

CHAPTER ONE

INTRODUCTION

The research study entitled Teaching Portfolio for Teachers Professional Development seeks to describe teacher professional development in the field of teaching profession. This chapter deals with general background, teacher professional development, teacher learning, teacher training and teacher development, strategy for professional development, models of professional development, teaching portfolio, statement of the problem, national of the study, objectives of the study research questions, significance of the study, and delimitations of the study.

1.1 General Background

English language teaching is a profession. Moreover, profession refers to an occupation, vocation or career where specialized knowledge of a subject field or science is applied. Therefore, it is prolonged academic learning and formal qualification. People perceive teaching as a dynamic process and a demanding task that tests one's commitment and courage. So, it is treated as a complex activity which requires teaching learning strategy, curriculum a sound knowledge of a child psychology, instructional rules regulations and so on. In the process of teaching and learning, teachers face many challenges and complexities. Those challenges and complexities gradually make them experienced and qualified while dealing with the teaching and learning activities. Furthermore, a professional activity involves systematic knowledge and proficiency, and requires some specific types of learning. Teachers are the person like other professionals; e.g. doctors pilot, engineers who require special skills to accomplish their particular job. That is, therefore, teaching is also regarded as profession. Khaniya (2006) supporting this view writes: "Teacher professions, doctors, engineers, lawyers etc are

regarded as professionals.... Professional is he who performs task involving not only skills and knowledge but also expertise".

Similarly, Wallace (2010) lists five qualities of profession as:

-) A basic scientific knowledge.
-) A sense of rigorous study which is formally assessed.
-) A sense of public service.
-) High standard of professional conduct, and
-) The ability to perform some specified demanding and socially useful task in demonstrably competent manner (p.5).

From this, it is clear that profession requires the specific knowledge about particular profession. Development is a separate concept which means progressive change and advancement towards positive direction. Ur (1991, p. 318) says, "Teacher development takes place when teachers working as individuals or in a group, consciously take advantage of such resource to forward their own professional learning". Similarly, Richards and Farrell (2010) state:

Development generally refers to general growth not focused on a specific job. It serves a long term goal and seeks to facilitate growth of teachers understanding of teaching and of themselves as teachers. It often involves examining different dimension of a teacher practice as a basis for reflective review and can hence be seen as bottom-up (p.4).

This is, therefore, learning of different new equipments, methods techniques, approach up to date new things and attempt to learn more.

Thus, development is also a continuous process. Due to the advancement of science and technology, everything is changing so that the things which are new today will be old tomorrow. Thus, considering those things in mind, teacher should move forward to achieve their goal. Teacher should always be active for teaching learning activities. Harmer (1991, p. 235) puts forward the following role of teachers as: controller, assessor, organizer, prompter, participant and resource tutor. Likewise to facilitate teacher professional development Richards and Farrell (2010) have explored the following procedure: workshop, self-monitoring, teacher support group, journal writing, peer observation, teaching portfolio, analysis of critical incident, case analysis, peer coaching, team teaching and action research.

1.2 Statement of the Problem

Many studies are carried out in the field of teacher professional development in foreign countries. In Nepal as well, many studies have been done in the field of teacher professional development. "In Nepal, a huge number of teachers join teaching profession without any preparation. However, young people start teaching profession with hopes for life, ambitions, excitements, and enthusiasm. But very soon most of them fail to continue such hopes and become frustrated" (Kafle, 2001, p.80). Although there is one strategy i.e. teaching portfolio for teachers to develop professionally, it is neglected to be implemented by the teachers and institutions. Furthermore, it is one of the programmes for Teacher Professional Development. Because of the absence of the portfolio in TPD programme of teachers, all the teachers themselves do not understand their job at all.

Nevertheless, it is not worthwhile to expect good outcomes from educational institutions without TPD. At the same time, teachers' portfolio

has been considered a good way of teacher professional development in many countries. Lack of professionalism can cause a major problem for improvement of teaching learning activities in the Nepalese educational institutions. They can certainly contribute a lot to the improvement of ELT situation if they are professionally developed. The role of teaching portfolio practice can be prominent for language teacher professional development. Therefore, lack of teaching portfolio in language teachers could be a major problem for making necessary changes and improvement in our ELT situation. So, I selected the topic Teaching Portfolio for Teacher Professional Development.

1.3 Rationale of the Study

As we know, teaching portfolio is one of the best strategies for professional development. It is obvious to know that how it contributes for getting professional skills of teachers. Moreover, this study seeks to explore to what extent, the English language teachers are aware of keeping teaching portfolio for Professional Development and how far the teaching portfolio is relevant in the context of ELT in Nepal. Therefore, this study is necessary to carry out.

1.4 Objective of the Study

The objectives of the present study were as follows:

- To find out the teachers practices of teaching portfolio as a strategy for their professional development.
- To suggest some pedagogical implications.

1.5 Research Questions

The research questions are largely guided by objectives to any study. They are also assets to a researcher to design appropriate methodology and consequently to discuss, analyze and interpret the data so as to derive

findings and to draw conclusion of the study. As far as study was concerned I raised following as research questions.

- i) To what extent are the English language teachers aware of keeping teaching portfolio for professional development?
- ii) How far is the teaching portfolio relevant in TPD in the context of ELT in Nepal?
- iii) Can teaching portfolio be mode of English language teachers' professional development?

1.6 Significance of the Study

This study will be useful to the teachers who are teaching in the schools. Teachers who are novice will understand the ways of getting professional skills. This study will equally be useful to the researchers who want to conduct research work in the similar field. This study will reveal the practice of teaching portfolio by English teacher for their professional development. Similarly, this study will be beneficial for the teacher trainer and teaching training institutions and educators as well. The findings of this work will suggest some pedagogical implications in the field of who are directly or indirectly involved in the teaching profession will be benefited from this research work.

1.7 Delimitations of the Study

The study had the following limitations:

-) This study was limited to the schools of Okhaldhunga district.
-) It was limited to twenty secondary/ higher secondary level English teachers and twenty principals.
-) It was limited to the teacher endeavors of learning through teaching portfolio as strategy for professional development.

-) Questionnaire was the tools for data collection.
-) Only the teaching portfolio was focused with practice of it for their professional development.

1.8 Operational Definition of Key Terms

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

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

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

Professionalism : Having expertise on the qualities of profession.

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

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Theoretical Framework

A theoretical framework is a collection of interrelated concepts, like a theory. The study Teaching Portfolio for Teacher Professional development was based on the following theoretical framework.

2.1.1 Teacher Professional Development

A profession requires knowledge of some type of learning. It is a process which refers to change and growth, and seeks to see positive changes over existing situation. Furthermore, a professional is one who follows an occupation as a means of livelihood or gain. Defining professional development, different scholars, have given their views differently. Some commentators have noted the word "profession" is today almost synonymous with occupation. The term professional is now applied to the wide range of such individuals as footballers and cricketers. Villagas, and Reimers (2003, p. 11) opine: "Professional development in broad sense refers to the development of a person in his or her personal role".

Development means change and growth, "The growth starts from the very beginning and continuous until the retirement professionally and until the deathbed personally" (Gnawali, 2004, p. 36). Teacher Development is a process of becoming the best kind of teachers that I personally can be" (Underhill, 1986 as cited in Head & Tylor 1979, p. 1). Similarly, Head and Taylor (1997) write : "a reflective copy of approaching whatever it is that we are doing as teachers and whatever level of experience we are doing it", (p. 12). So, teacher professional development is an endless process in which teachers spends their life. In other words, it is an ongoing process through which teacher keep grow. Chaudhary (2009)

rightly says that "teacher development is an unending process of learning in the teachers life means it requires to draw on the teachers own inner resource for change" (p. 18).

Moreover, teacher professional development defined as an ongoing learning process in which teacher engage voluntarily to learn how best to adjust their teaching and learning needs of their students; it is not a one-shot and one size fits all events. Moreover, it is rather an evolving process of professional self disclosure, reflection and growth that yields the better results when sustain over time in communities of practice and when focused on job embedded responsibilities which included formal experience like attending workshop, mentoring etc. and informal experience like reading books, watching professional documentaries etc. It enhances competence of all members in a learning community to pursuit their life-long learning. In educational setting, it does not have its long history. "This perspective is new to teaching. For years the only form of professional development available to teachers was 'staff development' or in service training" (Villegas & Reimers, 2003, p. 11). Likewise, Liberman and Miller as cited in Day (2002) express their view about teachers and teacher learning for their professional development in the following way:

Teaching and learning are interdependent, not separate function. In this view, teachers are primarily learners. They are problem posers and problem solvers, they are researcher, they are intellectuals engaged in unraveling and learning process both for themselves and for young people in their change. Learning is not consumption; it is knowledge production; teaching is not performance; it is facilitative leadership (p. 105).

