

# **CHAPTER ONE**

## **INTRODUCTION**

The topic of this study is ‘Keeping Teaching Journal in Teacher Professional Development: A Narrative Inquiry’. In this research, the first chapter includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study and operation definitions of the key terms.

### **1.1 Background of the Study**

Learning to teach is a complex, continuous process involving the mastery and use of diverse types and areas of knowledge (Calderhead & Lambert, n.d., p. 5). Not a person can be the perfect once. He/she needs rigorous practice. Coe et al. (2014, p. 2-3) present six components of great teaching; pedagogical/content knowledge, quality of instruction, classroom climate, classroom management, teacher beliefs, and professional behaviours. So, to be great teacher, one should be conscious and should develop oneself in such things. Cook (2001, as cited in Abhakorn, 2008, p. 187) pointed out that gaining more information about how language learners actually learn can help the teacher to make any teaching method more effective and help them put their hunches on a firmer basis. Not any teacher will be complete or we can say they will never be the hundred percent perfect in teaching. What they need is rigorous and continuous practice to enhance them towards the perfection. But still with rigorous and continuous practice they won't be perfect anyway. It is a lifelong process. The learning portion should not be stopped until they will stop teaching.

Along with the students, the teachers will be always the learning agents inside the class. As Shulman & Wilson (1986), Shulman & Richert (1987, as cited in Calderhead & Lambert, n.d., p. 3) suggest that learning to teach involves relearning one's subject for the purposes of teaching. They further say that the understanding of a subject that one has acquired as a learner is insufficient for

teaching. In the process of teaching, the teacher also learn new things, they can be either the techniques or the subject matters. Only the study of theoretical knowledge is not sufficient. The study of theoretical knowledge is very much different from applying that in the situation. It only gives the guidelines for teaching. Teaching as being an art (Lewis, 2018), the teacher should have to create appropriate teaching and learning environment him/herself. The classroom activities should be in favor of the students to get their attention in learning. For this, Calderhead & Lambert (n.d.) said, “Learning the subject matter involved in the school curriculum is different from learning to establish a working relationship with children (p. 5)”. If then, what to do? How can we not stop learning ourselves? What kinds of activities can we follow? What types of strategies we should follow? And so on. To solve these kinds of problems, teacher professional development came to an existence.

Before understanding teacher professional development, we should go through the profession. Profession is an occupation, trade, craft, or activity in which one has a professed expertise in a particular area (Hornby & Turnbull, 2010). Not all the job, occupation, trade, craft, or activity can be the profession. As Wallace (1991) says that they need to meet the distinctive qualities to be a profession, which are, a basis of scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service; high standards of professional conducts; and the ability to perform specific demanding and socially useful task in a demonstrably competent manner (p. 5) to be a profession. So, if any profession/occupation meets these distinctive qualities then that will be only known as a profession. Teaching passes these criteria as we can describe teaching as a profession. Like other profession, teaching has also a basic scientific knowledge, to be a teacher one should have rigorous study and it is also formally assessed in college and university, the teachers are public servants, they are the change agents of the society (Joshi, 2012). So, it is proved to take teaching as a profession. Another, the professionals are those who should be expert in their profession. So, a teacher can be only

professional, when he will be expert as a teacher. Therefore, professional development refers to the development of a person in his/her professional role (Reimers-Villegas, 2003) to be an expert. At once, teacher professional development is the next step after the formal training of the teacher (Richards & Farrell, 2005, p.1). So, after finishing the formal education, and once the teacher starts teaching profession, professional development will be started. Brown (2001, p. 2) said, teacher professional development is a personal journey. There will be no one to force us for our professional development. The one who can help us for our professional development is we. The individual should go for their professional development. The teacher can adopt the activity or strategy to develop them professionally.

There are different activities or strategies for teacher professional development. Richards & Farrell (2005, p. 14) suggested workshops, self-monitoring, teacher support group, keeping a teaching journal, peer observation, teaching portfolio, analyzing critical incidents, case study, peer coaching, team teaching, and action research as the strategies for teacher professional development. There are many research conducted in this area too. For example: workshop (Chhetri, 2016 & Joshi, 2014), mentoring (Baral, 2015), teacher support group (Oli, 2014), teaching journal (Aryal, 2015), peer coaching (Dhamala, 2013), critical incidents (Bhatta, 2016), case study (Pangeni, 2012), in these the researcher found those strategy effective for teacher professional development. Although the quantitative research is being conducted in the role of teaching journal in TPD by Aryal, 2015, I am going to conduct research on same area but with qualitative data. The previous study focuses on teachers' perception but my research focuses on the experience of the teachers on keeping teaching journal. As an experienced teacher on keeping teaching journal, their stories will be analyzed.

As one of the strategies of teacher professional development, keeping teaching journal also plays vital role (Aryal, 2015). It is the written or recorded accounts of teaching experiences, ideas, beliefs whatever the teacher faces in the

classroom. In other words, teaching journal is a record of whatever techniques, methods, and activities the teachers do in the class. The teacher can keep the record either in notebook, book, or in electric mode (Richards & Farrell, 2005, p. 72-73). In teaching journal the teacher can include or record all the things whatever he/she encounter or do inside the classroom. The teacher need not to be conscious in spelling, grammar, sentence structures, cohesion, coherence, handwriting, etc. they can write in whatever way they want if the audience of that teaching journal is the teacher him/herself. The teaching journal audiences can be the teacher, other teachers and the supervisor (Richards & Farrell, *ibid.*, p. 68). So, if the audiences of teaching journal are also the other personnel, i.e. other teachers and supervisors, then the quality of the written teaching journal should be maintained. For this Richard & Farrell (2005) described two approaches, namely; steam-of-consciousness and edited approach. And after keeping the teaching journal it should be analyzed on the regular basic. The analyzed teaching journal will help the teachers to reflect themselves. They will know the positive as well as the negative aspects, which can easily influence their teaching. It will be helpful for the teacher's better performance in the classroom. Also if the teaching journal shared around other teachers, supervisors then they can add something new as well as can learn something from that. It seems easier to use and appropriate strategy for teacher professional development so, I am interested to conduct the research in this area.

## **1.2 Statement of the Problem**

In the present scenario, teacher professional development is taken as a very important activity in the field of teaching and learning. The focus in this area is increasing day by day. This is because this twenty-first century is the age of competition. The persons who are talented in every aspect can be easily sold in the market. The same case is also occurs in the education field too. The teachers who are expert in teaching and learning can get the better place. If so, then obviously all the individual who wants to make their career as a teacher

wants to develop them and search for the strategies or activities to develop themselves professionally.

Different research study conducted by researchers in the field of strategies for teacher professional development found that many activities or strategies are taken into consideration by the teacher for their professional development. Some of the researchers found these strategies effective for teachers for their professional development. For example: workshop (Chhetri, 2016), mentoring (Baral, 2015), teacher support group (Oli, 2014), teaching journal (Aryal, 2015), peer coaching (Dhamala, 2013), critical incidents (Bhatta, 2016), case study (Pangeni, 2012). Much of these researches are analyzed with the data related to the perception of the teachers, which are collected with the preset questionnaire prepared by the researcher him/herself. Those researchers were not experienced in using those strategies for teacher professional development and in their research they are not caring about the experience of the real teachers. So, in this research, I am choosing this topic to find out the role of keeping journal through the experience of the teachers. For this narrative inquiry design can be appropriate. It is because narrative inquiry design allows us to collect the experiences or the stories of the teachers while keeping teaching journal for their professional development. So, this study is different in terms of research design and methodology from the previous studies.

The reflection in our teaching will help us to understand the positive as well as negative aspects. By knowing this we can modify ourselves. If so, what can be done to reflect our teaching? The easiest way is to write down whatever happens in the classroom and analyzed later. This act of recording all the activities done in the classroom is known as keeping teaching journal. Also it is easier to use. This can be done individually or we can share it in group so that each person can easily be evaluated easily, which is the reason to choose this research.

### **1.3 Objectives of the Study**

The main objectives of this research study were as follows:

- a) To explore experiences of keeping teaching journal in improving teaching in EFL classroom.
- a) To identify the role of keeping teaching journal for teacher professional development.
- b) To suggest some pedagogical implementations.

### **1.4 Research Questions**

- b) What are the experiences of keeping teaching journal in improving teaching in EFL classroom?
- c) What are the roles of keeping teaching journal for teacher professional development?

### **1.5 Significance of the Study**

Teacher professional development in today's scenario has a very important place in the field of education or teacher development. Each and every teacher wants to develop them professionally to get the better place for their career. Different teachers use different types of strategies to develop professionally. But still they found many problems. The problems are related on finding the new strategy, finding the easiest strategy, using the strategy properly. So, here the use of teaching journal can be the best alternative for the teachers who have such problems.

In the context of Nepal, keeping teaching journal is a new emerging strategy. We can rarely find the teachers who use this as a strategy. The reasons for this can be the lack of knowledge about teaching journal or being unaware about its effectiveness in teacher professional development. Here, in this research, I am going to present the theoretical knowledge, the process for adaptation, the importance of keeping teaching journal as well as an example of keeping teaching journal, which will help the teachers to know its effectiveness so that

they will be very much beneficial. This research will be very much helpful for those teachers who really want to adopt teaching journal to develop them professionally.

After the teachers' professional development, the students will be able to get quality education. So, the students will also be very much beneficial by this research. Another administration, who can suggest or they can create the environment for keeping teaching journal in the regular basis, so that, the teachers can get help for their professional development. If the teachers developed professionally, the administration will obviously be benefited. Also the trainee or the trainers can be beneficial with this research. They can apply this technique while they conduct teacher trainings or workshops. They can apply this technique to achieve the good result.

## **1.6 Delimitations of the Study**

The delimitations of this research study were as follows:

The population of this study was college level English teachers of Kathmandu valley, among them, only five college level (Bachelor and Masters) English teachers were selected as a sample for this study by using purposive non-random sampling strategy. For the collection of data, I used in-depth interview. The research was limited to narrative inquiry research design and the collected data were analyzed by using thematic description.

## **1.7 Operational Definition of the Key Terms**

**Teaching Journal:** In this study, teaching journal refers to an ongoing written account of teachers' observations, reflections, and other thoughts about their classroom teaching. It can be recorded in the form of a notebook, book, or electric mode.

**Professional development:** In this study, professional development includes all formal and informal activities the teachers do or receive for their in-service professional growth.

**Reflection:** In this study, reflection refers to careful thought and consideration on classroom event for their teacher professional development.

**Experienced teacher:** In this study, experienced teacher refers to those teachers, who have the experience of keeping teaching journal.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter consists of the review of the theoretical literature, the empirical literature, the implication of the review of the study and the conceptual framework.

#### **2.1 Review of Theoretical Literature**

In this section the discussion of the theories in related to the teacher professional development and keeping teaching journal is been presented.

##### **2.1.1 Teacher Professional Development**

The term teacher professional development (TPD) is often used interchangeably with the terms such as, ‘staff development’, ‘teacher training’, ‘teacher development’, ‘teacher growth’ and ‘in-service education’ (Nepal Darpan, 2015). Teacher professional development is the next step after the formal training of the teacher (Richards & Farrell (2005, p.1). It is the way of moving teachers forward in knowledge or skills (Craft, 2000, p. 9). Victoria (As cited in Shrestha, 2012) argued that teacher professional development or growth means enabling teachers to generate their own ideas about classroom practice. It is a personal journey (Brown, 2001, p. 2) or personal mission rather than something that can be done and prepared by others.

Although TPD program is necessary for the professional development of teachers in Nepal, due to lack of teachers’ efforts to engage themselves in doing professional development activities most of the teachers are confronting many challenges in the classroom (Shrestha, 2012).

The career of the teacher development presented by Dickinson (1987) can be divided into five stages as following:

- a. Career entry (1-3 years)
- b. Stabilization (4-6 years)
- c. Divergent period (7-18 years)
- d. Second divergent (19-30years)
- e. Disengagement (30-50years)

These stages show that the teacher professional development is on-going process. The different years of experience helps teachers to enter in the new stage. This proves that the teaching learning process is on-going. It can't be stopped. The new stage will always be waiting ahead. So, the rigorous practice is always being essential in teaching and learning field. Then only it will be helpful for teacher to develop them professionally.

To be a professional teacher one should meet the following professional standards in the context of Nepal, which are developed and refined in 2008 in Pakistan and adopted by the provinces and teacher training institutions for inclusion in teacher professional development program (Shams, 2013, p. 45), they are; subject matter knowledge, human growth and development, instructional planning and strategies, assessment, learning environment, effective communication and proficient use of ICTs, collaboration and partnerships, continuous professional development and code of conduct, teaching of or Nepali as a second language, and multicultural education (given Nepal's context with more than sixty ethnic groups).

These standards for teachers professional knowledge, skill and disposition shall be define competencies, skills and attributes deemed to be essential for teachers and shall guide the development of all pre and in-service programs for teacher education on Nepal (Shams, 2013). Those professional standards should be met to be a professional teacher. So, to meet the standards the teacher used to follow different kinds of strategy.

