Chapter 1
Introduction

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

Background of the Study

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

English language teaching has become a worldwide profession. Teaching needs skilled, experienced, matured and qualified teachers to handle it properly. A teacher should have sound knowledge of learning psychology, teaching strategies, curriculum, institution's rules and regulations, teaching learning theories and methods and a whole knowledge of pedagogy. Hence, teaching as a profession needs perfect and expert professional teachers. So, to be an expert teacher, s/he needs advanced professional development in that field. Regarding teacher development, Head and Taylor (1997, p.5) state, “Development means change and growth”. In this regard, teacher development draws on the teachers' own inner resource for change that is centered on personal awareness of the possibilities for change and of what influences the change process. They claim that development builds on the past, teachers need to know whether the past experience helps or not in the present and future. Moreover, development also draws on the present in encouraging a fuller awareness of what kind of teacher you are now and of other people's response to you. It is a self-reflective process because it is through questioning old habits that alternative ways of being and doing are able to emerge. Every teacher regularly asks themselves: How can I become a better teacher? How can I make learning easier for learners? How can I make my profession interesting and good? etc. for becoming better at what they are doing. It is because they have to be able to handle their profession properly by accommodating the changes in teaching methodologies, materials and so on. The process of development involves a teacher in the process of reflecting experience, steering appropriate goals and deciding what can be achieved through their personal efforts.

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

To enhance teachers' knowledge in these different areas, they can be supported both at institutional level and through their own individual efforts. Teachers are the objects to be changed through professional activities such as training, workshop, seminar and conferences; in turn those teachers become the subjects to the education reform. Similarly, Fullan (1995 as cited in Joshi, 2010, p. 10) mentions TPD is “sum of the total formal and informal learning pursued and experienced by the teacher in a compelling learning environment under the condition of complexities and dynamic change”. By paraphrasing it, it can be said that TPD is a lifelong process of acquiring new knowledge and skills through formal program (such as training, workshop, conferences, etc.) and informal activities (such as experience sharing, journal writing, reflective and critical thinking and peer talk) and during the process of acquiring knowledge, the teachers take challenges as the opportunities for their professional growth.

According to Poudel (2019) teachers’ professional development is a dynamic and rigorous process of positive changes that improve the standards of the teaching profession. Development refers to the gradual, continuous and never-ending progressive task which brings the acceptable positive outcomes for welfare purposes. According to Head and Taylor (1997, P. 1) “Development refers to the growth personally and professionally for the acquisition of specific skills in their life career”. From the aforementioned description we can conclude that professional development is a process of learning and making progress towards better performance. Teacher professional development is seen as relating to experiences, new challenges and the opportunity for teachers to broaden their horizon of knowledge and take on new responsibilities and challenges. Using computers, searching the internet, consulting websites and with the help of e-mail, teachers can get a number of advantages for the betterment of their teaching career and their professional development. That's why use of the internet is useful and necessary for English teachers to enhance their professional development.

Statement of the Problem

Teachers' professional development is directed towards teachers' own personal goals. Teachers are generally interested in adding to their professional knowledge and keeping up to date with theory and practice in the field, in improving their teaching skills so that they feel more confident about what they teach and achieve better results with their students. They may also be interested in clarifying and understanding their principles, beliefs and values, as well as the nature and values underlying the schools in which they work, so that they can be empowered. These can all be considered as examples of teacher development from the perspective of an individual teacher. Thus, from the part of an individual teacher, the teacher himself/herself can contribute significantly for the professional development by enhancing and advancing knowledge, skills and expertise in these areas. Although many research studies have been carried out on teacher professional development, very few studies have been done base on English teachers' efforts on professional development and also role of internet-based resources and teacher training for their professional development. Despite the use of resources from the internet the level of teachers' professional development is not found too well. Therefore, I assumed it as a research problem and selected it for my research study. Moreover, I am curious to see the knowledge of teachers in using computers and the internet for professional development.

Moreover, it becomes even a great issue if the impact of the students' roles on learning language is not considered in today's learning context. That is why, teachers' individual efforts for professional development was realized to be discussed as one of the factors related to the study. The main problems due to lack of consideration on teachers' individual efforts for professional development are listed such as problems to ascertain teachers' individual efforts for professional development, problems to identify teachers' roles which are frequently used in ELL(English Language Learning) for their professional development and also problems to know what sort of roles the teachers prefer to play in ELL which may affect their individual perception. I'm also an English related teacher so this topic became a problem for me and I got connected with this research area. Therefore, I selected this topic.

Objectives of the Study

The objectives of this study were as follows:

1. To explore the efforts made by the English teachers for their professional development.
2. To analyze the role of internet-based resources and teachers’ training for teachers' professional development.

Research Questions

The research questions of this study were as follows:

1. What are the efforts made by the English teachers for their professional development?
2. What are the roles of internet-based resources for English teachers' professional development?

Significance of the Study

This study is significant to the practitioner of ELT (English Language Teaching). Specially, it is very relevant for all the professional teachers, researchers, educational bodies, material and curriculum designers, schools and institutions and even to the students in the field of ELT. Moreover, this study is beneficial to the novice teachers in the field of English language teaching. By following the educational implications of this study, the teachers are able to enhance their professional development. Additionally, this work can serve as a reference tool, for those who want to carry out further research in this area. Frankly, I expect it to be so because formally not even the topic regarding this is introduced under the course of the subjects of this study, though it has become the demand of the day.

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

will get benefited by getting appropriate instructions in classroom. Similarly, this study will be highly significant for the English Language Teaching (ELT) Practitioners mainly who want to undertake resources in the field of teachers' education. Moreover, this study is significant for school supervisors, resource persons, district education officers, teacher trainers, policy makers and curriculum designers.

Delimitations of the Study

The study was confined to the following:

- The study was limited to 20 community schools of Dhading district.
- It was limited to only secondary level English teachers.
- 40 English language teachers were selected from different schools.
- Purposive sampling strategy was adopted to select the sample from the population.

Definitions of the Key Terms

Teachers professional development. In this research, the term TPD means a career path for the professional development of the teachers like training, workshops, qualification upgrading etc. The process of obtaining the skills, qualifications, and experience that allows one to make progress in his/her career.

Internet based resources. Internet based resources are the large worldwide networks of computers that facilitate data communication services, file transfer, electronic mail, the World Wide Web (WWW) and newsgroups with the common protocols.

Training programs. In this research, the term training programs means programs for professional development of the employee.