From this, it is clear that whatever works the teacher has done in course of teaching in the classroom; they gradually develop their professional skills. Furthermore, professional development can be gain by the regular worshipping of work i.e. they inter into the classroom, face difficulty and the emerging problems. Head and Taylor (1997) say, "Development means change and growth". More specifically, "Teacher development is the professional growth, a teacher achieves as a result of gaining increase experience and examining his/her teaching systematically" (Glathron, 1995 as cited in Joshi 2010, p. 8). So, it is obvious that if the development of teacher is on, it supports to achieve professional development. Hence, professional development involves all the activities aiming to achieve personal and professional growth of teachers.

Moreover, professional development starts when a novice teacher enters into classroom i.e. setting when teacher faces mixed ability students from multi environment then teachers have to understand students, school environment, resource materials language background, methods and overcome these difficulty which is resolution phase. Observing and facing those problems teacher adjusts in professional life. Thus, TPD is about dealing with the needs and wants of each teacher.

In summary, professional development focuses especially on how teachers construct their identities in ongoing interaction with learners, by reflecting on their action in the classroom and adopting them to meet the learners expressed or implicit learning needs. Khaniya (2006) states:

People who don't update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if change are not kept abreast people working in that field will be left for

behind. For this purpose people involved in it should be allowed to work for its development, advancement and continuous improvement (p. 9).

2.1.2 Importance of Professional Development

Professional development as its name suggest, develop the person professionally. Moreover, professional Development in a broad sense refers to the development of a person in his or her professional role. In the field of teaching, teacher achieves the professional development after gaining the experiences and expertise for years systematically. This is, therefore, professional development is not achieve at once, rather it is a continuous process of transforming human potential into human performance and it is endless process. In this regard, Underhill (1988) states:

Development means keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and advantage are in my career, and avoiding getting in a rut. If I am in a rut, then so is my teaching and then so are my student and learning from a out is tedious, slow and upspring. (as cited in Head and Taylor, 1997).

Similarly, Evans (2002) perceives the notion of PD through three interdependent concepts: learning, engagement and improved practice. He defines PD as "learning opportunity that engages in ways that string them their practice" (p. 663). From this, it is clear that professional development has great importance in the field of language teaching and learning. Many methods and technique which are new make the teacher difficult, until and unless they understand and practice over those

methods and technique. Thus, teacher always attempt do up to date the change things and discover new things. To be up to date, teacher professional development is necessary. Similarly, it helps to solve the pedagogical problem as well.

Moreover, the education system of the world is changing day by day. Also the knowledge related to the field of language teaching and learning is never consistent. It depends up on change in the theories of language learning and teaching with the emergences of the new approaches and methods so there is a need of regular opportunities for the teachers to update their knowledge and skills in this field. Villegas (2003) opines that in order to contribute for teacher professional development the knowledge based educational policy makers, teachers, educational and administrators who are engaged in the process of TD have to commit for planning, implementing and assessing sensible educational reforms. Likewise, according to Richards and Farrell (2010), in most schools and institutions today language teachers are expected to keep up to date with development of the process of PD has a significant positive impact on learning on the implementation of educational reforms. This is, therefore, TD has great importance in the field of language teaching and learning Australian college of education states the following points for the importance of professional development.

- To be knowledgeable on subject matter and pedagogy.
- To be effective in the care of development of all learners.
- To develop the professional and ethical standards.
- To act as strong advocate for profession.
- To refection strong ethical orientation across all areas of learning and teaching.

From this, it is clear that teacher development has a great importance. If teachers are not professionally developed, also they are not experienced and expert in the field of teaching and learning. Similarly, advocating the importance of PD, Khaniya (2006) states:

People do not update themselves find it difficult to cope with the emerging situation because every disciplines are prone to change and if change are not kept abstract people working in that field will be left for behind. For this purpose people involved in it should be allowed to work for its development, advancements and continuous advancements (p. 9).

To sum up, it is the professional development which makes teachers up to date about their regular practice through which they bring change in the field of language teaching and learning. Moreover, professional development is endless process which is very much important in the field of teaching and learning.

2.1.3 Teacher Learning

Teacher learning or teacher education is another important element in the field of teacher professional development. Teacher learning refers to the process of educating teachers both in-service and pre-service teachers. A professional teachers needs to develop theories, awareness decision making abilities and other proficiencies. Moreover, the learning develops moral academic intellectual as well as other social skills of the whole person as an individual and member of the society. Teacher learning is the process of making association among content, process and outcome. Further more, teacher education or learning sometimes taken synonymously with teacher training .But they have difference in terms of the content, objective and process too. With the teacher development, it is considered that they develop professionalism in their profession. In this

regard, the quality of change brought in teacher depends upon the depth of internalizing the responsibilities by means of teacher education program. The teacher learning includes whole learning of teachers both in service and pre-service, for instance, training workshop, seminar and conference. All develops professional skills of teachers and these are under the teacher education.

Teachers are not born; they are made by training and practice of teaching. Teacher learning is the obligatory part on the teachers. It helps to develop professional skills. Furthermore, it is a continuous and essential process of teacher development. That is, therefore, everybody becomes teacher but becoming a professional teacher is time consuming, attitude developing and putting hard effort continually in the right direction with knowledge and skillful manner. We can say that Teacher Professional Development is the consequence of teacher learning and commitments and that teacher learning can be solitary as well as collaborative journey. In this regard, Poudel (2011, p. 7) writes: "Learning in any profession is life long process". Similarly, Richards and Farrell (2010, p. 6) write a number of conceptualization of teacher learning can be found underlying recent and less recent teacher education process and although such conceptualization sometime overlap and may understood differently by different theoreticians, they can lead to different approaches to teacher education. Teacher learning by them has been conceptualized as follows:

- Teacher learning as skill learning
- Teacher learning as a cognitive process
- Teacher learning as personal construction
- Teacher learning as reflective practice.

From this what we can generalize is, teacher learning contains everything that teacher has learnt in course of teaching. In this regard, teacher learning is an umbrella terms which include self directed learning and collaborative learning. Talking about self directed learning, Richards and Farrell (2010, p. 13) opine that an important direction in teacher development in recent years has been a movement away from 'outsider' approaches to "insider" ones. The former are often based on expert knowledge as well as general theories and principles that teacher apply to their own situations; the latter are locally based approaches that encourage teachers to explore their own contexts; and understanding of what takes place in their learning, Richards and Farrell (2010) opine:

Although much teacher development can occur through a teachers own personal initiative, collaboration with others both enhances individual learning and serve s the collective goals of an institution. Must successful organizations depend on people working effectively together in terms, but special effort often has to be made to develop teamwork in schools because teaching is generally seen as an individual activity. The goals of collegial forms of professional developments are to encourage greater interaction between teachers, peer-based learning through mentoring, and sharing skills experience, and solution to common problems (p. 12).

To sum up, teacher learning is the overall process of teacher development. Unclear this teacher learning, self directed learning and collaboration are two path for learning.

2.1.4 Teacher Training and Teacher Development

Training primarily involves skills to learn how the particular work is done. Training refers to activities directly focused on a teachers present responsibilities and is typically aimed at short term and immediate goals

(Richards & Farrell 2010, p.3). They further put forward their view and say that training involves understanding basic concept and principles as a prerequisite for applying them to teaching and the ability to demonstrate principle in the classroom. Similarly, according to Underhill (1988), teacher training largely depends on pedagogical skills and knowledge of the topic that teacher has. From this, we com to know that teacher is a micro process of teacher education. Richards and Farrell (2010, p. 3) talk the following goals of training.

- Learning has to use effective strategies to open a lesson.
- Adapting the textbook to match the class.
- Learning how to use group activities in a lesson.
- Using effective questioning techniques.
- Using classroom aids and resources.
- Techniques for giving learners feedback on performance.

Thus, training is essentially concerns knowledge of the topic to be taught and the methodology for teaching which emphasis the classroom skills land technologies. Moreover, teacher training is prerequisite for a teacher. It deals with basic teaching skills and techniques, typically for novice teacher in pre-service education programme. On the contrary, teacher development (TD) is concerned with the learning atmosphere which is created through the effect of the teachers. Furthermore, teacher development involves overall learning process of teachers. It is a rigorous practice of a teacher. By fallowing Richards and Farrell (2010) we can include the following goals of teacher developments.

- Understanding how the process of second language development occurs.

- Understanding how our roles change according to the kind of learners we are teaching.
- Understanding the kinds of decision making that occur during lesson.

After the discussion mentioned above, we come to know that teacher training and teacher development are the two sides of some coin called teacher education.

2.1.5 Strategies for Professional Development

Strategies are concerned with mental as well as physical activities.

