

CHAPTER ONE

INTRODUCTION

This study entitled “Teachers’ Perceptions on the use of Portfolio as a tool for Teacher Professional Development” is an attempt to explore the role of Portfolio, Institutional Practices and Use of Portfolio Strategy for Teacher Professional Development (TPD). This chapter consists of background of the study, statement of problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of key terms.

1.1 Background of Study

Profession is an occupation based on specialized intellectual study and training. A professional activity involves systematic knowledge and proficiency. In profession, we have a kind of occupation which can only be practiced after a long and rigorous academic study. In the layman sense, job, occupation and profession are taken synonymously; but they are not completely synonymous. Profession differs from other two in the sense that it is not the job or occupation which is simply engaged in profit, because it also carries a sense of public service and personal dedication.

Teacher Professional Development is continuous professional growth, development in performance and the process of becoming the best kind of teacher. In a broad sense, professional development refers to the development of a person in his or her professional role. More specifically, Glatthorn (1995, p.41, as cited in Villegas-Reimers 2003, p.11) says, “teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically”. Professional development includes formal experiences, such as attending workshops and professional meetings and mentoring and informal experiences, such as reading professional publications and watching television documentaries related to an academic discipline. In a profession, we have a kind of occupation which can only be practiced after long and rigorous academic study. Teachers are

primarily the learners as they are engaged in learning on how to teach throughout their lives. This view is supported by Lieberman and Miller (1990, as cited in Day, 2004). In their views:

Teachers are problem posers and problem solvers, they are researchers, and they are intellectuals engaged unraveling the learning process both for themselves and for the young people in their charge. Learning is not consumption, it is the knowledge production. Teaching is not performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent needs and interests of learners. Assessment is not judgment. It documents progress over time. Instruction is not technocratic; it is inventive craft like and above all on important human enterprise (p.105).

Profession is referred to occupation, vocation or career where specialized knowledge of a subject, field or science is applied. Wallace (2010, p.5) presents the following qualities of a profession:

- a. A basic of scientific knowledge
- b. A period of rigorous study which is formally assessed;
- c. A sense of public service;
- d. High standards of professional conduct,
- e. The ability to perform some specified demanding and socially useful task in demonstrably competent manner.

Professionalism is a collection of the conduct, qualities, skills, knowledge and attitudes that make a profession. Profession is the buzz word today. So, often people and organization are claiming to be 'Professional' in their feelings, business and services. The question is what does the term 'professionalism' exactly mean? It is an amalgamation of distinct characteristics of a professional

person. Professionalism means preparing oneself to do a job competent through learning. This learning may take the form of pre-service or in-service course, reflection on experience, reading, observation, discussion with colleagues, writing research. Such learning continues throughout the professional's working life. There must be dedication and hard work on the part of the professional.

Professional development is an ongoing self-directed and autonomous effort of teachers to acquire new knowledge and skills and continually improve them after initial training in their careers. In their professional development, the teachers play active roles. It is self-development which requires teachers' own effort to change themselves. Richards and Farrell (2005, pp.3 -13) say, "It is a process that takes place over time start and with formal training or graduate education".

Professionalism is practitioners' knowledge, skills and conduct that describe the type of behavior that should be the gold standard for a profession. It is the professional status, method, character, standard and distinct characteristic of a professional persons. Day (2004, p.13) defines professionalism as a "consensus of the norms, which may apply to being and behaving as a professional within personal, organizational and broader political conditions".

From the above discussions we know that teachers' role is core in teaching learning activities. Teachers are actively engaged on this process. Thus, development is also a continuous process. Due to the advancement of science and technology, everything is changing so that the things which are new today well be old tomorrow. Thus, considering those thing in mind, teacher should move forward to achieve their goals. Teacher should always be active for teaching learning activities.

Harmer (1991) puts forward the role of teachers as: controller, assessor, organizer, prompter, participant and resource tutor (p. 235). Likewise to facilitate teacher professional development, Richards and Farrell (2010) have

explored the strategies/procedures: workshop, self-monitoring, teacher support group, journal writing, peer observation, teaching portfolio, analysis of critical incident, case analysis, peer coaching, and team teaching and action research.

The creation of a professional portfolio is a second method of individual development that one can accomplish without the difficulty imposed by collaborative efforts (Brown, 2007, p. 506). Richards and Farrell (2005, p.98) defines teaching portfolio as “A teaching portfolio is a collection of documents and other items that provides information about different aspects of a teacher’s work. It serves to describe the document the teacher’s performance, to facilitate professional development, and to provide a basis for reflection and review.” He further says that the purpose behind teaching portfolio is that it provides a demonstration of how a teacher approaches his or her work and present evidences of the teacher’s thinking, creativity, resourcefulness and effectiveness.

To get a success and be satisfied in every field practice, owners should be self-dependent and self- decision maker. In an academic field, teachers should be able to guide own-self and be evaluator to their own profession. They need to check their own daily lesson plans, teaching strategies and also need to understand the students’ need and interest.

1.2 Statement of the Problems

The research entitled “Teachers’ Perceptions on the use of Portfolio as a tool for Teacher professional Development” is an attempt to find out the use of teaching portfolio, attends to be change in teachers behavior, attitude and perception towards the TPD. Teachers engaged in to the different activities like self-monitoring, peer observation, peer teaching, writing portfolio, seminar, conferences, workshop, and training. Absolutely, teaching is a very difficult job. They should handle the classroom; they made the classroom contextual, situational, meaningful, and effective. Many studies had been carried out in this field; but even it could not be come in mainstream. The Ministry of Education

(MOE) held the various teacher training programs; teachers are engaging but it has not been implementing in the classroom. There are many reasons, the main reason is: they are not intrinsically interested towards teaching portfolio. Only from government side it cannot be fulfilled. Therefore, teachers should have own self participation in different activities, like as keeping portfolios, journal writing and case study.

Despite the focus of many scholars and administration on teachers' professional development, the condition of professional development is not satisfactory in Nepal. The educational goals of the country are not met due to the low academic performance. In that sense, many researchers focused their studies on teachers' professional development. Many researches are carried out teachers' professional development by the university students and NELTA scholars, which show that the condition of teachers' professional development is pitiful. Many researchers suggest that teachers should be dynamic and studious. They also suggest that teachers should apply different methods and procedures such as teaching portfolio, action research, journal writing, peer observation and self monitoring. 'Portfolio in the classroom teaching' can be helpful in teachers' professional development that reflects their teaching and help in further improvement. The portfolio provides an opportunity for teachers to use the process of writing to describe and explore their own teaching practices.

Nevertheless, it is not worthwhile to expect good outcomes from educational institution without TPD. At the same time, teachers' portfolio has been considered a good way of teacher professional development in many countries. Lack of professionalism can cause a major problem for improvement of teaching learning activities in the Nepalese educational institutions. They can certainly contribute a lot to the improvement of English Language Teaching (ELT) situation if they are professionally developed. The role of teaching portfolio practice can be prominent for language teacher professional development. Therefore, lack of keeping portfolio in language teachers could

be a major problem for making necessary changes and improvement in our ELT situation. So, I selected the topic portfolio for TPD.

1.3 Objectives of the Study

The main objectives of the study were as follows:

- a. To find out teachers' perceptions on the use of portfolio for professional development,
- b. To analyze the role of portfolio in developing teachers' professionalism and
- c. To suggest some pedagogical implications

1.4 Research Questions

The research questions are largely guided by objectives to any study. They are also assets to a researcher to design appropriate methodology and consequently to discuss, analyze and interpret the data so as to derive findings raised and to draw conclusion of the study. This study was oriented to find out the answers of the following research questions.

- a. What are teachers' perceptions on the use of portfolio for professional development?
- b. What is the role of portfolio in developing teacher professional development?
- c. What are the pedagogical implications of the study?

1.5 Significance of the Study

Teaching is a challenging job. All people could not be a good teacher even they give interest in teacher profession. To be a good teacher s/he needs to change his/her behaviors according to time and situation. Teachers expose their own knowledge and gain new things from students. Teachers' professional development is continuous process which needs a number of strategies to be followed. One of the most important strategies of TPD is teaching portfolio. To be specific, the portfolio is key term for teacher professional development.

By the use of teaching portfolio in the field of teaching, construction of teaching materials can be made themselves by the teachers which will be relevance with situational and contextual.

The proficient teachers always thought they are poor in knowledge. They have hunger to gain knowledge. They reflect their own knowledge. What is good and bad? They develop a desire to investigate and solve a wide range of teaching problems and develop ability to make sound institutive judgment based on past experiences. This study basically focus on the teachers' perception and practices on teaching portfolio in context of secondary and higher secondary level in Nepal. This study will reveal the perspective of English language teachers towards portfolio. So, it will be useful for prospective researchers who want to undertake researches in the area of teacher professional development. Each and every research study is important for the institution, scholars, professors, students, and the researchers who are interested in the particular areas. The study is specially focused on use of portfolio as one of the important tools for teachers' professional development. So, it will be significant for the teachers willing to use different techniques to develop themselves professionally. The study will be beneficial for the novice as well as senior colleagues, teachers, trainers and the teacher training institutions. All the persons who are directly or indirectly involved in teaching profession will be benefited from this study.

