

**Teachers' Perceptions towards Workshops and Conferences as Strategies for
Teachers' Professional Development**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for Masters of Education in English**

**Submitted by
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Tribhuvan University,
Kirtipur, Kathmandu, Nepal**

2022

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Declaration

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

Date 13/02/2022

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Dedication

Dedicated

To

My loving, caring and inspiring Family

You all are my inspiration and I am glad your investment has not been in vain.

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Abstract

The present research work entitled teachers' Perceptions towards Workshops and Conferences as Strategies for Teachers' Professional Development" aims to find out the English language teachers' perceptions on workshops and conferences for their professional development. I had selected thirty English teachers for survey questionnaire from Pokhara Metropolitan city by using simple random sampling .The data were collected by using close-ended questions. The collected data were analyzed and interpreted descriptively with the help of simple statistical tools. The study showed that workshops and conferences are very useful tools for teachers' professional development. Participating in workshops and conferences became really beneficial for the teachers to gain subject-matter knowledge and pedagogical expertise. Further, workshops and conferences enhance collaborative learning, ICT based knowledge, classroom applicable knowledge, provide opportunities to practice and received feedback, revitalized their old knowledge and utilize in the classroom practice, focus on practical knowledge rather than theoretical knowledge. Teachers stated that both workshop and conference are the prominent tools for teachers' professional development.

This thesis work is divided into five chapters. The first deals with introduction of the study, statement of the problem, objective of the study, research questions, limitation of the study and operational definition of key terms. Likewise, the second chapter deals with the review of theoretical as well as empirical literature. It consists of the implication of the review of the study and conceptual framework. Third chapter deals with the methods and procedure for the study. It consists of research design, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedures. Similarly, the fourth chapter focuses on the results and discussion. The fifth chapter consists of conclusion and implications of the study in policy level, practice level and provide some recommendations for further research followed references and appendices.

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Abbreviations

CU	: Cambridge University
ELT	: English Learning Teaching
ICT	: Information and Communication Technology
MED	: Master of Education
MOES	: Ministry of Education And Sport
NCED	: National Centre of Education Development
NELTA	: Nepal English Language Teachers Association
NGO	: Non Government Organization
NO	: Number
P	: Page
PP	: Pages
S. N	: Serial Number
TD	: Teacher Development
TPD	: Teacher Professional Development
TPDP	: Teacher Professional Development Program
TU	: Tribhuvan University

Chapter 1

Introduction

This study is on “Teachers’ Perceptions towards Workshops and Conferences as Strategies for their Professional Development”. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study.

Background of the Study

Teachers’ professional development (TPD) is a continuous and ongoing process which never ends. TPD is a professional learning for bringing changes in teachers’ knowledge and practices to improve in students learning outcomes. Glatthorn (1995) writes: Professional development in a broad sense refers to the development of a person in his or her professional role. More specifically, teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. (as cited in Villegas-Reimers,2003, p.11).

TPD concerns the growth and development of teachers in their professional roles. It is a professional growth where teacher’s knowledge and practice have to be integrated for effective teaching. The process of making competent at applying the knowledge and skills they have acquired in the classroom practice is teacher professional development. TPD of a teacher is an ongoing and continuous process which starts with the period of recruitment and continuous until retirement besides this, a teacher also needs to have a desire for developing himself/herself professionally.

To be specific, my study is concerned with teachers’ perceptions towards workshops and conferences as strategies for teachers’ professional development. Workshops and conferences play essential role for teacher professional development. Richards and Farrell (2010) defines workshop as “an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills” (p.23).A workshop is conducted by an experienced person in the workshop

topic. Group of people take part to discuss and share their knowledge in a particular topic or area. In a workshop teacher get opportunities to learn specific teaching related knowledge and skills. Teachers are accepted to learn about content knowledge, material construction knowledge, classroom management skills, carrying out action research in their own classroom, ICT based learning, developing self-motivation. Teachers get hands-on experience with topic which emphasizes teacher's active participation in such programs. Therefore, teachers can get practical knowledge on the topic.

Conferences are also most common and useful forms of professional development. Conferences is an occasion when people come together to discuss or decide something. It is a session or series of sessions in which a group of experienced people discuss an issue and exchange ideas, information and experiences. Buyukyavuz (2016) says "conferences are regarded as values where professional get together to exchange ideas about innovative approaches, perspectives, and new teaching techniques" (p137). Participating conference, professional get chances to learn newly emerging approaches, new perspectives and new teaching techniques and strategies. Conference is the best activity for establishing professional networks with ELT professionals from both outside and inside the country. Conference develops teacher's sense of self-worth. They become more aware of their own potential. They learn ICT based teaching, broadens their theoretical knowledge, brings innovative ideas to the classroom, and brings the best instruction.

Workshops and conferences are very useful and effective strategies or activities for TPD. These strategies are the skeleton of quality education. To become successful and effective teacher in their teaching field, teachers themselves should attend workshop and conference. Both workshop and conference address issues related to both institutional improvement and individual development. Attending workshop and conference become very beneficial for the teachers to acquire new knowledge, skill, modify teaching techniques, activities .In a workshop and conference teachers are expected to various things and later applies in the classroom. Workshops and conferences provide chance for teachers to examine their beliefs and perspectives of English language teaching (ELT) to learn new thing which they can apply in classroom practices. Workshop and conference develop collegiality,

networking, self-worth; ICT based learning and so on. Conferences and workshops provide the opportunities to meet other ELT professionals face to face and chance to share the knowledge, ideas and so on. Thus, well conducted workshops and conferences have long last impact for its participants.

In Nepalese context, different government or non-government organizations conduct such workshops and conferences like Teacher Professional Development Program (TPDP), In Nepal, these programs are conducted for pre-service teachers to experience teachers. Many ELT experts are participated both outside and inside the country. Such programs is associated with solving teacher's ELT related problems and challenges and giving directions. Participating in such programs aim to develop culture of learning, collaborative learning, establishing professional networks. In Nepal, if such programs can run effectively and satisfactorily teachers' professional and ELT situation of Nepal will be developed.

Statement of the Problem

Teaching is regarded as a profession which needs different skills, techniques, methods, knowledge. Teachers can acquire professional skills, knowledge, expertise, techniques, methods and so on through different professional development strategies like workshop, conference, seminar, peer coaching, teacher support group, critical incidents, self-monitoring. Many research works have been done in the field of teachers 'professional development under Tribhuvan University(T.U)like perceptions of collaborative learning, mentoring, teacher support group, action research, self-directed learning. But still, there is no much research done in exploring the perceptions of English teachers' towards workshops and conferences as strategies for TPD. It seeks to bring changes in teacher's behavior, attitude, and perceptions towards the workshop and conference as strategies for professional development.

I had also attended the first ELT and Applied linguistics conference held in 2018 which was organized by Department of English Education, T.U, Kirtipur. Some ELT experts were participated from both outside and inside the country. I found participating in conference program develop collegiality and networking with different expert which are very useful and powerful tools for teacher's professional development. I got opportunities to learn many things related to ELT teaching skills

and knowledge. Sharing knowledge and experiences with different people from all over the world motivated me to do research under this area.

In Nepalese context, regarding conducting workshops and conferences in different parts of our country have not been very effective and satisfactory. There are so many challenges in conducting these activities especially in remote areas. Lack of money, lack of time, lack of awareness, information teacher couldn't take participate in such programs. Most teachers have experienced about workshops and conferences but they do not apply the learnt skills in real classroom practice. Some teacher participated conference and workshop are not professionally developed. Some teachers, not all have negative perceptions towards attending workshops and conferences. Simply, it becomes waste of time and money. So, before conducting workshop and conference for teachers it is better to explore their perceptions on the role and benefits of workshops and conferences for their professional development. Thus, it is necessary to study how workshop and conference help for the professional development of teacher. So that in this study, perceptions of teachers' towards workshops and conferences had been studied.

Objectives of the Study

The objectives of my study have been presented below:

- a) To explore English language Teachers' perceptions towards attending workshops and conferences for their professional development.
- b) To suggest some pedagogical implications.

Research Questions

The study addressed the following questions:

- a) What are teachers' perceptions towards workshops and conferences as strategies for their professional development?
- b) What have they learnt from their participation?
- c) How do the workshops and conferences help to enhance the teacher's professional development?

Significance of the Study

Workshops and conferences are most common and effective tools for teacher's professional development. Workshops and conferences change the performance of teacher's regarding language teaching activities. It is equally helpful for the researchers who want to carry out the research in this area. Similarly, it is useful for educational administrator, policy maker, educational institutions and student of English language.

Delimitations of the Study

The study had the following delimitations:

- a) The research study had included teachers' perceptions towards workshops and conferences as strategies for teachers' professional development.
- b) The study was limited to 30 English teachers from five campuses of Pokhara metropolitan city.
- c) The data for the study was collected through the use of survey questionnaire.
- d) 30 English teachers were selected for close-ended questionnaire.

Chapter 2

Review of Related Literature and Conceptual framework

This chapter consists of the detail description of reviewed works. It includes both theoretical and empirical literature and their implications for the study. This chapter also includes conceptual framework of this study.

Review of Related Theoretical Literature

Review of theoretical literature provides a string knowledge base to find out the area of problem. This section consists of a review of the theoretical literature relate to English teacher's professional development and the conceptual framework. In order to provide a strong theoretical base to my study, various topics have been dealt with throughout this study.

Teaching as a profession. Profession refers to any type of work or job which needs special training or a particular skills and learning. The term 'profession' is a little more than a job because every professional has long experience .It needs special training and formal education. Profession is respected because it involves a high level of training and education. Regarding profession, Wallace (2010) writes: Profession is a kind of occupation which can only be practices after long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public good it brings but which is not simply engaged for profit, because it also carries a sense of public service and personal dedication (p.5).