Likewise, strategy for teacher professional development is the processes which are consciously selected by the language teachers and which may enhance overall process of professional development. Moreover, many language teachers today are expected to keep up to date with developments in teaching field. So, they want to regularly review and evaluate their teaching skills and to take on new teaching assignments according to the changing needs of institutions where they are working. Though there is not hard and fast rule for adapting strategy for teacher professional development, Miller and Silverneill (1994 pp. 40-42) identified three professional development activities: training for cooperative teachers, videotaped observation process and the presence of interns. Thus, teacher involves different types of activities for the professional betterment. Regarding the professional development of language teachers, Richards and Farrell (2010) present the following activities:

Table No. 1

Strategies For Teacher Development

Individual	One to one	Group based	Institutional
Self-monitoring	Peer coaching	Case study	Workshops
Journal	Peer Observation	Action research	Action research
Writing	Critical friendship	Journal writing	Teacher
Critical incident	Action research	Teacher support group	Support group (TGS)
Teaching portfolio	Critical incident		
Action research	Team teaching		

From this, we come to know that strategy of professional development helps teacher to improve students learning as well as teacher learning. This means that, education policy makers, teacher trainers pay attention to the result of professional development on job performance, organizational development and the success of all the students. Training course even lengthy ones such as TESOL, I.Ed, B.ED, M.ED or INSET, pre-service course cannot satisfy all trainers' needs nor can they solve the problems occurring in their practical life. So, different activities and strategies for PD are essential which are life long and go beyond the training courses.

2.1.6 Models of Professional Development

To foster students' conceptual understanding, teachers must have rich and flexible knowledge of the subject mater they teach. Furthermore, models of professional development refer to the way to achieve the professional knowledge. The degree of professional development models is

differentiated on the basis of the teacher's involvement in planning, delivering and evaluating the activities in which they are involved.

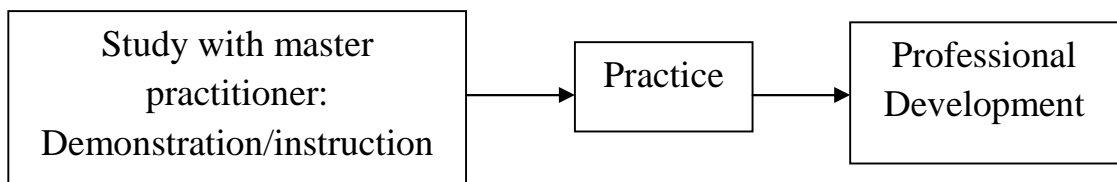
There are three major models of professional development described by Wallace (20110, pp 6-12) which are as follows:

a) The Craft Model

This is a model of teacher professional development which is oldest one. This model is related to the behaviorism. This is, therefore, the experienced teacher works as a crafter and trainees learn by imitation from expert. In this regard, Wallace (2010 p. 6) views, "In model the wisdom of the profession resides in an experienced professional practitioner someone who is expert in the practice of the craft. So, his model beliefs that young trainee learns by imitating and following the experts' techniques instruction and advice. It makes clear from the following figure:

Figure No. : 1

The Craft Modal of Professional Development



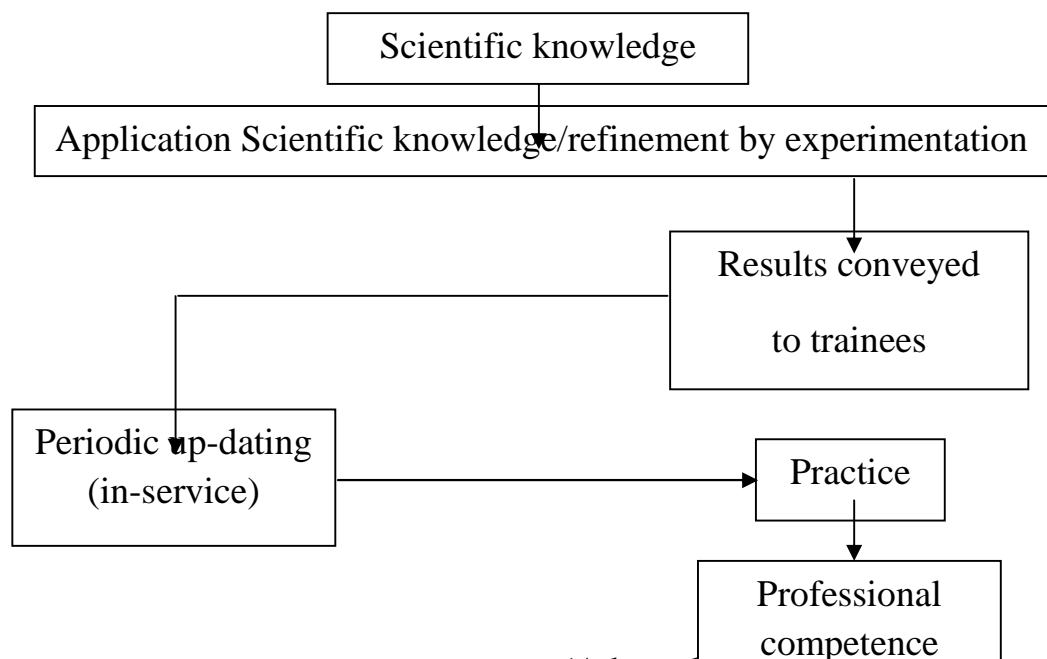
b) The Applied Science Model

This is a model of professional development which was put forwarded by Michal J. Wallace in 1991 based on the Technical Rationality of Donald A. Schon, one of the American sociologists. It focuses on empirical science i.e. empirical evidences are emphasized. Wallace (2010, p. 8) opines "The applied science model is the traditional and probably still the most prevalent model underlying most training or education programmes

for the professor, whether they may be medicine, architecture, teaching or whatever". This is what, scientific knowledge is the experimented one which is pure and which of course helps the language teacher to develop professionally. This can be shown in the following figure:

Figure No. : 2

Applied science mode



(Adapted from Wallace, 2010, p. 3)

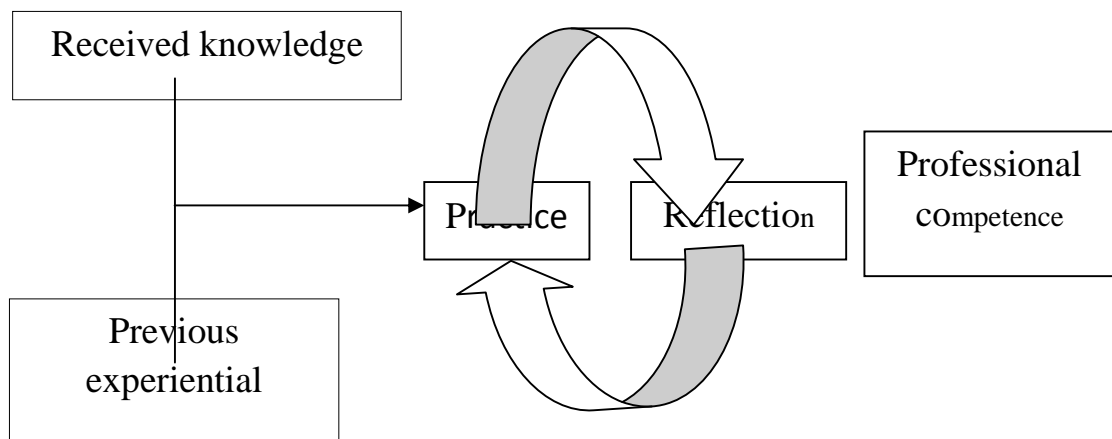
C) The Reflective Model

This model is also put forwarded by the same scholar who invented the applied science model who is American sociologist Donald A. Schon. Similarly, this model appeared to compensate the weakness emerged in the craft and applied science model. To prove this Wallace (2010; p. 12) says "I have proposed the reflective model as a compromise solution which give s due weight both to experience and to scientific basis of professionals". Moreover, this model talks about two types of knowledge namely received and experiential knowledge. Experiential knowledge is more prominent for the professional development and reflection helps

teacher to become self-evaluator of their own teaching then the received knowledge. This can be made clear from the following figure:

Figure No. : 3

The Reflective Model (Preliminary)



(Adapted from Wallace, 2010; p. 15)

2.1.7 Teaching portfolio

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

A teaching portfolio is a collection of documents and other items that provides information about different aspects of a teacher's work. It serves to describe and document the teacher performance, to facilitate professional development and to provide a basis for reflection and review. (p. 98)

From this we come to know that teaching portfolio is one of the strategy of teacher professional development which collects whole document of the teachers' work. Moreover, it is one of the means of judging, reviewing

and reflecting own work of teachers. This is, therefore, if teachers and institutions start to keep teaching portfolio, teachers will success to develop professionally. As Evans (1995 as cited in Richards and Farrell, 2010, p. 98) writes:

A professional portfolio is an evolving collection of carefully selected or composed professional thought, goals and experiences that are threaded with reflection and self assessment. It represents who you are, what do you do, why you do it, where you have been, where you are, where you want to go, and how you plan on getting there.