1.6 Delimitations of the Study

This study had the following limitations:

- a. This study was incorporated both novice and expert English language teachers.
- b. This study was based on survey research design collecting data through questionnaire.
- c. This study was delimited to the secondary level schools of Kathmandu district.

- d. The primary data were delimited to only thirty English language teachers from different institutional and community schools.
- e. This study was limited to the use of portfolio as the tool for teacher professional development.

1.7 Operational Definition of Key Terms

Some lexical terms related to this study had been presented below:

Portfolio: It is one of the activities where teachers' keep record of what is happening inside the classroom

Professional: Professional is he who performs task involving not only skills and knowledge but also expertise

Teacher Development: The noticeable and reformative change in teacher professional life.

Pedagogical Problems: Problems that occur in the classroom during teaching and learning.

Profession: It is a kind of vocation in which the sense of dedication and service count more than benefits and payment.

Professionalism: Having expertise on the qualities of profession.

Sample: It is a unit of study population from which the researcher collects the data.

Study Population: It refers to the total number of the population from which the researcher selects the samples

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with review of related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

This sub chapter deals with different theoretical perspectives, such as English language teaching as a profession, teachers' professional development, importance of teachers' professional development, tools for teachers' professional development, scope of teacher development, teaching portfolio and role of portfolio for professional development related to the study area. The theoretical review of related literature is mentioned below:

2.1.1 English Language Teaching as a Profession

Profession is a job requiring special type of skills and knowledge; the word 'profession' had the sense of the special kind of dedication to the welfare of others. Since the English language has been taken as a profession, it is being popularized nowadays. English language is global language in other word it is globalization. Most of the peoples speak English all over the world but they are learning for different purpose. Some peoples are learning for communication, some are abroad study and some are business and it is also impact by developing science and technology (Richards & Lockhart, 2010, p. 32-33). Professional states, (Etrioni, 1969; Larson, 1977 as cited in Mclaughin & Talbert, 1994) scholars have debated whatever teaching is a profession or a semi- profession whether it is an art, a craft or a science. Regarding the complexity of the term teaching as profession, they state, "Reformers have sought to engender teacher professionalism through various strategies to strengthen and amplify the specialized knowledge base for teachings to

enhance teachers, economic status, and professional control over performance sanctions” (p.126).

According to Khaniya (2006, p.7), “teachers, professors, doctors, engineers, lawyers etc. are regarded as professionals”. According to him professional is he who performs task involving not only skills and knowledge but also expertise. Teacher, as professionals, are necessarily responsible for bringing about change in the way the student does things or performs tasks after he receives instructions. Good teaching method has a significant positive impact on how and what learners learning how to teach and work to become an excellent teacher. In the words of Calderhead and Shorrock, (1997, as cited in Villegas-Reimers, 2003, p.8) in addition to ‘knowing what’ and ‘knowing how’ teachers must also be competent in ‘knowing why’ and ‘knowing when’.

In the similar vein, in Hoyle’s words (1995, as cited in Villegas-Reimers 2003) “There have been debates over the years and throughout nations as to whether teachers as to are professions as opposed to mere ‘workers’ and whether teaching is a profession and not just an occupation” (p. 31).

Teaching is an important profession, which has helped others profession reached on high altitude. It is one of the possible ways to develop for other occupations.

2.1.2 Teachers’ Professional Development

Generally, Teachers’ Professional Development is a process of professional growth. It refers to the development in performance and becoming a best kind of teacher. Teachers develop their knowledge through learning; experiencing, practicing, and preparing own self for new challenges and responsibilities to be encountered in teaching. Profession development occurs from two angles: personal initiation and collaborative. Villagas-Reimers (2003, p.11) defines professional development as the development of a person in his or her professional role. After gaining the experience and expertise for year in

teaching systematically, a teacher achieves the professional development as the growth that occurs as the teacher moves through the professional career. According to Underhill, (1988) teacher development is a continuous process of transforming human potential into human performance and this process is never finished.

In the field of TPD, Underhill (1988) defined:

Development meansKeeping myself on the same side of
The learning hence as my students. This is the only way that
I can keep alive a sense of challenge and adventure in my
Career, and avoid getting in a rut. If I am in a rut, then so is my
Teaching and then so are my students and learning from a rut
is tedious, slow and uninspiring (p. 4).

In the same way, Head and Taylor (1997) present their ideas in TPD as:

Change may not be developmental unless it involves challenge to these
beliefs, and willingness to recognize that they may no longer be serving
us well. We know that teaching is really one of the most challenging job
in the sense that it provides opportunities to the teachers to dip in to the
depth of existing problems to cultivate desert land in order to explore
hidden potentials (p.16).

Teachers' professional development has been taken as an umbrella term many activities carried out by the teachers either individually or in a group or institutionally. For this betterment, teachers should attend in training programmed, portfolio teaching, keeping journal writing, group discussion, peer observation, peer teaching, collaborative learning, participating in workshops, webinars and seminars.

2.1.3 Importance of Teachers' Professional Development

The formal training provided to the teachers is time bound but they can continue with their professional development through their lives. Even after several years of teaching, teachers feel a need to refresh themselves and go on learning and developing 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. Experience alone is not sufficient for the teachers to meet with the students' needs and expectations.

A teacher teaches what s/he is. If the teacher fails to update himself/herself in this rapidly changing world, s/he cannot meet the dynamic needs of the learners with the state and static knowledge in his/her repertoire. As a result, the society may look at their job as an inferior one and there is the chance for development of inferiority complex in teacher which may sometimes lead quit their job. In contrast, if the teachers are well informed and self aware about the latest development and newly emerging concept and new innovations or technology related to their profession they can present themselves according to the need and interest of their students. They can confidently make their own professional decision and handle their professional responsibilities efficiently, that may arise at present or in future.

Ur (1996, p. 317) mentions, the pre-service course provided to the teachers is not enough to start teaching with confidence and competence. It should also give the teachers the tools and understanding for further development. Pointing out the importance of teacher development, Ur (1996, p. 317) further mentions:

Constant teacher development and progress can forestall or solve problems caused by both first year stress and later burn out. More positively, it is a necessary contributor to your success and satisfaction in professional work today and to your career in the future as teacher

and/or in other allied professions: material writers, trainer, author, and researcher.

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changes in the theories of language learning and emergence of new approaches and methods. So there is a need of regular opportunities for the teacher to update their knowledge and skills in this field. Head and Taylor (1997, p. 11) say "state or narrowly subject-bound teachers are a menace to the profession, yet a career structure which emphasized training at the expense of development means that such teachers proliferate". Hence, learning to teach is a lifelong process. Similar is the view put forward by Richards and Farrell (2005). According to them:

In most schools and institutions today, language teachers are expected to keep up to date with developments in the field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments according to the changing needs of the institution.

They further mention, "Teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding". Teachers' professional development is a key factor to bring the positive effect on the educational products. So a teacher should advance in professional expertise throughout his/her career and this advancement does not depend on formal courses or external input alone. Personal experience, self- reflection and interaction with colleagues in the institution are very important tools for personal progress. Emphasizing the importance of updating oneself in the teaching profession, Khaniya (2006) states:

People who do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if

changes are not kept abstract people involved in it should be annoyed to work for its development, advancement and continuous improvement (p.9).

Good teaching involves teacher's intellect and passion as well. So the teachers must feel comfortable physically, emotionally, and psychologically. Regular teacher development opportunities can only ensure the all round development, success and satisfaction of their teachers. Ashton and Webb (1986, as cited in Day 2004, p. 14) found the following seven contextual factors that influence teacher's sense of efficiency and competence.

1. Excessive role demands
2. Inadequate salaries and low status
3. Lack of recognition and professional isolation
4. Uncertainty
5. A sense of powerlessness
6. Alienation
7. The decline in teachers' morals

Teacher's professional development is essential in order to release the teachers from all these discouraging factors and to develop their sense of efficacy and self confidence.

2.1.4 Scope of Teacher Development

Scope of teacher development refers to areas that are covered by the professional activities. It means, it refers to the factors and variables that are crucial for effective TD. There are different scopes of TD, which are described below:

2.1.4.1 Teacher Induction

Teacher induction is one of the important areas of TD. Its support and guidance provided to novice teachers and school administrators in the early stage of their careers. Induction for the new teachers is the tool that strengthens teacher practice and improves students' learning. Wong (2005, p.14) defines induction as a compressive process of sustained training and support for new teachers. It is a multiyear process designed to train and acculturates new teachers in the academic standards.

Likewise, Tickle (2000, p.2) defines "teacher induction" as a process in which the capital already vested in new entrants by the time they become teachers can be extended by way of systematic and sensitive provision for their further professional development in accord with the need for transformative and dynamic dispositions toward educating which they will need to share with more seasoned colleagues.

It means that, student learning is directly linked to teacher effectiveness which begins with an organized and structured process called induction. It is clearly attitude goals, administrative, supervision, long term objectives, networks that allow for structural and nurturing collaboration demonstration classes where teachers can observe and skills, and effective mentoring.

