-monitoring.
- iv. There is the internal examination in each quarter and hence, EFL teachers in ChautaraSangachokgadi are found to doing self-monitoring themselves regularly i.e. quarterly through the means of internal examinations that has been scheduled and made mandatory by the government rules.

5.1.7 Tools employed for Self-monitoring

Following tools were found to be employed for self-monitoring by EFL teachers in Chautarasangachokgadi Municipality.

- i. Audio recording, video recording, peer observation and lesson report writing are the common tools being adopted for self-monitoring their teachings.
- ii. It is also found that tools of self-monitoring varies according to context and scenario, depending on person and environment also based on the resources.
- iii. Since self-monitoring is not mandatory, government scheduled internal exams are also being taken as one of the method to self-monitor their teaching.

5.2 Conclusions

After analysis and interpretation of data, firstly, I found that EFL teachers are aware and are positive as they have agreed that self-monitoring is very beneficial and is also very essential for teacher's professional development. Secondly, the English language teachers are practicing self-monitoring for their professional development and becoming professional teachers, which is a positive sign. However, they are still not fully conscious of this issue as they have not been experiencing self-monitoring in the systematic way. Similarly, training programs are also being conducted by different organization over a different period of time highlighting the importance of self-monitoring even though teachers are reluctant to apply the skills, ideas, techniques etc learnt in training sessions in their real classroom situations as the context does not match the classroom setting, timing and other requirements. Also in many schools, senior and skilled teachers support novice teachers. However, there are no any formal collaborative self-monitoring activities being conducted.

There is the dire need for organizing trainings on self-monitoring to the teachers that help them in practicing self-monitoring in the systematic way and in the regular interval of time. As there is no mandates and policies been regulated for self-monitoring for the teachers, its effectiveness has been reduced and is not being practiced by all the teachers in all the level and hence

if there is such mandates and policies formulated for the systematic practice of self-monitoring, it is assured that there will be the great achievement in teacher professional development which ultimately boost the educational system of Nepal.

5.3 Recommendations

Based on the findings and conclusions of my research, the following recommendations have been made to be applicable at policy level and practice level.

5.3.1 Policy Related

On the basis of research findings and conclusion, I have made some recommendations which will be supportive for the policy makers regarding the things that they need to take into account for systematic practice of self-monitoring by EFL institutional teachers in Nepal. These recommendations to be applicable at policy level are mentioned to the points as follows:

- i. The Ministry of Education in Nepal (MoE) should take such initiatives which will mandate the systematic self-monitoring practices.
- ii. The government of Nepal has to amend the education policies and education acts thereby including self-monitoring to be compulsory for teachers promotion and upgrading.
- iii. The education acts should clearly state the mandatory of performing self-monitoring by every teacher at least once a month.
- iv. The government should establish some training centers which will train the institutional teachers for systematic practice of self-monitoring.

5.3.2 Practice Related

To bring the improvement in teaching field there should be progressive changes in practicable level. So I hope this study will also be advantageous to those who are at practical level. I believe that my research will be significant

for ELT teachers, teacher educators who are engaged in teaching profession and helps to know about the real challenges in teaching field. The applicable practicable level recommendations are as follows:

- i. The narratives of the respondents reveal that teachers are quite aware about self-monitoring, further teachers should be well-informed that they themselves are more responsible for monitoring their teaching for their professional development. So that they should keep themselves updated about their own practices, and need to be familiar with their own weakness and strength and make improvements if needed.
- ii. Similarly, EFL teachers should be realizing that self-monitoring practices are the first step for teacher's professional development and hence practice self-monitoring regularly and systematically.
- iii. In addition, teachers should not be overloaded with their duties during school hours and they should be given enough time, tools and opportunities to plan and implement self-monitoring adopting different approaches.
- iv. Furthermore, EFL teachers should be aware that self-monitoring practices help them to collect objective account of their teaching and ultimately make them a reflective practitioner.