From above definition by Evans, it is clear that portfolio guides the teacher to reach summit of success. Teacher themselves reflect and assess their own action or work. So, whether it is better to change or what else work is necessary to improve, they decided. Richards and Farrell (2010, p. 98) further writes, "A portfolio consists of a set of different types of documents and artifacts that have been selected on a principled basis and that are organized to tell a story". Thus, teaching portfolio built around self-appraisal and teacher directed learning. In other words the portfolio can both serve as the basis for self appraisal and a component of the teachers assessment. They (Richards and Farrell, 2010) use two metaphor for portfolio, namely mirror and map. The mirror metaphor captures the reflective nature of a portfolio as it allows the teacher to view himself or herself over time. The portfolio contains samples of the teacher work that illustrate a range of teaching skills and activities. On the other hand, the Map metaphor captures the idea of creating a plan and setting goals. After reviewing the evidence collected over time, the teacher can set immediate and longer term goals.

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

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

2.1.7.1 Benefits of Creating Teaching Portfolio

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

- It provides a demonstration of how a teacher approaches his or her work and present evidence of the teachers thinking, creativity, resourcefulness, and effectiveness.
- A portfolio serves as a source of review and reflection. The process of compiling the portfolio prompts the teacher to engage in a comprehensive self assessment of different aspects of his or her work.
- By reviewing the portfolio the teacher can make decision about priorities and goals and areas for future development or improvement.

- A portfolio can promote collaboration with other teacher.
- A teaching portfolio is a mirror and map for the teacher.
- It provides picture of a teacher strengths and accomplishment.
- It helps teachers make decisions about priorities goals and areas for future development.
- It provides evidence of teacher competency and develops self awareness.

2.1.7.2 Types of Portfolio

According to Richards and Farrell (2010), there are two types of portfolio. They are:

- i) Working portfolio
- ii) Showcase portfolio

i) Working Portfolio

A working portfolio contains items that show how a teacher has progressed towards meeting a particular goal. For instance, a teacher might decide he or she wants to move toward a more student centered approach to learning. The portfolio contains documents and other items that provide evidence that this goal has been reached. This is what we called working portfolio.

ii) Showcase Portfolio

A showcase portfolio, as the name suggests, is designed to show the teacher at his or her best. Thus, it contains a collection of items that have been selected to show the range and depth of skills the teacher possesses. This kinds of portfolio might be submitted as a part of an appraisal or included in an application for a new teaching position or for promotion.

2.1.7.3 Procedure Used in Compiling a Teaching Portfolio

The purposes and audience for a portfolio are crucial in determining what is selected to go into it and how the contents of the portfolio are arranged. Many different kinds of items could be included in a teaching portfolio, but the contents should be selected carefully to ensure that they help create a coherent and effective portfolio and that they provide evidence of the teachers competency, development and self awareness (Richards and Farrell 2010 & 2013). While preparing a portfolio two basic things are to be considered properly. They are:

- i) Contents of portfolio and
- ii) Organization of the content of portfolio.

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

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

Different items can be included in a teaching portfolio. These item or information should be kept in a proper organization. Regarding the organization of the content of portfolio, Costaintion and de Lorenzo, (2002, p.106) suggests the following format to organize portfolio.

- Introduction : overview of portfolio
- Artifacts: essential elements of portfolio.

- Explanation: explaining what it is and why it is included.
- Reflection: making meaning of the content of portfolio.
- Conclusion: concluding with reflective essay and commentary.

Thus, compiling a teaching portfolio is an ongoing, long term endeavor in which realistic goals should be set at the outset.

2.2 Review of the Related Empirical Literature

It is obvious that the research remains incomplete if the summaries of the research works are not included, and it will be futile and worthless if no newness is shown and no investigation is done. This is therefore, this study provides information of previous researchers and other related literature to link what has already been done and what is left to be done in the very realm. There are various researches that have been carried out in the field of ELT and few on teacher professional development. In the department of English education T.U., there has been conducted few research on professional development but there has not been any research conducted on teaching portfolio for teachers professional development. Hence, the present study is new endeavor as it attempts to explore teaching portfolio as an essential procedure for teacher professional development. Following research works are directly and indirectly related to the professional development so reviewed here.

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

and professionalism. He also found the case analysis as a crucial procedure for teacher professional development.

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

Bhatta (2009) carried out the research work entitled "Observation and feedback for teacher professional development." The main objective of the study was to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. He used questionnaire as a research tool. Similarly, in order to select sample population he used purposive non-random sampling procedure. The findings showed a very few of the secondary level English teacher being involved in classroom observation. The reason for this was the fear of being criticize and commented negatively by having their weakness exposed.

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

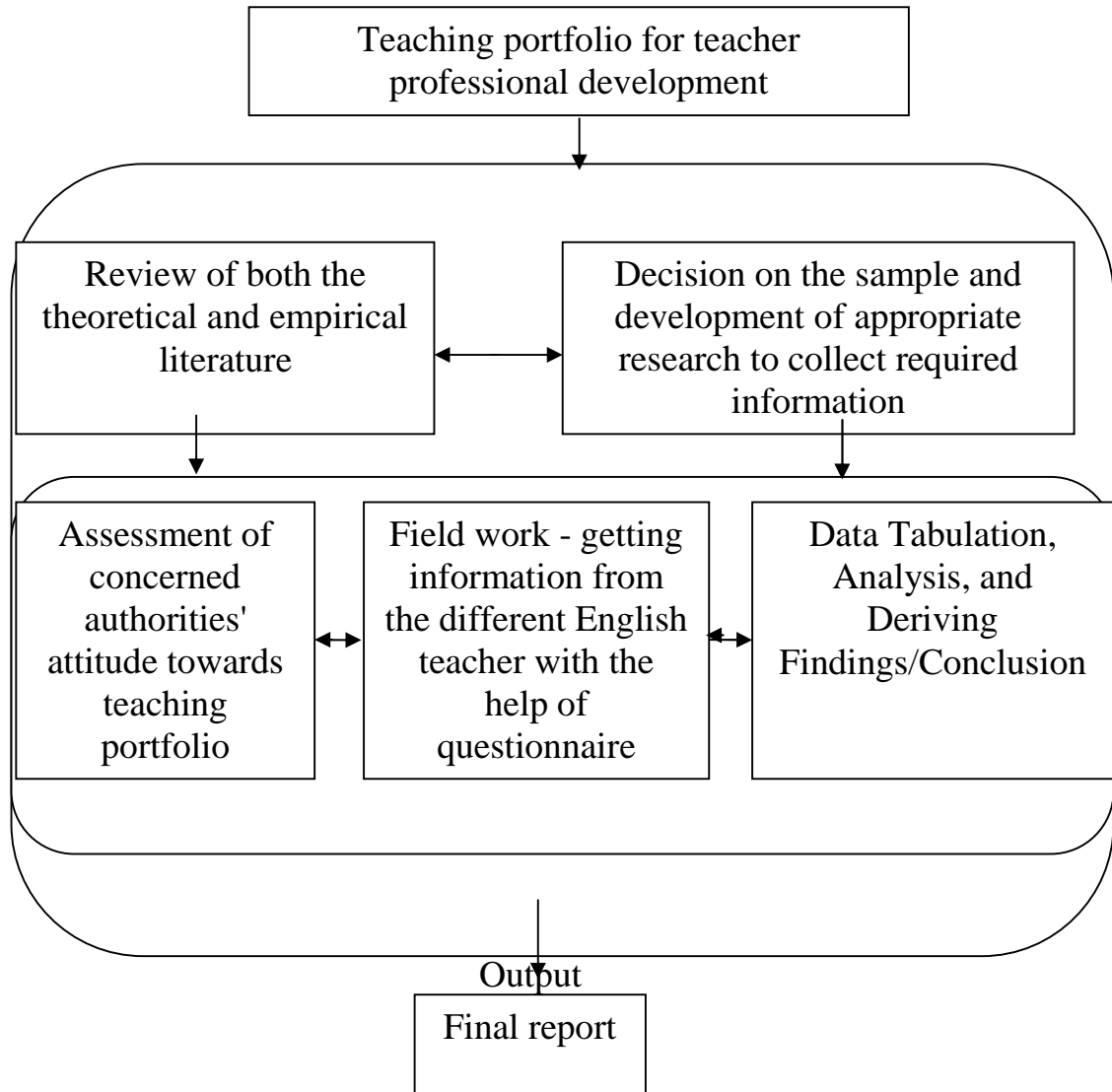
Richards and Farrell (2010) in their book entitled “ professional development for language teacher” provides the following eleven different strategies that can be used to facilitate teachers professional development: peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research along with the concept of teacher learning.