2.1.4.2 In-service Teachers' Education and Training

In-service teachers' education and training are a kind of teacher education which is provided for the teacher when a candidate enters into the profession and takes responsibilities and the education which a teacher receives after he has entered into the teaching profession. So, the training and education aims at enhancing skills, knowledge and performance of the working teachers.

According to Bolum, (1996, as cited in Roberts, 1998, p.216):

Teachers' professional development is possible through different models and types. One of these models is in-service education and training (INSET). Education and training activities engaged in by teachers and principals, following their initial professional certification, and intended primarily or exclusively to improve their professional knowledge, skills and attitude in order that they can educate children...and learners of all others ages...more effectively.

INSET can address two types of needs: "training or development needs: training need is characterized by 'objectives' that are defined by a deficit in language, teaching skills, curricular knowledge or some other area of expertise" (Roberts,1988, p. 221). It means that it is related to the gap between their level of skill or knowledge and their expected role. And the other hand development need, it is determined by teachers' sense of their own learning needs. It focuses on the individual differences among teachers. In the training needs, the teacher is viewed to be an employee and the employer controls his or her learning because his/her current level of knowledge has to be increased to reach the level determined by the system.

The all mark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of the outer world and children. So, to make efficient teacher is the prime goal of in-service teacher training.

2.1.5 Tools for Teachers' Professional Development

There are several factors that substantially enhance the knowledge, skills, attitudes and competency of a teacher causing him to gain professional growth. These factors may embrace both formal and informal learning experiences which contribute to the continual enhancement and maintenance of the professional skills, competences and experiences. Teaching Professional to

keep abreast with change, renew and review their own knowledge, skills and attitudes – they need to involve themselves in a number of learning activities. A wide variety of methods, procedures and options available are adopted by the teachers according to their convenience. Collaborative and self-directed strategies are playing vital role for teachers’ professional development.

Richards and Farrell (2005, p.14) present the following list of activities for teacher development:

List of Activities for Teacher Development

Individual	One-to-one	Group-based	Institutional
a) Self monitoring b) Journal Writing c) Critical incidents d) Teaching Portfolios e) Action research	a) Peer coaching b) Peer observation c) Critical d) Friendships e) Action research f) Critical incidents g) Team teaching	a) Case studies b) Action research c) Journal writing d) Teacher support groups	a) Workshops b) Action research c) Teacher support groups

These different activities or techniques that teachers can use to improve their progress. These different activities can be planned and carried out by the teacher individually, by maintaining the collaborative relationship with the colleagues or as directed and supported by the institution.

Roberts (1998, p. 224) suggests that teachers can be developed themselves adopting various strategies like teaching, professional collaboration, innovation and research, helping others learn, courses/ formal situations, self-study and language learning. Richards and Farrell (2005) mentions ten different techniques that facilitate English by Teachers’ Professional Development. Those techniques include self-monitoring, support groups, journal writing, and

classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching and action research. Among them some focus on collaborative learning and other on self-directed learning for teachers' professional development. Self-monitoring, journal writing and teaching portfolio are some of the examples of self-directed learning. Portfolio plays significant role in making teachers up to date, change their teaching style and improve their way of teaching.

2.1.6 Teaching Portfolio

Among the eleven strategies for teachers' professional development put forwarded by Richards and Farrell (2010), teaching portfolio is one strategy. Simply teaching portfolio refers to a collection of documents that gives information of overall process of teachers work. Richards and Farrell (2010, p. 98) state:

A teaching portfolio is a collection of documents and other items that provides information about different aspects of a teacher's work. It serves to describe and document the teacher performance, to facilitate professional development and to provide a basis for reflection and review.

From this, we came to know that portfolio is one of the strategies of teacher professional development which collects whole document of the teachers' work. Moreover, it is one of the means of judging, reviewing and reflecting own work of teachers. This is, therefore, if teachers and institutions start to keep portfolio, teachers will be success to develop professionally.

As Evans (1995 as cited in Richards & Farrell, 2010, p.98) writes:

A professional portfolio is an evolving collection of carefully selected or composed professional thought, goals and experiences that are threaded with reflection and self assessment. It represents who you are, what do

you do, why you do it, where you have been, where you are, where you want to go, and how you plan on getting there.

From above definition by Evans, it is clear that portfolio guides the teacher to reach summit of success. Teachers themselves reflect and assess their own action or work. So, whether it is better to change or what else work is necessary to improve, they decided. They (ibid) further write, “A portfolio consists of a set of different types of documents and artifacts that have been selected on a principled basis and that are organized to tell a story”. Thus, portfolio builds around self-appraisal and teacher directed learning. In other words, the portfolio can both serve as the basis for self appraisal and a component of the teachers’ assessment. They (ibid) use two metaphors for portfolio, namely mirror and map. The mirror metaphor captures the reflective nature of a portfolio as it allows the teacher to view him or her over time. The portfolio contains samples of the teacher work that illustrate a range of teaching skills and activities. On the other hand, the map metaphor captures the idea of creating a plan and setting goals. After reviewing the evidence collected over time, the teacher can set immediate and longer term goals.

Moreover, following Richards and Farrell, portfolio must be compiled in such a way that it provides evidence of the teacher competency, development and self awareness. A portfolio can include lesson plans, anecdotal records, students’ projects, class newsletters, videotapes, teacher evaluation, and letter of recommendation. But form and contents of the portfolio will vary depending on its purpose.

To sum up, compiling a teaching portfolio provides a teacher with an opportunity to documents his or her strength, skills and accomplishments as a teacher and can also provide a rational for under taking some of the other activities such as self monitoring, journal writing, video tapping a lesson and peer observation.

2.1.6.1 Benefits of Creating Teaching Portfolio

As I have defined in the previous subtopic, portfolio is a collection of documents and other items that provides information about different aspect of teacher works. It plays a vital role to increase professional development of teachers. It has a number of benefits for teacher professional development which are as follows:

- a. It provides a demonstration of how a teacher approaches his or her work and present evidence of the teachers thinking, creativity, resourcefulness, and effectiveness.
- b. A portfolio serves as a source of review and reflection. The process of compiling the portfolio prompts the teacher to engage in a comprehensive self assessment of different aspects of his or her work.
- c. By reviewing the portfolio the teacher can make decision about priorities and goals and areas for future development or improvement.
- d. A portfolio can promote collaboration with other teacher.
- e. A teaching portfolio is a mirror and map for the teacher.
- f. It provides picture of a teacher strengths and accomplishment.
- g. It helps teachers make decisions about priorities goals and areas for future development.
- h. It provides evidence of teacher competency and develops self awareness.

2.1.6.2 Procedure used in Compiling a Teaching Portfolio

The purposes and audience for a portfolio are crucial in determining what is selected to go into it and how the contents of the portfolio are arranged. Many different kinds of items could be included in a teaching portfolio, but the contents should be selected carefully to ensure that they help create a coherent and effective portfolio and that they provide evidence of the teachers' competency, development and self awareness (Richards & Farrell, 2010).

While preparing a portfolio two basic things are to be considered properly.

They are:

- a. Contents of portfolio and
- b. Organization of the content of portfolio

Regarding the content of the portfolio, Richards and Farrell (2010, pp, 103-105) suggest the following items to include:

- a. Evidence of understanding of subject matter and current development in language teaching
- b. Evidence of skills and competency as a language teacher.
- c. Approach to classroom management and organization.
- d. Documents showing teachers commitment to professional development.
- e. Information concerning relationship with colleagues.

Components of a Teaching Portfolio

According to Harvard University, the Derek BOK centre for Teaching and Learning, components of teaching portfolio should be as follows:

1. Description of one's past responsibilities as a teacher and advisor.
2. A list of classes taught (as a course head, Teaching fellow, or Tutor).
3. Objective and subjective evaluation of teaching skills.
4. Description of efforts to reflect on and improve upon one's teaching.
5. Letters of recommendation.
6. Prospective syllabi.
7. Video clips documentation teaching.
8. Sample student work with accompanying evaluation.

Different items can be included in a teaching portfolio. These items or information should be kept in a proper organization. Thus, compiling a teaching portfolio is an ongoing, long term endeavor in which realistic goals should be set at the outset.

2.2 Review of the Related Empirical Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. A number of research works have been carried out in the field of teachers' professional development. They have been conducted the research in field of TPD. But here, I am going to carry out the research several sub- topic of TPD how portfolio helps to develop English language teachers' profession. Teacher professional development is a lifelong process in which teachers keep themselves engaged in learning and expanding their expertise.

Villegas-Reimers (2003) made an international review of the literature of teacher professional development. Introducing professional development, she says that “In a broad sense, it refers to the development of a person in his or her professional role” (P.11). Every researcher needs to observe fundamental background of the related subject and the past studies.

In the field of teacher development, some researchers have been carried out, which are more or less related to this study can be observed as follows:

Gnawali (2001) carried out a research entitled “Investigating Classroom Practices: A proposal for teacher development for the secondary school teachers of English in Nepal”. His objective was to find out the answers how teachers develop their professionalism. He interviewed the eight teachers and educators from different countries: England, Georgia, Nepal, Romania, and Uzbekistan. The findings of the study is that teachers develop their professionalism in their career and that happens due to several factors such as reading, challenges, responsibilities and exposure to different types of colleagues.

