Abstract
The working paper aims to investigate the issue of sustaining and continuing online professional development (PD) for English as foreign language (EFL) teachers. To achieve this goal and for data gathering, the researcher will employ an explanatory research design by devising online questionnaire using Google forms as well as conducting interviews with willing participants at the researcher’s workplace to examine the teachers’ PD practices, attitudes, needs and challenges regarding this new online platform of delivery. There is a large body of studies on teachers’ professional development (face-to-face and online) that have been conducted in different settings, examined different teacher professional development areas and utilized various research instruments for data collection. Likewise, those findings go in line with the existing situation in my work context and setting. Thus, considering these insightful results, the researcher (author of this paper) hopes to propose to the management of the Centre of Preparatory Studies (CPS) the need to reconsider and utilize online professional development areas and utilized various research instruments for data collection. Likewise, those findings go in line with the existing situation in my work context and setting. Thus, considering these insightful results, the researcher (author of this paper) hopes to propose to the management of the Centre of Preparatory Studies (CPS) the need to reconsider and utilize online professional development.

Key Words:
Continuing Professional Development, adult learning, andragogy, self-directed learning, teachers’ autonomy, EFL

Statement of Purpose
The purpose of this explanatory research study is to investigate the issue of sustaining and continuing online professional development (PD) for English as foreign language (EFL) teachers.

Research Problem
The context of my workplace, the Centre for Preparatory Studies (CPS) is remarkably diverse and rich in terms of having teachers and practitioners from different cultural and educational backgrounds. Those EFL teachers from a population of around 230. Beside the local Omani teachers, we have teachers from different parts of the world, the US, the UK, Canada, Australia, New Zealand, Russia, India and Armenia. These teachers are always offered opportunities for academic professional development and growth but because of time constraints and workload, they find it inconvenient to attend these training sessions or they feel that their needs are not met because of the choice of topics selected for these training sessions. This current study is intended to address and bridge several gaps found in the published studies of traditional and online professional development. Further, it highlights prior research studies with all their limitations.

Research Questions
This research study will employ a descriptive exploratory methodology to answer the following questions:
1. What are EFL teachers’ practices of online continuing professional development (CPD)?
2. What are EFL teachers’ attitudes towards online continuing professional development (CPD)?
3. What are EFL teachers’ work needs regarding online continuing professional development (CPD)?
4. Do EFL teachers encounter any challenges regarding online continuing professional development (CPD)? If so, what are they?

Research Instruments
For data collection, a mixed-method approach will be utilized to gather data. A questionnaire will be devised and distributed to the participants by using Google online forms. The questionnaire will be divided into five main sections. Section One: Demographic information; Section Two: Teachers’ practices of online professional development; Section Three: Teachers’ attitudes towards online CPD and Section Four: Challenges faced by teachers when performing online CPD and finally; Section Five: Open ended questions. As for the qualitative part, interviews will be conducted with willing participants to further seek the teachers’ insights and feedback on online CPD.

References
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