TPD-hub. Training center where all activities of the TPD training are held e. g. RCs for basic and LRCs and ETCs for secondary level training

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

Activities. In this study, activities refer to pre-teaching, while-teaching and post-teaching stages used by secondary level English teachers while teaching essays.

Chapter 2

Review of Related Literature

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

Review of Related Theoretical Literature

This topic includes teaching as a profession, profession and professionalism, teacher professional development, features of Teacher Professional Development (TPD), importance of TPD and also internet: A tools for TPD. After that it discusses one of the most noticeable aspects of the study, i.e. teachers' professional development. After the review of different literature, I have divided my topic into different themes. Here, I have explained about some themes which I have generated for my review, these are :

Teaching as a profession. Richards and Lockhart (1996, p.40) argue that profession is a recurring concern regarding language teaching, teachers, and institutions. However, language teaching is not universally regarded as profession that is a having unique characteristics, as a regarding specialized skills and training, as being a lifelong and valued career choice and as offering a high level of job satisfaction. The job which needs special training, skills and education is a profession. The person who is qualified in these aspects is professional. Similarly, Lortie (1996, as cited in Roberts, 2000, p.37) argues that a „professional‟ is someone in non-manual occupation who is highly trained, skilled and self-disciplined. Similarly, a professional is a person who has legal right to govern his/her daily work affairs. Wallace (2010, p.5) says that a profession only can be practiced after long and rigorous academic study which should be well regarded because of the difficulty in attaining it and the public good it brings, but it is not for profit because it is also a public service and personal dedication. The degree to which individual teachers have a sense of professionalism about their work depends upon their own working conditions, their professional goods, goals and attitudes and career prospects available to language teachers in their community.

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

the fulfillment of the entire education system. Richards and Lockhart (1996) found that the teachers teaching English viewed language teaching as a profession and they themselves were professionals. In their research, the teachers also reported that they were willing to assume professional responsibilities that they can take charge of their teaching, and that they can improve the learning outcomes of their students. Thus, the teachers engaged in teaching profession may or may not be satisfied with their profession.

Profession and professionalism. According to Richards and Lockhart (1996, p.40) profession is a recurring concern in language teaching. The terms profession and professionalism are inter-related to each other. In fact, a profession is an occupation, vocation or career where specialized knowledge of subject, field or science is applied. Different activities take place in a profession. A professional activity involves systematic knowledge and proficiency. Teaching as a professional activity, needs some important qualities and expertise with its professional. Wallace (2010, p.5) has defined the following criteria on which a professional should have an expertise such as a basis of scientific knowledge, a period of rigorous study which is formally assessed, high standards of professional conduct and, the ability to perform. Thus, any professional teacher in ELT should have all these qualities to perform in his profession. Hence, having all these qualities and being an expertise in these areas is called professionalism.

Teachers' professional development. Teachers in teaching profession are considered to be the key to educational and school improvement. In this sense, teachers not only implement the curriculum but also define and refine it, so that teaching and learning becomes more systematic. For that, teachers should develop their professional knowledge. According to Richards (2010, p.85), teachers should embark on a life-long journey of developing professional competence. It is the professional responsibility of teachers to undertake a wide range of activity to improve their teaching. Pettis (1997, as cited in Richards, 2010, p.85) emphasizes on the following three areas for teachers' professional growth such as first, to be true professional, teacher must constantly update their knowledge and understanding of language and language learning. They should also develop their skills in translating this newly acquired knowledge in their teaching. Second, teachers' professional interests and needs should change over time. And third and finally, professional development requires a personal and ongoing commitment.

According to Richards (2010, p.385), teachers mostly can develop their profession from classroom practices and the investigation of new ideas and thought. So, it is suggested teachers to start with small available project which helps them to handle their instruction successfully. Then after gaining more experience and confidence, they can move on with larger and more complicated research project. To define the term professional development Richards and Farrell (2010, p.4) say, "Development generally refers to growth not focused on a specific job". Professional development of teachers consists a long-term goal and seeks to facilitate the growth of teachers' understanding of teaching and themselves as teachers. For teachers' professional development, there is an important role of teacher educator but the role of teacher educator is different than that of teacher. Broadly speaking, professional development refers to the development of a person in his/ her role in that profession. Professional development includes formal experiences (attending at workshops and

professional meetings) and informal experiences (reading professional publications, watching T.V. documentaries related to the profession). Hence, it is broader than the career development, staff development and teacher training since they are short-term programs. In this regard, Roberts (2001, pp.119-140), introduces the following factors to be considered while planning, implementing and assigning the professional development such as a culture of support: the role of schools and education leaders, the role of context: multiple settings, multiple profession communities, financial resources, The teachers as the professionals of teaching profession are different from the professionals of other professions and people. Thus, the English teacher as a professional is an active agent who brings real world change by undertaking academic research study.

Features of teachers' professional development. Since teacher development is a continuous life long process it brings notable change in teachers' professional life. According to Head & Taylor (1997, p.4), development can happen in many different ways, it seems that certain core characteristics emerge when teachers are asked what they think teacher development is regarding the characteristics of teacher development. Rossner (1994, as cited in Head and Taylor, 1997, p.4) identifies the following characteristics such as it is about dealing with the needs and wants of the individual teacher in ways that suit individual. Also, much at teacher development is seen as relating to new experiences, new challenges and the opportunities for teachers to broadened their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of agedness and also to develop their careers as well as those serves. Teacher development is not just to do with language teaching or even teaching. It is about language development (particularly for teachers whose native language is not English) counsel skills, assertiveness training, confidence building, competing, meditation, cultural broadening almost anything in fact. Teacher development, in most teachers' opinions have to be „bottom up", not dished out by managers according to their own view of what teacher development needs. This does not mean to say that managers have no role in it nor does it mean that managers should stop organizing in-service or other training programs. Thus, teacher development includes the development of all aspects related to that profession.

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

Regarding the importance of teacher's professional development, Khaniya (2006, p.9) claims that people who do not update themselves find it difficult to cope with the emerging situations because very discipline is prone to change and if changes are not kept abreast people working in the field will be left far behind. For this purpose, people involved in it should be allowed to work for its development, advancement and continuous improvement. The teachers in teaching profession should keep themselves standby controlling and recovering the follow of knowledge and information from all directions. Teachers' own teaching routine may be the main tool for their professional development. It takes place when teachers working as an individual or in group, consciously take advantages of such resources to forward their own professional learning. Teacher development process contributes to the success, career, and satisfaction in the profession at present and in the future. Since, teacher development is not constant it changes together with the changes in the theories, methods, and materials in teaching. So, teachers should get regular opportunities to update their knowledge and skills in the field.