Bhatta (2009) carried out the research work entitled “Observation and Feedback for Teacher Professional Development.” The main objective of the study was to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop

professionalism. He used questionnaire as a research tool. He selected thirty five secondary English teachers. Similarly, in order to select sample population he used purposive non-random sampling procedure. The findings showed a very few of the secondary level English teacher being involved in classroom observation. The reason for this was the fear of being criticize and commented negatively by having their weakness exposed.

Dhakal (2012) carried out a research work entitled “Existence and Need of Mentoring for Professional Development of teachers.” The main objective of her study was to identify the existence and need of mentoring for teachers’ professional development. He used questionnaire as a research tool. Thirty informants from ten colleges was his sample population. He used purposive non-random sampling procedure to select sample population. The finding showed that though there is no formal institution for mentoring, most teachers were aware of the effective role of mentoring in their profession.

Dhamala (2012) carried out a research entitled “Peer coaching for teachers’ professional development.” The main objective of his study was to find out the teacher practices of peer coaching as a strategy for their professional development. He used questionnaire as a research tools for data collection. He selected thirty secondary English teachers. The finding showed peer coaching is one of the best strategies for TPD. Although there was practice of peer coaching, it had various problems to implement properly.

Pangeni (2012) conducted a research on “A case analysis for teacher professional development”. The study was carried out to find out the teachers practices of case analysis for their professional development. He used questionnaire as a research tool for data collection. He selected forty secondary English teachers using purposive non-random sampling. The findings showed that most of the teachers are familiar with case analysis and professionalism. He also found the case analysis as a crucial procedure for teacher professional development.

Khatri (2014) carried out a research entitled “Teaching Portfolio for Teacher Professional Development”. It was carried out to find out practice 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 elected from Okhaldhunga district. Forty respondents were selected by applying non-random judgmental sampling procedure. Similarly, in this research, the principals viewed that the portfolio provided extra teaching spirit and confidence to the teachers.

Though various studies have been carried out in the field of ELT and a few on teachers' professional development still there is lack of research in the area of teaching journal as one of the tools of TPD. However, this topic will be unique one research work in the university campus (TU) and others university too.

2.3 Implications of the Review for the Study

Literature review makes the researchers clear about their topic. It is very essential for every research works. It will make me walk on right track on my research work. And it will help me to establish the link between the relate studies and develop critical thinking about the findings and methodologies.

Reviewing literature helps researchers in different ways; Kumar (2009) states a list of help that a researcher gets from reviewing literature.

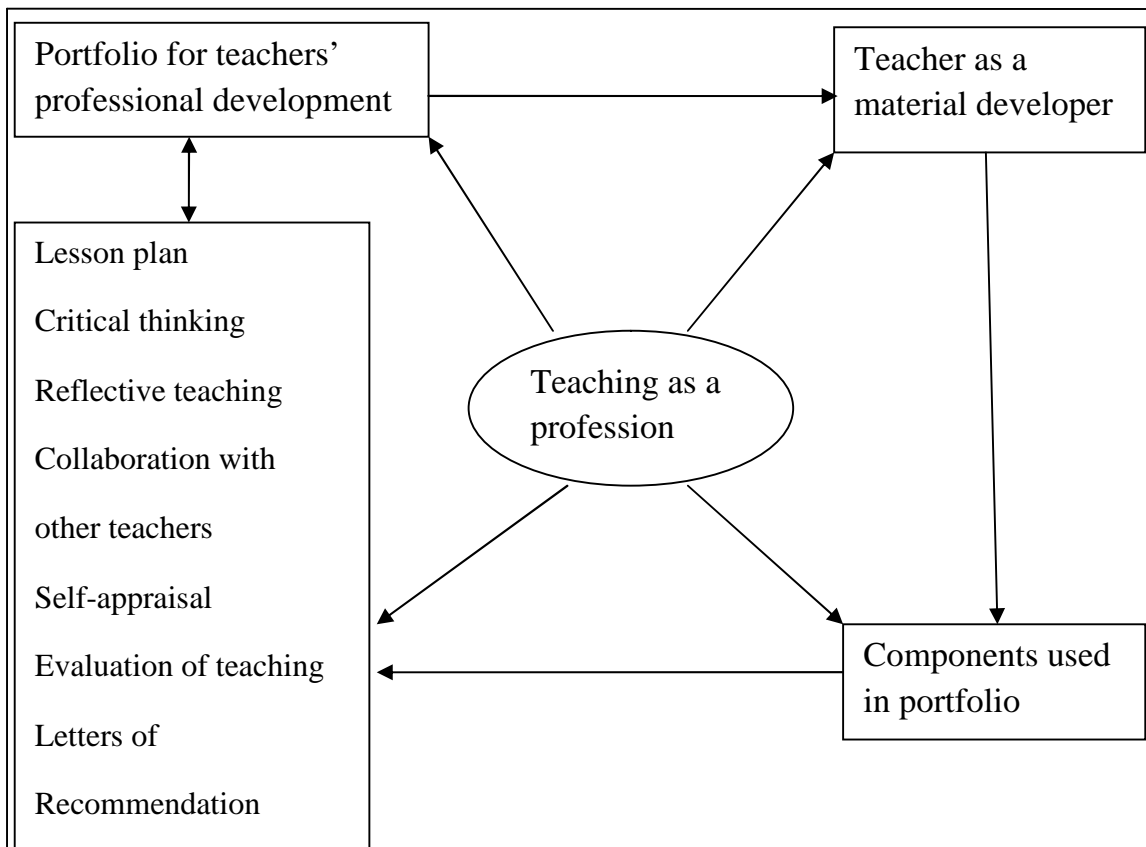
- a. Bring clarify and focus to your research problem
- b. Improve your methodology
- c. Broaden your knowledge base in your research area
- d. Contextualize your finding

After reviewing these works, I got lots of ideas regarding “Use of Portfolio as a tool for Teachers’ professional Development at Secondary Level”. In order to conduct those research they have used survey research design, I will also follow the same i.e. survey design. They have used observation as a tool of data collection and I will use the same tool of data collection therefore, from this

they are similar. It has provided me a lot of ideas about research design, methodology and process because my research is also related to same field. The work of Bhattarai (2001) and Nunan (2009) helped me to formulate objectives of this study. Similarly, the work of Kumar (2009) and Utley (2011) provided me the guidelines to make research questions and improve methodological procedures. The research carried out by Gnawali (2001), Bhatta (2009), Dhakal (2010), Dhamala (2012), Pangenji (2012) and Khatri (2014) will support me in data collection tools, select populations and sample size, sampling procedures, cited ideas and arrange references respectively. It is also important to examine and evaluate what has been said on a topic and what has not been said yet for findings of further research. The review studies will make my research systematic and scientific.

2.4 Conceptual Framework

Conceptual framework is underlying map of the whole theoretical study. It grows out of the theoretical framework. It connects to the goal of the study and directs the methodology. The conceptual framework to conduct my research diagrammatically shown as:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the set of objectives of the study following methodology has been adopted:

3.1 Design of the Study

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. To be precise, the researcher will adopt survey research design..

Survey is carried out to find out the practicality, applicability and appropriacy of certain events, issues or situations. The purpose of carrying out a survey research can be pointed out as below:

- a. To find out people's attitudes, opinions on certain issues, phenomenon or situations.
- b. To find out the behaviors and attitudes of different professionals towards certain events, issues or phenomena.
- c. To study certain trends; historical or ongoing to discover the fact about them.
- d. Research process

Survey research is the most popular design in the field of education which is carried out to find out the practicality, applicability and appropriacy of certain events, issues, situations, and phenomena. While talking about a survey, we have to be clear for what do we want to find, what we want to find out and how will result be written up and presented. Survey is done in natural setting. The data are collected through questionnaire or interview or combination of both. According to(Cohen, Manion & Morrison,1985, cited in Nunan, 1992, p. 140) survey are the most commonly used descriptive methods in educational research and may very large scale government investigation to small studies carried out by a single researcher. Cohen et al. (2010, p.208) concluded that

survey can be both descriptive and analytical. Descriptive survey simply describes data on variables of interest where analytical surveys operate with hypothesized predictors or explanatory variables that are tested for their influence on dependent variables.

To sum up survey is the descriptive research which deals with clearly defined problems and objectives. It is used for collecting data in most of the areas. The purpose of the survey is generally to find out the opinions, beliefs and attitudes on a certain issues as well as to find out behaviors of different professionals which are quite related to subjectivity of the study.

Cohen et al. (2010, p.208) present the following characteristics of survey research.

- a) It collects data on one-shot basis and hence is economical and efficient.
- b) It represents wide target population.
- c) It generates numerical data.
- d) It gathers standardized information.
- e) It captures data from multiple choice, closed question, test scores or observation schedules.