### 2.1.1.1 Strategies for Teacher Professional Development

There are many strategies or activities which will lead the teacher for their professional development. Among them Richards & Farrell (2005, p. 14), presents the following activities that teachers can follow for their professional development.

<b>Individual</b>	<b>One-to-one</b>	<b>Group-based</b>	<b>Institutional</b>
Self-monitoring	Peer coaching	Case studies	Workshops
Journal writing	Peer observation	Action research	Action research
Critical incidents	Critical friendships	Journal writing	Teacher support groups
Teaching portfolios	Action research	Teacher support groups	
Action research	Critical incidents		
	Team teaching		

**Figure 1: Activities for Teacher Development**

Here, different activities are categorized on the basis of the participants. These are categorized from the activities which can be done singly, in pair, in group and as the whole institution. The teachers who want their professional development can choose any one on the basis of their benefit.

Activities like, self-monitoring, journal writing, critical incidents, teaching portfolios, and action research can be followed individually. These are easier one because one teacher singly can apply these and go to the way for his/her professional development. By reflecting the own teaching experience the teacher can modify the teaching by knowing the weakness.

Another activities like, peer coaching, peer observation, critical friendship, action research, critical incidents, and team teaching can only be followed in peer. The teacher needs their pair to apply these activities. In the collaboration in between the peer, they can compare own teaching with their pair and get

modified according to that. Also he/she can give and take feedback which is also helps for improving the teaching.

Case studies, action research, journal writing, and teacher support groups are group based activities. The group is necessary to follow these activities. As being a group work it will be very much beneficial for all the members but it is hard to work in the group because the group formation and management can bring several problems.

The activities like, workshops, action research, and teacher support groups should be organized by the institution because these are hard to run. These activities need the large number of population and it is expensive than the former activities. These types of activities are done in the large numbers of groups so that the huge population can be beneficial.

#### **2.1.1.2 Narrative analysis as professional development**

Narrative inquiry conducted by and for teachers individually or collaboratively, tells the stories of teachers' professional development within their own professional worlds (Golombek & Johnson, 2002, p. 6) helps them to develop themselves professionally. In this sense, narrative analysis as professional development deals. The teachers use narrative analysis for their professional development by analyzing teachers' stories, their teaching experiences, their problems and solutions in teaching, etc. and in accordance with those stories, other teacher can develop themselves. The teacher has to understand the experience, to find out the hidden things which will help the teacher to construct and reconstruct their own teaching. Also when the teacher makes inquiry on their experiences, they can question and reinterpret their ways of knowing, which surely help them to modify themselves. Their stories reveal the knowledge, ideas, perspectives, understandings, and experiences that guide their work (Golombek & Johnson, 2002, p. 6).

Here, I am trying to analysis the stories of different teachers who had a huge experience on teaching field. These experienced teachers' story will help the new comers to develop themselves professionally. They know how the others teacher are developing themselves professionally using different sort of techniques, which obviously help them. That is only the main focus using this study under narrative analysis research design.

### **2.1.2 Keeping Teaching Journal**

Teaching journal is also known as or close to diary writing, log writing, lesson reports writing, reflective journal and so on. It is the personal reaction or experience to things that happen in the classroom. Richards & Lockhart (2007, p. 7) described teaching journal as a teacher's or a student teacher's written response to teaching events. Bailey (1990, as cited in Kir, 2012) also described the diary study as a first person account of a language learning and/or teaching experience, documented through regular, candid entries in a personal journal (p. 1083). To be clear, Gilmore (1996, as cited on Maarof, 2007, p. 207) defined teaching journal as an individual activity in that teachers commit ideas, thoughts, reflections and feelings to paper in various learning context. Another definition by Richards & Farrell (2005) argued teaching journal as:

an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, book, or electric mode, which serves as a source of discussion, reflection, or evaluation. The journal may be used as a record of incidents, problems, and insights that occurred during lessons; if may be an account of a class that the teacher would like to review or return to later; or it may be a source of the information that can be shared with others. (p. 68)

The teaching journal can be kept by anyone related to teaching and learning field. Nunan (1992) stated that the diary can be kept by learners, by teachers, or by participant observers. They can focus either on teachers and teaching, or on learners and learning (p. 120). After keeping the teaching journal, the teacher should have to analyze the written record. It will only be helpful for them while being analyzed. Otherwise the written document will be worthless. When we once analyze the written teaching journal, it will reveal the reflective ability (Silvia, 2012, p. 110). The written account of teaching journal helps us to reflect about our teaching activities so that we can be professional teachers. Hart et al. (1992, as cited in Addison, 1995, p. 21) made us clear about reflection on teaching by saying, “Reflecting on your teaching is a way to make you aware of how you teach. It is a method of self-assessment. But if we do not reflect, we are ‘teaching in the dark’ without knowing if we are effective and if we should modify our teaching (p. 21)”.

So, the awareness and self-assessment of our teaching plays vital role for becoming more effective English teachers. Only the teachers who are interested in their own continuous, thoughtful and creative evolution (Addison, 1995, p. 21), the teaching journal guide to the way for developing them as professionals. Keeping teaching journal has been welcomed as a learning tool and a tool to promote lifelong learning skills (Walden, 1988, as cited in Park, 2003, p. 184). It is argues that journal writing offers an autobiographical approach to learning (Hettich, 1976, as cited in Park, 2003, p. 184). By reflecting own self and re-thinking about the lessons, one becomes more effective and successful in the classroom. Richards & Lockhart (2007, p. 7) discussed the topics that can be explored through journal writing such as personal reactions to the things happened in class, questions or observations about the problems in class, descriptions of the significant aspect of the lessons, and ideas for future analysis or reminder.

By the help of teaching journal not only the writer but other teacher and student teacher also can take benefits. As Brock, Yu, & Wong, (1992, as cited in

Richards & Lockhart (2007, p. 7) argue keeping journal can also be beneficial when one or more colleagues share their journals and meet regularly to discuss them. Also the teachers can create their blogs individually or in collaboration with their colleagues for recording daily experience, learning, feelings, emotional responses and analysis of observation and teaching. In Nepal, a professional team of NELTA members have collaboratively started publishing the monthly journal 'NELTA Choutari' through blogging (Yadav, 2011, p. 128) which is positive in the field of teacher professional development in Nepal. Keeping teaching journal has a number of benefits. Different scholars suggested different kinds of benefits. Some of them are included as following:

1. Each and every classroom activities can be recorded either in notebook, book, or in electric mode (Richards & Farrell, 2005, p. 72-73).
2. They provide the first-hand account of teaching and learning experience (Brock, Yu, & Wong, 1992, as cited in Kandel, 2016).
3. They are an excellent tool for reflection so they promote the development of reflective teaching (Brock, Yu, & Wong, 1992, as cited in Kandel, 2016).
4. The later reflection (Richards & Lockhart, 2007, p. 7) of the recorded teaching journal will help to understand our teaching. So that it will help us to find the positive as well as negative aspects of our teaching and can easily modify.
5. They provide an effective means of identifying variables that are important to individual teachers and students (Brock, Yu, & Wong, 1992, as cited in Kandel, 2016).
6. By sharing the teaching journal with other teachers, supervisor (Richards & Farrell, 2005, p. 72-73) or in group we come to know our negative aspect and get the chance to correct them.
7. In the process of writing it helps the teacher to trigger insights about teaching (Richards & Lockhart, 2007, p. 7).

8. Teacher found it useful tool for correcting feedback, to evaluate students' progress, to improve rapport with students, and as a means of conducting action research (Maarof, 2007, p. 10).
9. The teaching journal entry reveals how the teacher has used the journal: to describe how he/she presented a teaching activity, to identify some concerns he/she had about the lesson, and to remind her of alternative procedures to use in the future (Richards & Lockhart, 2007, p. 8).

We can have the problem about writing teaching journal. We might think what is it? How we can write? Then the following example can be helpful to have a clear understanding. The example of a teacher's journal entry presented by Richards & Lockhart (2007) is as follows:

Today I gave my class a reading activity which focused on skimming. I gave them an article to read called 'Study Paints Grim Picture' and asked them to skim through the article to identify the social problems mentioned. After a few minutes, I checked the answers and asked the students to number the paragraphs. They had to find the paragraphs which contain information on each of the social problems. Then I checked the answers and explained some difficult vocabulary. Then I gave one handout which contained five paragraphs and another handout which contained five headlines. Students had to match them (p. 8).

After the teaching journal example, the same teacher reflected (afterthought) that as follows (Richards & Lockhart, 2007):

Timing again was a problem. I originally planned to check the answers of the matching exercise, but there was no time. Less time should have been spent on explaining expressions as it defeated the objective of my



lesson-skimming. I should have allocated a specific amount of time to practice skimming. I should have opened the lesson with a discussion of social problems so that students could compare their answers with what they found in the article (p. 8).

We now understand about keeping teaching journal, also we are quite clear about it with the examples too. Then while writing the teaching journal what should be asked to our self. For this answer here is an example. In the study of Richards & Farrell (2005, p. 68) one participant was conscious in the following four questions before writing teaching journal:

- i. What did my students learn today?
- ii. What helped them learn?
- iii. What got in the way?
- iv. What specific evidence can I quote to back up my claims?

And these questions helped him to reflect his teaching with the use of teaching journal. Going through these questions makes him to find and record all the sort of things happened in his classroom. And it was helpful to make his teaching journal much more effective.

While talking about reflecting teaching Bartlett (1990, as cited in Belinda & Richards, 1994, p. 32) described five phases to reflect their own teaching. And each phase has the questions to the journal writer to ask him/her before starting to keep their teaching journal. They are as follows:

- 1. Mapping:** What do I do as a teacher?
- 2. Informing:** What is the meaning of my teaching? What did I intend?
- 3. Contesting:** How did I come to be this way? How was it possible for my present view of teaching to have emerged?
- 4. Appraisal:** How might I teach differently?
- 5. Acting:** What and how shall I now teach?

Richards & Lockhart (1994, pp. 16–17) suggest various questions that can be used as an initial guide when starting a teaching journal. One or more of the questions could be the focus of a journal entry. Then only the writing process of teaching journal will be very much effective. The questions are as followings:

### **Questions about your teaching**

1. What did you set out to teach?
2. Were you able to accomplish these goals?
3. What teaching materials did you use? How effective were they?
4. What techniques did you use?
5. What grouping arrangements did you use?
6. Was your lesson teacher-dominated?
7. What kind of teacher-student interaction occurred?
8. Did anything amusing or unusual occur?
9. Did you have any problems with the lesson?
10. Did you do anything differently than usual?
11. What kinds of decision making did you employ?
12. Did you depart from your lesson plan? If so, why? Did the change make things better or worse?
13. What was the main accomplishment of the lesson?
14. Which parts of the lesson were most successful?
15. Which parts of the lesson were least successful?
16. Would you teach the lesson differently if you taught it again?
17. Was your philosophy of teaching reflected in the lesson?
18. Did you discover anything new about your teaching?
19. What changes do you think you should make in your teaching?

### **Questions about the students**

1. Did you interact with all of the students in the class today?
2. Did students contribute actively to the lesson?

3. How did you respond to different students' needs?
4. Were students challenged by the lesson?
5. What do you think students really learned from the lesson?
6. What did they like most about the lesson?
7. What didn't they respond well to?

### **Questions about yourself as a language teacher**

1. What is the source of my ideas about language teaching?
2. Where am I in my professional development?
3. How am I developing as a language teacher?
4. What are my strengths as a language teacher?
5. What are my limitations at present?
6. Are there any contradictions in my teaching?
7. How can I improve my language teaching?
8. How am I helping my students?
9. What satisfaction does language teaching give me?

Before keeping a teaching journal, a teacher should have to focus on these questions. If a teacher do so, he/she will be beneficial. It also makes the teacher more confidential to keep teaching journal to find the real problems and the solutions as well. Here are the three levels of questions which help them to reflect the teaching on such place, namely, the teaching, students and the teacher him/her self.

#### **2.1.2.1 Types of Teaching Journal**

Journals are the collections of personal writing in all the activities he/she encounters. And the teaching journal is a collection of the activities which occur within the classroom in the teaching and learning process. Teachers usually write or keep teaching journal to evaluate or reflect their own teaching so that one can make their teaching effective in the future. As journals are not the writing assignments to be corrected or graded, so the correctness may or

may not have the significant role. There are many types of journal writing by different scholars but here I have presented the types described by Rasinski & Padak (1996, as cited in Aryal, 2015), which are as follows:

### **1. Personal Journals/Diaries**

Personal journals or diaries are those, in which teacher records their own experiences. He/she can record either in written form, oral form, or can use the electronic media. Entries in personal journals can be good first drafts for teaching the writing process. The teacher can write using two approaches as Richard & Farrell (2005) describes, namely: Stream-of-consciousness and Edited approach.

### **2. Dialogues Journals**

Dialogue journals are kept by two teachers, or two different teachers make their own journal. In which a written conversation over a variety of topics takes place. Learners write informally about a topic of interest, a concern, a book they are reading, or a topic they are studying.