Difference between teacher development and teacher training. Both teacher training and teacher development contribute to teachers' professional development. They are similar to some extent but different in many. According to Khanal (2019) teacher training and teacher education can be used interchangeably in the literature to refer to the same thing. Similarly, Richards and Farrell (2010, p.3) state, "Training refers to activities directly focused on teachers' present responsibilities and is typically aimed at short term and immediate goals". To them, teacher training involves trying out new strategies in the classroom, usually from others on ones' practice. Content of training is determined by experts and available in methodological books. Similarly, Wallace (2010, p.3) argues "The distinction is that training or education something that can be presented or managed by others; whereas development is something that can be done only by and for himself". To conclude, teacher development is macro process whereas teacher training is micro process although they are complementing in each other. Hence, it is top-down whereas teacher development is long term, and bottom-up which is for teachers' professional growth. The differences between teacher training and teacher development are drawn as follows;

Difference between teacher development and teacher training

S. N	**Teacher Development**	**Teacher Training**
1.	Voluntary	Compulsory
2.	Holistic	Competency based
3.	Long-term	Short term
4.	Ongoing	One off
5.	Continual	Temporary
6.	Internal agenda	External agenda
7.	Awareness based, angled towards personal growth and the development of attitudes	Skill, technique and knowledge based.

8.	Bottom-up	Top-down
9.	Process, weight	Product/Certificate weighted
10.	Done with peers	Done with experts

(Source: Head & Taylor (1997, p.9)

Review of Related Empirical Literature

For any researcher, it is necessary to study and review the past studies and research works which are related to the research study that the researcher is going to do. Various research studies have been done in the field of English Education; among them, very little research is done about the teachers' professional development. Some researches related to my research study are reviewed below;

Joshi (2010) conducted research entitled "Learning Strategies of English Language Teachers for Professional Development". The objective of the study was to identify the strategies used by the English language teachers for their professional development. Throughout the research, the researcher found that all teachers were learning professional knowledge from own teaching experiences, self-monitoring, workshops, conferences, seminars, peer observation, team teaching etc.

Further, Oli (2014) carried out a research entitled “Practice of teacher support group in teacher professional development.” The main objective of this study was to explore the current practices of teacher support of group for teacher professional development by the secondary level English language teachers of Dang district. It was a survey research design based on thirty English language teachers and school management committee from Dang valley who were selected through non-random judgemental sampling procedure. The data were collected from the respondents through the close ended and open-end questionnaires. The data was also collected with the help of interview which was consisted of open-ended questionnaires. The study showed that almost all secondary level English language teachers participated I professional development programs possessed positive attitude towards them. Majority of teachers were satisfied with the current practice if teacher support group.

Khatri (2014) carried out a research entitled “Teaching portfolio for teachers processional development.” It was carried out to find out practices of teaching portfolio as a strategy for teachers professional development. The study consisted of primary and secondary sources of data. For primary data twenty principals and twenty English teachers of secondary and higher secondary level were selected from Okhaldhunga district. Forty respondents were selected by applying nonrandom judgemental sampling procedures. Similarly, in this research, the principals viewed that portfolio provided extra teaching spirit and confidence to the teachers.

Subba (2014) carried out a study on “The application of Teachers’ Professional Development Training in English Classroom”. The main objective of this study was to find out the status of the application of TPD training by secondary level English teachers in classroom teaching. It was a survey research design. Ten secondary level English teachers from government aided schools of Ilam district were selected as a sample for this study following the random sampling procedure. A set of

questionnaires with the both open and close ended questionnaire and observation checklist were used to elicit required information for the thesis. The study had conducted that the teachers were good in subject matter, presentation was in sequence and teaching was based on the context along with the use of appropriate examples.

Khadka (2014) conducted a study on “Teachers‘ Attitudes to TPD Training and their Classroom Practice”. The prime purpose of this study was to find out the attitudes of secondary level English teachers towards TPD Training as well as their performance inside the classroom. It was a survey research design. The researcher collected the data by interviewing the secondary level trained teachers of public schools of Ilam district. The sample of his study consisted of twenty teachers teaching at secondary level by using purposive non-random sampling and observing their classes. This research shows that TPD training is essential in English Language Teaching. It plays a significant role in the professional development of teachers. The status of TPD trained teachers in all aspects of language teaching was found satisfactory.

Shahi (2015) carried out research entitled “Keeping Teaching Journals for Professional Development: Teacher’ perceptions and Practices”. The objective of the study was to find out the perception of English language teachers towards keeping teaching journals as well as to identify the practices of keeping teaching journals for professional development. The researcher found that majority of teachers (60%) viewed keeping teaching journals as the best strategy for teachers‟ professional development. However, most of them also responded that they did not keep teaching journals of their own teaching. Hence, there are several research studies in the field of language teaching. But my research study is different than all these previous studies though it is also related to ELT and teachers' professional development. So, this research will be the first research work about the teachers' individual efforts for professional development in the department of English Education, Tribhuvan University.

Dhungana (2016) carried out a study on “Role of TPD Training in Language Teaching”. The main objectives of the study were to find out the role of TPD training program in teaching language skills, classroom management, use of teaching materials and teacher’s professional development. It was a survey research design. Population of this study was all the teachers from government aided schools of Nepal who were teaching English language at secondary and lower- secondary level and participated in the TPD program. Sample of the study consisted of 40 teachers from 20 different schools of Palpa districts. Non- random judgmental sampling procedure was followed for sampling in the study. A set of questionnaires with the both open and close ended questionnaires were used to elicit require information for thesis. Finally, he found that the training program supporting teachers in classroom management and built a learning friendly relation with their students.

Gyawali (2017) conducted research entitled "Strategies and Opportunities for English Language Teachers' Professional Development". The objectives of the study were to find out the strategies used by teachers and the opportunities they get for their professional development. The finding of the study was that most of the teachers have realized that they have made substantial improvement in their performance due to similar factors like knowledge and skills, challenge and responsibilities dealing with their wants and needs, professional interactions and decision making.

Likewise, Adhikari (2018) conducted research entitled "Attitude of English Language Teachers towards Collaborative Learning for their Professional Development." The objectives of the study were to find out the teacher's attitude towards collaborative learning. Throughout her study she found that most of the teachers reported that they learn from collaboration among their colleagues. They were very positive towards such learning for their professional development.