2.3 Implication of the Review for the Study

Anyone who is going to conduct any type of research, he/she has to review the theoretical literature. It is important to set parameters by reviewing the literature in relation to some main themes pertinent to the research topic. While dealing with reviewing literature, I will soon discover that the problem I wish to investigate has its roots in a number of theories that have been developed from different perspectives. I will also realize that the literature deals with the number of aspect that have a direct or indirect bearing on any research topic. This is to say, the literature review is an integral part of the entire research process and make a valuable contribution to almost every operational skip. It helps the researcher in a way that it provides insight to being celerity and focuses on research problem, improve methodology, Borden knowledge base in research area, contextualize the finding and so on.

2.4 Conceptual Framework

The study entitled "Teaching Portfolio for Teacher Professional Development" was based on following conceptual framework.



CHAPTER THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

Under this chapter, following subtitles are included.

3.1 Design of the Study

Survey research is one of the most important areas of measurement in applied social research. I carried out the survey research for achieving the determined objectives. The broad area of survey research encompasses any measurement procedures that involve asking questions to respondents. Moreover, it can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of study. Kerlinger (1978, p. 13) states “survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter-relationship of social and psychological variables.” This definition conveys that one of the most important features of the survey research is that it is in favour of external validity.

In survey research the researcher selects sample of respondents from a population and administers a standardized questionnaire to them. The questionnaire can be a written document that is compiled by the person being surveyed. Using surveys, it is possible to collect data from large or small population. According to Nunan (2010) the following are the procedures of survey research:

Step-1: define objective

Step 2: Identify target population

Step-3: Literature review

Step-4: Determine sample

Step- 5: Identify survey instrument

Step-6: Design survey procedure

Step-7: Identify analytical procedures

Step-8: Determine reporting procedure

3.2 Population and Sample

All principals and all English language teachers teaching in secondary/higher secondary level of Okhaldhunga district were my study population. Similarly, sample population was twenty principals and twenty English language teachers from twenty different schools of Okhaldhunga districts.

3.3 Sampling Procedure

For this study a sample of twenty principals and twenty English teachers of secondary/higher secondary school were selected from Okhaldhunga district using purposive non-random sampling procedure. One principal and one English language teacher from each school were selected using purposive non-random sampling procedure.

3.4 Tools for Data Collection

Regarding the use of the tools for data collection, a questionnaire with close ended and open-ended questions was distributed to the teachers and principals to elicit the required information for this study. Questionnaire was distributed to the teachers and principal to find out the guidance and learning for their professional development through practice of teaching portfolio. The possible questions are given in appendix A.

3.5 Process of Data Collection

The following were steps to collect the primary data.

1. At first, I went to the selected schools and get permission from the concerned authority to consult the English language teachers.
2. I built rapport with the concerned teachers and explain them the purposes and process of the study.
3. Then, I distributed questionnaire to them for their response.
4. Eventually, I collected the questionnaire from them after five days.

3.6 Data Analysis and Interpretation Procedure

After collecting the data, firstly, it was edited and coded. Then it was classified based on the common properties and features. After that, the data was tabulated and classified. Finally, analysis and interpretation were carried out statistically and descriptively.

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter provides a detailed analysis and interpretation of the collected data. The main purpose of this study was to find out the teacher practices of teaching portfolio for their professional development. The data were collected from principals and 20 secondary higher secondary level English language teachers from 20 different schools of Okhaldhunga district.

4.1 Results

On the basis of presentation analysis and interpretation of the data provided by the principals, the major findings of the study have been summarized as follows:

- 1) It was found that most of the teachers were aware of teaching portfolio and professionalism.
- 2) Seventy five percent principals viewed that teaching portfolio refers to the collection of all document of teachers work.
- 3) Most of the Principals viewed that they asked teachers to compile and aware teachers about teaching portfolio.
- 4) Majority of the principals viewed that teaching portfolio helped teachers by reflecting and reviewing own work to TPD.
- 5) Most of the principals strongly agreed that portfolio was developmental activity for teacher development.
- 6) Fifty percent Principals strongly agreed that teaching portfolio always brought positive changes over existing situation.
- 7) Most of principals (i.e.75) strongly agreed that teaching portfolio could be submitted for promotion.

- 8) Most of the principals defined portfolio as a collection of documents and other items providing information about different aspect of a teachers work.
- 9) Most of the principals viewed that portfolio helped to select the teachers for training by giving the whole information about success and failure of teachers.
- 10) Most of the principals listed that lesson plan, certificate of achievement, students project can be included in the teaching portfolio.

On the basis of presentation, analysis and interpretation of the data provided by the teachers, the major findings of the study have been summarized as follows:

- 1) Most of the teachers viewed that teaching portfolio has a collection of documents which help to reflect and assess of the teachers activity.
- 2) Sixty percent teacher strongly agreed that teaching portfolio was one of the best strategies for teacher professional development.
- 3) Most of the teachers strongly agreed that teaching portfolio was mirror and map to the teacher.
- 5) Majority of the teachers strongly agreed that teaching portfolio was individual perspective of teacher learning for professional development.
- 6) Most of teachers agreed that leaching portfolio gives feedback about the teacher's work.
- 7) Forty five percent teachers agreed that a portfolio can promote collaboration with other teachers.

- 8) Sixty percent teachers agreed that teaching portfolio provides a demonstration of how a teacher approaches his or her work and present evidence of the teachers thinking, creativity resourcefulness and effectiveness.
- 9) Majority of the teachers informed that they were forced to compile teaching portfolio.
- 10) Most of the teacher viewed that they never observed their colloquies portfolio.
- 11) Most of the teacher's defined teaching portfolio is a collection of documents and other items which provides information about teachers work.
- 12) Majority of the teachers were not encouraged to compile teaching portfolio.
- 13) Most of the teachers listed that lesson plan, anecdotal records, student projects class news letters, videotapes, teacher's evaluation, and certificate of achievement can be included in the teaching portfolio.
- 14) Most of the teachers viewed that portfolio was important to develop professional skill of teachers.

4.2 Discussion

In order to find out the teacher practices of teaching portfolio for their professional development, I checked the collected data. According to the objectives of the study, collected data were tabulated and discussed.

A) Questions Asked to the Principals

Following closed and open-ended questions were asked to the principals.

4.2.1 Defining Portfolio

The main intention of this question was to elicit their understanding and defining teaching portfolio for teacher's professional development. On the basis of collected information through principals to closed-ended questions the data has been presented in the table below:

Table No. 2
Defining Teaching Portfolio

S. N.	Question	Distracters	No. of Respondents	Percent
1	Teaching portfolio refers to	a) Collection of all	15	75
		b) Collection of specific	3	15
		c) Collection of professional thought	2	10
		d) Any others	-	-

Among the 20 respondents, the collected data reveals that the majority of the principals i.e. 75 (i.e. 15) percent principals viewed that teaching portfolio refers to collection of all documents of teachers work. Similarly, 15(i.e 3) principals viewed that teaching portfolio is a collection of specific types of documents and artifacts and 10 (i.e. 2) percent principals viewed that teaching portfolio refers to collection of professional thoughts goals and experience and no one i.e. 0 percent principals wanted to add more about teaching portfolio. This table shows that the majority of the principals were aware of the term teaching portfolio.

4.2.2 Asking Teacher to Compile Teaching Portfolio

Whether the principals asked teachers or not to compile the teaching portfolio was the main concern of these two open indeed questions. On

the basis of the collected information through the principals the data have been presented in the table below.

Table No. 3
Asking Teachers to Compile Teaching Portfolio

S.N.	Questions	Distracters	No. of Respondents	Percent
1.	Have you ever asked teachers to compile teaching portfolio	a) Yes	10	50
		b) Sometime	3	15
		c) Once	2	10
		d) I don't know	5	25
2.	Have you ever made the teachers aware about compiling teaching portfolio	a) Regularly	5	25
		b) Sometimes	10	50
		c) Never	5	25
		d) I don't know	5	25

Among the 20 respondents, the collected data reveals that 50 (i.e.10) percent principals were aware of teaching portfolio and asked teachers to compile portfolio. Similarly 15 (i.e.3) percent principal sometimes made aware about teaching portfolio and 10(i.e.2) percent principals commanded once to compile portfolio to the teachers and rest of the 25 (i.e.5) percent principals viewed that they don't know i.e. they have not asked teachers to compile teaching portfolio. This statement shows that majority of the principals were aware to ask teachers' to compile teaching portfolio.

