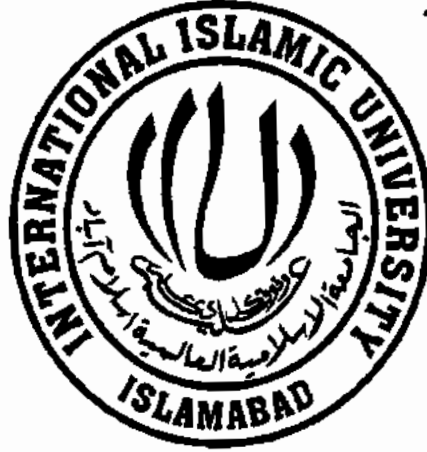


**Professional Development Practices of English Language Teachers
Working in Federal-Capital Universities of Pakistan: An Analytical Study**



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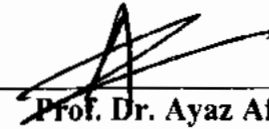
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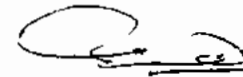
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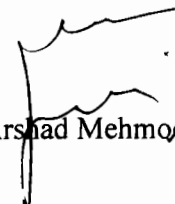
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Candidate of Doctor of Philosophy in English language and literature at the International Islamic University, Islamabad, do hereby declare that the thesis titled 'Professional Development Practices of English Language Teachers Working in Federal-Capital Universities of Pakistan: An Analytical Study', submitted by me in partial fulfillment of PhD degree in the department of English (FLL), is my original work and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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Date: 02/05/2019


Arshad Mehmood Raja

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Dedication

I dedicate this work to my elder brother, Khalid Mehmood Raja, and my deceased parents who always aspired not only for me but for all my brothers and sisters a better future. May their souls (my parents') rest in peace and be granted the best place in the Heaven (Amen).

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Abstract

The last one or two decades of the twentieth century saw an upsurge in the recognition of the importance of professional development (henceforth PD). Since then, almost all important educational proposals stressed PD as a primary vehicle for bringing about the needed change in the quality of education. Accompanying this recognition of the importance of PD, however, are serious concerns about the effects and effectiveness of all forms of PD practices. The literature on PD, for example, is filled with descriptions of the past failures; and reviews of modern professional development programs are often just as pessimistic. Many conventional forms of PD are seen as too top-down and too isolated from classroom realities to have any out these significant impact on practice. As a result, the improvements hoped-for are seldom realized. Keeping in mind these concerns, I decided to: i) explore the PD programmes/practices that English language teachers of the federal capital universities in Pakistan take part in, and ii) find teachers' perceptions about the effectiveness of such programmes and activities.

The study was conducted in two phases. Phase one, which was based on a questionnaire data collected from 109 teachers of 8 federal capital universities, attempted to explore not only the PD practices of English language teachers working in federal capital universities of Pakistan but also to evaluate these teachers' perceptions about the effectiveness of such programmes and activities. While in phase two, interviews of 10 people were conducted to have a representative picture of the data as well as the situation. The evaluation of the teachers' perceptions about the effectiveness of the PD activities was based on a model put forth by Guskey (2000). This model seeks to evaluate professional development through a five-level analysis. These levels can be described as the reaction (satisfaction or dissatisfaction) of participants, the learning outcomes, organisational support, use of new skills and knowledge, and the outcomes of the activity as seen in its impact on student learning.

Findings indicated that the teachers do seem to know the benefits of professional development, but they do not actively engage themselves in developmental activities. Most of the activities which they do take part in are due to institutional demands, however they lack in the area of other, more personal, efforts. The overall situation of the institutions and the teachers' awareness and interest in the matter also seem to be lacking. Furthermore, many of the teachers even take language teaching as a simple and easy task and do not consider training as a necessary prerequisite to it.

CHAPTER ONE

Introduction

As humans we are in a constant need of perfecting our talents and abilities in all walks of life. When it comes to teaching, this universal principle acquires added significance. Eternal vigilance is the price of teaching, and a good teacher, by definition, is the one who is constantly mindful of this necessity. This brings in the notion of professional development with reference to teaching, and, in our case, with reference to English Language Teaching (ELT). An English language teacher is in a constant need to develop his/her professional credentials through a host of available resources ranging from in-service teacher training programs such as conferences, seminars, workshops etc. to informal learning opportunities.

Language teaching, with all its social, psychological, pragmatic and applied complexities, requires a constant and systematic professional growth on the part of teachers. Of late, language teaching has been revolutionized, thanks to the technological advancement which has resulted in such tools as audio visual aids, multimedia, computer-assisted language learning (CALL), smart boards, etc. This technological revolution has further enhanced and compounded the significance of professional development. Gone are the days when teaching a language used to be a matter of mere textbooks, drilling, conjugations and homeworking. These days, language teaching/learning technology is moving so fast that any relenting in developing oneself professionally simply means being 'left out'.

Language teaching has become a science with a very elaborate state-of-the-art equipment being employed in its advancement. This scientific and technological nature of the discipline itself imposes its own necessities and requirements on English language teachers. They are obliged to ground themselves in the technicalities and specificities of the subject. Professional

development is not about trendiness or any kind of camp following. Instead, it is to be abreast with the latest innovations in the art of teaching and learning in order to make the best of one's abilities. It is about searching for new career pathways and to make the best of one's academic and professional abilities. There is no such time in our teaching career when we do not have opportunities and challenges to develop our prospects, knowledge and skills. Hence, an effective teacher is the one who is constantly developing. There is no such thing as a 'developed' teacher, thanks to the ceaseless expansion of knowledge and a relentless multiplication of ideas and pedagogic techniques.

At the same time, it is pertinent to mention that language teaching has been further complicated by such factors as multilingualism/multiculturalism, large-scale immigrations, wars, universal education programs, literacy drives, cultural racism, and globalization, to mention just a few. Different techniques and concepts have been evolved to capture the spirit of this phenomenon and then to operationalize it. Reflective teaching, action research, self-assessment and professional assessment are just a few variations on the same fundamental principle of professional development. Moreover, when teachers work in an organization, it becomes all the more important to develop professional relationships in order to optimize one's learning from the experiences of peers and colleagues and, in response, to share with them one's own ideas and approaches. This makes teaching an 'organic' concept, and as an organism is a living entity subject to the laws of growth, reproduction and survival, the same applies to teaching as well.

Professional development is, by definition, an intensive and collaborative task premised upon technological assistance, mentoring, reflective supervision, consultation and coaching. Most Professional development has certain other reasons as well, such as a sense of moral obligation and an abiding desire for lifelong learning. All over the world, schools, colleges, universities

and other centres of learning have professional development requirements for English language teachers. For example, in Arkansas, USA, an English language teacher is required to complete a sixty-hour documented professional development every year. Our present day academia places a huge importance on what is commonly known as 'autonomy'. The notion of autonomy is usually linked with learners but, with respect to professional development, it has a lot to do with teachers as well.

After going through certain phases of (self)-learning, a teacher should reach a competence level where he/she is able to operate as an autonomous professional. This by no means implies working in some kind of professional cocoon; rather, it connotes the idea of professional empowerment. This is called Initial Professional Development (IPD) and its basic goal is to bring the fresh teachers a kind of expertise and knowledge which could enable them to operate in their domain of professional responsibility successfully.

Once a teacher acquires this preliminary stage of professional empowerment, the next challenge he/she faces is that of maintaining that level. This is achieved through what is called Continuous Professional Development (CPD). During this phase, a teacher faces the challenge of maintaining the knowledge and skills he/she has acquired at the preliminary stage and holding him/herself from reverting back. CPD, of course, is not the ultimate stage as it is not enough to just maintain one's knowledge and skills. In a world of techno-industrial flux and bombardment of ideas, it is paramount to increase the level of one's professional caliber through specialized training and advanced professional learning.

Statement of the Problem

The notion and practice of professional development is very relevant to the successful conduct of English language teaching; however, in Pakistan the situation is far from being satisfactory. Unfortunately, in Pakistan, professional development is marred by a large variety of factors

which are at once conceptual, psychological, professional and technological. At the conceptual level, for example, there is a lot of confusion and misunderstanding about the very notion of professional development. Most often, it is taken as just a kind of 'extra'—a burden and an uncalled for interference in the lives of the teachers. At psychological level, teachers are not favorable towards programs which aim at enhancing their professional expertise. And lastly, even when such programs are conducted and teachers are made to participate in them, the exercise does not prove to be as fruitful as it should be. The way programs and activities aimed at professional development are theorized, structured and accomplished needs a radical re-thinking and input from policy makers, administrators and teachers.

It is because of this that professional development in Pakistan is not quite productive, though of late huge funding is being delivered for it. Problems can be found in the activities themselves, in the understanding that teachers and institutions have of professional development, and even in the area of policy-making, all of which can prove fatal in this case. The reasons for such a state of affairs are both qualitative and quantitative—that of degree as well as of kind. To deal with such reasons and to overcome the challenges, a comprehensive diagnostic and a workable roadmap is paramount which the present study aims at providing for. The study becomes all the more significant as it intends to investigate Pakistani teachers' understanding of their personal as well as professional experiences that are likely to have been informing their pedagogic endeavours.

Research Objectives

The current study aims at analysing the professional development practices of the English language teachers of the federal capital universities in Pakistan. It aims at figuring out the extent to which teachers participate in development programmes and also to evaluate these teachers' perceptions about the effectiveness of their own PD. And building upon this analysis, the study aims to provide certain concrete suggestions which could be employed to improve such

activities in the future. As such, we can summarise the objectives of our study by saying that the aims of this study are:

1. To investigate the professional development programs or activities that English language teachers of the federal capital universities in Pakistan take part in.
2. To find out the teachers' perceptions about the effectiveness of these PD programs/activities.
3. To identify the ways and means through which these PD programs/activities can be improved.

Research Questions

Having decided upon that, we now need to formulate certain questions which reflect our goals and which allow us to delineate our lines of inquiry. We need to translate our goals into researchable and answerable questions which would then govern our study and give it a proper direction. Our objectives are, as stated earlier, to analyse the professional development practices of the English language teachers of the federal capital universities and to suggest ways for generating a better performance. As such, we can translate our research objectives into the following study-questions:

1. What professional development programs or activities do English language teachers of the federal capital universities in Pakistan take part in?
2. To what extent do these teachers find such PD programs/activities effective?
3. What measures can be taken to improve future PD endeavors?

Answers to these questions will be acquired through the specific data that has been collected during the study. This data was acquired through the use of a three-part questionnaire and some interviews. The function of the interviews was to consolidate and provide greater insight into the questionnaire answers. As for the questionnaire itself, it consisted of three parts. The first dealt with participant demographics and it sought to provide the information needed for a

thorough cross tabulation analysis which would reveal how factors like gender and experience affected the teachers' development. The second section of the questionnaire asked questions related to the development activities of the teachers and it sought to find out what the nature was of the activities they took part in and their general attitude towards them. As such, this part provided us with answers to our first research question. The third and the final section of the questionnaire dealt with the evaluation of the perceptions of the teachers and it sought to find out how successful (or not) these activities had been. Thus, it provided us with answers to the second question. The third question was answered by building upon these conclusions and by deriving suggestions from the data as well as from the literature review.

The evaluative section of the questionnaire (section 2) was based on the model of PD evaluation proposed by Guskey (2000). This model seeks to analyse development processes and programmes by studying them at five distinct levels. These levels, simply put, are Participants' reactions, Participants learning, Organizational support and change, Participants' use of new knowledge and skills, and Student learning outcomes. The first level, Participants' reactions, measures the levels of satisfaction (or dissatisfaction) of the teachers and it aims at figuring out if the activity had a motivating or a de-motivating effect. The second level, Participants' learning, tries to find out if the participants had learnt anything or benefitted in any way. It finds out if the experience was beneficial or not. The third level, Organizational support and change, deals with how the teachers' organizations reacted to the development ideas, and whether or not they were helpful in the process. The fourth level, Participants' use of new knowledge and skills, asks whether the participants gained any practical benefit or not. It asks whether teachers had made use of the knowledge they had acquired or not. Finally, the fifth level of the analysis seeks to find out if the development had any positive (or even negative) influence of the performance of the students.

Thus, Guskey's (2000) model tries to evaluate the perceptions of English language teachers of the federal capital universities about the effectiveness of their own PD practices. Or questionnaire and interviews sought to provide us with data relating to the same five levels of analysis. And using that data, we have tried to analyse the development activities of the English language teachers of the federal capital universities in Pakistan and to evaluate their success. Based on that analysis, we have tried to figure out their weaknesses and have given suggestions for their improvement.

Structure of the Study

This thesis has five chapters. Chapter One is the introduction that provides an overview and the purpose of the research. Chapter Two reviews the literature pertaining to the subject of the research study. It deals with the literature in the fields of English language, English language teaching in Pakistan, professional development, professional development practices and the evaluation of professional development. Gaps in the literature have also been identified in this chapter to show where further research is needed. Chapter three describes the methodology of the study. It specifies the research design, instrumentation, sampling and data collection procedures that were adopted. It also describes the way the data were coded, analysed and interpreted. The results of the study are presented in Chapter Four. Chapter Four focuses on the data obtained from a survey questionnaire and interviews to discover teachers' professional development practices and their effectiveness. Chapter Five, the concluding chapter, discusses the answers to the research questions that were posed at the beginning of this study and thus shows how the data provides us with answers to these questions.

CHAPTER TWO

Review of the Literature

This study explores professional development practices of English language teachers working in the federal capital universities of Pakistan. It also evaluates the teachers' perceptions about the effects and effectiveness of these practices. The study thus brings together three main areas: the English language teaching, teachers' professional development practices and the evaluation of professional development practices/programs/activities. The review of the literature here will first provide a very brief account of the overall significance of English and the position English and English language teaching (ELT) holds in Pakistan. It then will discuss previously published works from the areas of professional development and its evaluation that are germane to the present study, and will draw from the research on mainstream education as well as from the field of foreign/second language education. Finally, it will attempt to situate the present study into the researches that have already been carried out in the field.

English, of late, has assumed the status of a global language in our world, thanks to the power and influence of the erstwhile British Empire and the present-day superpower—America. At present, it is being spoken by almost 2 billion people and understood in almost all parts of the world (Graddol, 2006). According to one such estimation, around half of the world population will be proficient in this 'world language' by the year 2050 (The Economist, 2001, in Johnson, 2009).

Owing to its popularity the world over, English is now taken as a language that stands for or helps in a country's sociocultural and educational development; and the teaching of English is a prerequisite to this development (Shamim, 2009). In fact, English is considered to be a means to improving life, both for the individual and the nation or society he or she is part of. Coleman (2010a, as cited in Shāimim, 2009, p. 3), for instance, points out that English brings with it a

number of benefits for its speakers i.e. employment, international collaboration, research access, international mobility, disaster control, and also an effective means for international communication.

There are, of course, people who question the supremacy of English and who ask why it has to be English that must play this role, and why English—a European language—must be considered an international or global language and not some other language. Scholars have argued over the relationship between language and power and have questioned as to why a culture must be translated into English and the behaviour of its people aligned to the norms of the English speaking nations (Brock-Utne, 2000, as cited in Shamim, 2009). Chambers, (2007, as cited in Shamim, 2009), for example, voices this concern in the following words:

whose language and whose words count[?] In whose language do we—or are we—compelled or induced to co-ordinate our behaviour? And in whose language do we together bring forth our world? (p. 3)

However, despite all this criticism about this linguistic dominance, the fact still remains that English has become a major language in this world and it is being taught as an international language and being considered the language of research and development. This stands as a fact regardless of our liking or disliking for it.

The English Language and its teaching in Pakistan

English first came to the Indian Subcontinent with the British colonisation of the region. It was the language of power, the elites and the 'educated', during the Raj. When Pakistan broke off from India and gained independence from the British, it inherited both the political machinery as well as the language from its former 'masters' (Abbas, 1993). Thus, Pakistan, as a country,

began with an English-oriented educational system and a de facto official language that had nothing to do with its culture and traditional milieu.

As a result of this colonial history, English continues in Pakistan to be the language of power, development and prestige. It continues to dominate bureaucracy, education, legal systems, trade, and commerce and is taken as a sign of distinction, privilege and intelligence (Abbas, 1993; Shamim, 2009). English, in Pakistan, is “the passport to success and upward social mobility” and it is the “key to national progress” (Shamim, 2009, p. 37). That being the case, English continues to dominate, both as a language and in the culture that it signifies, the society of Pakistan.

English, in Pakistan, is a language for the elite (Shamim, 2009) and a sign of being an educated person. People in Pakistan believe that English is necessary for technological and economic development. They also believe that learning English ensures both the individual and the national progress. One of the ministers once described it as an “urgent public requirement” (Jalal, 2004, as cited in Shamim, 2009, p. 58). He also stated that the country needs to make “the comprehension and use of English as widespread as possible” if it wants to develop and excel in the world (ibid.).

English is also a widespread medium of instruction right from schools to universities and it is taught at all levels as a compulsory subject. Moreover, it continues to dominate the national language of Pakistan, Urdu, and thanks to the younger generation’s desire to join what is perceived as the “global community” and the university’s goals to match the standards of “academic excellence and status”, English is gaining more and more importance in the Pakistani society (Shamim, 2009; Abbas, 1993). English is the language of power and education and the situation, so far, is showing no signs of changing (Abbas, 1993). The teaching of English is always stated as one of the main goals by each successive government and political

party (Shamim, 2009), which shows just how important it is considered at national, individual, and social levels.

Considering all these factors and conditions, one might at first expect Pakistanis to be extremely fluent in English. The situation, however, is quite distinct. While the English language is taught at all levels in Pakistan (Abbas, 1993; Shamim, 2009), the actual level of teaching and the competence of its users is considerably low (Shamim, 2009). The reason, perhaps, is that no government or education plan has yet practically tried to look into the causes of this low competence and come up with a reasonable way out. Instead, each government has announced that English will be “taught” and each policy-maker has said that English is essential, but no sustained or authentic attempt has been made to understand and improve the situation (Shamim, 2009). The overall situation, so far, with which Pakistan and its people are working, is unclear and less than viable. They are simply teaching English without trying to understand how it should be done to achieve communicative goals.

English language teaching in Pakistan, first of all, is content-and grade-based. Students are not expected to gain any real communicative proficiency, but to know a list of rules and words and to do well in exams (Shamim, 2009). In other words, no one gets to actually learn English but are expected to learn a bunch of “facts” about language, often on rote basis, and to reproduce them on a piece of paper, and in many cases to forget them after the exams. Furthermore, there are not enough opportunities for the students to learn in the classroom. A lot of instruction takes place in Urdu, and no actual feedback is given to students in a systematic and consistent way. There is also a lack of resources and language learning/teaching technology is not used to an optimum level (Shamim, 2009; Dayoub & Bashiruddin, 2012). Thus, English language teaching in Pakistan is oftentimes below standards and people do not really get to learn it as a language i.e. a means of communication based upon competence. Unfortunately, students and

teachers, when asked about this situation, seem to be satisfied and are pleased with the way things are going. Thus, it seems that either they are unaware of other alternative and more effective methods or they are too focused on just getting grades. It may also be the case that they are just learning something material (i.e. “facts”) to actually try and improve their teaching practices (Shamim, 2009; Dayoub & Bashiruddin, 2012).

Another problem that exists in the classroom is that teachers are, in most cases, not trained to teach English as a language in a communicative way. They are not formally qualified and the closest they get, in most cases, is to have a degree in English literature or linguistics (Shamim, 2009). That is not a substitute for having a degree in applied linguistics. Many of them do not even know the innovative teaching methods/technologies and go about teaching simply through grammar translation method, practicing of drills, and memorization. Experimentation and innovation is not a usual part of the teaching process and Urdu or other local languages are used for instruction in classes that are often crowded and under-resourced (Dayoub & Bashiruddin, 2012). Furthermore, the curricula are mostly made by the institutions and are prescriptive in nature, meaning that the flexibility inherent in a good language course is not present (Shamim, 2009). Also, we can see from this that the syllabus is given from outside and is prepared by people who usually do not have a direct relation with the actual classrooms.

This does not mean, of course, that all institutions teach English through substandard or outdated methods, but the problem is that most of the institutions where English is taught through latest language teaching techniques and methods are not affordable for the general public. The education system in Pakistan is divided between the private and the public sectors, with public education being the one that is most commonly available as well as affordable. Private sector education, or “English medium” education, is something either very elite or only for those members of the upper middle class that can afford it. Thus, the system of education

in Pakistan is rather elitist and good education and proficiency in English is mostly confined to the upper classes, which then boosts its image as a language of power and education (Shamim, 2009). English, in other words, is taught properly to people who have power while others have to go with what they can get i.e. out-dated teaching methods and poor learning conditions.

Thus, we may conclude that English in Pakistan is a language of power and is most eagerly embraced by the elite class. It is also found among the middle class and to some extent in the lower class. The teaching of English, however, is not well managed and its education is mostly focused on passing tests and gaining grades. Of course, there might be many reasons for this, but there is a strong suggestion, from research and case studies, that in Pakistan there are no specific teacher development routes and theoretical conceptions about teacher development programs. The overall concept, especially in English language teacher training, is rather blurry. Thus, this brings us to the next two topics of this literature review: professional development and evaluation of professional development.

The Professional Development of Teachers

The second half of the twentieth century witnessed a burgeoning of new trends in the field of English Language Teaching (ELT). While the decades of 60s and 70s stressed the importance of teaching methodologies, the decade of 80s saw an explosion of activity in materials development. However, in the 1990s, there was a shift away from methodologies and materials development to teacher development. The most notable signs of the shift, according to Water (2006), were Wallace's (1991) major conceptual model of teacher learning — 'reflective practitioner' — and a number of publications on a wide range of aspects of teacher development by Richards & Nunan (1990), Freeman & Richards (1996) and Hayes (1997). These publications, Water (2006) adds, focused on both pre- and in-service levels.

To better understand this practice, however, we need to consider both the basic assumptions that underlie this process as well as the basic techniques and methods that are involved. Our discussion, thus, requires that we cover both what professional development is and why, as teachers, do we need to engage in this process. It also requires that we bring up the issue of methodology and discuss the idea of development as a way of life and as something more than just the institute's demand for standard performance.

Professional development, or Professional Teacher Development, is considered to be one of the most important aspects of a teacher's life (Richards & Farrell, 2005). Teaching, like all other professions, requires its practitioners to not to sit idly, but rather work hard to achieve the highest possible degree of success (Bailey, Curtis, & Nunan, 2001). A teacher is expected, in the words of Harmer (2001), not to just repeat the same lessons over and over, but to bring something new every time they take a class. The teacher must be creative, actively involved, and willing to try innovative and engaging activities (Harmer, 2001; Bailey et al., 2001). And by doing this, it is hoped not only that they will be able to achieve the standards that have been set by institutions and by teacher associations (Richards & Farrell, 2005), but also that they will be able to engage their students and enjoy the practice of teaching in a much more fulfilling manner (Bailey et al., 2001).

What is Professional Development and Why is it Important

To talk about something without knowing it would be disastrous, so it is appropriate that we begin our discussion by looking at what professional development is and why it is important for us in our lives. According to one definition, professional development is the "continued intellectual, experiential, and attitudinal growth of teachers" (Dale Lange, as cited in Bailey et al., 2001, p 4). In other words, professional development is the constant revising and building up of the theoretical assumptions and practical methodologies that shape a teacher's classroom

performance. It is the process of moving with the era, incorporating new ideas, making and testing new hypotheses, and constantly modifying one's work (Harmer, 2001). It is a lifelong process that enhances one's skill and brings a sense of order and control into one's life (Guskey, 2000). It incorporates one's experience into one's work (Richards & Farrell, 2005) and transforms the practice of teaching into a personally involving activity which is not too taxing on the teacher (Bailey et al., 2001). This then, that professional development is the teacher's attempt to constantly improve him/herself and to be the best, can be used as a working definition during our discussion, and it is taken to contain all the characteristics and methodologies that have just been mentioned and which will be mentioned below.

Having said that, we may want to consider *why* a teacher would want to participate in this practice. One reason would be to make sure their practice is not out-dated and that they have experimented with the newest available methods. In other words, the process of professional development helps us live every new day in a new manner and bring something new into the classroom. It allows us to make teaching an activity which does not involve the repetition of the same day over and over again (Harmer, 2001) and thus reduces the chances of suffering an emotional "burnout" (Bailey et al., 2001). Furthermore, by thus avoiding the stress that comes with repetitive action, teachers are able to engage with their students in a more involving and exciting manner (Harmer, 2001; Bailey et al., 2001) and are thus able to ensure better success in their career as well as better student performance (Richards & Farrell, 2005). Consequently, they are also able to gain certain other benefits such as an increase in prestige and income or more appreciation in class, which, of course, bring with them a sense of achievement and self-respect (Bailey et al., 2001).

That being said, we need to remember that emotional and intellectual involvement is not the only reason to pursue professional development. Teaching, as a profession, demands a standard

(Bailey et al., 2001), and that standard cannot be achieved by simply sticking to what we have learnt in our pre-service trainings (Richards & Farrell, 2005). There is a lot that has to be learnt on the job and which must be implemented and tested in the class (Richards & Farrell, 2005). Furthermore, professional development allows us to resist the mechanization of our lives and this allows the teacher to be in control rather than be controlled by the gruelling repetitions of routine teaching (Bailey et al., 2001). But to do this, we also need to make sure that our practice of development itself is not a routine activity, but something intentional, personal and systematic (Guskey, 2000; Bailey et al., 2001). Guskey (2000), particularly, has stressed the need for this in the following words:

To clarify just what is meant by “professional development,” we need to consider three additional defining characteristics. Professional development is a process that is (a) intentional, (b) ongoing, and (c) systematic. (Guskey, 2000, p.16.)

In other words, professional development has to be something that we do by choice, engage with continuously at a personal level, and something which we do with planning and consideration. Only then can we ensure continuous development and avoid having what Bailey et al. (2001) have called an emotional “burnout”.

Finally, we need to keep in mind that professional development is not just an in-class thing. Rather, it is something that needs to be supplemented with out-of-class activities that add variation to our career (Harmer, 2001; Bailey et al., 2001). That is, we need to add some colour to our practice by supplementing it with various activities, even those that are not directly linked with teaching. Of the activities that do relate with teaching, there is the practice of trying to feel one with your learner’s and trying to understand them better. This can be done by becoming learners ourselves and by taking different courses and classes so that we can relive and renew our experiences of learning and thus come to recognise what our students feel. And of course,

when we understand our students better, this will also bring a change to our own classroom practices and allow us to alter the way we think about and perform in our classrooms (Harmer, 2001).

As for the activities which do not relate directly with teaching, their purpose basically is to ensure that our job does not get mechanised and that we do not over-stress ourselves by focusing solely on teaching (Bailey et al., 2001). Teaching, by nature, is a helping job, and helping jobs tend to easily tire out their practitioners. The reason for this is that the helping jobs do not come with easy success. Also, they are more burdensome, and they make their practitioners responsible for other people as well. Furthermore, there is not much personal benefit, or immediate personal benefit, in these jobs, and this can become a source of stress and frustration for the practitioners (Bailey et al., 2001). Examples of such jobs include, for instance, police-work, doctoring, nursing, teaching, and other similar jobs.

Apart from this, there are also many other factors which add to this job stress, for instance: the mechanistic and, often, repetitive nature of this job (Bailey et al., 2001; Harmer, 2001); the criticism of other people who badmouth teachers despite the fact that they are doing their best (Maslach, 1982, as cited in Bailey et al., 2001); Not engaging in other activities and being stuck in a gruelling routine (Bailey et al., 2001); and not having contact with peers and students and living in an isolation (Bailey et al., 2001); etcetera. The main reason such a thing takes place is that teachers end up emotionally exhausted, they feel alienated from others and from their work, and they have no feeling of accomplishment (Maslach, 1982, as cited in Bailey et al., 2001). This brings to the occasional boredom a sense of frustration which eats away at the teacher and might even lead them to hate their profession.

Thus, it is recommended that people who work in such professions as teaching or nursing colour their lives by participating in other activities as well. This will help them dispel the stress which

they have accumulated at work, and it will thus allow them to feel less burdened on the job (Harmer, 2001; Bailey et al., 2001). They should also try their best to engage with others and to break their isolation and they need to avail development opportunities to be able to see their professional life as alive and constantly evolving. Not doing so can create a feeling that nothing is changing over time, which, in itself, is also a very exhausting thing. In other words, we need to set aside some time for ourselves and our families and for recreation, vacations, and development activities so that we can be fresh and active for the job. Sports, exercise, organising activities, side-jobs, and other such activities help lessen emotional stress and are thus necessary to a teacher's life (Harmer, 2001; Bailey et al., 2001).

Methodologies of Teacher Development

Let us now turn our attention to the practical side of this issue. The first thing we need to remember is that there are many techniques and methods involved in this process and that no discussion on this issue is exhaustive or conclusive. Our own discussion deals with just a small fraction of these techniques and it will serve only as an introduction to these methods. Also, we must remember that it is possible to mix up or to personalise these techniques and that our discussion only gives us a framework within which individual paths of development will be unique and different (Guskey, 2000; Harmer, 2001; Richards & Farrell, 2005; Bailey et al., 2001).

Another point worth emphasising is that these techniques can be used individually, in a group, or at an institutional level (Guskey, 2000). They may be part of a teacher's personal experiments, they may be used by a group of teachers working together (Harmer, 2001; Bailey et al., 2001) or they might be employed by the institute as a means to better its performance (Guskey, 2000; Richards & Farrell, 2005). Similarly, it is also possible for a group of schools to combine their efforts and to create an interactive teacher development project (Guskey, 2000). And of course, one may produce a combination of these situations to create something

personal as well as institutional (Guskey, 2000). And in all of these cases, what is important is to be personally and actively involved in this practice, for only then will it be that we will be able to truly adapt our teaching and make our classrooms beneficial and fun (Bailey et al., 2001; Harmer, 2001).

That being said, we should know that teacher development can take on two distinct forms, formal training and self-observation. Formal training basically involves taking courses and attending workshops (Guskey, 2000). This includes pre-service training as well as workshops and lessons that an institute may ask its teachers to attend as part of the job (Richards & Farrell, 2005). It also includes online workshops and courses as well as courses taken voluntarily by the teacher (Bailey et al., 2001; Harmer, 2001). And so, by seeking further training in the teaching profession, one comes face to face with many theories, ideas, and techniques which then allow them to actively experiment in class and question their own performance. This helps the teacher in creating a flexible classroom environment that caters best to the students' needs. It also helps teachers in staying active by reminding them that the classroom should not be a repetitive experience, but something interesting and engaging (Harmer, 2001).

The other major element of teacher development is to be observant and to assess your own performance on a regular basis. This can be done in various ways and it helps teachers to know themselves, to understand their learners, and to adapt and learn through different situations (Harmer, 2001; Bailey et al., 2001; Richards & Farrell, 2005). Self-assessment can be done through videotaping, interviewing, journaling, or questionnaires. It can involve the study of professional literature, experimentation, considering case studies, observing classroom performance, or keeping a teaching portfolio (Bailey et al., 2001; Harmer, 2001). It is also possible to do this by attending courses on different topics so that the teacher can relive the learning experience and thus better understand the learners' mind (Harmer, 2001). It is also

helpful to discuss with colleagues and to have teacher support groups or peers that can analyse or discuss one's teaching methods, share observations, give suggestions, and thus make the process more intriguing, fun, and interesting (Bailey et al., 2001; Harmer, 2001).

Overall, the process of development must not become stale or mechanical. It must be a process that engages the teachers and the students in a large network of cooperation and learning (Bailey et al., 2001; Guskey, 2000). This can be achieved by making study groups, taking part in development activities, and through many other means. Richards and Farrell (2005, p. 14) summarise some of the basic activities and their realizations as follows:

Table 1. Professional developmental activities for Language Teachers

Individual	One-to-One	Group-Based	Institutional
• Self-Monitoring	• Peer Coaching	• Case Studies	• Workshops
• Journal Writing	• Peer Observation	• Action Research	• Action Research
• Critical Incidents	• Critical	• Journal Writing	• Teacher Support
• Teaching	Friendships	• Teacher Support	Groups
Portfolios	• Action Research	Groups	
• Action Research	• Critical Incidents		
	• Team Teaching		

A brief description of these techniques is given below:

1) *Self-Monitoring*

Self-Monitoring, or observation, basically involves trying to judge oneself and trying to improve one's own practice. This can be done by distributing questionnaires among students, enlisting the help of a friend, recording one's class, discussing with others, keeping a journal, or any other method which allows one to critically look at their own work. Self-monitoring is

a basic and essential part of any development plan, for one cannot hope to change without first assessing where they are and whether what they are doing is right or not (Bailey et al., 2001; Guskey, 2000; Harmer, 2001; Richards & Farrell, 2005).

2) *Journal Writing*

Journal Writing is a technique which helps one in self-observation. It basically involves writing about one's own practice in order to force oneself to critically engage with it. One can write down their reflections, observations, and questions, or they can note down problem areas or even summarise what they had done in order to be able to consider it critically. The journal can be kept as a diary, it can be used to note down observations, or it can be kept as something one writes in regularly, like after every class, at the end of the day, etcetera (Bailey et al., 2001; Harmer, 2001; Richards & Farrell, 2005).

3) *Critical Incidents*

By critical incidents we mean those moments where the teacher has to make a critical decision—that one moment when a student refuses to cooperate or where the class is unable to make sense of the discussion or when something unusual or unexpected or difficult to deal with arises. In such situations, the teacher has to make a decision and reviewing that decision and how it affected the class is a great means for the teacher to learn. Combined with other techniques like discussion and journaling, this method of observation can help a lot in a teacher's professional development (Richards & Farrell, 2005).

4) *Teaching Portfolios*

This technique is somewhat similar to journaling. It involves maintaining a portfolio full of notes that are based on one's readings, observations, lesson plans, comments, and other useful material. This portfolio can serve as a reference in considering previous observations and it can also serve as a narrative on how one is developing and thus serve as future reference (Bailey et al., 2001; Richards & Farrell, 2005).

5) *Action Research*

Action Research is, in simple words, a research project aimed at self-improvement. It involves observing situations and coming up with research questions that help one to identify the issues in one's (or in the institution's) methodologies. Using various data collection methods, one can find answers to these questions and come up with suggestions and solutions for the identified problems. These can then serve as reference for future projects and thus assist in maintaining a continuous development process. This form of research can be conducted at an individual or group level and is very beneficial for practicing teachers (Bailey et al., 2001; Guskey, 2000; Harmer, 2001; Richards & Farrell, 2005).

6) *Peer Coaching*

As the name itself suggests, peer coaching, or mentoring, is a development technique which involves peers or colleagues mentoring each other. The above mentioned list cites it under the category of "One-on-One" interaction, but it can also involve a group of teachers. The Basic idea is that a colleague who has more experience or who has recently taken part in a development programme helps his or her friends by teaching them about the various methods by which teaching can be managed. He or she can also involve the others in dialogue and discussion or discusses with them their reflections and comments. The role of the teacher-coach can vary depending on the situation, it can range from a role close to that of an instructor to that of a discussion moderator or an equal (Bailey et al., 2001; Guskey, 2000; Harmer, 2001; Richards & Farrell, 2005).

7) *Peer Observations*

Peer observation is, in simple words, a toned-down version of peer-coaching, where the difference in the members' authority is not that wide. It is almost like a discussion between equals, where two (or more) teachers get together to help each other in their development. The basic pattern of peer observation is to have a colleague observe your class and then to discuss

it with you and give his or her comments. This could be built upon by employing joint-teaching sessions, group study-sessions, group lesson-planning, and many other collaborative ideas (Bailey et al., 2001; Guskey, 2000; Harmer, 2001; Richards & Farrell, 2005).

8) *Critical Friendships*

Critical friendship is basically just a fancy way of saying collaboration and friendship. It is when two (or perhaps more) friends get together to work on their development and they try to support each other in this task. It can involve attending courses together, engaging in critical discussion, going for mentorship or peer observation, etcetera. In simple words, it is friends working together, relying on each other, dividing responsibility, and helping each other to develop (Bailey et al., 2001; Harmer, 2001; Richards & Farrell, 2005).

9) *Team-Teaching*

Team-teaching is an interesting method in which two teachers get together to teach the same class. This can be done in a number of ways: it could be on an apprentice-expert basis, as “associates” working together, with a team-leader managing things, or even in a coordinated fashion, etcetera. What basically happens is that the teachers divide the roles between themselves or share the responsibilities. They plan the lessons in collaboration and engage in dialogue after teaching. They take turns in teaching the class, dividing it on the basis of days, hours, or maybe even teaching together. The basic requirement, of course, is that both teachers are critically involved with the process and that the class does not become disjointed and confusing but is run smoothly by them both (Bailey et al., 2001; Richards & Farrell, 2005).

10) *Case Studies*

By case study, we are referring here to two possible methods. One is to read the literature related to this issue and learn from the various cases reported there. In this case, a teacher or a group of teachers will critically engage with this literature in order to learn from the reported experience, to be able to reflect on their own practices by engaging with the opinions of others,

or even to conduct their own case studies based on what they have read (Bailey et al., 2001; Harmer, 2001).

A second method would be to conduct a case study of one's own practices or the attempts of one's colleagues. This can be done at an institutional level or in groups or by oneself, formally or informally, in order to better understand the teaching situation and its particular difficulties. A group of teachers could, for instance, study a particularly difficult to teach topic, some technique, or a class that is difficult to manage and try to implement changes. They could apply an innovative technique and study how affective it is and whether or not it needs modification. A teacher could individually have an informal study of how he or she is doing or some issue they are facing, and so on. A case study, briefly, is an in-depth study of one specific "case," and a lot of tools and techniques can be used to get detailed data which can help the teacher to critically engage with their own practice (Bailey et al., 2001; Richards & Farrell, 2005).

11) *Teacher Support Groups*

A teacher support group, basically, is a group of teachers getting together to discuss and reflect upon their practice. They can help each other in understanding development literature, share experiences and ideas, ask for help on issues, collaborate on projects, discuss problems, etc., all of which can be done in the form of a formal meeting or even in simple teacher get-togethers. This technique can also be mixed with others, such as peer observation or case studies to have a greater impact on the teachers' practices and it can also help them connect with each other and even give vent to much of the frustration they might have gathered while teaching. There can also be a mixture of formal and informal meetings in order to balance things out and remove the feeling of repetitiveness and mechanisation from creeping into these meetings. Also, it is possible for teachers to join online forums or teacher associations in order to have contact with a greater number of people (Bailey et al., 2001; Harmer, 2001; Richards & Farrell, 2005).

12) *Workshops*

Workshops are “intensive, short-term learning activit[ies] [...] designed to provide an opportunity to acquire specific knowledge and skills” (Richards & Farrell, 2005, p. 23.). The goal of a workshop is to get “hands-on” experience and also to learn from the “experts” and be able to practically engage with what you are learning. They can give a boost to your motivation, help you learn new things, assist you in forming contacts, and can lead to an overall increase in your capabilities. Of course, this does not mean that all workshops will benefit everyone, but they are, generally speaking, a good way to learn. They can help teachers learn new things and engage critically with their own practice, they can help them in forming “critical friendships,” in trying out new things and engaging with the people considered to be “experts” in their field. Finally, taking part in a workshop also allows teachers to relive, for a short while, the learning experience and thus be able to better empathise with and engage with their students (Bailey et al., 2001; Guskey, 2000; Harmer, 2001; Richards & Farrell, 2005).

All in all, we can see that there are a number of techniques which can be employed by a teacher in their pursuit for professional development. However, three things should be noted here before moving forward. Firstly, this list of techniques is in no ways exhaustive, there will be other techniques and methodologies that have been listed by others. Secondly, this list, like any other, is based on some principle of selection and categorisation. It is entirely possible that someone else would list them differently. For instance, some writers might choose to include team-teaching within the scope of peer-coaching, or they might choose to split what we have listed under case studies into two separate techniques. Finally, it should be pointed out that many of these techniques overlap or interact with each other and it should not be considered that they are separate. Rather, they are to be used together, in a large variety of combinations and experiments, in order to come up with methods that are most conducive to one’s own situation and classroom.

Also, it should be noted that most of the activities mentioned in this chart fall into more than one category. Teacher development always takes place at more than one level and it is a network of activities and relations that occurs inside the classroom as well as outside; it includes even such things as teacher-student interaction and the importance of vacations and other co-curricular activities (Bailey et al., 2001). Activities that take place at an individual level could be subsumed under institute level activities, and so on. Professional development includes not just the in-class life of the teacher, but is also a part of a teacher's daily life. It is the continuous process that is needed for an enjoyable and fulfilling career, and which allows the teacher to benefit the students and makes the job at least a bit less tiring than usual (Bailey et al., 2001).

Some Principles for Professional Development

Having considered all that, we must now discuss some basic principles that have been suggested by various writers. In earlier times, development had mainly been an issue of how to teach a lot of things in a comparatively less amount of time (Guskey, 2000). However, it is now suggested that professional development should aim at creating a better and more involving classroom environment and at improving the professional life of the teacher instead of teaching more topics (Guskey, 2000). The goal of professional development is not teach more things, but to improve the overall classroom experience and also to balance it with the teacher's personal and professional life in order to bring out maximum results (Guskey, 2000; Bailey et al., 2001). It does not just want to bring us up to a standard, but also to create a teaching environment that is both engaging as well as beneficial and which can make the process of teaching much more effective (Bailey et al., 2001). In other words, it is no longer a question of simply how much you teach, but of what you teach and how.

In order to do that, it is essential that we have certain principles and parameters that can serve as our foundational assumptions. And while every teacher will and must have a unique set of principles, there are some concepts that have been suggested by writers and by teachers as the

basics which everyone should consider. In this next part of our discussion, we will briefly go over the main suggestions of some of these writers regarding what sort of mindset or general conception we should have in our minds when we aim for professional development.

The first principle that we will discuss in this matter is to know the learners and the learning process (Guskey, 2000). One of the goals of professional development is to create an environment that assists learning and which does not place too much stress on the learners' minds. Thus, it is important to base the development process not just on "expert knowledge," but also to make it an active and engaging process that involves the teachers, the students, and the institutions (Richards & Farrell, 2005; Bailey et al., 2001). The development program should aim at helping teachers understand their learners so that they can adapt themselves to the situation and thus perform better and be able to teach in a way that is less taxing for them and their students (Harmer, 2001; Bailey et al., 2001; Richards & Farrell, 2005). The goal, in other words, is to understand how the learners' minds work and how they learn, so that one can deliver the lesson in a way that is in accordance with that understanding and is much more effective.