Profession can only be long and rigorous academic study which should have a sense of public service and dedication. Any job or occupation should be well rewarded and difficulty in attaining to become a profession. Wallace (2010) writes some qualities which a professional should have an expertise: a basis of scientific knowledge, a period of rigorous study, high standards of professional conduct and, the ability to perform some specified demanding useful tasks. (p.5)

A professional should have mastery over the scientific knowledge, rigorous study, sense of professionalism and ability to do useful tasks related to job or occupation.

Similarly, Richards & Lockhart (1996) say “language teaching is not universally regarded as profession that is having unique characteristics, as requiring specialized skills and training, as being a life- long and valued career choice and a high level of job satisfaction”(p.10). In this sense, teaching profession is a kind of occupation or job which requires specialized training, skills and education. Teachers can be professional through a long practices and rigorous academic study. Only academic study is not adequate for professional development. It requires special ELT training skills, formal education in related field. Richards and Lockhart (1996) say “Professionalism is recurring concern of language teachers and language teaching organizations” (p.40). Teachers should have sense of professionalism about their work which depends upon their own working conditions, their own goals and attitudes available in their community.

Regarding teaching as a profession, there is a debate over the years. In this regard, Hoyle (1995) mentions “There have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere ‘workers, and whether teaching is a profession and not just an occupation” (as cited in Villegas- Reimers (2003, p.33). The issues was teachers are professionals or workers and whether teaching is a profession or just an occupation. Similarly, Villegas-Reimers (2003) mention “Fortunately, the tendency over the last few years has been to begin to accept teaching as a profession and, consequently, the transformations from teacher training to teacher professional development” (p.36).

Last decade, teaching as accepted a profession like other professions medicine, engineering, and law and so on. Teachers require special training, skills and experiences like other professionals’ doctor, lawyers; engineers etc. A teacher has capacity to do task not using only skills but also expertise. Regarding a teacher's professional, teaching is a profession because teachers have subject-matter knowledge; ICT based learning, pedagogical expertise, dedication towards teaching profession, knowledge. They have personal dedications towards professional work under demanding conditions. Teachers are main agent of teaching. So that, they can take charge of their teaching field and they can improve the learning outcomes of their students. Calderhead and Shorrock (1997) argue that teachers must not only be acquainted without only ‘what’ and ‘how’ aspect of learning but also should know

‘why’ and ‘when’ aspects of learning (as cited in Villegas-Reimers, 2003, p.8). A good teacher has good teaching methods. He/she has knowledge on why and when students learn except the how and what student learns. Richards (1991) reported that, language teaching is a profession and that teachers engaged in it are professionals (as cited in Richards and Lockhart, 1991, p.40). Richards and Lockhart (1991) reported that, teachers are willing to assume professional responsibilities, that they can take charge of their teaching, and that they can involve the learning outcomes of their students (p.40). They can become change agent of student learning outcome so, teachers as professional need continuous growth and development. So, teaching is a profession.

Teacher development. Developing refers to the process of changing and growing. According to Richards and Farrell (2010), teacher development refers to “general growth not focused on a specific job”(p.4). Teacher development is an ongoing and continuous process in which a teacher involves to revitalize and generate new thinking and practice. It serves a long term goal and seeks to facilitate growth of teachers understanding of teaching and of themselves as teachers. A teacher goes on learning throughout his teaching career. In this regard, Underhill (1986, as cited in Head and Taylor, 1997, p.1) “Teacher development is the process of becoming the best kind of teacher that I personally can be”. It means teacher development is how the teachers go on learning throughout his/her teaching career and how he becomes expert in his profession. Similarly, Head and Taylor (1997, p.1) write some questions teachers are regularly asking themselves:

1. How can I become a better teacher?
2. How can I enjoy my teaching more?
3. How can I feel that I’m helping learning?

Teachers have inner feelings to become a better teacher. They are always associated with helping learners. Teacher development involves in a process of reflecting on experiences, exploring the option for change, deciding what can be achieved from their own efforts and so on. According to Eraut (1997) teacher development as “the natural process of professional growth in which a teacher gradually acquires confidence, gaining new perspectives, increases the knowledge, discovers new methods and takes on new roles” (p.10) .

We can say that, teacher development is a natural process which cannot be forced because it is the teacher who develops and not the teacher who is developed by others. Teacher development is how the teacher goes on learning throughout his/her teaching career and how they think about ways of developing their expertise in profession. According to Head and Taylor (1997) “teacher development is the teacher’s own inner resource for change” (P.1). Teachers should have personal commitment for changing according to context. They should have pre-conceptions of teacher’s themselves as a learner. In this regard, Asghar and Ahmad (2014) define, "teacher development is the process of enhancing teacher’s professional skills in order to increase the quality of pupil's learning" (p.147). In this definition, Teacher should develop their professional expertise, knowledge skills for better student's learning outcomes. The teacher development serves to disseminate information and ideas for improving teachers and student’s performance. Teacher development is the process in which teachers involve investigating their practice to construct their own theories of teaching. Bell and Gilbert (1994) discuss: teacher development is viewed as teacher learning, rather than as others getting teacher to change. In learning the teachers were developing their beliefs and ideas, developing their classroom practice and attending to their feelings associated with changing. (as cited in Evans 2002,p.126)

Teacher development is the process of teacher learning throughout his teaching career to change their belief, ideas, broaden theoretical knowledge and learning for well classroom applicable practical knowledge for their professional development. Teachers should develop their feelings associated with changing themselves for their professional expertise. Similarly, Bell and Gilbert (1994) argue: teacher development can be seen as having two aspects. One is the input of new theoretical ideas and new teaching suggestions..... The second is trying out, evaluation, and practice of these new theoretical and teaching ideas over extended period of time in a collaborative situation where the teachers are able to receive support and feedback, and where they are able to reflect critically.....Both are important if all three aspects of teacher development --- personal, professional, and social development- are to occur. (as cited in Evans,2002,p.127)

In this sense, teacher development can be seen through personal, professional and social development. Teacher development is longitudinal process of teacher’s

behavioral change that is guided by practical application knowledge. It appears to be a process involving the generation of ideas that may be applicable to teaching trying out these ideas in real classroom practice, discussing in collaborative situation, and implications of ideas as practice, adopting new practices from these ideas. Teacher development requires personal, professional, and social development. It is product-oriented not process-oriented. It is a collaborative activity in which a teacher discusses with collegiality to receive support and feedback where they are able to reflect their teaching critically and systematically. Teachers are the single most important determinant of student's achievement with teacher education, ability, and experience accounting for more variation in student achievement than all other factors. So, the quality of teacher education has become focus point around the world.

Teacher professional development (TPD). Teacher Professional Development concerns with the growth and development of teacher in their professional role. In other words, the process of developing teachers competent at transferring the knowledge and skills which they acquired in the classroom practices. It is an ongoing and continuous process of teachers which starts with the pre-service education and trainings, etc. and continuous until the period of retirement. Regarding teacher's professional development, different scholars have defined it differently. According to Reimers- Villegas (2003) says "professional development refers as 'new image' of teacher learning a 'new model' of teacher education, 'a revolution' in education and a 'new paradigm' of professional development"(p.12). Only in past, the teachers' professional development is considered a long-term process that includes regular opportunities and experiences to promote growth and development in the profession. But nowadays, for professional development these are necessary: new image, concept, perceptions in learning, applying new model in teaching, revolution in education and new paradigm for professional development. Postholm (2012) defines professional development as "teacher's learning: how they learn and how they apply their knowledge in practice to support pupil's learning"(p.405). Teachers can learn through participation in various activities, reflecting their teaching in school, observing and reflecting other's teaching. Learning may occur in various ways, both formally and informally. Quality professional development of teachers serves to enhance student achievement .According to Richards and Renandya (2010) "teachers should embark on a life-long journey of developing professional competence" (p.85).

Teachers should have ongoing and continuous journey of learning rather than something that can be mastered once and ends.

The term 'professional development' is a collaborative ongoing process such as decision making, interaction with other professor, mutual understanding of the goal of improved student learning. Teachers with inadequate levels of knowledge cannot supply the progressive development of pupil's or student's knowledge. Richards and Farrell (2010) say "Professional development generally refers to growth not focused on a specific job"(p.4). Professional development is a continuous and long term goal which never ends. Teachers should generate knowledge day by day and its main destination is teacher's growth for understanding of teaching and their career as a teachers. Teachers can familiarize themselves with the innovations in the teaching and learning field. They should interest to intensity their knowledge, skills, required in their profession from their own perspectives. They should update with new knowledge, skills, theory and so on in time to time from different sources. It is the period of science and technologies so they should update with new technologies based teaching learning activities. They are also interested keeping up to date with new theory and practices for improving personally or professionally. In this regard, Pettis highlighted three important areas for teachers to be a true professional:

1. First, teachers must constantly upgrade their knowledge and understanding of and language learning. But this is not enough they should also develop their skills in translating this newly acquired knowledge in their teaching.
2. Second teacher's professional interests and need should change over time.
3. Finally, professional development requires a personal and ongoing commitment. (as cited in Richards &Renandya, 2010,p.386)

There are various steps or process of professional development. Mevarech (1995, as cited in Villegas-Reimers (2003, p.132-133) present a 'U' - shaped model to explain the slow and steady process that the teachers undergo;

- a) Survival: It is the first step of teachers which teachers undergo. In this process, every new teacher should be realistic about their goals. They should find way to manage their stress by thinking we're all failures.

- b) Exploration and bridging: In this process, teachers should explore new teaching techniques, methods, skills and so on for bridging the gap between traditional teaching styles and their modern styles. During teaching time, they should know the gap between what the lesson covered and what the student has demonstrated they needed.
- c) Adaption: Teaching as a component of effective instruction. Teachers should adjust their teaching according to the social, linguistic, cultural and needs of their students. So effective and professional teachers are adaptive.
- d) Conceptual change: At this stage, teacher has their concept as a learner. They actively construct view of teaching and learning based on personal experiences that are shaped by previous constructed conceptions or perceptions. Teacher should change their concept over time.
- e) Invention and experimentation: In this step, teachers invent new techniques, approach, method and experiment for successful teaching and learning. Teacher can develop their profession rapidly throughout new invention and experimentation. They focus on experiential learning for better outcomes. Invention and experimentation can become stimuli for learning.

