13 The Impact of the BA (TESOL) Programme on the Professional Development of Graduates from Dakhiliya Cohort 2

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1 INTRODUCTION

During the BA Programme participants had the opportunity to acquire a range of new pedagogical, critical thinking, study and 'life' skills, which could support their professional development, defined in terms of 'a continuous process of becoming', as teachers grow, both personally and morally, throughout their careers, influenced by teacher education (Mann, 2005). Professional development is important, as it may renew interest in and commitment to teaching and thus help to prevent burnout (Maslach, 1982, cited in Mann, 2005).

This chapter reports on an investigation carried out in 2004-2005 into the perceptions of Dakhiliya Cohort 2 graduates about the value of the BA for their professional development, as a way of gaining insight into the impact the BA may have had on this early cohort of graduates. For our purposes, we took the term 'professional development' to include all aspects of change and improvement that graduates believed they had experienced as a result of the BA. We were also interested in their further needs for professional development and in their perceptions of how these could be met in the future. The investigation was one of a series of small-scale impact studies, part of the on-going process of evaluating the BA Project. We also hoped that our investigation would provide insights of interest to teacher educators and other professionals working in other contexts, both local and international.

2 RESEARCH METHODOLOGY

2.1 Research questions

The aims of our investigation were to answer the following questions:
- In what ways and to what extent did BA graduates from Dakhiliya region Cohort 2 perceive they had developed professionally as a result of the BA?
- What further professional development needs did BA graduates from Dakhiliya region have and how could these be met in the future?

2.2   Methods

The research was conducted between March 2004 and October 2005 by a team of Cohort 2 graduates from Dakhiliya Cohort 2. The initial composition of the team was Salim Al-Khayary, Abdullah Al-Bahri, Othman Al-Suleimani, Ali Al-Shaqsi, Abdullah Al-Abri and Rahma Al-Kindy, Regional Tutor Cliff Walker and John Atkins. The BA graduates were selected because they had performed well on the BA and were willing to participate. However by September 2004 the team had been reduced for various reasons to Salim Al-Khayary, Abdullah Al-Bahri and Othman Al-Suleimani, with John Atkins in a coordinating role.

In the first few months a number of meetings were held in Nizwa at which aims, research questions and time frames for the research were set. The following research questions were agreed:

- What were graduates' expectations of the BA before they joined the programme?
- How do these compare with their perceptions of what they actually gained from the BA?
- How and to what extent do graduates believe the BA has led to changes in their professional development in the following areas?
  - Teaching skills
  - Language skills
  - Understanding of TESOL issues
  - Interpersonal skills
  - Study and life skills
  - Affective factors
- How and to what extent have graduates continued to work on their professional development since graduation?
- How can the Ministry support graduates' continuing professional development efforts in the future?

We decided that both quantitative and qualitative data would be needed. Questionnaires would enable us to elicit beliefs anonymously from a target population in a short space of time (Cohen, Manion & Morrison, 2000), while semi-structured interviews would provide both 'focus' and 'flexibility' (Drever, 2003). They would focus on a sequence of main questions, but would also allow modifications to the sequence and the focus of questions, enabling the interviewer to follow up answers given (Kvale, 1996). Quantitative and qualitative data would thus be collected through a questionnaire (see Appendix 1), while further qualitative data would be collected through interviews (see Appendix 2).

The team discussed different aspects of questionnaire writing, preparing questions collaboratively, and made revisions. The questionnaire was further modified after piloting on 5 teachers from other regions. To ensure a high completion rate, all Cohort 2 graduates were invited to a meeting in Nizwa to complete the questionnaire. At this meeting we explained the purposes of our study and clarified anything we had not anticipated, before the questionnaire was administered simultaneously to 27 graduates. Three others completed it later,

making a total of 24 male respondents and 6 females. Two respondents did not complete all sections of the questionnaire. The data were analysed at a series of team meetings.

Interesting issues and patterns were followed up in a series of semi-structured interviews constructed by team members. The interviews lasted between 20 and 45 minutes and were carried out with 5 graduates, 2 females and 3 males, in each case by one team member. Interviews were cassette recorded and transcribed by team members.