### **3. Response Journals**

In Response Journals, the writers are asked to respond to some experience and can take a variety of forms:

- Noting new vocabulary words
- Writing about the character they identified with
- Making predictions about what might happen next
- Writing about the part they liked
- Writing about how the reading made them feel
- Writing about what they would have done in the particular situation described
- Writing about how they could use what they just read about

Entries may be open ended or directed, e.g. what advice you would give the character, what do you think will happen if this story continued, or how the character is like me.

#### **4. Double-Entry Journals**

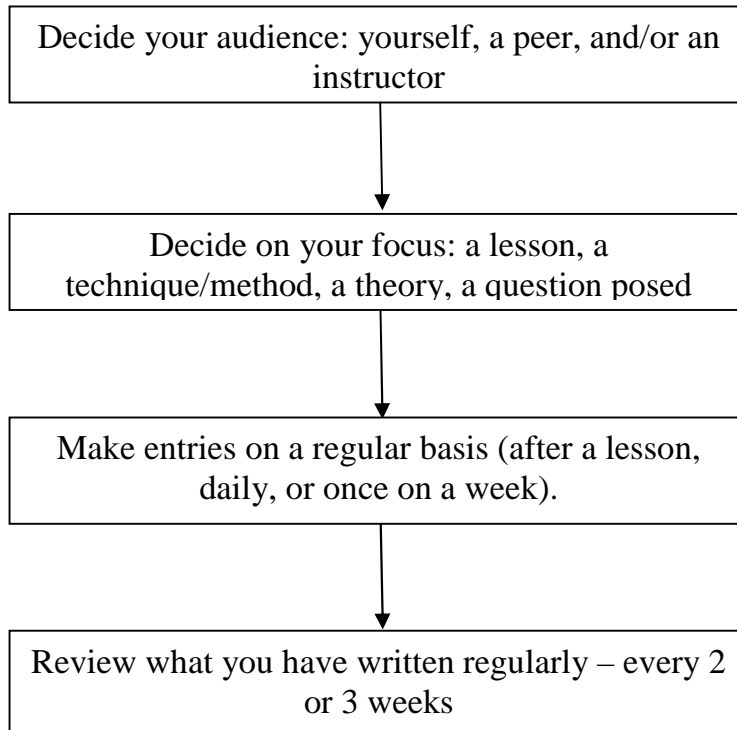
For the Double-Entry Journal, the writing page is divided into two parts, left-hand and right-hand column. In the left-hand column, they write quotes or notes from their reading or findings and in the right-hand column, write their response or reaction to the information they have written in the first column.

Keeping teaching journal is a record of the personal account or experiences in the classroom. So, while keeping the teaching journal, maximum of the teacher follows the personal journal. And the dialogue journal also can be used to record the experience in the pair. But other types of journal writing are not found in teaching journal field.

##### **2.1.2.2 Procedures of Keeping Teaching Journal**

We can find process for each and every activity. So, there are also the steps or procedures for keeping teaching journal. Although intellectuals think writing teaching journal has not any specific procedures, it is a 'Steam of Consciousness' (Richard & Farrell, 2005), it will only be more effective when the teachers, student teacher, trainee, etc. will follow these steps for keeping journal. As Richard & Farrell (2005) describes, there are two approaches to write down the teaching journal, namely; steam-of-consciousness and edited approach. Here, the former approach is followed while the teaching journal writer prepares the journal only for him/her, where the grammar, style, or organization is not taken as an important thing so, the teacher can write in whatever order he wants. But latter one is followed while the audience will be the other teachers or the supervisors. And while preparing these types of teaching journals, the teacher should be very much conscious about the grammar, style, or organization. The correctness should be maintained.

As the procedures for keeping teaching journal, Richards & Lockhart, (1994); Ho & Richards (1993, as cited in Richards & Farrell, 2005, p. 72) recommended the following procedures:



**Figure 2: Procedures of Keeping Teaching Journal**

As Richards & Farrell presented the procedures for keeping teaching journal we should be first conscious on the audience. If the recorded teaching journal is only for the personal use then the correction should not be maintained but if it is for other teachers, instructor or supervisor then it should be correction; also it can be compared with theirs and can be evaluated by others too.

The second procedure talks about the focus. While keeping teaching journal what is your main focus, whether a lesson, technique/method, theory, or the question, this will decide your writing. The focus varies the writing.

The third and fourth procedure talks about the entry and the reflection or review of the teaching journal. The entry and the reflection should be done in the regular basis for getting the positive change. The entry should be done regularly and the reflection should be done regularly in two to three weeks.

## 2.2 Review of Empirical Literature

There are many research works conducting in the field of teacher professional development. They talk about different strategies to develop teachers professionally. Among those research works, some of the related research works under my topic are reviewed below.

Kir (2012) carried out the research entitled 'Keeping Diaries in English Lessons'. The main objective of the research was to find out how English classes were perceived by the main actors of teaching and learning process and what the quality of the good lesson were from students' and teacher's perspectives. 23 females and 24 males (7<sup>th</sup> grade students from a state primary school in Turkey, the age group 13-15 years) and the class teacher were the population of this study. He had adopted survey research design and he used diaries entries, chart filling and writing notes as the research tools for data collection. The findings of the research are categorized in two perspectives. According to the teacher, lesson plan, motivational level of the students and the materials play vital role in making the lesson good or bad. And students believe that the role of the teacher and lesson content and its relation to real life are responsible for the better classes. Classroom management and having enjoyable lessons were the joint titles for the students and teacher.

Dhamala (2013) carried out a research entitled 'Peer Coaching for the Teachers' Professional Development'. The main objective of his study was to find out the teachers' practices of peer teaching as strategy for their professional development. To fulfill the objective, he had selected forty English language teachers of secondary level from Okhaldhunga district by using purposive non-random sampling. He had adopted survey research design and he used questionnaire with open and close-ended questions as a research tool to collect the data. The findings of the research showed that most of the teachers were positive of using peer teaching for their professional development.

Aryal (2015) carried out a research entitled ‘The Role of Teaching Journal for Teacher Professional Development: A Perception Study’. The main objective of his study was to find out the benefits of teaching journal for TPD. To fulfill the objective, he selected twenty lower secondary and twenty secondary level English teachers of Gulmi district by using purposive non random sampling strategy. He had adopted the survey research design and he used questionnaire as a research tool to collect the data and analyzed them by using statistical tools. The findings of the research showed that the majority of the teachers, i.e. 95% believed that there are many positive aspects of choosing teaching journal for their PD.

Bhatta (2016) carried out a research entitled ‘Reflection on Critical Incidents for Teacher Professional Development: A Narrative Inquiry’. The main objective of his study was to find out the nature of critical incident and their role on TPD. To fulfill the objective, he selected six college level English language teachers by using purposive non-random sampling. He had adopted narrative inquiry design and he used interview as a research tool to collect the data and analyzed descriptively. The findings of the research showed that critical incidents were related with classroom management, unusual behaviors, teacher's activity-based incident, and incident related with understanding of the students. Also the critical incidents analysis has great impact on TPD.

Chhetri (2016) carried out a research entitled ‘Teachers’ Perceptions towards Workshop as a Strategy for Teachers’ Professional Development’. The main objective of his study was to find out English language teachers' perceptions towards workshop as a strategy for teachers’ professional development in terms of; content knowledge, pedagogical expertise, material construction and self awareness. To fulfill the objective, he selected thirty English teachers of secondary and lower-secondary level from three districts of Kathmandu valley by using purposive non-random sampling. He had adopted the survey research design and he used questionnaire as a research tool to collect the data and analyzed them by using statistical tools. The findings of the research showed



that majority of the teachers, i.e. 96.7% had positive attitude towards workshop as a strategy for teachers' professional development

### **2.3 Implications of the Review for the Study**

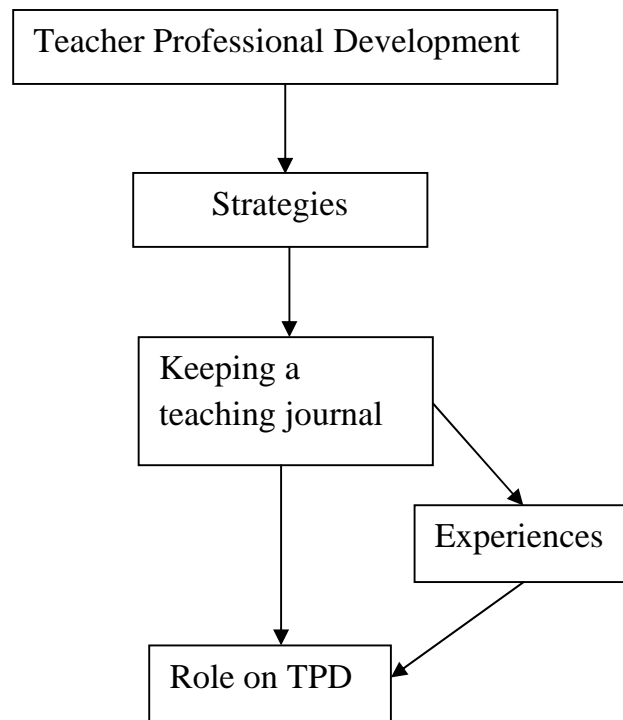
I reviewed many books, articles, journals, etc. like: Nepal Darpan (2015), Kir (2012), Creswell (2012), Cohen (2011), Yadav (2011), Ary (2010), Wallace (1991), Richards & Lockhart (2007), Richards & Farrell (2005), Craft (2000), Brown (2001), Kothari (2004), Nunan (1992), etc. by the help of that, I found easier to understand the theory which are necessary for my research. The review of Kir (2012) helped me to find theories for teaching journal. As being a diary writing research, it was quiet helpful for my research.

As an empirical research, Bhatta (2016), Sapkota (2016) and Cavendish (2011) helped me to conduct the research in narrative inquiry. Dhamala (2013), Bhatta (2016), Chhetri (2016) helped me to understand the teacher professional development and find its theories. Aryal (2015) and Kir (2012) helped me to go through the teaching journal.

I found much research conducted in the field of strategies of teacher professional development. But the maximum numbers of those researches were centralized only on the perception of the teachers. They were analyzed by the preset questionnaire. The teacher's experiences, stories, ideas were not taken to the consideration. So, here in this research, I am going to find the role of teaching journal by conducting an in-depth interview with the teachers, who are experienced on keeping teaching journal. In previous study the perception of the teachers were presented but here in this research, not only the perception but their real stories, experienced on keeping teaching journal is been included. The experiences of five different experienced teachers are taken as the data collection which is far different from the previous perception study.

## 2.4 Conceptual Framework

Conceptual framework brings order into the chaos (Creswell, 2012, p. 286); it is the plan or frame for the whole research, which provides the general picture of the study. The conceptual framework of my study is as follows:



**Figure 3: Conceptual Framework of the Study**

## **CHAPTER THREE**

### **METHOD AND PROCEDURES OF THE STUDY**

This chapter consists of design of the study, population, sample, sampling strategies, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration.

#### **3.1 Design and Method of the Study**

Research study is not an easy task. A certain kind of process should be followed to complete a research. As Nunan (1992) said, “research is a systematic process of inquiry consisting of three elements or components: (a) a question, problem, or hypothesis; (b) data; and (c) analysis and interpretation of data.” These three components are very much important to conduct a good research. Research should be the planned, systematic, and thorough investigation of a problem in order to better understand what is happening (Kervin et al., as cited in lecture note by Neupane (2016)).

The design process of the research plays a vital role in any research study. Before doing the research, the researcher has to arrange the research design. Research design refers to the outline, plan, or strategy specifying the procedure to be used in the research. The objectives for my research are to explore the experience of keeping teaching journal in improving the EFL classroom and to identify the role of keeping teaching journal in TPD. The experience of keeping teaching is focused in this research. For that, I have to find the real stories, experience of the teachers who keep teaching journal as a strategy for their teacher professional development. And the focus of narrative inquiry design is also the stories, experience of the participants. That’s why I have chosen narrative inquiry design for my research.

Narrative inquiry is a form of qualitative research and the main aim of qualitative research is to discover the underlying motives of human behavior (Kothari, 2004, p. 3). So, the narrative inquiry uses field texts, such as stories,

autobiographies, journals, field notes, letter, conversations, interviews and life experiences (Bhatta, 2016) to support the research study. The word 'narrative' means 'the systematic recitation of an event or series of events (Hornby & Turnbull, 2010). And the heart of inquiry is the asking of questions. Inquiry begins with the doubt (Hendry, 2010, p. 72). So, as a combined, narrative inquiry means reciting or narrating the stories got from the shared experience and which are presented in the form of narration.