Professional development is a way of preparing oneself to do a competent job through learning. Teachers' professional development is directed towards both personal and institutional goals. In this regard, Richards and Farrell (2010) discuss about both individual perspective and institutional perspective. According to them, institutional perspective concerned with networking, collegiality, research for institutional development, career development and student's learning outcomes. Similarly, individual perspective concerned with subject-matter knowledge, pedagogical expertise, and self-awareness, understanding learners, understanding of curriculum and materials, career advancement.

Strategies for teacher's professional development. Strategies are the techniques, methods, actions plan or the directions which is used for a problem solving. It is a new approach to 'Learning to learn'. It helps the teachers to start planning about different teaching techniques, approaches or methods. English language teaching has become most recognized or prestigious subject so that, it has become a global language. Due to globalization of English language teaching,

methods, techniques, an action has been changing day by day. New teaching techniques approaches are emerging due to the educational context, many issues faced by institutions, learner's need, changing curriculum demanding of nation. Teachers are core who need to take part in different learning strategies for up-to date with theory and practice, emerging and revitalizing new knowledge, for broadening theoretical knowledge for classroom practice. For that, Richards and Farrell (2010) suggest some strategies for teacher's development: involve documenting different kinds of teaching practices, conservation with peer etc. (p.4). Similarly, Richards and Farrell (2010, p.14) mention some strategies or activities which should carry out by teachers for their professional development.

Activities for teacher professional development

Individual	One-to-one	Group-based	Institutional
) Self-monitoring	) Peer coaching	) Case studies	) Workshop
) Journal writing	) Peer observation	) Action research	) Conference
) Critical incidents	) Critical friendships	) Journal writing	) Action research
) Action research	) Action research	) Teacher support group	) Teacher support group
	) Team teaching		

There are individual, one-to-one, group-based and institutional activities like self-monitoring, journal writing, critical incidents, action research, peer coaching, critical friendships, team teaching, case studies, teacher support group workshop, conference. Every language teacher should adopt these activities for their professional development.

For Teacher's professional development, education expert, experience professor, administer should conduct these types of activities. Regarding strategies for teacher's professional development, my research is related to workshop and conference. So I would like to give brief description about workshops and conferences.

Workshop. Workshop is one of the most common and very effective forms of professional development. Workshop is a period of discussion and practical work on a particular subject in which a group of people become active participation for

learning by sharing their knowledge and experience. According to 'Richards and Farrell' (2010), "A workshop is an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills"(p.23). Workshops can provide opportunities for participants to examine their beliefs or perspectives on teaching and learning. According to Tiberius and Silver (2001) "Workshops are teaching and learning arrangements, usually in small groups, that are structured to provide active participation in learning"(p.7). Traditionally, workshop provides participants with the opportunities to practice but current usage of workshops is that any learning event that aspires to engage the learners actively. Especially workshops is led by a person who is recognized as an expert and who has relevant experience in workshop's topic.

Workshops can address the issues related to both institutional improvements and individual development. Workshop is very beneficial to both novice and experienced teachers to discuss about issues or challenges of their working experiences. In workshop, an expert person shares their knowledge and skills and novice or less experienced teachers can acquire their knowledge and skills. Teachers get hands-on experience with related topic. It gives teachers regular opportunities to update their professional knowledge through participating in workshops. It is also useful for classroom management techniques. After attending a workshop, teachers can revitalize new knowledge and skills and can utilize in the real classroom practice. Teachers become more motivated and self-worth in teaching, learn new teaching activities techniques, skills, able to broaden theoretical knowledge after attending workshop. Workshop can enhance teachers to gain skills of using ICT in their teaching activities.

Benefits of workshop. Workshop is one of the most effective and powerful forms of teacher development activity. A well-conducted workshop can have long-lasting impact on its participants and gives opportunities to update teacher's professional knowledge. In this regard, Reimers -Villagas (2003) argue that "workshops that are development oriented can be equally as helpful as more modern forms of professional development"(p. 94). Workshop is always development oriented in which teachers develop their professional knowledge. It is modern forms of professional development which is associated with practical knowledge. In this

regard, Richards and Farrell (2010, pp. 24-25) has presented the following benefits of workshop:

- a) Workshops can provide input from experts: Although not all workshops involve input from expert, teachers often need the help of an expert in order to familiarize themselves with such topics as portfolio assessment, classroom research and alternative assessment, and a workshop can provide an opportunity for an expert in an area to share knowledge and experience with teachers in a comfortable learning environment.
- b) Workshops offer teachers practical classroom applications: A workshop is intended to enhance teachers' practical skills and help resolve problems, rather than simply improve theoretical understanding. Teachers attending a workshop should therefore come away with ideas, strategies, techniques, and materials that can be used in their classrooms.
- c) Workshops can raise teacher's motivations: Workshops take teachers out of the classroom to a forum where they can share problems and concerns with colleagues or teachers from different schools. The concentrated nature of a workshop also helps to maintain participants, interest level.
- d) Workshops develop collegiality: Because workshop is highly interactive activity, spending a few hours with other colleagues helps develop bonds of collegiality and personal relationships that often last well beyond the workshop itself.
- e) Workshop can support innovations: Workshop can be a crucial strategy in the implementation of a curriculum or other kind of change. For example, if a new educational policy mandates an unfamiliar teaching or based instruction, workshop would be an ideal format for preparing teachers for the change.
- f) Workshops are short-term: A workshop can vary in length, though it is usually of limited duration. Because a workshop focuses on a very specific topic, it dealt with in a limited time frame, which is an advantage for teachers and institutions that have very little time available for additional activities.
- g) workshop are flexible in organization: Although workshops involve consideration of issues and problems, often based around theoretical or conceptual input followed by problem solving and application in pairs or

groups, the way such activities are sequenced can vary according to the preferences of the leader and the participants.

Through workshops, teachers become familiar with new ideas, strategies, techniques and materials, new technologies and so on that can be used in real classroom practices. Teacher can get subject-matter knowledge and pedagogical knowledge from workshops.

Planning for conducting workshop. For conducting workshops successfully and get more desired benefits appropriate planning and procedures should keep in mind. Workshops are conducted for problem- solving activities and development of practical skills. If a workshop can conduct systematically, the participants get constructive knowledge and skills. In this regard Richards and Farrell (2010, pp.26-27) recommend the following procedures for planning effective workshops:

- a) Choose an appropriate topic: Workshop-based learning is appropriate for issues that involve problem solving and the development of practical skills. The topic should also be one that participants have relevant experience and ideas to address a problem. The topic should be clearly focused, owing to the limited time, and should examine one or two issues in depth.
- b) Limit the number of participants : Workshop are best suited to a limited number of participants because an effective workshop requires the facilitator to interact with participants, giving them an opportunity to present their ideas and suggestions as well as to interact with participants and give feedback on problems and solution. If group size is too large, there is a tendency for some members to be silent participants; hence four is better size because it divides into two pairs who can work in pairs and as many as thirty.
- c) Identify a suitable workshop leader: The success of a workshop is often dependent on the qualities of the leader. Not everyone who is a good classroom practitioner or university lecturer is a good workshop leader. More than one workshop leader is necessary because the nature of workshop-based learning. It becomes difficult for leader to interact with more than twelve to fifteen participants. If the number of participants exceeds this, several leaders will be needed.

- d) Plan an appropriate sequence of activities: A workshop should allow ample of opportunity for participants to absorb new information, participate in group discussion, discuss problems, and arrive at solutions and applications to their own classrooms. According to Waston, Kendzior, Dashorranging ,Rutherford, and Soloman (1998,pp. 161-162) following kinds of activities used in workshop: unity building activities, direct instructions presentations, partner work, small group discussions, role play sessions, co-planning activities, reflection time.
- e) Look for opportunities for follow-up: if a workshop is to have any impact, follow-up action is needed. Follow-up means considering what use teachers will make of what they have learnt, when they will implement their new ideas and strategies, how they will apply what they learnt to classroom teaching, how they will monitor their efforts and share the results of their efforts.
- f) Include evaluation: A workshop is generally evaluated in terms of both its content and processes it employs. It can be evaluated through the use of questionnaire and through interviews with participants.

Conference. Conference generally refers as a meeting of several people to discuss on a particular topic. Diaz-Maggioli (2004) argued that “conference is planned events covering a wide range of topics which might address to the needs and exceptions of a majority of participants (as cited in Buyukyavuz(2016, p.137). Conference is one of the effective teaching activities for teacher's professional development. At a conference, innovative ideas are thrown and new information is exchanged among experts. Conference helps people to share the latest ideas, concepts, research, to get together, discuss and having fun.

Conference is congregations of like-minded people in a profession who gather to share their views and opinions in a subject. The environment is typically formal .In a conference, the subject chooses as a topic of discussion is invited and there are various kinds of sessions. Participants are given a chance to share their views and opinions and the focus is more on sharing of knowledge. Borg (2014) writes: in a conference, professionals get together to exchange ideas about innovative approaches, perspectives, and new techniques. They might establish professional networks, or gain professional visibility. Conference attendance has potential to provide attendees with

opportunities to upgrade their existing knowledge base and broadens horizon thereby increasing self-assurance. (as cited in Buyukyavuz (2016 ,p.137)

Conferences provide teachers the opportunity to meet other teachers face to face and benefit from the knowledge of teacher trainers, authors, and experienced teachers. Conference helps teachers to exchange ideas, to search innovative approaches, to change their perspectives to develop new techniques and so on. According to Murrey, (2004) “conference attendance help the ELT professionals gain confidence and demonstrate their expertise by interacting and developing personal contacts in the English teaching community (as cited in Buyukyavuz, p.137).