Differences appeared between the responses of men and women to both questionnaire items and interview questions. Though these may not have been statistically significant, because of the small numbers involved, they are referred to in the report, as gender differences could be interesting to study further with a larger number of respondents.

3   FINDINGS

3.1   What were graduates' expectations of the BA before they joined the programme?

Graduates were asked to rank 7 expectations based on information Cohorts 1 and 2 graduates had given on their university application forms. (See Appendix 1 Questionnaire Section 1) The majority of graduates said they had expected, in rank order, to improve their English, to improve their qualifications, to become better teachers and to understand the teaching and learning of English better.

3.2   How did these expectations compare with their perceptions of what they actually gained from the BA?

All agreed that the BA had been a life-changing experience. Not only did graduates feel their original expectations had been realized but they also perceived that the BA had contributed more widely to their professional development in many areas. As Interviewee B said:

> Before the BA I thought I'd gain a qualification, improve my language, become more confident in discussing things in English, and be better academically. After the BA I realise now I have a deeper understanding of the process of teaching and learning with young learners. I started Basic Education teaching being a SET and studying the BA all at the same time. I realise I have gained a lot of transferable skills that I use as a SET: skills for observing and discussing lessons, collecting and analysing data, commenting, writing reports, holding workshops, giving advice to teachers in their schools.

So participants' perceptions of the BA and the professional benefits it would bring them changed dramatically during the three years. They had entered the programme thinking mainly about how it would improve their language skills, but came to understand that it had brought benefits that could transform their teaching.

3.3 How and to what extent do graduates believe the BA has led to changes in their professional development?

In our questionnaire graduates were asked to rate the following 32 areas:

14 abilities connected with teaching
3   abilities connected with language
4   aspects of understanding of TESOL issues
2   aspects of interpersonal skills
5   aspects of study and life skills
4   affective areas

on a scale of 1-4 by ticking a number between 1 (I have improved a lot) and 4 (I haven't improved at all) according to how much they felt the experience of being on the BA had led to professional development.

Taken as a whole, graduates reported they had made very substantial general improvements in all categories relevant to their professional development, with gains ranked by category as follows:

Rank 1. affective factors
Rank 2. language skills
Rank 3. teaching skills
Rank 4. interpersonal skills for supporting colleagues
Rank 5. study and life skills
Rank 6. understanding of TESOL issues

The highest levels of improvement were reported for the 13 areas indicated in Table 1:

Table 1: Areas of professional development claimed to be most improved

Area	Category	1	2	3	4
1. My self-confidence	Affective	22	7	1	0
2. My ability to make decisions during my lessons	Teaching	20	9	0	0
3. My ability to make my teaching more communicative	Teaching	19	10	0	0
4. My ability to organise myself	Study	17	11	2	0
5. My motivation to learn	Affective	17	11	2	0
6. My time management	Study	16	12	2	0
7. My ability to support my weaker pupils	Teaching	16	10	3	0
8. My ability to deal with individual differences between my pupils	Teaching	15	13	1	0
9. My reading in English	Language	14	15	0	1
10. My self-reliance	Affective	14	15	1	0
11. My ability to solve problems in my teaching	Teaching	14	13	1	0
12. My overall abilities in teaching young learners	Teaching	14	12	2	1
13. My ability to hold professional discussions with colleagues	Interpersonal	13	14	3	0

Of particular note were the very high ratings given to perceived gains in affective measures (especially self-confidence and motivation to learn) many abilities related to teaching, study skills and all aspects of language abilities. While it is not possible to conclude on the basis of the above that gains reported were necessarily being matched by changes in practice (e.g. we can not be sure that teachers were genuinely making their teaching more communicative), it is clear that teachers believed they had been transformed in many areas of their professional lives as a result of the BA.