As narrative inquiry taken as the collection of the stories, Bell (2002, as cited in Barkhuizen, 2011, p. 400) claims that narrative analysis is more than just telling stories, but the storytellers engage in narrative knowledging when telling their stories, and researchers systematically analyze the underlying insights and assumptions that the story illustrates. In narrative inquiry, researchers examine the stories people tell about their lives and co-construct a narrative analysis of those stories (Ary et al., 2010). Also Bruner (2004, as cited in Cohen et al., 2011, p. 732) argued that we regard 'lived time' as a narrative (p. 682), a story that has meaning for us and which shapes our lives; our own stories direct our future lives (p. 732). To be clear Cladimin & Connelly (2000, as cited in Cavendish, 2011, p. 4) defined as:

Narrative inquiry is a way of understanding experience. It is collaboration between researcher and participants, overtime, in a place or series of places and in social interactions with milieus. An inquirer enters this matrix in the midst and progresses in this same spirit, concluding the inquiry still in the midst of living and telling, reliving, and retelling the stories or the experiences that make up people's lives, both individual and social. Narrative inquiry is stories lived and told.

It is relatively new qualitative methodology to research. So, very few researches are conducted in our university department. For this kind of research

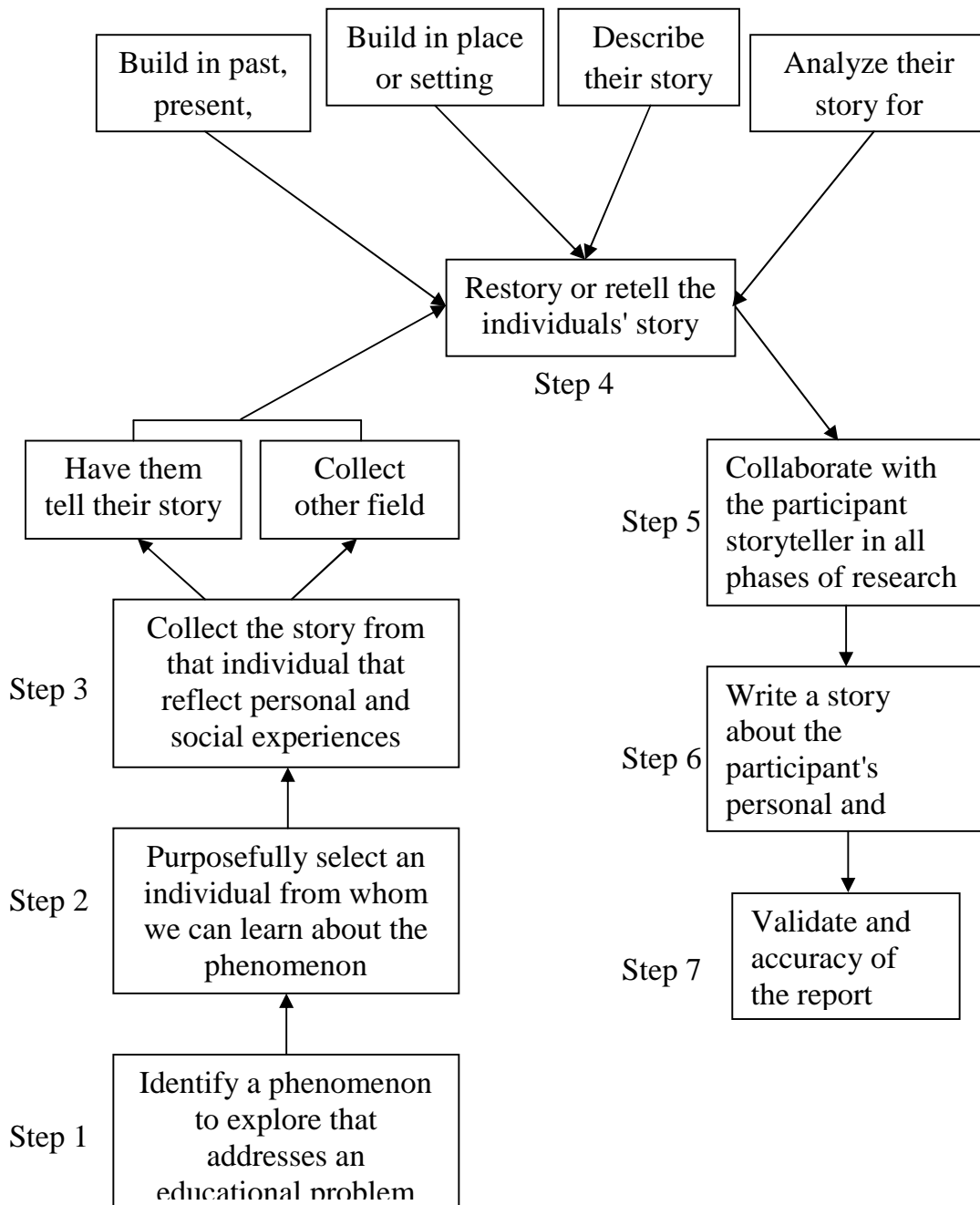
few numbers of respondents are needed (only a single also can be chosen) and data can be collected through reading/listening their personal stories, diaries, autobiographies or with in-depth interview. And while analyzing the data, narrative form should be followed. The data should be analyzed using themes as well as sub-themes.

Creswell (2012, pp. 506-507) presented some characteristics of narrative research design. The characteristics are: Narrative research design seeks to understand and represents experiences through the stories individual(s) live and tell; to minimize the use of literature and focuses on the experiences through the stories; to explore the meaning of the individual's experiences as told through a story or stories; to collect field texts that document the individuals story in his/her own words; to analyze the stories by retelling the individuals story; seeks to analyze the stories by identifying themes or categories of information; seeks to situate the story within its place or setting; seeks to analyze the story for chronological information about the individual's past, present, and future to write the study in a flexible story-telling mode; to evaluate the study based on the in-depth, accuracy, persuasiveness, and realism of the account. He presents seven major characteristics to specify those all characteristics. They are, individual experiences, chronology of experiences, collecting individual stories, restoring, coding for themes, context or setting and collaborating with participants.

Here, I have presented the stories of five different teachers from five different college (Bachelor and Masters Level) teachers around Kathmandu valley. The teachers I had chosen have the experience of keeping teaching journal. For this, I have made the list of teachers who had an experience of keeping teaching journal and started contacting them from their contact numbers, through social media, etc. From them all I have chosen five participants who were ready to help me. After that I met them personally and had the interview in multiple sittings. After collecting the data from them, firstly, I transcribed the recorded

data and tried my best to mix match the data. From that I developed the themes and sub-themes and started analyze the data under those topic.

To develop this narrative research I followed the steps developed by Creswell (2013, pp. 513-16). The steps developed by him can be presented in the following figure:



**Figure 4: Steps in Conducting Narrative Research**

### **3.2 Population, Sample, Sampling Strategy**

Qualitative research does not have any concrete rules on the number of participants for a study. Since qualitative research tends to be more focused on depth and detail, having only a few participants is appropriate (Miles & Huberman, 1994). As deMarrais (2004) said 'less is more' (p. 61), here I have chosen five teachers who were from both Bachelors as well as Masters level from Kathmandu valley. I used the purposive non-random sampling procedures to select the sample from the population.

I have used the pseudonyms to conceal the identity of the participants of my research. Here, I have presented the brief introduction of those participants:

#### **Meena Kumari**

Meena Kumari, who is originally from Palpa, has been in teaching field since 2058 BS. After the SLC in 2057, she went to Butwal for her higher education, where she started teaching. And After Diploma, she came to Kathmandu, where she taught from boarding schools for four year until she had the government job in 2066 *Baishak*. In the beginning, she taught to class 8, 9 and 10. And after completion of her master's degree in 2067, she started teaching in +2 and Bachelor level as well.

She says TPD is important to develop all skills, knowledge and attitude for teaching. So, she has participated in teacher training, workshop, seminar for many times. She used to write teaching journals also. She memorizes that after the teacher training she knew that teaching journal is also one of the easiest techniques to use. So, from that she started using it. Also she found this effective so she is following till now.

#### **Shyam Bahadur**

Shyam Bahadur, who is originally from Shyanja, is teaching as an assistant at TU department of education. He has been teaching since 2068 BS to the

department. Also he takes masters level classes in other campus too. He has the experience of teaching secondary as well as higher level students.

He believes that TPD is an activity to enhance professional skills and the knowledge to the teachers as a part of his teaching life. He also used to attend the workshop, participate in the seminars, conferences, research symposium, keeps teaching diaries, keeps teachers' stories, writes in teachers' journals, etc for his professional development. He thinks teaching journal is the record of classroom incidents, so he used to keep teaching journal time and again. He argues that after reading about the teaching journal in various books, he was interested to follow. He also found it helpful.

### **Ram Bahadur**

Ram Bahadur, who is originally from Mahendranagar, the far western part of Nepal, started his teaching while he was a +2 student in 2065 BS from a boarding school, where he used to teach up to class two. After completing his Bachelor, he came here in Kathmandu in 2071 BS and started studying at TU. Right now he is teaching to secondary level as well Bachelor level students.

He says TPD as a 'Beyond the Bsox' activity. Because he believes that TPD is not only to develop teaching learning activities but also to develop the all round aspects of a teacher. He has participated in different seminars, workshops, and webinars, also keeps teaching journals, writes articles, etc. He believes that teaching journal is all about writing day to day classroom activities. He further shares the incident of having force of keeping teaching journal by the school and that was very much effective for his teaching.

### **Hari Bahadur**

Hari Bahadur, who was originally from Khotang district, started living in Kathmandu from 2068 BS. He had got more than ten years of experience. He is teaching in a governmental school as a secondary level teacher and BBS in another private college.



He argues that TPD develops teacher career as well as brings new insights in their teaching. He says teaching journal is written by teachers after teaching in the class. He remembers the time when one of his teacher was encouraging him to keep teaching journal, when he was sharing the classroom problem to him.

### **Bishnu Kumari**

Bishnu Kumari, who is from Kathmandu, had got more than twelve years of experience. She is being teaching for secondary, +2 and Bachelor in BBS and B. Ed program. Like the other teachers, she had started teaching from a boarding school.

She believes TPD is the way of moving teachers forward in their knowledge and skills, also to enhance their teaching-learning activities. She claims teaching journal as a record of classroom activities what the teacher does in the classroom to make student understand. She started keeping teaching journal when she was in training session and found it effective.

### **3.3 Research Tools**

I used in-depth interview as a research tool to accomplish the objectives of the study. And also checked their teaching journal samples to make sure that they really keep teaching journal.

### **3.4 Sources of Data (Primary and Secondary)**

Both primary as well as secondary sources of data had been selected for the study. For that, in-depth interview with five different teachers are the primary source of data. And various books, articles, journals, websites or internet materials, thesis or dissertation, etc., for example: Richards & Farrell (2005), Creswell (2012), Craft (2000), Kir (2012), Cohen (2011), Addison (1995), Aryal (2015), Silvia (2012), Nepal Darpan (2015), etc. are the secondary source of data for this research study.

### **3.5 Data Collection Procedures**

Firstly, I prepared the outline of the questions for the in-depth interview. Then I prepared the lists of teachers who have the experience of keeping teaching journal and contact them describing about the research study. When they were interested to help me, then I requested for the appointment with them for an interview. After that, I met them singly. Firstly, I tried my best to build a good rapport with them. Then we started the interview. After completing the interview I thanked him/her for their kind help. The teaching journal entries was checked to ensure whether they keep the teaching journal or not in the process of interview.

### **3.6 Data analysis Procedure**

The collected data has been interpreted with thematic description. I recorded the interview with the teachers. After that, I transcribed the data in written form. After transcribing the data I analyzed those data and generated the theme. In accordance to the theme I connected the experience of the teacher.

### **3.7 Ethical Considerations**

Without the help of the participants the research will not be completed. So, for that the researcher should meet some participants to collect the data which supports the researcher's study. As being an important client for the research, participants' privacy, cultural norms and values, etc. of the participants should be taken into the consideration. The researcher should very much serious in preserving such privacy of the participants. So, here in the research I consider the ethics of the participants. Firstly, I conducted my research by taking permission of authority and the respondents. The identification of the respondents is kept in privacy and for that their pseudonym were used in this research while analyzing the data. The pseudonyms I have used here are: Ram Bahadur, Shyam Bahadur, Hari Bahadur, for the male participants and Meena Kumari and Bishnu Kumari for the female participants.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter mainly concerned with the analysis and interpretation of the experiences of keeping teaching journal which were derived from five different teachers from Kathmandu valley. The data was collected through in-depth interview and that collected experiences has been analyzed and interpreted thematically.

#### **4.1 Analysis of Data and Interpretation of Results**

This study was mainly conducted in order to explore the experiences of keeping teaching journal in improving teaching in EFL classroom and to identify the role of keeping teaching journal for teacher professional development. The data were collected from five different teachers who had the experience of keeping teaching journal. Here in this research, I have used the pseudonyms to conceal the identity of those participants. The pseudonyms I have used here are: Ram Bahadur, Shyam Bahadur, Hari Bahadur, for the male participants and Meena Kumari and Bishnu Kumari for the female participants.

The data have been analyzed and interpreted under the following headings:

- a. Experience of keeping teaching journal in improving teaching in EFL classroom.
- b. Role of keeping teaching journal for TPD.