The steps of survey research which is presented by Nunan (1992, p.160) are as follows:

Step 1: Defining objectives:

Defining objectives is an essential in any research. Therefore, the first task of researcher is to define objectives of the study. What does s/he want to find out should be clearly mentioned in their research work at first.

Step 2: Identify the target population:

This is the second step of research design under which target population of the study should be mentioned. For example teachers, students, parents, etc.

Step 3: Literature review: Under this step, related literature should be reviewed. It helps to know about what other said/ discovered about the issues.

Step 4: Determine sample:

In this step, we need to be clear about the population that we are going to survey and what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling or mixed sampling are also important.

Step 5: Identify survey instruments:

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedure:

In this step, we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedure:

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools.

Step 8: Determine reporting procedure:

At last, after analyzing data we have to prepare the report of our research. It can be written in narrative way with description. On the basis of aforementioned procedures, I conducted my research study because I proposed to find out the opinions and beliefs of secondary level English teachers towards using portfolio for their professional development. So, I have used the survey research design in order to accomplish the objectives of the study.

3.2 Population, Sample and Sampling Strategy

The population of this study was English language teachers teaching at secondary level in Kathmandu district. The sample size was thirty English language teachers. I used purposive non-random sampling procedure to select the sample from the population of the study. I contacted them by visiting the schools/fields.

3.3 Research Tools

Tools are the most important elements of any research. For this, questionnaire was used as a tool for data collection. The questionnaire was included four open-ended and twenty close-ended questions to generate the information on teaching portfolio and teacher professional development.

3.4 Sources of Data

In order to carry out this research, I have used both primary and secondary sources of data.

3.4.1 Primary Sources of Data

I collected the data from primary sources of data. The primary sources of data were thirty English language teachers teaching at secondary level in Kathmandu district. For this research, I have visited the different schools to meet English language teachers who are teaching as a novice and experienced teachers. The written responses and an alternative answer have been taken as the primary data for this proposed study.

3.4.2 Secondary Sources of Data

I used secondary sources of data too, such as related books, journals, magazines, articles, unpublished research works, related websites and other relevant materials are Underhill (1988), Harmer (1991), Nunan (1992), Ur (1996), Head and Taylor (1997), Roberts (1998), Bhattraï (2001), Awasthi (2003), Villegas-Reimers (2003), Day (2004), Khaniya (2006), Best and Kahn (2007), Richards and Farrell (2010) and Utley (2011) to facilitate this proposed study.

3.5 Data Collection Procedures

In order to collect the data, I visited the selected schools and explained the purpose and process of the research to them and asked for permission to carry

out research. After getting approval, I consulted the English teachers. Then, I administered the questionnaire to them to collect their perceptions and intuitional environment practices towards “Use of Portfolio as a Tool for Teachers’ Professional Development at Secondary Level”. Then, the questionnaire was collected from the respondents.

3.6 Data Analysis and Interpretation Procedures

Most of the survey researches are quantitative in nature. Being a survey research, it has characteristics of both qualitative and quantitative analysis. In this study, I have analyzed the raw data descriptively and statistically. Simple statistical tools such as measure of frequency and percentile were used to record, analyze and interpret the data.

3.7 Ethical considerations

Ethical consideration is one of the main aspects of the research. During my study, I took the informed consent form with respondent, maintains confidentiality regarding the information of respondents. I have not used the data for the sake of other purposes without permission of the respondents except for my research. I have not made any manipulation in collected data, I have not done any harm to informants while collecting data and have not analyzed data subjectively rather I have paid attention on accuracy, honesty, truthfulness of data in my study. I have tried to keep it safe from plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis, interpretation and discussion of the data obtained from primary sources. The data was collected with the use of questionnaire (See Appendix- I) consisting of both close-ended and open-ended questions. The questions were constructed being based on the objectives of the study. The data was collected from 30 secondary level English language teachers from institutional and community schools of the Kathmandu district. The teaching experiences of the respondents ranged from 3 to 16 years. The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation of the data have been done descriptively and statistically.

4.1 Analysis of data and Interpretation of Results

In this chapter, the data collected through both the questionnaire and qualitative tools have been analyzed and interpreted using various statistical tools and the display devices. In other words, it includes the process of sifting, organizing, summarizing and synthesizing the data so as to drive the results and conclusion of the study. The following are the headlines under which the collected data have been analyzed and described.

Analysis of close-ended questions

Analysis of open-ended questions

4.1.1 Analysis of Close- ended Questions

In order to find out the teacher practices of teaching portfolio for their professional development, I checked the collected data. According to the objectives of the study, collected data were tabulated and discussed. The secondary and higher secondary level English teachers were asked twelve different closed-ended questions. Processes of the analysis and interpretation

have been practiced under the following 11 categories according to the nature of the questions.

4.1.1.1 Defining Portfolio

The main intention of this question was to whether the teachers are familiar or not about teaching portfolio. On the basis of the responses to closed ended questions the data have been presented in the table below:

Table 1
Defining Portfolio

S.N.	Statement	Distracter	No. Responses	Percent
1.	Teaching portfolio is	a) Collection of all documents of teachers.	8	26.66
		b) Piles of details that provide information about different aspect of teacher works.	8	26.66
		c) Documents which help to reflect and asses of the teachers' activity.	12	40
		d)	2	6.66

Among the 30 respondents, the collected data reveals that 26.66 (8) percent of respondents viewed that teaching portfolio is a collection of all documents of teachers. Similarly, the same 26.66 (8) percent of respondents informed that teaching portfolio is piles of details that provides information about different aspect of teachers work and 40 (12) percent of them viewed that it is a documents which help to reflect and assess of the teachers activity and 6.66 (2) percent of them viewed that portfolio is a collection of specific types of documents and artifact of teachers work. This statements shows that majority of the teachers are familiar with the term teaching portfolio and are believed that it helps to reflect and assess of the teachers activity.

4.1.1.2 Teaching Portfolio for Teachers Professional Development

In order to elicit the required information to find out the teachers' perceptions on teaching portfolio for teachers professional development, they were provided two closed-ended questions. On the basis of the responses to these questions, the data have been presented in the table below:

Table 2
Teaching Portfolio for Teacher Professional Development

S.N.	Statements	Distracters	No. of Respondents	Percent
2.	Teaching portfolio is one of the best strategies for teacher professional development	a) Strongly agree	13	43.33
		b) Agree	17	56.66
		c) Neutral	-	-
		d) Strongly disagree	-	-
		e) Disagree	-	-
4.	Teaching portfolio has an effective role for teacher professional development	a) Strongly agree	10	33.33
		b) Agree	20	66.66
		c) Neutral	-	-
		d) Strongly disagree	-	-
		e) Disagree	-	-

Among the 30 respondents, the collected data from statement 1 reveals that 43.33 (13) percent of respondents strongly agreed that teaching portfolio is one of the best strategies for teacher professional development. Similarly, 56.66 (17) percent of them agreed and no one of them disagreed and remained neutral on above statement. This statement shows that majority of the respondents believed that portfolio is the best strategy for getting the professional development.

Analyzing the statement 2, the collected data reveals that 33.33 (10) percent of respondents strongly agreed teaching portfolio has on an effective role for teacher professional development. Similarly, 66.66 (20) percent of respondents agreed on this statement and none of them disagreed. This statement shows that majority of the respondents believed that teaching portfolio has an effective role for teacher professional development.

4.1.1.3 Attitude of Teachers on Portfolio

These questions were asked to find out what is the attitude of teachers towards teaching portfolio. The collected data have been presented in the table below:

Table 3
Attitude of Teachers to Portfolio

S.N.	Statements	Distracters	No. of Respondents	Percent
3.	Teaching portfolio is mirror and map to the teachers	a) Strongly agree b) Agree c) Neutral d) Strongly disagree e) Disagree	20 9 1 - -	66.66 30 3.33 - -
5.	Teaching portfolio is individual perspective of teacher learning for professional development	a) Strongly agree b) Agree c) Neutral d) Strongly disagree e) Disagree	8 14 4 1 -	26.66 46.66 13.33 3.33 -

Among the 30 respondents, the collected data from statement 1 reveals that 66.66 (20) percent of respondents strongly agreed that teaching portfolio is mirror and map for the teachers. Similarly, 30 (9) percent of respondents agreed and none of the respondents disagreed and 3.33 (1) percent of them were neutral and none of them disagreed whether the teaching portfolio is

mirror and map or not. This statement shows that majority of the teachers agreed that teaching portfolio is mirror map for the teachers.

Analyzing the statement 2, the collected data reveals that 26.66 (8) percent teachers strongly agreed that teaching portfolio is individual perspective of teacher learning for professional development. Similarly, 46.66 (14) percent of them agreed and 3.33 (1) percent of them strongly disagreed on this statement finally, 13.33 (4) percent of them were neutral on this statement. This shows that majority of the teachers agreed, teaching portfolio is individual perspective of teacher learning for professional development.