Sharma (2018) conducted a research entitled “Collegial relationship between the Novice and Experienced Teachers for Professional Development”. The main objectives of the research were to find out the collegial relationship between novice and expert teacher in terms of its existing situation and importance for professional development. It was a survey research design. The Population of the study were all the teachers from government aided schools of Kathmandu district who were teaching English language at secondary level. Sample of the study consisted of 20 teachers from 10 different schools of Kathmandu. Non- random judgmental sampling procedure was followed for sampling in the study. Semi – structured interview was used as the research tool. The findings of the research showed that most of the teachers (50%) had not got any chances of teacher training. They had been teaching as teachers of the English language but they had completed their degree from humanities, management and science facilities.

Implications of Review for the Study

Literature review is the foremost for conducting any research studies. It helps researchers by providing insight in the detection of research gap, development of theoretical and conceptual framework, developing the methodological tools, and validating the research findings. This review of the study helped me bring clarity and focus on the research problem, improve methodology and contextualize the findings. It is equally important to examine and evaluate what has been said and what has not been said yet for finding new areas for further research. There are very limited research studies which have been carried out in the field of professional development under ELT. Adhikari (2018) opines that participants in collaborative research have a positive impact on professional development by broadening their perceptions of research. Joshi (2010) has reported that all teachers learn professional knowledge from their own teaching experiences, self-monitoring, workshops, seminars, peer observation, and team teaching etc.

Similarly, I reviewed some related research. It helped me to get insight about theory and trends in ELT, and showed a clear way to walk ahead. For example, by reviewing the research done by researcher, I got clear idea about the past and present situations of ELT in Nepal. The review of the research of Adhikari helped me to know about the impact of collaborative research in professional development of teachers. Similarly, by reviewing the research of Soproni I got many ideas about the ways of teacher learning. The review of the research of Gnawali helped me to take account of strategies and opportunities followed by the English language teachers. In the same way, I reviewed the research done by Oli that helped me to know about the ways of reflective teaching. Likewise, I also reviewed the research study carried out by Adhikari that helped me to understand the perception of English language teachers towards collaborative learning. Likewise, I got a lot of ideas regarding the strategies of teacher development and teachers' own efforts for professional development by

reviewing the research carried out by Shahi. Furthermore, I was helped to determine the methodology and the tools of the research after reviewing their research.

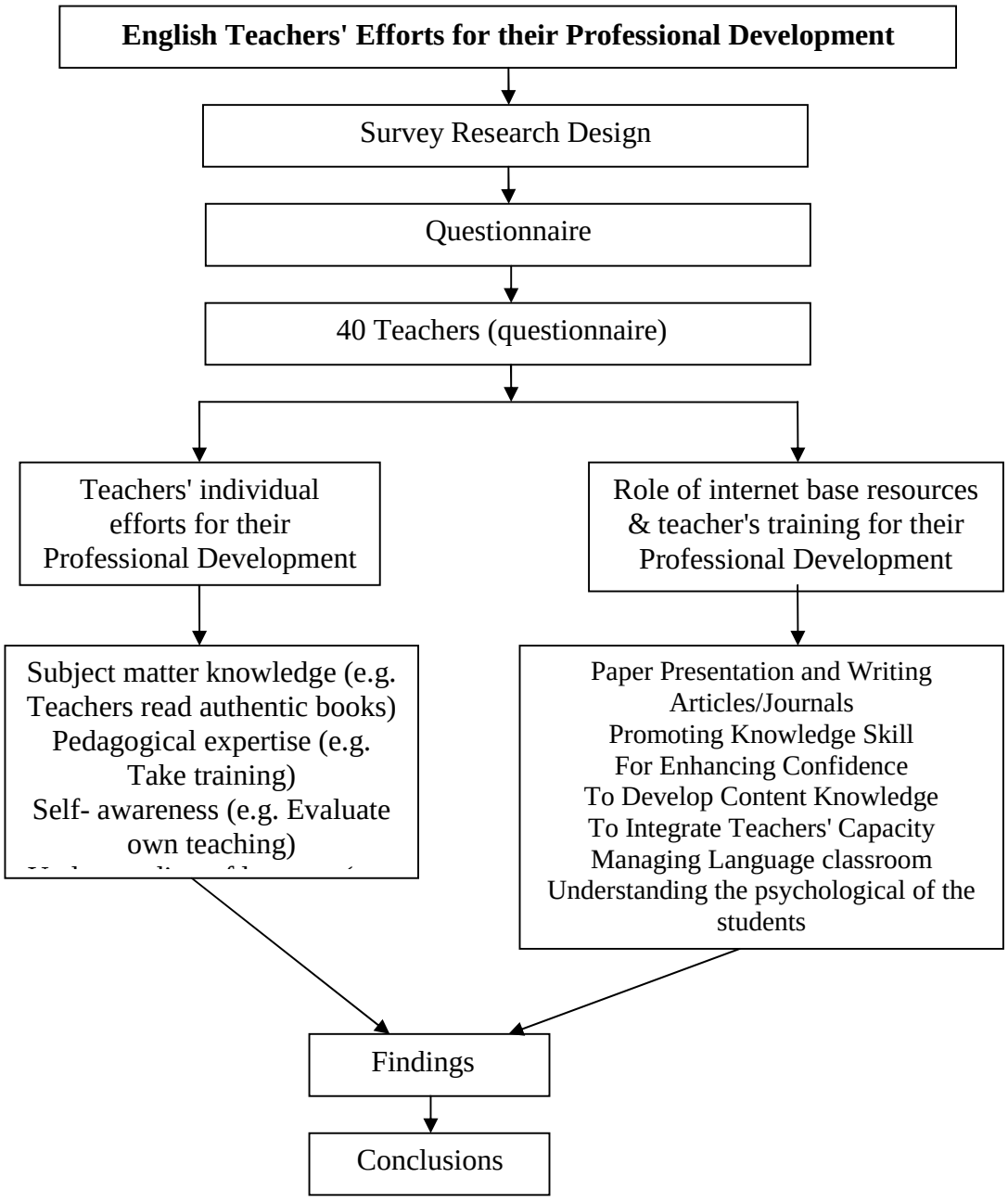
Research gap. Thought out the above literature review, I came to know that researchers have conducted many studies on teacher professional development. How ever, only a few studies have been conducted on efforts of teachers professional development but these research works are not able to portray the efforts done by the English teachers for their professional development. Therefore, this research aimed to explore the major efforts done by English teachers. Moreover, the above mentioned works were helpful for this research study to be carried out effectively.