Under these two topics, I have made several themes in according to the data I have collected. The analysis and interpretation of the collected data are following:

##### **4.1.1 Experience of Keeping Teaching Journal in improving teaching in EFL classroom**

To analysis and interpret the data in-related to the experience of keeping teaching journal of the teachers or the participants of this research and tried to

find out how keeping teaching journal was helpful for the improvement of the EFL classroom in terms of the experiences they have got. Many participants were positive towards keeping teaching journal. Data received from the interview is being presented in several themes, which are as follows:

### **1. Equal participation of students towards learning**

To make the teaching and learning activities effective the teacher should be very much concern to participate all the learners equally in the classroom activities. Only focusing on the learners who are good in learning cannot be the quality of a good teacher. Teacher should do his/her best to participate each and every learner in teaching and learning activities.

One of my participants, Mr. Shyam Bahadur who have been to teaching and learning field from more than a decade found keeping teaching journal as one of the effective strategy for teacher professional development. Although, he has been participating on workshops, seminars, conferences, research symposiums, etc, found keeping teaching journal more effective. That is why he is still keeping teaching journals. He argues that many problems were solved with the help of teaching journals.

One day while he was teaching in the class found that some of his students were lagging behind. They seem hiding in my class. So, for the equal participation of all students, he was very much interested to bring those shy students ahead. In his own words, he said, “When I found some of my students were lagging behind the class, and then I was very much interested to make them ready to come in front of the class and actively participate in teaching-learning activities as other students do.” Although he was very much interested to bring them ahead but he did not know the reason behind that. When he reflected his teaching journal and share them to others teacher, he found the reason. He claimed, “When I reflected the teaching journal, I knew that the problem was in the methodology. After knowing that I started to use different kinds of techniques, like; giving leadership to those shy students in project

works, ask them to give their personal speech, ask individual questions to them, etc.” Using those activities he made his all students participate equally in the teaching and learning activities.

Here, when Shyam Bahadur found his inactive and shy learners inside the class and while searching the reasons with the help of teaching journal he came to know that the strategy he followed was not appropriate so, he changed to different strategies and started participating all those learners equally with others students in teaching and learning activities.

Another participant Mrs. Meena Kumari, who has been to teaching field since 2057 BS, had got the similar kinds of experience. She had also found one students who was inactive in the class. Later on, with the help of teaching journal, she had succeeded to solve her problem and made equal participation in the classroom activities.

## **2. To understand the learner**

Teaching and learning activity will only be effective when one teacher understands his/her students properly. Without understanding the students, the teacher cannot get the students attention and we cannot predict the good result from them. One of my participants, Meena Kumari, who is teaching since 2057 BS, started to keep teaching journal from the first teacher training. During the training she was first introduced and practiced with keeping teaching journal. Following during the training period, she was so much passionate with teaching journal. She argued that she used to keep teaching journal to reflect her teaching, helps her to know about her teaching as well as the students. She thinks, knowing the students play vital role in teaching. She said, “We go to the class to teach the students there. And if we do not understand the students there then how can we teach there effectively.” She also remembers about her class teacher when she was at grade eight, who makes all the learners active in the class. She admits, “I was never failed in his subject. He was one of my favorite teachers.”

As being a teacher, she used to be focused on all the students to participate equally in class. She shared the experience about a student whose problem was solved by her. She says,

*One time, what happened, one of the students did not get tiffin from their home. Because of that she was not active in learning. She used to be lazy or seems to have less energy, and the maximum time in class she used to sleep. While searching the real problem I came to know that she was the domestic helper and they did not give her tiffin. So, I started to record the days she does not bring tiffin. This incident touched me a lot so I called her parents, not her parents but the adopted parents. They told that they used to give her money but time was passed but she does not bring tiffin. After a long gap when I met her at class nine still she does not used to bring tiffin. She seems very weak those days. So, I started to give her twenty rupees regularly. At that time I was class teacher of her. After the long day gap when I did not find tiffin with her, I again called her parents. I told that I am her class teacher, I was following her from these days, I showed them the diary, and told them that she is not bringing the tiffin from this date and said that she is weak enough also. Again they were claiming that they used to give her tiffin. But from that day she started to bring tiffin with her.*

After analyzing the incident from Meena Kumari, we can easily understand that how the teaching journal helps to know about the personal problems of the learners and proceed towards the solution. And the student will again participate equally in the learning process. Like she says one of her student as

not focused on the teaching, later on with the help of teaching journal, she was one of her best student in the classroom.

### **3. To choose the appropriate methodology for teaching**

Keeping teaching journal has many benefits for the teachers or the people who are directly and indirectly concerned with teaching process. The keeping teaching journal can be helpful to choose the appropriate teaching methodology. Krashen's input hypothesis argues that the input plays vital role while learning anything. To give the input appropriately to the learners we need to focus on the appropriate methodology, so that the flow of teaching will be effective. So, if we reflect our teaching using teaching journal, we come to know about our previous teaching and its appropriateness and this will help to modify our teaching for the selection of the appropriate methodology. Here, one of the participants, Bishnu Kumari, who had twelve years of experiences in teaching, described about the incident when she reflected her teaching journal and found far more difference in her teaching later. While teaching 'Relative clause' of grade 12 in the previous year she recorded the teaching journal. While analyzing that, she found that the teaching methodology she had chosen was not appropriate. She came to know that when her students were not good in the unit test she took. While teaching in next year session she changed in methodology and taught her students and was satisfied of her teaching. In her own words she said,

*Before teaching the topic, 'Relative clause' this year, I checked the teaching journal which I already recorded and I found that the previous teaching was not so much appropriate so that, this time I used the different strategy to teach the same topic. While I had to teach that chapter again I did not followed that pattern again. I made the students to answer themselves. I gave students the problems/sentences and asked*

*them to answer that. On the basis of the errors committed from them that was solved. They were more interested to learn than the previous year.*

Another participant Mr. Hari Bahadur, who had got more than ten years of experience as a teacher, found keeping teaching journal beneficial when it helped him to choose the appropriate methodology. He remembers when one of his teacher encourages him to keep teaching journal, when he was going for the solution for the classroom problem. After that day he started to keep teaching journal in regular basis and found much improvement in his teaching too. He argues that keeping teaching journal helps teachers to choose the appropriate methods in teaching. He shares one incident when the use of keeping journal helped him to find appropriate methodology in classroom teaching. He says,

*While I was teaching 'Flex Golden Tales' of BBS first year, the every texts there should have to described based on the four level of application, i.e. comprehension, interpretation, critical thinking, and assimilation. But in my first class I was not serious about those levels, so, with the short explanation I went through the text. After the completion of the text we need to analyze the text in terms of those four levels. At that point I found my students problematic always.*

When he found problematic in four levels of explanation for his students, he started to reflect his teaching journal. While analyzing he found that the students had not the clear cut concept of those four levels of application because he had provided only a brief explanation, which was not sufficient. So, in later class he started to give the clear cut concept about those levels which made his students very much excited to do by themselves. He said, "After that many students found easier to explain the stories in those four levels. In later



class, after getting the summary of the lesson, they were eager to write the four level of explanation themselves.”

Shaym Bahadur also admits that the keeping teaching journal useful to choose appropriate methodology. When he found some of his students were lagging behind the class he started to reflect the classroom activities he used to follow. He argued, “While reflecting the classroom activities from the teaching journal, I came to know that, the teaching methodology I had adopted was not in favor of those shy learners.” Although he was focusing on student-centered techniques, some of his students were not getting advantages from that. So, he started to choose the activities focusing on those students. After that, he started to participate those learners directly towards the teaching and learning activities. Like he said, “I started giving leadership to those students in project works, ask to give personal speech, ask questions to them, etc.” For those learners he used to give more clues, encourage speaking as much as he can, motivate them on their mistake, etc.

After the reflection of their teaching with the help of teaching journal, Bishnu Kumari, Hari Bahadur and Shyam Bahadur found something wrong in their methodology. So, in latter class they changed in their methodology and made an effective classroom.

#### **4. Encouraging the learners towards the activities**

We know that the teaching will only be effective when the learners will be ready to learn. For that they should be encouraged by the teacher in the classroom. And the keeping teaching journal helps the teacher to encourage their learners.

Hari Bahadur claimed that keeping teaching journal help them to encourage their students by analyzing their teaching, it is because he found himself helpful. He further says the teacher can adopt different types of activities in the classroom with the help of teaching journal. While he was singing the poem,

'Not Everyone' as a song he found his students very excited and encouraged. When he sang the poem rhythmically instead of spelling, made his students encouraged to follow him and also to sing singly. That strategy made his students very much encouraged towards learning. In his words,

*Most of the time while teaching the poem, I used to teach by spelling the poem, or just reading it aloud. Also the maximum of teachers do so.*

*While doing the thing time and again the students does not look attentive towards the teachers, it is known when I reflected my teaching through teaching journal. So, while teaching the poem, 'Not Someone' I started to sing the poem rhythmically. This made my students very much encouraged. Before completing the poem, they started to say, 'We will do'. So, I divided into groups and gave them chance to sing the poem.*

He was more excited than his students when to saw them all active in the class. He still remembers that the methodology he adopted later was good enough than the previous one, so he encourage other teachers to use teaching journal in their classroom.

Also another participant Shyam Bahadur intended to encourage his shy learners to make them to come in front of the class without lagging behind. He adopted different techniques to fulfill that goal. Also he was always ready to motivate those shy learners when they commit errors. He was always encouraging those learners towards the activities done in the class. Also further argues that the use of teaching journal is fantastic. Because, the all credit for his students development and achievements go to teaching journal. So, he is very much doubtful with it.

Similarly, Bishnu Kumari also admits that she used to encourage her students towards learning using teaching journal. While teaching 'Relative clause', she

encourage the students to solve the problems themselves. On her words, she stated, “I gave students the problems/sentences and asked them to answer that. On the basis of the errors committed from them that was solved.”

The experience of Hari Bahadur, Shaym Bahadur, and Bishnu Kumari proves that keeping teaching journal helps the teachers to encourage their students towards the learning. He/she can go thoroughly the teaching journal and adopt different techniques and strategies to encourage the students.

#### **4.1.2 Role of Keeping Teaching Journal for TPD**

In today’s day, teachers are more focused on their professional development. This is because this twenty-first century is full of competition, so, to establish own self as a good teacher, one need to be developed professionally. For that the teacher can adopt different strategies for their professional development. Among the several strategies, keeping teaching journal is also an important strategy. As we already discussed that the teaching journal is a record of personal account on the classroom whatever the teacher faces inside the classroom. In teaching journal, teacher used to record the things or experiences which are directly or indirectly related to the teaching and learning process.

By the help of the data collected from the different participants, I have presented the role of keeping teaching journal in the following themes:

##### **1. To reflect own teaching**

Reflection is defined as a process regarding thinking about and exploring an issue of concern, which is triggered by an experience (Walker, 2006, p. 217). Reflection teaching means looking at what we did in the classroom, also thinking about why we did so, and evaluating about its appropriateness. Simply, it is a process of self-observation and self-evaluation. To reflect own teaching, keeping teaching journal can be the easiest way for the teachers. Brock, Yu, & Wong (1992, as cited in Kandel, 2016) supported that the

teaching journals are an excellent tool for reflection so they promote the development of reflective teaching.

In this study, while Shyam Bahadur found some of his students were lagging behind the class he started to reflect the classroom activities with the help of teaching journal. In that process he came to know that his teaching strategy was not favor of those students. Although he was focusing on student-centered techniques, some of his students were not getting the advantages. So, he started to choose the activities focusing on those students. He then directly participate those learners towards the learning activities. As the result he got success. This all is possible because of the reflection on his teaching.

Similarly, Bishnu Kumari found that the teaching in her class was not so much effective because she found her students very much passive in the class; also they use to make noises in the class. So, she started to reflect her class using the teaching journal. After analyzing that she came to know that there was the problem in the strategy she used. After that in next class, she made changes in the strategy and that made her class too much effective. In her own words she admitted,

*The teaching journal allows me to reflect my teaching. If I had not kept the teaching journal while teaching, 'Relative clauses' last year, I don't have any ideas of the mistakes I had committed. So, while teaching same topic this year, I had a problem to teach. But after reflecting the teaching journal, which I had recorded already, found there was mistake on the methodology. So, I changed that and made the class effective.*

After reviewing the cases of Shyam Bahadur and Bishnu Kumari, we can prove that the keeping teaching journal allows us the time and the way to reflect our own teaching, so that we can easily overcome the occurred problems ahead.

## 2. To use in similar kinds of context in the future

As we already discussed that the keeping teaching journal means recording the experience whatever a teacher faces in the class. The experience can be recorded either in written format, or in electronic devices. So, the recorded files can be used later. As Richards & Lockhart (2007) claims that keeping teaching journal reminds us of alternative procedures to use in the future (p. 8). For example, if some kinds of problem occur while teaching some chapters then we can go through the already recorded journals and if any of the journals found to be relevant for the chapter then we can use them. The recorded teaching journal can be used thoroughly or we can modify if necessary. One of the participants, Bishnu Kumari kept the teaching journal while teaching 'Relative clause' of grade 12. She found that the teaching strategy she had followed was not appropriate. She came to know that when her students were not good in the unit test she took. So, she started to check the recorded teaching journal in the past days and after modifying that teaching journal she started to teach in her class. In her own words she said,

*While teaching the topic 'Relative clause' I checked the teaching journal and I found that the previous teaching was not so much appropriate so that this time I used the different strategy to teach the same topic. While I had to teach that chapter again I did not followed that pattern again. I made the students to answer themselves. I gave students the problems/sentences and asked them to answer that. On the basis of the errors committed from them that was solved. They were more interested to learn then the previous year.*

Bishnu Kumari reflected the teaching journal which was recorded in past. While analyzing that she found problem in the selection of the methodology so,

while teaching this time she changed in methodology. But if the recorded teaching journal was effective enough to use then the teacher can go thoroughly.