The weakest gains were claimed for the 11 areas indicated in Table 2:

Table 2: Areas of professional development claimed to be less improved

Area	Category	1	2	3	4
22. My ability to teach initial literacy / literacy	Teaching	10	14	4	0
23. My ability to analyse and adapt teaching materials	Teaching	10	13	6	0
24. My ability to design effective assessments	Teaching	10	11	7	1
25. My IT / internet skills	Study	10	8	7	5
26. My research skills (e.g. gathering and analysing data)	Study	9	16	5	0
27. My ability to deal with long lessons	Teaching	9	14	5	1
28. My ability to identify my weaknesses and try to remove them	Teaching	8	20	2	0
29. My understanding of principles underlying good teaching	TESOL	8	21	1	0
30. My ability to reflect critically on my practice	Teaching	8	19	2	0
31 My ability to use ELT concepts and terminology	TESOL	7	20	3	0
32. My ability to think critically about TESOL issues	TESOL	6	13	10	1

Even though graduates reported least improvement here, gains claimed were still significant. Furthermore interviewees generally reported very positively on gains in all the above areas. These points are discussed below.

Firstly, gains reported in questionnaires for areas 22, 23, 24, 27 and 28 above related to teaching might suggest a certain lack of confidence in dealing with some aspects of Basic Education teaching and curriculum, but interviewees were generally much more positive. For example, Interviewee E said:

> The BA gave me a clear picture about Basic Education and how to deal with young learners…. I have learned about (child-centred) learning by doing child-centred learning (with my pupils).

Secondly, gains reported in questionnaires for IT/internet skills and for research skills (gathering and analysing data) (25 and 26 above) were relatively low, yet all interviewees remarked how much they had improved in these areas. Interviewee A commented:

> I did not know anything about computers before the BA. Now I use a computer at school and I do all my school admin work in English. I was organised before, but now I am more organised. As a SET, I use my research skills every day. Other teachers too, when they peer-observe and then discuss lessons.

There was a considerably greater focus on IT and classroom research skills in the Cohorts 4-6 version of the BA programme, so it is possible that Cohorts 4-6 graduates might report stronger claims than Cohort 2 graduates in these areas.

Thirdly, gains reported above suggest a relatively low level of confidence in reflective abilities (30), but again interviewees generally were more positive. For example Interviewee D commented:

> My ability to reflect critically on my practice has developed. Before the BA, I didn't even think what my pupils didn't understand and what do I need to do in the next lesson to cover my mistakes in the previous lesson, but after the BA I have a special area in my preparation book where I note the areas I think my pupils didn't understand well, so I cover them in the next lesson.

In addition, in response to a questionnaire item asking graduates whether they ask themselves more questions than before about their teaching, many wrote questions such as: "How can I reduce the task demands so as to make this activity more suitable for my students?" "Can my pupils use what they are supposed to have learned today?" "Did I give fair chances for all pupils?", showing that they have a basis for critical reflection about teaching, which might indicate a gap between actual and reported reflective abilities.

Fourthly, although questionnaire scores for gains related to TESOL issues (29, 31, 32) were also somewhat low, interviewees were again positive about gains in these areas. Interviewee A, commenting on the value of doing a dissertation, noted:

> I studied why pupils have different abilities in learning English. The factors that affect their learning: intelligence, family, environment, the activities they do. I read about learning strategies and communicative tasks. This helped me understand better the principles of teaching and the individual factors that affect learning.

Interviewee B also commented very positively on what she had learned about the principles underlying effective teaching.

> Before, we knew the techniques and how to use them, but only on the surface. We had no awareness of what was happening or why. And children didn't have any purpose or motivation. Now I have a better understanding of the principles underlying teaching and I can help my pupils learn better. The visits from my Regional Tutor helped me to think more about my teaching, to relate the principles to my practice.

There may be several ways of interpreting the lower questionnaire scores. On the one hand, higher levels of reported improvement might have been expected, given lower levels of initial knowledge in these areas. On the other hand, it could be argued that actual improvement differs from reported improvement, for various reasons. For example, in some cases the somewhat abstract terminology used in the questionnaire (e.g. principles underlying, terminology, theories, think critically) might have led to uncertainty, which could have led to reported gains being lower than actual improvement.