Secondly, we need to know that there are various needs that we must cater to in our development programs. These are the needs of the teacher, the needs of learners, and the needs of the institution (Richards & Farrell, 2005; Guskey, 2000). And while it will be impossible to satisfy them all, the ideal case which we must aim for is the one in which all of these needs are considered. Thus, our development must take place in a flexible way which allows us to bend ourselves according to the situation. We need to come up with an eclectic method which allows us to use various teaching methods, education theories, and development techniques in a way that best suits our situation and the needs of the people involved (Richards & Farrell, 2005; Guskey, 2000; Harmer, 2001). We need to be able to identify with the students, know ourselves,

and blend these in with the needs of the institution if we want to have positive teacher development and if we want our career to be successful and to avoid an emotional burnout (Bailey et al., 2001).

Finally, we need a development plan that embeds small procedures into a larger life-long plan. We need to have a “grand” vision that motivates us for constant improvement, and alongside that, we need to have small plans and small steps that help us deal with our issues without overburdening ourselves (Richards & Farrell, 2001; Guskey, 2000; Harmer, 2001; Bailey et al., 2001). The benefit of having such a plan is that we are not overburdened and that it helps us achieve small successes that motivate us and keep us going. This also allows us to analyse certain issues in detail and to deal with our weak points one-at-a-time, rather than trying to deal with everything at once and wearing ourselves down (Harmer, 2001; Bailey et al., 2001). And while doing that, it constantly reminds us that our development will continue beyond this simple “step” and that it is an ongoing process.

Thus, we need to remember that professional development is not something random or solely institutional, but that it is something that must involve us and our students. It is the active process of adapting and of getting to know ourselves and our learners. And the best way to do that is to be actively involved, to have an ideal to aim for, and to have small realistic steps to help us move forward without wearing us down.

Thus, we can say that professional teacher development is an essential part of a teacher’s practice. It is the constant attempt to stay up-to-date and to be the best. The teacher, in the words of Harmer (2001), is not supposed to live the same year 20 times, but rather, he/she must try to live 20 separate years. That is, teachers must strive to live in a state of constant development and improvement. They must try to adapt and experiment so that their class becomes an exciting and involving experience in which they try to cater to the learners’ and

their own needs and thus create an exciting and fulfilling career which allows them to benefit their students and live their job to the fullest. They need to be able to learn from each classroom and to adapt towards each situation which they face.

The Evaluation of Professional Development

Since Professional Development is a systematic and on-going process, it is necessary for us to keep on evaluating and improving it. By doing this, we can ensure maximum performance in our job and also receive maximum benefits from the process of development itself. In other words, evaluation is a means to ensuring successful and efficient performance and development, and thus, it is an essential part of the development process and a definite means to achieving maximum results (Craft, 2000; Guskey, 2000).

What is Evaluation?

Before we begin this part of our discussion, it would be best to clarify what we mean by "Evaluation". Evaluation, in simple words, is to make a judgement about the worth or the benefit of a thing (Craft, 2000; Guskey, 2000). This judgement, however, cannot be based on some random decision, but rather, it must be made on the basis of detailed and systematic inquiries that aim at determining the worth of an activity and which seek to recommend strategies for achieving better results in the future. Thus, the evaluation of professional development seeks to justify the practice of professional development and to suggest how the development process can be improved (Craft, 2000; Guskey, 2000). And in order to do this, it makes use of certain complex and systematic processes of data collection and analysis. In other words, evaluation is a purposeful and intentional activity that is undertaken for the improvement of professional development programmes and which uses clear evidences that are gained through careful data collection to judge the worth of the process and make decisions for its improvement (Guskey, 2000).

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Having said that, we need to remember that evaluation is not the same thing as theoretical research. Research of the theoretical type and statistical measurements might be similar to this process, but they are not in themselves an evaluation. As Guskey (2000) points out, theoretical research seeks out conclusions that could be generalized to a context beyond that of the study. Evaluation, however, is limited to a specific context or situation. It cannot be applied to another situation or area. It can be used for reference or for guidelines and suggestions, but no one evaluation can be applicable to a different or to a generalised situation. Nor can it, in any way, be taken to represent the norm of a given process. Apart from that, the goal of evaluation is not to discover new knowledge, but to solve problems and to decide the merit, worth, or success of something. Thus, even though it studies a process in detail, the goal of evaluation is not to provide information, but to help in making decisions, and thus it cannot be likened to theoretical research (Guskey, 2000).

Similarly, we cannot liken evaluation to the process of assessment. When we talk about assessment, we are trying to find out the present situation or the present state of a thing or a person (Guskey, 2000). In other words, assessment only looks at the subject at a given point in time. Evaluation, on the other hand, seeks to improve a process and to judge its *worth*. Unlike assessment, it does not look at a single moment, but rather, it seeks to consider the entirety of a given process, and thus it involves a study that extends over a larger span of time. Also, unlike assessment, which aims to find out the current state of things, evaluation is a value judgement on the worth and need of a process (Guskey, 2000).

Another concept which might be confused with evaluation is that of accountability and standards. This, however, is also not true. Accountability is all about the imposition of standards and the demands of authorities (Guskey, 2000). In other words, it is a concept that involves values and standards that are imposed by a higher authority when they ask us to do

something. Evaluation, however, may or may not involve such an element. In other words, Evaluation might involve the imposition of a standard or it might simply be a study conducted for research. Thus, we need to remember that evaluation, though it might resemble them somewhat, is different from processes such as theoretical or action research, assessment, and the imposition of standards (Guskey, 2000). It is the process of systematically studying something to determine the worth and success of a process and to generate suggestions for the future.

Why Evaluate?

Now that we know what evaluation is (and what it is not), let us consider some very important questions. These are: do we really need to evaluate a process in order to improve it? And do we really need to decide upon its worth? Is not the worth of professional development obvious? And given all these possible objections, does not the process of evaluation become insignificant?

To answer these questions, we need to remember a couple of oft-ignored problems. First of all, if we think a process is important, it does not mean that everyone agrees. So, for example, there are actually people who question the need of professional development programmes and who argue that the funds being spent for these activities are wasted and should be given to some other programme or institution (Guskey, 2000). In the same way, institutions and organisations, specifically schools and universities, have questioned the necessity of this activity and have demanded proofs regarding the benefit of these programmes (Guskey, 2000). Thus, it is best for one to evaluate the process systematically and come up with evidence that can satisfy their demands and thus show that professional development is indeed important to the teacher's life (Guskey, 2000).

Furthermore, while it is true that self-modification and improvement could be an integral part of the development process, it does not mean that every development programme is self-evolving. Also, it should be remembered that these modifications and improvements cannot be based on random conjecture and must be based on a thorough study, meaning that even if self-modification is an integral part of the development process, it will still require a certain, though not explicitly mentioned, process of evaluation. Evaluation is a process that ensures our decisions and modifications are based on a thorough study of the process and not just on ideas that just came along the way, and so it allows us to better achieve the goal of meeting standards (Craft, 2000; Guskéy, 2000).

Also, we must not forget that the process of professional development can become stagnant and mechanic by constant repetition. We start thinking we are improving when in reality, we are not. Thus, we need to constantly evaluate it to keep it from rusting up and becoming dead (Guskey, 2000). Thus, evaluation is not just needed to prove the worth of a process, but it is also necessary to avoid the illusion that the job is going well when in reality, it is not. It is necessary for the smooth functioning of a process and for keeping it up-to-date.

Moreover, if we consider the many factors that are involved in professional situations, the need for a systematic evaluation would become obvious. In a profession, we have the professionals, the institutions, the federation, the state, the workers, the customers, and the products, etcetera. And all of these various factors, institutions, and individuals that are involved would affect each other one way or another. A change at any one level necessarily affects all of the other levels as well. And so, the development process needs to be systematic in order to ensure that all factors are considered, or else development would become a haphazard process that has no true benefit at all (Guskey, 2000). So, for example, in a school, we have the teachers, the administration, the parents, the students, and other institutions that might be involved (Guskey,

2000). And any change in policy or method will have to be negotiated at all levels to ensure success. Thus, the process of development is a very complex one and must thus be managed with extreme care (Guskey, 2000).

Furthermore, in order to evaluate and then improve such a process, we cannot just pass off any random judgement, but rather, we need to have a systematic and detailed analysis that observes this process in detail and which considers each and every factor involved in order to provide us with proper evidences and statistics that support the suggestions given. If we just randomly start making decisions and do not consider all of the factors involved, we might unintentionally end up with our development plans backfiring on us. Thus, the evaluation process becomes crucial to the development process and cannot be ignored at any cost (Guskey, 2000).

Having said that, we need to remember that evaluation is not necessarily a large scale study that covers all aspects of a process all at once. It may at times cover a certain aspect of the development process, a certain level, a certain factor or element, a certain group of the people involved, and how they affect the other levels, or it might be a study that is conducted in steps or parts, with each part focusing on one or more factor, and so on. What is necessary in all these cases is that the process is systematic enough to ensure maximum results and to be more than a random judgement call. Evaluation is a means for improvement, even if it is a small scale project (Guskey, 2000). Furthermore, small scale studies can be of great use to later large scale studies which could be built upon their results and could combine them with observations on other related factors (Guskey, 2000). Thus, an evaluation cannot be dismissed simply because it is a small scale project. Rather, any evaluation project is valuable as long as it is systematically performed.

And so, we may conclude that evaluation is a valuable process that helps us in achieving the standards that are set for a practice and which allows us to judge the worth of a process or

practice and to improve it as we go. It might be one large scale project, or else it might be a smaller or a series of interconnected smaller ones. Overall, the process must be systematic and detailed in order for it to be considered valid.

How to Evaluate a Process?

Having developed a basic idea of what evaluation is, let us now consider how exactly we can evaluate a process. The very first thing in this matter would be to determine our purpose or goal in this practice. In other words, we must begin by consulting the people involved and coming up with a list of objectives or points that we will be studying. This can be done by reflection, by consulting professional literature, looking up official standards, and by interviewing and checking up with colleagues and the various people involved (Craft, 2000; Guskey, 2000). In other words, we need to decide what, in our opinion, is important and needs to be checked in the analysis.

Secondly, we need to decide what we hope to achieve. In other words, after having decided what to study, we need to decide what we are aiming for in our analysis. Craft (2000), in this matter, divides evaluation into two types: summative evaluation (evaluation that seeks to describe a process and judge its merit) and formative evaluation (evaluation that seeks to give suggestions for improvement). The first type, in her own words, is related to “accountability,” while the second one has more to do with development and improvement. Guskey (2000), however, adds another type to this list. This type of evaluation (which he calls planning evaluation) is study which is conducted before an activity and which tries to anticipate problems beforehand and tries to come up with some countermeasures. In other words, this type of analysis is a preventive practice which seeks to anticipate issues that may arise in order to avoid them.

Thus, we can divide evaluation into three types: preventive, formative, and summative, and our second goal in the evaluation process would be to decide which form of analysis we are opting for. This could either be one of the three or a combination of two or of all three. It is also possible to perform one analysis first and then build upon it in later studies by adding the other two styles (Guskey, 2000).

Once we have come up with a list of priorities and a basic purpose, we can begin deciding upon the focus and the methodology of our analysis. As far as focus is concerned, we need to decide whether we are studying the process or the outcome (Craft, 2000). Also, we need to come up with ways to ensure the credibility of our study. We need to review our resources, the people involved, the time allotted, the justifications or the basis for our study, the roles of the participants, and any other factors that might affect our study (Craft, 2000). We also need to decide how we will collect the data and how we will analyse it. This can be done in a number of ways. We can use questionnaires, interviews, observations, recordings, official documents, one-on-one meetings and discussions, and many other techniques for this (Craft, 2000). At the same time, however, we need to decide whether we will be studying the whole process or just one aspect of it. We also need to consider whether our analysis will be qualitative or quantitative and how we intend to present the result afterwards (Craft, 2000). And it is only after deciding upon these that we can begin our study for real.

Once we have decided upon all this, we are ready to execute the plan and conduct our study. However, once again, we need to remember the complexity that is involved in the process. And as it is with all complex processes, people have tried to come up with explanations, and these have led to a couple of models which can be used to structure and organise the project. Thus, it is only proper that we get to know the major models which are involved and then to decide upon the specific structure of our study (id est. by using a model or by combining or modifying

a few). Guskey (2000), in his study, has described six major models and has then given his own seventh model by modifying the sixth model which he has described. So before continuing with our discussion, we will now take a brief overview of these models. The seven models that are described by Guskey are as follows:

1) Tytler's Model of Evaluation

The first model Guskey describes was proposed by Ralph W. Tytler. Tytler basically suggested that an evaluation should be conducted by comparing desired goals with what has been achieved. His model for evaluation involves clarifying the desired goals and thus coming up with an ideal situation from which we can derive some observable parameters or objectives. Having come up with these details, he suggests that we should now come up with suitable measuring techniques, collect data, and compare the actual situation with the desired ideal. Having done that, we should come up with a decision or a suggestion on how to improve the actual performance. Once the suggestion has been applied, we should repeat the process and evaluate the new situation, and so on, in this process of constant development and evaluation (Guskey, 2000).

2) Metfessel and Michael's Model for Evaluation

This second model of evaluation was made by adapting or extending Tytler's model. What this model does, basically, is to include more factors and more data collection methods in the original. It involves not just the immediate situation, but the entire school community that is involved. Thus, the ideal situation or the standards which it compares to the actual includes in it the wider context and thus, other factors are also involved. Thus, the final interpretation has wider implications in this case and it suggests improvements on a wider level than what could be done through Tytler's basic model (Guskey, 2000).

3) Hammond's Model of Evaluation

The third model of evaluation is also based upon Tyler's. This model, however, attempts not only to include the wider context, but also questions of why the actual situation differs from the ideal. Thus, it analyses not just the actual and ideal situations, but also all the things that could hinder or stimulate the development process. In order to do this, Hammond suggests that we study the situation at three different levels: instruction, institution, and behaviour (Hammond's model is specifically made for teaching situations, hence the use of education related terminology) (Guskey, 2000).

The first level of analysis, in this case, is that of "instruction." This level studies the actual activity that was performed, the organizations involved, the content, methodologies, facilities, costs, and other related factors. It considers whether the actual activity went according to plan, and if not, then why (Guskey, 2000).

The second level of analysis is that of the "institution." This level deals with the individuals and the groups that are involved in or affected by the activity and how they add to, affect, and hinder or support the activity (Guskey, 2000).

Finally, the last level of analysis deals with "behaviour," that is, the objectives, and the cognitive, affective, and psychological changes or observations that can be seen. And by involving all three levels, this model attempts to study how and why the actual situation differs from the ideal one, and based on this it tries to give suggestions for improvement and betterment (Guskey, 2000).

4) Scriven's Goal-Free Model of Evaluation

The fourth model of evaluation tries to shift the focus away from ideal situations and it looks at other unintended outcomes. In other words, what Scriven suggested was to look at the actual

outcomes of the process, and not just on what was desired and not achieved. The earlier three models compared an ideal situation with what was actually done. However, their ideal is based mainly on the objectives that have been identified by the evaluator. That is, they ignore any possible (but unexpected) benefit or loss that might have been achieved but was ignored in the analysis since it was never considered by the evaluator when he or she was formulating their list of objectives (Guskey, 2000).

Guskey (2000) explains this model through the example of a school. He creates a situation in which the teachers are trying to improve the students' writing skill. Apart from the immediate results that would have to do with writing, however, there would also be other results—both good and bad—that might have been achieved (for instance, less attention being given to other subjects which results in bad performance in those subjects, or the improved writing abilities leading to better performance in other subjects because students are now better able to express themselves, etcetera). Thus, it is important to consider what is actually achieved, gained, or lost and not just on what the evaluator saw as the desired ideal (Guskey, 2000).

5) Stufflebeam and the CIPP Model.

The model suggested by Stufflebeam focuses primarily on the decision making processes that underlie any activity or development programme. Thus, the basic aim of this model is to provide policy makers with the information they need in order to make sound judgements and decisions (Guskey, 2000).

In order to do that, Stufflebeam suggests that we focus on the Context, Input, Process, and Product (CIPP) of a situation. The Context, in this case, involves the planning decisions that were made for the programme. That is, the goals that were desired or the ideal situation and how the programme attempted to achieve these goals. In other words, the study of context deals

with a comparison of the ideal and the actual situation as well as the methodologies adopted to achieve the given ideal (Guskey, 2000).

Input, on the other hand, mainly deals with the structure of the activity. It deals with the resources and the strategies that were used and the current capabilities of the programme. That is, it deals with those elements of the process that are external or else can be observed, planned, and altered before the actual process (Guskey, 2000).

The Process, on the other hand, deals with the implementation of this plan and the problems faced therein. Thus, it identifies the practical application and implementation of the programme as well as the areas where it went fine and where it went wrong. And based on the overall analysis, it then tries to figure out where and why things went wrong and how they could've been dealt with or the problems avoided or lessened (Guskey, 2000).

Finally, we have Product, which is the study of the outcomes. It interprets the outcomes of the activity in light of the Context, Input, and Process analyses, and thus it decides whether or not the project was successful. And on the basis of this analysis, then, the evaluator is able to come up with decisions which are then implemented before the process is repeated. Thus, this evaluation model helps us come up with better development policies and it helps us in planning for future activities and also in deciding whether the activity should be continued, modified, or abandoned completely (Guskey, 2000).

6) *Kirkpatrick's Model for Evaluation*

The sixth model Guskey describes is that of Kirkpatrick. This model is basically aimed at businesses and supervisory training situations. However, various people have modified it to come up with versions that could be applied to other situations as well (Guskey, 2000).

Kirkpatrick's method analyses an activity or process by focusing on Reaction, Learning, Behaviour, and Result. The first level of analysis, in this case, deals with the Participant Reactions. It analyses how the participants felt during the programme: Were they satisfied or did they feel bored? Did they find the activity interesting or did it feel imposed or forced? And so on. By asking these questions, the evaluator seeks to understand whether the development activity was designed in a way that is attractive to the participants or did it feel forced and demotivating. By analysing the data thus attained, the activity can be made more involving and enjoyable in the future (Guskey, 2000).

The second level of analysis deals with Participant Learning. It is concerned with the skills, knowledge, and the attitudes acquired by the participants over the course of the programme; it asks whether or not any form of improvement or development was observed in the participants as the activity progressed. It considers what was acquired by the participants and whether or not it was beneficial and how could things have been different in an alternative situation. Thus, it is able to give us information regarding how the activity could be designed in the future to make it more beneficial in terms of what was gained by considering the delivery methods and other factors that might affect Participant Learning (Guskey, 2000).

The third level of analysis deals with Participant Behaviour and how it has changed over time. It considers how the overall attitude of the participants changed over time and whether or not it changed for the better. It also seeks to know the reasons behind these changes and how or not things could've been better. If the participants became more distanced from their work or if their motivation dropped, then this would require further analysis in order to improve the situation in future programmes. Alternatively, if the programme was able to pump-up the participants and make them more willing to do their jobs, then one could try to analyse what

exactly went well and whether or not (and also how) it could be reproduced or improved further (Guskey, 2000).

And lastly, the evaluator must look at the Results from an organizational point of view; that is, he or she must analyse the outcomes in terms of products and industry gains. They must see what was achieved and whether or not it benefitted the institution and how (or whether or not) this gain can be improved (Guskey, 2000). And by thus analysing all of these situations, the evaluator may decide how successful the development process was (and what factors contributed to the success or failure, whichever the case is) and based on that give suggestions for improvements and modifications (Guskey, 2000).

7) Guskey's Model of Evaluation

Guskey prepared his model by modifying and building upon Kirkpatrick's model. He modified it to suit other situations (especially schools) and then added to it questions relating to context and other factors (such as policy makers, institutions, the causes of failure, unintended goals, and so on). Furthermore, he divided the process into five levels of analysis, out of which, one may perform at one, two, or more in a given study. Thus, one may focus on one aspect, more than one aspect, or focus on some and then build upon them later on (Guskey, 2000).

The levels of analysis that Guskey introduced are Participant Reaction, Participant Learning, Organization Support and Change, Use of Knowledge and Skills, and Student Learning Outcomes. The first level is the simplest and most basic. It focuses on how valued the participants felt and whether they found the process interesting. The purpose of this analysis is to help improve the activity design (the activity in this case being professional development) by finding out if it interested and motivated the participants and what factors contributed to making it so (or, if it was not that way, what factors caused it to be uninteresting). This data is

then used to determine how the process can be improved to make it more engaging for the people involved (in this case, teachers) (Guskey, 2000).

The second level gauges what the participants (in this case, the teachers) learnt during the process. It also asks how the participants benefitted from the process and what intended and unintended skills were gained by them. This analysis allows us to evaluate the activities involved in the development process and to use this analysis as future reference, thus allowing us to decide whether or not the participants were able to benefit from the process and how to improve the situation in future attempts (Guskey, 2000).

The third level of analysis looks at the policies and the organizational situation in which the participants worked. The goal of this analysis is to come up with institutional and policy changes that will benefit the overall process and which will help to create a better overall environment. It analyses the situation in which the participants (in this case, teachers) work and whether or not the overall atmosphere of their institutions are conducive to the developmental process. Thus, it allows us to evaluate and suggest improvements at this institutional level (Guskey, 2000).

The fourth level of analysis deals with the question of how the skills gained by the participants were used and whether or not they were beneficial to them in their practice. The goal of this analysis is to determine whether or not the skills gained were worth the time and the effort if how the programme can be made more beneficial and affective in the future. Thus, it allows us to come up with a better plan for future programmes and studies and it helps set up targets and goals for future development programmes (Guskey, 2000).

Finally, the last level of analysis looks at the outcomes or the impact of the activity and whether it has led to any improvement in performance. In this way, it seeks to analyse whether or not

the process was successful, and, based on the previous four levels, to determine what factors had a positive or negative effect. It sees whether there was any overall improvement in the product of the job (in this case, teaching) and whether or not the customers (here, the students) are receiving benefit as well. Thus, this model seeks to provide a comprehensive analysis that could provide solid evidence for future reference (Guskey, 2000).

Practical Guidelines, Cautions, and Standards

Now that we have looked at what evaluation is and what is the basic procedure for this process, let us have a quick look at certain practical and social elements related to this process. Evaluation, first of all, is not limited to one or two people, it has very wide implications and it involves entire communities. Thus, before we begin, we need to know that others may or may not agree with our views and they may not feel comfortable being analysed (Craft, 2000; Guskey, 2000). Thus, to ensure maximum results, we need to be cautious and we need to negotiate our standards and our roles with the persons involved. We need to be clear in what we are doing, in who gets to see the final report, and how we will ensure that no one get harmed in any way (Craft, 2000; Guskey, 2000). In other words, we need to be careful during the evaluation process and observe all recommended measures that are needed in order to ensure our study is ethically sound and meets the standards of the institutions and committees designed to observe these issues.

To do this, we must, before we begin, consult the people involved and come up with methods that will ensure that they do not get into uncomfortable situations. Such happenings would not only hinder the evaluation but they could also harm the people involved in some cases. Thus, it is necessary to be clear about what we are doing, and to ensure the rights and the confidentiality of the participants (Craft, 2000; Guskey, 2000). Thus, we need to be prepared, and we need to decide upon the whole process and negotiate and then clearly state the roles and make agreements with the people involved so that our study is justifiable and according to the standards of evaluation (Craft, 2000; Guskey, 2000). Guskey, in this regard, mentions a list of

ethical and practical standards that have been set by the Joint Committee on Standards for Educational Evaluation. It would benefit the evaluator to know of these standards and to follow them as much as is possible so that the evaluation is practically sound and ethically justifiable and clear (Guskey, 2000).

Prevailing Practices in Professional Development: Case Studies and Analyses

As can be seen from the above discussion, the importance of constant self-reflection and development cannot be under-stressed. It is vital both to practitioners as well as those who are receiving from the professional experience. Both teachers and students benefit from this process and it leads to a lot of betterment inside the classroom. It is thus, an essential part of the classroom experience and is essential to the teacher's life.

That being said, there is no one perfect model for development and each person's development must and will be individual and unique. To mechanise this process is to render it useless and to make it unsystematic and unplanned would lead to disaster. To develop and improve one's own practices and to evaluate them, one needs to be familiar with the various practices and techniques that are being used by others and to have an individualised and well-planned path which is neither too mechanistic nor too random and which is also constantly being modified and improved. In this brief overview, we will consider some of the development techniques and methodologies that have been used by various teachers and some studies that have been made of these attempts.

General Analyses and Studies

We begin our study with the work of Driel, Beijaard, and Verloop (2001). Their study deals primarily with Science students but has a lot to offer to other fields as well. They believe that the main problem with development projects is that they are often decontextualised. In other words, most development programmes are based on what the developers believe is necessary and teachers are simply expected to make the "change". And if someone fails to make that change, he or she is deemed inept. The problem with this is that the teachers' experience and

beliefs are not considered. In an education reform in the Netherlands cited by the authors, a more practical approach to Science was attempted, one which could link Scientific study to everyday life and skill building and which introduced concepts like the Philosophy of Science to the teachers. However, the problem still remained that the teachers, in most such science classroom reforms, were treated as robots, like something which, with the change of some underlying algorithm, would automatically be reprogrammed (Driel et al., 2001).

The truth, however is that teachers are also individuals, and as individuals, they will trust their practical knowledge—which is experiential, contextual, “action-oriented,” and which has by now become the basis of their practice (Driel et al., 2001). Thus, what is most reflective of the teachers’ beliefs is not what they hear in a workshop, but that which they have been doing all their lives. They have built a framework of action and that cannot be changed so easily. Thus, what a teacher requires is not a change of focus, but a long-termed, supportive view to change which allows them to reconsider the basic philosophy of their field of study (in this case, Science) and to critically look over classroom roles, thus allowing them to develop a vision of this change motivating enough to push them to try integrating new activities in their class. Practical knowledge can only be replaced by new practical knowledge, and that is what is needed in the classroom, and for that, support, time, and a multi-strategy vision of professional development is required which is less based on workshop lectures and more on practical effort (Driel et al., 2001).

A similar idea can be found in many other studies, but none reflects it as completely as the one by Ono and Ferreira (2010). This study is essentially about a reform attempt that was made in Africa, but it also deals with the issue of involving the teachers in the process. The problem in Africa, it would seem, was that development plans were decontextualised and the teachers were not included the way they should have been. What they needed was a long-term, constructivist

plan which was set in a specific context. And they found such an approach in the Japanese concept of the lesson study (Ono and Ferreira, 2010).

The lesson study, basically, is a kind of teacher study group in which some teachers investigate an actual class to assist their development (Ono and Ferreira, 2010). They observe some of their colleagues' teaching and then they discuss it, turning it into a collaborative action research which involves everyone. Furthermore, the lesson study is given a boost by setting times in the year when everyone is actively involved in such practices. Also, the production of textbooks takes in the results of these studies, allowing these studies to have practical affects in the education system and on institutions. Thus, the lesson plan not just involves the teachers in the development process but it also makes them feel that their views and activities are important at a greater level, leading to greater motivation and a sense of responsibility (Ono and Ferreira, 2010).

This lesson study plan was imported to some South African schools in 1999 and tried out. It failed initially, but some schools continued it and eventually came up with positive results (Ono and Ferreira, 2010). Of the benefits gained was improved teaching and learner focus, and it also improved the overall quality of the development process by taking it beyond the traditional developer-centred workshop and involving the teachers. Another conclusion which Ono and Ferreira derive from this study is that the change must be introduced slowly and in measured steps in order to get proper results and that we should allow time for positive changes to occur. It also shows that involving teachers in the development process is essential to success (Ono and Ferreira, 2010).

Another study that takes the lesson plan (called Lesson Study in this case) was conducted by Fernandez (2002). This study follows the implementation of the Lesson Study in an American context. It discusses the various issues faced during its implementation and the implications of

these findings. As we have already discussed when discussing the previous study, the Lesson Study provides a great way to ground professional development in the school context. It thus enables the teachers' development to be more effective and it nurtures reflective practice and encourages discussion and development within the faculty. This activity can then be built upon by adding to it and taking help from other sources (Fernandez, 2002).

Two schools attempted to localise this practice in the USA. One of these learnt this development method from a group of Japanese teachers, while the other learnt about it from the author of the study. From the outset, issues started sprouting up as something that was new for the American teachers was brought into their class. For example, the teachers were reluctant to discuss and share their lessons and observations in the newly started joint-planning sessions. The very act of developing a reflective practice is difficult, as one has to be critical of oneself and of others, to ask questions, experiment, and learn. The teachers in the case observed tried to come up with questions and observation protocols, but in one of these cases, they ended up abandoning the Lesson Study for a simple self-reflection practice (Fernandez, 2002).

From these observations, Fernandez (2002) suggests that the problems these teachers faced reveal a lot about the Lesson Study and teaching practices in general. She suggests that teachers need to be made aware about how much benefit they can gain from critically observing their own practice, and they need proper guidance in order to successfully pull off a Lesson Study session that is properly managed and systematic enough to enable constant learning and development. She mentions that Lesson Studies can help organise and better manage education institutions and that it can help in transforming the teachers into "reflective practitioners." Finally, she suggests that the Lesson Study should be further studied and the disposition of teachers to feel daunted at the prospect needs to be dealt with so that better results can be achieved in the future (Fernandez, 2002).

Another study on what makes development effective was done by Lester (2003). His research question was basically about what makes development good. The results of his study resulted in certain observations. First of all, he discovered that teachers that were more anxious to change and who wanted to improve were more prone to accepting change. Thus, the first thing in good development programmes is that they should be able to make their teachers realise the need and the importance of change. And also, they should make them *want* to change and motivate them to participate in this process.

Secondly, he found that smaller groups are better for such practices. The reason for this was that it enabled more participation, reflection, and discussion. Professional development demands decision making experience and a cooperative tackling of problems. Smaller groups enabled teachers to cooperate more easily, to reflect and discuss, and to deal with their problems in a way that was integrative to the lesson plan. Another benefit was that it allowed better reviewing of the development process and allowed teachers to evaluate each other's progress more effectively. Furthermore, having a smaller, more intimate group allowed teachers to open up and discuss things more easily and feel more comfortable in the process (Lester, 2003).

Another observation which Lester found in his study was that well-planned, practically applicable programmes which held teachers accountable had more benefit than others (Lester, 2003). Also, he noticed that small groups involved in intensive long-term programmes were more successful and more open to innovation than larger groups or "quick" development programmes. He also mentioned that teachers perform well in such programmes only when they are motivated, when their voice is heard, when they perceive success, when the study seems well-planned, and when the accountability standards are realistic and appropriate. And this undoubtedly requires that the teachers are involved and that it is a small-group based study which allows the teachers to navigate their way in the programme and participate and

collaborate, and which does not force its values on them but allows them to actively seek out and test these ideas. In other words, the practical nature of the programme and what that entails is essential to the success of the development process (Lester, 2003).

Zimmerman and May (2003) have done a similar analysis in which they studied various development programmes and how they have affected the practitioners. They observe, once again, that the staff is often not considered and that most studies are highly decontextualised. Most of what we call professional development is isolated, under researched, and unrealistic. It does too little and it expects too much. What we need, instead, is a collective, long-term programme which aims at helping students and which embeds or incorporates activities into practice—that is, we need something practical and active, not the traditional “sit and reflect” methodology.

Other impediments which their study revealed were time and money. Teachers are either unwilling to work in times not included in their contracts, or else there are not enough funds. Since this study was mainly concerned with principals, most of the advice given deals with being good leaders, and also a little bit with how school districts and other stakeholders should look at this practice. Mostly, what Zimmerman and May suggest has to do with having a vision, attaining resources, overcoming the resistance to change, and convincing and motivating teachers to take part in applied work which is based on action research by being a good leader and by making the programmes more involving and motivating (Zimmerman and May, 2003).

The studies we have looked at so far analysed various cases and attempts in order to draw general conclusions about the development process. Let us now move on to works that consider specific needs and cases. The first, which was conducted by Doolittle, Sudeck, and Rattigan (2008), deals with the question of professional learning communities. One issue in developmental processes is the lack of unity and leadership found in the school structure. There

is a lack of clarity and no coherent plan is made before the programme. Consequently, implementation and problems of time and support become central in the process. No planning and isolation mean that a lot of time will be wasted in just getting the programme together and then the required team-support that is meant to extend the process beyond a few workshops will not be available (Doolittle et al., 2008).

To deal with this, the authors suggest involving teachers and working in real-world situations which bring context into the picture and involve all stakeholders. They also recommend activities such as co-teaching and discussion which are meant to engender learning communities (Doolittle et al., 2008). The benefit of doing so will be to create a sense of common purpose and to increase inter and intra-group connections, thus allowing collaborative work and communal reflection (which will allow better progress). By working together, teachers will be able to actively involve each other and thus do better by creating professional and supportive communities of practice. Three cases of such supportive structures are examined by the authors, the results of which help to show how theory can be imported into practice to create better development situations (Doolittle et al., 2008).

Another similar study was conducted by Peterson and Comeaux (1990). Their work is primarily concerned with models for evaluating performance. The problem they identify is that most evaluation systems ignore teachers and are based on the ideas of behaviourism and “perfect teachers”. In other words, they talk about good and bad teaching habits without considering the context, content, and the individual factors involved. For example, the four main methods which they analyse are the Florida Performance Measurement System, the Teacher Assessment and Development System, Individual Teacher Evaluation System, and the Alternative Evaluation Procedure. Out of these, the first involves a large amount of observers looking at and then judging the performance of a teacher, the second involves one person evaluating their

performance, the third involves the teacher using a checklist to mark him or herself off, and the last one involves recording a lesson and then discussing it with the teacher (Peterson and Comeaux, 1990).

Out of these, only the last two involve the teacher, while the first two only *judge* them. And even among these last two, only one (the Alternative Evaluation Procedure) leads to actual reflective participation (Peterson and Comeaux, 1990). Also in the first two methods, only the Florida Performance Measurement System was appreciated somewhat by teachers, because it involved more than one person in the observation, thus giving better results than when a single observer is involved. The Alternative Procedure, however, was given most precedence because it allowed the teacher to participate, reflect, watch an accurate representation of his or her teaching (a recording), discuss, and then work for improvement. The only danger it could have was if the teacher felt threatened or if he or she was warned beforehand to stage a perfect class or if he or she was influenced too much by the coach. Other than that, it seems to be the better of the four (Peterson and Comeaux, 1990).

However, the authors note that the results show no clear cut preference in terms of which methods benefits the teachers most (Peterson and Comeaux, 1990). This would tell us that even the other procedures have their uses and that we should consider the context and the situation to come up with the best possible combination. Also, every method seems to have its own benefits and problems, and none of them can be presented as some sort of an all-encompassing, wholistic method. Thus, it could be argued, and has been done, that we need to involve teachers, consider the context, the content, and the need that is being addressed before evaluating performance, and we need to use these methods in various creative combinations in order to achieve maximum results (Peterson and Comeaux, 1990).

Graham (2007) conducted a study on Professional Learning Communities. He studied one such community in order to see how it affected the teachers and their practice. The study looked at one school that had implemented the idea of the Professional Learning Community to see how it had affected the teachers' performance. It focused on the sixth, seventh, and eighth grades, and made use of surveys and interviews to gather data. The nature of the Learning Communities was such that teachers who taught the same subjects at the same grade level were more often paired together. Other groupings, such as teachers having the same students, teachers teaching the same subject, interdisciplinary meeting groups, and whole faculty meetings also existed but were less common (Graham, 2007).

On the basis of the survey results, Graham (2007) then proceeds to evaluate the employed development strategy (Professional Communities). He observes that teachers groups that were more content focused, that aimed for active learning and participation, and which had a coherent meeting and development plan showed better results. He also noticed that certain groups (for example, lower grade teachers) seem to have gotten better results from their group discussions than have others. This difference was seen mainly across grades, but also across subjects in a few cases. Overall, the teachers seemed to think that they had improved their classroom performance and had also gained some valuable skills from the experience (Graham, 2007).

From the interviews, Graham (2007) learnt that the teachers had developed better coordination and connections through this practice, but also that the discussions were too teacher-centred. Teachers rarely discussed the issues and the concerns of the students and focused mostly on issues related to teaching and teaching practice. They all agreed, however, that the activity increased collaboration and it also was a source of improvement and discussion. Teacher teaching the eighth grade differed, however, and considered personal efforts to be more

beneficial and important. Most of the other teachers, however, liked the support and the team-spirit that this activity created. At an organisational level, too, the teachers seemed to think the activity led to better leadership practices and greater achievement (Graham, 2007).

Graham (2007) also discusses the various factors that led to this successful implementation of a development plan. He points out that the development of a team-spirit within the teachers and successful management at an organisational level were all necessary for this endeavour, and this was just what the school had achieved (though it did face some issues along the way). Other factors that contributed included the nature of the discussions, the team sizes, etc. Graham (2007) notes that a successful collaboration as was achieved in this case requires a lot of work at multiple levels and it is only then that it is successful. Nevertheless, he sees this school as a positive example and one which represents a shift in perspectives on teacher training. Still, he points out, the method under consideration has its own risks and flaws as well (Graham, 2007).

Hennissen, Crasborn, Brouwer, Korthagen, and Bergen (2010) report a case related to mentoring and mentor teachers. The studied dealt with the development of these teachers' supervisory skills through discussions. In other words, the paper focuses on both how these teachers help others develop as well as how they themselves develop through the process. The function of the mentor teacher, obviously, is to guide their juniors and also to help them engage in creative and critical reflection. It also allows the development process to be based on and to involve the actual school experience. The goal of the study was to look at the type of interaction and cognition that the practice involved and whether or not it was affected by the training of the mentors' supervisory skills. The tools used by the researchers included video-taping, recall-interviews, and so on (Hennissen, Crasborn, Brouwer, Korthagen, and Bergen, 2010).

Based on the data gathered, Hennissen, Crasborn, Brouwer, Korthagen, and Bergen (2010) have tried to analyse the content of these discussions and the way they spark a participants' thought process. By comparing the results with the data collected after the supervisory skill training, it was seen that the mentors' discussions changed significantly after the training. It was seen, for example, that topic discussions became less frequent and that the mentors' showed better awareness of and made better use of supervisory skills and dialogue strategies during the discussion. From this, the authors conclude that after the training, mentors learn to focus not just on classroom practices and student progress, but also on their own supervisory methodology. This enables them to improve their own supervisory skills and practices alongside engaging in reflective dialogue. In this way, it might be said that, in the case under observation, the training of mentor teachers was successful and it enabled them to perform better in their supervisory activities by making use of the skills they had learnt (Hennissen, Crasborn, Brouwer, Korthagen, and Bergen, 2010).

Koc, Peker, and Osmanoglu (2009) report a case of online video case discussions and the way they were used in professional development. They analysed the discussions that took place on the forum as well as its effectiveness. The idea was to use a video case in order to generate discussion and to allow teachers to discover the link between theory and practice. The idea of using cases is that they can lead to critical discussion and reflection and thus can lead to better development for teachers. The aim of the study was to see if video cases could be used for the same purpose and whether online forums were effective means for discussion and reflection (Koc, Peker, & Osmanoglu, 2009).

Koc, Peker, and Osmanoglu (2009) observed that the teachers discussed a large amount of ideas when discussing the case. They talked about, for instance, teacher roles and teaching practices. These discussions also dealt with questions of student achievement and techniques and

methodologies. They also observed that the forums were able to stay on topic and the discussions were all interconnected and contained depth. In this way, they suggest that the forum discussions fulfilled the basic criteria that the authors had set, in their literature review, for evaluating their effectiveness (Koc, Peker, & Osmanoglu, 2009).

The authors also observe that teachers, by using a video case example in their discussions, are able to develop complex discussions that indicate their understanding of what they have already studied in theory at a practical level. They conclude that such online forums and case studies can help teachers in their development, especially in cases where the forums are led by an online instructor or facilitator who can add to or prompt a discussion if needed. It was feared that the presence of an instructor might make the teachers more cautious, but the case being observed gave some possible evidence for it being otherwise. Also, since the instructor in this case was the teacher whose video was being displayed, she could also add extra information at times. Overall, the authors seem to find the method valid and beneficial, though they do point out that their study looks at only one case from a limited angle and also that they did not conduct any interviews, thus making the results both subjective as well as tentative (Koc, Peker, & Osmanoglu, 2009).

A study dealing specifically with the implementation of reforms in English Language Teaching was reported by Kirkgoz (2008). This specific study reports a two-year observation on an attempt to introduce a communicative curriculum in Turkey. What the study showed was that the background of the teacher as well as his or her understanding has strong effects on the implementation of a new strategy. The case under observation involved the COC (Communicative Oriented Curriculum) which was introduced officially into Turkey's education system. This curriculum sought to develop communicative competence in students by creating communicative situations in class and it aimed at creating a student-centred

environment in language teaching classes. Furthermore, the COC came with a revision of the training teachers received in their ELT training. This revision included newer courses and the integration of new knowledge, as well as an increased dose of support for seminars and training programmes (Kirkgoz, 2008).

Naturally, when these changes were introduced, a host of problems and issues emerged. These issues involved awareness, Turkey's teaching culture, the individual teachers' attitudes, etc. Furthermore, the policy makers had not taken the time to gradually introduce change and reform education. Rather, they had simply flung in the plan and expected everything to somehow turn out alright. To better understand these issues and what factors were involved, the author conducted a two-year long case study in which she observed classes and conducted interviews. Kirkgoz (2008), by doing so, tried to see the extent to which these changes were successfully implemented, as well as the understanding of the teachers and the effect their past trainings had on their practice.

Kirkgoz (2008) observed in her analysis that teachers tended to have mixed responses to this change. Most of them, it seemed, were still using the transmission methodology of teaching, whereas a few had accepted the new interpretatory method and a large amount was using a mixed sort of method. The majority, in other words, maintained a teacher-centred class and taught in the usual lecture style that existed before these changes were made. Their justification, it would seem, was that students did better that way, probably because they had not seen the transition phase through and had given up as the first sign of failure. The interpretation-oriented teachers had a more flexible classroom with a greater focus on students, and their activities were less predictable and fixed. Others seemed to combine both methods (Kirkgoz, 2008).