Conferences make teachers to do question, reflection, rethink, exchange ideas and share educational issues and useful for teachers not only personally but professionally attending conference has its positive impact of teacher’s professional or personal life.

Significance of attending conference. Conference is also more effective and useful forms of activities for teacher development. Attending conference is very beneficial in many respects. The teachers who attend conferences are very motivated to try and test new teaching techniques, methods in real classroom practice. Conference helps teacher to lead in their teaching contexts by using what they have learnt from conferences. Ur (2012) argues: through attending conferences teachers can update their knowledge on the latest research and new issues in the field, learn new techniques and methods utilized in the field and familiarize themselves with the most released teaching materials and established professional networking local and international area (as cited in Buyukyavuz, 2016, p. 137)

Through attending conferences teacher can up-to date with new emerging both theoretical and practical knowledge, bring new techniques and methods to the classroom practice, develop materials construction knowledge and become able to establish professional networks with various ELT experts around the world. Attending conference has been claimed as an important opportunity for professional development. In this regard, Griffiee (2012) states: if we are to survive and succeed as individual as well as professionals, we have to attend conferences and give presentations. No matter of size of our school or the city in which we are located, we

cannot be isolated; we need to constantly be reaching out and networking. Attending conferences is one way to do that. (as cited in Gnwali,2013, p.43)

Attending conference is one way of reaching outer world and familiarize with new people and developing networking. Similarly, Clark (2012) stresses “networking as the purpose of going to the conference”. She explains, “I like to think of conferences as key place in which you develop and foster the important and meaningful friendships with people who share many of your professional and personal commitment” (as cited in Gnwali, 2013, p.43). We can say that, attending conferences is become beneficial for developing networks with other professional, experts and so on. Networking helps to update of the latest events and ideas. Through networking, teachers can get chance for collaborative learning. Thus, attending conference is useful and safe way for teachers to explore new ideas and techniques. Teachers should attend conference for various purposes such as gaining knowledge, presenting their research, keeping up to date with new theory and practices and so on.

At last, attending conferences become very beneficial for fostering collaborative learning, for updating new emerging technologies based learning, developing professional networking, helping for new teaching techniques, approach skill, bringing innovative ideas for classroom practices, constructing teaching materials, developing self-motivation and so on. It is beneficial for sharing knowledge and experiences with different people from all over the world. It is effective for new opportunities to learn and better equip for students learning. Jastes (2017) says “conference helps teachers to set out to pass the knowledge for facing challenges inside and outside of the classroom” (p.3). Challenges may be ICT based teaching and learning process, building learner’s autonomy, developing speaking activities in an effective way and so on. It brings more inspiration to the teacher’s life. Professional conference has long-lasting constructive effect on teacher’s professional or personal career.

Process of conducting conference. Organizing a conference requires a tremendous amount for though and data gathering process. According to McGrath (2017 p.27) has presented following process:

- 1) Identify target audience: first of all, the target audience should be selected for the event. The target audience will depend on which topics need to be tackled.
- 2) The purpose of the conference: Before conducting a conference, objectives should be selected. Conference manager teams think about what do we want to achieve through it? The objective of a conference is very important because it will attract the audience.
- 3) Plan the event details: Now, plan out the details of event according to needs, and be as specific as possible. For planning, McGrath (2017) shares some general items such as: event date, time, venue, program, materials, marketing, suppliers, logistics, refreshments, tokens and giveaways.
- 4) Plan costs and budget: This is one of important factor for planning a conference. Attention to detail will save as from financial setbacks. If there is ready funds specially allocated for the event, and then can work around that budget otherwise, they have to project the costs first and then determine how much need to rise to cover everything.
- 5) Invitation for speakers: Conducted team should confirm speakers at least one month before the event date. Therefore, invitations should be sent out earlier than that time.
- 6) Marketing for event: This is done when you already have confirmed speakers. When we market our event it will sure attract to our audience.
- 7) Preparing the materials: The conference material id our attendees throughout the event. Materials should be all set at least one week before the event, and ready to be distributed on the day of conference time.
- 8) Finalize the event logistics: To minimize the risk of technical difficulties during the event, ensure the following prepared: sound system, light, audio and visual presentations, registrations data base and venue set-up
- 9) Executing production, meeting and run: At least one day before the event, gather the whole tea with the host and suppliers to rehearse the program. In this time, they should check the program flow, and test the all technical requirements. Coming difficulties at the time of event should think ahead.

Review of Empirical Literature

Here, some of the previous studies have been reviewed considering them as related literature and supporting evidence to the present study.

Chhetri (2017) carried out research entitled “Teachers’ Perceptions towards Workshop as a Strategy for Teacher’s Professional Development”. The main objective of this study was to find out teachers’ perceptions towards workshop as a strategy to get ideas about Content knowledge, pedagogical expertise, material construction and self-awareness. It was a survey research design. Thirty English teachers of Kathmandu valley were selected as a sample for this study following the purposive non-random sampling procedures. A set of questionnaire consisting of thirty closed ended questions were used to elicit require information for the study. The findings of the research showed that positive attitude towards workshop as a strategy a key means providing content knowledge, pedagogical expertise, and ideas for material constructions and for arousing self-awareness of the teachers.

Budathoki (2017) carried out the research entitled “Teachers’ Perceptions towards Teacher Training for Professional Development”. The main objective of this study was to identify the teachers’ perceptions on the teacher training for the professional development and to find out the role of teacher training for professional development. This was a Survey design. Thirty Secondary level English teachers of Salyan district were selected for the sample of population. He used questionnaires including both close-ended second open-ended questionnaires as the research tool. Major findings of the research showed that the teachers viewed the teacher training as the most essential, inevitable and important way and strategy of teachers’ professional development as it develops certain Knowledge, skills and attitudes in the teachers for making their teaching learning activities effective.

Sejuwal (2017) carried out a research on “Self-Direction as a Strategy in Developing Teachers’ Professionalism.” The main objective of this study was to find out his strategies of self-direction in developing teachers’ professionalism. It was survey research design. He collected primary data from thirty English language teachers teaching at intermediate to master level from Bardiya and Kailali districts selected through purposive non-random sampling procedure. The survey

questionnaire and interview were tools for data collection. Major findings of this study was almost all the English teachers have positive attitudes towards self-directed strategies that help teachers to develop their teaching and learning skills, make classroom easier and faster, for making classroom effective.

Poudel (2017) carried out a research entitled “Perceptions on Teacher’s Professional Development Training and its Classroom Implications.” the main objective of this study was to find out the perceptions of basic level English teachers TPD training and its contribution in classroom teaching. The research was based on survey design. Basic level English language teachers of public school of Parbat district were selected as a population of this study. He used non-random sampling. Questionnaire was the major tool for data collection. Major findings of this study was teacher’s believed that it is difficult to apply the knowledge and skills gained from training inside the classroom due to heterogeneous classroom.

Khadka (2017) conducted research on “Perceptions of English language Teachers’ towards Ten Days TPD Training.” The main objective of this study was to explore the perceptions of English language teachers’ and to explore the importance of ten days TPD training perceived by teachers. He used survey research design. He selected thirty three Secondary and Lower secondary level English teachers from Dailekh district. A set of questionnaire was used a research tool for collecting the data. The teachers were selected by using non-random sampling procedure. The major finding was almost all teachers have positive perception towards ten days TPD training. They opined that TPD training helps to overcome the classroom problem, develops confidence level, and helps to choose appropriate techniques.

Dhakal (2018) carried out a research entitled “Self-directed Strategies Used by English Teacher for their Professional Development.” The main objective of this study was to find out the strategies of self-directed learning for teachers’ professionalism. It was a survey research design. She collected the primary data from forty English language teachers teaching at secondary level of Kathmandu valley through purposive non-random Sampling procedure. The open-ended and close-ended questions were the major tools for data collection. The major findings of this study showed that almost all the English language teachers had positive attitude towards self-directed strategy that helped teachers develop their teaching and learning skills.