Secondly, it may have been more difficult for graduates to see the improvements they had made in those areas on which they did not receive immediate feedback. As we see from the interviews, when graduates started talking about what they had learned, they realized they had gained a lot. It is therefore possible that actual levels of improvement in these areas were greater than graduates perceived.

Finally, interesting gender differences were suggested in a number of areas. The 24 men claimed greater gains in several areas than the 6 women, particularly on certain affective measures (self-confidence and self-reliance) and certain teaching abilities (dealing with young learners, ability to support weaker pupils), and certain study and life skills (time-management, IT skills). The 6 women reported greater gains than the men in other areas of teaching (including making links between activities, dealing with individual differences and reflecting critically on practice), in understanding the principles underlying good teaching, in supporting colleagues, and in ability to organize oneself.

3.4   How and to what extent have graduates continued to work on their professional development since graduation?

When graduates described how they had been continuing to develop themselves as teachers since the BA, the three strategies most regularly claimed were observing colleagues teaching during peer-visits, professional discussions with colleagues, and reflecting on classroom practice and exploring it. Smaller numbers said they were continuing to read methodology books and articles, visit ELT websites and attend local workshops and conferences.

Graduates generally claimed to be actively pursuing their own language development. The most popular strategies claimed were reading in English, talking to colleagues in school, and using the internet. A smaller number reported watching TV in English (mostly males). Strategies only used occasionally included corresponding with Cohort 2 graduates, attending workshops / conferences where English is used, writing in English, seeking out native speakers, and listening to music in English.

Asked to what extent they were sharing their increased knowledge with other teachers, the majority said they often or sometimes applied what they had learned in discussions with colleagues, but only 50% said they had been involved in helping to organize or present workshops for their colleagues and almost none had engaged in any writing for a broader readership since graduation.

A high number of graduates claimed to be maintaining regular contacts with Cohort 2 colleagues by telephone or e-mail, though interviews suggested that these are mainly social rather than professional contacts. A smaller number reported that they discuss professional matters through workshops at their schools.

Generally the responses suggested that the level of professional networking was somewhat limited.

3.5   How can the Ministry support graduates' continuing professional development efforts in the future?

Many graduates expressed their keenness to continue to develop themselves professionally and their frustration at the lack of continuing professional development opportunities since the BA. They felt there were few opportunities to attend workshops, that it was difficult for teachers to participate unless they were Senior English Teachers, and that some of these workshops were of little benefit. They requested more frequent seminars, workshops, in-service courses and

conferences, and fewer restrictions on attendance. 50% felt the Ministry was 'doing nothing' to support their professional development, for, as Interviewee C said, "The teachers can develop themselves and they are responsible for that, but the Ministry can help by providing courses."

More than 40% claimed to be ambitious to continue to MA programmes, but again they expressed dissatisfaction with the complicated procedures that the Ministry requires. One said: "Apparently they give you an opportunity through the circulars they send to schools, but when you start taking actions in procedures you find hundred of obstacles."

Other suggestions made by graduates for supporting their professional development included more official encouragement to comment on the syllabus and on the assessment system, more freedom to adapt lessons, more English reference books in schools, reduced timetables and administrative loads. One noted, "I have found that administrative works are one of the biggest obstacles in teaching" while another mentioned recognition through promotion or financial rewards. Yet 13 out of 30 (43.3%) said they had been promoted since graduating, 7 as supervisors, 3 as SETs and 3 others as administrators.

Only in interviews did some of the respondents mention the importance of investigating their teaching in structured ways and of sharing their findings with others.

4 DISCUSSION

What do the data above tell us about the research questions we set out to investigate?

First the study shows that Dakhiliya Cohort 2 graduates were overwhelmingly positive about the impact of the BA on their professional development. They believed their teaching, their language, their ability to support others, their study skills, their understanding of TESOL issues had all benefited, but most of all they said they had gained in self-confidence. Self-confidence is popularly regarded as vital to success and there is a growing body of evidence, some of it provided elsewhere in this volume, that the BA Programme increased the self-confidence of teachers. Freeman's evaluation (2007:39) noted "a foundation of confidence that was spoken about… again and again". This related to areas such as fluency in English language use, classroom teaching practices and curricular materials.