Similarly, Shyam Bahadur found the recorded teaching journal was helpful while teaching the next semester group. He says, "I was teaching them about post-method pedagogy, the really innovative ideas for English language teaching. So I wrote in my journal that Kumaravadivelu was not against the use of the method but he was against the method orthodoxy and I made my students clear on that method orthodoxy sharing the ideas that I kept in my teaching journal." When he was recorded teaching journal while teaching the first group of the semester at TU, which was later helpful for teaching the second batch students.

### **3. To solve students' personal problems**

Before starting to teach in the classroom, teacher should be very much concern about the students. He/she should make the students ready to learn; otherwise the exact achievement cannot be achieved. If a learner is not focusing in teaching then the teacher need to know the problem and go further to solve the problem.

In this study, Meena Kumari knew about one of her student's problems which were hindering her to focus on learning. So, she tried her best to find the problem. And later, while finding the real problem used teaching journal to solved the problem and made the student ready in the class. She said, "When I found her lazy and sleeping in the class I was amazed and want to know her problem. So, I started to focus on her activities. While doing so, I found that she used to come to the school without tiffin." After knowing the problem she started to record all the things happen in the school in her teaching journal. After that she called her parents and solved the problem.

When Shaym Bahadur found some of his students were lagging behind the class while doing different activities. To know the personal problems of those learners, he consulted with other teacher, their friends, and also with their parents. He started to reflect the classroom activities he used to follow. After reflecting the classroom activities from the teaching journal, he came to know that, his teaching methodology was not favor of those shy learners. Although he was focusing on student-centered techniques, some of his students were not getting advantages from that. So, he started to choose the activities focusing on those students. Then, he started participate those learners directly towards the teaching and learning activities, like; giving leadership to those students in project works, ask to give personal speech, ask questions to them, etc. For those learners he used to give more clues, encourage speaking as much as he can, motivate them on their mistake, etc.

#### **4. To trigger insights about the teaching**

Teaching as being a complex task, every teacher should have to be sure that the personal development as a teacher is always be incomplete. They have to modify themselves on the regular basis. We can only modify own self when we come to know our weakness. For that, we should have to evaluate our teaching. So, the keeping teaching journal helps us to evaluate our teaching. In the process of writing it helps the teacher to trigger insights about teaching (Richards & Lockhart, 2007, p. 7). We already knew that, in teaching journal we record the experiences of the activities we do inside the classroom. And while analyzing that teaching journal, we will know all about our teaching, i.e. the weaknesses of the teaching, the problems of the teaching, the appropriateness of chosen methodologies, the use of materials, the evaluation process, etc. after knowing all this things we will have some insights about the teaching. Those insights about the teaching help us to modify our teaching.

Maximum of the participants of this research, believed that keeping teaching journal helps teacher to trigger insights about the teaching. Which will lead

them to solve the problems occurs in the classroom also the reflected journal can be used in the future too. Here, with the help of keeping teaching journal, Bishnu Kumari had an insight of adopting the false strategy in her classroom. Also Shayam Bahadur, found that because of the inappropriate techniques his shy learners were disadvantaged. So, they went for their solutions.

Another, Ram Bahadur, who had more than ten years of teaching experience, believes that keeping teaching journal provides teacher the insights about the teaching, which can lead the teacher for the improvement in teaching. He describes his experience in his own words:

*I started my teaching career from the boarding school and you probably know that only English is allowed inside the school territory. So, from there the habit of using only English while teaching was developed. And when I was appointed in the governmental school, the previous habit affected, so, there I started to teach in English language. When I started teaching in English, each and every student was very silent and they were addressing their attention towards me. Although they were attentive towards me, I do not found any positive response from them.*

After that teaching, he started to consult with other teacher also he reflected his teaching journal. At last he came to know or he had a insight that the English language was creating the problem. He further said, “The whole class was silent not because of my awesome presentation but because of not getting anything from my teaching. This was because I gave the whole presentation in English.” From that he started to use both languages in the classroom.



## **5. It makes stronger to the teacher network**

As Brock, Yu, & Wong, (1992, as cited in Richards & Lockhart, 2007, p. 7) argued keeping journal can also be beneficial when one or more colleagues share their journals and meet regularly to discuss them. Also the teachers can create their blogs individually or in collaboration with their colleagues (Yadav, 2011, p. 128) for recording daily experience, learning, feelings, emotional responses and analysis of observation and teaching. Many participants of this research study used to share their ideas to the other teachers to solve their problems which will help to build their network stronger. Meena Kumari as well as Bishnu Kumari used to visit with others teachers to discuss about the problems as well as the solutions on teaching journal.

Ram Bahadur admitted that he started to meet with other teachers because of the teaching journal he keeps. Before keeping the teaching journal, he does not used to reflect his teaching because he does not know about his teaching. And he had nothing to discuss in teachers group. So, he rarely participates in teachers' discussion. And without the reflection how one knows about the problems and solutions and the topic to discuss in teacher group. In his own words, he said, "When I was new to this field, I do not have the idea of teaching journal. And without the reflection on my teaching I had no idea whether the teaching was effective or not. Also in the discussion with other teacher, I do not have any problems to share related to my teaching." But later when he was forced by the school to write teaching journal, he was ready to discuss in teachers' group and discussion. He says, "When I was forced to write teaching journal in regular basis. At the beginning I found myself difficult but later on it was very much effective. After I started to keep teaching journal I had different things to share in group."

Similarly, Hari Bahadur, having more than 10 years of experiences, admits that teaching journal helps him to develop his network. If he do have any sorts of problems in teaching he connects himself mainly in Facebook with others

teachers to discuss about the problems and their solutions. He said, “Mainly we get connected through Messenger (a mobile application use to connect with Facebook friends).” He also participated in resource centers where they discuss on new trend on education, new technology, etc. in regular basis. Not only in getting help with other teacher, he is similarly ready to help others teachers as well. In his own words:

*Two years before I used to teach in one of the campus in Lalitpur, before appointing to this campus. I had 5 years of experiences in that campus. When I was in that campus, I met with a new teacher, who was novice one. He used to ask me many questions related to the teaching and learning techniques. When I came here, in this campus, that new teacher was appointed to teach ‘Style’ book in BBS first year, which I used to teach before. The book was difficult to teach, so he used to ask about the techniques to adopt for that book. He used to share the activities he used to do in the class but found that the class was no more effective. For that, we had discussions, I used to consult my teaching journals and if any problem occurs then I go for other teachers in my network.*

He further admits that the habit of reflecting own teaching through the use of teaching journal, his teacher network is this much strong. In his words, “I think if I don’t reflect my teaching then I don’t care about the teacher network.”

Here, almost all the participants admit that the keeping teaching has its significant role on making teachers' network stronger. While starting keeping teaching journal as teachers' daily activity, it will obviously develop the teachers' network.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This is the final chapter of this research study, which deals with the findings, conclusion, and recommendations of the study. On the basis of analysis and interpretations of the data from the former chapter, the findings of the results, conclusion of the research have been made and some recommendations have been forwarded in this chapter.

#### **5.1 Findings**

To find out the objectives of this research, I had gone through the in-depth interview with five different teachers who had the experience of keeping teaching journal and they were from Kathmandu valley. After the interview with them the collected experience on keeping teaching journal were divided into two topics. Under those topics I had created several themes in accordance to the data I had collected. In-terms of that the findings of this study are presented as following:

##### **5.1.1 Experience of Keeping Teaching Journal in improving teaching in EFL classroom**

In this research, participant teachers had different kinds of experience in keeping teaching journal. Among those various experiences, those which were in related to teaching in EFL classroom were analyzed to create theme for this research. The themes I have presented in this research are: equal participation of students towards learning, to understand the learner, to choose the appropriate methodology for teaching, and encouraging the learners towards the activities.

- i. It was found that keeping teaching journal helps teachers to make equal participants of his/her students towards learning so that the EFL classroom teaching and learning activities will be effective. In this

research, one of my participants Shyam Bahadur argued that the students should have equal participation to be an effective teaching. With the help of teaching journal he came to know about lagging students and later uses different strategies to overcome that problem.

- ii. Also keeping teaching journal helps to understand the learners. One of the participants, Meena Kumari claimed that the teacher should have to understand his/her learners so that if any problem occurs to them, that would be easily solved. And if the learners are understood by the teachers then the teaching in EFL classroom would be improved.
- iii. The next finding was, keeping teaching journal guides the teachers to select the appropriate methodology while teaching and this is the most important thing in EFL classroom. In this study, Bishnu Kumari, Hari Bahadur and Shyam Bahadur found something wrong in their methodology by reflecting their teaching through teaching journal and later changed their strategy.
- iv. Keeping teaching journal supports teachers to encourage learners towards activities. It is found when Shyam Bahadur used to encourage his students and found positive response in his teaching journal. Also, Bishnu Kumari and Hari Bahadur supported this statement.

### **5.1.2 The role of keeping teaching for TPD**

Keeping teaching journal has significant role on teachers' professional development. Throughout the research I have found these roles analyzing the teachers' experiences: to reflect own teaching, to use in similar kinds of context in the future, to solve students' personal problem, to trigger insights about the teaching, and it makes stronger to the teacher network.

- i. Keeping teaching journal plays major role to help the teacher to reflect his/her own teaching. Many participants in this study agreed that keeping teaching journal helped them to reflect their teaching and on the basis of

that they changed their teaching strategy to make their teaching and learning activities effective.

- ii. Keeping teaching journal is very much important because it provides us advantage to use it again in the similar kinds of context in the future. When Bishnu Kumari found difficult to teach the topic, 'Relative clause', she checked the recorded teaching journal and taught in her class.
- iii. Another finding was solving students' personal problems. It is found when Meena Kumari and Shyam Bahadur in this research found keeping teaching journal very much helpful to find out and solve their students' personal problem.
- iv. Keeping teaching journal helps to trigger insights about the teaching. In this research most of the participants shared that the keeping teaching journal helps the teacher to trigger insights about his/her teaching so that he/she can make their teaching effective.
- v. It has significant role to make teachers' network stronger. One of the participants, Ram Bahadur claimed that because of keeping teaching journal he was aware of teacher network. Also Meena Kumari, Bishnu Kumari, and Hari Bahadur also think the same.

## **5.2 Conclusions**

The study was mainly concerned with the finding of the experiences of keeping teaching journal in improving teaching in EFL classroom and the role of keeping teaching for TPD. The data has been collected through the in-depth interview with five different teachers from Kathmandu valley and they were experienced on keeping teaching journal as well as they had a huge years of experience in teaching field.

After analyzing and interpreting the data I had collected, I came to this conclusion that the keeping teaching journal plays vital role in improving the

EFL classroom. It helps to make equal participants of all students towards learning. Also clues teachers to understand the learners so that they can easily encourage their learners towards learning. Also the teacher can select the appropriate methodology with the help of teaching journal too.

All those experiences or the stories from different teachers proved that keeping teaching journal has very crucial role in teacher professional development. It provides the teacher a chance to reflect their own teaching so that they can have the insights of teaching, which will help them to understand the students' personal problems and go for the solution. Also it guides them to use recorded experience in similar contexts in the future. The recorded teaching journal can be shared in group so that it makes the teacher network stronger.

After knowing all those stories from five different experienced teachers keeping teaching journal is very much essential in the professional development of the teachers as well as in improving the EFL classroom. It is because; the entire teacher can apply this strategy easier in real context. So that, any teacher can go individually through the process of his/her professional development using keeping teaching journal.

### **5.3 Recommendations**

Based on the findings and conclusion, some recommendations have been made to be applicable in the following levels.

#### **5.1.1 Policy Related**

On the basis of findings and conclusions, the following policy related recommendations can be made:

- i. The policy maker should make keeping teaching journal compulsory as a TPD strategy for all teachers because it has very significant role in TPD.

- ii. In teacher training program conducted by Nepal government, the use of keeping teaching journal should be followed properly because it is economy and easier to conduct.
- iii. Keeping teaching journal should be designed and delivered to develop teachers from several aspects.

### **5.1.2 Practice Related**

Some of the practice related recommendations at practice level are as follows:

- i. Keeping teaching journal helps teacher to develop their professional skills so the teacher should follow this. Also it is economy and easier to use.
- ii. Language teacher can record his/her classroom experience in teaching journal so that they can reflect those and modify if necessary. If it is good enough then they can follow the same technique to teach in similar kinds of context later in future.
- iii. Educational institutions, like: schools, collages, university should encourage the teachers to adopt this technique to make their institution best in quality.
- iv. While designing the teacher training program the focus on teaching journal should be focused so that the teacher can easily be developed professionally.