Kirkgoz (2008) discovered, through her interviews and observations, that most of the teachers who did not make this change either had a faulty or a non-existent knowledge of the

communicative methodology, which is why they were not willing to make the change. Teachers with a better understanding were better able to cope with this change and made a successful transition, though most of them faced some issues because they had been trained with adults and were now being made to teach children. It seemed that, in addition to knowledge about the process, having a wide variety of activities and an understanding of the difference between teaching adults and children further aided the process. The teachers who made the transition successfully were also better qualified and had had better training, whereas those who did not accept these changes were lacking in or did not have any proper prior training. Thus, based on these observations, Kirkgoz (2008) concludes that knowledge and training are essential for implementing such changes and recommends that teachers be given continuous training, especially during the early days of such policy innovations.

Edwards and Li (2014), likewise, report a case of education reforms in China. They analysed a new UK based development programme which could be an alternative to the native development methodologies. The authors made use of interviews, questionnaires, and focus groups to ascertain how successful this programme was. Classical models, they observe, are criticised for being too narrow and static in nature, and thus not that beneficial to the teachers' continued development. They do not change and focus on about the same things overall, the model of learning they are based on is too narrow. Newer methods, on the other hand, stress the teachers' own development and innovation. These new methodologies and programmes look at development as a long-term and continued activity and thus try to be innovative and flexible. The model of learning and innovation they are based on is also different. In their study, the authors analyse one such new development programme and the model of learning which it uses. This programme was a part of a larger reform plan dealing with education and was based in the United Kingdom (Li & Edwards, 2014).

The authors study this programme and its methodology through a model dealing with the knowledge-base of practitioners. This model differentiates between explicit (or clearly codified) knowledge and the internal or tacit knowledge of people, and it suggests that both of them work together in order to achieve innovative results in an organisation. In other words, it deals with the “practical” knowledge of teachers which we discussed in some earlier case studies. This tacit knowledge, unlike external knowledge, is produced through the internalisation of what is learnt and through experience and socialisation. External knowledge, on the other hand, comes through the externalisation of tacit knowledge or through the combination of various other forms of explicit knowledge. The basic idea is that new knowledge and innovation results from the interaction of these two types of knowledge and that is how we learn and organisations improve (Li & Edwards, 2014).

Using this basic model, the authors tried to gauge the effectiveness and the results of the concerned development programme. What they wanted to know was how this knowledge was being managed and benefitted from within and between organisations. The observed, first of all, that teachers were involved in “knowledge creation” in class. They would apply the various methodologies they had learnt and experiment on the basis of the various theories they had studied. Thus, they would try different activities and even use their experiences to come up with their own strategies. In this way, by both drawing on and building upon their development experience in the programme, the teachers were able to improve and to develop, thus engaging in the process of continuous professional development (Li & Edwards, 2014).

Furthermore, it was seen that the teachers also engaged in discussion with or made reports for their local colleagues, and their cooperation and reflections also resulted in the creation of explicit knowledge, or the externalisation of their experiences, which lead to greater innovation in the organisation. The environment of joint research and teaching maintained by Chinese

schools also contributed to this end. This knowledge was then transferred further through publications, networking, and other means and experimented with in other institutions and organisations as well (Li & Edwards, 2014).

On the basis of these observations and also of how the networking, publishing, etcetera of these observations and works benefitted the overall knowledge-base of teachers, Li and Edwards (2014) conclude that knowledge creation took place on the individual, organisational, and inter-organisational levels. They conclude that the UK based programme as well as the model of knowledge being employed in this case (of explicit and tacit knowledge) is more effective than the narrower focused and “trickle-down effect” based methodologies of development which otherwise dominate the development front. They present the description of knowledge generation being used as more effective and an effective alternative to classical visions of development and the methodologies based on those views. At the same time, they are conscious of the limitations of their own study and mention that further studies ought to be conducted to come up with a final decision.

Chowdhury (2003) reports a case of CLT (Communicative Language Teaching) implementation from Bangladesh. The main goal of the article was to point out the contradictions and problems that arise when a method from a western context is applied, unadapted and without warning, in a completely different context. The issue, basically, is that the TESOL discipline considers the fact that they will have students from various communities, but it does not consider the various contexts and backgrounds of the teachers and the classes themselves. They are designed purely for a western class (Chowdhury, 2003).

This difference is the reason why, in author’s own words, “[t]he student-teacher abroad, who is either deliberately or subconsciously moving away from a teacher-centred style more suited to his own country, is seen as disappointing the expectation of students back home for whom

the centrality of the teacher is the culturally and socially sanctioned basis of his teaching” (Chowdhury, 2003, p. 283). The local context, in other words, is teacher-centred, and the very fact that a teacher can use a student-centred method such as the CLT is a sign of weakness in the teacher. The model of language teaching is basically grammar translation or rote-based, highlighting the knowledge of the teacher instead of communication and interaction. And if the teacher does stress the element of communication, there is a chance the students might complain against their teacher (Chowdhury, 2003).

The specific case being studied by the author is the Foundation Course (FC) in English of the University of Dhaka, a skill-based course which makes use of a notional syllabus that is constantly revised. By examining this programme and the views and experiences of the teachers, many of whom took part in short training programmes from abroad, to see how foreign ideas can or cannot be imported into the local. The interview and questionnaire responses reflected these problems as seen by the now disillusioned teachers of this Foundation Course (Chowdhury, 2003).

It was observed, for example, that teachers are seen as “father-figures,” nurturing but also authoritative. Thus, student-centred classes, which are an ideal of the CLT method, cannot be imported easily. One teacher complained that students do not feel they are being taught or encouraged properly if the teacher does not assume this traditional role. Thus, the teachers either had to assume the traditional role as given by their communities, or else they have to negotiate between the two views to find one that is both involving but also something of an authoritative and knowledgeable figure (Chowdhury, 2003).

Similarly, it was seen that the learners, in the opinion of some, ought to be punctual and disciplined, and their participation was seen as detrimental to learning by the institutions and also by the learners themselves. In the same way, various other contextual and individual issues

made it difficult to implement the western model of CLT in the classrooms. The students themselves were not willing to make the transition, thus making the western model inapplicable in many ways. Thus, many of the teachers who received this training had to renegotiate their ideas and get rid of their initially idealistic view of the CLT method. It was noticed, however, that the teachers did not give up on the CLT, but rather adapted it and adjusted it by appropriating their training to local contexts (Chowdhury, 2003).

Thus, the author concludes, there are certain facts that must be considered to ensure successful implementation of such professional development attempts and educational reforms. It was noted, for example, that each of the teachers assumed a different role in their attempts to appropriate the method to local contexts. Thus, there is a need for teachers to sit together and consult each other so they can come up with a concrete view of teacher and student roles. Similarly, texts and curricula have to be worked on, and learner-autonomy must be added in a step-by-step process. Thus, he suggests that further professional development needs to be pursued, but at a personal and interpersonal level as well, not just in the institutional way. That is how the newer methodologies will be better imported and adapted in a way that suits the local context (Chowdhury, 2003).

Studies Specific to Pakistan

Let us now consider some studies that are specific to Pakistan. The first project we will consider is that of Davies and Iqbal (1997). The object of their study was a specific teacher training programme, and they hoped to assess, in this study, whether training programmes were incorporating new ideas and research into their methods. They observed the process as well as got the opinions of the students being trained and their trainers (Davies and Iqbal, 1997).

The image they came up with, however, was rather bleak and it showed that there is a huge theory-practice gap in the field of teacher training (Davies and Iqbal, 1997). They noticed, for

example, that there is very less practical or inter-disciplinary work, and that most of the teacher training is based on dictating notes and cramming textbooks for exams. They also noted that the trainings made very less difference and that the selection of trainers was also not done properly. At least half of the students, when they finished the training, felt unprepared and many of them thought that the syllabus was out-dated and that the trainers were not addressing their needs as students and as future-teachers. Most trainers, in fact, simply followed old textbooks and dictated notes, prescribing methods and “model lessons” which the students could replicate. There was no thought given to reflective teaching or to innovation and creativity and one could easily see that the training programme did not incorporate new concepts and findings at all (Davies and Iqbal, 1997).

This does not mean, of course, that all teacher training programmes are a sham and that Pakistan is a hopeless case, for the researchers themselves point out that this was just a small-scale study. What it does show, however, is that teacher training programmes do not seem to incorporate new ideas so easily and that there seems to be an inertia that keeps them stuck in the past. And if we are to deal with this issue, we will, first of all, have to overcome this inertia that is making our programmes stale and out-dated (Davies and Iqbal, 1997).

Another study dealing with classroom and training was conducted by Dayoub and Bashiruddin (2012). In their analysis, these two researchers took two teachers, one from Syria and one from Pakistan, and they analysed the methods they used in their professional development. The overall finding was that there was no sustained and structured approach in teacher development. Rather, most of the time teachers either learnt by self-study or else through in- and pre-service trainings that were either self-selected or, in the case of the Pakistani teacher, facilitated by a helpful principal. They also learnt that environment is crucial, with the Syrian teacher facing a

less helpful environment in this case, and they also mentioned how support at home was very beneficial to them both (Dayoub and Bashiruddin, 2012).

Overall, however, the schools and authorities had no special interest or plan, and the development of the teachers was mainly self-directed and based on personal motivation (Dayoub and Bashiruddin, 2012). There was no structured plan and each teacher had to work everything out herself. Based on this, Dayoub and Bashiruddin (2012) suggested that schools ought to consider becoming professional learning communities where teachers collaborate in development processes and lesson planning and evaluation. They point out that development is not a one-time thing, but a long-term and sustained effort which ought to be flexible and involving. In other words, they believe that development efforts in Pakistan are unstructured and personal, and the sustained community effect that is required is lacking and needs to be considered (Dayoub and Bashiruddin, 2012).

Westbrook, Shah, Durrani, Tikly, Khan, & Dunne (2009) conducted a joint study in which they assessed two schools for how they support and welcome in new teachers. The purpose of the study was to analyse pre-service trainings and see how such trainings relate to class. They observe that a lot of studies have indicated the irrelevancy of most training programmes and how they do not really benefit the teacher. They also mention that pre- and even in-service training is mostly exam focused and has not got much to help the teacher in matters of actual classroom practice. To evaluate the problem in its fullness, the researchers conducted a study with some Newly Qualified Teachers (NQTs) in the NWFP (now Khyber Pakhtunkhwa and Gilgit-Baltistan) province of Pakistan. The aim of the study is to analyse the experience of these new teachers and see how the school influences and is influenced by their transition into the teaching field (Westbrook et al., 2009).

In their discussions with the teachers, the researchers learnt that, first of all, the training is rather outdated and that it is based solely on western sources (Westbrook et al., 2009). In other words, not only is the latest research ignored, but no effort is made to study the local situation. The training considers mostly of discussions about “ideal classes” and practices without any regard for what exactly is present at the moment. It was noticed, also, that even though the new teachers were eager to try and import their training into the workplace, the older teachers were hostile to this approach and were more comfortable with the older methods and procedures. In fact, even the head-teacher did not appreciate the attempts of the new teachers to add something new or even the fact that they were trying out a different approach. For the school, the new teacher’s were simply energetic new folks who would calm down eventually and settle into the same hierarchical method that was used by their older peers (Westbrook et al., 2009).

Westbrook et al. also observed how lack of support and bad teaching conditions made it difficult to teach effectively, and the results were then used by older teachers to justify their reliance on older methodologies (Westbrook et al., 2009). The same issues faced by teachers after in-service training also added to the problem so that people who wanted to try out new styles and help in school-improvement could do nothing but be quelled by the opposition of both societal norms and views and the prevailing practices of the schools. Some of them tried, no doubt, to still push on, but not without a sever backlash from both society and the institution. It was also seen that while head-teachers and staff-members did have B.Ed degrees and boasted of knowing the latest models and methods, they themselves rarely implemented anything and their attitude was rather derogatory towards those who did try to change. In fact, of the teachers involved in the study said in no uncertain terms that the other teachers, despite all their claims to knowing, simply opposed progressive methods. When asked for a justification, they claimed that newer methodologies would disrupt discipline (Westbrook et al., 2009).

From this, we can see that even if a teacher is trained or does participate in development activities, he or she faces a considerable amount of resistance and has to navigate through a multitude of difficulties just to be able to implement what they have learnt. It shows that schools oftentimes do not make use of the latest research and that teachers who do try are often resisted and criticised by their seniors, thus making teacher development a rather difficult practice (Westbrook et al., 2009).

In an interesting study on the effectiveness of this process, Dilshad (2010) has tried to probe into what students perceive of teacher development and its benefits for the classroom. In his study, he points out that Pakistan has dealt with teacher education only at a quantitative level. That is, Pakistan is enrolling more and more teachers in various training programmes but no attention is being paid to the quality of these programmes. Thus, there are more teachers being trained but the quality of education is still low. Dilshad attempted to see whether the students agree with this, and for this he created a questionnaire asking the students of three schools and four university departments about the quality of five in-class factors: the learners (their health, ability, etcetra), the environment (including resources), the content, the process, and the outcomes. Based on the results, he tried to come up with an understanding of the teacher education programmes (Dilshad, 2010).

On the basis of the results, Dilshad concludes that while there is not much dissatisfaction regarding the learners (the average being above the satisfied mark), the other factors are not seen as satisfying. Students believe that the curricula are outdated, that the needs of students are not met, that teachers are unable to solve problems effectively and that their lectures are not clear. They also complained that most teacher training programmes are mechanical and ineffective. In other words, the overall situation in Pakistan is still one where the development

of teachers is not up to mark. And to top it all, this is something that is also felt by the students (Dilshad, 2010).

An interesting and informative case is discussed by Halai (2001) who participated in the professional development programme of the Aga Khan University. He recounts his experience as a “Professional Development Teacher” and shares the lessons which he learnt from one specific case. In the case being discussed, Halai worked as a sort of mentor with a mathematics teacher in a local school. His work consisted of co-teaching, planning discussions, lesson critiques, as well as critical discussions and journal-keeping (Halai, 2001).

While working with his colleague, Halai discovered that, first of all, Professional Development Teachers (or coaches) are seen mainly as “a problem solver, evaluator and supervisor” (Halai, 2001, p. 34). The problem with this view is that it engenders either mistrust (of evaluators) or else dependency on what is seen as a solution-giver. And the only way to successfully mentor a teacher is to move beyond that into the zone of friendship and mentoring (Halai, 2001). Thus, the first problem is to break the barrier and develop a feeling of trust and to avoid taking on the traditional stereotype.

Another problem which Halai noticed was that the syllabi come from external sources, and the need to interpret them in a personal, contextualised realisation has not been met. The lesson planning meetings also revealed that the teachers, though they had potential, were not motivated. In one specific situation, he learnt that the teacher he was working with was too dependent on the meetings and failed to interpret the syllabus without consultation. It was only after developing independency that she was able to do better. He also noticed that teachers who participated became friendlier with each other and looked to cooperation from colleagues and also that what truly made the programme successful was that it was school-based, meaning it was grounded in a context and that it sought to join research and experience together. This,

once again, points out that successful development programmes must be practical, long-term, and contextually driven programmes and not simply cases of theoretical discussion (Halai, 2001).

Not all studies, however, paint a negative image of the development programmes in Pakistan. Khamis and Sammons (2004) have conducted a study that is also based on the Agha Khan University's PDTs (Professional Development Teachers). They have studied how these "Professional Development Teachers," or teachers who are both teachers and teacher coaches, influence and bring about change. The study was made on the basis of surveys and questionnaires in order to judge the effectiveness of this programme and it paints an overall positive picture for the readers (Khamis& Sammons, 2004).

The specialty of the programme which they study is that the Agha Khan University is trying to produce a teacher training that is context friendly, which is also why they are preparing PDTs (Professional Development Teachers) that can operate inside the school (Khamis& Sammons, 2004). Thus, the idea is that the development process would no longer be decontextualised and would thus become more effective. Another reason this was done was to make Development more than a workshop, to bring it inside the school. In other words, it was an attempt at "practical" development which was to replace the old practice of theoretical discussion. And so, by studying the PDTs and their influence, the study concludes that there has been an overall improvement in the teaching situation and that PDTs are managing to bring positive changes to their schools (Khamis& Sammons, 2004).

It was noted, for example, that schools where PDTs remained for a long time would implement more innovative techniques and would be more receptive to new research as compared to schools where the PDTs did not stay for long (Khamis& Sammons, 2004). In one case, it was observed that the early leaving of a PDT actually caused a head-teacher to revert to the old

methods because “she had no one with whom to generate ideas” (Khamis& Sammons, 2004, p. 259). This would indicate that even in a situation where a PDT is working in a school, the developmental process is actually a long-term thing wherein one or more teachers have to take on the responsibility of assisting the school in its transition. But as long as there are people to keep the process going, the influence of the developmental process can be seen in the school as well (Khamis& Sammons, 2004).

Of course, the PDTs also faced some initial difficulties, but the overall conclusion would be that a project such as that initiated by the Agha Khan University, which involves both active participation and long-term interaction and participation, had an overall good effect. The idea of the PDT, employed successfully, can become a good source of change and improvement. Thus, we can see that this study shows a shift from the comparatively bleak view to a more positive approach to development (Khamis& Sammons, 2004).

Following up on this study, Khamis and Sammons (2007) conducted another study of the same developmental programme organised by the Agha Khan University. The focus, however, has shifted from the impact of Professional Development Teachers to the importance and effect of the development programme itself. The study analyses the situation by studying nine schools and their developmental activities. It looks at how, by building on the initiatives highlighted in the earlier study, the Agha Khan University has planned for improving schools through professional development and how this plan can and is further effecting the situation.

The Agha Khan Foundation’s project being studied here is somewhat different from other isolated development programmes. This project (Khamis& Sammons, 2007) deals with individual schools, that is, with the entire staff and institution and not just with individual teachers. Secondly, it deals with teacher in their own classes, using what can be called a “clinical” method. Thirdly, it emphasises the importance of the role played by head teachers.

And finally, it seeks to implement student-centred strategies and to show that they do not hinder their progress in any way. In order to do this, they set up research-based partnerships with various schools and work in the schools in a context specific manner.

In order to observe this programme and its effects, Khamis and Sammons (2007) studied some schools and how their partnership with the Agha Khan institution fostered and whether they appreciated their PDTs or not. An ideal situation, they observe, would involve a cooperative and critically aware school as well as a systematic and constant updating within the school institution itself. But in the specific cases studied, neither the school nor the PDTs were able to choose appropriate roles. In fact, this lack of prioritisation actually allowed some PDTs to flee from any classroom responsibility, which, in the end, would defeat the whole purpose of in-class “clinical” development. Furthermore, the PDTs’ clashes with the heads often tend to make them more idealistic in their thinking and result in their leaving the schools, and the specific context as well as the non-availability of resources has to be considered. As a result, the Agha Khan Foundation is itself now changing the nature of its programme. It would seem, however, that such an idealistic programme and school-based development plan could not work in every situation, especially one where roles are still confused, resources are low, and authority and cooperation are still major issues.

Khamis and Sammons (2007), as they make these observations, also mention that most of the literature on Teacher Education is based on American or English contexts. This would also explain why methods often seen as successful or new might fail, as they did in this extended plan of the Agha Khan Foundation, because of contextual differences. Based on this, they suggest that local and context-specific researches and development programmes should be developed for better results in these endeavours.

Another, older, study of the Agha Khan initiatives is that of Ali, Qasim, Jaffer, & Greenland (1993). This study looks at two separate cases and how, in these cases, the issues which we saw emerging above were dealt with by the people involved. This study looks, on the one hand, at the Agha Khan Education Service's School Improvement Plan, and, on the other hand, at the Karachi Teachers' Resource Centre.

The first case they analyse is that of the Teachers' Resource Centre (TRC). The goal of this initiative was to deal with issues of methodology, teacher knowledge and motivation, and school resources, etc. Long term change, it was noted, would require all of the schools to collectively work for betterment. There was also a need to professionalise the vision of teaching that was present among teachers and among the general public. Furthermore, there was a need for proper interaction to enable teachers to evolve properly and not live a boring and ridiculously tiring teaching life. For this, they also needed to establish a feeling of trust and comradeship between the schools and to deal with the prevailing sense of competition (Ali et al., 1993).

Thus, aided by the Agha Khan Foundation and having originally very less research-base, the TRC worked by bringing teachers together on a friendly note and having them discuss and share their experience. This not only allowed teachers to benefit from each others' knowledge, but also allowed them to get rid of the isolationist model of teaching. As time passed, the TRC developed workshops, published journals, and conducted various other activities. The overall focus on teacher interaction stayed, however, probably to bolster the teachers' confidence and to involve their practical knowledge, which is most important in a teacher's life (Ali et al., 1993).

As a result of this, many changes were observed. For instance, a school in the area usually gave teachers a list of goals and a textbook and the teacher thought of him or herself as a source of

knowledge. But schools involved in the project were more cooperative more considerate, and the teachers worked together, helped each other, enjoyed their work, and even voiced their own views. The TRC has managed to reduce the hierarchical structure of the local schools and has made the environment more cooperative and congenial to teaching and learning. It also managed to improve the teachers' view of themselves and made them more motivated. The performance of the teachers in TRC courses is, in fact, not even graded or evaluated. The overall focus has been on improvement and cooperation, and the TRC seems to be successful overall (Ali et al., 1993).

The second case Ali et al. (1993) observe is the School Improvement Plan of the Agha Khan Education service. We have already seen some of the Agha Khan Foundations' initiatives, both in cases where they were successful and where they were not, in some of the previously cited studies. In this study, the authors deal with some of the Agha Khan Education Services' developmental activities that have fostered cooperation and have led to better performances at an institutional level. The Agha Khan Education Service (AKES) began by attempting certain reorientation sessions for teachers and with staff changes, but as their consultant pointed out, this did not help because the hierarchy is too autocratic and careers are undefined. It was also pointed out that teachers lack a proper understanding of student psychology and there is little or no cooperation (Ali et al., 1993).

Hoping to improve education by creating an independent and self-managing school staff system, the AKES started to introduce workshops as well as teacher get-togethers and proper career structures in schools. This gave responsibilities and roles to teachers as well as allowed them the will and the freedom to experiment, try, and express. Oftentimes, there were objections and entire career positions had to be defined and justified. The AKES was trying to foster cooperation and that required an entire restructuring of the way schools and teachers

thought. They introduced courses for teachers, courses for staff and curricula management, as well as course for head teachers, managers, and others. Eventually, room was created for free consultation, discussion, and cooperative work, though cases remained of uncooperative management or heads disrupting or even halting development attempts. Also, teachers began to demand time—free periods—for planning, meeting, and discussing various issues and schools were forced to restructure their ridiculously over-packed routines (Ali et al., 1993).

Overall, both programmes seemed to foster cooperation and bolstered both the motivation and the performance of the teachers. Schools were restructured and the vision of teaching of teachers and other people involved was changed. Doing so, the projects had an overall positive impact, though specific cases of failure or negative results did exist. The conclusion of the authors is that both individual and collective efforts are necessary for successful and enjoyable teaching careers. Furthermore, development is not just in various centres, but is a constant presence in the school environment. Teachers can only benefit from such practices and do well in their careers if they break their isolation and create a well-planned and balanced structure in school with an appropriate system of rewards and responsibilities. This goal, though extremely idealistic and difficult, can nevertheless be striven for with positive and motivating results (Ali et al., 1993).

Retallick and Mithani (2003) observed the impact of the Agha Khan University's Advanced Diploma in School Management (ADISM) on two different schools. They conducted the study by looking at two separate cases where graduates from this diploma tried to bring changes to their schools. The method employed was that of Action Research. The goal of the ADISM programme was to engage the participants in critical reflection over their schools' management, to better understand the internal dynamics of organisations, to develop better management skills, and to develop the ability to conduct critical action research and construct on-the-spot

development ideas and plans. The goal of the study was to look at two cases in order to determine how successful the programme had been in fostering better management skills and practices (Retallick & Mithani, 2003).

The first case was of a private school which, by looks of it, seemed impressive both on the outside and within. The building was well cared-for and colourful, the teachers were involved in active discussion, and there was a professional development centre within the building. The school claimed that it wished to create critical thinkers and able learners. The person in-charge of the development process had been trying to implement what she had learnt from the ADISM programme, and was also considering development workshops for her teachers. For example, she wished to engage the teacher in critical reflection, but the teachers had no idea what reflection involved, thus the need for a workshop on this specific concept. The authors also discussed how the teachers and the principal seemed to be benefiting from the process. Over the time-span of four visits, the authors also observed how the teachers and the school had grown. There were some issues with parents who did not like the new methods, but the impressions and the journal entries of the teachers suggested they were improving (Retallick & Mithani, 2003).

The second school observed also showed some changes. The head observed, for example, that she now engaged in mentoring, syllabus reviewing, and other developmental activities. She also mentioned that assignments and assessments had become much more systematic. She also gave the parents greater access to the classrooms, allowing them to observe and assess the teaching process and gauge their children's progress. The authors also observed the mentoring lesson of the head-teacher, who, though she had no former experience of this practice, had had some informal engagement with it. However, since the head in this case was not the principal, but only the head of a small portion, and also because the areas where the school was situated

did not make it easy to attract good teachers, the job of the head in this case was perhaps more difficult than in the first case (Retallick & Mithani, 2003).

By studying both the cases, Retallick and Mithani (2003) conclude that the programme had impacted these teachers in significant ways. For example, they point out that the heads moved from an authoritarian role to a more engaging and participatory one. They now engaged freely with their teachers, considered their ideas and opinions, and even participated in the whole school-running process. The practices of reflection and mentoring have also become a major part of their schools and are helping them to improve their teaching. The schools are facing some difficulties but the faculties seem to be facing these problems with a solid resolve. Overall, it might be concluded that the programme had a positive impact on these schools, and the heads seem confident they will be able to improve (Retallick & Mithani, 2003).

Rizvi and Elliot (2005) conducted a study in which they studied how development programmes have affected teacher's perceptions of their professionalism. Their conclusion derived is that professional development programmes and school reform policies do influence teacher perceptions and that they do create a sense of professionalism. This, in return, influences the teachers to keep on improving and to develop a situation of constant professional development (Rizvi & Elliot, 2005).

While conducting this research, the authors reduced the idea of teacher professionalism to four main components: efficacy, practice, collaboration, and leadership. The first they define as the ability and the confidence that enables one to act what one believes and learns. The other three, practice, collaboration and leadership, have more to do with the actual acting out and performance of the teachers in a school environment. It involves the actual process of teaching, working together as a team, and the management of professional learning communities where a body of teachers helps each other to grow and teach. Based on this concept, the authors then

prepared a questionnaire through which they tried to gauge these factors. Using the data thus acquired, they tried to see how development programmes affected the teachers involved (Rizvi & Elliot, 2005).

They noticed, for example, that in terms of efficacy, teachers who were actively involved in the process of educational reform and teacher development showed a considerable amount of confidence in their abilities as well as their ability to improve the overall school system. They also showed the ability to act out what they had learnt and to perform well in class. In fact, teachers who were involved in these activities not only had good attitudes towards their given responsibilities but also were able to associate with students in a friendly way. In fact, even the dimensions of collaboration and leadership showed considerable improvement and the teachers seemed to be performing better in the overall professional situation. In other words, the professional life of teachers was influenced and affected in all four major areas and showed considerable improvement. From this, they concluded that development activities have an overall positive effect in engendering a sense of professionalism which can then lead the teachers a long way and motivate them to keep going (Rizvi & Elliot, 2005).

Rarieya (2005) came up with a study in which she engaged four teachers with reflective dialogue. Her study was intended to pass off this technique as an alternative to the theory focussed, decontextualised development methods used in Pakistan. She engaged the group through one-on-one discussions, journal writing and sharing, and group discussions and questioning (Rarieya, 2005).

When she began the project, however, the teachers were somewhat reserved and were unwilling to experiment. In order to get them to respond, the coach had to initially give off the feel of having "expert knowledge" (Rarieya, 2005). She had to begin in a sort of formal coaching manner and demonstrate through model lessons that the alternative she is suggesting does work.

Eventually, she was able to get results as the teachers began to engage actively in discussions. At the same time, she also noticed that the personal lives of the teachers also affected the development process. One of the teachers she was working with in fact dropped out because her family life made it difficult for her to cope. And among the teachers who did remain, the one with more motivation and willingness showed more improvement than the rest (Rarieya, 2005).

Also, when they began to accept the methodology, the teachers initially relied too much on the coach and it took some time and encouragement to actually get them to work on their own (Rarieya, 2005). Rarieya also noticed that before being able to engage the teachers in a dialogue, she had to teach them about what the lesson plan was because the whole idea was unclear to them. In other words, she learnt that the programme must be flexible enough to be modified according to the teachers' needs and that some teachers may need some theoretical instruction alongside practical learning. Based on the overall improvement, however, she was able to conclude that reflective dialogue is a viable alternative to traditional development methods and that its active, involving, flexible, and in-context nature makes it a good way to engage teachers in critical practice (Rarieya, 2005).

A similar study has also been reported by Ashraf and Rarieya (2008). Like the previous study, this one involved a group of teachers in discussing their performance, with or without the help of a coach, in a way that allowed them to better understand their practice and which stimulated deliberate critical thought. The study involved two English Language teachers and a reflective coach and it was situated in Karachi. It involved a pre-intervention, an intervention, and a post-intervention phase, and the basic method involved discussions based on classroom incidents and practices (Ashraf & Rarieya, 2008).

During the sessions, the authors initially observed that the teachers were not trusting them and also that they were unable to identify critical incidents and issues. Eventually, however, they began to open up and developed both the ability and the willingness to be critical of their practices, not only identifying problem areas but even trying to find out what exactly went wrong and why. They began to identify gaps in their concepts and started to restructure their knowledge, and they even began to share strategies and techniques and began researching into learning and teaching methods on their own (Ashraf & Rarieya, 2008). It was also noticed that the teaching coach needs to be flexible and fluid, probing at times, developing trust, and getting to actually know the teachers and to let them feel comfortable and accepted. It was noted that trust and attitude are extremely important for such group discussions to be successful and also that development is a gradual process that slowly takes effect. Overall, it seems, the experiment was successful and it created a sense of critical inquiry in the teachers (Ashraf & Rarieya, 2008).

In another study by Rizvi (2008), the author considers the role of the principal in the process of development. Based in Karachi, this research studied how the various roles that can be adopted by the principal play a role in the development and the lives of teachers. The author explains that even though recent studies have started to look at leadership in school communities, Pakistan is still lacking in studies related to this area. The model adopted by principals is mostly the same classical model which reproduced a factory-like hierarchy in the school; the principal was seen as a figure of authority that could not be questioned and which represented supreme control (Rizvi, 2008).

However, with recent changes in policy and newer researches that challenge this position, the role of the principal has started, though with some reluctance, to change. Also, the influence of the principal in the school community is important, and so the position is seen as central to

school change and development. Thus, the author has conducted a bunch of case studies to see how various modes of principal-ship can affect the performance and development of the teachers. The schools chosen for the study were those which the society seemed so think of as “good.” By observing these cases and conducting detailed studies, the author was able to draw the following conclusions (Rizvi, 2008).

In all of these schools, seen in society as “good” schools, the principals involved their teachers in decision-making plans. In other words, they did not assume the classical position of “principal.” Rather, the principal would, in this case, consult their teachers, discuss, involve, and also “distribute leadership among the staff” (Rizvi, 2008, p. 90). Due to this, teachers developed more confidence and were able to engage more actively and enthusiastically in development activities. In other words, by decentralising authority and dissolving the traditional principal role, these schools were able to create communities of learning where teachers and students participated more actively than before (Rizvi, 2008). Doing this created a situation which encouraged developmental activities and an environment where teachers could more actively try out new techniques and methodologies. And though the exact realisation of this differed in each case, it was seen to have an overall positive impact. Thus, the author concludes, the role of the principal is an important part of the development process, and the principal that is most understanding and who involves, understands, and trusts his or her teachers will get better results in such developmental activities (Rizvi, 2008).

Khattak and Abbasi (2010) conducted a study on CALL (Computer Assisted Language Learning) trainings and whether they have benefitted teachers in their professional development or not. These trainings were conducted by the Higher Education Commission (HEC) of Pakistan under the ELTR (English Language Teaching Reforms) project. In order to find out whether these were successful or not, Khattak and Abbasi (2010) conducted a series

of interviews in order to gauge the opinion of the participants and, in a subsequent interview, whether or not they had affected their teaching practices in any way. The method of teaching being taught to the teachers (CALL) is concerned seeks to use computers in order to enhance and to make more interactive the learning process. However, the implementation of this method involves both the technology and the ability and the enthusiasm of the teacher (Khattak & Abbasi, 2010).

However, when Khattak and Abbasi (2010) interviewed the teachers, they discovered that the programme had not been managed effectively. There had been no proper selection criteria when inviting teachers to the programme. Most of them had simply been sent by their districts or departments and were of the opinion that they would be unable to implement it in their own class. Despite that, however, it would seem that the teachers were excited and pleased to take part (they were highly motivated) and many of them were satisfied with the training they then received (Khattak & Abbasi, 2010).

Later on, Khattak and Abbasi (2010) conducted another interview and, based on that, commented on whether or not the study had been successful and how it could be improved. They learnt, for example, that most of the teachers had been unable to implement CALL. The reasons given were various: some of them complained that the education system did not allow it, some said that students and institutions are too fearful of the internet's drawbacks, others were held by the examination system or by the absence of required technology, still others were not free to experiment with their class. Thus, most of the teachers could not benefit from the new methodology they had learnt (Khattak & Abbasi, 2010).

Despite that, some teachers did find the training fruitful. These included those who had access to a lab or were able to discuss the training with their colleagues. Naturally, having a lab or being able to discuss with others would enable the use of the new method or, in the latter case,

to be able to critically discuss and derive new ideas from the experience. There was also an interviewee who believed that the teachers who took part had gained more confidence and felt more “up-to-date.” Off course, this was not everyone, for there were teachers who were disappointed because they could not make use of the method. Based on these observations, Khattak and Abbasi (2010) suggest that a better selection criterion should be adopted and also that there is a need to ensure the availability of resources if we do not want to waste our training efforts on people who cannot use it and will thus simply forget it later on.

Another study related to the HEC’s ELTR project was conducted by Khattak, Abbasi, and Ahmad (2011) in the following year. The study aimed to look at the effectiveness of the programmes as it was perceived by the participants. It made use of a questionnaire in order to gauge the situation. The programme in question was an initiative of the Testing and Evaluation Sub-committee of the ELTR project, which seeks to improve the overall situation in matters related to testing and examinations. The author’s, however, do not find the programme to have been as successful as expected (Khattak, Abbasi, & Ahmad, 2011).

In their analysis, the authors point out that the teachers were not selected for the programme on the basis of a needs analysis or a merit system. In fact, in a programme designed for improving English Language Teaching, the nominated/selected participants included teachers who did *not* teach English at all. A large amount of trainees, however, were pleased with the programme and many of them gave positive comments suggesting that the syllabus was up-to-date, that the trainers were cooperative, and that they had gotten adequate theoretical and practical instruction. Despite this, however, it was also observed that the actual impact of the training was minimal. It had brought some changes, and positive ones, to the teachers’ practices, but much of what they had taught could not be implemented at all (Khattak, Abbasi, & Ahmad, 2011).

In fact, when discussing the impact of this training, the authors mentioned that there were teachers who had themselves not felt any change at all. In many cases, their institutions did not allow innovations or else the resources were not present. There were also cases where the workload did not allow them to consider the prospect. As for those who did feel a change, they mostly talked about student-centredness, interaction, and being knowledgeable. In short, the authors conclude, the training programmes benefitted some teachers in some ways, but they did not achieve much in terms of their goals, nor did they achieve much in the area of testing and assessment, which was their main focus (Khattak, Abbasi, & Ahmad, 2011).

Thus, they conclude, the training programmes might have been somewhat beneficial, but they were not as successful as they could have been. The authors' suggestions, in this case, are to develop a better selection criterion, to make the programme more practical and need based, to provide resources, and to make assessment a more frequent issue in development programmes (Khattak, Abbasi, & Ahmad, 2011).

Ali (2011) conducted a study on the developmental concept of "Communities of Practice". His focus, in other words is on the informal elements of development, where teachers, through interaction, discussion, and support are able to nurture an environment which leads to betterment and improvement. No doubt, this also includes such things as leadership and cooperation in the formal realm as well, but it extends beyond that into the informal realm and does not just stick to the formal. The study is based on a project in the KPK province of Pakistan and seeks to show that such informal "Communities" are an essential part of development and improvement. These communities, he says, are a means to learn socially, and to question, discuss, and thus grow. Furthermore, they engender a sense of belonging and thus also develop a sense of identity and worth. Thus, they are a part of organisations that have and always will be present in each and every institution (Ali, 2011).

In the case being studied, the author looked at a case of teacher training where the KPK province of Pakistan trained a large number of teachers for the job. In this project, the method of training adopted (called “cluster based training” by the author) allowed the teachers to form certain informal friendships. Furthermore, these “clusters” were often based on similar subjects thus creating smaller sub-communities that circled around a subject. The overall result, because of this, was positive. Student performance was enhanced and even teachers who lacked in subject knowledge or pedagogical skill were able to benefit from their peers and thus develop into better teachers. Not to mention, since these friendships were informal and quite close, teachers did not have to worry about much when they asked their peers for help. Furthermore, such a methodology can be employed even with less resources and the formation of informal communities encourages continued development even after the programme ends. Thus, by creating such communities, we can ensure the long-term and continued involvement of teachers, which is essential if we want development to be successful (Ali, 2011).

Conclusion

From the quick review of our sources, we can see that the English is the language of power and of education in Pakistan and is a means to success. Unfortunately, however, language education is lacking in Pakistan and students are lacking in their language skills. Most language teaching practices focus on exams and on the rote learning of grammar and words and have nothing to do with the actual development of linguistic skill and ability.

We have also discussed the importance of teacher development programmes and why these programmes should be regularly evaluated and improved. We have considered the various methodologies for doing this and also the basic principles behind this practice. We have also considered how and why these activities might be analysed, evaluated, and then modified based on this analysis. We have also considered various models and methodologies which can be used for this evaluation.

Finally, we have looked at development processes overall and in context of Pakistan. We have seen that the Teacher Development practices in Pakistan are somewhat lacking and that there is a strong need to develop integrated methodologies that involve teachers in active and reflective teaching. We have also seen that there are some people who are trying to do exactly this and are to some extent successful in their work. We have also considered some examples of this practice, and from these examples, have been able to conclude that even if the current state of teacher training and language education is not so pleasing, there is room enough to improve and that effective measures can be taken to ensure better conditions in the future.

Overall, we have seen that an effective development programme must ensure that the developmental process will continue to be a part of the teachers' lives and that it will come to penetrate their professional life in a way that it comes to be an essential part of it. Only then, when it comes to be a long-term and involving process, can it be truly effective in improving the learning community.

Finally, having discussed all that, we might want to ask whether there is a need for us to conduct another analysis if, from our reading, we can see that there are a number of studies which the reader can benefit from? The answer to this question is yes. The need for "another" evaluation is necessitated by a number of facts. First among them is the fact that teaching is not a stable practice, no one case study or evaluation can be considered permanent or applicable to all situations. Earlier, in our analysis, we had discussed a few cases of the Agha Khan initiative dealing with development of teachers, and we saw both cases where it succeeded and where it had failed. Evaluation, though it gives us a lot of insight and develops our understanding, is always individual and unique and as such cannot be deemed unnecessary or called just "another" evaluation, for it will analyse a specific situation in trying to improve it. Also, teaching and teaching practices change over time, and as such there is a need for us to keep

analysing and to keep improving as the situation alters. If one report said that the changes are successful and gives further suggestions, then a few years later, a newer analysis will tell us what we need to do next. As such, evaluation can never be old, unnecessary, or unneeded.

Secondly, it should be mentioned that most of these studies deal with a specific area, situation, or case. Dilshad (2010) and Rarieya (2005), for example, deal with two specific elements—the opinion of students and the application of a specific technique respectively. Similarly, Halai (2001), Khamis and Sammons (2004), and others have written on the Agha Khan initiative. Also, these studies are mostly school-based and general. Only a few (Khattak & Abbasi, 2010; Khattak, Abbasi, & Ahmad, 2011) deal with English Language teaching and even then, there is little or no mention of ELT in universities. It would also be noticed in a thorough reading of these sources that most of these studies are based in areas like Karachi or, in a few cases, the NWFP province (now called Kyber Pakhtunkwa).

Thus, it cannot be said in any way that the current evaluation is repetitive. Not only is evaluation something that cannot be “old,” but our analysis deals with English language teachers in the universities of the Federal Capital, and as such it is different from the others. It, first of all, deals with ELT, which was not touched upon much in these studies. Secondly, it is based in the federal capital and it focuses on university teachers. And finally, the previous studies were mainly case studies based on small incidents or particular schools or programmes, while our study aims to look at the development activities of university English language teachers, and as such it is an evaluation of a different kind. Furthermore, this analysis tries to deal with as many factors as it was possible to include, and it tries to come up with a more complete analysis which can help in the on-going practice of development and evaluation and thus help teachers and researchers in the future.

CHAPTER THREE

Research Methodology

Research methodology is an essential element of any research inquiry. It helps us hypothesize and resolve a research problem. It actually supports us to plan in detail how research is steered methodically. This chapter describes in detail the complete research design that has been used to conduct this research. Having taken into consideration the research design and the research questions of the study, the chapter also expounds the conceptualization and rationalization for the research process implemented by the researcher. The chapter also puts forward a thorough description of the research tools exploited to gather data alongside their logic for the purposes of conducting this research. Furthermore, the procedures for the data analysis based on the requirements of the present study are also elaborated.

Design of the Research

For carrying out any research, the choice of a suitable research design is very important. It is because it helps to interlace the research objectives and questions with the research design; it also helps to amass data with appropriate research tools from the required population in order to resolve a research problem in a realistic way (Creswell, 2012).

Educational research prefers to use qualitative and quantitative designs, or a blend of both. The difference between the two, according to Best & Kahn (1998), lies in numbers. While the former gives the details of events and persons without using any numerical data, the latter does so through the use of numerical data. Furthermore, whereas the quantitative research attempts to quantify and measure variables and factors, the qualitative research tries to gain an insight into the phenomenon being studied.

The qualitative research is further divided into ethnographic and descriptive research (Seliger & Shohamy, 1989). Ethnographic research adopts holistic approach and typically commences

with few preconceived ideas or assumptions about the data. On the other hand, descriptive research starts with predetermined hypotheses and a narrower scale of enquiry. Both of these research designs aim at exploring and expounding a phenomenon in naturally occurring contexts, without experimental manipulation (Mohamed, 2006: 63).

The present study employs a mixed-method approach—a blend of both qualitative and quantitative methods of research. It fits into the descriptive research design as it intends to explore and describe systematically, factually and accurately the qualities of a preconceived phenomenon (i.e. teachers' professional development practices) in a naturally occurring context (i.e. in federal capital universities of Pakistan) through questionnaire and interview-based survey data of individual teachers.