4.1.1.4 Providing Feedback by the Portfolio

For the further information about teaching portfolio, the teachers were provided the statement that "teaching portfolio gives feedback about the teachers' work". The data have been presented in the table below:

Table 4
Providing Feedback by the Portfolio

S.N.	Statements	Distracters	No. of Respondents	Percent
6.	Teaching portfolio gives feedback about the teachers' work	a) Strongly agree	11	36.66
		b) Agree	19	63.33
		c) Neutral	-	-
		d) Strongly disagree	-	-
		e) Disagree	-	-

Analyzing the statement 1, the collected data reveals that 36.66 (11) percent of respondents strongly agreed that teaching portfolio gives feedback about the teachers' work. Similarly the same 63.33 (19) percent of them agreed and none of them disagreed. This shows that most of the teachers are positive that portfolio gives feedback about the teachers work.

4.1.1.5 Portfolio for Collaboration

These questions were asked, “the teaching portfolio can promote teachers collaboration” and “By the self-observation, evaluation and management of one’s own behaviors, teachers achieve better understanding rather than being observed from outside”. The collected data have been presented in the table below:

Table 5

Portfolio for Collaboration

S.N.	Statement	Distracters	No. of Respondents	Percent
7.	A portfolio can promote collaboration with other teacher	a) Strongly agree b) Agree c) Neutral d) Strongly disagree e) Disagree	7 20 1 - 2	23.33 66.66 3.33 - 6.66
9.	By the self-observation, evaluation and management of one’s own behaviors, teachers achieve better understanding rather than being observed from outside.	a) Strongly agree b) Agree c) Neutral d) Strongly disagree e) Disagree	11 17 - 1 1	36.66 56.66 - 3.33 3.33

Among the 30 respondents the collected data from statement 1 reveals that 23.33 (7) percent of respondents strongly agreed that a portfolio can promote collaboration with other teacher whereas 66.66 (20) percent of them agreed. Similarly, 6.66 (2) percent of them disagreed on this statement and 3.33 (1) percent of them were neutral. This statement shows that majority of the teachers agreed that portfolio can promote collaboration.

In the statement 2, 36.66 (11) percent of them strongly agreed that teaching portfolio provides a demonstration of how a teacher approaches his or her work and present evidence of the teacher's thinking, creativity resourcefulness and effectiveness. Similarly, 56.66 (17) percent of them agreed and 3.33(1) percent of them strongly disagreed on that statement. This shows that majority of the teachers are familiar with the term 'teaching portfolio'.

4.1.1.6 Portfolio as the Evidence of the Teachers' Learning

In order to elicit further information, the teachers were asked this closed-ended question, "Teaching portfolio provides detail information of how a teacher approaches his or her work and present evidence of the teacher's thinking, creativity, resourcefulness, and effectiveness". The data have been presented in the table next page:

Table 6

Portfolio as the Evidence of the Teachers' Learning

S.N.	Statements	Distracters	No. of Respondents	Percent
8.	Teaching portfolio provides detail information of how a teacher approaches his or her work and present evidence of the teacher's thinking, creativity, resourcefulness, and effectiveness.	a) Strongly agree b) Agree c) Neutral d) Strongly agree e) Disagree	11 18 1 - -	36.66 60 3.33 - -

Among the 30 respondents, 36.66 (11) percent of them strongly agreed that teaching portfolio provides a demonstration of how a teacher approaches his or her work and present evidence of the teacher's thinking, creativity resourcefulness and effectiveness. Similarly, 60 (18) percent of them agreed and none of them disagreed. This shows that majority of the teachers are familiar with the term teaching portfolio.

1.4.1.7 Role of Schools

In order to elicit required information, the teachers were asked these closed-ended questions, “My school asks me to submit portfolio” and “I have made the administration aware about portfolio”. The data have been presented in the table next page:

Table 7
Roles of School

S.N.	Statements	Distracters	No. of Respondents	Percent
13.	My school asks me to submit portfolio.	a) Strongly agree	5	16.66
		b) Agree	19	63.33
		c) Neutral	3	10
		d) Strongly agree	-	-
		e) Disagree	3	10
15.	I have made the administration aware about portfolio.	a) Strongly agree	1	3.33
		b) Agree	16	53.33
		c) Neutral	10	33.33
		d) Strongly agree	1	3.33
		e) Disagree	2	6.66

Among the 30 respondents, the collected data from statement 1 shows that 63.33 (19) percent of them informed that the school ask to submit portfolio and 10 (3) percent disagreed and were neutral to submit portfolio. Finally 16.66 (5) percent of them informed that the school asked many times to compile teaching portfolio. This question shows that majority of the teacher viewed they were asked to compile portfolio, though some of there were not informed about this.

Analyzing the second statement, 3.33 (1) percent of respondents strongly agreed that teaching portfolio is individual perspective of teacher learning for professional development. Similarly, 53.33 (16) percent of them agreed and 3.33 (1) percent of them strongly disagreed and 6.66 (2) percent of them disagreed. Finally, 33.33 (10) percent of them were neutral on teaching portfolio is individual perspective of teacher learning for professional development This shows that majority of the teachers agreed that teaching

portfolio is individual perspective of teacher learning for professional development.

4.1.1.8 Observing Colleague's Portfolio

In order to elicit the information whether the teachers observe the portfolio of their colleague or not, the data have been presented in the table below:

Table 8
Observing Colleague's Portfolio

S.N.	Statements	Distracters	No. of Respondents	Percent
16.	I observe my colleagues' portfolio.	a) Always	1	3.33
		b) Sometimes	22	73.33
		c) Often	1	3.33
		d) Rarely	6	20
		e) Never	-	-

Among the 30 respondents, the collected data reveal that 20 (6) percent of them rarely observed their colleagues' portfolio and 73.33 (22) percent teachers viewed that they sometimes observe their colleagues' portfolio. Similarly, 3.33(1) percent of them viewed that they often observed colleagues' portfolio and one respondent always observed their colleagues portfolio. This shows that most of the teachers sometimes observe their colleagues' portfolio.

4.1.1.9 Self Interaction activities

In order to elicit required information, the teachers were asked these closed-ended questions which have been presented in the table next page:

Table 9
Self Interaction Activities

S.N.	Statements	Distracters	No. of Respondents	Percent
14.	I think portfolio is necessary for:	a) Getting professional development.	13	43.33
		b) Reflecting and reviewing own work.	14	46.66
		c) Self-appraisal.	1	3.33
		d) Any other	2	6.66
18.	I use teaching aids in the in the classroom.	a) Diary	8	26.66
		b) Text book	9	30
		c) Guide book	-	-
		d) Note book	1	16.66
		e) All of above	12	40
20.	I think..... is the initiator of keeping a teaching portfolio.	a) The learner him/herself	17	56.66
		b) The teacher	13	43.33
		c) The expert	-	-
		d) The colleagues	-	-
			-	-

Among the 30 respondents, the collected data from statement 1 reveals that 43.33 (13) percent of them viewed that portfolio is necessary for getting professional development. Similarly, 46.66 (14) percent of them viewed as portfolio is necessary for reflecting and reviewing own work and 3.33 (1) percent of them viewed as self appraisal whereas 6.66 (2) percent of them

viewed any other on this statement. This shows that majority of the teachers are familiar with the term teaching portfolio.

In the second statement, 26.66 (25) percent of them viewed that they use diary book in the classroom. Similarly, 30 (9) percent of them viewed they use text book in the classroom and 40 (12) percent of them viewed that they use all of above whereas 3.33 (1) percent of them viewed that they use notebook in the classroom on this statement. This shows that majority of the teachers are familiar with the form teaching portfolio.

In the third statement, 56.66 (17) percent of them thought that the learner is the initiator of keeping a teaching portfolio. Similarly, 43.33 (13) percent of them thought that the teacher is the initiator of keeping a teaching portfolio. This shows that majority of the teachers are familiar with the term teaching portfolio.

4.1.1.10 Portfolio Keeping

These questions were asked to find out what is the attitude of teachers towards teaching portfolio. The collected data have been presented in the table next page:

Table 10
Portfolio Keeping

S.N.	Statements	Distracters	No. of Respondents	Percent
10.	Keeping portfolio increases teachers' confidence, competency and performance.	a) Strongly agree b) Agree c) Neutral d) Strongly disagree e) Disagree	13 16 - - 1	43.33 53.33 - - 3.33
11.	There is a formal system of keeping portfolio in my institution.	a) Strongly agree b) Agree c) Neutral d) Strongly disagree e) Disagree	4 19 2 3 2	13.33 63.33 6.66 10 6.66
12.	Keeping teaching journal is not only useful for teachers but also for peers, supervisors and mentors.	a) Strongly agree b) Agree c) Neutral d) Strongly agree e) Disagree	14 16 - - -	46.66 53.33 - - -

Among the 30 respondents, the collected data from statement 1 reveals that 43.33 (13) percent of respondents strongly agreed keeping portfolio increases teachers' confidence, competence and performance. Similarly, 53.33 (16) percent of respondents agreed and none of the teachers were neutral and 3.33 (1) percent of them disagreed keeping portfolio increases teachers' confidence, competence and performance. This statement shows that majority of the respondents are agreed that keeping portfolio increases teachers' confidence, competency and performance.