While increased self-confidence was rated highest on the questionnaire, the items that were rated lowest were increased ability to use ELT concepts and terminology and increased ability to think critically about TESOL issues. There may be several possible interpretations for this. One could relate to the nature of teachers' knowledge, which, as Borg (2006:35) argues, is: "personal, practical (though informed by formal knowledge), tacit, systematic and dynamic", and the withdrawal of input the graduates suffered as their course was completed. The data show us that graduates were frustrated at the lack of continuing professional development opportunities available to them after the BA. Without opportunities to continue to integrate formal knowledge into practical knowledge, it is possible that the ability to use ELT concepts and terminology might gradually have become more

challenging to them. A sense that they were getting further away from the environment for learning that the BA Project provided could have made them feel that their ability to think critically about TESOL issues had not developed in the way they would have liked.

One recommendation is that graduates could be actively encouraged to develop their research skills further, as Borg (2003) suggests teachers should do. This would enable them to continue to explore their teaching through classroom research, and to share their findings with others through workshops and presentations at regional forums. In this way the benefits of the BA could be spread more widely.

Secondly, in-service programmes for graduates could capitalize on the gains claimed from the BA; there is a risk that the obvious motivation to learn expressed by many will be eroded by frustration. Among initial aspects of such a programme could be developing skills for presenting workshops, developing research skills and involving graduates in mentored classroom research. A research skills course has been developed since this research was completed (see Chapter 16).

Thirdly, BA graduates could be encouraged to be more involved in decision-making. One of the goals of the BA Project was to empower teachers to be able to contribute to curriculum reform (MoE, 2002). The capacities of BA graduates have been developed and now they want to feel they are more directly encouraged to comment on the syllabus, on their experiences as teachers and on the assessment system. Total Quality Management processes, e.g.; as discussed by Al-Maqbali (2009), could be introduced to give them a greater role.

5   CONCLUSION

The fact that this study was only carried out with one group of graduates from an early BA cohort limits what it can say about the impact of the BA on professional development. It is possible that different results would have been obtained from a Cohort 4-6 group. Further research on the impact of the BA on teachers' professional development could focus on

- Comparing the perceptions of professional development of this Cohort 2 group with those of graduates from a Cohort 6 group.
- Comparing graduates' perceptions of their professional development with more objective measures, possibly based on observation and video-recordings of classroom teaching, with accompanying interviews.
- Comparing ways in which males and females claim to have developed professionally

As to the conduct of our investigation, the attitude and enthusiasm of all group members were impressive throughout and on the basis of this investigation we would strongly support the future involvement of BA graduates as co-researchers. The challenges we experienced can be summarized as follows:

- Time and financial constraints meant that it only proved possible to hold meetings in Nizwa in the evenings, when we were often tired, and which required a 300 km evening round trip for one of us. This meant we did not meet as often as would have been ideal, which limited face-to-face discussion for developing research skills, analyzing and interpreting data.

- Ideally the graduate researchers would have benefited from more support in terms of development of research skills, in order to be able to participate with greater confidence. While graduates had had some experience of designing a questionnaire and analyzing and interpreting questionnaire and interview data, perhaps we were all too ambitious in assuming that it would be possible within the time constraints of the investigation to develop research skills expertise sufficiently to enable us all to work fairly independently and to a high standard on key aspects of the research. More support for developing research skills should be built into future research investigations.

Nevertheless we all agreed it had been a very worthwhile experience.

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APPENDIX 1: QUESTIONNAIRE FOR BA GRADUATES OF DAKHILIYA REGION COHORT 2

> **Dear BA TESOL graduate,**
>
> The Ministry of Education and the University of Leeds are carrying out a series of small-scale research studies into the impact of the BA. One of these studies is looking at "The Impact of the BA on the Professional Development of BA Graduate Teachers in Dakhiliya Region". We therefore kindly ask you to complete this questionnaire to help us. We want your honest opinions.
>
> The questionnaire has 5 sections. Section 1 is to find out about yourself: your expectations of the BA before you started. Section 2 focuses on what you are doing now to continue your own professional development. Section 3 focuses on your perceptions of how you have changed as a result of the BA. Section 4 focuses on your perceptions of what the region and the Ministry are doing and what they could do to promote your professional development. Section 5 asks you to think about your future.
>
> We value all your answers. Finally, you can be assured that this questionnaire will be treated in all confidence and that your identity will not be revealed through this research.