5.3.3 Further Research Related

I believe that no work is final and no research is complete enough in itself. This study also could not cover all the areas of research. I confess that there might have been some limitations as well. While carrying out this thesis, I came across several insights and possible topics to be further explored. In this section, I have mentioned some of the most relevant topics that can be studied by prospective researchers. They are mentioned to the points as follows:

1. This study was delimited to 4 EFL different level teachers who were the ones teaching at community schools of ChautaraSangachokgadiMunicipality. So, it would be rather remarkable for the prospective researchers to carry out researches regarding self-monitoring practice of teachers teaching at private schools.

2. Similarly, another possible area for further study could be methodological section. This research is underpinned in narrative inquiry followed by in- depth interview. Hence, the prospective researchers can apply other methods, like diary writings, observation, written narratives and so on to explore further intended insights.
3. This study does not talk about the challenges faced by EFL teachers while self-monitoring their own teaching using appropriate tools. So, this could be a possible research topic for the future researchers.

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APPENDIX- I

TEACHER NARRATIVE GUIDELINES

Dear sir/ madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled “ Self-monitoring Practices for Professional Development: Teachers’ Narrative under the supervision of **Mr. Resham Acharya**, the Reader at the Central Department of English Education, Faculty of Education, and T.U. Kirtipur. This research study attempts to explore the practice as well as perception on self-monitoring by EFL teachers of ChautaraSanagchokgadi municipality, Sindhupalchok for their professional development.

Therefore, your kind co- operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept a top confidential.

Thank you for your valuable time!

Researcher,
Sulochana Nepal,
M.ed Fourth Sem, T.U, Kirtipur

APPENDIX – II

CONSENT FORM

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **Self-monitoring Practices for Professional Development: Teachers' Narrative** under the supervision of **Mr. Resham Acharya**, Reader, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore the factors demotivating the EFL institutional secondary level school teachers. The expected duration of your participation will be one hour. The research tool mainly will be the interview. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me regarding your decision and hopefully your consent by responding.

See you soon!

Researcher,

Sulochana Nepal

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- There will not be certain risk & discomfort associated with this research.
- The information you provide for the purpose of this research will be kept a top confidential.
- Interview will be recorded.

Signature.....

Name.....

Date.....

APPENDIX - III

TEACHER NARRATIVE GUIDELINES

In my study, I asked questions related to the following mentioned aspects while conducting interview.

- Personal information
- Professional background
- Teacher's teaching strategies
- Teacher training and teacher motivation
- Professional development
- Self-monitoring practice
- Perception and strategies of self - monitoring

Interview Questions

1. Personal information
 - Name.....
 - Gender....
 - Age.....
 - Address....
 - Contact details/email id....
2. Professional background
 - Name of school....
 - Teaching level.....
 - Year of experience...
3. What strategies do you mostly adopt while teaching?
4. What are the motivational factors for teachers?
5. To what extend are these motivational factors important for teachers' professional development?
6. What do you think might be the strategies of teachers' professional development?
7. Which strategies have you applied in your career? How did it help in boosting your professionalism?

8. Have you experienced self-monitoring as one of the strategy?
9. How often do you self-monitor your teaching?
10. Can you please state different tools used for self- monitoring? Which one among all is the most effective tool? Why?
11. How often do you practice self-monitoring? Is that sufficient? If not, how often do you think is necessary for tracking own teaching expertise?
12. How do you perceive self-monitoring as a strategy of teacher professional development? How important is it in professional development of teacher?

APPENDIX- IV

Sample Interview Transcript

Researcher: Hello Mam, good morning! I am Sulochana Nepal, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on **Self-monitoring Practices for Professional Development: Teachers' Narrative**. The objectives of the study are: To explore the practice of self-monitoring by the EFL teachers for their professional development, to examine the teachers views on self- monitoring for their professional development and to suggest some pedagogical implications. Hence, I would like to request for your time to support my research by providing your valuable answers to my questions. I am thankful to you.

Interview with teacher D

Researcher: Hello, mam good morning! I would like to start the interview from your personal background. Could you please give me your brief introduction?

Respondent Teacher: Good evening! Yeah. Sure. I am (.....) Now I completed 32 years. I am permanently from ChautaraSangachokgadi 12, Sindhupalchok .Ahah...now here teaching at (.....) school in +2 and bachelors level. I have done masters degree in English education from TU. Hmm... Since 2068 I have been involved in teaching field.