This study is *exploratory* and *evaluative* in nature. As stated earlier, it intends to explore and evaluate professional development practices of English language teachers working in federal capital universities of Pakistan. Exploration and evaluation are ubiquitous actions directed by people in all walks of life, and their significance in language teaching and learning is of greatest implication. These actions, indeed, offer data to make educated decisions for the efficacy and usefulness of any programme or course of study (Brandon & Sam, 2014). An evaluative enquiry is well-defined as a “systematic assessment of the operation and/or the outcomes of a program (of study) or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy (Weiss, 1998, p. 4).

Validity, reliability and trustworthiness

The trustworthiness of the research, and hence its findings, is ensured by addressing the issues of validity and reliability. While reliability is the demonstration of the extent to which an instrument or data collection procedure is consistent, validity is the quality or standard of the data collection procedure that makes possible for it to measure what it aims to measure (Best

& Kahn, 1998). The issues of validity and reliability relate to the principles of truthfulness—credibility to internal validity, transferability to external validity, dependability to reliability and confirmability to objectivity (Denzin & Lincoln, 2000). I shall now discuss how each of these principles relates to the present study.

Credibility

The principle of credibility refers to an accurate account of what happened. According to Lincoln & Guba (1985), a credible study is required to have an evidence of lengthy engagement in the field. As for this study, data was collected in about seven months. The participants from all the universities took five months to complete and return the survey questionnaire and approximately two months were spent on conducting interviews. In addition to this, I contacted a number of senior teachers during the process of designing and piloting the research instruments: questionnaire and interview guide.

The principle of triangulation is often referred to as an important means of validating aspects of a qualitative study. It not only compensates for the constraints of the sole data collection methods but also lessens the effects of possible researcher bias in analysing and interpreting qualitative data. According to Denzin & Lincoln (2000), there are three major kinds of triangulation: data triangulation, investigator triangulation and methodological triangulation. To put it more simply, if different sources of data, different investigators and different methods all produce relatively similar results, there are chances for a greater degree of credibility.

Triangulation for the study was achieved in three different ways. As the data for the study comes from a considerable number of participants (109 English language teachers of federal capital universities of Pakistan), hence it is data triangulation; collected using two different methods such as questionnaire and interviews (method triangulation) in a period of almost seven months (time triangulation).

Transferability

Transferability is the application of the findings from a study to some other contexts and settings. This is made possible by providing readers with a rich, thick description to let them determine the extent to which this situation matches theirs and if the findings of this study can be transferred to their settings or contexts. In addition, diversity, and thereby generalizability, is created by collecting data from almost all federal capital universities of Pakistan, both public and private and from both male and female teachers.

Dependability

Dependability is the degree of reliability and consistency the data and interpretation demonstrate. According to Mohamed (2006), dependability 'pertains to the importance of being open through reflexivity and accounting to the changes to the study that arose during the research process. This study also underwent some changes, the primary being not incorporating what was considered to be an important source of data at the beginning. This was evaluation of Higher Education Commission Pakistan's ELTR (English Language Teaching Reforms) project as it would have created far more data than was required for a study of this proportion. Some changes were also made in terms of sample sizes. Initially, the survey questionnaire was to be completed by all English language teachers of the federal capital universities and 20 teachers, out of them, were to be interviewed. As all teachers did not cooperate in completing the questionnaire, thus the sample sizes were reduced to 109 and 10 respectively.

Confirmability

Confirmability is the extent to which research results can be confirmed or verified by others. This is realised by providing a thorough description of how data was collected and how decision were arrived at throughout the inquiry. Instances of how data is analysed and coding is done are presented in the text and interpretations are substantiated with citations from the available research.

Population and Sampling

Survey Study

At the time of data collection, the population and sample for the survey questionnaire were the English language teachers working in the federal capital universities of Pakistan. The universities in the federal capital (Islamabad) include: National University of Modern Languages, International Islamic University, Air University, National University of Computer and Emerging Sciences, Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology, COMSATS, Bahria University and Quaid-e-Azam University. The reason for including the entire population in the survey was to make sure that the results obtained were as generalizable as possible. Although the questionnaire was given to all English language teachers in these universities, the questionnaires completed were 109 in all. As stated earlier, the sample for interviews consisted of 20 teachers at the time of data collection. However, it was also reduced to 10 when less number of completed questionnaires were received.

Sources of Data

Gathering dependable data for any research inquiry is, indeed, a stimulating charge. It is because all research instruments have advantages and disadvantages, which demand from the researcher to painstakingly think and rethink about them. The researcher is required to make right decisions taking into consideration the research objectives and questions (Groom & Littlemore, 2011). Thus, the researcher decided to utilize two different data collection tools to answer his research questions. These tools also helped him to triangulate the data. The research tools were:

- i. Questionnaire
- ii. Structured open-ended interviews

Questionnaire

A questionnaire is a research instrument used to obtain data from a large number of participants (Brown, 2001). According to MacDonald, Badger, & White (2001), questionnaires have made

regular appearances in the studies of teachers' beliefs and practices. Questionnaires are used to gather both quantitative and qualitative data. However, the questionnaire used for this study was meant to obtain quantitative data only as it contained 45 close-ended questions and statements which required teachers either to choose from the options provided (in the case of section 2 of the questionnaire) or respond to the statements on a given 5 point likert scale.

The survey questionnaire designed for the study had two main objectives. Firstly, it aimed to explore professional development practices of English language teachers working in the federal capital universities. Secondly, it attempted to determine the extent to which these practices were effective. The instrument was particularly designed to obtain answers to the following research questions:

1. What professional development programs or activities do English language teachers of the federal capital universities take part in?
2. To what extent are these PD programs/activities effective?
3. What measures can be taken to improve future PD endeavours?

The validity for the content of this research instrument was established through a review by experts and a pilot test. The experts (5 senior teachers of International Islamic University Islamabad and National University of Modern Languages Islamabad) were requested to provide the researcher with their feedback on the clarity, suitability and validity of the instrument. Following their recommendations, the instrument was modified slightly. These modifications included the question wording, the organisation of questions and addition of some new questions.

Next, the revised questionnaire was piloted in three federal capital universities by 15 teachers. Apart from completing the questionnaire, these teachers were also asked to highlight any complexities or ambiguities in the instrument. Some more changes were made in the instrument

based on these teachers' feedback. For example, the title of the thesis was added in the covering letter. Instructions for the second section of the questionnaire were revised and made clear. Finally, some new questions were also added in one or two subsections of the questionnaire.

The final 9 page questionnaire (see appendix A for the questionnaire) used for the study was divided into three different sections/parts. Section 1 of the questionnaire was included to obtain personal information about the participants. This information helped me carry out a cross tabulation analysis to determine if the gender and teaching experience of the teachers had any relationship with their professional development practices. Section 2 of the questionnaire, consisted of 14 questions, was designed to elicit responses that would provide information about the current professional development practices of English language teachers working in federal capital universities of Pakistan.

Section 3 of the questionnaire sought information through which we could evaluate the professional development practices of English language teachers working in the federal capital universities of Pakistan. This section comprises 5 levels, based on the evaluation model proposed by Thomas Guskey (2000) in his work *Evaluating Professional Development*.

Level 1, Participants' reaction, measures participants' initial satisfaction with the professional development experience. Level 2, Participants' learning, aims at measuring participants' learning from the professional development programs and activities they took part in. Level 3 of the model, Organizational support and change, attempts to document and improve organizational support and sheds light on the future change efforts. Level 4, Participants' use of new knowledge and skills, was meant to measure the degree and quality of implementing new knowledge and skills. Level 5, Student learning outcomes, attempts to measure the effect of teachers' professional development practices on students' learning. This section required the

respondents to rate each statement in it on a given five-point likert scale ranging from 'Strongly disagree' to 'Strongly agree'.

Table 2 Five Critical Levels of Professional Development Evaluation

Evaluation Level	Questions to be Answered	Measure	What is Measured?
1 Participant's Reactions	Did they like it? Was their time well spent? Did the material make sense? Was the leader knowledgeable and helpful? Was the room the right temperature & the refreshments tasty?	Questionnaires or surveys administered at end of session	Initial satisfaction with the experience
2 Participants' Learning	Did participants acquire the intended knowledge and skills?	Simulations. Demonstrations. Participant reflections. Participant portfolios.	New knowledge & skills of participants
3 Organisational Support and Change	Were sufficient resources made available? Were problems addressed quickly and efficiently? Was implementation advocated, facilitated & supported? Were successes recognized and shared? Was the support public and overt? What was the impact on the organization? Did it affect organizational climate and procedures?	Minutes from follow-up meetings. Questionnaires. Structured interviews with participants & district or school administrators. District and school records. Participant portfolios.	To document & improve organizational support. To inform future change efforts.
4 Participants' Use of New Knowledge & Skills	Did participants apply the new knowledge and skills?	Questionnaires. Structured interviews. Participant reflections. Participant portfolios. Direct observations/video/audiotapes	Degree and quality of implementation
5 Student Learning Outcomes	Did it affect student performance or achievement? Did it influence student's well-being? Are students more confident as learners? Is Student Attendance improving? Are dropouts decreasing?	Student/school records. Questionnaires. Interviews with students, parents, teachers, and/or administrators. Participant portfolios.	Student learning Cognitive. Affective Psychomotor.

Note. Taken from Guskey (2000)

Interviews

Interviewing is another useful tool employed to elicit people's points of view, beliefs, and attitudes. Owing to its interactive nature, interviewing has many advantages over other data collection tools (Best & Kahn, 1998).

Interviews can be structured or unstructured, open-ended or close-ended. While in structured open-ended interviews the wording of the questions is predetermined, in unstructured open-ended interviews, it is thought of during the interview. Two types of questions are asked in structured open-ended interviews: basic questions and clarification questions (Best & Kahn, 1998). Whereas all interviewees are asked the basic questions, the clarification questions are asked only if some kind of clarification in the responses of the basic questions is required.

The present study chose one-to-one interviewing as one of the main methods for data collection. The method was chosen for two reasons. Firstly, as stated earlier, interviewing is envisaged as a powerful tool to explore people's beliefs and practices. By asking clarification questions to probe the responses to the questions in the questionnaire, it is anticipated that some different responses would be elicited. These responses were then compared with the responses stated in the questionnaire.

Secondly, interviewing enabled me to develop a rapport with the teachers which greatly helped me in having a healthy friendly relationship throughout the project. Such a rapport helped to explore in detail respondents' professional development practices; details that might not have been possible to access simply through questionnaires.

Ten interviews were conducted in all. While two interviewees were from International Islamic University, two others were from National University of Modern Languages. The reasons for interviewing two teachers each from these two universities were that they have bigger departments (in terms of number of teachers) and it was easier for me to access their teachers.

The remaining six interviewees were from the remaining six universities (i.e. one teachers from each university). This kind of selection was made to have representation form each university. Furthermore, in order to have their representation in the interviews, two female teachers were also interviewed.

The justification for employing two different research tools for collecting the data was to have an exhaustive representation of the entire phenomenon, i.e., exploring and evaluating professional development practices in the federal capital universities of Pakistan. Moreover, as it is well-established that these data collection tools have their own pros and cons (Bennett, 2003), two different research instruments have been manipulated to get an in-depth understanding of the context and practices instead of partial understanding of the situation. The triangulated data also puts forward a further representative picture of the data as well as of the situation. The researcher found these two research tools very useful, for they helped him to uncover the teachers' professional experiences and practices concerning development (Best & Kahn, 1998). Furthermore, the data offered him the responses of the *how* and the *why* type questions of the inquiry.

Data Collection Procedures

After getting approval to undertake the research from the International Islamic University's Board of Advanced Studies and Research (BASR), I started searching for the relevant books and articles. Once these books and articles were searched for and read, I designed the survey questionnaire and the interview grid which were then reviewed and pilot tested for content validity by experts and university teachers. The revised survey questionnaire was administered in the federal capital universities in turn. Although the participants were requested to return the questionnaire in one-month time, it took me five months to get 109 completed questionnaires from these universities. After getting these questionnaires back, I contacted the teachers, who

showed their willingness in the questionnaire, for interviews. Interviews were completed in 2 months' time. Thereafter I started analysing the data.

Data Analysis

Quantitative Data

The quantitative data for this study comprised the teachers' responses to the questions and statements on the university teachers survey questionnaire. A data file was created to enter and analyse these responses using the computer software program Statistical Package for Social Sciences, v.20 (SPSS). Statistical analysis carried out on the data was the calculation of descriptive statistics in terms of frequencies and cross tabulations.

Qualitative Data

The qualitative data for this study came from the teachers' responses to the interview questions. For this data to analyse, the recorded interviews were transcribed and read many times to get some sense of the main ideas being expressed. The interview transcripts were then coded and analysed manually.

Coding is defined as the process of assigning low-inference descriptive tags to units of information. The process is carried out as a way of reducing data into easily locatable segments. "Incidents", according to Guba & Lincoln (1994), are the smallest "units of information" in a text that can stand by themselves. Such incidents were first identified and then assigned codes. Once they were assigned codes, they were analysed to discover patterns or categories between the codes.

Conclusion

This chapter has attempted to provide information regarding the research design, research instruments and the data collection procedures employed in this study. To ensure trustworthiness and transparency, descriptions of the processes of coding and analysis were also provided. The results and discussion of the data gathered from the survey questionnaire and interviews are presented in the next chapter (chapter 4).

CHAPTER FOUR

Analysis and Discussion

The main aim of this chapter is to present the results of the survey questionnaire and the results of the interviews. These results, in turn, will help contribute towards answering the following research questions:

1. What professional development programs or activities do English language teachers of the federal capital universities take part in?
2. To what extent are these PD programs/activities effective?
3. What measures can be taken to improve future PD endeavours?

This chapter deals with the results of quantitative and qualitative data simultaneously and it incorporates discussions/interpretations about the key findings of the study as and when required. In the forthcoming part of this chapter, I will first provide the results of the survey questionnaire along with the results of the interviews. Discussion/interpretation about these results with reference to the literature reviewed in chapter 3 will then be added at the points where required. Such a presentation of the results, I hope, will help triangulate the data.

Results and Discussion

Participants Demographics

As stated in chapter 4, section 1 of the questionnaire was meant to obtain demographic information about the participants. This information helped me analyse if the gender and teaching experience of the respondents had any relationship with their professional development practices. This, of course, was necessary, since any evaluation needs to consider all the possible factors that might influence a process (Guskey, 2000).

As also stated in chapter 4, the sample for the survey questionnaire comprised the entire population (estimated to be 200 teachers) of English language teachers working in the federal capital universities of Pakistan. The completed questionnaires, however, were 109 in all. The

purpose of including all teachers in the sample was to make sure that the results obtained were as generalizable as possible. The table 3 below shows the personal information of the respondents (109 teachers of the federal capital universities) of the survey questionnaire.

Table 3. Participants' Demographics, Survey Study

Category	Sub-category	Frequency	Percent
Gender	Male	73	67
	Female	36	33
	Total	109	100
Qualification	BS	0	0
	MA	22	20
	MPhil/MS	69	63
	PhD	18	17
	Total	109	100
Teaching Experience	1-5years	18	16.5
	6-10years	50	46
	11-15years	28	25.5
	16+	13	12
	Total	109	100
University	Public sector	6	75
	Private sector	2	25
	Total	8	100

Note. Qualification = BS/MA/MPhil/MS/PhD in English

As can be seen in this table, the participants of the study include both male and female language teachers of English. The ratio between them is 67:33. That is, while 67 per cent of the participants were male, 33 per cent were female. At the time of data collection, 46 per cent of the participants had a teaching experience of 6-10 years, 26 per cent 11-15 years, 17 per cent 1-5 years and only 12 per cent had more than 16 years of experience. While the majority of the participants (70%) had an MPhil degree as their highest educational qualification, there were a few participants having an MA (20%) and PhD (10%) as their highest qualifications. Except for a small number of teachers (25% only), all belonged to the public universities of the federal capital, the reason being that only the public universities of the federal capital have got English departments.

Section 2 of the questionnaire consisted of 14 questions, and was designed to elicit responses that would provide information about the professional development practices of English language teachers working in the federal capital universities of Pakistan.

Question 1 (*Which of the following professional development activities do you take part in?*) of the section focused on the activities which could be undertaken by teachers for their professional development. The teachers were presented with a list of fourteen common professional development activities and were asked to choose from it the activities they took part in.

Table 4. Frequency, Question 1

Level	PD Activity	No	Av. %	Yes	Av. %	Total
Individual	Self- Monitoring	69	63	40	37	109
	Teaching Journal	99	91	10	9	109
	Teaching Portfolio	97	89	12	11	109
	Analysing critical incidents	99	91	10	9	109
	Action research	7	6	22	20	109
One-to-one	Peer Coaching	84	77	25	23	109
	Peer Observation	68	62	41	38	109
	Action research	87	80	22	20	109
	Team Teaching	87	80	22	20	109
Group-based	Case Analysis	89	82	20	18	109
	Action research	87	80	22	20	109
	Teaching journal	99	91	10	9	109
	Teacher support group	87	80	22	20	109
Institutional	Workshops	14	13	95	87	109
	Action research	87	80	22	20	109
	Teacher support group	87	80	22	20	109
	Conferences	33	30	76	70	109
	Seminars	38	35	71	65	109
	Webinars	107	98	2	2	109

Note. Individual/One-to-one/Group-based/Institutional = PD activities carried out at individual/one-to-one/group-based and institutional level.

As can be seen in the table 4 above, a high percentage of the respondents chose workshops (87%), conferences (70%) and seminars (65%) as the professional development activities they took part in, while a low percentage chose teaching journal (9%), teaching portfolio (11%),

analysing critical incidents (9%), and webinars (2%). The other activities in the list (see appendix A, the questionnaire, for the complete list): self-monitoring (37%), action research (20%), peer coaching (23%), peer observation (38%), team teaching (20%), case analysis (20%), and teacher support groups (20%), were chosen by about 20 to 38% respondents. The results also show that the activities undertaken by most of the respondents (e.g. workshops, conferences and seminars) are carried out at institutional level (see table 2 above and figure 1 in chapter 3); and that a very few choose to adopt professional development activities which are carried out at a personal/individual level.

A question with regards to activities for developing teachers professionally was also asked in the interviews (*Were you familiar with all the methods of language teacher development before reading the questionnaire used in this study?*). The result of this question reveals that the majority of the interviewees knew only about workshops, conferences and seminars till the time they read the questionnaire used for this study. Most of them, when asked about development, mentioned workshops. Some, like respondents RM and FR, made a general statement that they knew just “some” of these techniques, and from the questionnaires, it can be seen there is a higher probability of this “some” being restricted to workshops, as is also evident from the rest of their answers in the interviews as well, where these respondents rarely talked about any personal activity or method.

Furthermore, it ought to be mentioned that some respondents, particularly respondent JA, mentioned that they only had “[a] vague idea that there are different courses, mid-career courses and in-training... umm, in service... for in-service teachers and things like that... but to be very honest, I was not quite aware of these courses and these options for teachers,” and others, like interviewee AI, confessed that, despite knowing about these activities, they “could not make them part of my professional development.” FR, AS, and RA were perhaps among the only

people who claimed to know about and also make use of the various personal development methods available and to actively be involved in identifying their issues and discussing with their colleagues.

AI and MS, on the other hand rarely made use of anything other than the institutional feedback and some advice from their colleagues. In fact, in both of their cases, the second question (**What do you do for your professional development?**) was not answered by them directly and the answer had to be negotiated by the interviewer. On this basis, it could be said that very few teachers (such as JA, RA, and AS) have a concept of personally working on one's development and most of them only think of it as a formal thing involving feedback forms, procedures, and workshops. Furthermore, it should be noted that interviewee FR mentioned that the teachers in her institution have made a WhatsApp group and are actively working together as a teacher support group. However, the problem, as can be seen in some of AS's answers, is that some teachers themselves are not interested in benefitting from the available activities.

In other words, personalized and interactive development is rare amongst the teachers. Most of them only engage in institutional activities such as workshops and do not engage in reflective and interactive activities. This same situation was also reported by some of the studies that were consulted in the literature review. For instance, in her study, Rarieya (2005) maintains that the four teachers that she had worked with thought of reflective teaching and discussion as something "new" when they were asked about their familiarity with the different methods of teacher development. Also, when we look at the third question (**How frequently do you take these methods and approaches?**) in the interview, we can see a similar situation, where some interviewees actually did not seem to think of development as a constant thing. When asked this question, interviewee AI responded by saying that "I don't remember exactly if I had such

a class before.” In other words, for her, development was actually for problem solving, that is, when a problematic class is faced. Otherwise, she does not have to engage in it.

Unlike, AI, however, there were some who did talk about the multi-layered nature of development. FR explicitly stated that she tries to engage in reflective teaching, teacher discussions, and other personalized activities alongside workshops and seminars. She also expressed her interest in the idea of a teaching portfolio, which she admitted she does not keep but is willing to try it. JA, another interviewee, stated that though he does not engage in as many activities, he does try to engage in reflective teaching and takes feedback from his students personally, whether or not the institution does so. However, like AI, there were some, like KS, who simply talked about how they go to a workshop every six months. And even though RM and MS said that they do take feedback regularly, major development events for them come only when they are faced with problems or when they are given courses which they have not taught before.

From all of this, we can begin to trace a broader trend among the teachers in the universities. Not just that the individual teachers are not quite familiar with a wide range of professional development practices/programs, but they have a very layman understanding of terms like “professional development” and “reflective teaching”. For most of them, development is a way to face problems and issues or it is limited to workshops and seminars, and only a very few of them actually engage in reflective teaching or personally get involved in development activities. This reminds the researcher of H. G. Widdowson (2014) who says that the real problem is that an overwhelming majority of the teachers and ELT experts has a pedagogic imagination operating at the very superficial and pedestrian level.

Thus, it can be said that these teachers ‘have had a fairly narrow view of professional development’ (Guskey, 2000: 14). They regard professional development as ‘special events

that are restricted to 3 or 4 days during the [university] year' (ibid.). In fact, professional development to them is 'a series of unrelated, short-term workshops' (ibid: 15), conferences and seminars carried out at institutional level. However, Guskey (ibid.) argues:

[that although] this format [of professional development] can be highly appropriate and effective, especially when [teachers] need to obtain information about new programs, new instructional approaches, or changes in ... policies and regulations', 'it is important to recognize ... that all workshops[, conferences and seminars] must be accompanied by appropriate follow-up activities In addition, they are but one of a wide variety of highly effective approaches to professional development.

The gender and experience cross tabulations (see tables 5 and 6 below) of question 1 reveal that while novice and female teachers took part in varied and diverse activities for their professional development, experienced and male teachers relied on a few traditional activities only (e.g. the majority of male teachers took part in conferences and seminars). One similarity in these 2 crosstabs is that the activities carried out at 'institutional' level ranked the highest.

It should also be noted that only FR, among the various interviewees, talked about personalized development activities. Apart from her, others talked mainly about workshops, even when they did mention (for a moment) some personalized activities. That is, their interest was mostly in workshops while personalized activities were sidelines, especially with the more senior teachers. A reason for this reluctance to engage with personal activities in senior teachers can be taken from RM's statement that being too active in the department puts you in a risky position. Thus, it is only the juniors, who have not yet got to know the place, who are more prone to try innovative and experimental techniques.

Table 5. Gender Crosstab, Question 1

Level	PD Activity	Male	Female	Male	Female
		No	No	Yes	Yes
Individual	Self- Monitoring	51(73.9%)	18(26.1%)	22(55%)	18(45%)
	Teaching Journal	71(71.7%)	28(28.3%)	2(20%)	8(80%)
	Teaching Portfolio	69(71.1%)	28(28.9%)	4(33.3%)	8(66.7%)
	Ana.CriticalIncidents	67(67.7%)	32(32.3%)	6(60%)	4(40%)
	Action research	65(74.7%)	22(25.3%)	8(36.4%)	14(63.6%)
One-to-one	Peer Coaching	60(71.4%)	24(28.6%)	13(52%)	12(48%)
	Peer Observation	42(61.8%)	26(38.2%)	31(75.65%)	10(24.4%)
	Action Research	65(74.7%)	22(25.3%)	8(36.4%)	14(63.6%)
	Team Teaching	69(79.3%)	18(20.7%)	4(18.2%)	18(81.8%)
Group-based	Case Analysis	65(73%)	24(27%)	8(40%)	12(60%)
	Action research	65(74.7%)	22(25.3%)	8(36.4%)	14(63.6%)
	Teaching journal	71(71.7%)	28(28.3%)	2(20%)	8(80%)
	T. support group	61(70.1%)	26(29.9%)	12(54.5%)	10(45.5%)
Institutional	Workshops	10(71.4%)	4(28.6%)	63(66.3%)	32(33.7%)
	Action research	65(74.7%)	22(25.3%)	8(36.4%)	14(63.6%)
	Teacher support group	61(70.1%)	26(29.9%)	12(54.5%)	10(45.5%)
	Conferences	19(57.6%)	14(42.4%)	54(71.1%)	22(28.9%)
	Seminars	26(68.4%)	12(31.6%)	47(66.25%)	24(33.8%)
	Webinars	73(68.2%)	34(31.8%)	0(0%)	2(100%)

Note. Ana. Critical Incidents = Analysing Critical Incident; T. Support Group = Teacher Support Group

Table 6. Experience Crosstab, Question 1

Category	PD Activity	1-5years	6-10years	11-15years	16+	1-5years	6-10years	11-15years	16+
		No	No	No	No	Yes	Yes	Yes	Yes
Individual	Self- Monitoring	14	28	17	10	4	22	11	3
	%	78%	56%	61%	77%	22%	44%	39%	23%
	Teaching Journal	18	46	24	11	0	4	4	2
	%	100	92%	86%	85%	0%	8%	14%	15%
	Teaching Portfolio	16	42	26	13	2	8	2	0
	%	89%	84%	93%	100%	11%	16%	7%	0%
	Analyzing critical incidents	14	44	28	13	4	6	0	0
	%	78%	88%	100%	100%	22%	12%	0%	0%
	Action research	16	38	22	11	2	12	6	2

	%	89%	76%	79%	85%	11%	24%	21%	15%
One-to-one	Peer Coaching	16	38	17	13	2	12	11	0
	%	89%	76%	61%	100%	11%	24%	39%	0%
	Peer Observation	16	22	19	11	2	28	9	2
	%	89%	44%	68%	85%	11%	54%	32%	15%
	Action research	16	38	22	11	2	12	6	2
	%	89%	76%	79%	85%	11%	24%	21%	15%
	Team Teaching	16	36	22	13	2	14	6	0
	%	89%	72%	79%	100	11%	28%	21%	0%
Group-based	Case Analysis	18	34	24	13	0	16	4	0
	%	100%	68%	86%	100%	0%	32%	14%	0%
	Action research	16	38	22	11	2	12	6	2
	%	89%	76%	79%	85%	11%	24%	21%	15%
	Teaching journal	18	46	24	11	0	4	4	2
	%	100%	92%	86%	85%	0%	8%	14%	15%
	Teacher support group	14	40	20	13	4	10	8	0
	%	78%	80%	71%	100%	22%	20%	29%	0%
Institutional	Workshops	4	6	4	0	14	44	24	13
	%	22%	12%	14%	0%	78%	88%	86%	100%
	Action research	16	38	22	11	2	12	6	2
	%	89%	76%	79%	85%	11%	24%	21%	15%
	Teacher support group	14	40	20	13	4	10	8	0
	%	78%	80%	71%	100%	22%	20%	29%	0%
	Conferences	6	12	15	0	12	38	13	13
	%	33%	24%	54%	0%	67%	76%	44%	100%
	Seminars	8	22	8	0	10	28	20	13
	%	44%	44%	29%	0%	54%	54%	71%	100%
	Webinars	18	48	28	13	0	2	0	0
	%	100%	96%	100%	100%	0%	4%	0%	0%

The second question (*Is participation in the PD programs/activities mentioned above mandatory at your department?*) asked teachers if it was mandatory for them, in their departments, to participate in certain professional development programs and activities. The results indicate that while for 53 per cent of the teachers it was mandatory, for the other 47 per cent it was not. Within the 47% there were a few teachers for whom although it was not mandatory to participate in such programs and activities, yet their participation in them was preferred. However, within the 53%, who replied in the affirmative were also included a few

respondents (5-8) who were of view that it was sometimes mandatory for them to participate in such programs. (see table 7 below for the frequency of responses).

Table 7. Frequency, Question 2

	Frequency	Percent	Valid Percent	Cumulative Percent
No	51	46.8	46.8	46.8
Valid Yes	58	53.2	53.2	100.0
Total	109	100.0	100.0	

As can be seen in this table, for more than a half of the respondents (53%), participation in professional development programs/activities was mandatory. These answers were also reflected in the interviews. The interviewees when asked whether their consent is taken mostly said it was not. In the words of AS, if your boss nominates you, then “[h]e’s your boss!” However, there were also some who did say that sometimes it is and sometimes it isn’t, while some like KS and MS think it is. However, at least more than half of the interviewees said that it isn’t, though interviewee AI also said she does not mind since she is a new teacher and feels the workshops are of benefit.

Research on teacher development, however, suggests that development by compulsion is not that beneficial, especially when the teachers feel they are being forced. Curtis (2001: 5), for example, argues that ‘[c]hoice is a big deal. [Teachers] can be subjected to assessment, appraisal, and evaluation against their will. But no one can be made to develop. [Teachers] can fake development, and should do so, if someone tries to force it on [them]. But [teachers] develop as professionals if, and only if, they choose to.’ Lester (2003) also discovered something similar, while Zimmerman and May (2003) and Doolittle et al. (2008) were able to relate it to unity and leadership as well.

Such mechanistic development methods, where teachers are participating in certain forums because they *have to*, cannot really benefit. Development only helps if it is intentional, personal, and systematic (Guskey, 2000; Bailey et al., 2001). Besides, what is the point of development if it is just a routine thing? The purpose of development, after all, is to allow the teacher freedom from unnecessary repetition (Bailey et al., 2001). Hence, teachers should be allowed to choose their own mode of development, keeping in mind their present and future needs and practicing development in a way that involves them in the process.

According to the gender cross tabulation (table 8) below, for 66 per cent of the female respondents and nearly 48 per cent of the male, participation in PD programs/activities was mandatory.

Table 8. Gender Crosstab, Question 2

		Is participation in the PD programs/activities mentioned above mandatory in your department?		Total
		No	Yes	
Gender	Male	39	34	73
	female	12	24	36
Total		51	58	109

Table 9. Experience Crosstab, Question 2

		Is participation in the PD programs/activities mentioned above mandatory in your department?		Total
		No	Yes	
Teaching ex	1-5years	6	12	18
	6-10years	18	32	50
	11-15years	16	12	28
	16+	11	2	13
	Total	51	58	109

The analysis in terms of experience (table 9 above) indicates that while for novice teachers (aged 25-35) participation in the PD programs and activities was mandatory, for senior teachers it was not, which implies that either senior teachers were exempted from PD or it was thought that they need not develop themselves professionally anymore at this stage of their careers. However, the words ‘continual’ and ‘lifelong’ in Dale’s (cited in Bailey et.al, 2001) and Guskey’s (2000) definitions of professional development suggest that PD must be carried on with till the end of one’s career or life.

Question 3 (*How frequently are these PD programs or activities conducted/arranged by you and your department?*) asked respondents about the frequency of the professional development programs/activities they took part in. As can be seen in the table 10 below, the variable ‘sometimes’, with 28.4 per cent responses, rated the highest, followed closely by the variable ‘often’, with 23.9 responses, while the variables ‘seldom’ and ‘always’, with 17.4 and 9.2 per cent responses respectively, rated the lowest.

Table 10. Frequency, Question 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Always	10	9.2	9.2	9.2
Usually	23	21.1	21.1	30.3
Often	26	23.9	23.9	54.1
Sometimes	31	28.4	28.4	82.6
Seldom	19	17.4	17.4	100.0
Total	109	100.0	100.0	

Gender cross tabulation (table 11) below indicates that female teachers appear to be quite sure about the frequency of the PD programs/activities they have taken part in, as a high percentage of them (55.5%) chose ‘sometimes’ and ‘seldom’ as their answers, something which AS complained about in his interview quite strongly, saying that the departments unfortunately do

not invest much in the development of their teachers. Almost an equal percentage of male teachers (almost 22%), on the other hand, came up with mixed responses, varying from 'usually' to 'seldom', which could show a comparatively high amount of disinterestedness in the males or that they seem to treat language teaching as something which can easily be managed.

Table 11. Gender Crosstab, Question 3

		How frequently are these PD programs or activities conducted/arranged by you and your department?					Total
		Always	Usually	Often	Sometimes	Seldom	
Gender	Male	8	17	18	15	15	73
	female	2	6	8	16	4	36
Total		10	23	26	31	19	109

Table 12. Experience Crosstab, Question 3

		How frequently are these PD programs or activities conducted/arranged by you and your department?					Total
		Always	usually	Often	Sometimes	Seldom	
teachingex	1-5years	4	4	4	4	2	18
	6-10years	2	10	12	16	10	50
	11-15years	4	4	2	11	7	28
	16+	0	5	8	0	0	13
Total		10	23	26	31	19	109

In the experience cross tabulation above, teachers with 1-5 years' experience gave mixed responses. An equal percentage of teachers (22.2%) responded with variables 'always', 'usually', 'often' and 'sometimes'. Table 12 above also shows that on the one hand, a greater number of teachers (44/78), with experience 6-10 and 11-15 years, chose variables 'sometimes' and 'seldom', on the other hand, a high percentage chose 'usually' and 'often'. In the case of experience, thus, it would seem that those who spent more time in the profession were better able to analyse themselves and thus chose to seek out professional development more frequently than the newcomers.

A question regarding the frequency of conducting/arranging PD programs/activities was also asked in the interviews. In response to that, the few teachers who did mention personal activities said they are engaged in such activities almost always or very often. FR said that development is a part of her teaching career and AS claimed he is always learning things online and discussing with colleagues. Others, however, mentioned a feedback form which they take at the end of a course or simply talked about workshops.

In this case, AI and a few others only went to workshops when nominated. A more precise figure was given by KS and by AS who said they go to workshops every six and three months, respectively. However, upon further discussion, it was also learnt that these two are exceptionally active in this matter and usually to wait for the news that a workshop is to be held. AS also explicitly said that the departments as well as the teachers are not really interested in their professional development and most people do not even attend the workshops they are nominated for. Thus, it can be seen that departments rarely conduct or send teachers to such activities and that the teachers themselves are often not that interested. As for the ones who often go to such activities, they do so at their own initiative and it has nothing to do with their respective departments.

These responses are also illustrative of a larger issue. It was observed by the researcher (and it is also evidenced by the responses charted above) that most of the time professional development is associated with a continuous teaching—as if it is something which will come its own way. And whenever professional development activities are practised, they are taken as a kind of ‘disruption’ of regular normal teaching process. This was also seen in the studies that had been discussed, including the work of Driel et al. (2001) and Dayoub and Bashiruddin (2012), among others, where it was observed that no sustained effort was made towards professional development and the most that was done was to attend some workshops, and even

those were highly decontextualized and idealized in nature. Westbrook et al. (2009) also noted that there was no institutional support, meaning that PD practices were not part of the teachers' lives.

It is likely to be due to this reason that professional development practices are not embraced with greater frequency. At the same time there are certain snags created by the university administration as well which makes the regular and frequent taking place of such activities more difficult. If professional development is a continuous process (as by definition it is), then it has to take place with greater frequency and with more foregrounded visibility. If it is spasmodic or infrequent it not only defeats its objective but also fails to engage the faculty members at a deeper level of interest and commitment.

We may conclude from these results that PD programs/activities are sometimes/seldom conducted/arranged at the respondents' departments. This conclusion reinforces the perception that the professional development of the English language teachers of the federal capital universities is 'fragmented' and 'sporadic' (Mansoor et.al, 2009). It is regarded as 'special events that are restricted to 3 or 4 days during the [university] year' and it is 'a series of unrelated, short-term workshops' (Guskey, 2000: 15), conferences and seminars carried out at an institutional level. The actual need of practical, continuous, and active development (Driel, Beijaard, and Verloop, 2001; Lester, 2003; Zimmerman and May, 2003) is not being met at all. Question 4 (*Which of the following reasons do you pursue professional development for?*) asked teachers about the reasons for which they pursue professional development.

Table 13. Frequency, Question 4

	Anks		Kcelt		Psalary		cnegativity		osisolation		slearning	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
No	38	35%	40	37%	84	77%	89	82%	94	86%	61	56%
Yes	71	65%	69	63%	25	23%	20	18%	15	14%	48	44%
Total	109	100%	109	100%	109	100%	109	100%	109	100%	109	100%

Note. anks = for acquiring new knowledge and skills; kcelt = for keeping up with change in ELT; psalary = for promotion and raise in salary; cnegativity = for helping yourself combat negativity; osisolation = for helping yourself overcome the sense of isolation; slearning = for self-learning

Observing the frequency counts in table 13 above, it can be seen that while variables 1 (acquiring new knowledge and skills) and 2 (keeping up with the change in ELT), with 65.1% and 63.3% responses, rated the highest, variables 4 (for helping yourself combat negativity) and 5 (for helping yourself overcome the sense of isolation/being left out), with 18.3% and 13.8% responses, rated the lowest. This implies that the majority of the respondents pursued PD for both acquiring new knowledge and skills and for keeping up with the change in ELT.

Table 14. Gender Crosstab, Question 4

	Anks		Kcelt		Psalary		cnegativity		osisolation		slearning	
	no	Yes	no	yes	no	yes	no	yes	no	yes	no	yes
Male	34	39	30	43	60	13	57	16	64	9	47	26
Female	4	32	10	26	24	12	32	4	30	6	14	22
Total	38	71	40	69	84	25	89	20	94	15	61	48

The gender cross tabulation given above shows that a greater number of female respondents than male pursued professional development for variables 1 and 2. With regards to females, variable 1 (for acquiring new knowledge and skills) rated the highest, while variable 4 (for helping yourself combat negativity) rated the lowest. As for male participants, variable 2 (for keeping up with change ELT) rated the highest, while variable 5 (for helping yourself overcome the sense of isolation/being left out) rated the lowest. The females, thus, seemed to have a more personal reason, while the males acted on more of professional interests.

Table 15. Experience Crosstab, Question 4

	Anks		kcelt		Psalary		Cnegativity		osisolation		slearning	
	No	Yes	No	Yes	no	Yes	No	Yes	no	Yes	no	yes
1-5 years	4	14	14	4	18	0	14	4	18	0	16	2
6-10 years	18	32	10	40	36	14	48	2	46	4	24	26
11-15 years	10	18	12	16	22	6	21	7	26	2	15	13
>16 years	6	7	4	9	8	5	6	7	4	9	6	7
Total	38	71	40	69	84	25	89	20	94	15	61	48

The analysis in terms of teaching experience indicates that the majority of the respondents (80%) with 6 to 10 years' experience pursued professional development for keeping up with the change in ELT. The experience cross tabulation, unlike gender cross tabulation, rated variable 1 the highest and variable 5 the lowest.

Question 5 (*Which area(s) remain(s) your main focus during professional development programs/activities?*) asked teachers about the area(s) they mainly focus on during professional development programs/activities. The results depict that 'subject matter knowledge' and 'pedagogical expertise', at 61.5% and 63.3% respectively, mainly remained the areas of focus for most of the teachers, followed closely by 'self-awareness', 'understanding psychology of learners' and 'understanding of curriculum and materials' (at 39.4%, 38.5% and 38.5%,). Career advancement, at 29.4%, remained the area of focus for the least number of teachers.

Table 16. Frequency, Question 5

	Smk		Pe		Sa		Upl		ucm		cad	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
No	42	39%	40	37%	66	61%	67	61%	67	61%	77	71%
Yes	67	61%	69	63%	43	39%	42	39%	42	39%	32	29%
Total	109	100%	109	100%	109	100%	109	100%	109	100%	109	100%

Note. smk = subject matter knowledge; pe = pedagogical expertise; sa = self-analysis; upl = understanding psychology of learners; ucm = understanding curriculum and material; cad = career advancement

The gender cross tabulation (table 17) below reveals that although all areas of ELT in the list (see appendix A (the questionnaire) for the list) remained the focus of female teachers, they rated 'subject matter knowledge' and 'understanding curriculum and materials' the highest, at 66.6% and 61.1% respectively. Male teachers, on the other hand, focused mainly on the areas of 'subject matter knowledge', at 58.9%, and 'pedagogical expertise', at 67.1%.

The results of the experience cross tabulation (table 18) shows that among teachers with 1-5 years' experience the area of 'subject matter knowledge', at 66.6%, remained the most focused, while teachers with 6-10 years' experience focused mainly on the areas of "subject matter knowledge", "pedagogical expertise" and "self-awareness". Among teachers with 16+ years' experience the focus primarily was on 'subject matter knowledge', 'pedagogical expertise', 'self-awareness' and 'understanding the psychology of learners'. An interesting pattern thus develops here. People who are still beginners are more interested in understanding what they are doing, thus their focus is solely on 'subject matter knowledge.' Later on, as they start to come to grips with their job, they start considering technique and personal development, and finally add the focus on the learners as their experience really brings home its need.

Table 17. Gender Crosstab, Question 5

	Smk		Pe		Sa		Upl		ucm		cad	
	No	Yes	no	Yes	no	yes	no	yes	no	yes	No	yes
Male	30	43	24	49	48	25	49	24	53	20	61	12
Female	12	24	16	20	18	18	18	18	14	22	16	20
Total	42	67	40	69	66	25	67	42	67	42	77	32

Table 18. Experience Crosstab, Question 5

	Smk		pe		Sa		Upl		ucm		cad	
	No	Yes	no	Yes	no	Yes	no	yes	No	yes	No	yes
1-5 years	6	12	12	6	10	8	14	4	16	2	16	2
6-10 years	20	30	18	32	30	20	32	18	24	26	36	14
11-15 years	12	16	10	18	22	6	19	9	17	11	17	11
>16 years	4	9	0	13	4	9	2	11	10	3	8	5
Total	42	67	40	69	66	43	67	42	67	42	77	32

From these two questions, we can see that most teachers, even though they participate in these activities because of institutional demands as was shown in the analysis above, do know what benefits are to be gained from this activity, and whether or not they mean it, they say that this is why they chose to participate. Also, as they gain experience and grow (professionally), they build upon their ideas and start to list more reasons and benefits. Still, considering how our respondents were mostly participating because of institutional reasons, we must not forget the risk of institutionally set development programmes: teachers putting on an image of doing well while in reality they are pretending to develop (Curtis, 2001).