Section 1   Expectations

1. Before you started, what did you hope to get out of the BA? Please rank the following from 1 to 7 according to what is true for you. Use each number once only. Write 1, 2, 3, 4, 5, 6 or 7 in the column on the right. 1 = this was my main aim 7 = this was least important for me.	Rank
a. To improve my English	
b. To become a better teacher of English	
c. To understand the teaching and learning of English better	
d. To gain promotion	
e. To be in a better position to support the education reform initiative	
f. To improve my qualifications	
g. To enable me to get a job outside teaching	

Section 2   Present practice

2. Are you doing any of the following in your school? 1 = I do this often 2 = I do this sometimes 3 = I do this occasionally 4 = I haven't done this yet **In each case, put a tick in the appropriate column.**	1	2	3	4
a. I present workshops in my school				
b. I help to organise workshops in my school				
c. I mentor my fellow English teachers				
d. I apply what I learned on the BA in discussion with my colleagues				

3. Have you done any of these things? 1 = I do this often 2 = I do this sometimes 3 = I do this occasionally 4 = I haven't done this yet **In each case, put a tick in the appropriate column.**	1	2	3	4
a. I have written an article for a school newsletter				
b. I have written an article for a local newsletter or magazine, such as BA (TESOL) Newsletter,				
c. I have written an article for the Ministry's website				

4. Do you network with other English teachers? 1 = I do this often 2 = I do this sometimes 3 = I do this occasionally 4 = I haven't done this yet **In each case, put a tick in the appropriate column.**	1	2	3	4
a. I keep in contact with other English teachers by telephone				
b. I keep in contact with other English teachers through the internet				
c. I network with other English teachers through workshops at my school.				
d. I network with other English teachers through regional events, e.g. conferences and workshops at the regional training centre				
e. I network with other English teachers through national events e.g. ETIC conferences				
f. I network with other English teachers through international events, e.g. TESOL Arabia conference				

5. What do you do to continue to improve your English? 1 = I do this often 2 = I do this sometimes 3 = I do this occasionally 4 = I haven't done this yet **In each case, put a tick in the appropriate column.**	1	2	3	4
a. I read in English				
b. I use the internet				
c. I seek out native speakers				
d. I attend conferences / workshops where I can use English				
e. I meet / correspond with my Cohort 2 colleagues				
f. I talk to colleagues in my school in English				
g. I watch TV in English				
h. I listen to music in English				
i. I write in English				

6. What do you do to continue to develop yourself as a teacher? 1 = I do this often 2 = I do this sometimes 3 = I do this occasionally 4 = I haven't done this yet **In each case, put a tick in the appropriate column.**	1	2	3	4
a. I observe my colleagues teaching (peer-visiting)				
b. I engage in professional discussion with colleagues				
c. I reflect on my classroom practice and explore it				
d. I attend local workshops and conferences				
e. I attend international conferences e.g. TESOL Arabia				
f. I read methodology books / articles				
g. I search the internet for ELT websites.				
h. I am currently a member of an ELT research team				

Section 3   Changes in Understanding and Practices

7. To what extent has the BA helped you in your teaching? Please look at the following examples and choose 1, 2, 3 or 4. In each case, put a tick in the appropriate column. 1 = I have improved a lot 2 = I have improved to some extent 3 = I have only improved a little 4 = I haven't improved at all	1	2	3	4
a. My overall abilities in teaching young learners				
b My ability to analyse and adapt teaching materials				
c. My ability to interpret the aims of lessons and lesson activities				
d. My ability to make links between activities				
e. My ability to design effective assessments				
f. My ability to deal with long lessons				
g. My ability to make lesson activities more suitable for my learners, e.g. by personalising them				
h. My ability to deal with individual differences between my pupils				
h. My ability to make decisions during my lessons				
i. My ability to make my teaching more communicative				
j. My ability to reflect critically on my practice				
l. My ability to teach initial literacy / literacy				
m. My ability to solve problems in my teaching				
n. My ability to support my weaker pupils				