Researcher: Well. Then mam how is going your teaching career? Please share your experiences.

Respondent Teacher: Yeah! I am enjoying my profession. It's good too... And I love teaching.

Researcher: Now, let's talk about teaching learning process. You have said that you have been teaching college students since 5 years, what are the strategies have you adopted while teaching?

Respondent Teacher: Ummm, well... I take teaching profession as one of my passion. Yeah... I enjoy teaching and hence make my teaching very interactive. (smile)... Actually, I don't teach students, I make them learn. I facilitate them to realize and to find the solution to their queries. I just guide them and let them explore on their own behalf. For example, if I were to teach students about narrating the story, I would let one of the students to tell the story of his own life experience that he can tell with enthusiasm...hmm...and... this will let him/her get explored with the insight thought and help them to narrate themselves, this help in language development. Similarly, the communicative environment can be created in the classroom where students communicate within friends and learn how to use English language. Haha...One of the other strategies I adopt is peer education, feedbacks from peer... and finally self-correction.

Researcher: Ahh...it sounds wonderful. Are you motivated for teaching? What do you think are the motivational factors for teaching?

Respondent Teacher: Great question...(smile)...umm... for I remembered one of my incidence ahh... when I was a student, I was impressed by one of my teacher. He taught so well that we have the best moments being in his class as his teaching was very easy and was productive too. Since then... I had thought of being the same. It means that I was motivated for teaching since I was a student myself and hence my insight motivation has guided me through this career.

Respondent Teacher: Yeah...there are...some extrinsic motivational factors also...hmm...like incentives, school environments should be enabling, friendly and free from political interventions. There should be career development platform and of course would be more acceptable if teaching institution is nearby our location.

Researcher: Well. Fine...To what extent do you think are these motivational factors important for teacher's professional development mam?

Respondent Teacher: Of course yes...They are important. They are the vital components...And...Key factors for teacher's professional development I think.

Researcher: Mam... what do you think might be the strategies of teacher's professional development? Could you please share your thoughts?

Respondent Teacher: Well... Strategies may be set up by different levels like Nation, Ministries, Department, Institution and personal too...Strategies adopted by nation and authorities may vary with the strategies adopted personally for teachers professional development right?... As of my view, ahh... nation and relevant institution should adopt strategies skillfully...draft plans and policies for teacher's professional development. I think they have to plan a better curriculum, they should focus on teachers training, monitor for effective use of training, they should create enabling environment in teaching institution for making teachers mentally creative and hardworking...and...teachers issues and concerns should be collected timely and the needful actions must be taken for teachers growth professionally...I want to add more in this huhh...teacher can also adopt some strategies personally for the professional development like self- monitoring, self- judging, regular evaluating self-teaching and also engage own self in keeping updated with the developments and technologies, information's and knowledge...it is to say that we...we teachers... should keep on learning too and find the learning environment which ever...ahhh may be feasible.

Researcher: I am truly feeling very happy to hear your views mam. Let's talk about you now...hmm...which strategies have you applied in your career? And how did it help in boosting your professionalism?

Respondent Teacher: Ummm (smile)...that's the interesting question... personally, I have tried to explore my career through upgrading. I started teaching from lower secondary level 5 years ago and...now I teach college students. I groomed up myself with self-study and practices. When I started my teaching career, I would act teaching the vacant room without students. I would teach myself in the mirror... and would self-correct if noticed any mistake. I

get updated with the knowledge and information's. And...my self-practice before standing up with student is one my key strategy.... You know...I get self-prepared first then face the classroom. I sometimes evaluate my teaching in the name of game...asking students to write about me what they like and what they don't...ask them what they want me to continue and what they want me to improve...Similarly, class test...it is also one of the strategy to self-evaluate and...if found backward with results then I would again... have to try different approaches...attend different trainings for my professional development and I often notice the classroom teaching of others colleagues too...Now, what I do is ahah...make professional contacts through different Medias like LinkedIn, Facebook groups and others which is a good platform to grow professionally as the international as well as national experiences are shared in these platforms. I standup first for relevant trainings conducted by different institutions and I also get involved in giving training to the lower level teachers...and adopting new and updated teaching strategies have made me one of the best teacher among the students... (smile)... and this has also helped me motivated with my profession and this motivation has played a key role in my professional development.