Question 6 (*Which of the following associations for teachers of English language are you a member of?*) asked teachers to choose from the list on the questionnaire (see appendix A for the questionnaire) the associations for teachers of English language they were members of. Observing the frequency counts in table 19 below, it can be seen that more than a half of the respondents (51.4%) had memberships of some associations.

Table 19. Frequency, Question 6

	Frequency	Percent	Valid Percent	Cumulative Percent
No	53	48.6	48.6	48.6
Yes	56	51.4	51.4	100.0
Total	109	100.0	100.0	

The gender cross tabulation below (table 20) reveals that a greater number of male teachers (57.5%) than females had membership of associations for teachers of English language. Only 38.8% female teachers were members of any such associations.

Table 20. Gender Crosstab, Question 6

		Which of the following associations for teachers of English language are you a member of?		Total
		No	Yes	
gender	Male	31	42	73
	Female	22	14	36
Total		53	56	109

The experience cross tabulation below (table 21) also has an almost 50% of the teachers, 56 out of 109, with 1-5, 6-10 and 11-15 years' experience, who had membership of any of these associations. Only 30.7% of the teachers of 16+ years' experience had a membership of any such associations.

Table 21. Experience Crosstab, Question 6

		Which of the following associations for teachers of English language are you a member of?		Total
		No	Yes	
Teachingex	1-5years	10	8	18
	6-10years	22	28	50
	11-15years	12	16	28
	16+	9	4	13
Total		53	56	109

However, a close analysis of the responses to the question depicts that an overwhelming majority of more than 90% chose only SPELT (Society for Pakistani English Language Teachers) as an association for teachers of English language which they were members of, which according to some interviewees is no more active now. That would mean that teachers are not showing much interest and are not that active in this regard. Their membership in SPELT, whether because of institutional demands or because they initially took interest, is not

of much benefit considering that it is no longer functional. Thus, currently, the number of teachers active in associations would become quite less. There is another problem with the organizations like SPELT that is it is highly commercialized in nature. In spite of the fact that SPELT wins sponsors from such renowned organizations as British Council, Oxford University Press, Saeed Book Bank, the HEC, and the educational institutions themselves, it charges from the presenters and as well as participants hefty registration fees. This factor, though economic in nature, bears negatively upon the professional development practices in Pakistan. The researcher has come across a considerable number of teachers, academicians and scholars who voiced these concerns.

In short, it might be said that the teachers' participation in group-based work or their attempts at connecting as a community are somewhat disappointing. This is important because one of the biggest impediments to PD, according to the various case studies we discussed, is that teachers are left to fend for themselves. That institutions and colleagues may hinder someone's development can be seen in the studies conducted by Dayoub and Basiruddin (2012) and Westbrook et al. (2009), among others, while the importance of community can be seen in the work of Ali (2011), Rarieya (2005), etcetera. That teachers themselves do not participate in the forums they have been provided with, however, is alarming, and shows the lack of interest that they have got.

Question 7 (*If you are a member of any such association, which of the following is your current role?*) asked teachers about the roles they had had in the associations for teachers of English language. The frequency count below (table 22) indicates that a total of 105 teachers responded to this question. 54.3% of these teachers had not been the members of any associations for teachers of English language. However, there were 48 teachers (45.7%) who had been the members of associations for teachers of English language. These 45.7% teachers

participated in such associations as participants (45.7%), organizers (5.7%) and presenters (9%).

Table 22. Frequency, Question 7

	Participant		Organizer		Presenter	
	Fr	%	Fr	%	Fr	%
No	57	52%	99	91%	103	94%
Yes	48	44%	6	6%	2	2%
Total	105	96%	105	96%	105	96%
Missing system	4	4%	4	4%	4	4%
Total	109	100%	109	100%	109	100%

According to the gender cross tabulation below, almost a half of the male teachers (52.1%) had a role of a participant in these associations. However, there are only 8.6% males who had been organizers in these associations. 33.3% of female teachers also had a role of a participant. However, there are 5.5% females who had been presenters in these associations. What strikes the most is that none of the female teachers had been an organizer, and none of the male teachers had been a presenter, in any of these associations. Teachers having the roles of an organizer and a presenter had a teaching experience 6-10 years and 11-15 years respectively.

Table 23. Gender Crosstab, Question 7

	Participant		Organizer		Presenter	
	No	Yes	No	Yes	No	yes
Male	33	36	63	6	69	0
Female	24	12	36	0	34	2
Total	57	48	99	6	103	2

Table 24. Experience Crosstab, Question 7

	Participant		Organizer		Presenter	
	No	Yes	No	Yes	No	Yes
1-5 years	10	8	18	0	18	0
6-10 years	28	22	44	6	50	0
11-15 years	10	14	24	0	22	2
>16 years	9	4	13	0	13	0
Total	57	48	99	6	103	2

There seems to be a lack of active participation amongst teachers. Furthermore, it seems that there are more organisers among teachers with less experience. It is not clear why people with more experience did not participate (though it might be because most of them are aged). However, even if some of them do start taking organisational roles or start presenting as they gain more experience, the overall lack of participation is bound to have a negative effect, for Professional Development, as we discussed earlier, is effective only when it is intentional, personal, and systematic (Guskey, 2000; Bailey et al., 2001).

Question 8 (*Which of the following journals for teachers of English language are you or your institution subscribed to?*) asked teachers to choose from the list on the questionnaire (see appendix A: the questionnaire for the list) the journal or journals they or their institutions were subscribed to.

Table 25. Frequency, Question 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	44	40.4	41.1	41.1
	Yes	63	57.8	58.9	100.0
	Total	107	98.2	100.0	
Missing	System	2	1.8		
Total		109	100.0		

According to the frequency count in table 25 above, more than half of the respondents (57.8%) had access to some of the journals, especially to the journal *English Teaching Forum*. However, there was not any mention of whether the subscription was their own or the institution's.

Table 26. Gender Crosstab, Question 8

		Which of the following journals for teachers of English language are you or your institution subscribed to?		Total
		No	Yes	
		Gender	male	
	female	20	14	34
Total		44	63	107

The gender cross tabulation above shows that a high percentage of male teachers (67.1%) had subscriptions to the journals for teachers of English language. In contrast, only 41.1% females were subscribed to such journals. The experience cross tabulation below shows that teachers with more experience (16+) have more subscriptions to journals than teachers with less experience. This might be because more experienced teachers had more time to explore things and have settled down more than their newer colleagues, meaning they have a clearer idea of where they can get more ideas from and which journals they can to subscribe to.

Table 27. Experience Crosstab, Question 8

		Which of the following journals for teachers of English language are you or your institution subscribed to?		Total
		No	Yes	
		Teachingex	1-5years	
	6-10years	24	26	50
	11-15years	11	15	26
	16+	3	10	13
Total		44	63	107

In response to the question—“are you or your institution/department subscribed to any journals for teachers of English language?”—in the interviews, AS and RA said it was not so. According to them, neither the department nor they themselves were subscribed to any ELT journal. RM and FR, on the other hand, said they are subscribed to the *English Teaching Forum*, but RM and RA also said that oftentimes the copy of this journal does not reach them. AI, FR, KS, and JA also said that the library of their institution is subscribed not just to the *English Teaching Forum*, but also to a number of other journals. In this case, JA and AI suggested that they consult these journals when they feel like it or if they need help in any case. FR also said she takes help from the library. However, it should be noted that in case of people who said that the institution is not subscribed to any journal, the libraries of the institutions were subscribed to one or more journals, which would suggest that perhaps these teachers did not check whether their institutions were subscribed or not.

It is evident from these results that neither not as many teachers nor their departments were subscribed to any journals for teachers of English language. However, Harmer (2001) regards reading professional literature as a way to ensure that we continue to develop and grow. This lack of interest, both from the side of the teachers as well as the institutions, portrays a certain lack of interest in the development process. The teachers, though they claimed in an earlier answer to desire knowing the latest research in the field of teaching, do not practically seem to do that. This raises the possibilities of some of our Development Programmes becoming what Curtis (2001) considered as “faking” development.

Question 9 (*Which of the following was your academic qualification when you got appointed for your current job?*) asked teachers about their qualification at the time of their appointment as English language teachers. As can be seen in the frequency table 28 below, more than half of the respondents (61.5%) had degrees in English language and literature at the time of their recruitment. It can also be seen that 25.7% of the teachers had a degree in literature, 18.3% had one in linguistics, and there were only 12.8% teachers who had a degree in tef/sl.

Table 28. Frequency, Question 9

	Dll		dlit		Dling		Dtefl	
	Fr	%	Fr	%	Fr	%	Fr	%
No	42	39%	81	74%	89	82%	95	87%
Yes	67	61%	28	26%	20	18%	14	13%
Total	109	100%	109	100%	109	100%	109	100%

Note. dll = degree in language and literature; dlit = degree in literature; dling = degree in linguistics; dtefl/sl = degree in teaching English as a foreign/second language

According to the gender cross tabulation below, there were more females (66.6%) than males who had degrees in English language and literature. Male teachers with degrees in English language and literature were about 58.9%. Moreover, there were a few male and female teachers who had more than one degree at the time of their appointment as teachers.

Table 29. Gender Crosstab, Question 9

	DII		dlit		Dling		dtef/sl	
	No	Yes	No	Yes	No	Yes	No	yes
Male	30	43	55	18	57	16	67	6
Female	12	24	26	10	32	4	28	8
Total	42	67	81	28	89	20	95	14

Table 30. Experience Crosstab, Question 9

	DII		dlit		Dling		dtef/sl	
	No	Yes	No	Yes	No	Yes	No	yes
1-5 years	8	10	14	4	16	2	14	4
6-10 years	20	30	36	14	36	14	42	8
11-15 years	12	16	18	10	26	2	26	2
>16 years	2	11	13	0	11	2	13	0
Total	42	67	81	28	89	20	95	14

The experience cross tabulation above shows surprising results. As can be seen in table 30, the respondents, irrespective of their experience, had degrees in English language and literature. Only 2 teachers of 16+ years' experience had degrees in linguistics. Thus, surprisingly, it seemed that teachers who were new were trying to be acquainted with their subject, whereas the teachers who began before and were settled were hired mostly because they "knew" English.

Here, it might be interesting to remember what we discussed earlier in our literature review, that English language teachers in Pakistan are not trained for a language class (Shamim 2009; Dayoub&Bashiruddin, 2012). And even if they do have training, the in- and pre-service training is often insufficient (Dayoub&Bashiruddin, 2012). An important realisation we get from here is that we need to, at least, train our teachers through pre- and in-service trainings properly to ensure they teach well in class. And considering that most teachers have degrees in Literature or Linguistics, and not in tef/sl, we ought to, at least, support them in a way that allows them to properly develop professionally and to take part in various courses or training programmes

that could improve their practice. It might also help to incorporate some element of tef/sl training in their literature or linguistic degrees as well.

Question 10 (*Are you subscribed to any virtual teacher community?*) asked teachers about their subscription to any virtual teacher community. Observing the frequency count in table 31 below, it can be seen that an overwhelming majority of about 82.2% teachers were not subscribed to any virtual teacher community for their professional development. 1.8% teachers did not respond to this question.

Table 31. Frequency, Question 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	88	80.7	82.2	82.2
	yes	19	17.4	17.8	100.0
	Total	107	98.2	100.0	
Missing	System	2	1.8		
Total		109	100.0		

The gender cross tabulation below reveals that a more percentage of male teachers (21.1%) were subscribed to virtual teacher community than females (11.1%). According to the experience cross tabulation below, teachers with 1-5 and 11-15 years' experience had more subscription to virtual teacher community than the teachers with 6-10 and 16+ years' experience. The overall lack of participation, however, would indicate somewhat of a disinterest or lack of knowledge as was suggested by the scarcity of journal subscriptions. It would also have us consider whether teachers are really interested in participating in any proper development activities or if it is all just to fulfil an institutional requirement.

Table 32. Gender Crosstab, Question 10

		Are you subscribed to any virtual teaching community?		Total
		No	Yes	
Gender	male	56	15	71
	female	32	4	36
Total		88	19	107

Table 33. Experience Crosstab, Question 10

		Are you subscribed to any virtual teaching community?		Total
		No	Yes	
teachingex	1-5years	10	8	18
	6-10years	48	0	48
	11-15years	19	9	28
	16+	11	2	13
Total		88	19	107

Question 11 (*To maintain interest in teaching, which of the following co-curricular activities do you engage yourself in?*) asked teachers to choose from the list on the questionnaire (see appendix A: the questionnaire for the list) the co-curricular activities they participated in for the purpose of maintaining their interest in teaching. It appears from the results in the frequency table 34 below that a high percentage of teachers (62.9%, 78.1%, 67.6% and 61.0%) did not participate in any of these co-curricular activities. However, there were some teachers who either organized entertainment programs for students and teachers or ran literary societies, sports teams, conversation get-togethers etc. to maintain their interest in teaching.

Table 34. Frequency, Question 11

	Mw		Wipe		Oest		rlsetc	
	Fr	%	Fr	%	Fr	%	Fr	%
No	66	61%	82	75%	71	65%	64	59%
Yes	39	36%	23	21%	34	31%	41	38%
Total	105	96%	105	96%	105	96%	105	96%
Missing system	4	4%	4	4%	4	4%	4	4%
Total	109	100%	109	100%	109	100%	109	100%

Note. mw = materials writing; wipe = writing items for public exams; oest = organizing entertainment for students and teachers; rlsetc = running literary societies, sports teams, or conversation get-togethers

The gender cross tabulation below indicates that, to maintain their interest in teaching, male teachers engaged themselves more in activities such as material writing and running literary societies, sports teams, or conversation get-togethers, while female teachers participated in organizing entertainment for students and teachers. However, the experience cross tabulation shows that it was mainly the aged and experienced teachers who participated more in such activities, and, of course, they were in more need to engage themselves in activities like these to maintain their interest in teaching.

Table 35. Gender Crosstab, Question 11

	Mw		Wipe		Oest		rlsetc	
	No	Yes	No	Yes	No	Yes	No	yes
Male	38	31	50	19	59	10	42	27
Female	28	8	32	4	12	24	22	14
Total	66	39	82	23	71	34	64	41

Table 36. Experience Crosstab, Question 11

	Mw		Wipe		Oest		rlsetc	
	No	Yes	No	Yes	No	Yes	No	yes
1-5 years	8	8	14	2	10	6	10	6
6-10 years	42	8	48	2	30	20	28	22
11-15 years	12	14	14	12	18	8	20	6
>16 years	4	9	6	7	13	0	6	7
Total	66	39	82	23	71	34	64	41

However, if we look at the lack of interest shown in this aspect, it would seem that, for teachers in Pakistan, teaching is just a job they must do. They live it mechanically, without doing any side-activity that could keep their spirits up. Bailey et al. (2001), however, have suggested that participating in co-curricular and even non-academic activities is essential for the teacher. To not participate in them would make the whole thing boring, taxing, and exhausting. Furthermore, the fact that older teachers engaged more in such activities would either indicate that they participated only because teaching was now becoming too boring for them or because so many years of mechanical teaching had taught them better. It would seem, thus, that teachers

are not really aware of how to manage their teaching lives and careers, and will consider other activities only to kill time and overcome boredom, or because they realised after many years of teaching what they ought to have done from the start.

Question 12 (*Is some kind of certification in ELT (e.g. TEFL, CELTA, etc.) mandatory in your institution to teach English as a language?*) asked teachers if some kind of certification in ELT mandatory in their institutions to teach English as a language. As per the results in the frequency table 37 below, an overwhelming majority of 84.2% teachers were of view that they needed not have any kind of certification in ELT to teach English as a language in their universities. It can also be seen in the table that 7.3% teachers did not respond to this question.

Table 37. Frequency, Question 12

		Frequency	Percent	Valid Percent	Cumulative Percent
	No	85	78.0	84.2	84.2
Valid	yes	16	14.7	15.8	100.0
	Total	101	92.7	100.0	
Missing	System	8	7.3		
Total		109	100.0		

The gender and experience cross tabulations below show almost a similar result. A very low percentage of male and female, and novice and experienced teachers were of view that some kind of certification in ELT was necessary in their institutions to teach English as a language.

Table 38. Gender Crosstab, Question 12

		Is some kind of certification in ELT (e.g. TEFL, CELTA, etc.) mandatory in your institution to teach English as a language?		Total
		No	Yes	
Gender	male	53	12	65
	female	32	4	36
Total		85	16	101

Table 39. Experience Crosstab, Question 12

		Is some kind of certification in ELT (e.g. TEFL, CELTA, etc.) mandatory in your institution to teach English as a language?		Total
		No	Yes	
		Teachingex	1-5years	
	6-10years	42	8	50
	11-15years	22	4	26
	16+	13	0	13
Total		85	16	101

This is a shocking revelation if we really think about it. Teachers or the policy makers in the universities seem to think that language teaching is a child's play. They do not realise that even the teaching of a language can be as complex as any other subject. As Shamim (2009) and Dayoub&Bashiruddin (2012) pointed out, Pakistani English language teachers are often not trained for language teaching, and this attitude would suggest that this situation will not be improving anytime soon. Teachers would only realise the importance of training for language classes if they were to expose themselves to the research and the various courses and trainings that are available on this subject, otherwise they would continue to think of it as something you could just get up and start doing. And as the previous questions revealed that requirement, too, is not being met.

Question 13 (*Were you made to observe the class of your seniors in the beginning of your teaching career?*) asked teachers about the practice of peer observation in their departments/institutions. As can be seen in the frequency table 40 below, an overwhelming majority of 70.5% teachers were of view that it was not necessary for novice teachers in their departments to observe the classes of their seniors in the beginning of their career. However, there were 31 teachers, at 29.5%, who were of view that they were made to observe the classes of their seniors in the beginning of their career.

Table 40. Frequency, Question 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	74	67.9	70.5	70.5
	yes	31	28.4	29.5	100.0
	Total	105	96.3	100.0	
Missing	System	4	3.7		
Total		109	100.0		

The gender and experience cross tabulations below (tables 39 and 40) show that a very low percentage of teachers replied in the affirmative, except for teachers with 1-5 years' teaching experience. 55.5% of the novice teachers were of view that they had been made to observe the classes of their seniors at the beginning of their careers. It would seem that only the inexperienced or those who are still new and learning feel the need to observe their peers and seniors. This might be because they feel, as newcomers and as young practitioners, their own inexperience or that they still have the learner mindset alive in their thinking.

Table 41. Gender Crosstab, Question 13

		Were you made to observe the class of your seniors in the beginning of your teaching career?		Total
		No	Yes	
Gender	male	50	19	69
	female	24	12	36
Total		74	31	105

Table 42. Experience Crosstab, Question 13

		Were you made to observe the class of your seniors in the beginning of your teaching career?		Total
		No	Yes	
teachingex	1-5years	8	10	18
	6-10years	36	10	46
	11-15years	17	11	28
	16+	13	0	13
Total		74	31	105

Overall, we may conclude from these results that the practice of peer observation/mentoring is not common among the English language teachers of the federal capital universities. However, experts on language teacher development like Richards & Farrell (2005), Harmer (2001), Bailey et.al (2000) consider these approaches pivotal for the professional development of such teachers. The lack of such practices would again strengthen our previous observation that language teaching is not properly understood amongst these teachers and is taken to be something that is very simple and easy.

Question 14 (*How many professional development courses/workshops arranged by HEC and/or other organizations have you attended?*) asked teachers about the number of professional development courses/workshops, arranged by HEC or any other organizations, they had attended. The results reveal that 60% participants have attended 1-5 courses/workshops, 20% have attended 6-10 and only 4% have attended 11 or more than 11 PD courses/workshops. However, there are participants who have not attended any such courses yet.

A similar question was asked in the interviews as well. In response to that, all of the teachers mentioned they have attended one or two workshops, while AS and KS showed more interest in the matter, saying they try to attend a workshop at least every six to three months. The difference, in this case, was also, as they both mentioned, that they are constantly checking at the department for the letters of any such institutions and themselves volunteer for such workshops. Other teachers, on the other hand, only seem to go when nominated, or as AS revealed in his discussion, they sometimes get nominated, take the day off from teaching, and do not attend the workshop as well.

As such, it can be said that the teachers themselves show a low level of interest in this matter and that would also explain why it takes more than sixteen years of experience (see experience

crosstab below) to attend more than eleven workshops! Also, we can see from the discussions of the interviewees that the nomination system of the department, though fair in the sense that everyone gets nominated once in a while, is still rather unsystematic and arbitrary. AS, for instance, complained that teachers who do not even care to attend the workshops or whose subjects and interests do not even coincide with the workshop's topic would get nominated, and RM revealed that there are certain people who usually have a higher chance of being nominated.

Table 43. Frequency, Question 14

	Frequency	Percent	Valid Percent	Cumulative Percent
1-5	70	64.2	64.2	64.2
6-10	20	18.3	18.3	82.6
Valid 11+	5	4.6	4.6	87.2
None	14	12.8	12.8	100.0
Total	109	100.0	100.0	

Table 44. Gender Crosstab, Question 14

		How many professional development courses/workshops arranged by HEC and/or other organizations have you attended?				Total
		1-5	6-10	11+	none	
Gender	Male	40	18	5	10	73
	female	30	2	0	4	36
Total		70	20	5	14	109

Note. 1-5 = 1 to 5 courses/workshops

Table 45. Experience Crosstab, Question 14

		How many professional development courses/workshops arranged by HEC and/or other organizations have you attended?				Total
		1-5	6-10	11+	none	
Teachingex	1-5years	14	0	0	4	18
	6-10years	32	12	0	6	50
	11-15years	24	4	0	0	28
	16+	0	4	5	4	13
Total		70	20	5	14	109

The gender and the experience cross tabulations (Tables 44 and 45) on the previous page show that it is mostly the female teachers and teachers with 11-15 years' experience who have attended more PD workshops and courses.

Section 3 of the questionnaire was designed to elicit information through which we could attempt to evaluate the professional development practices of English language teachers working in the federal capital universities of Pakistan. This section comprises 5 levels, based on the evaluation model proposed by Thomas Guskey (2000) in his work *Evaluating Professional Development*. Level 1, Participants' reaction, was included to measure the participants' 'initial satisfaction' to their own professional development methods and practices. Level 2, Participants' learning, of the section aimed to measure the participants' learning from the professional development programs and activities they took part in. Level 3, Organizational support and change, of the section attempted to document and understand the current level and situation of organizational support and to provide information for future change efforts. Level 4, Participants' use of new knowledge and skills, of the section was meant to measure the degree and quality of implementing new knowledge and skills. Level 5, Student learning outcomes, was a part of this section as it aimed to measure the effect of teachers' professional development practices on students' learning.

Section 3, made up of 31 statements about teachers' views of their own professional development practices, required the teachers to rate each statement on a given five point likert scale, ranging from 'Strongly disagree' to 'Strongly agree'. As the questionnaire targeted all English language teachers of the federal capital universities of Pakistan, the data obtained from it was expected to provide information about the effect and effectiveness of the teachers' current professional development practices on their professional growth.

The first level, comprised of 11 statements, gauged the teachers' reactions to the programmes. Its goal was to see if the participants felt valued and whether or not they found the programmes beneficial and important. The goal of such an analysis is to find out how the overall design of the programme could be improved. The statements ranged from those dealing with satisfaction regarding quality to those dealing with the relevancy of the activities and the involvement of the teachers. There were also some that dealt with the environment of the institution where the training and/or development programmes were conducted.

Statement 1 (*I believe that I have had sufficient professional development experience at my credit*) in Section 3 was meant to explore if teachers had had sufficient PD experience at their credit. The results in the frequency table indicate that the majority of teachers (60%) agreed to this statement. However, there were 30% teachers who disagreed/strongly disagreed to the statement. The remaining 10% chose 'don't know' as their answer.

Table 46. Frequency, Statement 1

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	3.7	3.7	3.7
Disagree	29	26.6	26.6	30.3
Valid don't know	10	9.2	9.2	39.4
Agree	66	60.6	60.6	100.0
Total	109	100.0	100.0	

The results of the gender cross tabulation below indicate that while an overwhelming majority of 72% female respondents agreed to the statement, 28% of them either remained neutral or disagreed to it. With regards to the experience cross tabulation 48, the majority of the teachers with 1-5, 5-10 and 11-15 years' experience agreed to the statement. However, a few teachers of 16+ years' experience preferred to choose 'don't know' and 'disagree' (see cross tabulations below for crosscheck).

Table 47. Gender Crosstab, Statement 1

		I believe that i have had sufficient professional development experience at my credit.				Total
		strongly disagree	Disagree	don't know	Agree	
Gender	male	4	21	8	40	73
	female	0	8	2	26	36
Total		4	29	10	66	109

Table 48. Experience Crosstab, Statement 1

		I believe that i have had sufficient professional development experience at my credit.				Total
		strongly disagree	disagree	don't know	agree	
teachingex	1-5years	2	4	0	12	18
	6-10years	0	14	6	30	50
	11-15years	2	8	0	18	28
	16+	0	3	4	6	13
Total		4	29	10	66	109

Statement 2 (*The professional development experience that I have had is of a high quality*) required teachers to rate the quality of the professional development experience they have had. The data in the frequency table reveal that the majority of the teachers (68%) rated their professional development experience as high. This tallies in with a number of observations that we saw in our earlier case studies, including Driel et al. (2001), Lester (2003), Davies and Iqbal (1997), Dayoub and Bashiruddin (2012), and many others, all of whom criticize the decontextualized and outdated methods of many PD seminars and projects. This, paired with the lack of institutional support and involvement, leads to teachers either not benefiting from PD or becoming distrustful of the idea itself.

Table 49. Frequency, Statement 2

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	3.7	3.7	3.7
Disagree	15	13.8	13.8	17.4
don't know	16	14.7	14.7	32.1
Valid Agree	70	64.2	64.2	96.3
strongly agree	4	3.7	3.7	100.0
Total	109	100.0	100.0	

Table 50. Gender Crosstab, Statement 2

		The professional development experience that I have had is of a high quality.					Total
		strongly disagree	disagree	don't know	Agree	strongly agree	
Gender	male	4	11	10	44	4	73
	female	0	4	6	26	0	36
Total		4	15	16	70	4	109

According to the gender cross tabulation above (table 50) and the experience cross tabulation below (table 51), it is mainly female teachers and teachers having an experience of 1 to 10 years of the federal capital universities who believe that the professional development experience they have had is of a high quality. A similar question was asked in the interviews. Some of the interviewees gave a neutral response. AI, for example, said that she did not attend the complete session and that she thought, from what she had seen, that contemporary ideas and issues were being discussed, but she gave no evaluation in that. AS, similarly, said that as a learning experience, these workshops are good, but he did not give a formal evaluative statement. though later on he did mention, in response to another question, that the HEC workshops are not really that good.

Other interviewees, however, rather gave a negative response, or they said they are satisfied on the basis that the workshops have to cater to a large audience and can thus not be perfect. FR, for instance, said she is satisfied with around “seventy percent” of the workshops. RM, KS, and MS, on the other hand, are fine with what they have got or are satisfied with the workshops “sometimes”. MS says he was not really satisfied with the local workshops. RA and JA, on the other hand, straight out said they are not happy with what they have. As such, it can be seen that the teachers are mostly either not satisfied or simply “fine”.

Table 51. Experience Crosstab, Statement 2

	The professional development experience that I have had is of a high quality.					Total	
	strongly disagree	Disagree	don't know	Agree	strongly agree		
Teachingex	1-5years	2	0	0	14	2	18
	6-10years	0	6	10	32	2	50
	11-15years	2	6	2	18	0	28
	16+	0	3	4	6	0	13
Total		4	15	16	70	4	109

From these statements, we can see that most teachers feel satisfied with what they have, while others do not. This could either indicate that the majority are satisfied and have no interest in improvement, or else it could indicate that they are satisfied with the way things are going and are looking forward to continuing development. The others, who disagree, could either be disappointed in what they have seen or else they think it is a waste of time. If the attitude of the teachers is conducive to the development process, in this case, it would be fine; otherwise, this attitude could make the teachers unwilling to take part in the process. And as Guskey (2000) mentioned, the development process is beneficial only if it is intentional.

Another observation would be that inexperienced teachers are either more satisfied or dissatisfied. The more experienced teachers seem to be in the middle. The less experienced teachers, though having more satisfied people, have more people who either strongly agree or disagree. Thus, it would seem that the more experienced people are either less enthusiastic when compared to their younger and less experienced colleagues or else they seem to now think they have had enough development for a lifetime, which is contrary to what Guskey (2000) and Bailey et al. (2001) have suggested about the nature of development.

Statement 3 (*I feel great while taking professional development programs and activities*) asked teachers about their feelings while taking professional development programs and activities. The results indicate that the majority of the teachers (85%) responded positively to the statement, that is, they agreed/strongly agreed to it. The cross tabulations 53 and 54 also depict that teachers of both genders, no matter how much experience they have had, agreed/strongly agreed to the statement.

Table 52. Frequency, Statement 3

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	8	7.3	7.3	7.3
don't know	8	7.3	7.3	14.7
Agree	70	64.2	64.2	78.9
Valid strongly agree	23	21.1	21.1	100.0
Total	109	100.0	100.0	

Table 53. Gender Crosstab, Statement 3

		I feel great taking professional development programs and activities.				Total
		strongly disagree	don't know	Agree	strongly agree	
gender	male	6	8	46	13	73
	female	2	0	24	10	36
Total		8	8	70	23	109

Table 54. Experience Crosstab, Statement 3

		I feel great taking professional development programs and activities.				Total
		strongly disagree	don't know	Agree	strongly agree	
Teachingex	1-5years	6	0	6	6	18
	6-10years	0	6	34	10	50
	11-15years	2	2	24	0	28
	16+	0	0	6	7	13
Total		8	8	70	23	109

Statement 4 (*The professional development workshops and seminars that I attended were very much relevant to my professional responsibilities*) asked teachers to rate the relevance of the PD workshops and seminars they had attended to their professional responsibilities. As can be seen in the frequency table 55, while the majority of respondents (about 70%) loaded the statement positively, a few (about 25%) loaded it negatively. This runs contrary to the observations made by Westbrook, et al. (2009), who suggest that a lot of PD practices are irrelevant and outdated as well as lacking institutional support. But even a glance at the other studies cited in our literature review would show that such observations can vary from time to time and from area to area. Of course, that around 25% did not agree is also alarming in a way and needs to be addressed to achieve better results.

Table 55. Frequency, Statement 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	14	12.8	13.3	13.3
	Disagree	9	8.3	8.6	21.9
	don't know	6	5.5	5.7	27.6
	Agree	70	64.2	66.7	94.3
	strongly agree	6	5.5	5.7	100.0
	Total	105	96.3	100.0	
Missing	System	4	3.7		
Total		109	100.0		

Cross tabulations below (gender and experience) reveal that both male and female teachers (especially female), irrespective of their teaching experience, agreed/strongly agreed to the statement. Among those who did disagree, there was a higher percentage of the less experienced or somewhat experienced teachers.

Table 56. Gender Crosstab, Statement 4

		The professional development workshops and seminars that I attended were very much relevant to my professional responsibilities.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	male	12	9	6	40	2	69
	female	2	0	0	30	4	36
Total		14	9	6	70	6	105

Table 57. Experience Crosstab, Statement 4

		The professional development workshops and seminars that I attended were very much relevant to my professional responsibilities.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
Teachingex	1-5years	4	0	0	10	4	18
	6-10years	8	4	2	34	2	50
	11-15years	2	5	2	19	0	28
	16+	0	0	2	7	0	9
Total		14	9	6	70	6	105

Statement 5 (*My consent/choice is considered while nominating me for professional development workshops and courses*) asked teachers if their consent/choice is considered while nominating them for professional development workshops and courses. According to data in the frequency table 58, while about 54% of the respondents agreed/strongly agreed to the statement, 36% of them disagreed/strongly disagreed to it. In the interviews, when this question was asked, there were also mixed responses. AS said jokingly that even if you are given a choice, when your boss nominates you for an activity, “he’s your boss”. RA said that no consent is taken, whereas most others said that it sometimes is and sometimes isn’t.

Table 58. Frequency, Statement 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	10	9.2	9.2	9.2
Valid Disagree	26	23.9	23.9	33.0
Valid don't know	14	12.8	12.8	45.9
Valid Agree	57	52.3	52.3	98.2
Valid strongly agree	2	1.8	1.8	100.0
Total	109	100.0	100.0	

As per the gender cross tabulation below (table 59), on the one hand, more than 55% of the male teachers agreed/strongly agreed to the statement, on the other hand, about 25% of them disagreed/strongly disagreed to it. Female teachers, however, are different from male teachers in that the majority of them chose ‘don’t know’, ‘disagree’ and ‘strongly disagree’. This could indicate either that the female teachers were not interested in the PD activities or that the organisers considered the needs of the male teachers and the female teachers were not properly considered.

Table 59. Gender Crosstab, Statement 5

		My consent/choice is considered while nominating me for professional development workshops and seminars.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
gender	male	6	12	12	41	2	73
	female	4	14	2	16	0	36
Total		10	26	14	57	2	109

Table 60. Experience Crosstab, Statement 5

		My consent/choice is considered while nominating me for professional development workshops and seminars.					Total
		strongly disagree	disagree	don't know	agree	strongly agree	
Teachingex	1-5years	2	2	0	12	2	18
	6-10years	6	14	10	20	0	50
	11-15years	2	8	0	18	0	28
	16+	0	2	4	7	0	13
Total		10	26	14	57	2	109

A great majority of both novice and experienced teachers agreed to the statement, the experience cross tabulation above (table 60) reveals. However, a considerable number of teachers with 6-10 and 11-15 years' experience disagreed/strongly disagreed to the statement. This is interesting in that the beginner and more experienced teachers seem to be satisfied, whereas those in the middle seem to think they are not being considered. This difference might be caused by difference in lifestyle and responsibilities as changes occur in one's life.

Statement 6 (*I am often asked/contacted for my professional development needs.*) asked respondents to tell whether they are contacted for their professional development needs. The data in the frequency table 61 below show that the majority of teachers (about 62%) disagreed/strongly disagreed to the statement. In the interviews too, a similar trend was observed. AI and MS are of the opinion that the department does take care of their development

needs. AS stated that the problem is that everyone is too obsessed with their own individual development and thus cooperation is just an unfulfilled dream. FR says that her colleagues do discuss and they do tell her about upcoming workshops, though she is not sure if her needs are being fully considered. JA and RA, on the other hand, said they do not feel that is so, and RM said it is only sometimes he is contacted. This points to the absence of a clearly laid down professional development policy in the universities. Most of the selection for such programs is made at departmental level and it is affected by many factors such as rotation of the head of the department, personal favouritism, random pick and choose or the so-called seniority criterion. All these trends show a lack of policy direction which could promise fairness and consistency across the board, a problem that was also pointed out by Dayoub and Bashiruddin (2012), who mentioned that there is very little in the ways of sustained methodology found in the way PD activities are being managed. Of course, the type of institutional support, or lack thereof, that they highlighted is of a different kind, but it still ties in with the same problem at the root.

Table 61. Frequency, Statement 6

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	8	7.3	7.3	7.3
Disagree	60	55.0	55.0	62.4
don't know	8	7.3	7.3	69.7
Valid Agree	31	28.4	28.4	98.2
strongly agree	2	1.8	1.8	100.0
Total	109	100.0	100.0	

The data in the gender cross tabulation 62 indicate that the majority of both male and female teachers disagreed/strongly disagreed to the statement. However, the results of the experience cross tabulation are different. Although experienced teachers disagreed/strongly disagreed to statement, inexperienced teachers agreed/strongly agreed to it.

Table 62. Gender Crosstab, Statement 6

		I am often asked/contacted for my professional development needs.					Total
		strongly disagree	disagree	don't know	Agree	strongly agree	
Gender	Male	8	34	8	21	2	73
	female	0	26	0	10	0	36
Total		8	60	8	31	2	109

Table 63. Experience Crosstab, Statement 6

		I am often asked/contacted for my professional development needs.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
teachingex	1-5years	2	2	0	14	0	18
	6-10years	4	28	6	10	2	50
	11-15years	2	17	2	7	0	28
	16+	0	13	0	0	0	13
Total		8	60	8	31	2	109

It appears from these results that less experienced teachers generally feel that their needs are met and that their consent is involved, whereas more experienced teachers sometimes disagree. This might indicate that development processes are decontextualized and monotonous. They do not consider the needs of all teachers and are the same everywhere. This would explain why newer teachers, who definitely learn something, feel pleased, while elder and more experienced teachers, who do not experience anything new, are annoyed. A similar situation was reported by Driel, Beijaard, and Verloop (2001), and Zimmerman and May (2003) in their studies on what issues exist within developmental programmes. Davies and Iqbal (1997) reported something similar with reference to Pakistan.

Statement 7 (*The present improvement in my teaching practice is largely due to the PD programs and activities that I have attended and taken.*) asked teachers if the improvement in their teaching is due to the professional development programs and activities they have attended and taken. While 54% respondents agreed to this statement, 28% disagreed to it. Such stories

of success were also seen in a number of our previously cited case studies, including, for instance, Rarieya (2005), Khamis and Sammons (2004), and others.

Table 64. Frequency, Statement 7

		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly disagree	6	5.5	5.6	5.6
	Disagree	26	23.9	24.3	29.9
Valid	don't know	18	16.5	16.8	46.7
	Agree	57	52.3	53.3	100.0
	Total	107	98.2	100.0	
Missing	System	2	1.8		
Total		109	100.0		

Table 65. Gender Crosstab, Statement 7

		The present improvement in my teaching practice is largely due to the PD programs and activities that i have attended or taken.				Total
		strongly disagree	Disagree	don't know	agree	
gender	Male	4	16	12	39	71
	female	2	10	6	18	36
Total		6	26	18	57	107

Table 66. Experience Crosstab, Statement 7

		The present improvement in my teaching practice is largely due to the PD programs and activities that i have attended or taken.				Total
		strongly disagree	disagree	don't know	agree	
teachingex	1-5years	4	2	2	10	18
	6-10years	0	20	8	20	48
	11-15years	2	4	2	20	28
	16+	0	0	6	7	13
Total		6	26	18	57	107

The gender and experience cross tabulations 65 and 66 depict that the majority of both male and female teachers, no matter how much experience they have had, agreed/strongly agreed to the statement (see frequency table 62 and cross tabulations 63 and 64 above).

Statement 8 (*The Faculty Development Institution (FDI) of HEC is well-equipped in terms of staff, resources and curriculum.*) asked respondents to rate the quality of FDI's staff, resources and curriculum. The responses to this statement indicate that 44% of the teachers have no idea about FDI's staff, resources and curriculum. However, out of the remaining 56%, while 29% agreed/strongly agreed to the statement, 27% disagreed/strongly disagreed to it. These results are also very disturbing given the fact that HEC has regular contact with the universities and a very vibrant media cell. If 44 per cent of the respondents are unaware of FDI, it is a genuine worry.

Table 67. Frequency, Statement 8

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	12	11.0	11.0	11.0
Disagree	17	15.6	15.6	26.6
Valid don't know	48	44.0	44.0	70.6
Agree	28	25.7	25.7	96.3
strongly agree	4	3.7	3.7	100.0
Total	109	100.0	100.0	

According to the gender cross tabulation below (table 68), both male and female teachers do not know enough about the staff, resources and curriculum of FDI. The Experience cross tabulation 69, however, reveals mixed responses. Experienced and inexperienced teachers, for example, agreed, disagreed and remained neutral to the statement. Overall, this reveals a shockingly low level of knowledge regarding teacher development processes and facilities and would show how much this area needs to be developed in the country, whereas successful development required interest, intention, and active participation (Guskey, 2000; Bailey et al.,

2001; Lester, 2003). Of course, even if they were well equipped, there is still the problem of many institutions not being able to implement these concepts, as has been highlighted by Khattak and Abbasi (2010), among others.

Table 68. Gender Crosstab, Statement 8

		The faculty development institution (FDI) of hec is well-equipped in terms of staff, resources and curriculum.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	Male	10	11	32	20	0	73
	female	2	6	16	8	4	36
Total		12	17	48	28	4	109

Table 69. Experience Crosstab, Statement 8

		The faculty development institution (FDI) of hec is well-equipped in terms of staff, resources and curriculum.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
Teaching experience	1-5years	4	0	4	8	2	18
	6-10years	6	6	24	12	2	50
	11-15years	2	8	14	4	0	28
	16+	0	3	6	4	0	13
Total		12	17	48	28	4	109

Statement 9 (*The Faculty Development Institution (FDI) evaluates its PD programs and activities in order to gain directions for improvement.*) asked teachers if Faculty Development Institution (FDI) of HEC evaluates its PD programs and activities to gain directions for improvement. The results reveal that while about 38% of the respondents agreed to the statement, 41% preferred to choose 'don't know' as their answer. Furthermore, nearly 18% of the respondents disagreed/strongly disagreed to the statement.

A similar question, when asked in the interview, showed that teachers do not really think HEC evaluates its procedures, or they think it is all a sham. JA, RA, and KS, for instance, said a feedback form was given, though JA and RA also feel that it just seems to have been a formality. AS expresses his bitterness quite explicitly, stating that “[t]heir self-evaluation is just a... you know...” FR and AI, on the other hand, do not know whether HEC does this or not. FR says “I do hope so they do” but does not know if they really do it or not. MS and RM, on the other hand, are among those who are satisfied.

Table 70. Frequency, Statement 9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	6	5.5	5.5	5.5
Valid Disagree	14	12.8	12.8	18.3
Valid don't know	45	41.3	41.3	59.6
Valid Agree	40	36.7	36.7	96.3
Valid strongly agree	4	3.7	3.7	100.0
Total	109	100.0	100.0	

The gender cross tabulation of the statement reveals a mixed response from both male and female teachers. There were teachers, for example, who agreed/strongly agreed to the statement, disagreed/strongly disagreed to it and remained neutral to it. However, the ones who remained neutral outnumbered those who chose agreed and disagreed as the answers.