Thus, this study is different from all other studies in terms of objectives, area, methodology and research problem. However, the ideas have been taken from many researchers in order to get methodological insights, and build theoretical understanding in the field.

Conceptual Framework

The conceptual framework is the pictorial description that is based on theoretical concepts and shows the interrelationships between the concepts and the variables related to the research (Khanal, 2019). My research study will be based on the following conceptual framework:

Figure 2.1: **Conceptual Framework**



Chapter 3
Methods and Procedures of the study

This chapter describes the design of study, selection on study area, and respondents, method of data collection and tools used to collect the data. It also explains the methods of analyzing the collection data.

Design of the Study

Research design is an overall plan for the activities to be undertaken during the course of a research. It is a clearly planned procedure for carrying out the research for which many things need to be planned in advance. The design of the research topic explains the type of research (experimental, survey, co-relational, semi-experimental, review). The research design includes basic elements as: a) information to be collected based on the problem, b) methodology, c) data gathering, d) analysis, and e) report writing. The present study was based on the survey design. " Surveys are the most commonly used descriptive methods in educational research and may vary in the scope from large scale government investigation to small scale studies carried out by a single research" (Cohen & Manio, 1985 as cited in Nunan, 2008, p-140).

Survey research in education involves the collection of information from members of a group of students, teachers, or other persons associated with the educational process and the analysis of this information to illuminate important educational issues. Most surveys are based on samples of a specific target population. The researcher often wishes to generalize the results obtained from the sample to the population from which samples will be drawn. The main purposes of survey research are to find out behaviors of different information, find out public opinions or certain issues and assess certain activity. In this regard, this research design is helpful to get the required data for the study.

Population, Sample and Sampling Strategy

Population refers to the real set of people, events or objects to which the result of the research is wished to be generalized and te sampling refers to the selection of some part of an aggregate or totality on the basis of which a judgement or interfere about the aggregate or totality is made (Kothari, 2004). Hence, in this study, the population consisted of all the non-English language teachers teaching in a secondary level in Dhading district. Since this study is phenomenological, it was difficult to collect data from each and every member of the population. So, I selected only forty secondary level English language teachers, out of the whole population. Likewise, I used a non-random sampling strategy to select the participants for this study.

The area of study is twenty community schools of Neelkantha Municipality, Siddhalek Rural Municipality, Galchhi Rurual Municipality, Thakre Rural Municipality, and Dhunebeshi Municipality in Dhanding. Forty English teachers were selected as the sample. It was done among the English teachers teaching in different community schools of that Dhading district.

Tools of Data Collection

In this research, I used a set of questionnaire that consist of close ended questions as a data collection tool.

Questionnaire. The questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences or opinions. The area of efforts is related to construction of teaching materials, selection of teaching materials, use of teaching materials, trainer, opportunity for training, transfer of training in classroom. At the end of each section of the questionnaire, the respondents were requested to comment on the areas that were not covered in the questionnaire. It is designed as a 5-point rating scale such as SA (strongly agree), A(agree), U(undecided), D(disagree) and SD (strongly disagree).

Sources of Data

On the basis of the designed research plan, the ways of collecting data are determined. Hence, sources of data which provide information and details to the researcher to validate the findings. In the process of this study, both primary and secondary sources of data were used.

Primary sources. Primary data are those which are collected afresh and for the first time, and thus happen to be original in character (Kothari, 2004). Moreover, Kumar (2012) added that primary sources are those when someone else collects information from respondents for the specific purpose for which study is undertaken. As the primary sources of data, I used the information collected from questionnaire.

Secondary sources. Secondary sources of data are those which have already been collected by someone else and which have already been passed through the statistical process (Kothari, 2004). Similarly, Kumar (2012) states that the information which is already available such as government publications, reports and previous researchers are called secondary sources. In this study, I used the earlier literatures, policy level documents, journals, books, articles as the secondary sources of data.

To be specific, secondary level English teachers, and the related literature were the sources of data for this study.

Data Collection Procedure

Data collection begins after a research problem has been defined and a research design plan chalked out (Kothari, 2004). As a researcher, I implemented some systematic procedures to collect the data from the primary sources which were the secondary level English language teachers. First, I developed the proposed tools on the basis of my research design and the condition of my respondents. Then I went to the field, and built a rapport with the concerned authorities by making it clear to them about the objectives of the study, the school administration and the secondary level English language teachers. Therefore, I slightly reported the purpose of my study to the participants and made them clear in terms of privacy and confidentiality. After they were agree, I distributed the survey questionnaire to them as per my convenience. After collecting the distributed questionnaire. From these selected tools,

the data related to the teachers' use of internet based resources were collected. Finally, I showed my gratitude to the respondents and got back from the field.

Data Analysis Procedure

After collecting the data/information, the researchers have tabulated in different groups according to their nature. The collected data and information were presented in different tables. For the purpose of analyzing the data a simple statistical procedure was adopted. I have tabulated and presented the quantitative data obtained through questionnaires using statistical tools such as percentile and frequency.

Ethical Considerations

According to the Collins Dictionary (1979); as cited in Kumar (2012), ethical means 'in accordance with principles of conduct that are considered correct, especially those of a given profession or group'. Ethical consideration betokens the codes and conducts that professionals must follow. In this regard, Kumar (2012) says being ethical means adhering to the code of conduct that has evolved over the years for an acceptable professional practice. It further implies that ethical considerations are the moralities which ask for the things that can be done and cannot be. Regarding research, ethical considerations are related to the participants, researchers, and organization (Kumar, 2012). Moreover, they are related to the culture and heritage of the particular group too. Therefore, to maintain the ethically, I employed the following ethical considerations:

Giving credit to the earlier researchers or the scholars for their work is the first and the foremost responsibility of any researcher. So while conducting research, the researcher should be conscious about ethical issues. To maintain the ethicality, at first, I informed the respondents about the purposes of the study. After that, I conducted my research by taking permission from the participants and I kept the responses of the respondents confidentially. I did not use the data for any other purposes except for my study. I gave proper credit to scholars, and researchers works to avoid the risk of plagiarism. I maintained privacy, trustworthiness, objectivity, openness and credibility in my research. Furthermore, only the proposed method and the format was applied to make research scientific and systematic. Last but not least, the study was totally based on the American Psychological Association (APA) 7th Edition to have consistency in my research study.