8. Do you ask yourself questions about your teaching more than you used to? Can you give an example?

9. In what areas do you think you still need a lot of support for your teaching?

10. To what extent do you think you have changed as a result of the BA (TESOL)? Please tick the relevant column: 1 = I have improved a lot 2 = I have improved to some extent 3 = I have only improved a little 4 = I haven't improved at all For d, i, l, r and w please write short answers				
My language	**1**	**2**	**3**	**4**
a. my accuracy and fluency in English				
b. my academic writing in English				
c. my reading in English				
d. What aspects would you still like support with?				
My understanding of TESOL issues	**1**	**2**	**3**	**4**
e. My understanding of principles underlying good teaching				
f. My understanding of theories of language acquisition, learning and teaching				
g. My ability to use ELT concepts and terminology				
h. My ability to think critically about TESOL issues				
i. What aspects would you still like support with?				
Interpersonal skills + supporting my colleagues	**1**	**2**	**3**	**4**
j. My ability to hold professional discussions with colleagues				
k. My ability to support my colleagues				
l. What aspects would you still like support with?				
My study skills and life skills	**1**	**2**	**3**	**4**
m. My ability to organise myself				
n. My time management				
o. My IT / internet skills				
p. My research skills (e.g. gathering and analysing data)				
q. My ability to define professional goals				
r. What aspects would you still like support with?				
Affective factors	**1**	**2**	**3**	**4**
s. My self-confidence				
t. My motivation to learn				
u. My ability to identify my weaknesses and try to remove them				
v. My self-reliance as a teacher				
w. What aspects would you still like support with?				

Section 4   The roles of the region and Ministry in supporting your professional development

10. How do the region and the Ministry encourage you to continue with your professional development?

11. What more do you think the region and the Ministry could do to get the best out of BA (TESOL) graduates?

Section 5   Your future

12. Which of the following interest you in terms of your own professional development? 1 = This interests me a lot 2 = This interests me to some extent 3 = This interests me a little 4 = This doesn't interest me at all	1	2	3	4
a. Teaching children				
b. Supervising teachers				
c. Teacher training				
d. Designing and evaluating curricula				
e. Assessment				
f. Advising on different educational issues				

14. Do you plan to look for a job outside the Ministry of Education?

15. Have you been promoted to a different position since starting the BA?   If yes, please give details.

APPENDIX 2: INTERVIEW QUESTIONS

1. What do the words 'professional development' mean to you?

2. In terms of professional development generally, do you think you have gained more from the BA than you expected before the BA started?

3. [Show them **Section 3 number 7 a. – n.** of the questionnaire.] Which of these areas of 'change as a teacher' do you think have you developed in? Can you choose three and, for each one, give an example?

4. [Show them **Section 3 number 10** of the questionnaire.] Which of these areas are you less confident about? Can you choose three and, for each one, say why you don't feel so confident?

5. How has your understanding of TESOL issues and theories changed?

6. How has the BA helped to improve your language? Can you give examples?

7. How has the BA helped to improve your study skills? Can you give examples?

8. How has the BA helped to improve your self-confidence and motivation to learn? Can you give examples?

9. Do you feel better able to teach the Basic Education curriculum now? Can you give an example?

10. What do you do now to continue to improve your English? Can you give examples?

11. What do you do now to continue to develop yourself as a teacher? Can you give some examples?

12. Do you face any difficulties that limit what you can achieve in developing yourself?

13. In what areas of your work as a teacher do you feel you still need support and development?

14. In what aspects of your language do you feel you still need support and development?

15. Do you think the Ministry should be mainly responsible for your professional development, or should teachers depend on themselves?

16. What do you think you can do in the future to further your own professional development?