### **5.1.3 Further Research Related**

No research study is complete in itself, so, here some further research related recommendations are given as following:

- i. This research is mainly focused on the role but the further research can be conducted on the difficulties and challenges on applying keeping teaching journal in real life.

- ii. Similarly, they can research on the role of keeping teaching journal for understanding students and encouraging them towards learning.
- iii. Another, they can research on role of keeping teaching journal for rapport building between students and teachers.
- iv. This research is mainly focused on urban teachers' professional development, so further research can be conducted focusing on teachers from rural places.

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## APPENDICES I

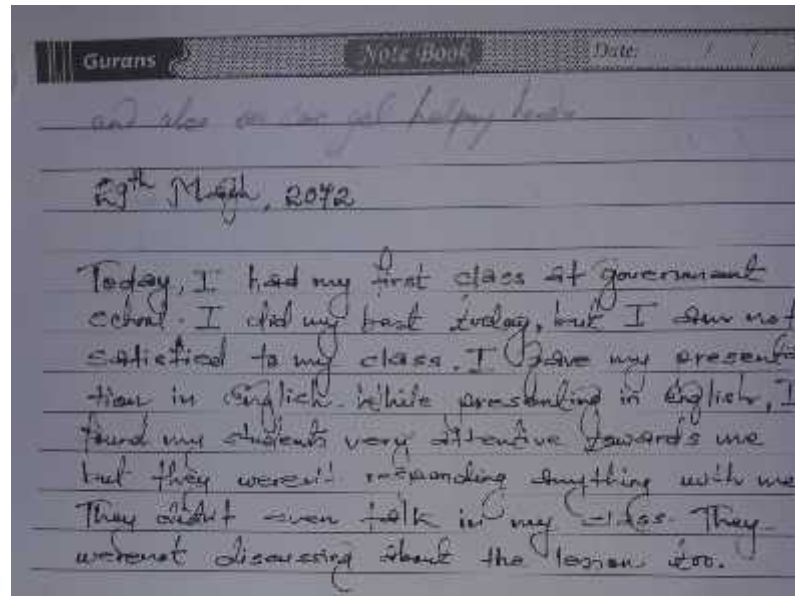
### Interview Guideline

1. Introduction of the teacher
2. About his/her teaching career
3. What is TPD and what are its strategies?
4. What do you think teaching journal is?
5. How frequently do you write and analyze teaching journal?
6. When and why did you started keeping teaching journal?
7. Who will be your audience for your teaching journal?
8. Do you share your teaching journal with others teacher, supervisor, or in group?
9. Do you have any experience of keeping teaching journal which was helpful for improving teaching in EFL classroom?
10. Do you think there is the role of keeping teaching journal in TPD? What are they?

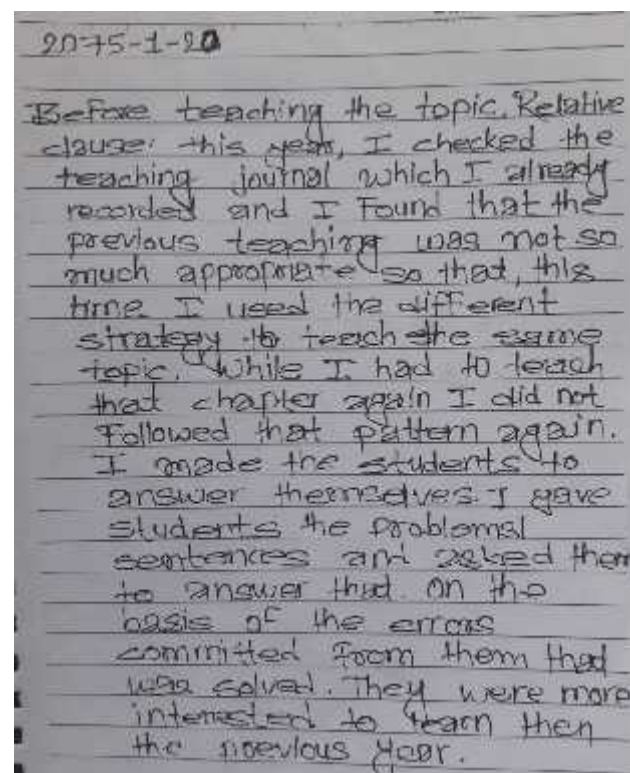
## APPENDICES II

### Sample of Teaching Journal

#### Participant 1



#### Participant 2



### Participant 3

Gurans \_\_\_\_\_ Date: / /

April 21st, 2016

Today, I adopted a new technique to teach a poem. While teaching the poem, 'Not Someone' I started to sing that poem rhythmically. This made my students very much encouraged. Most of the time while teaching the poem, I used to teach by spelling the poem or just reading it aloud. Also the maximum of teachers do so. So the new technique adopted today made my students very new. The students were very much attentive towards me. Before completing the poem, they started to say, 'we will do.'

### Participant 4

DAILY NOTES \_\_\_\_\_

2018-03-27 \_\_\_\_\_ Date: \_\_\_\_\_

Today, while teaching I taught lesson of 'Alex Golden Tale' i.e. Yudhishthira's wisdom. This is my first class regarding this course book of B.B.S. 1st year. So I went through the text with the short explanation of the four levels, i.e.

- i) literal comprehension
- ii) Interpretation
- iii) Critical thinking
- iv) Assimilation

After the completion of the text we need to analyze the text in terms of these four levels. At that point I found my students problematic. The previous explanation was not sufficient.



## Participant 5

2066-3-14,

Today, while teaching in grade eight, I found one of my student, Mrs. Geeta Kumari Thapa was quiet passive than other students. She was not focusing towards me. I was trying to help her participating in classroom activities but can't. Although there can be the, she seems sleepy weak and sleepy in my class. What can be the possible reason for this! May be I should try to improve in techniques or try to find her personal problems. From tomorrow I will focus on her every activity does at the school.

2066-3-15

## **APPENDICES III**

### **Participants Interview**

#### **Participant No. 1**

**Interviewer:** Hello Madam, how are you?

**Meena Kumari:** I am fine.

**Interviewer:** I am here (about research and the interview) Please give your introduction please.

**Meena Kumari:** I am Meena Kumari. Originally I am from Palpa, the western part of Nepal. And I have been teaching here for ten years at Adarsha Kanya Campus, Mangaalbazaar, Lalitpur.

**Interviewer:** When did you start teaching?

**Meena Kumari:** After I passed SLC, in 2057 BS, I started teaching boarding school. After the SLC, I was there at Butwal for my higher education. I taught different subjects at primary level. After passing my Diploma I came to Kathmandu. And I taught in boarding schools here for four year. And in 2066 Baishak I came here and started teaching in school and campus. In the beginning, I started teaching here from class 8, 9 and 10. And when I completed my master's degree in 2067 BS, I started teaching in +2 and Bachelor degree at private colleges.

**Interviewer:** As being such a huge experience, do you believe you as a professionally developed teacher?

**Meena Kumari:** Yeah, I think so, because I had studied education from the beginning, so I should be so.

**Interviewer:** Yeah, also you have got a lot of experience in this field, right?

**Meena Kumari:** Yeah. Of course, I have started teaching since I had passed the SLC.

**Interviewer:** To be a teacher, what do you think teacher professional development is?

**Meena Kumari:** Yeah. We may call it TPD right? It means developing all skills, knowledge and attitude for teaching. I have participated in teacher training, workshop, seminar for many times.

**Interviewer:** Is it necessary for the teacher?

**Meena Kumari:** Of course. It is very much necessary.

**Interviewer:** What are the techniques for TPD?

**Meena Kumari:** There are several techniques for TPD, like; project work, workshop, teacher training, classroom observation, etc.

**Interviewer:** Teaching journal itself, right?

**Meena Kumari:** Yeah. Of course, teaching journal itself.

**Interviewer:** Ok then, as being a one of the techniques of TPD, what do you think teaching journal is?

**Meena Kumari:** Teaching journal is as same like as diary writing. Whatever we do in the classroom, we just write them in a diary.

**Interviewer:** Do you write teaching journal?

**Meena Kumari:** Yes, I do. I used to be regular in the past but now because of the busy schedule, it is very hard to follow regularly. If there is any special class I do not forget to write. Also when I have any sort of problem I do not forget to write to evaluate myself or we can say, to check my teaching.

**Interviewer:** Why did you start keeping teaching journal?

**Meena Kumari:** Ok. When I was there in teacher training, I knew that teaching journal is also one of the easiest techniques to use for our personal development. So, from that I started using it.

**Interviewer:** Did you find anything effective using it?

**Meena Kumari:** Yeah. Of course, I found. That's why I am practicing in the present days also.

**Interviewer:** Then, what are the processes you adopt while writing teaching journal?

**Meena Kumari:** Especially, when I go to the bed after the whole work, I simply take my diary and start to write. I only note the important thing of the classroom activities only.

**Interviewer:** Do you make some draft, or just?

**Meena Kumari:** No, no. I do not make any draft for this. At the learning phase while we were students we should make rough and write in neat and clean handwriting but now that is no needed.

**Interviewer:** Yeah. It is only for personal use right?

**Meena Kumari:** Yeah. But we can share our teaching journals with others so that we can both be benefitted by sharing.

**Interviewer:** How frequently do you write them?

**Meena Kumari:** Yeah. Now a day also I used to write them. But not regularly, the special class should be there.

**Interviewer:** How frequently do you analyze them?

**Meena Kumari:** Yeah. Of course, I try my best to analyze them once on a week. And when I have any same types of problem occurs, I then analyze the journal to find the right solution

**Interviewer:** Do you share your teaching journal with others teacher, supervisor, or in group?

**Meena Kumari:** Yes, of course. If I found something problematic with the written journal, I definitely share with others. Also if any teachers have any sort of problems while teaching the similar topic then I will be glad to share to them.

**Interviewer:** If so, do you think it is important for TPD?

**Meena Kumari:** Yes, why not. It helps the teacher to solve the problem that occurs in the classroom. Also it helps to encourage the students. I record important activities of my students with their names so that it will be helpful to make their portfolio. Also if we analyze the already written journal we can check what we did at that time so that we can solve the similar kinds of problem in present.

**Interviewer:** Ok then, do you have any experience that prove that the teaching journal was very helpful?

**Meena Kumari:** Yeah. It was helpful. One time, what happened, one of the students did not get tiffin from their home. Because of that she was not active in learning. She used to be lazy or seems to have less energy, and the maximum time in class she used to sleep. While searching the real problem I came to know that she was the domestic helper and they did not give her tiffin. So, I started to record the days she does not bring tiffin. This incident touched me a lot so I called her parents, not her parents but the adopted parents. They told that they used to give her money but time was passed but she does not bring tiffin. After a long gap when I met her at class nine still she does not used to bring tiffin. She seems very weak those days. So, I started to give her twenty

rupees regularly. At that time I was class teacher of her. After the long day gap when I did not find tiffin with her, I again called her parents. I told that I am her class teacher, I was following her from these days, I showed them the diary, and told them that she is not bringing the tiffin from this date and said that she is weak enough also. Again they were claiming that they used to give her tiffin. But from that day she started to bring tiffin with her.

Such types of problems also even solved so writing diary is very important for me.

**Interviewer:** Do you think there is the role of teaching journal in TPD?

**Meena Kumari:** Yeah. I already told it has a lot of role. In my experience, I had solved the student's problem and make her active and encouraged to teaching, those are the role of teaching journal. There are other several important roles too.

**Interviewer:** Is there any difficult using teaching journal in the context of Nepal?

**Meena Kumari:** For me, it is not so difficult but some of the teachers say what to write, how to write, why to write if everything is clear. I think that they do not know the importance of teaching journal.

**Interviewer:** Yeah, So they are not following this.

**Meena Kumari:** Yeah.

**Interviewer:** Ok madam, It was nice to have a great talk with you.

**Meena Kumari:** Oh, thank you. Wish you have a great future ahead.

**Interviewer:** Thank you.

## Participant No. 2

**Interviewer:** Hello sir, how are you?

**Shyam Bahadur:** I am fine.

**Interviewer:** I am here (about research and the interview). Say about you and your teaching career.

**Shyam Bahadur:** I am Shyam Bahadur. I am from Shyanja. I am teaching as an assistant in TU department of education. I have been teaching since 2068 here in the department. Also I take masters level classes at Kathmandu Shiksha Campus. And I have the experience of teaching higher level students as well as the secondary level students.

**Interviewer:** Do you believe you as a professionally developed teacher?

**Shyam Bahadur:** Yeah, Of course, I do believe as a professionally developed teacher. I, myself is a professionally dedicated teacher. So, I am trying to follow the professional norms and values in my teaching practices. And I am very much aware on my professional responsibilities too.