Chapter 4
Analysis and Interpretation of Data

This chapter includes the detailed analysis and interpretation of the collected data. The data have been collected from 40 teachers who were teaching English in Neelkantha Municipality, Siddhaleki rural Municipality, Galchhi Rural Municipality, Thakre Rural Municipality and Dhunbeshi Municipality through questionnaire. Their participants responses reflected the English teachers' efforts for their professional development. They further helped to find out the role of internet based resources and teachers' training for their professional development. In this section, the collected data from questionnaire were collected, coded, tablezation and analyzed critically and logically based on the research questions and objectives.

This part includes the presentation, analysis and interpretation of the collected data through questionnaire. The propose of the study was to explore the efforts done by the English teachers for their professional development, to analyze the role of internet based resources and teachers' training for teachers' professional development, I chose survey research design to meet the objectives of the study. I applied both primary and secondary sources of data. As the primary source, the data obtained from questionnaire were used, and related literature such as books, theories, journal, articles, thesis, dissertation were used as the secondary sources of data.

After collecting the data the researcher have tabulated in different category according to their nature. The collected data and information where presented in different tables. The data collected from questionnaire were categorized, tabulated and develop the themes according to the objectives of the study.

The efforts made by the English teachers for their professional development

As the study aimed to explore the efforts done by the English teachers for their professional development, fourty English teachers' were informed descriptively and thematically. The details of efforts done by the English teachers have been presented in different tables to meet the objectives of the study.

Table 1: Regularly Review their Past Experience

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	19	47.5
2.	Agree	21	52.5
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 47.5 percent teachers said that they were strongly agree to regularly review their past experience in the different areas of teaching. And 52.5 percent teachers said that they were agree with regularly review their past experiences in the different areas of teaching. It shows that teachers regularly review their past experience in the different areas of teaching to develop pedagogical expertise.

Table 2: Regularly Simplify, Modify and Clarify

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	27	67.5
2.	Agree	13	32.5
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 67.5 percent teachers said that they were strongly agree to regularly simplify, modify and clarify the daily teaching content to make it more accessible to the learner. And 32.5 percent teachers said that they were agree with regularly simplify, modify and clarify the daily teaching content to make it more accessible to the learner. It shows that teachers regularly simplify, modify and clarify the daily teaching content to make it more accessible to the learner.

Table 3: Aware of Learners' Problems difficulties and Learning Styles

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	15	37.5
2.	Agree	25	62.5
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 37.5 percent teachers said that they were always of learners' problems, difficulties and learning styles. And 62.5 percent teachers said that they were agree to always of learners' problems, difficulties and learning styles. This diagram shows that teacher always of learners' problems, difficulties and learning styles.

Table 4: Attending the Conferences, Meeting and Seminars

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	3	7.5
2.	Agree	15	37.5
3.	Undecided	15	37.5
4.	Disagree	7	17.5
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 7.5 percent teachers said that they were strongly agree to never miss the conferences, meeting and seminars which help their professional development. And 37.5 percent teachers said that they were agree to never miss the conferences, meeting and seminars which help their professional development. Likewise, 37.5 percent were undecided about never miss the conferences, meeting and seminars which help their professional development. And then 17.5 percent teachers said that the were disagree to never miss the conferences, meeting and seminars. This diagram shows that teachers participations about the conferences, meeting an seminars which help their professional development.

Table 5: Consult with People Involved in Professional Development and Multimedia

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	5	12.5
2.	Agree	18	45.0
3.	Undecided	12	30.0
4.	Disagree	5	12.5
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 12.5 percent teachers said that they were strongly agree to always consult self-access centers, people involved in professional development and multimedia. And 45 percent teachers said that they were agree to always consult self-access centers, people involved in professional development and multimedia And then 30 percent teachers said that they were undecided about always consult self-access centers, people involved in professional development and multimedia. Likewise, 12.5 percent teachers said that they were disagree to always consult self-access centers, people involved in professional development and multimedia. This diagram shows that teachers consult self-access centers, people involved in professional development and multimedia.

Table 6: Evaluate their Own Teaching in Reflective Way

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	20	50.0
2.	Agree	19	47.5
3.	Undecided	1	2.5
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 50 percent teachers said that they were strongly agree to be improved themselves teacher always evaluate their own teaching in reflective way. And 47.5 percent teachers said that they were agree to be improved themselves teacher always evaluate their own teaching in reflective way. And then 2.5 percent teacher said that he is undecided about improved himself always evaluate his

own teaching in reflective way. This diagram shows that to be improved themselves, teacher always evaluate their own teaching in reflective way.

Table 7: Study about SLA to Develop Knowledge

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	8	12.5
2.	Agree	30	82.5
3.	Undecided	2	5.0
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 12.5 percent teachers said that they were strongly agree to develop knowledge, teachers equal study about English grammar, discourse analysis, phonology, testing, SLA etc. And 82.5 percent teacher said that they agree to develop knowledge, teachers equal study about English grammar, discourse analysis, phonology, testing, SLA etc. And then 5 percent teachers said that they were undecided to equal study about English grammar, discourse analysis, phonology, testing, SLA etc. This diagram shows that to develop knowledge, teachers equal study about English grammar, discourse analysis, phonology, testing, SLA etc.

The role of internet based resources and teacher's training for teachers' professional development

As the research aimed to analyzed the role of internet based resource for teachers professional development and teacher training for professional development, forty teachers were observed through questionnaire to elict the data. So, the role of internet based resources and teachers training for teachers' professional development have been presented in the following tables. Moreover, the themes have been developed on the basis of the responses that the respondents shared.

Internet based resources for teacher's professional development

Table 8: For Promoting Knowledge Skill

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	6	15.0
2.	Agree	34	85
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 15 percent teachers said that they were strongly that they were fully equipped with teaching resources via internet that promote their knowledge, sill and attitude. And then 85 percent teachers said that they were agree to fully equipped with teaching resources via internet that promote their knowledge, sill and attitude. This diagram shows that teachers were fully equipped with teaching resources via internet that promote their knowledge, sill and attitude.

Table 9: For Research

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	16	82.5
2.	Agree	2	12.5
3.	Undecided	18	5.0
4.	Disagree	4	10
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 82.5 percent teachers said that they were strongly agree to use internet as a resource site for their professional development. And 12.5 percent teacher said that they were agree to use internet as a resource site for their professional development. And then 5 percent teacher said that they were undecided to use internet as a resource site for their professional development. Likewise 10 percent teacher said that they were disagree to use internet as a resource site for their

professional development. This diagram shows that teachers use internet as a resource site for their professional development.