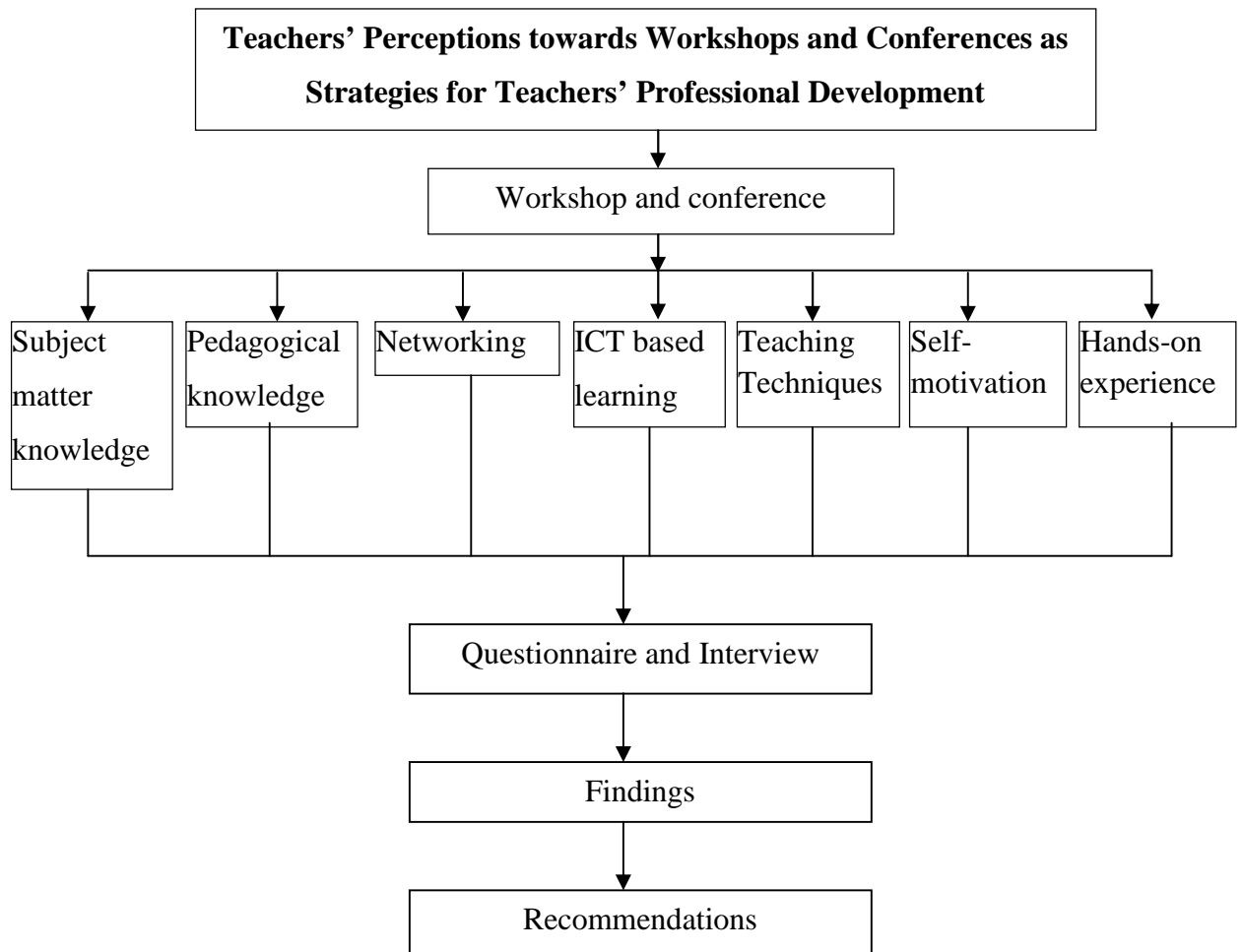
Tamang (2018) conducted a research entitled “Attitudes and Practices of Secondary level English Teachers towards Teachers Professional Development.” The main objective of the study was to identify the attitudes of secondary English teachers towards teacher professional development. The researcher collected data through the use of questionnaires consisted with close and open-ended questions. Thirty secondary English teachers of Kathmandu valley were selected as sample. The researchers collected data through questionnaires consisted with close-ended and open-ended questions. The major finding of this study was almost all the teachers expressed positive attitudes to the practice of teacher professional development.

Implications of Review for the Study

In literature review my central focus was to examine and evaluate what has been studied before on a topic and established the relevance of this information to our research.

Out of the seven different studies reviewed in this study were regarding teachers professional development. After reviewing these studies I got lots of ideas regarding teacher’s professional development and its implications in teaching learning activities. I got ideas to develop questionnaires and talking interview. My research will be different from above research. Among the studies, the study of Budhathoki (2017) helped me to understand the importance of teacher training for teacher professional development. Similarly, Dhakal (2018) helped me find that self-directed strategy helps teachers to develop their teaching and learning skills. In the same way Tamang (2018) supported that teachers should practice for their professional development. Chhetri (2017) helped me to make conceptual framework of my study. Similarly, Sejuwal (2017) helped me to construct research questions and tools for data collection. Poudel (2017) also co-operated me in the theoretical part of my study. Moreover, Khadka (2017) gave knowledge me to write methodology part of my study. Moreover, I have got the idea of determining research design, objectives and researches problems, selecting sample tools, improving techniques and procedures and drawing research findings.

Conceptual Framework



Chapter 3

Methods and Procedures of the Study

This chapter includes the design and method of the study, population, sample and sampling procedure, data collection procedure and data analysis and interpretation procedures.

Design and Method of the Study

Research design is one of the most important parts of the study. In the absence of the research design, the research won't be completed. In my research, I had followed survey research design. Especially surveys are mostly used in large scale researches where a large population is required in the research.

For my study, I visited five colleges where teachers are involving in their profession. It has been carried out in a number of populations regarding teachers' perceptions towards workshops and conferences. According to Nunan (1992), the main purpose of a survey is to obtain snapshots of conditions, attitudes or events at a single point of time (p.140). Survey research is used for finding the conditions, attitudes or events at a single time. Similarly, Kumar (1999) opines; the survey research is a kind research which studies large and small population or universe by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelation of social and psychological variables (p.11)

This shows that survey research is type of research which tries to study a large and small population by selecting and studying a sample in order to accomplish the research purpose. Nunan (1992, p.141) suggests the following eight steps or process of survey in a more comprehension way:

Step1: Define objectives → What do we want to find out?

Step 2: Identify target population → Who do we want to know about?

Step 3: Literature review → What have others said/ discovered about the issue?

Step 4: Determine sample → How many subjects should we survey and how will we identify these?

Step 5: Identify survey instrument → How will the data be collected: questionnaire/ interview?

Step 6: Design survey procedure → How will the data collection actually be carried out?

Step 7: Identify analytical procedure → How will the data be assembled and analyzed?

Step 8: determine reporting procedure → How will result be written up and presented?

Population, Sample and Sampling Strategy

Campus level English teachers from Pokhara metropolitan city were the population of the study. The sample of the study was thirty English teachers of five different colleges of Pokhara metropolitan city. To collect data, I had administered the questionnaire to the thirty teachers within the sample. I had used simple random sampling which is a fair way of selecting a sample from a given population. Every member is given equal chance of being selected. It has feature of representativeness of the population.

Research Tool

The main tool of the data collection for my study was questionnaire. This tool is supposed to be effective and feasible for the respondents of this study and useful for the researcher to meet the objectives of this study.

Sources of Data

I had used both primary and secondary sources of data for the study.

Primary sources. Both secondary level and campus level English teachers of Pokhara were the primary sources of my research study. Thirty English teachers selected for questionnaire and among them five teachers selected for interview.

Secondary sources. I had used various books, journals, articles, and the internet materials as secondary sources of my research study. For example, Wallace, M.J (1991), Richards and Farrell (2010), Richards and Lockhart (2010), Reimers and Villages (2003) and so on.

Data Collection Procedures

I had applied the following procedures to collect the data for my research:

- a) At first, I visited the selected colleges of Pokhara and established rapport.
- b) Then, I had met the authority and explained about my purpose and asked them the permission to meet the English teachers.
- c) Then, I had visited the selected thirty teachers for providing questionnaire and requested them to complete these activities.
- d) Later, I collected data for analysis and interpretation.

Data Analysis and Interpretation Procedures

It is clear that survey design has characteristics of quantitative analysis. After collecting raw material, I have analyzed it statically.

Ethical Considerations

This is the most important aspect to be considered while doing a research work. To be ethical, the researcher's study should be more reliable and valid. So for my research reliable and valid I have taken permission of the respondent. I have kept the response of the respondent confidential. All the ideas generated in this research are my own except from the cited one. Similarly, I have tried my best to keep it safe from plagiarism.

Chapter 4

Analysis and Interpretation of Data

Analysis of Data and Interpretation of Result

On the basis of collected data, the result analyzed in terms of teachers' perceptions towards workshops and conferences as strategies for professional development and how workshops and conferences help in professional development. I have used both statics tool to analyze data and based on the analysis I have interpreted the result.

Perceived importance of workshops and conferences. Regarding the responses related to perceived importance of workshops and conferences, the participants were asked close-ended questions. The responses were collected from thirty teachers.

Table 1

Responses Related to Perceived Importance of Workshops and Conferences

S.N.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total		N	%	DA		SDA		Total	
		N	%	N	%	N	%			N	%	N	%	N	%
1	Enhance collaborative learning	8	26.6	21	70	29	96.6	1	3.3						
2	provide real classroom applicable knowledge	3	10	20	66.6	23	76.6	5	16.6	2	6.6				
3	help teachers to broaden their theoretical knowledge and practice for effective teaching	11	36.6	16	53.3	27	89.9	2	6.6	1	3.3				
4	provide one opportunities to practice and received feedback	5	16.6	24	80	29	96.6	1	3.3						
5	Help to add new skills and knowledge to the existing body of knowledge	6	20	21	70	27	90	3	10						

Table 1 shows that 96.6 % participants agreed (26.6% strongly agreed and 70% agreed) with the statement “workshops and conferences enhance collaborative learning”. On the other hand i.e. 3.3% teachers were neutral to the statement. The results of the respondents revealed that workshops and conferences are collaborative activities.

Likewise, the table demonstrates that minimum teachers (26.6 %) strongly agreed and most of the teachers (70%) agreed with the statement "workshops and conferences provide real classroom applicable knowledge." On the other hand, very few, i.e.16.66% remained undecided with the statement. Then after very few, i.e.6.66% strongly disagreed to the statement. Thus we can say that workshops and conferences provide real classroom applicable knowledge.

While responding to the statement “Teachers Professional Development activities help teachers to broaden their theoretical knowledge and practice for effective teaching”, majority of the participants i.e.89.99 %(36.66%strongly agreed and53.33% agreed) agreed with the statement. On the other hand, very few teachers i.e.6.66% remained undecided to the statement and 3.33% teachers disagreed to the statement.

While responding to the statement “Workshops and conferences provide opportunities to practice and received feedback”. The table shows that the majority i.e.80% agreed and16.66% strongly agreed to the statement “Workshops and conferences provide opportunities to practice and received feedback”. On the other hand, very few i.e.3.33% teachers did not want to say anything. It shows that workshops and conferences provide some opportunities to practice and received feedback.

As shown in the statement 5 of table 1, 70% agreed and 20%strongly agreed with the statement workshops and conferences play significant role to the teachers in adding new skills and knowledge to the existing body of knowledge. On the other hand, very few teachers i.e. 3.3% did not respond to the statement. Most of the participants agreed with the statement.

From aforementioned table, we can say that workshops and conferences are collaborative activities which provide real classroom applicable knowledge, help to broaden theoretical knowledge, provide opportunities to practice and received feedback, help in adding new skills and knowledge. It also can be derived from the analysis that teachers are interested to take part in professional development activities in regular basis.