While analyzing the responses of the question No. 2, it was found that 25 (i.e. 5) percent principals agreed that they make aware regularly and most

of the principals i.e. 50 (i.e. 10) percent viewed that they sometime make teachers about compiling teaching portfolio. Similarly 25 (i.e.5) percent principals agreed that they never, make aware about compiling teaching portfolio and rest of the 25 (i.e.5) percent principals viewed that they don't know about portfolio.

4.2.3 Portfolio for TPD

In order to elicit the required information to find out the principals awareness towards teaching portfolio, the principals were provided one dosed ended question. Their responses on this matter have been presented in the following table.

Table No. 4
Portfolio for TPD

S.N.	Questions	Distracters	No. of Respondent	Percent
1.	How does teaching portfolio help teachers' professional development?	a) By reflecting and reviewing own work	10	50
		b) By assessing and evaluating teachers work	7	35
		c) By describing and Documenting teachers work	3	15
		d) Any others	-	-

Among the 20 respondents, the collected data reveals that the majority of principals i.e. 50 (i.e.10) percent of them agreed that teaching portfolio helps teachers by reflecting and reviewing own work for TPD. Similarly, 35(i.e.7) percent of them believed that it helps by assessing and evaluating teachers work and 15(i.e.3) percent of them viewed that it

helps by describing and documenting teachers work for TPD. And no one attempt to add the new idea, how the teaching portfolio helps for TPD.

4.2.4 Portfolio in Developmental Activities

This question sought to elicit the information that whether the portfolio is developmental activity or not. Their responses have been presented in the table below.

Table No. 5
Portfolio is Developmental Activity

Item	Statements	Responses							
		Strongly agree		Agree		Disagree		Undecided	
		No	%	No	%	No	%	No	%
	Portfolio is developmental activity for teacher development	10	50	5	25	2	10	3	15

Among the 20 respondents, the collected data reveals that 50(i.e.10) percent principals strongly agreed portfolio is developmental activity for teacher development whereas 25 (i.e.5) of them agreed. Similarly, 10(i.e.2) percent principals disagreed and 15(i.e.3) percent principals undecided about this statement. This statement shows that most of the principals strongly agreed that 'portfolio is developmental activity for teacher development'.

4.2.5 Positive Changes through Teaching Portfolio

The main purpose of this statement was to elicit the attitude of the principals towards portfolio for positive changes. The responses have been presented in the following table.

Table No. 6
Positive Changes through Teaching Portfolio

S.N.	Statement	Distracters	No.	Percent
1.	Teaching portfolio always brings positive changes over existing situation	a) Strongly agree	10	50
		b) Agree	4	20
		c) Disagree	2	10
		d) Undecided	3	15

Among 20 respondents, the collected data reveals that 50 (i.e.10) percent principals strongly agreed the teaching portfolio always brings positive change over existing situation. Similarly 20(i.e.4) percent of them agreed to this and 10 (i.e.2) percent of them disagreed and finally, 3(i.e.15) percent principals viewed that it was undecided. This statement shows that most of the principals strongly agreed that teaching portfolio always brings positive changes over existing situation.

4.2.6 Portfolio for Promotion

This statement elicits the information that how much portfolio helps teachers for the promotion. The data have been presented in the following table.

Table No. 7

Portfolio for Promotion

S.N.	Statement	Distracter	No. of Respondents	Percent
1.	Teaching portfolio might be submitted for promotion	a) Strongly agree	15	75
		b) Agree	3	25
		c) Disagree	-	-
		d) Undecided	2	10

Out of 20 respondents, regarding this statement 75 (i.e.15) percent of them strongly agreed that teaching portfolio might be submitted for promotion. Similarly, 15 (i.e.3) percent of them agreed and 2 (i.e.2) percent principals undecided and none of respondents i.e. 0 percent of them disagreed on this statement. This statement shows that majority of the principals are positive towards portfolio.

4.2.7 Defining Teaching Portfolio

In order to elicit information of about teaching portfolio for teacher professional development, they were asked open ended question. The question was "How do you define teaching portfolio?" In response to this question the principals defined portfolio differently. The responses are listed as follows.

-) Teaching portfolio is a collection of documents and other items that provide information about different aspects of a teachers work.
-) Teaching portfolio is a mirror and map of teachers to show direction.
-) Portfolio is a collection of documents which provides reflection and self assessment of teachers.

-) Portfolio is a collection of professional thoughts, goals and experience of teachers work.
-) Portfolio is a collection of specific types of documents and artifacts about teachers.

The majority of the principals defined that teaching portfolio is a collection of documents and other items that provides information about different aspect of teacher's work. It means the majority of the principals are familiar with the term teaching portfolio.

4.2.8 Portfolio for Selecting Teachers for Training

In order to elicit required information they were given another open-ended question i.e. "How does the teaching portfolio help you to select the teachers for training?" In response to this question the principals opined differently. The responses have been listed as follows.

-) It gives the whole information about success and failure of the teacher's work.
-) It provides demonstration of how a teacher approaches his or her works.
-) It provides the details about teachers' activities.
-) By assessing the teacher's progress.
-) By reviewing the teacher's attitude.

Majority of the principals opined that it gives the information about all the details knowledge of success and failure of the teachers' work. It means teaching portfolio help principals to select the teachers for training.

4.2.9 Teacher's Attitude to Portfolio

This question was intended mainly for eliciting the information from the secondary/higher secondary level principals that what is the attitude of the teachers in your school about submitting their portfolio? In response to this question, the principals listed multiple views. Which have been presented in table no. 7.

Table No. 8
Teachers Attitude to Portfolio

Item No.	Responses		Percent
1	At the initial position they were reluctant but now a days they fell easy	9	45
2	It provides enough opportunity to develop professional SK	3	15
3	It brings positive changes over existing situation	3	15
4	It's boring	5	25

Among the 20 respondents, the data reveals that 45(i.e.9) percent principals viewed that the teachers feel reluctant first but now a days they fell easy to compile or submitting their portfolio. Similarly, 15(i.e.3) percent principals informed that teachers opine the portfolio provides enough opportunity to get professional skills when they submitted the teaching portfolio and the some 15(i.e.3) percent principals viewed that the teachers feel the portfolio brings positive changes over existing situation. Finally, 25(i.e.5) percent principal informed that the teachers feel very boring to submit their portfolio. This shows that majority of the

teachers were positive towards teaching portfolio, although some of them feel it is boring.

4.2.10 Things Included in Teaching Portfolio

In order to elicit the required information from the principals of secondary/higher secondary school; they were asked this open-ended questions. This questions was intended mainly for eliciting the information from the principals that what kinds of documents can be included in the teaching portfolio. In response to this questions, principals listed the following things.

-) Certificate of achievements
-) Lesson plan
-) Anecdotal records
-) Students projects
-) Class newsletters
-) Teaching method
-) Videotapes,
-) Teacher evaluation
-) Letters of recommendation
-) Students certificate
-) Students details

The Majority of the principals included the common things that can be included in the teaching portfolio. Such as lesson plan, certificate of achievement anecdotal records videotapes. It means must of the principals are familiar with different things included in the portfolio for teacher professional development. Therefore, they also added the other

things in their lists mention above along with teaching portfolio.

Teaching portfolio is important activity for their professional development.

B) Questions Asked to the Teachers

Teachers were asked the following closed and open-ended questions.

i) Results and discussion on closed ended questions

The secondary and higher secondary level English teachers were asked twelve different closed-ended questions. Results and discussion of the data have been presented as follows.

4.2.11 Defining Portfolio

The main intention of this question was to whether the teachers are familiar or not about teaching portfolio. On the basis of the responses to closed ended questions the data have been presented in the table no. 8.

Table No. 9
Defining Portfolio

S.N.	Statement	Distracter	No. Responses	Percent
1.	Teaching portfolio	a) Collection of all document	6	30
		b) Piles of details that provides	6	30
		c) Documents which help to	7	35
		d) Any other	1	5

Among the 20 respondents, the collected data reveals that 30(i.e.6) percent teachers viewed that teaching portfolio is a collection of all documents of teachers. Similarly, the same 30, (i.e.6) percent teachers informed that teaching portfolio is piles of details that provides information about different aspect of teachers work and 35(i.e.7) percent

of them viewed that it is a documents which help to reflect and assess of the teachers activity and 5(i.e.1) percent of them viewed that portfolio is a collection of specific types of documents and artifact of teachers work. This statements shows that majority of the teachers are familiar with the term teaching portfolio and are believed that it helps to reflect and assess of the teachers activity.