Table 10: To Develop Content Knowledge

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	12	30.0
2.	Agree	28	70.0
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 30 percent teachers said that they were strongly agree that internet helps to develop content knowledge for teacher professional development. And 70 percent teacher said that they were agree that internet helps to develop content knowledge for teacher professional development. This column diagram shows that internet helps to develop content knowledge for teacher professional development.

Table 11: For Making Teaching Materials

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	5	12.5
2.	Agree	33	87.5
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 12.5 percent teachers said that they were strongly agree about internet resources are helpful for making teaching materials needful and appropriate. And 87.5 percent teacher said that they were agree that internet resources are helpful for making teaching materials needful and appropriate. This diagram shows that internet resources are helpful for making teaching materials needful and appropriate

Teacher's training for teachers professional development

Table 12: To Apply New Methods and Techniques

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	17	42.5
2.	Agree	23	57.5
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 42.5 percent teachers said that they were strongly agree about TPD training helps to apply new methods and techniques. And 57.5 percent teachers said that they were agree about TPD training helps to apply new methods and techniques. This diagram shows that TPD training helps to apply new methods and techniques.

Table 13: To Manage Time

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree		
2.	Agree	12	30.0
3.	Undecided	23	57.5
4.	Disagree	5	12.5
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 30 percent teachers said that they were agree about TPD helps to manage time and life. And 57.5 percent teachers said that they were undecided about TPD helps to manage time and life. Then 12.5 percent teachers said that they were disagree about TPD helps to manage time and life. This diagram shows that TPD helps to manage time and life.

Table 14: For Managing English Language Classroom

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	7	17.5
2.	Agree	33	82.5
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 17.5 percent teachers said that they were strongly agree about teacher training helps to teach and control large classes. And 82.5 percent teachers said that they were agree about teacher training helps to teach and control large classes. This diagram shows about teacher training helps to teach and control large classes.

Table 15: For Update Knowledge

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	9	22.5
2.	Agree	31	77.5
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 22. 5 percent teachers said that they were strongly agree that TPD update for knowledge. And 77.5 percent teachers said that they were agree that TPD update for knowledge. This diagram shows that TPD update for knowledge TPD update for knowledge.

Table 16: For Understanding the Psychology of the Students

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	36	90.0
2.	Agree	2	5.0
3.	Undecided	2	5.0
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 90 percent teachers said that they were strongly agree to important for novice teacher. And 5 percent teachers said that they were agree about important for novice teacher. Likewise 5 percent teachers said that they were undecided about important for novice teacher. This diagram shows that important for novice teacher.

Table 17: For Workshop, Seminars, Conferences, Portfolios etc.

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	24	60.0
2.	Agree	16	40.0
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 60 percent teachers said that they were strongly agree about TPD for training , workshop, seminars, conferences, portfolios, etc. And 40 percent teachers said that they were agree about TPD for training , workshop, seminars, conferences, portfolios, etc. This diagram shows that TPD for training , workshop, seminars, conferences, portfolios, etc.

Table 18: For Change Learning Environment of Class

S.N.	Response	No. of Teachers	Percent
1.	Strongly agree	21	52.5
2.	Agree	19	47.5
3.	Undecided		
4.	Disagree		
5.	Strongly disagree		
	Total	40	100.0

The above table shows that 52.5 percent teachers said that they were strongly agree about TPD change learning environment of class. And 47.5 percent teachers said that they were agree about TPD change learning environment of class. This diagram shows that TPD change learning environment of class.

Throughout the interpretation of the data which were elicited from the questionnaire, it was found that teachers use different efforts for their professional development. All the participate in this study responded that they used different efforts which is beneficial for the professional development. The study also found that the teachers used internet based resource for their professional development and it plays vital role. Likewise, the study found that teachers' training also plays vital role for teacher professional development.

Chapter 5
Findings, Conclusions and Implications

This chapter includes, findings, conclusion and Implications. The conclusion has been drawn based on the major findings derived from results and discussions of the study. Moreover, the Implications have been made on the basis of the findings and the conclusions of the study.

Findings

On the basis of analysis and the interpretation of results, the notable findings have been derived and presented as below :

The efforts done by English teachers for their professional development

The efforts done by English teachers in English language classroom for their professional development were analyzed based on questionnaire after analyzed the data, the following findings have been drawn and presented as below :

- Teachers used individual effort for their professional development.
- It was found that 47.5 percent teachers are strongly agree with the regularly review of their past experience.
- Similarly, the analyzed data reveled that teachers always aware of learners problems difficulties and learning style.
- Teachers always attended the conferences, meeting and seminars to their professional development according to data.
- The study reveal that, teachers used to consult with people involved in professional development and multimedia fr their professional development.
- It showed that, teachers evaluate their own teaching in reflective way. According to the analyzed data 50% teachers were strongly agree with evaluate their teaching for their professional development and 47.55 percent teachers agree with this statement.

Role of internet based resources and teacher training for teachers' professional development

Role of internet based resources for professional development.

- The study found that teachers used internet based resources for development professional skill.
- Similarly, the analyzed data revolved that most of the teachers, used internet based resources for promoting their knowledge skill.
- It showed that teachers used internet based resources for research.
- It revealed that teachers used internet based resources for enhancing their confidence level.
- It was uncovered that teachers used internet based resources for content knowledge.

Role of teacher training for professional development

- The study found that most of the teachers participate in teacher training for their professional development.
- Similarly, the study found that, teachers training help for teachers to apply new methods and technique.
- It also disclosed that teachers training helps for managing English language classroom.
- It showed that, teachers training helps to teachers to update new knowledge.
- Similarly, the analyzed data revealed that, teachers training for understanding the psychology of the students.

Conclusions

The study aimed to explore the efforts done by the English teachers for their professional development. The first research questions was basically concerned with

the efforts done by the English teaches for their professional development. The teachers have applied several efforts for their professional development. Generally, the teachers were applying a numbers of ways from sharing classroom problems and experiences to self monitoring as the supporting efforts to their professional development.

The second research question was concerned with the role of internet based resources for English teachers' professional development. They used various internet based resources for their professional development.

Implications

Based on the findings and conclusion of the study, the following Implications have been made to be applicable at the policy level and practice level.

The Implications of the findings have been presented under the sub-headings : Implications in policy related, practice related and further research.

Policy Related

The following Implications have been made on the basis of the above mentioned findings of the study to the policy related.