Subject-matter knowledge. The five items as shown in the table were designed to find out teachers perceptions towards subject-matter knowledge. The table presents the data obtained from the teachers.

Table 2

Responses Related to Subject-matter Knowledge

S.N.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
6	enhance subject-matter knowledge	5	16.6	18	60	23	76.6	6	20			1	3.3		
7	revitalize their old knowledge and utilize in the classroom practice	6	20	22	73.3	28	93.3	2	6.6						
8	develop commanding over the subject-matter knowledge	4	13.3	17	56.6	21	69.9	7	23.3			2	6.6		
9	check your strength and weakness level in subject-matter knowledge	5	16.6	19	63.3	24	79.9	6	20						
10	help to get mastery over different aspect of language	3	10	17	56.6	20	66.6	7	23.3			3	10		

While responding to the statement that workshops and conferences enhance subject-matter knowledge. The table shows that the great number of teachers i.e.76.66

%(16.66% strongly agree and 60% agree) agreed to the statement. Among them, 20% teachers did not make any decisions and very few i.e. 3.33% teachers disagreed to the statement. From this, it can be concluded that by attending workshops and conferences, one can enhance subject-matter knowledge.

While responding to the statement workshops and conferences help the teacher revitalize their old knowledge and utilize in the classroom practice or not. The majority i.e. 73.33% agreed and 20% strongly agreed to the statement, whereas 6.66% teachers did not respond to the statement.

Statement 8 shows that 13.33% strongly agreed and 56.66% agreed to the statement “Workshops and conferences help teacher develop commanding over the subject-matter knowledge”. Among them 23.33% remained undecided to the statement. Only 6.66% teachers disagreed to the statement.

Similarly, the statement, workshops and conferences help to check their strength and weakness level in subject- matter knowledge shows that minimum of teachers (16.66%) they strongly agreed and most of the teachers (63.33%) agreed in the item 9. On the other hand 20% teachers did not respond to the statement. It reveals that workshops and conferences help to check their strength and weakness level in subject-matter knowledge.

Whether workshops and conferences help the teachers to get mastery over different aspect of language or not was investigated by statement 10. The analysis of the statement shows that the majority of the teachers i.e. 10% strongly agreed and 56.66% agreed to the statement “workshops and conferences help the teachers to get mastery over different aspect of language”. Where 23.33% did not want say anything and 10% teachers disagreed to the statement.

It can be concluded that workshops and conferences are best strategies among other professional development activities. It is beneficial for teachers’ personal and professional development. Likewise, it is beneficial for enhance subject matter knowledge, helping revitalize their old knowledge commanding over the subject-matter knowledge, checking their level in subject-matter knowledge.

Pedagogical expertise. In order to find out teachers' views towards workshopss and conference regarding pedagogical expertise, they were asked five questions. The following table presents data obtained from teachers.

Table 3
Responses Related to Pedagogical Expertise

S.N.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
11	develop confidence through practical knowledge and skills	4	13.3	23	76.6	27	89.9	2	6.6			1	3.3		
12	use appropriate teaching techniques in the classroom			22	73.33	22	73.3	6	20	1	3.3	1	3.3		
13	develop classroom management skills	5	16.6	18	60	23	66.6	5	16.6	2	6.6				
14	helpful for student centered method rather lecture method	5	16.6	14	46.6	19	63.2	9	30			2	6.6		
15	focus on practical knowledge rather than theoretical knowledge	5	16.6	18	60	23	76.6	5	16.6			2	6.6		

While responding the statement whether workshops and conferences help to build pedagogical expertise or not. The result shows that majority of the teachers i.e.89.99 %(76.66% agree and 13.33% strongly agree) agreed. Whereas 6.66% teachers were neutral and very few i.e.3.33% disagreed to the statement.

Whether workshops and conferences help to use appropriate teaching techniques in the classroom or not was investigated by statement12. The table shows that 73.33% agreed .Whereas 20% teachers did not want say anything. On the other

hand, 6.66% teachers did not agree. It implies that both workshops and conferences help to use appropriate teaching techniques in the classroom.

While responding to the statement “workshops and conferences are based on developing classroom management skills”. The analysis shows that majority of the responsibilities i.e. 76.66 % (16.66% strongly agree and 60% strongly) agreed and 60% agree) agreed whereas 16.66% teachers did not want to say anything and 6.66% teachers disagreed. It shows that workshops and conferences develop pedagogical expertise.

Similarly, statement 14 in the table meant to know whether workshops and conferences help student centered method rather than lecture method or not. The table shows that the majority i.e. 63.32 % (16.66% strongly agree and 46.66% agree) agreed. On the other hand, 30% teachers did not want to say anything and 6.66% teachers disagreed. From this table, it can be concluded that workshops and conferences somehow help to develop student centered method rather than lecture method.

The statement, workshops and conferences focus on practical knowledge rather than theoretical knowledge shows the minimum of the teachers (16.6%) they strongly agreed, most of the teachers (60%) agreed on this statement, 16.66% are neutral and 6.6% disagreed. It is concluded that workshops and conferences focus on practical knowledge.

From the above mentioned table, it can be concluded that workshops and conferences are the best strategies for teachers’ professional development. These provide classroom management skills, practical knowledge and skills, appropriate teaching techniques.

Networking. Respondents were asked five questions to find out their perceptions towards workshop and conference towards networking. The views of respondents have been presented in the following table.

Table 4

Responses Related to Networking

S.N.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
16	helpful for getting updates of the latest events and ideas	6	20	21	70	27	90	3	10						
17	foster the important and meaningful friendship with people	2	6.6	24	80	26	86.6	3	10	1	3.3				
18	establish professional networks in local and international area	3	10	25	83.3	28	93.3					2	6.6		
19	develop network of collegiality for updating most recently released materials, latest news and event	4	13.3	21	70	25	83.3	4	13.3			1	3.3		
20	helps teachers gaining and sharing knowledge among ELT expert	9	30	16	53.3	25	83.3	5	16.6						

Regarding statement 16, 20% of the teachers strongly agreed and 70% agreed with the statement. Similarly, some teacher's i.e. 10% undecided to the statement. It shows that most of the teachers are positive to the statement networking means that having in touch with colleagues from places to different places for getting updates of the latest events and ideas.

While responding to the statement conference and workshop foster the important and meaningful friendship with people. The majority i.e. 86.66% (6.66% strongly agree and 80% agree) with the statement. On the contrary, very few

3.3% teachers strongly disagreed where 10% teachers did not respond. The result of the respondents shows that workshop and conference foster the meaningful friendship with people.

As presented in the statement 18 of table 4 shows that majority of the teachers i.e. 93.33% (10% strongly agree and 83.33% agree) agreed that both workshops and conferences help teachers to establish professional networks in local and international area whereas some teachers i.e. 6.66% teachers strongly disagreed. It was found that workshops and conferences help teachers to establish professional networks.

As it is presented in statement 19, the majority of the teachers i.e. 83.33% (13.33% strongly agree and 70% agree) agreed to the statement Whereas, 13.33% teachers did not decide anything to the statement “Workshops and conferences develop network of collegiality for updating most recently released materials, latest news and event”. The result of the responses shows that workshops and conferences develop a network of collegiality for updating most recently released materials, news and event.

Whether networking helps teachers gaining and sharing knowledge among ELT expert or not was investigated by statement 20. The table shows that 83.33% (30% strongly agree and 53.33% agree) agreed. On the other hand 16.66% did not make any decisions to the statement. It shows that networking helps teachers gaining and sharing knowledge among ELT expert.

From the research above I have analyzed that workshops and conferences establish professional networks, help to get latest events, ideas, foster the important and meaningful friendship, develop network of collegiality and helps teachers gaining and sharing knowledge among ELT expert.

Teaching techniques. Statements 21-25 were constructed to find out teachers' perceptions towards workshops and conferences regarding teaching techniques. The views of respondents have been presented on the following table.

Table 5

Responses Related to Teaching Techniques

S.N.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
21	beneficial for new teaching techniques, methods in real classroom practice	5	16.6	17	56.6	22	73.2	6	20			2	6.6		
22	provide chance to gain skills of language teaching	3	10	20	66.6	23	76.6	5	16.6			2	6.6		
23	develop the knowledge of enhancing student interest			20	66.6	20	66.6	6	20	2	6.6	2	6.6		
24	develop their professional in terms of using appropriate of method of language teaching	1	3.3	23	76.6	24	79.9	6	20						
25	help teachers to use appropriate technique according to the context	4	13.3	20	66.6	24	79.9	6	20						

While responding to the responses of teachers in statement 21, the majority of the respondents' i.e.73.2 %(56.66% agree and 16.66% strongly agree) agreed to the statement "Attending workshops and conferences help to test and try new teaching techniques, methods in real classroom practice". On the other hand, 20% teachers were neutral and 6.66% teachers disagreed to the statement. It implies that attending workshops and conferences really become beneficial for the teachers to test and try new teaching techniques, methods in real classroom practice.

Whether workshops and conferences provide chance to gain skills of language teaching or not was investigated by statement 22. The table shows that the majority of the respondent i.e.76.66 %(10% strongly agree and 66.66% agree) agreed to the

statement. On the other hand, 16.66% teachers did not want to say anything and 6.66% teachers did not agree to the statement. It shows that workshops and conferences somehow provide the teachers chance to gain skills of language teaching.

Similarly, statement 23 in the table meant to know whether workshops and conferences enhance teachers to develop the knowledge of enhancing student interest or not. The table shows that 66.66% teachers agreed whereas 13.33 % (6.66% strongly disagree and 6.66% disagree) disagreed and 20% teachers did not respond anything. From this above table, we can say that workshops and conferences somehow enhance teachers to develop the knowledge of enhancing student interest.