Table 71. Gender Crosstab, Statement 9

		The faculty development institution evaluates its PD programs and activities in order to gain directions for improvement.					Total
		strongly disagree	disagree	don't know	agree	strongly agree	
gender	Male	4	12	23	32	2	73
	female	2	2	22	8	2	36
Total		6	14	45	40	4	109

Table 72. Experience Crosstab, Statement 9

		The faculty development institution evaluates its PD programs and activities in order to gain directions for improvement.					Total
		strongly disagree	disagree	don't know	agree	strongly agree	
Teachingex	1-5years	4	0	4	8	2	18
	6-10years	0	2	32	14	2	50
	11-15years	2	6	9	11	0	28
	16+	0	6	0	7	0	13
Total		6	14	45	40	4	109

The experience cross tabulation 72 indicates that while novice teachers agreed/strongly agreed and remained neutral to the statement, experienced teachers disagreed to it.

This again might indicate that the actual interest taken by teachers in the process is rather low. And among those who do take interest, it would seem that the inexperienced teachers seem to be satisfied, while those who have seen more and have observed the process more do not seem to agree. This also might indicate that the actual process is not satisfactory, since newer teachers, since it is all new to them, are easy to be satisfied and impressed.

Statement 10 (*The results of these evaluations are documented and distributed among the participants and institutions.*) asked teachers to tell if the results of the evaluations carried out by HEC were documented and distributed among the participants and institutions. The results of the survey questionnaire indicate that the majority of the participants (38%) did not know about the documentation and distribution of such results among the participants and institutions. However, whereas there were some 32% respondents who agreed to the statement, there were about 24% who disagreed/strongly disagreed to it.

Table 73. Frequency, Statement 10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	5.5	5.6
	Disagree	19	17.4	23.4
	don't know	47	43.1	67.3
	Agree	33	30.3	98.1
	strongly agree	2	1.8	100.0
	Total	107	98.2	100.0
Missing	System	2	1.8	
Total		109	100.0	

According to the gender cross tabulation below (table 74), on the one hand, male teachers agreed to the statement, on the other hand, a considerable number of them remained neutral to it. With regards to female respondents, the ones who remained neutral outnumbered those who agreed/strongly agreed to it.

Table 74. Gender Crosstab, Statement 10

		The results of these evaluations are documented and distributed among the participants and institutions.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	male	6	13	29	25	0	73
	female	0	6	18	8	2	34
Total		6	19	47	33	2	107

The experience cross tabulation 75 reveals that while the majority of teachers with 1-5 and 11-15 years' experience agreed/strongly agreed to the statement, teachers with 6-10 and 16+ years' experience, respectively, remained neutral and disagreed to it.

Table 75. Experience Crosstab, Statement 10

		The results of these evaluations are documented and distributed among the participants and institutions.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
	1-5years	2	0	4	12	0	18
Teachingex	6-10years	2	8	32	6	2	50
	11-15years	2	6	7	11	0	26
	16+	0	5	4	4	0	13
Total		6	19	47	33	2	107

In response to the same question during the interviews, only MS and RM said that the results are shared. Everyone else says they have never seen a self-evaluation report by HEC in their whole careers and are not even sure whether HEC reads the answers to the feedback forms they give to their participants or not.

These few statements have revealed a shockingly high level of disinterestedness on the part of the institutions conducting such activities. They do not seem to be interested in the teachers' development and seem to be too sure of themselves. However, considering that some teachers did claim results are distributed, it might be that the teachers who did not see them themselves did not check, though JA's statement that no change can be observed should not be ignored as well.

Statement 11 (*The other institutions offering teacher training in Islamabad are also well-equipped in terms of staff, resources and curriculum.*) asked teachers to rate the quality of staff, resources of other teacher training institutions in Islamabad. As can be seen in the frequency table 76 below, the majority of participants claimed that they did not know about the quality of staff, resources and curriculum of other teacher training institutions in Islamabad.

The gender and experience cross tabulations (tables 77 and 78) reveal that although a greater number of male and female and novice participants remained neutral to the statement, more experienced participants agreed to it. This is expected, considering that most teachers were shown earlier to go for institutional development only. It is not at all surprising that they only know of those institutions which they might officially be sent to. Nor is it strange that more awareness of other institutions is among the more experienced staff, which must have had more time to explore and plan their development options.

Table 76. Frequency, Statement 11

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	3.7	3.7	3.7
Disagree	6	5.5	5.5	9.2
don't know	58	53.2	53.2	62.4
Valid Agree	39	35.8	35.8	98.2
strongly agree	2	1.8	1.8	100.0
Total	109	100.0	100.0	

Table 77. Gender Crosstab, Statement 11

		The other institutions offering teacher training in Islamabad are also well-equipped in terms of staff, resources and curriculum.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
gender	Male	4	6	36	25	2	73
	Female	0	0	22	14	0	36
Total		4	6	58	39	2	109

Table 78. Experience Crosstab, Statement 11

		The other institutions offering teacher training in Islamabad are also well-equipped in terms of staff, resources and curriculum.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
teachingex	1-5years	2	0	8	6	2	18
	6-10years	0	4	36	10	0	50
	11-15years	2	2	9	15	0	28
	16+	0	0	5	8	0	13
Total		4	6	58	39	2	109

Statements 12 to 15 comprise the second part (Teachers' learning) of the evaluation section. This section aimed to evaluate teachers' current professional development practices and to see whether the development programmes employed had been successful. The statements were designed to measure the effect of these programmes on the knowledge and the skill-base of the teachers and whether or not this has enabled them to better cope with the professional responsibilities.

Statement 12 (*My professional development experience has helped me increase my knowledge base.*) asked teachers to rate the extent to which the professional development experience had helped them increase their knowledge base. The results in the frequency table 79 show that the majority of the respondents (about 83%) agreed to this statement.

Table 79. Frequency, Statement 12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	6	5.5	5.5	5.5
Disagree	2	1.8	1.8	7.3
don't know	10	9.2	9.2	16.5
Agree	85	78.0	78.0	94.5
strongly agree	6	5.5	5.5	100.0
Total	109	100.0	100.0	

The gender and experience cross tabulations 80 and 81 reveal that the teachers who mostly agreed to the statement were not only females but were also new and experienced (see cross tabulations below). This is interesting in that even the elder and more experienced teachers, who form a larger number of disappointed or unsatisfied individuals (thus indicating that they do not have much to gain), also seem to gain something nevertheless.

Table 80. Gender Crosstab, Statement 12

		My professional development experience has helped my increase my knowledge base.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	Male	4	2	8	55	4	73
	female	2	0	2	30	2	36
Total		6	2	10	85	6	109

Table 81. Experience Crosstab, Statement 12

		My professional development experience has helped my increase my knowledge base.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
Teachingex	1-5years	4	0	2	8	4	18
	6-10years	0	0	8	40	2	50
	11-15years	2	2	0	24	0	28
	16+	0	0	0	13	0	13
Total		6	2	10	85	6	109

Statement 13 (*Having had some professional experience, now I am able to cope with the emerging challenges of the profession.*) asked teachers to rate their ability of coping with the emerging challenges of the ELT profession after undertaking some professional development courses. The majority of teachers (63%) were of view that their professional development experience has enabled them to cope with the emerging challenges of the profession. For example, as is evident from the gender cross tabulation 83, a higher percentage of the male and female teachers agreed/strongly agreed to the statement. However, in the experience Cross tabulation below mostly the more experienced teachers agreed/strongly agreed to the statement. This again shows that elderly teachers do benefit from development, even if they find it somewhat dissatisfying. A number of success stories were also observed in the literature review, as was highlighted earlier as well.

Table 82. Frequency, Statement 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	3.7	3.8	3.8
	Disagree	6	5.5	5.7	9.5
	don't know	16	14.7	15.2	24.8
	Agree	69	63.3	65.7	90.5
	strongly agree	10	9.2	9.5	100.0
	Total	105	96.3	100.0	
Missing	System	4	3.7		
Total		109	100.0		

Table 83. Gender Crosstab, Statement 13

		Having had some professional development experience, now I am able to cope with the emerging challenges of the profession.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	male	4	6	14	39	6	69
	female	0	0	2	30	4	36
Total		4	6	16	69	10	105

Table 84. Experience Crosstab, Statement 13

		Having had some professional development experience, now I am able to cope with the emerging challenges of the profession.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
teachingex	1-5years	2	0	4	6	6	18
	6-10years	0	4	12	30	4	50
	11-15years	2	2	0	24	0	28
	16+	0	0	0	9	0	9
Total		4	6	16	69	10	105

Statement 14 (*The evaluations of individually guided PD activities (such as self-monitoring, journal writing, portfolio writing, action research etc.) have helped me improve my own learning strategies.*) asked teachers to rate the extent to which the evaluations of individually guided PD activities have helped them improve their own learning strategies. The results reveal that a greater number of teachers (80%) agreed/strongly agreed to the statement. The data in the cross tabulations 86 and 87, too, show that almost all male and female and novice and experienced respondents agreed/strongly agreed to the statement.

Table 85. Frequency, Statement 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	3.7	3.8	3.8
	Disagree	6	5.5	5.7	9.5
	don't know	16	14.7	15.2	24.8
	Agree	69	63.3	65.7	90.5
	strongly agree	10	9.2	9.5	100.0
	Total	105	96.3	100.0	
Missing	System	4	3.7		
Total		109	100.0		

Table 86. Gender Crosstab, Statement 14

		Having had some professional development experience, now I am able to cope with the emerging challenges of the profession.					Total
		strongly disagree	disagree	don't know	agree	strongly agree	
gender	Male	4	6	14	39	6	69
	female	0	0	2	30	4	36
Total		4	6	16	69	10	105

Table 87. Experience Crosstab, Statement 14

		Having had some professional development experience, now I am able to cope with the emerging challenges of the profession.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
teachingex	1-5years	2	0	4	6	6	18
	6-10years	0	4	12	30	4	50
	11-15years	2	2	0	24	0	28
	16+	0	0	0	9	0	9
Total		4	6	16	69	10	105

Statement 15 (*The professional development programs have really changed my teaching practices.*) asked teachers to rate the impact of professional development programs on their

teaching practices. The results indicate that 72% of the respondents agreed/strongly agreed to the statement. As can be seen in the gender cross tabulation below (table 89), a higher percentage of females agreed/strongly agreed to the statement.

Table 88. Frequency, Statement 15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	4	3.7	3.7	3.7
Valid Disagree	13	11.9	11.9	15.6
Valid don't know	20	18.3	18.3	33.9
Valid Agree	70	64.2	64.2	98.2
Valid strongly agree	2	1.8	1.8	100.0
Total	109	100.0	100.0	

Table 89. Gender Crosstab, Statement 15

		The professional development programs have really changed my teaching practice.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
gender	Male	4	9	12	48	0	73
	female	0	4	8	22	2	36
Total		4	13	20	70	2	109

Table 90. Experience Crosstab, Statement 15

		The professional development programs have really changed my teaching practice.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
teachingex	1-5years	2	0	2	14	0	18
	6-10years	2	8	14	26	0	50
	11-15years	0	2	4	20	2	28
	16+	0	3	0	10	0	13
Total		4	13	20	70	2	109

From these statements, it would seem that, no matter what form the trainings and development programmes took, they seem to have had an overall positive impact on the teachers. Interestingly enough, a higher percentage of elderly and experienced teachers found it helpful,

perhaps because they had experimented enough to develop a large set of personalised techniques and methodologies.

Statements 16 to 23 comprise the third part (Organizational support and change) of the evaluation section. This section aimed to evaluate the organizational support that was available to the teachers during their professional development programs and activities; and the change these programs and activities brought in because of that support. Its role in evaluation is to help form suggestions for a better overall environment.

Statement 16 (*My professional development experience has had a great impact on the climate and procedures of my department/organization.*) asked teachers to rate the impact of the professional development experience on the climate and procedures of their department/organization. As can be seen in the frequency table below, almost 60% respondents agreed/strongly agreed to the statement. However, there are other 24% and 14% who remained neutral and disagreed to it.

Table 91. Frequency, Statement 16

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	15	13.8	13.8	13.8
don't know	26	23.9	23.9	37.6
Valid Agree	62	56.9	56.9	94.5
strongly agree	6	5.5	5.5	100.0
Total	109	100.0	100.0	

The gender crosstab 92 reveals that the percentage of female participants who agreed/strongly agreed to statement is higher than those of males. However, in the experience cross tabulation it is mostly the novice teachers, having 1-5 years' experience, who agreed/strongly agreed to the statement.

Table 92. Gender Crosstab, Statement 16

		My professional development experience has had a great impact on the climate and procedures of my department/organizations.				Total
		disagree	don't know	Agree	strongly agree	
gender	Male	13	16	42	2	73
	female	2	10	20	4	36
Total		15	26	62	6	109

Table 93. Experience Crosstab, Statement 1

		My professional development experience has had a great impact on the climate and procedures of my department/organizations.				Total
		disagree	don't know	agree	strongly agree	
teachingex	1-5years	0	4	12	2	18
	6-10years	10	14	24	2	50
	11-15years	2	6	18	2	28
	16+	3	2	8	0	13
Total		15	26	62	6	109

Statement 17 (*The teachers in my department have equitable access to professional development opportunities.*) asked teachers to rate the provision of professional development opportunities in their departments. While 66% teachers agreed/strongly agreed to the statement, among the remaining 34%, 16% remained neutral and 18% disagreed/strongly disagreed to it. Interviewees, when faced with a similar question, gave mixed answers. AS, for instance, suggests that the access is available, but teachers neither try to explore what opportunities are available, nor do they try to volunteer or apply for departmental activities or initiate anything in the department. KS, FR, and MS also believe equal access is available. However, around half of the interviewees, such as RM, RA, and JA, do not think it is so.

It has been observed by the researcher that the selection for such professional development programs tends to be more erratic in the departments which are either too big or too small i.e. in the big department housing a large number of faculty member fairness gets difficult to be

ensured due to lack of proper documentation and in the departments which are too small there are certain instances of cronyism. As Dayoub and Bashiruddin (2005), Westbrook et al. (2009), and others have noted, there does not seem to be a proper maintained method by which institutions manage their teachers' professional development, nor do faculties or colleagues work together on this.

Table 94. Frequency, Statement 17

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	6	5.5	5.5	5.5
Disagree	14	12.8	12.8	18.3
don't know	16	14.7	14.7	33.0
Valid Agree	61	56.0	56.0	89.0
strongly agree	12	11.0	11.0	100.0
Total	109	100.0	100.0	

As can be seen in the gender cross tabulation 95, a higher percentage (70%) of male respondents agreed/strongly agreed to the statement. The experience cross tabulation 96 depicts that most of the teachers, novice as well as experienced, agreed/strongly agreed to the statement.

Table 95. Gender Crosstab, Statement 17

		The teachers in my department have equitable access to professional development opportunities.					Total
		strongly disagree	disagree	don't know	Agree	strongly agree	
gender	Male	4	6	10	45	8	73
	female	2	8	6	16	4	36
Total		6	14	16	61	12	109

Table 96. Experience Crosstab, Statement 17

	The teachers in my department have equitable access to professional development opportunities.					Total	
	strongly disagree	disagree	don't know	Agree	strongly agree		
	Teachingex	1-5years	0	2	2		10
	6-10years	6	4	12	24	4	50
	11-15years	0	6	2	16	4	28
	16+	0	2	0	11	0	13
Total		6	14	16	61	12	109

Statement 18 (*The teachers in my department are encouraged to plan and work collaboratively.*) asked teachers to rate the extent to which they plan and work collaboratively in their departments. The data in the frequency table 97 indicates that while the majority of the teachers (76%) agreed/strongly agreed to the statement, 14% respondents disagreed to it. This would overall be a positive thing, considering how a helpful environment can have positive effects on development, a fact that was elaborated by Rizvi (2008), Zimmerman and May (2003), and Dayoub and Bashiruddin (2012) with reference to the role of principals.

Table 97. Frequency, Statement 18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	16	14.7	14.7
	don't know	10	9.2	23.9
	Agree	75	68.8	92.7
	strongly agree	8	7.3	100.0
Total	109	100.0	100.0	

The gender crosstab below (table 98) reveals that while a great majority of both male and female teachers agreed/strongly agreed to the statement, there were a few who remained neutral and disagreed to it. In the experience cross tabulation 99, respondents with 1-5 and 16+ years' experience mostly agreed/strongly agreed to the statement. However, there were a few others,

with 6-10- and 11-15-years' experience, who remained neutral and disagreed to it. This pattern in the experience cross tabulation might indicate that people with less experience are easily satisfied while those with more experience are more lenient or realistic in their approach. Those in between, however, seem to be very idealistic and would like their departments/institutions to play a greater role.

Table 98. Gender Crosstab, Statement 18

		The teachers in my department are encouraged to plan and work collaboratively.				Total
		disagree	don't know	Agree	strongly agree	
gender	Male	8	6	55	4	73
	female	8	4	20	4	36
Total		16	10	75	8	109

Table 99. Experience Crosstab, Statement 18

		The teachers in my department are encouraged to plan and work collaboratively.				Total
		disagree	don't know	agree	strongly agree	
Teachingex	1-5years	0	2	12	4	18
	6-10years	10	6	30	4	50
	11-15years	6	2	20	0	28
	16+	0	0	13	0	13
Total		16	10	75	8	109

Statement 19 (*In my department, teachers volunteer their classes for peer observation.*) aimed to know if teachers in the federal capital universities of Pakistan volunteer their classes for peer observation. The results indicate that although 46% teachers agreed/strongly agreed to the statement, there are other 50% who either did not know about it or disagreed to it.

Table 100. Frequency, Statement 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	33	30.3	30.8	30.8
	don't know	28	25.7	26.2	57.0
	Agree	40	36.7	37.4	94.4
	strongly agree	6	5.5	5.6	100.0
	Total	107	98.2	100.0	
Missing	System	2	1.8		
Total		109	100.0		

The gender cross tabulation 101 reveals that while more males agreed/strongly agreed to the statement, a higher percentage of females disagreed to it. The experience cross tabulation 102, on the other hand, shows a mixed response. For example, whereas a greater number of novice teachers agreed/strongly agreed to the statement, a greater number of experienced teachers disagreed to it. Furthermore, while some 50% of the respondents, with 11-15 years' experience, responded to the statement positively, the other 50% responded negatively. Peer observation would thus seem to be something present in some places and missing in others.

Table 101. Gender Crosstab, Statement 19

		In my department, teachers volunteer their classes for peer observation.				Total
		Disagree	don't know	Agree	strongly agree	
gender	Male	15	24	28	4	71
	female	18	4	12	2	36
Total		33	28	40	6	107

Table 102. Experience Crosstab, Statement 19

		In my department, teachers volunteer their classes for peer observation.				Total
		Disagree	don't know	Agree	strongly agree	
Teachingex	1-5years	2	4	6	4	16
	6-10years	18	14	16	2	50
	11-15years	11	2	15	0	28
	16+	2	8	3	0	13
Total		33	28	40	6	107

Statement 20 (*Teachers' evaluation in my department is developmental.*) asked teachers to rate teachers' evaluation in their departments. The data in the frequency table below depict that while the majority of the teachers (60%) agreed/strongly agreed to the statement; there were some 38% teachers who chose 'don't know' and 'disagree' as the answers. Driel et al (2001) have observed differently, saying that teachers are usually not practically trained and simply expected to "change," but it might be because of the specific cases that he consulted. After all, we ourselves have, in our own sample, a sizable amount that would agree with what they have said.

Table 103. Frequency, Statement 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	3.7	3.7	3.7
	Disagree	8	7.3	7.5	11.2
	don't know	30	27.5	28.0	39.3
	Agree	57	52.3	53.3	92.5
	strongly agree	8	7.3	7.5	100.0
	Total	107	98.2	100.0	
Missing	System	2	1.8		
Total		109	100.0		

The gender cross tabulation of the statement shows that more female teachers than males agreed/strongly agreed to the statement. As for males, about a half of them agreed/strongly agreed to the statement, there is the other half that either remained neutral or disagreed/strongly disagreed to it. According to the data in the experience cross tabulation¹⁰⁵, while the majority of the teachers having 1-5, 11-15 and 16+ years' experience agreed/strongly agreed to the statement, teachers with 5-10 years' experience mostly chose 'don't know' as their answer. There were also a few teachers with 5-10 years' experience who disagreed to the statement.

Table 104. Gender Crosstab, Statement 20

		Teachers' evaluation in my department is developmental.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	Male	4	4	22	37	4	71
	female	0	4	8	20	4	36
Total		4	8	30	57	8	107

Table 105. Experience Crosstab, Statement 20

		Teachers' evaluation in my department is developmental.					Total
		strongly disagree	disagree	don't know	Agree	strongly agree	
Teachingex	1-5years	0	0	4	10	4	18
	6-10years	4	4	22	18	2	50
	11-15years	0	2	4	18	2	26
	16+	0	2	0	11	0	13
Total		4	8	30	57	8	107

Statement 21 (*Peer coaching/mentoring is encouraged in my department.*) asked teachers if peer coaching/mentoring was encouraged in their departments. The results reveal that while nearly 60% teachers agreed to this statement, 15% disagreed/strongly disagreed to it. The remaining 25% chose 'don't know' as their answer (see the frequency table 106 below).

Table 106. Frequency, Statement 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	5.5	5.5	5.5
	Disagree	12	11.0	11.0	16.5
	don't know	26	23.9	23.9	40.4
	Agree	65	59.6	59.6	100.0
	Total	109	100.0	100.0	

The gender cross tabulation below (table 107) indicates that the majority of female teachers agreed/strongly agreed to the statement. However, while about 50% per cent of the male participants agreed/strongly agreed to the statement, the other 50% disagreed/strongly disagreed to it. Whether or not this shows disunity and lack of cooperation among the males is a separate issue.

Table 107. Gender Crosstab, Statement 21

		Peer coaching/mentoring is encouraged in my department.				Total
		strongly disagree	Disagree	don't know	Agree	
gender	Male	6	4	24	39	73
	Female	0	8	2	26	36
Total8		6	12	26	65	109

The experience crosstab 108 shows that the variable 1-5 years (89%) is similar to the variable 11-15 years (78%) in that it has considerably a higher percentage of teachers who agreed to the statement. Nearly half of the teachers with 16+ years' experience agreed to the statement and the other half chose 'don't know' as their answer. However, the majority of teachers with 6-10 years' experience either remained neutral or disagreed/strongly disagreed to the statement.

Table 108. Experience Crosstab, Statement 21

		Peer coaching/mentoring is encouraged in my department.				Total
		strongly disagree	Disagree	don't know	agree	
Teachingex	1-5years	0	0	2	16	18
	6-10years	6	10	14	20	50
	11-15years	0	2	4	22	28
	16+	0	0	6	7	13
Total		6	12	26	65	109

Statement 22 (*My department/organization gives incentives to teachers who grow themselves professionally.*) asked teachers whether they were given incentives on developing themselves

professionally. It appears from the data in the frequency table below (table 109) that nearly the same number of teachers agreed/strongly agreed and disagreed/strongly disagreed to the statement. Furthermore, almost the same number chose 'don't know' as the answer. In fact, in certain cases the teachers confided to the researcher that those who grow professionally are burdened additional on this ground that now they are more capable. Some of the teachers discussed with the researcher how they got professional training about neuro-linguistics and computational linguistics and how their work load got increased as they were given these 'technical' courses to teach too which others could not teach. This is in line with the observations made by Zimmerman and May (2003), Doolittle et al (2008), Lester (2003), Dayoub and Bashiruddin (2012), etcetera, all of whom note that support, both institutionally in terms of money, time, and benefits, as well as good leadership and colleagues, are essential for good professional development, but are often not provided to the teachers, for whom PD, as a consequence, becomes an added burden. In the interviews, also, teachers said that they were given no incentives. In fact, some teachers even jokingly said that the only incentive was that they won't have to teach for a day or two, or, as RA put it, "the lunch!"

Table 109. Frequency, Statement 22

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	12	11.0	11.0	11.0
Disagree	25	22.9	22.9	33.9
Valid don't know	30	27.5	27.5	61.5
Agree	36	33.0	33.0	94.5
strongly agree	6	5.5	5.5	100.0
Total	109	100.0	100.0	

The gender and the experience cross tabulations 110 and 111 depict that a large number of male and female and novice and experienced teachers remained neutral or disagreed/strongly disagreed to this statement. Male teachers who did so had a slightly higher percentage (62%) than females (61%).

Table 110. Gender Crosstab, Statement 22

		My department/organization gives incentives to teachers who grow themselves professionally.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	Male	8	13	24	26	2	73
	female	4	12	6	10	4	36
Total		12	25	30	36	6	109

Table 111. Experience Crosstab, Statement 22

		My department/organization gives incentives to teachers who grow themselves professionally.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
Teachingex	1-5years	2	2	4	8	2	18
	6-10years	8	14	16	10	2	50
	11-15years	2	6	4	14	2	28
	16+	0	3	6	4	0	13
	Total	12	25	30	36	6	109

Statement 23 (*My department always funds for the professional development programs.*) asked teachers if their departments funded them for the PD programs. As can be seen in the frequency table below, 40% of the teachers did not know whether they were funded for the professional development programs. Furthermore, while about 30% of the remaining teachers agreed/strongly agreed to the statement, the other 30% disagreed/strongly disagreed to it. The interviewees, however said that they are mostly not, though FR and RM said that some of them were partially funded.

Table 112. Frequency, Statement 23

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	1.8	1.8	1.8
Disagree	28	25.7	25.7	27.5
don't know	44	40.4	40.4	67.9
Agree	31	28.4	28.4	96.3
strongly agree	4	3.7	3.7	100.0
Total	109	100.0	100.0	

The gender crosstab 113 shows that the male (68%) teachers are approximately the same as the female teachers (66%) in that they mostly chose 'don't know', 'disagree' and 'strongly disagree' as their answers. However, the results of the experience cross tabulation are a bit different. As is evident in this crosstab, while teachers with 6-10 and 16+ years' experience chose don't know', 'disagree' or strongly disagree as the answers, teachers with 1-5 and 11-15 years' experience agreed/strongly agreed to the statement (please see the cross tabulations below).

Table 113. Gender Crosstab, Statement 23

		My department always funds for the PD programs.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	Male	0	18	32	23	0	73
	female	2	10	12	8	4	36
	Total	2	28	44	31	4	109

Table 114 Experience Crosstab, Statement 23

		My department always funds for the PD programs.					Total
		strongly disagree	disagree	don't know	agree	strongly agree	
Teachingex	1-5years	0	0	8	10	0	18
	6-10years	2	12	30	4	2	50
	11-15years	0	11	2	13	2	28
	16+	0	5	4	4	0	13
	Total	2	28	44	31	4	109

Statement 24 (*My department encourages me to try innovative practices and strategies*) aimed to know whether teachers were encouraged to try innovative practices and strategies. According to results in the frequency table below, more than 70% of the teachers agreed/strongly agreed to the statement. Westbrook et al (2009), would have sided, however, with the remaining teachers, who did not agree and suggest that a lack of institutional support is a major impediment in PD practices.

Table 115. Frequency, Statement 24

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	2	1.8	1.8	1.8
Disagree	11	10.1	10.1	11.9
don't know	18	16.5	16.5	28.4
Valid Agree	70	64.2	64.2	92.7
strongly agree	8	7.3	7.3	100.0
Total	109	100.0	100.0	

In the gender crosstab below, female and male teachers are different in that females have more percentage of teachers (77%) than males (68%) who agreed/strongly agreed to the statement.

Table 116. Gender Crosstab, Statement 24

		<u>My department encourages me to try innovative practices and strategies.</u>					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	Male	0	11	12	46	4	73
	female	2	0	6	24	4	36
Total		2	11	18	70	8	109

Like the gender cross tabulation 116, the experience crosstab 117 depicts that the majority of both novice and experienced teachers were of view that their departments encouraged them to try innovative practices and strategies in their language classrooms.

Table 117. Experience Crosstab, Statement 24

		My department encourages me to try innovative practices and strategies.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
Teachingex	1-5years	0	2	0	12	4	18
	6-10years	2	2	14	30	2	50
	11-15years	0	4	4	18	2	28
	16+	0	3	0	10	0	13
Total	2	11	18	70	8	109	

Statements 24 to 27 try to gauge the benefit the new skills have brought to the teachers' life. They try to measure the extent to which the skills and knowledge gained benefitted the teachers and whether or not they were employed in practical life. They also try to find out whether the institutional environment, in terms of administration, colleagues, and resources is conducive to the application of this new knowledge.

Statement 25 (*I am always encouraged to share my learning experiences with my colleagues.*) aimed to know whether teachers of the federal capital universities were encouraged to share their learning experiences with their colleagues. The results in the frequency table 118 reveal that a great majority of teachers (85%) is encouraged to do so. This majority includes all the respondents, irrespective of their gender and experience.

Table 118. Frequency, Statement 25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	14	12.8	12.8	12.8
	don't know	10	9.2	9.2	22.0
	Agree	79	72.5	72.5	94.5
	strongly agree	6	5.5	5.5	100.0
	Total	109	100.0	100.0	

Table 119. Gender Crosstab, Statement 25

		I'm always encouraged to share my learning experiences with my colleagues.				Total
		disagree	don't know	agree	strongly agree	
gender	Male	12	10	49	2	73
	female	2	0	30	4	36
Total		14	10	79	6	109

Table 120. Experience Crosstab, Statement 25

		I'm always encouraged to share my learning experiences with my colleagues.				Total
		disagree	don't know	Agree	strongly agree	
Teachingex	1-5years	0	0	14	4	18
	6-10years	12	8	28	2	50
	11-15years	2	2	24	0	28
	16+	0	0	13	0	13
Total		14	10	79	6	109

Statement 26 (*The technological resources required to implement innovative practices are available in my department.*) asked teachers about the availability of technological resources required to implement innovative practices. According to the results, whereas a half of the teachers chose 'don't know', 'disagree' and strongly disagree, the other half chose 'agree' and 'strongly agree' (pl see the frequency table below). Khattak and Abbasi (2010) have also highlighted this problem in their study related to one of the HEC's language teacher trainings. In this matter, AS, in his interview, strongly criticized the institutions for not introducing relevant technology.

Table 121. Frequency, Statement 26

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	7.3	7.3
	Disagree	26	23.9	31.2
	don't know	20	18.3	49.5
	Agree	47	43.1	92.7
	strongly agree	8	7.3	100.0
	Total	109	100.0	100.0

The result of the gender cross tabulation 122 is exactly the same as the result of the frequency table 121. As can be seen in the table below, 50% of both male and female teachers chose 'don't know', 'disagree' and 'strongly disagree', while the other 50% chose 'agree' and 'strongly agree'.

Table 122. Gender Crosstab, Statement 26

		The technological resources required to implement innovative practices are available in my department.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	Male	2	18	16	35	2	73
	female	6	8	4	12	6	36
Total		8	26	20	47	8	109

In the experience cross tabulation 123 below, the variables 1-5 and 11-15 are alike in that they have higher percentages of teachers who agreed/strongly agreed to the statement. However, the teachers with 6-10 (72%) and 16+ (68%) years' experience chose 'don't know', 'disagree' and 'strongly disagree'. Thus, it would seem that, in terms of resources, some institutions are better off than others.

Table 123. Experience Crosstab, Statement 26

		The technological resources required to implement innovative practices are available in my department.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
Teachingex	1-5years	0	2	0	12	4	18
	6-10years	6	18	10	14	2	50
	11-15years	2	4	2	18	2	28
	16+	0	2	8	3	0	13
Total		8	26	20	47	8	109

Statement 27 (*I incorporate the new knowledge and skills into practice.*) asked teachers if they incorporate new knowledge and skills into practice. The results show that the majority of teachers agreed/strongly agreed to the statement.

Table 124. Frequency, Statement 27

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	3.7	3.7	3.7
Disagree	6	5.5	5.5	9.2
don't know	6	5.5	5.5	14.7
Valid Agree	89	81.7	81.7	96.3
strongly agree	4	3.7	3.7	100.0
Total	109	100.0	100.0	

As for the cross tabulations of the statement, the results reveal that all male and female and novice and experienced teachers agreed to this statement (see cross tabulations below). Of course, we must not forget Curtis' (2001) statement about teachers possibly faking development when we consider this statement.

Table 125. Gender Crosstab, Statement 27

		I incorporate the new knowledge and skills into practice.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
gender	Male	4	4	6	59	0	73
	Female	0	2	0	30	4	36
Total		4	6	6	89	4	109

Table 126. Experience Crosstab, Statement 27

		I incorporate the new knowledge and skills into practice.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
Teachingex	1-5years	0	0	2	16	0	18
	6-10years	4	4	2	38	2	50
	11-15years	0	2	2	22	2	28
	16+	0	0	0	13	0	13
Total		4	6	6	89	4	109

Statements 28 to 31 measure the impact of these activities on the students' progress. Thus, in terms of output, it measures the success of these programmes by seeing whether or not they are beneficial to the students, who are the people receiving the teachers' service. The statements try to find out whether or not the programmes considered the students' needs and whether or not the students' interest (and attendance) and their confidence and learning has improved after the teachers took part in these activities.

Statement 28 (*The professional development programs that I participated in were planned with explicit student learning outcomes.*) asked teachers whether their participation in PD programs was planned with explicit student learning outcomes. As can be seen in the frequency table 127, a great number of participants responded positively to the statement.

Table 127. Frequency, Statement 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	3.7	3.7	3.7
	Disagree	13	11.9	12.1	15.9
	don't know	16	14.7	15.0	30.8
	Agree	66	60.6	61.7	92.5
	strongly agree	8	7.3	7.5	100.0
Total		107	98.2	100.0	
Missing	System	2	1.8		
Total		109	100.0		

Regarding cross tabulations 128 and 129, the data reveal that a greater number of teachers, irrespective of their genders and experience, agreed/strongly agreed to the statement (see cross tabulations below). It would seem thus that development programmes try, at least, to be student centred and focused on getting positive results.

Table 128. Gender Crosstab, Statement 28

		The professional development programs that I participated in were planned with explicit student learning outcomes.					Total
		strongly disagree	Disagree	don't know	Agree	strongly agree	
gender	Male	4	7	14	44	4	73
	female	0	6	2	22	4	34
Total		4	13	16	66	8	107

Table 129. Experience Crosstab, Statement 28

		The professional development programs that I participated in were planned with explicit student learning outcomes.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
Teachingex	1-5years	0	0	4	8	6	18
	6-10years	4	8	10	26	0	48
	11-15years	0	2	2	22	2	28
	16+	0	3	0	10	0	13
Total		4	13	16	66	8	107

Statement 29 (*The PD programs that I participated in have helped me improve student attendance.*) asked teachers if their participation in the professional development programs had helped them improve student attendance. The results reveal that although 57% teachers agreed/strongly agreed to the statement, there are still 42% teachers who chose 'don't know', 'disagree' and 'strongly disagree'. However, the teachers who chose 'don't know' outnumbered the ones who chose 'disagree' and 'strongly disagree'.

Table 130. Frequency, Statement 29

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	1.8	1.8	1.8
Valid Disagree	11	10.1	10.1	11.9
Valid don't know	33	30.3	30.3	42.2
Valid Agree	53	48.6	48.6	90.8
Valid strongly agree	10	9.2	9.2	100.0
Total	109	100.0	100.0	

The gender crosstab below reveals that more females (71%) than males (50%) responded positively to the statement. According to the experience cross tabulation, teachers having 1-5, 11-15 and 16+ years' experience mostly agreed/strongly agreed to the statement. However, the response of the teachers with 5-10 years' experience was fifty-fifty. For the younger teachers and teachers with 5-10 years' experience, it might be possible that there is somewhat less positive outcome because they become over-enthusiastic to do too much, making the students stay away as a result.

Table 131. Gender Crosstab, Statement 29

		The PD programs or activities that I participated in have helped me improve student attendance.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
gender	Male	2	9	25	33	4	73
	female	0	2	8	20	6	36
Total		2	11	33	53	10	109

Table 132. Experience Crosstab, Statement 29

		The PD programs or activities that I participated in have helped me improve student attendance.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
Teachingex	1-5years	0	0	4	8	6	18
	6-10years	2	6	18	22	2	50
	11-15years	0	2	11	13	2	28
	16+	0	3	0	10	0	13
Total		2	11	33	53	10	109

Statement 30 (*My professional development experience has helped me make my students more confident as learners.*) aimed to know if teachers' professional development experience had helped them make their students more confident learners. The data in the frequency table 133 shows that a large number of respondents (almost 81%) loaded the statement as positive and there are hardly any teachers who disagreed to the statement.

Table 133. Frequency, Statement 30

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	2	1.8	1.8	1.8
Disagree	2	1.8	1.8	3.7
don't know	17	15.6	15.6	19.3
Valid Agree	80	73.4	73.4	92.7
strongly agree	8	7.3	7.3	100.0
Total	109	100.0	100.0	

Cross tabulations below (gender and experience) reveal that both male and female teachers, irrespective of their teaching experience, agreed/strongly agreed to the statement. From this, it would seem that, despite there being some teachers who were a bit disappointed and despite what we learnt regarding most development plans being mainly institutional, the teachers are seeing results.

Table 134. Gender Crosstab, Statement 30

		My professional development experience has helped me make my students more confident as learners.					Total
		strongly disagree	disagree	don't know	Agree	strongly agree	
gender	Male	2	0	17	52	2	73
	female	0	2	0	28	6	36
	Total	2	2	17	80	8	109

Table 135. Experience Crosstab, Statement 30

		My professional development experience has helped me make my students more confident as learners.					Total
		strongly disagree	Disagree	don't know	agree	strongly agree	
Teachingex	1-5years	0	0	0	16	2	18
	6-10years	2	2	10	32	4	50
	11-15years	0	0	7	19	2	28
	16+	0	0	0	13	0	13
Total		2	2	17	80	8	109

Statement 31 (*The programs or activities I participated in have enabled me to bring my students to higher levels of academic achievement.*) asked teachers about the role of PD programs and activities in bringing students to higher level of achievement. The data in the frequency table 136 reveal that 75% of the teachers agreed/strongly agreed to the statement. In the interviews as well, the teachers all agreed that student performance has improved due to their activities, though the “sometimes” in KS’s answer also shows that it is always not so. Furthermore, that in response to this question, the interviewees all started talking about personal feedback and discussions (which earlier most of them did not) and the fact that a few of them explicitly stated that individual work is more beneficial in this case also shows that personalized development is more beneficial than institutionalized workshops.

Table 136. Frequency, Statement 31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	1.8	1.9	1.9
	Disagree	2	1.8	1.9	3.7
	don't know	21	19.3	19.6	23.4
	Agree	70	64.2	65.4	88.8
	strongly agree	12	11.0	11.2	100.0
	Total	107	98.2	100.0	
Missing	System	2	1.8		
Total		109	100.0		

As can be seen in cross the tabulations below (tables 137 and 138), almost all of the respondents think that their participation in the professional development programs and activities has enabled them to bring their students to higher level of achievement. This, again, might show that teachers do seem to have improved in their performance.

Table 137. Gender Crosstab, Statement 31

	The programs or activities that i participated in have enabled me to bring my students to higher levels of academic achievement.					Total
	strongly disagree	Disagree	don't know	Agree	strongly agree	
Gender						
Male	2	0	17	48	6	73
female	0	2	4	22	6	34
Total	2	2	21	70	12	107

Table 138. Experience Crosstab, Statement 31

	The programs or activities that i participated in have enabled me to bring my students to higher levels of academic achievement.					Total
	strongly disagree	disagree	don't know	agree	strongly agree	
Teachingex						
1-5years	0	0	0	12	4	16
6-10years	2	2	12	28	6	50
11-15years	0	0	9	17	2	28
16+	0	0	0	13	0	13
Total	2	2	21	70	12	107

From all of these statements, we can see that teachers seem to be satisfied with the overall process, its results, and with the situation of the organisations. It seems that the situation has started to change, for the majority of respondents believe that their institutions support them and encourage innovation. Also, teachers seem to think that their results and the interest and support of students have also increased, thanks to these programmes.

On the other hand, we can also see certain areas where the teachers are either unsure or where the number of people who are satisfied is equal to those who are not. Incentives, peer observation, resources, etc. seem to be areas which are still in need of improvement. Overall, however, the situation seems to have both positive and negative sides, improvements that have been made and places that are lacking, and also merits as well as demerits.

Conclusion

In this chapter, I have discussed the data that was gathered through the questionnaire and the interviews. I have tried to analyse them in a way that can help me answer my research questions. In the concluding chapter, I will use this data and analyses to formulate my answers regarding these questions. However, it would do me well if I cast a quick look over my analysis in a way that allows me to summarise my findings.

From the analysis, I have discovered that the English language teachers of the federal capital universities in Pakistan mostly do participate in developmental programmes, but most of these are activities at an institutional level and on the initiative of their departments. In fact, around half of the teachers participated because it was mandatory in their departments. The frequency of these activities, too, is not that encouraging. Membership in teacher associations also is rather low, considering that most of those who were members were part of the now inactive SPELT. Furthermore, the role which they played in their associations was mostly that of “participant” and active roles were not that common.

Regarding their subscriptions to journals, I found out that around half of the teachers or their departments were subscribed to educational journals. However, the cross-tabulations reveal that it was mostly the more experienced people who subscribed to these journals. Also, it was revealed in interviews that there were often large time-gaps before the teachers would receive a copy of these journals. Participation in forums and in co-curricular activities was also lacking.

Furthermore, most of the teachers felt there was no need to have a professional qualification for teaching English.

From this, we can say that the teachers' own developmental habits are mostly lacking, though it can be seen from the cross-tabulations that certain groupings or people are better off in some cases. The third section of the questionnaire attempted to analyse the effectiveness of the developmental activities themselves. I shall now try to summarise what this section revealed regarding the developmental programmes and activities that were opted for by the teachers.

Regarding the satisfaction of the teachers, it was revealed that most teachers found these activities to be sufficient and of high quality. However, the percentage of those who were disappointed or critical was not too small, nearing almost half of the total sample. Overall, it seems that the majority of teachers felt good in such programmes and found them relevant and effective. Some reservations were observed regarding the self-evaluation of programmes and the consent of teachers in their planning and execution, the majority seemed satisfied in most cases.

Apart from this matter, the majority of the teachers seem to feel that their knowledge-base has increased and also that these activities have benefitted them and brought changes into their practice. They also seem to think that the environment of their institution has improved and that their institutions are overall conducive to and accepting of change. There are some reservations, however, especially in matters like peer observation, but most teachers find their institutional environment to be cooperative and friendly.

Regarding the application and the impact of these activities, I find, once again, that most teachers are satisfied. Their departments mostly encourage the use of and the teaching of innovative practices, and around half of them also seem to have the required materials at their

disposal. The majority also claim to incorporate these activities in their practice and they believe that this has improved their classes. They claim, for example, that the activities were produced in accordance with the students' needs, that the students are showing more interest and their attendance has improved, and also that the students are more confident and are achieving better results. There are some reservations in some cases, but the majority seems to be satisfied.