4.2.12 Teaching Portfolio fort Teachers Professional Development

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

Table No. 10
Teaching Portfolio for Teacher Professional Development

S.N.	Statements	Distracters	No. of Respondents	Percent
1.	Teaching portfolio is one of the best strategies for teacher professional development	a) Strongly agree	12	60
		b) Agree	7	35
		c) Disagree	-	-
		d) Undecided	1	5
2.	Teaching portfolio has an effective role for teacher professional development	a) Strong agree	13	65
		b) Agree	7	35
		c) Disagree	-	-
		d) Undecided	1	5

Among the 20 respondents, the collected data reveals that 60(i.e.12) percent teachers strongly agreed teaching portfolio is one of the best

strategies for teacher professional development. Similarly, 35(i.e.7) percent teachers agreed for this statement and no one of them i.e. 0 percent teachers disagreed on this statement and 5(i.e.1) percent teachers were undecided on this statement. This statements shows that majority of the teachers believed that portfolio is a best strategy for gating the professional developments.

Analyzing the statement no. 2, the collected data reveals that 65(i.e.13) percent teachers strongly agreed teaching portfolio has on an effective role for teacher professional development. Similarly, 35(i.e.7) percent teachers agreed on this statement land none of them are disagreed and undecided. This statement shows that the majority of the teachers believed teaching portfolio has an effective role for teacher professional development.

4.2.13 Attitude of Teachers on Portfolio

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

Table No. 11
Attitude of Teachers to Portfolio

S.N.	Statements	Distracters	No. of Respondents	Percent
1.	Teaching portfolio is mirror and map to the teachers	a) Strongly agree b) Agree c) Disagree d) Undecided	10 9 - 1	50 45 - 5
2.	Teaching portfolio is individual perspective of teacher learning for professional development	a) Strong agree b) Agree c) Disagree d) Undecided	13 7 - 1	65 35 - 5

Among the 20 respondents, the collected data reveals that 50(i.e.10) percent teachers strongly agreed teaching portfolio is mirror and map for the teachers. Similarly, 45(i.e.9) percent teachers agreed and none of the teachers were disagreed and 5(i.e.1) percent of them were undecided whether the teaching portfolio is mirror and map or not. This statement shows that majority of the teachers are agreed that teaching portfolio is mirror map for the teachers.

Analyzing the statement no. 2, the collected data reveals that 50(i.e.10) percent teachers strongly agreed teaching portfolio is individual perspective of teacher learning for professional development. Similarly, 40(i.e.8) percent of them agreed and 5(i.e.1) percent of them disagreed on this statement finally, 5(i.e.1) percent of them were undecided on this statement. This shows that majority of the teachers are agreed, teaching portfolio is individual perspective of teacher learning for professional development.

4.2.14 Providing Feedback by the Portfolio

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

Table No. 12

Providing Feedback by the Portfolio

S.N.	Statements	Distracters	No. of Respondents	Percent
1.	Teaching portfolio gives feedback about the teachers work	a) Strongly agree b) Agree c) Disagree d) Undecided	8 8 1 3	40 40 5 15

Analyzing the statement no. 1, the collected data reveals that 40(i.e.8) percent teachers strongly agreed teaching portfolio gives feedback about the teachers work. Similarly the same 40(i.e.8) percent of them agreed and 5(i.e.1) percent of them were disagreed. Finally, 15(i.e.3) percent teachers were undecided on this statement. This shows most of the teachers are positive that portfolio gives feedback about the teachers work.

4.2.15 Portfolio for Collaboration

This question was asked to find out whether the teaching portfolio can promote teachers collaboration or not. The collected data have been presented in the following table.

Table No. 13

Portfolio for Collaboration

S.N.	Statement	Distracters	No. of Respondents	Percent
1.	A portfolio can promote collaboration with other teacher	a) Strongly agree b) Agree c) Disagree d) Undecided	6 9 1 4	30 45 5 20

Among the 20 respondent the collected data reveals that 30 (i.e.6) percent teachers strongly agreed a portfolio can promote collaboration with other teacher whereas 45 (i.e.9) percent of them agreed. Similarly, 5 (i.e.1) percent of them disagreed on this statement and 20 (i.e.4) percent of them undecided. This statement shows, that majority of the teachers agreed, portfolio can promote collaboration.

4.2.16 Portfolio as the Evidence of the Teachers Learning

In order to elicit further information, the teachers were asked this closed-ended question. The data have been presented in the table.

Table No. 14

Portfolio as the Evidence of the Teachers Learning

S.N.	Statements	Distracters	No. of Respondents	Percent
1.	Teaching portfolio provides a demonstration of how a teacher approaches his or her work and present evidence of the teacher's thinking, creativity, resourcefulness, and effectiveness.	a) Strongly agree b) Agree c) Disagree d) Undecided	5 12 1 2	25 60 5 10

Among the 20 respondents, 5 (i.e.25) percent of them strongly agreed that teaching portfolio provides a demonstration of how a teacher approaches

his or her work and present evidence of the teacher's thinking, creativity resourcefulness and effectiveness. Similarly, 60 (i.e.12) percent of them agreed and 5 (i.e.1) percent of them disagreed whereas 10 (i.e.2) percent of them were undecided on this statement. This shows that majority of the teachers are familiar with the form teaching portfolio.

4.2.17 Role of Schools

In order to elicit required information, the teachers were asked the closed-ended question. Does the school ask you to submit your portfolio? The data have been presented in the following table.

Table No. 15
Roles of School

S.N.	Statements	Distracters	No. of Respondents	Percent
1.	Does the school ask you to submit your portfolio?	a) Yes b) No c) Once d) Countless	5 7 2 5	25 35 20 10
2.	If your answer is yes why do you think that it is necessary	a) For getting professional development b) For reflecting and reviewing own work c) For self-appraisal d) Any other	5 5 3 -	38.46 38.46 23.07 -
3.	If 'No' have you ever made the administration aware about this?	a) Once b) Twice c) Never d) Countless	2 2 2 1	28.57 28.57 28.57 14.28

Among the 20 respondents, the collected data reveals 25(i.e.5) percent teachers viewed that the school asked to submit teaching portfolio. Similarly, 35(i.e.7) percent of them informed that the school did not ask to compile portfolio and 30(i.e.6) percent to compile portfolio. Finally 10(i.e.2) percent of them informed that the school asked us many time to compile teaching portfolio. This questions shows that majority of the teacher viewed they were asked to compile portfolio, though some of there were not informed out this.

Analyzing the second questions, 13 teachers agreed that the school asked to submit their portfolio. Among the 13 respondents, the collected data rivals 38.46(i.e.5) percent of them viewed that portfolio is necessary for getting professional development and the same percent i.e. 38.46(i.e.5) percent of them were viewed that portfolio is necessary for reflecting and reviewing own work. Similarly, 23.07(i.e.3) percent teachers informed that portfolio is for self-appraisal and no one wanted to add about the necessary of portfolio. This shows that most of the teachers viewed it portfolio is necessary to develop professional skills of teaches.

Analyzing the question no. 3, seven teachers agreed that the school did not ask to submit their portfolio. Among the 7 respondents, the collected data revels 28.57(i.e.2) percent of them informed that they just made one chance the administration aware about this and the same percent i.e. 28.57 percent of them agreed that they made aware twice. Similarly, the same percent i.e. 28.57(i.e.2) percent of them viewed that they never made aware the administration to submit their portfolio and 14.28(i.e.1) percent of them informed that they made the administration aware countless to submit teaching portfolio. This shows that most of the teachers are eager to submit their portfolio.

4.2.18 Observing Colleague's Portfolio

In order to elicit the information whether the teachers observe the portfolio of their colleague or not, they were provided this closed-ended questions. The data have been presented in the table below:

Table No. 16
Observing Colleague's Portfolio

S.N.	Statements	Distracters	No. of Respondents	Percent
1.	How often do you observe your colleagues' portfolio?	a) Always b) Sometimes c) Rarely d) Never	- 5 6 9	- 25 30 45

Among the 20 respondents, the collected data reveals that 45(i.e.5) percent teachers viewed they never observed their colleague's portfolio and 30(i.e.6) percent of them were rarely observe and 25(i.e.5) percent teachers viewed that they sometimes observe their collages portfolio. Similarly, 6(i.e.30) percent of them viewed that they rarely observed colleges portfolio and on one respondents were always observed their collages portfolio. This shows that most of the teachers are not observed their colleagues portfolio.

ii) Result and Discussion of the Open Ended Question

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

4.2.19 Defining Portfolio

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

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

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

4.2.20 Difficulties to Compile Portfolio

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

- Teachers are not encouraged to compile the portfolio.

- There is not the tradition to compile it in my school.
- Teachers themselves are not well familiar to portfolio.
- Materials are not available to compile it.
- Teachers do not understand its importance.
- Lack of knowledge about teaching portfolio.