Analyzing the statement 2, the collected data reveals that 13.33 (4) percent of respondents strongly agreed that there is a formal system of keeping portfolio in

their institution. Similarly, 63.33 (19) percent of them agreed and 10 (3) percent of them strongly disagreed and 6.66 (2) percent of them disagreed on this statement. Finally, 6.66 (2) percent of them were neutral on this statement. This show that majority of the respondents agreed that teaching portfolio is individual perspective of teacher learning for professional development.

Analyzing the statement 3, the collected data reveals that 46.66 (14) percent of respondents strongly agreed keeping teaching journal is not only useful for teachers but also for peers, supervisors and mentors. Similarly, 53.33 (16) percent of them agreed and none of them disagreed and were neutral on this statement. This shows that majority of the t respondents strongly agreed that keeping teaching journal is not only useful for teachers but also for peers, supervisors and mentors.

4.1.1.11 Keeping Record of Daily Lessons and Feedback

These questions were asked to find out then frequency of keeping record of daily lessons and feedback. The collected data have been presented in the table next page:

Table 11
Keeping Record of Daily Lessons and Feedback

S.N.	Statements	Distracters	No. of Respondents	Percent
17.	I ask for the feedback in my teaching portfolio from students, peer, and supervisors.	a) Always b) Sometimes c) Often d) Rarely e) Never	6 18 3 3 3	20 60 10 10
19.	I keep the record of my daily teaching lessons	a) Always b) Sometimes c) Often d) Rarely e) Never	18 6 4 2 -	60 20 13.33 6.66

Among the 30 respondents, the collected data from statement 1 reveal that 20 (6) percent of respondents always ask for the feedback in their teaching portfolio from students, peers, and supervisors. Similarly, 60 (18) percent of respondents sometimes ask for the feedback and 10 (3) percent of them often and rarely ask for the feedback. This statement shows that majority of the respondents are agreed that they ask for the feedback in their teaching portfolio from students, peer, and supervisors.

Likewise, analyzing the statement 2, the collected data reveals that 60 (18) percent of respondents always keep the record of their daily teaching lessons. Similarly, 20 (4) percent of them sometimes keep the record of their daily teaching lessons and 13.33 (4) percent of them often keep the record of their daily teaching lessons on this statement. Finally, 6.66 (2) percent of them rarely keep the record of their daily teaching lessons. This shows that majority of the respondents always keep the record of their daily teaching lessons.

4.1.2 Analysis of Open Ended Question

In addition to closed ended questions, four open-ended questions were asked to the secondary/higher secondary level English teachers. Results and discussion of the data have been presented below:

4.1.2.1 Defining Portfolio

In order to elicit further information, the secondary level English teachers were asked this question viz, 'How do you define the term teaching portfolio?' In response to this question the teachers define teaching portfolio differently. The responses are listed as follows.

- It is a collection of documents and other items which provides information about all aspects of teacher's work.
- Collection of documents which facilitate professional development and to provide a basis for reflection and review.
- Piles of details that provide information about different aspect of teachers work.
- Documents which help to reflect and assess of the teachers activity.
- Collection of all documents of teachers.
- One of the strategies for developing professional skills of teachers.
- Best strategy for self-appraisal.

These responses of the teachers show that majority of the teachers can defined the term teaching portfolio and were familiar with the term teaching portfolio. This is, therefore, they have mentioned different definition.

4.1.2.2 Difficulties to Compile Portfolio

The main objective of this question was to elicit the information whether the teachers feel difficulties or not while compiling teaching portfolio. On the basis of responses provided by the respondents, the data has been listed as below:

- Teachers are not encouraged to compile the portfolio.
- There is not the tradition to compile it in my school.
- Teachers themselves are not well familiar to portfolio.

- Materials are not available to compile it.
- Teachers do not understand its importance.
- Lack of knowledge about teaching portfolio.
- Time management.
- Lack of administrative support.

Among the 30 respondents, majority of the teachers viewed that teachers are not encouraged and they were not provided materials to compile teaching portfolio. It means schools are not used teaching portfolio for TPD properly.

4.1.2.3 Things Contained in Portfolio

In order to elicit the required information, teachers were asked the question list down the things that can be included in the teaching portfolio. What kind of documents and other item can be included in the teaching portfolio is the main concern of this question. In response to this question teachers listed the following things:

- Lesson plan
- Students certificates
- Videotapes
- Certificate of achievements
- Class news letters
- Ideas, dealing with different aspect of teaching items
- Teachers evolution
- Letters of recommendation
- Students detail

4.1.2.4 Importance of Teaching Portfolio for Teachers Professional Development

In order to elicit the information about importance of teaching portfolio, the teachers were asked this question i.e. why do you think teaching is important

for TPD? In response to these questions teachers listed the following importance of teaching portfolio:

- It is important to develop professional skills of teachers.
- Portfolio is important for review and reflection.
- It can promote collaboration with other teachers.
- It provides picture of a teacher's strength and accomplishment.
- It helps to make decision about priorities and areas for future improvement.
- It demonstrates the details of tears.
- It works as mirror and map for teachers activity.
- It shows the way to reach the particular destination.

Teaching portfolio is very much important for getting the professional skills for teachers because majority of the teachers agreed that portfolio is a mirror of teachers work which helps to review and reflect the teacher's activity. This is how it is very important for teachers.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The final chapter of the study incorporates findings, conclusion and recommendations which are based on the analysis of data and interpretation of result looking once back at the objectives of the study.

5.1 Findings

The focal point of every research study is its findings. It is also the fulfillment of the objectives of the study. The objectives of the study were to find out the English Teachers' perceptions on Teaching Portfolio, to find out the role of portfolio developing teachers' professional development and to suggest some pedagogical implications in compiling Teaching Portfolio. The data were collected by using questionnaire and analyzed using both qualitative and quantitative approach.

On the basis of the presentation, analysis and interpretation of the data, the major findings of the study can be summarized as below.

- a. Most of the respondents' responded teaching portfolio is a collection of documents which help to reflect and assess of the teachers activity.
- b. It was found that 56.66 percent of respondents strongly agreed that teaching portfolio is one of the best strategies for teacher professional development.
- c. From the research, it has been found that 66.66 percent agreed that teaching portfolio has an effective role for the teacher professional development.
- d. On the basis of the data used for measuring attitude of teachers to portfolio, it was found that a majority of the respondents, i.e. 66.66 strongly agreed that teaching portfolio is mirror and map to the teachers.
- e. It was found that 46.66 percent of respondents agreed that a portfolio is individual perspective of teacher learning for professional development.
- f. It was found that 63.33 percent of respondents agreed that teaching portfolio gives feedback about the teachers' work.
- g. According to data presented, majority of the respondents, i.e. 66.66 percent agreed that a portfolio can promote collaboration with other teacher.
- h. Similarly, 56.66 percent of respondents agreed that by the self-observation, evaluation and management of one's own behaviors, teachers achieve better understanding rather than being observed from other.

- i. Likewise, 60 percent of respondents agreed that teaching portfolio provides detail information of how a teacher approaches his or her work and present evidence of the teachers' thinking, creativity, resourcefulness and effectiveness.
- j. It was found that 63.33 percent of respondents agreed that their school asks them to submit portfolio.
- k. In average, 53.33 percent of respondents agreed that they have made administration aware about portfolio.
- l. Similarly, 73.33 percent of respondents sometimes observe their colleagues' portfolio.
- m. Likewise, 46.66 percent of respondents think portfolio is necessary for reflecting and reviewing their own work but 43.33 percent of them think for getting professional development.
- n. It was found that 40 percent of respondents use diary, textbook guide and notebook as teaching aids in the classroom.
- o. Similarly, 56.66 percent of respondents think the learner is the initiator of keeping a teaching portfolio.
- p. Most of the respondents' defined teaching portfolio is a collection of documents and other items which provides information about teachers work.
- q. Most of the respondents i.e. 70 percent listed that lesson plan, anecdotal records, student projects class newsletters, videotapes, teacher's evaluation, and certificate of achievement can be included in the teaching portfolio.
- r. Similarly, the largest numbers of respondents i.e. 70 percent listed that large class size, high workload, lack in administrative support are the difficulties they have to face in compiling teaching portfolio.
- s. Most of the respondents i.e. 65 percent viewed that portfolio was important to develop professional skill of teachers because of following reasons:
 - It provides insights for teachers.
 - It reflects on our own teaching.
 - It gives a safe way for teaching things effectively.
 - It gives feedback for further improvement in TPD.

5.2 Conclusion

This study was mainly concerned with finding out teachers' perceptions on the use of portfolio as a tool for teachers' professional development. Similarly, it was also concerned with identifying the roles of teaching portfolio. The data has been collected

through a set of questionnaire from 30 secondary level English teachers from different private and community schools in the Kathmandu Valley.