Thus, we can see from this analysis that the teachers are mostly satisfied and the overall impact of these development programmes is positive. However, there are some reservations which could be consulted for further improving or adding to these activities. Despite this, however, the actual development habits of the teachers are lacking, and there is a strong need for them to develop themselves personally in this matter so that they can truly benefit from this practice.

CHAPTER FIVE

Conclusion: Findings and Recommendations

Based on the present research, this concluding chapter will now try and gain some answers to the questions posed in the beginning of this study. The following questions were laid down:

1. What professional development programs or activities do English language teachers of the federal capital universities take part in?
2. To what extent are these PD programs/activities effective?
3. What measures can be taken to improve future PD endeavours?

This chapter, therefore, deals with the answers to these questions in the light of data analysis that has been carried out.

Findings of the Study

Professional Development Practices of English Language Teachers of the Federal Capital Universities in Pakistan

As I mentioned in chapters 3 and 4, the second section of the questionnaire and some interview questions were designed to elicit responses that could help us know about the current professional development practices of English language teachers working in the federal capital universities of Pakistan. The first question in the second section of the questionnaire, for example, asked teachers to choose from the list provided in the questionnaire the PD activities/programs they took part in. From their responses, it is learnt that they mostly take part in the activities/programs initiated by their institutions. Workshops, seminars, and conferences, for instance, are the only activities that have a participation percentage of more than 60% (with workshops having the highest score of 87%, and conferences and seminars following closely at 70% and 65%), while peer observation and self-monitoring are the only non-institutional activities to achieve a score of 30% or above (38% and 37% respectively). Other PD activities/programs on the list (in the questionnaire), though they have some

participation, do not even reach 25% participation (the highest amount achieved by any of these activities being 23%).

When asked about these activities in the interviews, the teachers revealed they were not quite aware of all of these activities, and in some cases (such as JA and MS) it was seen that they just have a vague idea of what development is and what it involves. In fact, apart from one or two teachers, all of them talked about just workshops and seminars and not of any personalized method or development plan. For most of them, the most they do is to attend workshops, talk to a few colleagues, and get feedback from students.

From these results, we can infer that the English language teachers of the federal capital universities in Pakistan are mostly uninformed of the full scope of professional development, and they only take part in the PD activities that are initiated by their institutions or which are simply part of their daily discussions with their friends. This runs counter to what we have discussed about development earlier; that professional development is supposed to be more of a continuous, flexible and an on-going practice which involves one's conscious effort and involvement (Guskey, 2000).

As for the frequency of conducting/arranging these professional development activities/programs either by the teachers themselves or their departments/institutions, we can see from the responses to question 3 that the idea of continuous development does not exist among most teachers and institutions. Only 9.3% of the teachers responded to the question by saying that they or their departments "always" take part in some developmental activity. One reassuring element, however, was that the number of people who responded by selecting the option "seldom" was also a very small percentage (17.4%), which means that the English language teachers or the English departments of the federal capital universities somehow engage in such activities. However, if we look at the rest of the options, we would see that the

highest score among the options is for “sometimes” (28.4%) and then for “seldom”, while the more favourable options like “usually” and “often” do not even reach 25%. As such, it may be said that even though the teachers do engage in such activities, they only do so every now and then.

The same thing is also seen in the interviews, where the teachers reveal a shockingly low level of engagement in such activities. AI, for instance, revealed that she only engages with development issues when a workshop comes up or when she runs into a problematic class. FR and RA, on the other hand, revealed a personalized level of engagement, saying that development is a part of the teaching process. Most of the others, however, when asked how often they engage in development activities, talked about how frequently they attend workshops, again showing how narrow their definition of professional development actually is. And even there, there were only two who regularly went to workshops, otherwise the others only attended if and when they got nominated.

Furthermore, in response to question 2 in the same section, more than half (53%) of these teachers also responded that such activities were mandatory in their institutions, something that we find reflected in the interviews as well, where around half of the teachers stated that their consent is not taken when nominating them for workshops, while some of the other half said sometimes it is, and a small percentage said it always is. From this, it could be said that percentage among them may have participated only because of institutional demands.

This again leads to the issue that development ought to be continuous, intentional, and self-motivated (Guskey, 2000; Bailey et al., 2001), which, however, does not seem to be the case in the present study. As per the spirit of professional development, it should not be forced or simply imposed from the outside, or else the teachers might simply fake it while gaining nothing out of it (Curtis, 2001). That the percentage who participate despite it not being

mandatory is 47%, however, might indicate a possibility of the teachers' participating for genuine development interests, a question which we have also dealt with in other areas of the questionnaire, to which we shall presently turn.

From the responses to questions 4 and 5, we learn that although the teachers of the federal capital universities do not engage in professional development activities/programs quite often, they are aware of their purpose and benefit. 65% of the teachers, for example, claimed that they took part in such activities in order to gain more knowledge while 63% claimed they did it to become up-to-date with the developments in English language teaching. This necessarily implies that they participate in these activities in order to learn about the latest methods and ideas regarding language teaching/learning. And if we add to this the fact that very few teachers chose salary (23%) or avoiding isolation (14%) as their reasons for participating, it would seem at least that the teachers, though they do not initiate the process of development, do seem to participate for the right reasons.

The main aim of the teachers (Question 5), when taking part in these activities, also seems to be such goals as knowledge base (65%), pedagogical skills (63%), materials development (39%), a better understanding of their pupils (39%), and self-analysis (39%). Of course, career advancement was also chosen by many as a possible goal (29%), which, is in many ways inevitable since career benefits do come with professional development, and having them as a side goal does not hurt. A trend that was observed also in our analysis was that older and more experienced teachers have selected more reasons for attending, which might indicate that the teachers are themselves growing and learning as they teach and are thus gaining more insight into what they might gain from such activities. Overall, these questions reveal some level of maturity and the promise that things might improve over time.

This positive image of the teachers' practices, however, is contrasted by their actual effort. We have already seen that the English language teachers of the federal capital universities in Pakistan take negligible part in professional development activities/programs that are carried out or undertaken at the personal/individual level (the maximum scores were 38% and 37% for only two such activities, while others never reached beyond 23%); as most of them chose only those professional development activities that are carried out at the institutional level (with workshops, conferences, and seminars having the highest scores of 87%, 70%, and 65% respectively). Now if I add to this some of my other findings, we would learn that, even if the teachers' goals for attending such programs are positive, their efforts are not enough.

As per the results of this study, only around half (51.4%) of the English language teachers of the federal capital universities in Pakistan are part of any professional training body/forum. Slightly more than half of them claimed to be the members of one such body/forum, but an overwhelming majority (90%) of these were members of certain organizations/bodies considered dysfunctional by some of the participants. And even if we do suppose that around half or more than half were part of an organization, very few participated as organizers (6% of those who responded to the question) or presenters (2% of those who responded to the question), since most of them only attended the sessions of such organizations as "participants" (and 4% of the respondents did not even choose to answer the question). This is what makes most of them just 'sleeping partners'. Thus, we can see that the teachers show quite a low level of interest or motivation as they displayed no interest in actively contributing to such programs and were content with just "attending". This finding is further strengthened by our earlier observation that a very few of them took part in non-institutional and personal elements of development and some of them were not even aware of such personal activities.

This idea that the teachers' motivation or interest is lacking and that their efforts are not enough is further strengthened by some of our other findings as well. For example, only around half (57.8% of those who responded) of the English language teachers of the federal capital universities in Pakistan were subscribed to any professional development journal (with 1.8% respondents ignoring the question altogether), and even there, it was revealed in the interviews that they were mostly subscribed to the journal titled *English Teaching Forum* and that they would sometimes not even receive a copy of that. Some even said that their universities were not subscribed to any journals, while, upon inquiry, it was discovered that the universities had subscribed to a sufficient amount of journals but the teachers had not even bothered to find out. Had they shown a greater level of interest or motivation, they would necessarily have shown a wider reading and they would have at least visited their own library to see what material is available.

Another issue that can be identified is that very few (13%) of the English language teachers had a degree or diploma in TEF/SL or had joined any virtual forum for teachers (17.4%). And even though the teachers without TEF/SL degrees could have improved themselves or have become somewhat better qualified by taking part in other short or long term courses, many of them (78%) did not even consider it necessary to be trained for language teaching classes. In other words, many of the teachers see language teaching as an "easy job." They believe that language teaching does not require a specific qualification or any form of additional training and practice. And the fact that they see it as a less taxing or an "easy job" is proven further by the fact that many of them do not even engage in other co-curricular activities that could help them in maintaining their interest (only 36% participated in materials writing, 21% in writing items for public exams, 31% in organizing entertainment activities, and 38% running literary societies, sports-teams, or get-togethers, if we ignore the obvious overlaps that would occur in

these responses). Thus, we can see that they do not take any sorts of measure to make sure that their teaching practice does not turn into something mechanical and repetitive.

Yet another faulty area in the developmental activities of the teachers is that the majority (67.9%) of these teachers does not engage in peer observation and are also not required to do so in their institutions. And even if we consider the fact that they have participated in workshops, most (64.2%) of them have only participated in 1-5 such workshops, and only 18.3% have participated in 6-10 and only 4.6% in more than 11 workshops over their career. Of course, the factor of experience and age comes to play over here, but even among the more experienced teachers, only 5 out of 13 have participated in more than 11 and 4 have participated in 6-10 workshops, while 4 of these 13 have not participated in any workshop at all. This trend was also seen somewhat in the interviews, where only KS and AS said they regularly attend workshops and keep tabs on the various institutions for updates, and the others, it would seem, only went to workshops if and when nominated.

In the same vein, Around half (43.9%) of the teachers also do not even know whether or not there is any report generated by their institutions or by the HEC on what results and observations can be derived from the development sessions just held, something that is reflected in both their responses to the questionnaires as well as their interviews. Given this lack of awareness or interest, then, how could one expect the teachers to come up with their own practices or to generate their own personalised/customizable or locally situated development plans or to even develop in a way that is beneficial to them and their students?

Thus, we can see that the answer we get to our first question is not that satisfying. English language teachers of the federal capital universities do seem to know the benefits of professional development, but they do not actively engage in developmental activities. Most of the activities they do take part in are due to institutional demands, while they are lacking in

areas of other, more personal, efforts. The overall situation of the institutions and the teachers' awareness and interest in the matter also seem to be lacking. Furthermore, many of the teachers even take language teaching as a simple and easy task and do not consider training as a necessary prerequisite to it. Thus, we can say that, with regards to their developmental activities, the teachers are seriously lacking and they really need to engage themselves in professional development activities if they want to have greater success.

That being said, we must not forget that such a monolithic picture of teachers and their development activities does not represent the actual situation. Our analysis revealed in many areas that gender and experience, when taken into consideration, shows that teachers vary in their activities and in how they engage with the idea of development. For instance, it was noted in Questions 1 and 2 that females were more interested in personalized developmental activities (with the minimum being 24.4% among females and the maximum being 81.8%) and that professional development activities are not usually mandatory for the older and more experienced teachers (84.6%), while they are more often mandatory amongst women (66.7%) than in men (46%). This could reveal a number of issues. First of all, if less experienced teachers are more active, the more experienced ones are not, then either the development activities are not creative enough to maintain interest for long or else the teachers are only participating because of institutional demands.

This can also mean that the groups that have greater participation in developmental activities are either more enthusiastic or that they are feeling less competent and thus more pressured to participate in such activities. If it is the former, then it would seem that most of the males (not all, for that would be an incorrect conclusion, as is demonstrated by our data) are only interested in teaching as a job, and interest in development is more abundant amongst the women. In the case of the latter, it would be that the institutions do not trust the less experienced and the female

teachers (and that is why they do not make development mandatory that often for the more experienced and male teachers while doing so for female and younger teachers) and they put more pressure on them and think they need to develop more often than the others.

Whether or not the more experienced and male teachers' greater exemption from the mandatory-ness of these activities has anything to do with the greater participation of the females and the less experienced ones or not, however, still has to be explored. Also, we must not be too quick to judge, for the elderly were also reported to participate in PD activities more frequently than the young, as is shown in the answers to Question 3, where *all* of the teachers with more than 16 years of experience said that they "usually" or "often" engage in professional development activities. Also, the fact that females have more personal reasons for development (Question 4, where 88% women chose acquiring new knowledge, 72% chose keeping up-to-date with the developments ELT, 33.3% chose salary, 11.1% chose combating negativity, 16.7% chose overcoming isolation, and 61.1% chose understanding students) while men are more job-oriented (among the male participants, the corresponding percentages were 53.4%, 58.9%, 17.8%, 21.9%, 12.3%, and 35.6%, where salary and isolation are the only areas where their results are reflecting a more positive image than the women's) would suggest that we have an equal reason to believe women are more enthusiastic as we have to believe they are more pressured than their male colleagues. Thus, it would seem that the situation is rather complex and individual cases might have to be considered to actually come up with solid conclusions. Nevertheless, the overall trend in these answers seems to tip the scales in favor of the women.

However, it ought to be mentioned that while women seem to be strong overall, there are also areas where the men seem to have the upper hand or where both of them are doing equally well in different ways. There are also areas where the elderly teachers are doing better than the younger ones or equally well. For instance, the goals of PD (Question 5) seem to proliferate

with experience (more goals are answered positively as experience is gained), and the teachers seem to develop a better outlook as they teach. Similarly, the overall participation in teacher associations (Questions 6) is higher amongst males (57.5%) than females (38.8%). However, among the teachers who take on more than just a “silent” role (6% teachers in organizing and 2% in presenting), the males are the only ones in organization while the females are the only persons who are taking part in presenting. It might be worthwhile, however, if the two sides would come out of their comfort zones and try each others’ chosen roles as well so that they can benefit in their development in more than one way. The other questions reveal a similar trend.

Thus we may add to our conclusions the observation that women teachers are more often than not doing better than males and the elderly. Whether this is because of social and institutional expectation or because they are more enthusiastic cannot be determined, however, as our data shows chances of it being both ways. We have also seen that there are areas where one group is doing better than the other or where all gender or experience groups are doing equally well. This also indicates the complexity of the issue and reminds also that each case of PD would be somewhat unique, though certain patterns may develop due to similar situations, and each teacher would have their own unique path, obstacles, and techniques. That being said, the overall situation, we observed, is not that reassuring, for teachers generally are lacking in their practice and need to properly engage in developmental work.

The Effectiveness of these Activities

Some interview questions and the statements in the third and the final section of the survey questionnaire were formulated to see the effect and the effectiveness of the activities that the English language teachers of the federal capital universities do take part in. This section was based on Guskey’s (2000) model of evaluation (see literature review and methodology for details), in which the evaluator judges the success of a process or procedure on five different

levels. These are Participant Reaction, Participant Learning, Organizational Support and Change, Use of Knowledge and Skills, and Student Learning Outcomes. The results of our study were mentioned and analyzed earlier in our analysis. Here, in this section, we will bring these results together to find out how successful these activities had been and whether or not the teachers had benefitted from the development activities they had taken part in (which, according to the previous section, are themselves lacking in nature).

1) Participant Reaction

The first level that Guskey (2000) suggested was that of Participant Reaction. This level of evaluation aims to see whether or not an activity was found satisfactory by the participants and how they had felt during the procedure. An activity that bores out the participants is not successful at all, for the participants would then have forced themselves through it and would not have gained much. Furthermore, if they do manage to survive the experience, they would be unlikely to come again or to be motivated towards development after their disappointing first experience. As such, it is necessary that our development programmes and attempts be carefully planned so that the participants do not feel burdened or forced.

According to the data we have collected, 60.6% of the teachers are satisfied with the professional development experience they have received and believe that they have gathered sufficient development experience in their careers. Of course, whether or not someone ever has 'sufficient' experience in development is itself debatable, but it would seem that the teachers are pretty much satisfied. Of course, the fact that the rest of the forty percent are either confused or dissatisfied tells us that the programmes are not all perfect and issues do arise sometimes.

Something similar is seen in the teachers' opinion regarding the quality of their experience, with 64.2% agreeing that it was of high quality and 3.7% strongly agreeing. In the same way, 85% teachers said they felt 'great' during the experience and 72.4% found it relevant to their

work. In the same way, the question of quality in the interviews was answered by a mixed sort of response, with some of them saying it was good and others saying it was not. Other areas, however, showed somewhat less encouraging results. Examples of such areas would include consent, where only a little more than half (54.1%) of the teachers felt their consent was involved, a sizable number nevertheless, and the question of being contacted often for development, where only 30.2% teachers responded in the positive. In some of these cases, like in consent and in being contacted for development, it might be said that it is a fault of the institutions. However, there are also areas, such as knowing about the resources at HEC or whether or not a report is produced for participants, where the teachers showed a lack of interest and awareness on their behalf (44% were unaware of the resources at HEC while 43.9% did not know if a report was produced and distributed amongst participants). Other questions show similar trends.

Thus, we may conclude that the teachers felt good during the development procedures they have experienced and are satisfied. There are some areas, however, such as consent and being contacted for development, where they feel a bit down, and there are also areas where they themselves show a lack of awareness or interest. Overall, however, they seem to be satisfied.

As for variations with gender and experience, it was seen that a majority of both female and male teachers were satisfied with their results (72.2% and 54.7%) and said it was of high quality (72.2% and 65.7%), though we can see that the percentage of satisfied individuals is higher amongst the women than in men. The females, however, had a smaller percentage of teachers who felt their consent was involved when their names were sent for participation (44.4%, as compared to 58.9% in males). An almost equal number among both genders, however, was unaware of how well the HEC was prepared for such programmes (43.8% women and 44.4% men), though more women than men were unaware if any report was produced (50%, as

compared to 39.7% in men). Thus, with relation to gender, we can say that more women are satisfied than men overall, though there are some areas (such as consent) where women feel they are not that much taken in consideration. This might indicate, again, that women are somewhat more pressurized or less trusted in institutions, though we can see that both males and females are not doing well in certain areas of their developmental life.

Some difference can also be seen in the case of experience. As teachers gain more experience, their level of satisfaction seems to drop. Teachers with 1-5 years experience, (66.7%), 6-10 years experience (60%), and 11-15 years experience (64.2%) are more satisfied as compared to those with more than 15 years of experience (46.1%). A similarly falling trend (88.9%, 68%, 64%, and 46.1% respectively) is found in the question of quality, though the majority felt 'great' in all of these groups (66.7%, 88%, 85.7%, and 100% respectively).

What is interesting, however, is that the elderly are not that satisfied with the proceeding even if they enjoyed themselves, perhaps because they have attended so many that it is all familiar to them or perhaps because the activities are themselves so monotonous they bore them out after the years of repetitive study. Also interesting is how the elderly are not "contacted often" for such activities while the younger and less experienced teachers are (the percentages, from low to high experience, in this case being 77.8%, 24%, 25%, and 0% respectively). As you gain more experience, thus, it would seem you "outgrow" your need to develop, though development should actually be a continuous thing. There is not really much difference in the matters of awareness regarding the resources available, though the newest generation seems to be more aware of such matters (55.6% being aware in their case, both about the HEC's resources and the question of any report being produced).

Overall, thus, we can see that the teachers are mostly satisfied with the development they have received. They find it mostly to be of high quality and all of them seem to have felt 'great'

during the experience. Women and less experienced teachers, particularly, seem more satisfied, though the women do not feel their consent is really involved. Amongst the less experienced teachers, however, there is more awareness regarding certain aspects of development and the more experienced ones are not that satisfied with what they get. Thus, overall, we can say participants are satisfied, though there are some areas where the participants (or some groups among the participants) felt uncomfortable.

2) *Participant Learning*

The second level of evaluation was that of Participant Learning. This level dealt with whether or not the participants had gained something during the process. For even if the participants had felt good and found the experience motivating, there is no point to it if they do not gain anything. Thus, the next part of this section of the questionnaire tried to find out whether the teachers had gained something from their experience, either in terms of skills or of knowledge. It was found, in this analysis, that around 83% teachers felt that their knowledge base had increased, 63% said that the experience had enabled them to perform better while teaching, around 80% agreed/strongly agreed to the statement that it has led to acquiring better over-learning strategies, and 72% said that the experience had brought a change to their teaching practices.

Thus, overall, it would seem from the teachers' statements that the learning goals have been achieved in the majority of cases. Of course, the other 20-40 percents that are not happy ought to be included in further discussions for improvement, but the majority cases seem to suggest that it is mostly going well. This goes hand-in-hand with the fact that most of the teachers were satisfied with the overall experience of the programme, even if they had complaints in certain specific areas; it was fine overall but it seems there were some flaws here and there.

With regards to gender, the question of knowledge-base yielded similar results, with 80.8% males and 88.9% females feeling they have learnt something, though in the case of being able to cope and also in improving one's own learning and over-learning abilities, it seems that it is 61.6% males and 94.4% of the females who have improved their abilities. In terms of having an experience that changed one's practice, too, we find that 65.7% of the men and 66.7% of the women responded in the positive. Thus, it would seem that the women have overall achieved better as compared to the males, especially in areas of coping better with problems. However, achievement is comparatively low in terms of having a major change-inducing experience and is high in terms of an increased knowledge base.

With regards to experience, we see that 66.7% teachers with 1-5 years of experience, 84% teachers with 6-10 years of experience, 85% teachers with 11-15 years experience, and 100% of the teachers with 16+ years of experience felt their knowledge base has grown. This trend may seem strange at first, but it might be that the younger teachers' were initially expecting something else and that led them to not notice what they have gained in real, or it might be that since development itself is a new thing for them and they thus do not retain as much or notice as much as those who have more experience (or they are as yet unable to implement it properly and feel as if they did not gain much). Whatever the case, experience and learning seem to be directly proportional in this case. As for being able to cope better, the percentages in that case are 66.7%, 68%, 85.7%, and 100% respectively, again showing that experience and results are growing side-by-side. As for whether the experience brought any major change, the results are overall the same, the percentages being 77.8%, 50.2%, 71.4%, and 76.4%, with the teachers with 6-10 years of experience being the only odd case. Whether this is because the teachers with a little bit of experience become a bit too confident or proud and need experience to become more receptive again is a researchable question.

Thus, overall, we can say that teachers learnt from the experience. Their knowledge base grew and their practices improved, though the fraction which feels they can now cope better is comparatively low. With regards to gender, there is not much difference, except that more women improved their abilities than men. In the case of experience, it would seem that more experience makes one more receptive to the development experience, but everyone seems to learn. The one odd case, however, is the question of having a change-inducing experience, where the teachers with a little bit of experience are less positively influenced than both the less and more experienced teachers. Thus, the overall effect of the activities is successful, with some areas which could be checked into for further improvement.

3) Organizational Support and Change

The third level of our evaluation deals with how the organization/institution which the teachers belong to supported or changed as a result of this development. A teacher's development cannot take place if the institution's policies and environment negates all they have acquired. It is not possible to learn if the institution does not encourage your development. Thus, it is necessary to gauge the institutional response and how the institutions have changed in order to see if the development experience was successful.

From our results, we see that 62.4% teachers felt that the development process had positively impacted their departments or institutions. That the remaining 37.6% are either neutral or not satisfied is something which needs to be looked into and the overall environment of institutions needs to be improved to make them more conducive to development. Similarly, when asked whether all teachers have received equitable access to such activities, 67% percent agreed while 33% did not. The interviews, however, gave the opposite result, with the majority not agreeing with this statement. However, those who did agree also hinted that the teachers themselves do not explore the possibilities available to them and as such are mistaken when they claim there

is no equal access. However, despite all that, it does seem that the majority (76.1%) of teachers are encouraged to work together and collaborate in their departments.

However, if there are areas that are faring well, there are also areas which are doing worse, such as peer observation, in which only 43% responded positively, and peer coaching, which received 59.6%. Even teacher evaluation, which, even out of a development context, might have been expected in institutions, received just 60.8% positive results. The most shocking revelation, however, is that only 32.1% teachers say their institutions have funds for development and only 38.5% give teachers incentives for participation, while they still demand that the teachers come up with innovative and effective practices (71.5%), something that we find mirrored in the interviewees' responses. That is, they expect a good performance but do not want to provide the required training, even if it is for their own benefit. Thus, we can see that the institutional situation is not that good. Slightly more than half were impacted positively by these activities, even though many of them encouraged collaboration. However, from the fact that such activities are rarely funded or incentives provided for participation, it would seem that universities do not see such activities as integral to education and expect teachers to engage in them in their "spare time".

As far as gender is concerned, an almost equal number (60.3% males and 66.7% women) felt there had been a major change in their department, and this number, as we can see, was not really that much. However, the percentage of men (72.6%) who felt they had equitable access was less than the women (55.6%), thus showing again that men might be treated more fairly or even that women might be more pressurized (as our earlier section indicates) than men. In collaboration, too, men (80.8%) have a higher percentage than women (66.7%), as well as in peer observation (43.8%, as compared to 38.9% in women, which are nevertheless extremely low in both genders). Overall, thus, we can see that perhaps women are not that satisfied with

their institutions. That might be because of cultural reasons or because they happened to be in the less favorable institutions. Whatever the case is, however, this reveals something which could lead to further research and which needs to be addressed properly.

As for experience, 77.8% teachers with 1-5 years experience felt their institutions have improved, as have 52% of those with 6-10 years experience, 71.4% of those with 11-15 years experience, and 61.5% of those with more than 16 years of experience. Though no clear trend can be drawn from this, as satisfaction seems to be rising and falling, this might be due to the location and policies of specific universities and not because of age. The score in matters of equitable access is 77.8%, 56%, 71.4%, and 84.6% respectively, again defying a single trend and revealing perhaps the actual complexity of the situation. The same pattern, with those in the 6-10 years experience range being least satisfied, can be spotted in collaboration (88.9%, 68%, 71.4%, and 100%) as well.

This would suggest that this seemingly unexpected trend is actually a pattern. It might be, in that case, that teachers who are starting out are happy with whatever concession is made by the institution and those with more experience are more realistic and thus can accept whatever could be done when it is done. Those with a just a little bit of experience, it is possible, developed a more idealistic hope which led to them expecting too much, and which, obviously, would not be fulfilled by any institution. However, the fact that those with the most experience fluctuate the most, being most satisfied in some matters and almost the least in others, would need further study, though it might be that more experience allows them to have a better picture of what is easily possible and achievable in their respective institutions. The pattern is similar in other areas as well.

Thus, we can say that the institutions, overall, are not that satisfying. They are not that conducive to development, though one or two areas, such as collaboration, fare better.

However, the institutions see development more as a side-job and an added bonus which is not a part of education (though they still expect teachers to do it). With regards to gender, it seems that men are better off than women, indicating a possible bias amongst institutions as well. Finally, it is difficult to spot one usual trend with regards to experience, but it seems that the highly experienced teachers have more wide ranging opinions and that the slightly experienced teachers are the least satisfied. The causes for these could be further studied to point out how development programmes could be improved.

4) *Incorporating Knowledge and Skills*

The next level of evaluation asks whether or not teachers have incorporated what they have learnt into their teaching practice. Learning new skills is of no benefit if a teacher does not implement these skills. Similarly, if the institution supports professional development (though in our case, very few of them do), that is of no benefit if the teachers themselves do not take any initiative. Thus, it is necessary to see if the teacher merely took part in the activities or if they tried to implement them as well. In this matter, 71.5% of the teacher said their departments encourage them to engage in new and innovative practices (which is ironic, considering they see development as a side-task and not as an integrative part of education), 85% said they are encouraged to share what they have learnt with their colleagues, and 85.4% claim they do incorporate the techniques in their own practice. The only impediment that is present is that almost half (49.5%) of the teachers either do not have the necessary technological resources available or are unsure of their presence. Thus, it might be said that, even though the institutions are lacking in resources and are in need of acquiring more assets, the teachers are, overall, doing their best to implement what they have learnt (it should be noted that there is a minority that does not implement as well).

With regards to gender, more females (77.8%) said their departments encourage them to attempt innovative practices than males (68.4%), and the same trend was found in the matter of sharing knowledge related to development (69.9% in males and 94.4% in women). However, they are equally lacking (50.6% in males and 50% of the women) with regards to resources and the majority in both cases (80.8% males and 83.3% of the women) implement what they have learnt. Though why women are encouraged more often than not cannot be explained that easily. However, it might be that the institutions do not trust the women to implement what they have learnt unless explicitly stated, which would mean that the same institutional bias is working out over here. However, this cannot be confirmed until future studies look into this issue and find out what really caused this difference.

With regards to experience, we see that 88.9% of the teachers with 1-5 years of experience, 64% of those with 6-10 years of experience, 71.4% of those with 11-15 years of experience, and 76.9% of those with 16 or more years of experience said they are encouraged to implement what they have learnt. Again, we see here that those with 6-10 years of experience are the least satisfied with what they have got. The same trend is found in the question of being encouraged to share what they have learnt, the percentages, in this case, being 100%, 60%, 85%, and 100% respectively. However, a different trend is found in the issue of resources, where the more experienced teachers are also not satisfied (the results are 88.9%, 32%, 71.4%, and 23.1%), and in the question of implementing, where almost everyone says they implement what they have learnt (88.9%, 80%, 85.7%, and 100%).

Thus, we may conclude that the departments, overall, encourage the teachers to discuss and use new and innovative techniques and the teachers themselves implement what they have learnt. However, the departments are somewhat lacking in resources, which could prove to be an impediment in the long run (a further possibility as to why the more experienced teachers are

less satisfied in certain matters). With regards to gender, however, it seems that, even though both groups try to implement what they have learnt, women are more often told to do so. Whether this is because of some form of institutional or social distrust or bias towards women or not can be found out through further study. With regards to experience, the same pattern, baffling as it is, is seen, where the teachers with some experience are disappointed while others are mostly satisfied. To find out exactly what causes this unusual pattern, there would have to be further inquiries into what the teachers perceive.

5) *Impact on Student Learning*

The last level of evaluation we are concerned with is student-learning. The simple reason for this is that even if teachers implement what they have learnt, it cannot really be called a successful implementation if it does not have an effect. Thus, it is important to see if it positively impacted the result of their job and why it did not if it did not.

In this case, the first question was whether the projects were planned in a way that was geared towards student-learning. From our data, we see that 69.2% of the teachers felt it was so. That it was a majority that agreed might be a bit reassuring, but that the remaining 30.8% disagreed or were unsure is a bit unsettling, for what is the point of a development programme that does not consider the students? This gives us one problem area. Also, it was only 57.8% of the teachers who felt that student attendance had improved after their participation in such activities, though the number that thought their students had become more confident and were now achieving better grades were around 80.7% and 76.6% respectively. In the interviews also, *all* of the teachers said that their students' work had improved thanks to these development activities. Thus, we can say that the development programmes were neither completely successful, nor were they failures. Grades and confidence seem to have increased in the majority of the cases, while attendance has improved in only half of the cases. However, that

around 30% teachers (still a sizable amount!) think that programmes are not geared towards student-benefit shows that there might be a problem somewhere in the programmes and there is a need to critically reevaluate their content.

With regards to gender, it seems that women have higher opinions of the programmes and they also seem to have achieved higher results. For instance, 65.7% males think the courses are geared towards student-result while 76.4% of the women think so. Attendance, on the other hand, has improved amongst 50.6% of the males and 72.2% of the women, while the students' confidence and grades have improved amongst 73.9% and 73.9% of the males and 94.5% and 82.3% of the females respectively. Why this is so is another question for inquiry, though it might be possible that it is women's more positive outlook that fuels their higher results. Whatever the case, and for whatever reason this perception varies among the two groups, the fact of the matter is that women view this element of these programmes more positively and achieve higher results as well.

In the same manner, we can find certain patterns within the experience factor. Among the people who feel that the programmes are geared towards student-achievement, there are 77.8% of the teachers with 1-5 years of experience, 75% of those with 6-10 years of experience, 85.7% of those with 11-15 years of experience, and 76.9% of those with 16 or more years of experience. That there is a high percentage within all of these groups shows that the unsatisfied teachers (30.8% of the total) do not belong to any one group and that it does not have to do with experience. This might have been caused because of a difference in the activities they participated in or for some other reason. As for student attendance, 77.8% of the teachers with 1-5 years experience felt it has improved, 48% of those with 6-10 years of experience, 53.8% of those with 11-15 years of experience, and 76.9% of those with 16 or more. A similar pattern is seen in the matter of student confidence, where the pattern is 100%, 72%, 75%, and 100%.

and student results, where the pattern is 100%, 68%, 67.8%, and 100%. As to why the two middle categories should have lower results is a pattern that is difficult to explain. The exact reason why this should be can be determined only after further studies are conducted that consider other factors as well. This serves to show just how complex individual development cases can be and why active participation and self-study is necessary to overcome the various obstacles and problems faced in a development programme.

Thus, we may conclude that, overall, the development processes have increased the confidence and results achieved by the students and are thus successful in these matters. However, the issue of student attendance has not improved in many cases, and there is still a sizable percentage thinks that the programmes are not geared towards student-benefit. Thus, it might be said they are somewhat successful in this matter, though not completely. With regards to women and the teachers with 1-5 or 16+ years of experience, they are achieving better results and have a better image of these programmes. As to why this is so with them and not with others, that question would require further studies, the result of which could be used to further improve the problem areas of various other studies. However, it cannot be under-stressed that each individual development case is in many ways unique, and while the results can be used comparatively or for reference, they cannot be generalised. Thus, these proposed studies can be used to deal with certain more general issues, but specific cases need to be addressed individually.

Thus, overall, we can say that the development programmes were somewhat successful, but they also had many issues in them. With regards to Participant Reaction, we can see that many of them are satisfied, but certain individual problems are there in which people have voiced their concerns. Similarly, teachers seem to have increased their knowledge- and skill-base, though not all of them feel they are now better able to cope with the problems. In matters related

to organisation, we observed the lowest score. The teachers' responses showed that even though most of the institutions demand and expect results, they see development as something additional and not as a part of education. Lastly, with regard to implementation and result, the majority seems satisfied overall, though the nature of the programmes and the attendance of students are areas where the results are lacking. Thus, we can see that the programmes have, according to our data, successfully achieved various elements of success, though there are many (sometimes very serious) issues that still remain to be addressed, individually and collectively. Thus, our evaluation of these programmes would be that they are not failures, but they still have a lot of work to do.

Recommendations and Suggestions

Having discussed all that, let us now consider what recommendations and suggestions can be derived from this discussion. My goal, in this section, is to use the information gathered to develop certain concrete suggestions/recommendations that can be considered for further improvement. These suggestions would derive from a combination of the literature I have reviewed and the information I have collected in the study. Of course, the ideas presented here will not be definitive and anyone having a slightly different background or who has read on and reflected on development from slightly different (or even the same) angle could easily come up with a different set of recommendations/suggestions. This, then, would be the limitation of these suggestions as well as its strength, that it is an interpretation of the results and as such, is subject to the influence of our reading and understanding. A different background could have yielded a different interpretation and different kind of suggestions from what I will discuss here.

First, let us consider the fact that most teachers only engaged in activities at the institutional level and had no or very little awareness of personal developmental programs. Also, we saw that most of the institutions treated development as an additional thing, with only 32.1% of

them funding such activities and 38.5% giving incentives. Thus, we can see that the teachers and institutions have a faulty understanding of what development is and should be. It is treated more like something to engage in addition to teaching and which comes once or twice an year.

Thus, the first thing we need is a more comprehensive understanding of what development is. An incomplete understanding or a vision that is too narrow would never yield the sort of constant and intentional development we have discussed. As such, both the workshop organisers and the institutions need to encourage their teachers to participate in a greater variety of developmental programs while also teaching them about the full scope and the possibilities of development. However, considering that it is often institutions that cause a hindrance (Westbrook et al., 2009), that the influence of the institution has great effect on the success of such activities (Dayoub&Bashiruddin, 2012), and that in our study the institutions were just as lacking as the teachers, with both of them not engaging with development properly, it is also necessary for organizations and teachers to engage with the institutions. Also, our study revealed that the programmes themselves might have certain flaws (like not being geared towards student-achievement) that need to be addressed. Furthermore, our discussion revealed that many teachers feel neglected when the programmes are planned, especially the women, who feel more than men that their consent is not involved, which reveals that institutions and organizations need to involve teachers at a personal level, especially women, and even include them in policy planning.

This might lead us to some problems, as institutions might be unwilling to take this risky step or might be discouraged by their procedural difficulties. In Ono and Ferreria's discussion (2010) on the lesson plan, we saw that the first implementation of this technique had been a failure and many institutions had abandoned the lesson plan technique. It was only later that a successful case came to the front. In such a situation, it would be worthwhile to conduct studies

on whether or not institutions become more successful after a successful transition, and, considering the results I saw in the review (see, for example, Retallick&Mithani, 2003; Rizvi& Elliot, 2005), these cases could be a major source of encouragement and can be held up to institutions as examples of why they should not revert too quickly. Also, a sort of on-the-spot mentoring as we found in the studies by Rarieya (2005) and Khamis and Sammons (2004) could be used to make this transition smoother and to make sure that the development activities are context grounded and are being conducted by experienced people who can deal with issues as they come. It should be remembered that we saw some unsuccessful cases of mentoring as well (Khamis& Sammons, 2007), but that risk is a part of development attempts or any endeavour undertaken in society. Also, we cannot forget the various unusual and complex patterns that we saw in the experience factor. This would further indicate the need to conduct studies and personalized individual analyses that consider various factors and aim towards improvement.

Thus, the first suggestion would be to have teachers and institutions learn of the full scope of these activities and to encourage teachers and administrators to implement development plans at an institutional as well as personal level. Also, we would suggest that further studies be conducted, dealing with general factors as well as with individual cases. This would not only allow teachers to deal with the problems at hand, but it would also help us understand what problems exist and why. Also, we can conduct studies on the various problem areas or confusing data that was revealed in our study. Thus, we can suggest not just a need to raise awareness, but also a need to conduct more research on these issues and to even incorporate informal research patterns into the teaching process.

What is needed, in other words, is not one or two workshops, but an environment that continually allows innovation and an institution that is willing to engage with the teachers at a

more personal level. Our teachers are only getting institutional development and seem to think that English Teaching does not require a degree or training, and it is only through development and study that they can come to appreciate the full nature of this issue. Techniques like the PDTs or the lesson plan which we have discussed could be used in this way to create a type of development culture which could enable the teachers to engage more fully in such activities. Peer observation or teachers get-togethers are also strategies which could be adopted in this case.

Also, the studies which I reviewed show that greater participation in institutional management, even if it is at the level of discussion and debate, greater receptiveness from the side of the policy makers, and participating in teacher forums, get-togethers, and co-curricular activities are bound to create a greater sense of direction and belonging. Our study, on the other hand, reveals that there are cases where development is mandatory and where teachers feel their consent is not involved or that their institutions do not fund or actively support in their development. Thus, there is a need for increased participation of teachers so that they can help in the policy planning of their respective institutions. This will not only improve the environment, but, if research and development activities are involved in the process, then it will also lead to a better and well-planned overall institutional policy. This, no doubt, would not be a one-day plan, but something universities would have to engage with actively and for a long period of time (continuously, in fact), and would have to become a part of the university culture. This, in the end, is a necessary consequence of the first suggestion. And these changes, as a result, would lead to greater participation in a continuous developmental process and in the school, and not just in some “programmes.”

Along with this, it is suggested that each teacher may join a forum or a teachers' professional association. It is also suggested that the teachers may subscribe, personally if they can, to a

teaching related journal, and if they cannot, then they at least frequent a library where they know they can find the latest copies of these journals. All of these are areas where our teachers were seen to be lacking. For instance, a little more than half were subscribed to a journal and most of them had not even had a copy for more than two years. Some had not even bothered to check in the libraries. Also, in the review of the literature, I have discussed a whole bunch of activities, and teachers can even start with studying more about them and experimenting with them in their universities. Our teachers have already reported that they implement their activities and that it has improved their results. Thus, they should use that as an impetus to go forward and try even more.

Also, the teachers ought to take part in teacher associations as more than just participants. They ought to organise events and even participate as speakers/resource persons. Just opting to be a speaker will prompt them to do more research, reflect more, and to try and communicate better. Since the great majority of our teachers were simply participants, this is an area which is severely lacking. We also saw that speakers are mostly women and organizers are men. Thus, they can also try switching roles and coming out of their comfort zones. This will keep them actively involved and also force them to see things differently and to gain the various benefits each role brings. Doing such activities itself will initiate a process of learning that cannot be found in listening to others. Participating as speakers and organisers is a great way to spark the mind, engage in reflective practice, build team-work skills, and so on. One of the reasons why Rarieya (2005) suggested the role of a mentor is that it leads to discussion and critical engagement, and a similar effect can be achieved by performing the role of speaker/resource person. And even if one does not become a speaker, being an organiser would help one increase his/her knowledge and it will also allow him/her to participate in the development progress in a different way. He/she will not be just a participant and thus the development process will not become a repetition of workshops every few months. Also, the active engagement would allow

teachers to see development in a different manner, and it might also serve as a co-curricular activity which can relieve job-related stress. This could also enable them to conduct further activities in their own locales.

In the same way, engaging with virtual as well as offline teacher communities, would create a space to let loose, to discuss matters, vent frustrations, ask questions, and even to engage in critical dialogue. In one of the studies in our review (Koc, Peker, & Osmanoglu, 2009), the participants engaged in a virtual community and discussed an online video case. And, as we noticed, it was quite successful. Thus, the use of virtual space can be employed in improving the standards and quality of teaching. Online workshops, courses, and communities can help teachers in extending their professional community and in getting in touch with a vast array of ideas and opinions. By thus engaging in peer observation and video case studies, the teachers can spark a lot of discussion and can engage in reflective practices, making the process continuous and more enjoyable. Also, in an institution which has the required resources, the teachers can learn to use online and offline language learning games and programmes to greatly enhance their teaching practices, and thus develop an even greater repertoire of techniques and methodologies. Peer observations, forum participations, etc. are all areas which we saw were probable areas of lack among our teachers.

Another thing we need to consider is that the teachers in this study were mostly satisfied with the workshops they took part in. They believed that their performance is good, their students are doing well, and the activities are fun and full of benefit. However, we also know that older as well as female teachers are slightly more disappointed, and that the teachers do not know much about how the institutions distribute the results and their observations on the project (and whether they do that at all). In the same way, they do take part in activities, but they have no awareness of whether or not the facilities are up to the mark. Thus, it would benefit institutions

if they make their teachers a critical and creative community, wherein they can actually discuss these development programmes after they come back, so that there is a more critical engagement with such development processes. The teachers too need to take responsibility in this case, and also, the opinions of the more experienced and the female teachers need to be considered, since their share of disappointment is higher than that of others. Furthermore, this engagement in critical dialogue will also provide many with a motivation to seek and find out new information or to share ideas and experiences and discuss problems.