Regarding statement 24, the table shows that most of the teachers i.e.79.99 % (3.33% strongly agree and 76.66% agree) agreed. On the other hand, 20% teachers did not make any decision to the statement. It reveals that both workshops and conferences help the teachers to develop their professional in terms of using appropriate of method of language teaching. Analyzing the responses to the table 25, 79.99 % (13.33% strongly agree and 66.66% agree) agreed to the statement workshops and conferences help teachers to use appropriate technique according to the context. On the other hand, 20% teachers did not want say anything to the statement. The result of the responses shows that workshops and conferences help teachers to use appropriate technique according to the context.

We can say that workshops and conferences enhance new teaching techniques, provide chance to gain skills of language teaching, develop the knowledge of enhancing students interest, develop their professional in terms of using appropriate of method of language teaching and help teacher's to used appropriate technique according to the context.

ICT based learning. The statement in the table was to find out teachers' perceptions towards workshops and conferences regarding ICT based learning. The responses have been presented on the following table.

Table 6

Responses Related to ICT Based Learning from Workshops and Conferences

S.N.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
26	teaching and learning by enhancing the effectiveness	8	26.6	18	60	26	86.6	4	13.3						
27	helpful for applying new and emerging technologies in teaching and learning	3	10	21	70	24	80	5	16.6			1	3.3		
28	Using ICT in the classroom is beneficial for language learning	7	23.3	21	70	28	93.3	1	3.3			1	3.3		
29	access to wide range of up-to-date with learning materials, skills, techniques and so on	5	16.6	24	80	29	96.6	1	3.3						
30	enhance teachers to gain skills of using ICT in their classroom practices	3	10	26	86.6	29	96.6	1	3.3						

Responding the table above statement 26, the majority i.e. 86.66 % (26.66%strongly agree and 60% agree) agreed to the statement “the use of ICT in education adds value to teaching and learning by enhancing the effectiveness of learning.” On the other hand, 13.33%teachers did not say anything. After analyzing this table, we can conclude that, ICT in education adds value to teaching and learning.

In statement 27, the majority i.e.80 % (10% strongly agree and70% agree) agreed to the statement, whereas very few i.e.3.33% teachers disagreed and 16.66% did not respond to the statement “Workshops and conferences help teacher to apply

new and emerging technologies in teaching and learning”. After analyzing this table, we can say that workshops and conferences help teacher to apply new and emerging technologies in teaching and learning.

Whether using ICT in the classroom is beneficial for language learning or not was investigated by item 28. The majority i.e.93.33 %(23.33% strongly agree and 70% agree) agreed, whereas very few 3.33% teachers disagreed and same i.e.3.3% teachers did not respond anything. After analyzing table above, we can say that using ICT in the classroom is beneficial for language learning.

Similarly, statement 29 in the table meant to know ICT based learning provides access to wide range of up-to –date with learning materials, skills, techniques and so on or not. The majority of the teachers’ i.e.96.66 %(16.66% strongly agree and 80% agree) agreed to the statement. On the other hand, 3.33% teachers did not respond anything. This table shows that ICT based learning provides access to wide range of up-to –date with learning materials, skills, techniques and so on.

Attending workshops and conferences enhance teachers to gain skills of using ICT in their classroom practices or not was investigated by statement 30. The majority i.e. 96 %(10% strongly agree and86 % agree) agreed, whereas 3.33% of teachers did not say anything. This table shows that attending workshops ad conferences enhance teachers to gain skills of using ICT in their classroom practices.

The result of the respondent shows that attending workshops and conferences become beneficial for ICT based learning. These strategies help teachers to apply new and emerging technologies in teaching and learning provides access to wide range of up-do-date with learning materials, skills, techniques etc.

Self-motivation. Respondents were asked five different questions to find out teachers’ perceptions towards workshops and conferences regarding self-motivation. Responses have been presented on the next page.

Table 7
Responses Related to Self-Motivation

S.N.	Items	Responses													
		Agree						Neutral				Disagree			
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
31	develop self-motivation to the teachers	7	23.3	17	56.6	24	79.9	6	20						
32	develop the sense of life-learning process	4	13.3	22	73.3	26	86.6	4	13.3						
33	best tool for students' learning outcomes	4	13.3	21	70	25	83.3	5	16.6						
34	help teachers to look teaching through different angles and motivating their students in learning	2	6.6	21	70	23	76.6	6	20			1	3.3		
35	creates teachers' sensitivity, curiosity and enthusiastic about learning	4	13.3	22	73.3	26	86.6	4	13.3						

Regarding statement 31, the majority i.e. 79.99 % (56.66% agree and 23.33% strongly agree) agreed to the statement workshops and conferences develop self-motivation to the teachers or not. Whereas 20% of teachers neutral to the statement. Now, we can say that, both tools develop self-motivation to the teachers.

Regarding statement 32 was investigated to the statement self-motivation makes teachers responsible for their own learning and develops the sense of life-learning process or not. The majority i.e. 86.66% teachers (73.33% agree and 13.33% strongly agree) agreed to the statement. On the other hand, 13.33% teachers were neutral.

Similarly, in statement 33, the majority 83.33 % (13.33% strongly agree and 70% agree) agreed to the statement “self-motivation is best tool for student’s learning outcomes”. On the other hand, 16.66% teachers did not want to say anything. The table implies that self-motivation is best tool for student’s learning outcomes.

While responding to the statement “workshops and conferences help teachers to look teaching through different angles and motivating their students in learning”.

The table shows that 76.66 % (6.66% strongly agree and 70% agree) teachers agreed. On the other hand, very few i.e.3.33% teachers disagreed and 20% teachers did not want say something. From this table above, we can say that attending workshops and conferences help teachers to look teaching through different angles and motivating their student in learning.

While responding to the responses that self-motivation creates teacher's creativity, curiosity and enthusiastic about learning. The table above shows the majority i.e.86.66 % (13.33% strongly agree and 73.33% agree) agreed. On the other hand 13.33% of teachers did not respond to the statement.

The result of respondent shows that self-motivation creates teacher's creativity, curiosity and enthusiastic about learning. The results of respondents show that attending workshop and conference become beneficial for gaining knowledge related to self-motivation.

Hands-on experience. Statement 36-40 was constructed to find out teachers 'perceptions towards workshop and conference regarding hands-on experience. The views of respondents have been presented on the table.

Table 8

Responses Related to Hands- on Experience

S.N.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total		N	%	DA		SDA		Total	
		N	%	N	%	N	%			N	%	N	%	N	%
36	give chance to participate in Hands-on experience	5	16.6	10	33.3	15	49.9	10	33.3			5	16.6		
37	Learning by doing activities is best than others	9	30	18	60	27	90	3	10						
38	take part in the activities	5	16.6	21	70	26	86.6	4	13.3						
39	get practical knowledge or experience	2	6.6	22	73.3	24	79.9	6	20						
40	benefit forms hands-on experience	11	36.6	18	60	29	96.6	1	3.3						

Regarding the statement 36, whether workshops and conferences give chance to participate in hands-on experience or not. 49.99 % (33.33% agree and 16.66% strongly agree) agreed. On the other hand, 16.66 % of teachers disagreed and 33.33% teachers did not respond. While analyzing this table above, we can say that workshop and conference somehow provide hands-on experience.

Similarly, statement 37 was investigated to know whether learning by doing activities is best than others or not. The result shows that 90 % (30% strongly agree and 60% agree) agreed whereas 10% of the respondents did not response anything. The table shows that learning by doing activities is best than others.

the statement 38, the table shows that the majority i.e., 86.66 % (30% strongly agree and 60% agree) agreed to the statement teachers can take part in activities. On the other hand, 13.33% of teachers did not respond anything.

Statement 39 was investigated to know whether teachers can get practical knowledge or experience or not. The majority of the respondents i.e. 89.99 % (6.66% strongly agree and 73.33% agree) agreed. On the other hand, 13.33% did not decide anything. After analyzing above table, we can conclude that teachers can get practical knowledge or experience.

Similarly, whether teachers become benefited from hands-on experience or not was investigated by statement 40. The table shows that the majority i.e. 96.66 % (36.66% strongly agree and 60% agree) agreed to the statement. On the other hand, very few i.e., 3.33% teachers did not respond anything. This table shows that teachers become benefited from hands-on experience.

While concluding above table, we can conclude that workshop and conference provide practical knowledge. These strategies focus on learning by doing activities. These activities are best than other activities. So that most of the respondents teachers have positive thinking towards workshop and conference.

Chapter 5

Findings, Conclusions and Recommendations

Findings

After analysis of the data and interpretation of the result, it is found that most of the teachers had positive attitude towards attending workshops and conferences for their professional development. From this study, it is deduced that workshops and conferences are very useful and are a key means for providing content knowledge, classroom applicable knowledge self-awareness knowledge, pedagogical expertise, knowledge of problem solving, discussion, broaden theoretical knowledge, up-to-date with new technologies, developing networking etc. they help teachers to expand the horizon of subject matter knowledge by modifying pre-existing knowledge, it helps teachers to develop different aspects of language and its tendencies. They help to develop pedagogical expertise through developing practical knowledge. From these activities it was found that they bring some new approaches and techniques in the teachers and they sharpen the teachers lead to experts and professionalism.

The findings derived from analysis and interpretations of data are presented in terms of heading postulated in the different themes of objectives.

Subject-matter knowledge

- I. Most of the teachers i.e. 93.33% opined that workshop and conferences help the teacher to revitalize their old knowledge and utilize in the classroom practice.
- II. It was found that most of the teachers, i.e. 79.99% agreed to check teachers' strength and weakness level in subject matter knowledge.
- III. The result revealed that the workshops and conferences help the teachers to get mystery over different aspects of language.

Pedagogical expertise

- I. The result showed that mainly workshops and conferences are based on classroom management skills.
- II. 73.33% of teachers respected that workshop and conference help to use appropriate teaching techniques in the classroom.
- III. 60% teachers agreed that workshop and conference help to use student centered method rather than lecture method.
- IV. The majority of the teacher opined that they focus on practical knowledge rather than theoretical knowledge.