**Interviewer:** What do you think Teacher Professional development is?

**Shyam Bahadur:** TPD is a long term activity. It takes time to develop professional strength, professional skills, and professional expertise. It is related to a set of activities that the teacher frequently keeps themselves involved. For example, attending the workshop, participating in the seminars, conferences, keeping teaching diaries, keeping teachers' stories, writing in teachers' journals. Finally, we can say TPD is an activity to enhance professional skills and the knowledge to the teachers as a part of his teaching life. Of course, it is very much necessary.

**Interviewer:** Ok. Then what can be its need for the teachers?

**Shyam Bahadur:** Of course, professional development is almost essential. It is essential to keep own self updated with the new knowledge. It is important to address the problems of the classroom. Also it is important to be a well experienced or expertise teacher. It is also important if we really want to bring some sort of improvement in our teaching and learning activities as well as in our students learning achievement. That is the thing.

**Interviewer:** What are the techniques for TPD?

**Shyam Bahadur:** Regarding the techniques of TPD, there can be a number of techniques, like; peer observation, developing portfolio, participating in trainings, workshops, seminars, a peer reflections, etc.

**Interviewer:** Have you been practiced on those techniques practically in the classroom teaching?

**Shyam Bahadur:** Yes, why not. In my experience I have been involving in keeping my teaching journals, and I often write articles on different issues of language teaching and get them published in different magazines and journals. I frequently attend the workshops, organized in different aspects and skills of language. I presented my ideas in NELTA conference, Research Symposium etc. Some time I carry out action research also. At the same time I analyze the case sometime.

**Interviewer:** Ok then, as being a technique of TPD, what do you think teaching journal is?

**Shyam Bahadur:** Teaching journal is one of the techniques for enhancing professional skills of individuals. It is the record of classroom incidents. I simply write my classroom incidents in the diary and time and again I used to analyze them to get reflection from my earlier experiences. I also used them to make consistency in my teaching practices what do I do in my earlier class and what I have to do for my future practices. That's it.



**Interviewer:** Do you write teaching journal?

**Shyam Bahadur:** Yes, I do. I used to be regular in the past but now because of the busy schedule, it is very hard to follow regularly. If there is any special class I do not forget to write. Also when I have any sort of problem I do not forget to write to evaluate myself or we can say, to check my teaching.

**Interviewer:** Then, what are the processes you adopt while writing teaching journal?

**Shyam Bahadur:** I simply prepare teaching journal at home. I do not follow any specific process but just take my diary at home and start writing the classroom activities which I think is important. I try to remember very interesting activities that strike me during teaching and learning. Another thing is, I sometime revise and make necessary change. Sometime I add some important ideas from the book, sayings. I often discuss with my colleagues about my journals saying, I have written something else about this topic what do you think of this? Would you think or would you like to suggest me some new things or ideas to support me to do such activities.

**Interviewer:** Why did you start keeping teaching journal?

**Shyam Bahadur:** When I found about many books, journals, research articles about the teaching journal, I was interested to follow it. And when I did started writing, I found myself very helpful. That's why I started keeping teaching journal.

**Interviewer:** Did you find anything effective using it?

**Shyam Bahadur:** Yeah. Of course, I found. That's why I am practicing in the present days also.

**Interviewer:** How frequently do you write them?

**Shyam Bahadur:** I write them frequently. Sincerely, I write twice in a week.

**Interviewer:** How frequently do you analyze them?

**Shyam Bahadur:** Time factor plays key role in analyzing teaching journal. So, I try my best to analyze teaching journal once in a week. In Saturday, I get much time to see my all activities. But sometime it will be impossible also because of the busy schedule.

**Interviewer:** Who do you think the audiences of your teaching journal are?

**Shyam Bahadur:** First of all the audience of my teaching journal is me. Similarly, I do share with my colleagues too. Sometime in seminars, workshops, teachers support group, other teachers, expertise can be the audiences for my teaching journals.

**Interviewer:** What is your focus while writing teaching journal, either on teachers and teaching, or, learners and learning?

**Shyam Bahadur:** My focus is on teaching and techniques for teaching. Similarly, my focus is on the important learning items of my students, my focus is equally on students' responses to me. These are my focus.

**Interviewer:** What will be your focus, a lesson, technique or theory?

**Shyam Bahadur:** Rather on lesson and theory, my focus mostly on technique. But sometime I focus on lesson to be taught.

**Interviewer:** Do you share your teaching journal with other teacher, supervisor, or in group?

**Shyam Bahadur:** Yes, I do. If it is necessary.

**Interviewer:** If so, do you think it is important for TPD?

**Shyam Bahadur:** Keeping teaching journal is very much important to improve the EFL classroom. For example, the techniques used in one lesson can be suitable while teaching in another lesson. When we keep writing these things in

our journals and make it use time and again, that will really give innovative ideas to teach particular things. So, that is really useful to bring some improvement or innovation in teaching-learning practices, or even to evaluate students' achievement. While I was teaching writing in governmental school, I found some of my students were lagging behind the class, and then I was very much interested to make them ready to come in front of the class and actively participate in teaching-learning activities as other students do. So, I started to keep teaching journal. After the reflection, I knew that the problem was in the methodology. After knowing that I started to use different kinds of techniques, like; giving leadership to those students in project works, ask them to give their personal speech, ask individual questions to them, etc. After that I found their equal participation in classroom.

**Interviewer:** Ok then, do you have any experience that prove that the teaching journal was very helpful?

**Shyam Bahadur:** Yeah, Sure. It was in 2071 BS there was the first practice of semester system at Tribhuvan University. At that time, I regularly wrote my teaching journal. There, I included my everyday incident of teaching on a new system to the students. And in 2072 BS when I taught the new comers, it was my second time. There I taught based on my journals and there my students were very much motivated, also they appreciated me too as a good practice. For teaching there I found very helpful of my journals I prepared earlier.

**Interviewer:** Can you share what exactly you did to them?

**Shyam Bahadur:** Ok. I was teaching them about post-method pedagogy, the really innovative ideas for English language teaching. So I wrote in my journal that Kumaravadivelu was not against the use of the method but he was against the method orthodoxy and I made my students clear on that method orthodoxy sharing the ideas that I kept in my teaching journal. That is the thing.

**Interviewer:** Ok then, you use written teaching journal right?

**Shyam Bahadur:** Of course, I use written teaching journal rather than oral one. I prefer written one, that is more permanent.

**Interviewer:** How do you use your written teaching journal to make it helpful for making you professionally developed teacher?

**Shyam Bahadur:** First of all I frequently analyze them so that I can reflect my teaching once. It will help me to understand the appropriateness of my teaching. If I found anything effective then I will use the same thing in my later classes. Similarly, I will also share in between teachers group so that they could add up some new techniques, strategies which will always be beneficial for me.

**Interviewer:** Do you think there is the role of teaching journal in TPD?

**Shyam Bahadur:** Of course. It has constructive role. It provides significant insights on the really significant incidents. It helps to be consistency in teaching learning practices. It makes us aware on the specific techniques and lesson we practiced frequently in the classroom. Its role is to rebuild of the confidence as well as the theoretical and action based strategies for classroom teaching.

**Interviewer:** Do you think there are difficult using teaching journal?

**Shyam Bahadur:** Of course, there are difficulties to keep teaching journal. Sometimes we are quite busy and we do not get enough time to include. Sometime we may have some barriers. Some time we do not have others audiences for our teaching journal so that we do not get the feedback. Applying the journal in the real classroom can be the difficulty.

**Interviewer:** Thank you very much sir, It was nice to have a great talk with you.

**Shyam Bahadur:** Oh, thank you.

### Participant No. 3

**Interviewer:** Hello sir, how are you?

**Ram Bahadur:** I am fine.

**Interviewer:** I am here (about research and the interview). Let's start our interview with your introduction.

**Ram Bahadur:** I am Ram Bahadur. I am from Mahendranagar. I started teaching when I was a +2 student there in 2065 BS. I started as a teacher from a boarding school. I started teaching there up to two classes in the beginning. After completing my Bachelor I came here in Kathmandu in 2071 BS and started studying at TU. Right now I am teaching to Bachelor and mainly I am teaching here to SEE level students.

**Interviewer:** Do you believe you as a professionally developed teacher?

**Ram Bahadur:** Yeah, to some extent. But that is not assessed by me, others should assess to me.

**Interviewer:** What do you think Teacher Professional development is?

**Ram Bahadur:** It is not only to develop teaching learning activities but also to develop the all round aspects of the teacher. Not only the classroom activity, but also the outside activities. In my language I call this 'Beyond the box'.

**Interviewer:** Ok. Then what can be its need for the teachers?

**Ram Bahadur:** To be a teacher, there is always 100% needed of TPD. Until and we have an aware about TPD, we are not the teacher. There we wil only be the so called teacher. There are mainly three types of teachers; positive, negative and neutral. So, to be a positive teacher, we have to follow TPD.

**Interviewer:** Can you please describe the techniques for TPD?

**Ram Bahadur:** There are various sorts of techniques. Let me say, they are; writing journal, publishing the article, participating on conferences, presenting in conference, also participating in webinar, seminar, training, workshop, etc.

**Interviewer:** As being a technique of TPD, what do you think teaching journal is?

**Ram Bahadur:** Teaching journal is all about writing day to day classroom activities. What is happen in the day in classroom is written in teaching journal.

**Interviewer:** Do you write teaching journal?

**Ram Bahadur:** Yes, I do.

**Interviewer:** Why did you start keeping teaching journal?

**Ram Bahadur:** When I was teaching a boarding school at Kathmandu, I was forced to write teaching journal in regular basis. At the beginning I found myself difficult but later on it was very much effective. That's why I started keeping teaching journal.

**Interviewer:** Did you find anything effective using it?

**Ram Bahadur:** Yeah. Of course, I found. That's why I am practicing in the present days also.

**Interviewer:** While writing teaching journal what processes you adopt?

**Ram Bahadur:** First brainstorming, then planning, and I prepare the drafts also if it is to be shared. That's it. But normally I used to write whatever I did in the classroom without thinking of the accuracy.

**Interviewer:** How frequently do you write them?

**Ram Bahadur:** I write them frequently.

**Interviewer:** Do you analyze them?

**Ram Bahadur:** Yes, I do analyze them from different perspectives, either that is effective or not.

**Interviewer:** Who do you think the audiences of your teaching journal are?

**Ram Bahadur:** Mainly, I prepare teaching journal for myself, But whenever I think the problem is bigger and I only cannot handle this, at that time my teaching journal will have a wide range of audiences.

**Interviewer:** What is your focus while writing teaching journal, either on teachers and teaching, or, learners and learning?

**Ram Bahadur:** Ok. I focus on both while writing teaching journal. The problem on my teaching decides whether to be focused. If the problems I found was in related to teaching techniques I adopt then teaching journal will be focused on teachers and teaching, if problems found to the learners then focus on learners and learning.

**Interviewer:** What will be your focus, a lesson, technique or theory?

**Ram Bahadur:** As I already told you, it is also being decided as the problems occurrence. The problem is the main concerned on my teaching.

**Interviewer:** Do you share your teaching journal with others teacher, supervisor, or in group?

**Ram Bahadur:** Yes, why not. Because of the teaching journal I started to meet with other teachers. I used to meet others to talk about my teaching problems. Before keeping teaching journals, whenever we had a teacher discussion I do not have any problems to share. After I started to keep teaching journal I had different things to share in group.

**Interviewer:** If so, do you think it is very helpful for TPD?

**Ram Bahadur:** Yes, It is very helpful. It is helpful not only for classroom activities but to develop professionalism. It plays vital role to develop our classroom activities.

**Interviewer:** Ok then, do you have any experience of teaching journal and that was very helpful for developing your classroom activities?

**Ram Bahadur:** Last time when I was teaching 'Expanding Horizon' for Bachelor students, I had written teaching journal. There I had written what I had presented and how was they reacted. So, in another year of teaching at the same year, I found that written teaching journal very much supportive in my teaching. And another time I was there in governmental school, I had a problem there. As I started my teaching career from the boarding school and you probably know that only English is allowed inside the school territory. So, from there the habit of using only English while teaching was developed. While in the governmental school, the previous habit affected, so, there I started to teach in English language. When I started teaching in English, each and every student was very silent and they were addressing their attention towards me. Although they were attentive towards me, I do not found any positive response from them. And I started keeping teaching journal and reflect them. And I found that the use of English language was worthless to them so I changed in language and the problem was solved.

**Interviewer:** Do you use written or oral teaching journal?

**Ram Bahadur:** Of course, I use written teaching journal rather that oral one.

**Interviewer:** How do you use your written teaching journal?

**Ram Bahadur:** With the help of my teachers, colleagues, co-teachers, also sometime with my students as well I will try to find the real solution. For that I share the teaching journal I have prepared and request them to comment their ideas which will helpful for my teaching ahead.



**Interviewer:** Do you think there is the role of teaching journal in TPD?

**Ram Bahadur:** Of course, there is. It makes us perfect in terms of teaching learning activities.

**Interviewer:** Do you think it is difficult to write teaching journal?

**Ram Bahadur:** Yes. Most of the teachers do not have much time to prepare teaching journal regularly.

**Interviewer:** Thank you very much sir, it was nice to have a great talk with you.

**Ram Bahadur:** Oh, thank you.