Graham (2007) tells us about a learning community and how such a project benefitted one institution. We can also implement something similar and allow our teachers to talk about their experiences. Also, if the teachers and their institutions cooperate, they can ask the organisations that are conducting these workshops to send them a report or they can even exchange ideas, cooperate in workshops for better performance, and give each other feedback. Universities can also engage in inter-university meetings or in inter-university peer observations to create a web of loosely connected learning communities. All of these methods could be used to create both a better institutional environment as well as make the development process more engaging, lively, and effective.

Also, this idea of critical communities can help us overcome the issue of monotonous activities which are geared more towards one group than another. By developing critical communities, teachers can create in their PD activities a sort of self-adapting ability which allows it to become relevant to the specific situation. Furthermore, it can spark much discussion and research since each case is unique and by studying various situations—even if the study is not published or is informal—teachers and institutions can develop the critical ability to respond to their problems creatively and as a team. Also, if the teachers are able to share these as anecdotes, blogs, vlogs, or even as magazine articles, their experiences can help others in facing their own problems as

well. Ono and Ferreria (2010) mentioned how textbooks and policies can be based on the results of various lesson plan sessions, and a similar approach could be adopted by organizers of PD activities, institutions, schools, and others. That is, the idea of a learning community could have a large amount of benefits for everyone involved.

Finally, we need to mention how various complex and complicated patterns had risen in our study. There is not just a need to observe and analyze these patterns further, but also to create actively involved teachers and institutions who can formally and informally analyse the situation during their development and thus engage properly with the situations they face. Furthermore, the various problem areas we saw need to be studied further and analysed to determine their causes and the more successful and satisfied cases need to be analysed to see what makes them better than others. Also, there need to be individualized studies that are conducted as part of the development process or by the teachers in response to various issues and problems that they face during their teaching job. That will allow them to live a creative, constantly evolving, and intelligent career which is not stationary and also learn a lot as they go. Thus, from our study, we have not just been able to devise certain suggestions for development and research, but have also pointed out the need for informal mini-researches conducted as a group or individually and also areas—such as the various inexplicable patterns found in the experience factor or why women were more or less satisfied in certain matters—that could serve as further research zones for future studies.

All in all, we can summarise this in three simple observations. Firstly, teachers ought to engage with development in a personalised manner, taking interest in it, studying it, trying to improve it, trying to participate in it actively and learning how to make it both beneficial and enjoyable. Secondly, institutions need to try and develop into learning communities, by engaging their teachers in dialogue and giving them a greater role in management, and by cooperating with

different institutions and teacher associations to create a greater community. And finally, teachers and institutions need to engage with the concrete situations, and not with abstract ideas. There needs to be localised development plans which engage with actual situations and problems, and which deal with practical knowledge and experience and helps people develop *on the job*. Development can only be successful if it is practical and grounded in the classroom, abstract discussions without practicality are useless and forgotten very quickly. This also indicates to us areas of further study. As we mentioned earlier, formal and informal studies of specific cases, studies into women's PD and other areas need to be addressed and contextualized and grounded studies need to be produced that deal with real people and problems and not just abstractions.

Thus, by engaging with development at a greater scope, and not just in occasional workshops, teachers can create an environment of cooperation and learning. This would make their job more enjoyable, provide them with support and beneficial human contact, engage them in reflective dialogue, and also help them face their problems effectively. By thus engaging with development at a more personalised level, teachers can combine the institutional level of development to the personal, and thus engage with the practice in a more context-grounded and holistic way. Thus, they can create a better development and teaching environment. Many of the ideas and techniques discussed in the review—like the lesson plan, learning community, the mentor teachers, and reflective practices—can be used and adapted for this purpose. As such, the development practices of the teachers in Pakistani federal capital universities can be made a lot better and engaging and can serve to improve the teachers' practices, and they can employ their abilities in creative ways to work together towards constant selfdevelopment.

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Appendix A

Questionnaire for University Teachers of English language

SECTION 1: Personal Information

Gender: Male _____ Female _____
 Age: 25-35 _____ 36-45 _____ 46-55 _____ 56+ _____
 Qualification: BS _____ MA _____ MPhil/MS _____ PhD _____
 Teaching experience: 1-5 years _____ 6-10 years _____ 11-15 years _____ 16+ _____
 University: Public Sector _____ Private Sector _____

SECTION 2: Exploring Teachers' Professional Development Practices

Make appropriate responses by encircling the options relevant to you. You may have to choose more than one options for some of the items/questions in this section.

1. Which of the following professional development (PD) activities do you take part in?
 - i. Workshops
 - ii. Conferences
 - iii. Seminars
 - iv. Webinars
 - v. Self-monitoring (monitoring one's own teaching to collect information about teaching behavior and practices objectively and systematically and to use this information as a basis for making decisions about whether there is anything that should be changed)
 - vi. Teacher support groups
 - vii. Keeping a teaching journal (an ongoing written account of observations, reflections, and other thoughts about teaching)
 - viii. Peer observation
 - ix. Teaching portfolios(a collection of documents and other items that provide information about different aspects of a teacher's work)
 - x. Analyzing critical incidents (critical incident analysis involves the documentation and analysis of teaching incidents in order to learn from them and improve the teaching practice)
 - xi. Case analysis
 - xii. Peer coaching
 - xiii. Team teaching (co-teaching, i.e., teaching a certain aspect of language with a peer)
 - xiv. Action research
 - xv. Any other (Please specify) _____

2. Is participation in the PD programs/activities mentioned above mandatory at your department?
 - i. Yes
 - ii. No
 - iii. Any comments _____

3. How frequently are these PD programs or activities conducted/arranged by you and your department?

- i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Seldom
 - vi. Never
4. Which of the following reasons do you pursue professional development for?
- i. For acquiring new knowledge and skills
 - ii. For keeping up with the change in ELT
 - iii. For getting promotion and raise in salary
 - iv. For helping yourself combat negativity (i.e. burnout, frustration etc.) in the teaching context
 - v. For helping yourself overcome the sense of isolation/left out
 - vi. For improvements in student learning
5. Which area(s) remain(s) your main focus during professional development programs/activities?
- i. subject-matter knowledge
 - ii. pedagogical expertise
 - iii. self-awareness
 - iv. understanding the psychology of learners
 - v. understanding of curriculum and materials
 - vi. career advancement
6. Which of the following associations for teachers of English language are you a member of?
- i. IATEFL (International Association of Teachers of English as a foreign language)
 - ii. TESOL (Teachers of English to Speakers of Other Languages)
 - iii. SPELT (Society of Pakistani English Language Teachers)
 - iv. JALT (Japan Association for Language Teaching)
 - v. FAAPI (*Federacion Argentina de Asociaciones de Profesores de Ingles*)
 - vi. ELICOS (English Language Intensive Courses for Overseas Students)
 - vii. BELTA (Bournemouth English Language Teaching Association)
 - viii. Any other (Please specify) _____
 - ix. None (not a member of any such association)

Note: Please skip item(question) 7 if you are not a member of any such association.

7. If you are a member of any of the associations mentioned above, which of the following is your current role?
- i. a participant
 - ii. an organizer
 - iii. a presenter
 - iv. Any other (Please specify) _____

8. Which of the following journals for teachers of English language are you or your institution subscribed to?
- i. *TESOL Quarterly*
 - ii. *English for Specific Purposes*
 - iii. *English for Academic Purposes*
 - iv. *English Language Teaching Journal*
 - v. *English Teaching Forum*
 - vi. *Modern English Teacher*
 - vii. *English Teaching Professional*
 - viii. Any other (Please specify) _____
 - ix. None (not subscribed to any such journal)
9. Which of the following was your academic qualification when you got appointed for your current job?
- i. Degree in English language and literature
 - ii. Degree in English literature
 - iii. Degree in linguistics
 - iv. Degree in TEF/SL
 - v. Any other (Please specify) _____
10. Are you subscribed to any virtual teacher community?
- i. Yes
 - ii. No
 - iii. Any comments _____
11. To maintain interest in teaching, which of the following co-curricular activities do you engage yourself in?
- i. Materials writing
 - ii. Writing items for public exams
 - iii. Organizing entertainments for students and teachers
 - iv. Running literary societies, sports teams, or conversation get-togethers.
 - v. Any other (Please specify) _____
 - vi. None (do not involve myself in any such task)
12. Is some kind of certification in ELT (e.g. TEFL, CELTA, etc.) mandatory in your institution to teach English as a language?
- i. Yes
 - ii. No
 - iii. Any comments _____
13. Were you made to observe the class of your seniors in the beginning of your teaching career?
- i. Yes
 - ii. No
 - iii. Any comments _____
14. How many professional development courses/workshops arranged by HEC and/or other organizations have you attended? (If your answer to this question is option i, or ii, or iii below, please do write your name as I might contact you for a short interview)

- i. 1-5
- ii. 6-10
- iii. 11+
- iv. None

SECTION 3: Evaluating Teachers' Professional Development Practices

3.1. Teachers' reactions to the PD practices

Please circle an appropriate option in response to each of the statements below.

15. I believe that I have had sufficient professional development experience at my credit.

- i. Strongly disagree
- ii. Disagree
- iii. Don't know
- iv. Agree
- v. Strongly agree

16. The professional development experience that I have had is of a high quality.

- i. Strongly disagree
- ii. Disagree
- iii. Don't know
- iv. Agree
- v. Strongly agree

17. I feel great taking professional development programs and activities.

- i. Strongly disagree
- ii. Disagree
- iii. Don't know
- iv. Agree
- v. Strongly agree

18. The professional development workshops and seminars that I attended were very much relevant to my professional responsibilities.

- i. Strongly disagree
- ii. Disagree
- iii. Don't know
- iv. Agree
- v. Strongly agree

19. My consent/choice is considered while nominating me for professional development workshops and seminars.

- i. Strongly disagree
- ii. Disagree
- iii. Don't know
- iv. Agree
- v. Strongly agree

20. I am often asked/contacted for my professional development needs.

- i. Strongly disagree
- ii. Disagree
- iii. Don't know

- iv. Agree
 - v. Strongly agree
21. The present improvement in my teaching practice is largely due to the PD programs and activities that I have attended and taken.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
22. The Faculty Development Institution (FDI) of HEC is well-equipped in terms of staff, resources and curriculum.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
23. The Faculty Development Institution evaluates its PD programs and activities in order to gain directions for improvement.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
24. The results of these evaluations are documented and distributed among the participants and institutions.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
25. The other institutions offering teacher training in Islamabad are also well-equipped in terms of staff, resources and curriculum.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree

3.2. Teachers' learning from the PD practices

26. My professional development experience has helped me increase my knowledge base.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree

- v. Strongly agree
27. Having had some professional development experience, now I am able to cope with the emerging challenges of the profession.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
28. The evaluations of individually guided PD activities (such as self-monitoring, journal writing, portfolio writing, action research etc.) have helped me improve my own learning strategies.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
29. The professional development programs have really changed my teaching practices.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree

1.3. Organizational support and change

30. My professional development experience has had a great impact on the climate and procedures of my department/organization.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
31. The teachers in my department have equitable access to professional development opportunities.
- vi. Strongly disagree
 - vii. Disagree
 - viii. Don't know
 - ix. Agree
 - x. Strongly agree
32. The teachers in my department are encouraged to plan and work collaboratively.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
33. In my department, teachers volunteer their classes for peer observation.

- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
34. Teachers' evaluation in my department is developmental.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
35. Peer coaching/mentoring is encouraged in my department.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
36. My department/organization gives incentives to teachers who grow themselves professionally.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
37. My department always funds for the PD programs.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree

3.4. Implementation of new knowledge and skills

38. My department encourages me to try innovative practices and strategies.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
39. I'm always encouraged to share my learning experiences with my colleagues.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree

- v. Strongly agree
40. The technological resources required to implement innovative practices are available in my department.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
41. I incorporate the new knowledge and skills into practice.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree

3.5. Impact of PD experience on students' learning

42. The professional development programs that I participated in were planned with explicit student learning outcomes.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
43. The PD programs or activities that I participated in have helped me improve student attendance.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
44. My professional development experience has helped me make my students more confident as learners.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree
45. The programs or activities that I participated in have enabled me to bring students to higher levels of academic achievement.
- i. Strongly disagree
 - ii. Disagree
 - iii. Don't know
 - iv. Agree
 - v. Strongly agree

Appendix B

Interview Questions

1. Were you familiar with all the methods and approaches to language teacher development before reading the questionnaire used for this study?
2. What do you do for your professional development?
3. How frequently do you take these methods and approaches?
4. Are you or your department/institution subscribed to any journals for teachers of English language?
5. How many issues of this/these journal(s) do you get in a year?
6. Have you attended any courses/workshops arranged by HEC (Higher Education Commission, Pakistan)?
7. Are you satisfied with the quality/standard of these courses/workshops?
8. Are you asked/contacted for your professional development needs?
9. Does HEC evaluate its professional development programs/activities to gain directions for improvement?
10. Are the results of these evaluations documented and distributed among the participants/institutions?
11. Do you also evaluate the individually-guided activities (e.g. self-monitoring, keeping a teaching journal/portfolio, etc.) that you take part in?
12. Do teachers in your department have equitable access to professional development opportunities?
13. Have you been able to improve your students' performance because of your professional development?
14. Is your consent/willingness sought while nominating you for professional development programs?
15. Are you given any incentives for taking the professional development methods and courses?
16. Does your department fund your professional development?

Appendix C

Sample Interview Scripts

Interview with JA

I: We've got a couple of questions for a PhD study into the development, professional development practices of teachers. So, we have around sixteen questions and one or two might be added for clarification.

all, umm, we would like to ask you whether you were familiar with the various techniques and methodologies that are used for teacher development before reading the questionnaire?

JA: Yeah, I mean we all know that there is something called professional development and we have [a] vague idea that there are different courses, mid-career courses and in-training... umm, in service... for in-service teachers and things like that... but to be very honest, I was not quite aware of these courses and these options for teachers.

I: Really minimal?

JA:

I: Very minimal?

JA:

I: , overall, however... umm, what do you normally do, *yourself*, to improve yourself and for your development?

JA: ... I once wrote an article on reflective teaching... reflective teaching, reflective thinking... And since that, I have been conducting this practice that I teach... (Phone interruption)... The reflection on that teaching means that for example if I teach a subject in that semester, then by the end of that semester I take feedback from the students—anonymous feedback!—and then I reflect, uh, myself, on my teaching. And in the next semester, I try to introduce [a] slightly different technique and see whether there is any difference in performance or not. So this is, honest... personally speaking, this is my method, that which I use.

I: How frequently do you do that?

JA: Regularly, I mean, this is my practice which is semester based. So in one semester for example if I teach, umm, sociolinguistics and, in the next semester I would adopt some different technique in which I would change my previous technique or something like that. So I frequently, continuously I do that.

I: And, since you talked about reflective teaching, if you don't mind, could you like tell us one or two ways in which you try to identify things in your methods. Like, do you ask from students or do you, like, record yourself or something?

JA: I take anonymous feedback from them on a questionnaire, regarding the content and regarding the teaching method and their interest in the lecture and the material provided to them. And then I also ask them to write freely anything about me, whatever they feel like, that is, just candid opinion. And that is what they do, on their part... But then, my own method is also, my own method also counts... I would, sometimes I would change the textbook. For example, if the course outline has provided two [or] three core text[s], so I will not go by the same core text every

time, next time I will change the core text and I would see whether there is any difference or not. I think reflective means both reflective on the part of students as well as on my part.

I: Yes, so, is your department or the institution subscribed to any journal or magazine related to teacher development and teaching techniques?

JA: Department itself, but our library has subscribed to various ELT journals which are quite, you know, quite prestigious, like [English Teaching] Forum is [a] very famous journal for ELT, and there are [a] couple of other journals also... Whenever I visit [the] library, I do have a quick look on those journals, like for example, one is TESOL journal and another is Second Language Teaching. I think these are very established journals...

I: Hmm, how many issues come in an year normally?... overall, let's say, or individually if you want to focus on...

JA: Any issues of the journals?

I: :) Journals...

JA: Quite sure, I don't know... but Forum might frequently [be] seen, even in my own office they send an honorary copy to me, in head's office, in dean's office. Other journals, I think some of them are quarterly, and maybe one or two is annual... something like that...

I: Really, whenever you just go to the library, you...

JA:

I: Apart from that, have you like attended any workshops or courses from HEC or any other institution?

JA: Quite a few!

I: You're satisfied with them?

JA: .. No! (smiles)

I: .. (laughs)

JA: Satisfied...

I: Satisfied... umm... and, umm... uh, so, do these institutions, or even your own institution, like, contact you or talk to you regarding your needs in developing yourself as a teacher?

JA: .. No!... These are nominations done randomly...

I:

JA: You are free? Ok, you go! (laughs)

I: .. They just need someone?

JA: Exactly, because we have to send nominations. [At the] eleventh hour, they will just nominate somebody—"Ok, you can go!"

I: Ill your plans and get out!

JA: Absolutely...

I: imm, from your experience, do you think that HEC evaluates its programme and tries to improve it?

JA: . They do evaluate... but the second part of your question is doubtful, whether they improve or not. But they have... I mean, the system is very foolproof, I mean, feedback questionnaire[s] and all these things are in place! But I don't see any effect of those... Cuz some of those resource persons I gave very poor feedback, but to my surprise they were again in the next workshop. So I don't think so, that they are improving...

I: i't suppose I'll have to ask the next one, but let's ask it anyways! Umm, when HEC does this evaluation, do they discuss the results with you or...

JA: is, they just distribute the questionnaires, feedback questionnaires that they collect back...

I: en they vanish?

JA: knows later on... I think that the participants should be told in some form that this was the cumulative feedback of your session. It is good for the participant as well as for the resource person.

I: mm, that would be, like, an institutional thing, right? So, do you have some individual or pair activities which you take part in?

JA: ctured, I mean not systematic, but one thing that is very good here, that is peers, colleagues, we do discuss things on our own... We are not compelled by the institution, but we like that thing, intellectually, we are always you can say brainstorming and discussing things.

I: s nice!... So, do you think the teachers have equal access to development, you know, opportunities?

JA: things are nominated by, sometimes by registrar, sometimes by director acad[emics], sometimes by head. So I doubt there is equal access... because they too have their own "criterion", and I don't want to... comment on that...

I: go to your experience through these activities so far... Do you feel that it has helped you improve the performance of students?

JA: . You are talking of workshops which we attended?

I: ike you went to workshops, and also the individual activities you did...

JA: y individual activities, they had great impact, which I can feel... Umm, yes [a] couple of workshops were good, some of the sessions were good, but umm, I didn't get much from workshops, to be very honest...

I: hen you're... well, you've already pretty much answered it, but, basically when... the question is that when you are nominated for some sort of workshop, do they ask for your consent?... But, like you said...

JA: mean, in certain cases they did ask, but in certain cases I was just nominated. So both the examples are there...

I: 1... so like, do they... like, does the department or the institution give you some sort of incentive for taking part in development activities, like, is there some benefit, or something?

JA: ' benefit is that they will relieve me... "Ok, you can go and attend"... so if you call it benefit, it's the only benefit...

I: do they fund such activites?

JA: ... not in my knowledge...

I: that's pretty much it! (laughs)

JA: .. it is almost same the case everywhere, as far as I know...

I: hank you!

JA: e...

Interview with KS

I: Yes, we have a couple of questions for a PhD study into the Professional Development practices of English Language teachers. And we have in total sixteen questions, and one or two might be added if clarification is needed in any one of them...

I: Yes, let's begin. The first question is that before reading the questionnaire, were you aware of the various professional development techniques that can be used by teachers?

KS: Yes, because I have been teaching in this university for ten year[s], so we do have different programmes which sometimes HEC or sometimes our university... it, you know, conducts. So I know that sometimes they... they conduct workshops and sometimes our own university, it... it asks different teachers over here who are the experienced ones that they should conduct some seminars or workshops for the new arrivals, for the teachers who have just joined us. So I have the knowledge about the conferences and workshops and the webinars that are very good for the development of a teacher.

I: Umm, personally what do you usually do for your development as a teacher?

KS: Well, I try that I should read some of the new research articles which are coming in my field. So I should be in contact with those articles, I should know what the people are doing, how they are doing it, and what we can do in Pakistan, for our Pakistani students... So I like to read books, ok? And research articles. And I also at least try that once in a six month[s], I should go and sit in [a] workshop and see what the people are talking about, the new developments which are coming in my field...

I: Umm, how frequently do you engage with these?

KS: Yes, I always try that at least once in six months...

I:

KS: Yes enough!

I:

KS: Regarding the workshop, I mean to say, but, whenever I get time, I read research articles.

I: It's basically quite frequent and workshops are, like, every now and then?

KS:

I: Does your department or the institution subscribed to any form of journal related to teaching and teacher development?

KS: Yes, we do have some journals... they quite often come to us... Umm, one of them is I think [English Teaching] Forum... And [the] university has given subscription to it and it comes to us. We also have two of the research journals in this university, one is Critical Inquiry and the other is Social Sciences. So whenever a new issue is coming, they do send a copy of these journals to us.

I: Umm, how many issues per year, normally?

KS: Yes, twice a year...

I: have you attended any workshop or course by HEC or any other institution... umm, regarding teaching and development?

KS: to three times I have... I have attended the workshops. One was about the Computer Assisted Language Learning, Ok? Then we also have a teacher, she is interested in this Computer Assisted Language Learning, and she quite often managed, organises, you know, such type of workshops. And recently, I think two months ago, I attended the workshop.

I: are you satisfied with these workshops?

KS: . yes, sometimes. Sometimes I feel that the material that is being disseminated or shared with us is the same old material, but sometimes, some of the speakers, they do bring some novel ideas and novel things in the workshops.

I: do they contact you for your development needs or ask you about them, talk to you about them?

KS: we have a system here, our HOD [Head of the Department], he nominates the people. So... sometimes when an office circular, it reaches us, so we contact the HOD and request him that my name, or anyone who is interested, his name or her name should be there.

I: , umm, from your, umm, experience, do you think HEC or the other institutions evaluate their workshop or, umm, their course?

KS: have a form which they share with the participants at the end, and where they want that the participant[s], they should evaluate. So I have given always my, you know, opinion. Whenever something old was discussed or if there was a problem, I did point out those problems to them.

I: results of these evaluations, are they shared with the participants afterwards?

KS: ak... no...

I: and, do you feel it's... that it's improving?

KS: ry day, every day we are improving, no doubt...

I: courses? also? Or... are they comparatively less... active?

KS: think here we need to be very agentive. Right now, we are not very much active, but change comes and it comes slowly!

I: umm, ok! So... apart from those institutional activities, do you also engage in individual or peer activities?

KS: ive, by the grace of God Almighty, very good colleague[s], so we do share, and we believe in exploratory practice where we share our experiences with our colleagues and sometimes we do cooperate and try to produce research articles together. So I am working with my colleague, with one of my colleagues. So we do share.

I: coming back to your experience, do you think that teachers have equal access to development opportunities?

KS: equal, but if you are not interested, then nobody can force you.

I: basically, it's fair?

KS: ir!

I: Is your experience of personal development and professional development helped you improve student performance?

KS: Sometimes we do. We, when we learn something new, we try to share those things with our students.

I: And so, the students are benefitting as well?

KS:

I: So when you are nominated for any activity or a workshop or a course, is your consent taken?

KS:

I: And...

KS: Yes it is, sometimes it is not!

I: , umm, are incentives offered for it?

KS: No incentives...

I: Where any funding for such activities?

KS:

I: , that's it basically. Umm, thank you very much!

KS: You!

Interview with RI

- I:* Ok, so these are a couple of Questions for a PhD research into professional development. There'll be primarily 16 questions, and there might be one or two additional questions if clarity is needed...
- RA:* Ok.
- I:* Ok.
- I:* So the first is, were you familiar to all the methods and approaches to language teacher development before reading the questionnaire used for this study?
- RA:* Uh, yes. Yes, I was well familiar with those methods and approaches, yeah.
- I:* So, umm... Where you just, like, only familiar, or also practically...
- RA:* To some extent, yeah, but... means to say, uh... yes, I'm familiar with all the methods and approaches—if I'm to say or use the word "all"—but, yes... Practical applying, certainly. Some selective methods that we can apply over here...
- I:* Umm, so, what do you usually do for your professional development?
- RA:* Usually, umm, it's the interaction with other faculty members at times and sitting with some senior faculty members and taking their insights on how do they teach in the language classroom. And also, since I've got some one-or-two different trainings from HEC—relevant exercises on, I mean, how to teach... language teaching exercises or workshops that I have, I mean, attended. So, a bit I am doing for my professional development, yes...
- I:* Ok, so, how frequently do you take on these methods, approaches, techniques, etcetera?
- RA:* In the classroom?
- I:* ... Umm, ok, in the classroom, and then, let's say, in general as well.
- RA:* Hmm, as it's, uh... certainly, when you know something, so you're very much conscious upon that approach that how to apply that one... But, we also cannot forget the environment, overall environment, of the university and classroom or what level I'm teaching and if I am teaching a literature or focusing on a language class. So, certainly, I am using specific methods, but this does not mean I am using all the methods, but with specific... umm, method[s] that I use that can suit them... So, this is what we decide with the help of senior faculty members...
- I:* So, basically, quite frequent?
- RA:* Uh, yes!
- I:* Ok.
- I:* So, is the department sort of subscribed to journals related to teaching, and specifically language teaching techniques?
- RA:* Umm, not really.

- I:* Okay!
- RA:* (Laughs) We get one journal that is *English [Teaching] Forum*... So that is, I mean printed... I guess... trice a month?... That's, I mean, not at all...
- I:* So then...
- RA:* A big no...
- I:* (laughs) Then I guess I don't have to ask you how often you get the journal...
- RA:* (laughs) Yeah... If they get a free copy then we get a copy, otherwise no...
- I:* So it depends on if it's free?
- RA:* Yeah!
- I:* Ok... So, if let's say you do get a copy, how many copies would you normally get per year?
- RA:* Quite surprising[ly], just sometimes one copy a year or at times just two copies... if they are readily available to the department, that's why we get that...
- I:* Okay...
- I:* So, umm, have you attended any courses, workshops, activities arranged by... HEC?
- RA:* Yes, I attended (unclear) masters training workshop, faculty development programme, so that was two months long. So yes, basically, I have attended those.
- I:* So, you're satisfied with them?
- RA:* Not really... Certainly, there are always rooms for improvement and... cuz it was [a] general training programme for, I mean, meant for faculty belonging to different disciplines and different universities so that's why they made [it] just a bit more general...
- I:* Ok, so it wasn't specific to language...
- RA:* (nodding) To language teaching, yes, it wasn't.
- I:* Are you, like, or does the department or other institutions, like, contact you are ask you about development... every once in a while, or...
- RA:* A big no again...
- I:* Ok... (laughs)... So, in your experience, have you seen that HEC sort of gets advice or, sort of, evaluates its own activities, programmes of development, or asks your or others about how they could improve them, or something?
- RA:* Umm, once they did, and I gave them feedback... cuz... it was actually a feedback, when I attended that faculty development programme, Master trainers faculty development programme... They gave us a questionnaire and I then gave them my feedback, but... I don't know it ended up where...

- I:* Ok.
- RA:* But once...
- I:* So you're saying you don't really know if it benefitted or not?
- RA:* (Nods and Smiles)
- I:* Ok... So, I was actually gonna ask next whether the results of these feedbacks were all sort of summarised and distributed amongst you, but I guess I don't have to ask...
- RA:* (Nods and Laughs)
- I:* Since you also do some individual activities regarding development, do you, sort of, perform some sort of self evaluation of those activities to see how you could do better next time?
- RA:* Actually, it's really difficult as to, I mean, self-evaluating—yes, at times I can think over on the way I am teaching in the classroom. At times, yes, I take my, I mean, dismiss my lesson plan with some of my senior faculty members, with my colleagues, AND, to some extent, yes... “what is the success of my lesson today?” or lesson plan today? So, to some extent, yes, I'm going to say I go for self-evaluation, but, usually we go for, we have, specific objectives, and we try, I try my level best, to achieve those objectives.
- I:* Ok, this one's a bit related that... Umm, like, is there a trend of peer observation in the department?
- RA:* (small pause) Not really...
- I:* Ok...
- RA:* But... Not a trend, but yes, they have a sense of developing, but actually, I haven't seen, in the department, since I'm here.
- I:* Okay...
- RA:* So... peer observation, yes, I mean, it must be a part... a very integral part for professional development, but, it is not...
- I:* Okay... So, uh... So do you think, based on your time in the department, that the teachers have good access to professional development activities?
- RA:* A big no again, with CAPS ON this time...
- I:* Okay (laughs)
- RA:* (laughs)
- I:* Okay, so it's like, it's just what you do?
- RA:* Yeas! It means, no teacher training programmes organised by the department, no discussion of what—means—what sort of feedback we are going to get from the students' side—means students' evaluation of the teacher, of the teacher's way of teaching. So if they're not being discussed, how can there be a professional development programme?

- I:* So, like, it's not even being discussed in, like, faculty meetings?
- RA:* Yes!
- I:* Okay...
- RA:* I mean, it's within inverted commas, "secret and confidential"!
- I:* Okay...
- RA:* So, umm, confidential to such an extent that even the teacher whose evaluation is going on cannot access that! So that's really, I mean, quite surprising.
- I:* Alright, so... Ok, so, whatever professional development activities you *have* done, or if in any case some institution like the HEC or the department has provided *some* benefit, do you feel that it has helped you improve the performance of students—their attendance, their performance, their overall performance, etcetera?
- RA:* Yes... yes!
- I:* Ok...
- RA:* Cuz, I think, whenever you are there in, I mean, a faculty development programme or any sort of training that you are in, certainly you get something... And if you get a chance to implement in the classroom—and yes, here in this department, I get a lot of chance to implement what I learn, what I acquire from different... umm...
- I:* The department doesn't mind you trying new things...
- RA:* Yes, experimentation is still going on...
- I:* Alright... even though development though is not actively there...
- RA:* Yeah... (laughs)
- I:* So we have *one* part of it!
- RA:* Yeah...
- I:* Ok... So, umm, let's say when HEC or, even if sometimes, the department does do a little bit, or if for example your colleagues discuss it or your seniors ask about it—so whenever such things are discussed regarding professional development, if and when they are, is your consent involved in, for example, nominating you for some activity, or something?
- RA:* Sorry?
- I:* Like, for a programme, if your name is nominated for, like, "you should go there." Is your consent taken?
- RA:* At times, but uh... they've been forced upon us...
- I:* Alright... So it's like you're just thrown in...

RA: Yes, cuz, means, if we have to go to, means, a conference or a workshop, so just a day before we are informed that you have, you HAVE to attend...

I: "Get over there, or else!"

RA: Yes, and it's mandatory...

I: Okay...

RA: Cuz I attended one of the workshops over here organised by IPD... whole of campus... So I was just informed that you have to attend this before a week, and I just, then I went "Ok"... So, I was there! Though it was not, it was highly irrelevant...

I: Ah, so...

RA: That's really, umm, surprising...

I: So it's like, just a workshop and you gotta be there! Doesn't matter whatever it is...

RA: Yeah! Just to get the books and get the certificate and...

I: Any incentives, or anything?

RA: No, umm... the lunch!

I: The lunch? Ok, so... it's only, the benefit of the lunch?

RA: Yes!

I: Alright... So, let's say you're opting for some development activities and umm, so on... Does the department, sort of, fund for it, or give some sort of, like... "we'll cover the expenses, you do the thing"?

RA: No... A big not again with CAPS ON again...

I: Alright... So it's all on your own...

RA: On your own, I mean, if you want to professionally groom yourselves, it means you're on your own... That's why, I mean, I try my best to take some trainings online, just like mock tests, and one of the programmes I attended, organised by American Embassy, so that was for e-teachers, business teachers' English course... So that I applied, I got selected for that programme, so then I got the certificate for that...

I: So it's a lot of online work...

RA: Yeah!

I: Alright... Otherwise, it's just a dog-eat-dog world...

RA: Yes (laughs)

I: (laughs) So, I think that covers everything... So, thank you very much, sir!

RA: Thank you!

Interview with RM

- I:* So we have a couple of Questions for a PhD thesis, and, umm, the interview will primarily be 16 questions, but, you know, one or two might be added for clarification.
- RM:* Ok.
- I:* Ok, so, umm, let's start. The first one is that before seeing the questionnaire, were you familiar with all the techniques and methods, the various techniques and methods of professional development mentioned there?
- RM:* Umm, no, I was not aware of *all* those things...
- I:* Ok, umm, some of them?
- RM:* Maybe some of them, yes...
- I:* Ok. Umm, so, normally, what do you do for your professional development?
- RM:* Normally, I work, and wait for the development...
- I:* Ok, umm, just like... nothing, like, planned or specific?
- RM:* نئين planned I can do in the classroom, but other plan[s] in our society don't work, like me, who only sits on his chair and does not leave it, like a throne, تو, there is issue for development... I mean, if we are talking about financial development or promotion, تو, people like us, like me, never attain that higher pedestal. If you meant that by development.
- I:* So, regarding teaching practices and developing your skills. So, do you have anything specific that you normally do for that?
- RM:* ہاں, I try to read, and then I try to talk to a very few good people, then I use it practically in the class.
- I:* So, like, is "very few" like emphasised or is it...
- RM:* It is more that emphasised.
- I:* Ok, so *very* few...
- RM:* (nodding) *Very* few.
- I:* So, umm, the development techniques for upgrading your skills, how often do you engage with them?
- RM:* It depends. If, for example, if some new course is given, is assigned to me in any semester, تو of course I try to read it, discuss with, again, those few people, and try to get material, so that my knowledge or my communication to the class becomes better, instead of telling them to bring the material or come with practice, etcetera. تو I do it myself...
- I:* Ok, so regarding that, like... Is the department, like, subscribed to some journals or are *you* subscribed to some journals regarding teacher training or teaching skills, etcetera?
- RM:* Ah, I have subscribed to [English Teaching] Forum.
- I:* Ok... But, like, what about, as... What about the department? Is the department also subscribed or is it, like, an individual thing?

RM: ہاں نہیں، department is also subscribed, but at times that copy of [English Teaching] Forum does not reach us، تو we prefer to have direct link with them, otherwise department has been subscribing it for so many years now... Even when we were not in this campus!

I: If, like you said, sometimes you don't get it, so this is why you prefer to do it yourself... Umm, does the department inquire why is it not there or is it just...?

RM: نہیں نہیں، actually the people who are at the helm of affairs, they give it hell to ask personally everybody whether he has got his copy or not, so it is better... Because, in the beginning I said I keep my throne، تو don't mix up with people for some reasons, personal and otherwise, so therefore, I thought it better to get a copy...

I: So it would just, that would basically mean that we should stay away from those reasons...

RM: ہاں، of course...

I: Ok, so... how many issues do you get in an year?

RM: Umm, four, normally four.

I: Normally four... Ok... And, umm, have you, like, gone to any workshop, or something, from HEC or some other...

RM: Yes, yes, I have.

I: Ok, so are you satisfied with them?

RM: With the workshops? Yes, of course, they try... because at a workshop, there are people, at times they are from different fields, not from same, English Language and Literature... They are from administration, and they are even from outside the university! So the HEC people have to cater to everybody's needs. تو of course, I am satisfied.

I: Ok, so umm, related to that, like... do you get nominated or contacted, or something, for workshops and things on development?

RM: Yes, at times...

I: At sometime, just, like, by yourself?

RM: Sometimes, I'm not contacted.

I: Ok.

RM: I mean, some other people because we have many people in the department، تو many people go...

I: Umhmm... So does HEC try to evaluate its programmes, so like, let's say they did a workshop, so do they try to evaluate it, get feedback or something?

RM: Yes, actually... I have attended three four workshops, and every time there is their own representative present there, from HEC... Some officer، یعنی who is also related to [the] academic wing of HEC، تو found he or she, two times she، تو they are always there themselves to evaluate or to see how things are going, and sometimes they participate themselves, have a lecture, or , you know, a question-answer session with the participants, so they are there.

I: Ok, so do they, like, just evaluate it, or do they also take feedback for that evaluation?

RM: ہاں, they take feedback, especially in the last... the last workshop I attended was HEC sponsored at our old campus... regarding [the] development of the teachers *and* their capability as administrator, so therefore other administration people were also there, even from outside the university... Umm, *اور* a director, a level of director, I remember, his name was Jameel something... So he was there and it was a full week workshop. So in the end, [on] the last day, he was there and he asked himself about our feedback, *اور* some of the representatives we had chosen, including myself, so we gave our feedback, so... And then he tried to sort out from the organisers *کہ* why this was not done or why... But with the contents, everybody was happy... everybody was satisfied...

I: Ok, so let's say they have evaluated something or done a workshop, like do they distribute the results of these evaluations among participants or does it stay with them?

RM: ہاں, they distribute on email, they upload on their email...

I: Ok, so is it...

RM: Or, sorry, or maybe if there is some remedial measure, so they suggest that these are the options *اور* you can tell us which way we can improve ourselves.

I: So, like, even then they are contacting you...

RM: ہاں, yes, they are. One of them is still in contact with me.

I: Ok.

RM: *یعنی*, we have some mail exchange.

I: Ok, so, that was [at] an institutional level. Let's say, we come to an individual thing, so, things like, you know. keeping journals, etcetera... As far as they are concerned, do you, like, try to evaluate those of your activities as well?

RM: At times, *اچھا* the best thing is the students themselves. They give their feedback, *اور* we are judged, as we are judging [them] so we are also judged by them. And it is, umm, communicated to us. *اور* we learn from them... Of course, sometime there is a hassle, there is a problem of communication or maybe the level of our students is not same for everybody, they come from so many parts of Pakistan or even abroad, especially in language class also. Umm, so at times it becomes difficult that everybody understands at the same level, somebody gets maybe a hundred percent, others get fifty percent, very few even get ten percent of whatever we are communicating, so of course they have problems. And if they suggest that this should be done like this, maybe some of them for example say *کہ* the thing that the teacher is communicating only in English or Literature and giving examples from Literature so he can use some other language which we can understand, *اور* at times they also give suggestions *اور* we try to incorporate some of the things that we can in the classroom. Otherwise, there are sessions [in which] individual students come and we have time for consultancy hours, so they come and then they understand in their own language.

I: So, using all of this, you try to basically also evaluate your own classroom practices?

RM: ہاں, of course, at times I do.

- I:* Ok, so... I mean, you've spent quite a lot of time inside the department, so... Umm, do you feel all the teachers have an equal opportunity for professional development, for honing their skills, and going to different workshops, etcetera?
- RM:* ... (Laughing) Is this being recorded?
- I:* ... (Also laughing) Yup!
- RM:* ... And, should I comment?
- I:* ... Umm...
- RM:* Honestly? (Laughs again) Or talk indirectly? ... Umm, I am here since 1997. Before that, I was at Bahria College. Umm, so I have observed so many things! And if you remember, I have told you a few minutes ago that I prefer to sit "on my throne" and very seldom go out for some very serious business, otherwise I just sit here... *تو* such people get less chance... because we have to be present all the time at somebody's office and, you know, try to tell him things which he never possesses and which not even his family possesses, and umm, that we can't do, so therefore... I think I've answered... (Smiles)
- I:* Ok (laughs) ... so let's leave it there...
- RM:* (Nods) Less said the better... for me!
- I:* Ok, umm... So, umm, doing all of these, you know, doing all these things for development and for honing skills, etcetera, do you think the performance of students has improved?
- RM:* Umm, I think. (nods) Umm, because we have opportunity to teach in other faculties as well, language... umm, levels, according to the levels 1, 2, and 3... Uh, so there, from time to time, I keep on changing their recommended book... which everybody could understand or if there is something new on the net so I try to search for it... So I think with this and with involving the students to participate in the form of presentations or, you know, quiz sessions at times we have... every month, we have two such sessions... *تو* when I listen to them or when I give them topics and they prepare and then come and deliver, *آو* I think they are doing better... *يعنى* I am delivering and then they are doing better, *تو* this shows that I'm... ok!
- I:* Ok...
- RM:* Maybe not to a hundred percent, but at least fifty to... umm, fifty-six percent it is improved.
- I:* So basically things *are* getting better?
- RM:* Umm, yeah!
- I:* Ok, so let's say that the department or some institution calls you for or nominates you for a workshop or some sort of activity regarding professional development, is usually, in such cases, your consent taken, or do they just, like, say, go and do it?
- RM:* Umph, again, difficult question... (laughs)... it depends that who is organising that workshop or where it is. If it is in the country or in some smaller village, *تو* then people would take consent, umm... it depends! On where, and who is organising... *يعنى* if GC is organising, or NUML, *تو* then some other people would always go... even against their consent, they would go...

- I:* I see, so it... depends...
- RM:* ہاں ہاں, depends...
- I:* So let's say, umm, that there are some development activities which the department expects you to... go for... do they, like, give incentives for going on development activities or...
- RM:* (Slowly shakes his head)
- I:* ... no incentives?
- RM:* ... No! There is no such incentive... ہاں, if it is organised by HEC, so HEC people give certain incentives... Umm, but there is no incentive on part of the department... یعنی for all and sundry, there is no, but for a few, of course there are always, everywhere... there is an incentive or a package of incentives...
- I:* تو, in other words, normally, it's, like, your own choice?
- RM:* Yes!
- I:* Ok... Like, does the department fund such activities?
- RM:* Umm, fund means here on the campus or somewhere else?
- I:* Like, uh... let's say on the campus as well as when they would like you to go for some workshop or something somewhere else... Do they, like, also provide funds for it, or do they just tell you to do it, and that's it?
- RM:* اچھا, it depends... For example, if, umm, I am [a] resource person, تو of course they would fund... but at the end of the year... at the end of your two three years... Otherwise if you are only going to participate, other people are resource persons and you are only participant, تو then there is no incentive, no departmental help... Only that we have to go!
- I:* Ok, so they, like, only fund if you are the resource person?
- RM:* Yes... and [even] then, it is also not fully...
- I:* Ok... Partially...
- RM:* Yes, partially funded... resource personality... (laughs)
- I:* Ahan! (also laughs)... Ok, so... thank-you sir... that's... umm, all of it!
- RM:* Thank-you so much... but I would like to delete some of the portions... because... they are so sensitive... (laughs)
- I:* Ok... (laughs)
- RM:* Ok, thank-you...