- The teachers' professionalism should be taken as one of the most important aspect of educational system.
- The university should design course of the department of education focusing on professional career of the students after completing their degree.
- NCED should design and formulate the training programs to enhance the English teacher's professionalism.
- The concerning departments and organizations like education and human resource development center, department of English education of different universities, education training center etc. should organize physical or virtual workshops, seminars and trainings to make the teachers familiar with the different strategies of professional development.

- This language curriculum should encourage the teachers for their professional career.

Practice Related

The following Implications have been suggested for the practice related on the basis of findings and occlusion of the study.

- The school should create language labs and provide proper environment to the teachers for their professional development.
- The teachers should update themselves with the recent ELT methodologies and professional practices.
- The schools should facilitate ICT equipment to the teachers.
- The school should trained regarding carrying out action research, keeping teaching journals and portfolio.
- The school should establish the trend of rewarding the well performed teachers occasionally.
- The virtual teachers supports groups such as messenger groups, facebook groups, facebook pages should be created.

Further Research Related

Every research study has certain limitations and terms of area, methodology and population. It is believed that no work is final and no study can includes all the things related to the area of study. So, I would like to recommended some further research related Implications to which the future researchers can conduct their research in the days to came. Some further research related problems have bee presented as follows:

- This study was conducted on the basis of survey research design, so the prospective researchers would better conduct their research by employing other research designs.

- This study was limited to Dadhng district and only to secondary level English teachers so researchers can conduct similar kind of study in other areas and the population.

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Name of Schools (Dhading District)

I will select these ten different secondary level school of Dhading district which are presented as follows;

S.N.	Name of School
1	Neelkantha Higher Secondary School, Neelkantha Municipality-12, Dhading
2	Bal Mandir Secondary School, Neelkantha Municipality-12, Dhading
3	Deurali Secondary School, Neelkantha Municipality-12, Dhading
4	Pashupati Secondary School, Neelkantha Municipality-12, Dhading
5	Satyawati Secondary School, Siddhalek Rural Municipality-7, Dhading
6	Minduka Secondary School, Dhading
7	Mahakali Secondary School, Dhading
8	Siddeshwor Secondary School, Dhading
9	Janaklyan Secondary School, Galchhi, Dhading
10	Bageshwori Secondary School, Galchhi, Dhading
11	Saraswoti Secondary School, Galchhi, Dhading
12	Gogalpani Secondary School, Galchhi, Dhading
13	Kalleri Secondary School, Galchhi, Dhading
14	Janajagriti Secondary School, Thakre, Dhading
15	Lilakali Secondary School, Thakre, Dhading
16	Mahakaleshori Secondary School, Thakre, Dhading
17	Bhuvanesori Secondary School, Dhunebeshi, Dhading
18	Machhindra Secondary School, Dhunebeshi, Dhading
19	Dillisabitri Secondary School, Dhunebeshi, Dhading
20	Mahakali Secondary School, Dhunebeshi, Dhading

Closed Ended Question

Dear informants,

The questionnaire is a part of my study entitled "English teachers' efforts for their professional development" for the thesis of M.Ed. in English Education. Your co-operation in completion of the questionnaire will be of great value for me. I assure that responses made by you will be exclusively used confidentially used for only present study. I would be grateful if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used only for research purpose and your identity will be kept highly confidential.

Researcher

Sangita Lamichhane

Name of student: Gender:

Name of School: Class:

Note: SA= Strongly Agree, A = Agree, U = Undecided, D=Disagree, SD=Strongly Disagree

Please tick (√) any one and only one of each row;

S. N	Statement	SA	A	U	D	SD
	Teachers Individual Efforts for their Professional Development					
1.	To develop pedagogical expertise, I regularly review my past experience in the different areas of teaching.					
2.	I always understand about the age, interest, needs and ability of students before teaching and after teaching.					
3.	I regularly simplify, modify and clarify the daily teaching content to make it more accessible to the learner.					
4.	I am always aware of learners' problems, difficulties and learning styles.					
5.	I consult the related authentic sources and educational bodies to get wide knowledge about curriculum.					
6.	I develop the possible and necessary instructional materials that are not in my schools.					
7.	For my professional promotion I learn and take the responsibilities of supervision and mentoring.					
8.	I never miss the conferences, meeting and seminars which help my professional development.					
9.	I always consult self-access centers, people involved in professional development and					

	multimedia.					
10.	If I couldn't solve my problems myself then I decide what kind of support I need from my institution.					
11.	To be improved myself I always evaluate my own teaching in reflective way.					
12.	To be a good teacher I usually refine personal values and beliefs according to need of professional development.					
13.	To develop knowledge, I equal study about English grammar, discourse analysis, phonology, testing, SLA etc.					
	Internet Based Resources for Develop Professional Skill					
14.	I use internet as a resource site for my professional development.					
15.	The knowledge of technology and e-resources help teachers to grow professional skill.					
16.	I frequently use Internet based resources to get direct and indirect benefits for my professional development					
	Internet Based Resources for Promoting Knowledge Skill					
17.	I am fully equipped with teaching resources via internet that promote my knowledge, skill and attitude.					
18.	There is a massive amount of useful information on the internet.					
	Internet Based Resources for Research					
19.	I often read journals and articles from the internet.					

20.	I try to be in contact with the experience teachers and be in touch with novice teachers by using blog					
21.	I write journals, articles and reviews with the help of resources that I could get from internet.					
22.	I carried out some researches in my related field with the help of reading resources from internet.					
23.	I often consult journals and articles to prepare my articles.					
	IBR for Enhancing Teachers' Confidence Level					
24.	Journals and articles help me to develop the level of confidence for my professional career.					
25.	I present my researches among the staff confidently with the help of internet.					
	IBR to Develop Content Knowledge					
26.	Internet helps me to develop content knowledge for my professional development.					
27.	Internet resources are helpful for making teaching materials needful and appropriate.					
	Teacher Training for Develop Professional Skill					
28.	Teacher training for professional development.					
29.	TPD training helps us to apply new methods and techniques.					
30.	TPD training make our job easy					
31.	It helps to manage time and life					
32.	Training helps in TPD					

	TPD for Managing English Language Classroom					
33.	Teacher training helps to teach and control large classes					
34.	It helps to solve daily teaching problems					
35.	It helps to update our knowledge					
	TPD for Understanding the Psychology of the Students					
36.	Trained teachers can increase student's participation in class.					
37.	It is important for novice teacher					
38.	It is two side of same coin					
39.	It can change learning environment of class					
40.	Training, workshop, seminars, conferences, portfolios, etc.					