From the presentation, interpretation and discussion of the data, it was found that most of the teachers had positive perception towards teaching portfolio. They were aware of teaching portfolio. They defined teaching portfolio, mirror and map of teachers, is a collection of documents and other items that provides information about different aspect of a teacher's work which describes and documents the teachers' performance in order to facilitate professional development. Similarly, most of the teachers opined that teaching portfolio is very much important because it provides chance to the teachers for changing their past teaching strategy in future classes. Although, most of the teachers were aware of keeping teaching portfolio and had positive attitude towards it, they opined that there was no system of keeping teaching portfolio in their schools. Similarly, it was found that most of the teachers never kept teaching journal. This is how teaching portfolio is one of the best strategies to develop professional skills.

Moreover, Teacher professional development is a rigorous work of teachers. Those teachers who are professionally developed are up to date about the present circumstance of the teaching learning field. Moreover, absence of the professional development of the teachers, they themselves lack the interests in the process of teaching learning. This is therefore presents of the professional development is mandatory.

5.3 Recommendations

This research is conducted for the partial fulfillment of master in English education study. Compiling a teaching portfolio provides a teacher with an opportunity to documents his or her strength, skills and accomplishments as a teacher and can also provide a rational for under taking some of the other activities such as self monitoring, journal writing, video tapping a lesson and peer observation.

Likewise, it provides a demonstration of how the teachers approach their work and present evidence of their thinking, creativity, resourcefulness, and effectiveness. It also serves as a source of review and reflection. The process of compiling the portfolio prompts the teacher to engage in a comprehensive self assessment of different aspects of his or her work.

Grounded on the major findings of the study, recommendations related to three different areas, i.e. policy related, practice related and further research related have been made.

5.3.1 Policy Level

On the basis of my findings, I recommend the actions of next page to be taken at policy level:

- a. Teacher professional development policy should be in such a way that the teacher should be made convinced in the point that teacher professional development takes place only after getting all the strategies for TPD. Among them teaching portfolio is a strategy works as a mirror and map for getting professional skills.
- b. For formulating the policy regarding teaching portfolio for teacher professional development.
- c. For getting the insight about understanding of the secondary level English teachers to the teaching portfolio. So, that the concerned authority will be able to formulate the policy to expands their horizon of understanding.
- d. The different concerning departments and authorities should organize workshops, seminars and trainings to the teachers on teaching portfolio.
- e. There should be strong policy to develop those skills by providing sufficient exposure in their course.
- f. There should be strong policy to encourage teachers to apply those skills in their teaching.

5.3.2 Practice Level Related

My study is equally advantageous to those who are at practice level. The following recommendations can be made in practice level on the basis of my findings:

- a. While conducting teacher professional development program, teacher should be made clear and convinced about all the strategies for TPD. This is, therefore, this research tells the detail about teaching portfolio.
- b. For making aware the teachers about their understanding of the strategies, so that, they themselves will be oriented for their own advancement.
- c. For launching the training and other programs for teachers' professional development, the schools should encourage the teachers for recording teaching portfolio for their professional development.

- d. The schools should encourage the teachers for keeping teaching journal for their professional development.
- e. The teachers should be encouraged for documenting their teaching in a regular basis.
- f. Teachers should collaborate with their colleagues for using teaching portfolio.
- g. Teaching portfolio should be kept for improving and changing the way of teaching.
- h. The educational institutions should establish a formal system of collecting teaching portfolio.
- i. The teaching methodologies should also be recorded in portfolio for further improvement.
- j. The schools or educational institutions should provide a certain time for the teachers to record their teaching.

Therefore, these suggestions can be taken into consideration and provide them with help, support and encouragement for executing these activities.

5.3.3 Further Research

No work is final and complete in itself. So, this research is also not full and final. But this research study can be valuable secondary source for the researchers who are willing to carry out research studies in the field of portfolio for TPD. Its findings and conclusion can be also utilized as the document for literature review and many more in future. So, students should be encouraged to carry out further researches in the areas below:

-) The findings of this research cannot be generalizable to the whole population of the nation because it was conducted only in Kathmandu district. So, the research can be conducted in others district too with large number of respondents.
-) If the researchers use the other tools of data collection of survey research in place of questionnaire, the findings may be different from the current research.
-) Because of the limitations of the result, in sample size and field, it was not possible to collect the responses from the varied number of respondents. So, it is thought to be more relevant to carry out other researches with more respondent and field.

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PARTICIPANT CONSENT FORM

Department of English Education

Tribhuvan University

Dr. Purna Bahadur Kadel (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

Teachers' Perceptions on the use of Portfolio as a tool for Teachers' Professional Development

I [Name] agree to take part in this research study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part.
4. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission.
5. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

) Fill the questionnaire: Yes [] No []

Signature _____

Name _____

Date _____

PARTICIPANT INFORMATION STATEMENT

1. What is this study about?

You are requested to be involved in research entitled "**Teachers' Perceptions on the use of Portfolio as a tool for Teachers' Professional Development**" which aims to find out for teachers' professional development. To be specific, there has not been research in area portfolio in teachers' professional development. So, this study is an effort to find out teachers' perception on the use of portfolio in teachers' professional development.

You have been invited to participate in this study because I am interested in finding out Portfolio and its use in teachers' professional development. Your responses will be helpful to know the Portfolio as a tool for teachers' professional development.

2. Who is carrying out the study?

The study is being carried out by Mr. Lekendra Khadka as the basis for the Master Degree of English Education at The University Central Department of English Education, T.U., Kirtipur.

3. How much of my time will the study take?

It will take you about half an hour to complete the questionnaire.

4. Are there any benefits associated with being in the study?

This study will help you to know the use of teaching portfolio as a tool for teacher professional development.

APPENDIX

Dear sir / madam,

This questionnaire has been prepared to draw information for the research entitled “Teachers’ Perceptions on the use of Portfolio as a Tool for Teachers’ Professional Development” at university campus, Department of English Education, T. U., Kirtipur. The research work is carried out under the supervision of Dr. Purna Bahadur Kadel, Lecturer of Department of English Education. I hope that you will give your reliable and authentic information to cooperate me and that will be valuable contribution to complete research work. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

Note: Teaching portfolio, mirror and map of teachers is a collection of documents and other items that provides information about different aspects of a teachers work and it describes and documents the teacher performance to facilitate professional development and to provide a basis for reflection and review. A portfolio can include lesson plans, anecdotal records, students’ projects, class newsletters, videotapes, teacher evaluation and letter of recommendation.

Researcher

Lekendra Khadka

khadkalekendra57@gmail.com

M.Ed. Fourth Semester

T.U., Kirtipur.

Personal Details:

Name.....

Name of Institution:

Address:

Qualification:

Experience:

CLOSE-ENDED QUESTIONS

A. Please put on tick in the given options for each question and statement to give your view.

1. Teaching portfolio is

 - a) Collection of all documents of teachers.
 - b) Piles of details that provides information about different aspect of teacher works.
 - c) Documents which help to reflect and assess of the teachers activity.
 - d)

2. Teaching portfolio is one of the best strategies for teachers' professional development.

 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree

3. Teaching portfolio is mirror and map for the teacher.

 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree

4. Teaching portfolio has an effective role for teacher professional development.

 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree

5. Teaching portfolio is individual perspective of teacher learning for professional development.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree
6. Teaching portfolio gives feedback about the teacher's work.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Undecided
7. A portfolio can promote collaboration with other teacher.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree
8. Teaching portfolio provides detail information how a teacher approaches his or her work and present evidence of the teacher's thinking, creativity resource fullness and effectiveness.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree
9. By the self-observation, evaluation and management of one's own behaviors, teachers achieve better understanding rather than being observed from outside.
- a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree

10. Keeping portfolio increases teachers' confidence, competency and performance.
- a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree
11. There is a formal system of keeping portfolio in my institution.
- a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree
12. Keeping teaching journal is not only useful for teachers but also for peers, supervisors and mentors.
- a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree
13. My school asks me to submit my portfolio.
- a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree
14. I think portfolio is necessary for:
- a) Getting professional development.
 - b) Reflecting and reviewing own work.
 - c) Self-appraisal.
 - d) Any other

15. I have made the administration aware about portfolio.
- a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Strongly Disagree
 - e) Disagree
16. I observe my colleague's portfolio.
- a) Always
 - b) Sometimes
 - c) Often
 - d) Rarely
 - e) Never
17. I ask for the feedback in my teaching portfolio from students, peer, and supervisors.
- a) Always
 - b) Sometimes
 - c) Often
 - d) Rarely
 - e) Never
18. I use teaching aids in the classroom.
- a) Diary
 - b) Text book
 - c) Guide book
 - d) Note book
 - e) All of the above
19. I keep the record of my daily teaching lessons.
- a) Always
 - b) Sometimes
 - c) Often
 - d) Rarely
 - e) Never
20. I think..... is the initiator of keeping a teaching portfolio?
- a. The learner him/herself
 - b. The teacher
 - c. The expert
 - d. The colleague

OPEN-ENDED QUESTIONS

B. Give your opinion for the following questions.

1. What is teaching portfolio in your opinion?

.....
.....

2. What are the difficulties do you face to have in compiling the portfolio in your school?

.....
.....

3. List down the things that can be included in the teaching portfolio.

.....
.....
.....
.....

4. Why do you think teaching portfolio is important for TPD?

.....
.....

"Thank you for your co-operation"