Networking

- I. Most of the teachers' i.e.90% of teachers agreed that networking means that having in touch with colleagues from places different places for getting updates of the latest events and ideas.
- II. The majority i.e. 86.66% teachers opined that workshops and conferences foster meaningful friendship with people.
- III. The result showed that workshops and conferences help teachers to establish professional networks in local and international area.

Teaching techniques

- I. The result showed that workshops and conferences help to test and try new teaching techniques, methods in real classroom practice.
- II. The majority of the respondents i.e. 76.66% teachers agreed both workshop and conference provide chance to gain skills of language teaching.
- III. Most of the teachers opined that workshops and conferences helped the teachers to develop their professional in terms of using appropriate method of language teaching.

ICT based learning

- I. The majority of 80% teachers agree that workshop and conference help teacher to apply new and emerging technologies in teaching and learning.
- II. Most of the teacher opined that workshop and conference enhance teachers to gain skills of using ICT in their classroom practices.

Self-motivation

- I. Workshop and conference are based on developing self-motivation to the teachers.
- II. The majority i.e.83.33% teachers agreed that self-motivation is best tool for students' learning outcomes.
- III. Most of the teachers i.e. 86.66% of teachers opined that self-motivation creates teachers' creativity, curiosity and enthusiastic about learning.

Hands-on –experience

- I. The result showed that the majority of i.e.90% of teachers opined that learning by doing activities is best than others.
- II. Most of the teachers opined that teachers can get practical knowledge or experience through hands-on-experience.
- III. They agreed that they have become benefited from hands-on-experience.

Conclusions

Professional development is the acquisition of skills and knowledge both for personal or career development. There are different activities that teachers can take part in order to develop themselves. The result of this study implies that, workshop and conference are best strategies among other various strategies through which teacher become benefited for subject-matter knowledge, pedagogical knowledge, developing networking, knowledge of teaching techniques, ICT based learning, knowledge about self-motivation, enhancing practical knowledge. From workshops

and conferences, teachers can update with new emerging principles in the field of language teaching. Professional development itself is broad term. Various internal and external aspects play great role for teachers' professional development. The findings of the study revealed that the teachers of Nepal are in favor of attending in training workshops and conferences. Teachers who participated in workshops and conferences develop their knowledge and skills in comparison to those who didn't. Even based on my study, workshops and conferences help teachers to gain subject-matter knowledge. Pedagogical expertise, ICT based learning, teaching techniques, self-motivation and promotes professional development in teaching career. All the participant teachers were positive towards attending workshops and conferences. They can learn more about language and new tendencies through workshops and conferences. Teachers had learnt many skills related to teaching such as speaking skills and leading skills. Teachers sharpen their knowledge and professionalism through attending workshops and conferences. If teachers get chance to participate in workshops and conferences, they can learn many things. To be brief, through this study it is clear that largest number of teachers were positive towards workshops and conferences in which they agreed with limited criteria of objective for my study, i.e. subject matter knowledge, perceived importance of workshops and conferences, pedagogical expertise related to Networking, teaching technique, ICT based learning, self-motivation and hands-on experience; which is to research whether workshops and conferences are succeed to address the needs and problems faced by the teachers or not. The greater number of teachers agreed that workshops and conferences are best strategies for teachers' professional development. They also believed that teacher learning strategies play crucial role for teachers' professional development.

Recommendations

After the findings and conclusion of the study, implications of the research work are recommended for the following levels.

Policy related

1. The ministry of education should make the provision for workshop and conference as many as possible, since teachers can develop positive attitude towards workshop and conference.

2. There should be regular super-vision activities after conducting TPD trainings. The government should provide sufficient numbers of teacher trainers to conduct workshop and conference.
3. There should be expert professor to train the teacher.
4. The professionally expert teachers should be rewarded by institutions, schools, DEO and so on.
5. The ministry of education should make policy to conduct workshop and conference.
6. Workshop and conference should be designed to develop teachers' professional development.

Practice related. Following recommendations can be made in practice level on the basis of my findings.

1. Institution should organize workshop and conference in order to develop teachers' professional development.
2. Teachers should attend workshop and conference for developing their professionalism.
3. The government should provide reward for those institutions that always participant in TPD training.
4. Content should be more focused and needs more supervision in the implication level after workshop and conference.

Here should be the co-operation between the workshop and conference conductors and teachers. There should be regular provision of interaction and mutual sharing the ideas between the teachers who participate in professional activities.

Further research. In further research level, this research study can be applied for the following purpose:

1. This study was limited to the teachers 'participants in and learning from workshop and conference as strategies for their professional development.
2. Further research can be conducted to find out other benefits and effectiveness of workshop and conference.

3. This study only focused on the perceptions and experience about attending workshop and conference for TPD. There are other activities also for developing professionalism such as action research, peer coaching, journal writing, and teaching portfolio and so on. These activities also need to be explored and evaluated in the future research.

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Appendix

Dear sir/Madam,

I have prepared this questionnaire to collect the information for my research entitled, Teachers' Perceptions towards Workshops and Conferences as strategy for Teachers' Professional Development, under the supervision of Professor, Dr. Gopal Prasad Pandey Department of English Education, T.U. The correct information provided by you will be great help for completing my research work. I shall appreciate your personal opinions of this questionnaire. Please, don't hesitate to put your responses needed by questionnaire.

I will assure you that the responses made by you will be kept highly confidential and will be used only for this study.

Researcher

Rabina Pokhrel

M. Ed. Fourth Semester

Department of English Education,
Tribhuvan University, Kathmandu

Participant Consent Form

Thesis Supervisor

Faculty of Education

Professor Dr.Gopal Prasad Pandey

Department of English Education T.U

Kirtipur, Kathmandu, Nepal

Teachers' Perceptions towards Workshops and Conferences as Strategies for their Professional Development.

I..... agree to take part in this study.

In giving my consent I state that:

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

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do so.
- 2) I have got answers to my questions that I had about the study and I am happy with the answers.
- 3) I understand that being in this study is completely voluntary.
- 4) I understand that I can withdraw from the study at any time before I submit my responses to the researcher.
- 5) I understand the personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- 6) I understand that the result of this study may be published and that publications will not contain my name or any identifiable information about me.

I consent to:

Complete required questionnaire

a) Yes

b) No

Signature.....

Name.....

Date.....

Teachers' Background information

Name:

Types of Teacher:

School:

Gender:

Teaching Level:

Age:

Years of Experience:

You are requested to put a tick () to the alternatives that best indicate your response.

A. Responses related to perceived importance of workshop and conference.

1) Workshop and conference is collaborative activities which focus on collaborating learning.

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

2) These activities provide real classroom applicable knowledge.

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

3) Teachers professional development activities help teachers to broaden their theoretical knowledge and practice for effective teaching.

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

4) Workshop and conference provide some opportunities to practice and received feedback.

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

5) Both workshop and conference play significant role to the teachers in adding new skills and knowledge to the existing body of knowledge.

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

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

Benefits of attending workshop and conference

B) Responses Related to subject matter- knowledge.

6) Workshop and conference enhance subject-matter knowledge.

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

7) Workshop and conference help the teacher revitalize their old knowledge and utilize in the classroom practice.

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

8) Workshop and conference help teacher develop commanding over the subject-matter knowledge.

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

9) Workshop and conference help to check your strength and weakness level in subject-matter knowledge.

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

10) Workshop and conference help the teachers to get mastery over different aspect of language.

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

C) Responses Related to Pedagogical Expertise.

11) Workshop and conference develop confidence through practical knowledge and skills.

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

12) Workshop and conference help to use appropriate teaching techniques in the classroom.

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

13) Workshop and conference help to develop classroom management skills.

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

14) Workshop and conferences help to use student centered method rather lecture method.

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

15) Workshop and conference focus on practical knowledge rather than theoretical knowledge.

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

D) Responses Related to Networking.

16) Networking means that having in touch with colleagues from places different places for getting updates of the latest events and ideas.

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

17) Conference and workshop foster the important and meaningful friendships with people.

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

18) Both workshop and conference help teachers to establish professional networks in local and international area.

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

19) Workshop and conference develop a network of collegiality for updating most recently released materials, latest news and event.

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

20) Networking helps teachers gaining and sharing knowledge among ELT expert.

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

E) Responses Related to teaching technique.

21) Attending workshop and conference help to test and try new teaching techniques, methods in real classroom practice.

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

22) Both workshop and conference provide chance to gain skills of language teaching.

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

23) Workshop and conference enhance teachers' to develop the knowledge of enhancing student interest.

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

24) Both workshop and conference help the teacher to develop their professional in terms of using appropriate method of language teaching.

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

25) Workshop and conference help teachers to use appropriate technique according to the context.

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

F) Responses Related to ICT based learning from workshop and conference.

26) The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning.

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

27) Workshop and conference help teacher to apply new and emerging technologies in teaching and learning.

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

28) Using ICT in the classroom is beneficial for language learning.

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

29) ICT based learning provides access to wide range of up-to-date with learning materials, skills, techniques and so on.

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

30) Attending workshop and conference enhance teachers to gain skills of using ICT in their classroom practices.

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

G) Responses Related to Self-motivation

31) Workshop and conferences develop self-motivation to the teachers.

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

32) Self-motivation makes teachers responsible for their own learning and develops the sense of life-learning process.

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

33) Self-motivation is best tool for students' learning outcomes.

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

34) Attending workshop and conference help teachers to look teaching through different angles and motivating their students in learning.

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

35) Self-motivation creates teacher's creativity, curiosity and enthusiastic about learning.

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

H) Responses Related to Hands-on experience

36) Workshop and conference give chance to participate in Hands-on experience.

- a) Only workshop b) Only conference c) Both d) none

37) Learning by doing activities is best than others.

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

38) Teachers can take part in the activities.

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

39) Teachers can get practical knowledge or experience.

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

40) Teachers become benefited from hands-on experience.

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