Among the 20 respondents, majority of the teachers viewed that teachers are not encouraged and they were not provided materials to compile teaching portfolio. It means schools are not used teaching portfolio for TPD properly.

4.2.21 Things Contained in Portfolio

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

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

4.2.22 Importance of Teaching Portfolio for TPD

In order to elicit the information about importance of teaching portfolio, the teachers were asked this question i.e. why do you think teaching is important for TPD? In response to these questions teachers listed the following importance of teaching portfolio.

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

Majority of the teachers viewed that teaching portfolio is very much important for getting the professional skills of teachers. It means the teachers agreed that portfolio is a mirror of teachers work which help to review and reflection of the teacher's activity. This is how, it is very important for teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPECCATION

In this chapter, I have presented the summary of the findings based on the result and discussion of the data. I have drawn the conclusions from the findings which had largely contributed to suggest some points for the readers of the study. Finally, I also made some implications from

5.1 Summary

The research study entitled "**Teaching portfolio for Teacher Professional Development**" has done to find out practice of teaching portfolio as a strategy for teachers' professional development. The study consisted of primary and secondary sources of data. For primary data, twenty principals and twenty English teachers of secondary/higher secondary level were elected from Okhaldhunga district. Forty respondents were selected by applying non-random judgmental sampling procedure. During the period of data collection, I distributed the questionnaire. It was found that most of the teachers are aware of teaching portfolio and professionalism. The teachers viewed that professionalism could be well developed when they actually adopted teaching portfolio for their own learning. Similarly, the principals viewed that the portfolio provided extra teaching spirit and confidence to the teachers.

The whole study is divided into five different chapters. The first chapter introduction includes the background of the study, objectives of the study, research questions, significance of the study and delimitations of the study. This chapter provides the picture of the context that raises issues to be discussed in the study, rational behind selecting the topic questions that are to be answered in the study, significance of the study and the scope of the work to be performed. In the second chapter, I attempted to review the store house of knowledge or the theories which could guide my study. I reviewed the previous works done in the department applying

the theories related to my topic. In this chapter, I have tried to provide authenticity to my study by presenting theoretical literature, empirical literature and conceptual framework developed on the basis of the review. The third chapter deals with the methods and procedures employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, tools for data collection, procedure of data collection and data analysis and interpretation procedures. It attempts to lead the whole research study. Collected data are presented, analyzed and interpreted in the fourth chapter. Principles and English language teachers were asked both closed-ended and open-ended questions.

The last chapter summarizes and concludes the whole study and some implications of the study are categorized under the policy level, practice level and further research are presented. This chapter is followed by references and appendices to make the study reliable, valid and authentic.

5.2 Conclusion

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

Moreover teaching portfolio, mirror and map of teachers, is a collection of documents and other items that provides information about different aspect of a teachers work. It describes and documents the teachers performance in order to facilitate professional development and provided a basis for collection and review. This is how teaching portfolio is one of the best strategies to develop professional skills.

The study shows that teaching portfolio is the strategy which obviously support to get the professional skills of the teachers. It is mirror, which reflects all the works of teachers to move forward in order to get professional development.

5.3 Implications

Every research study should have implications in one or another ways. So, this research work has also some implication. The findings will be utilized in the various levels Viz. policy level, practice level and further research. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The implications on these levels have been presented separately below:

5.3.1 Policy Level

In policy level this research study will be implied/utilized for the following purpose;

- Teacher professional development policy should be in such a way that the teacher should made convince in the point that teacher's professional development takes place only after gating all the strategies for TPD. Among them teaching portfolio is a strategy works as a mirror and map for gating professional skills.
- For formulating the policy regarding teaching portfolio for teacher professional development.
- For gating the insight about understanding of the secondary/higher secondary level principals and English teachers to the teaching portfolio. So, that the concerned authority will be able to formulate the policy to expands their horizon of understanding.

5.3.2 Practice Level

In practice level, this research study will be implied for the following purpose;

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

5.3.3 Further Research

As this research study has also been conduct with the help of previously carried out research studies. It will also be used/consulted while carrying out the research on teacher professional development. Its findings and conclusion can be also utilized as the document for literature review and many more in future.

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APPENDIX A

Survey Questionnaire for Principal

Contact No.: 9843177052

Dear sir or madam,

The questionnaire is a part of my research study entitled "Teaching Portfolio for Teachers Professional Development" under the supervision of Dr. **Chandreshwor Mishra**, professor of the department of English Education, TU. Kirtipur. Most of the teachers are worried about career achievement from professional development perspective. This study will be beneficial for the teacher who wants to be professionally grown up in their teaching profession. Your kind co-operation in completion the questionnaire through the authentic and reliable information will be great value to me. Any responses you provide will be kept entirely anonymous. I assure you that it is used only for research.

Note: teaching portfolio, mirror and map of teachers is a collection of documents and other items that provides information about different aspects of a teachers work and it describes and documents the teacher performance to facilitate professional development and to provide a basis for reflection and review.

Researcher

Kedar Bdr. Khatri

M.Ed. Second year

T.U., Kirtipur.

Name :

School's Name:

Qualification:

Experience :

Date:

Questions for Principals

Close-ended Questions

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

1. Teaching portfolio refers to

 - a. Collection of all documents of teachers work.
 - b. Collection of specific types of documents and artifacts.
 - c. Collection of professional thoughts, goals and experience.
 - d.

2. Have you ever asked to compile teaching portfolio?
 - a. Yes b. Sometime c. Once d. I don't know
3. How does teaching portfolio help teacher professional development?
 - a. By reflecting and reviewing own work.
 - b. By assessing and evaluating teachers work.
 - c. By describing and documenting teachers work.
 - d.
4. Have you ever made the teachers aware about compiling teaching portfolio ?
 - a. Regularly b. Sometime c. Never d. I don't know
5. Portfolio is developmental activity for teacher development.
 - a. Strongly agree b. Agree
 - c. Disagree d. Undecided

6. Teaching portfolio always brings positive changes over existing situation.

a) Strongly agree b) Agree

c) Disagree d) Undecided

7. Teaching portfolio might be submitted for promotion.

a) Strongly agree b) Agree

c) Disagree d) Undecided

Open-ended questions

B. Give your opinion for the following questions.

8. How do you define teaching portfolio?

.....
.....

9. How does the teaching portfolio help you to select the teachers for training?

.....
.....

10. What is the attitude of the teachers in your school about submitting their portfolio?

.....
.....

11. What do you think the things that are included in teaching portfolio?

.....
.....

"Thank you for co-operation"

APPENDIX B

Survey Questionnaire for English Teachers

Contact No.: 9843177052

Dear sir or madam,

The questionnaire is a part of my research study entitled "Teaching Portfolio for Teachers Professional Development" under the supervision of Dr. **Chandreshwor Mishra**, professor of the department of English Education, TU. Kirtipur. Most of the teachers are worried about career achievement from professional development perspective. This study will be beneficial for the teacher who wants to be professionally grown up in their teaching profession. Your kind co-operation in completion the questionnaire through the authentic and reliable information will be great value to me. Any responses you provide will be kept entirely anonymous. I assure you that it is used only for research.

Note: teaching portfolio, mirror and map of teachers is a collection of documents and other items that provides information about different aspects of a teachers work and it describes and documents the teacher performance to facilitate professional development and to provide a basis for reflection and review.

Researcher

Kedar Bdr. Khatri

M.Ed. Second year

T.U., Kirtipur.

Name :

School's Name:

Qualification:

Experience :

Date:

5. Teaching portfolio is individual perspective of teacher learning for professional development.
 - a) Strongly agree b) Agree
 - c) Disagree d) Undecided

6. Teaching portfolio gives feedback about the teacher's work.
 - a) Strongly agree b) Agree
 - c) Disagree d) Undecided

7. A portfolio can promote communication with other teacher.
 - a) Strongly agree b) Agree c) Disagree d) Undecided

8. Teaching portfolio provides a demonstration of how a teacher approaches his or her work and present evidence of the teacher's thinking, creativity resource fullness and effectiveness.
 - a) Strongly agree b) Agree c) Disagree d) Undecided

9. Does the school ask you to submit your portfolio?
 - a. Yes b. No c. Once d. Countless

10. If your answer is 'yes' why do you think that it is necessary?
 - a. For getting professional development.
 - b. For reflecting and reviewing own work.
 - c. For self-appraisal.
 - d. Any other

11. If 'No' have you ever made the administration aware about this?
 - a) Once b) Twice c) No d) I don't know

12. How often do you observe your colleague's portfolio?
 - a) Always b) Sometimes c) Rarely d) Never

Open ended questions

B. Give your opinion for the following questions.

13. How do you define the term 'teaching portfolio'?

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

"Thank you for co-operation"