Researcher: Mam have you experienced self- monitoring as one of the strategy in your 5 years of teaching career?

Respondent Teacher: Umm... Yes. I have already mentioned...hah...that I tried mirror teaching, audio recording, collect feedbacks from students...likewise,...ask others to check my classroom teaching mmm...and yeah... these are some of the strategies I adopted for self-monitoring. Similarly...class test and internal exams are also the tools adopted for self-monitoring yes.

Researcher: Fine. Then how often do you self- monitor your teaching?

Respondent Teacher: Ahah...self- monitoring happens in every teaching...And...umm... every classroom performance. If there is any query raised from students, we get alert and...self-monitor ourselves instantly if we had made any mistake...at least we ask students if they have understood or not

at the end of the classroom teaching, answers from students are also...
feedbacks to our teaching. Similarly, there are regular scheduled class test and exams which are the authentic monitoring mechanism that has been set by the government too. Hence, in my view, I am practicing self-monitoring regularly.

Researcher: Can you please state different tools used for self- monitoring?
Which one among all is the most effective tool? Why?

Respondent Teacher: Well...there are different tools that can be used for self-monitoring yes... like audio recording, video recording, feedback collection, exams etc. and... I think video recording is the most effective tool as we can see our language skills, our performance, our body language and our attitudes can be seen and...we get chance to self- monitor ourselves. But... these tools are not feasible in our context and situation.

Researcher: How often do you practice self-monitoring? Is that sufficient? If not, how often do you think is necessary for tracking own teaching expertise?

Respondent Teacher: Yes...we are back again, I practice self-monitoring regularly but...just for my concern. If... there had been any compliance and monitoring mechanism for the regular self-monitoring in teaching, our teaching would have brought very good results. This is what I think is also the reason that results from government and public school as whole is not satisfactory. This might be due to lack of such compliance and compulsion for regular self-monitoring of teaching...There must be at least...Systematic self-monitoring once a month...to track the improvement for teachers professional development. Then...ahhh...there should be the mechanism intact yes...with which there is the upliftment and promotions on the basis of improvements made from the self-monitoring...and Hmm... and systematic self-monitoring as well.

Researcher: Mam this is the last question for you. How do you perceive self-monitoring as a strategy of teacher professional development? And how important is it in professional development of teacher?

Respondent Teacher: Ahh...in my opinion, self-monitoring is one of the most effective strategy of teacher professional development...from it ahah... teacher

can learn about their weakness as well as strength in teaching. We can trace our strength from self-monitoring and that might be adopted for effective teaching... In addition, we can find our weakness from self-monitoring and we get an opportunity to improve our weak part for effective delivery of the knowledge we have...Self-monitoring provides us an opportunity to make self-correction...hah...and grow our professionalism too. This is very easy, economic as well as relevant in all the situation. This is the strategy... that everyone can adopt, however, its effectiveness increases if it is done systematically...Self- monitoring is very important for professional development of teacher. As I previously mentioned that it helps us to know our self-strength and weakness which provides us an opportunity to make improvements in weak part and continue with our strength. Self- monitoring has the tremendous advantages right... however, it is not being practiced systematically in all the areas in Nepal. This might be due to lack of such compliances and compulsion from the authorities...it can be... As there is no body to monitor for adoption of these kind of strategies, it is done just for the sake of oneself. I think...this will decrease its importance and value. If ...it had been the compliance for the regular and systematic self- monitoring mechanism in all the sectors specially in teaching, there had been very good results.Ummm...yeah... this would bring the insight development of profession among the teachers too.

Researcher: Mam. Thank you very very much for providing your valuable time and sharing your inspirational experiences with me.

Respondent Teacher: You are also heartily welcome and... wish you good luck for your research.

Researcher: Thank you for your kind words mam. Wish you great time ahead.

(I have presented only some parts of the interview.)