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Teachers' Informal Professional Learning: Activities Preferences and Perceptions of Institutional Support among Cambodian EFL Teachers

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Summary

Teachers' informal professional learning is increasingly receiving attention among key stakeholders of educational institutions, including school principals, teacher educators and teachers themselves. As professional learning occurs in the workplace, institutional support plays a key role. The study adopted a mixed method approach to investigate preferred informal professional learning activities by Cambodian teachers who teach English as a Foreign Language (EFL) at a private language school and a public institution. The research also investigated Cambodian EFL teachers' perceptions of institutional support for their informal professional learning in the workplace.

Data collection involved a questionnaire to collect quantitative data, together with semi-structured interviews with six teachers who had returned questionnaires, to explore perceptions of institutional support for their informal professional learning in the workplace.

While "reflection on experiences" was the most frequently occurring informal professional learning activity, participants who were interviewed also appreciated the benefits and convenience of "learning from others in interaction." The study has also been able to identify a mismatch of institutional support for teachers' informal professional learning. The research findings have led to some implications for institutions to consider.

Statement of Originality

This work has not previously been submitted for a degree or diploma in any university. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

The research presented in this thesis was approved by Human Sciences Subcommittee of the Macquarie University Human Research Ethics Committee, Reference No: 5201953108310. See Appendix A.

(Signed)_____ _____ Date: ___11 October 2019_____
Candidate's name

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Chapter 1 | Introduction

1.1 Background to the Study

The prescribed content in initial teacher education programs provides fundamental knowledge to prepare future educators for their careers; but, at that stage, teacher learning and development have only just begun (Farrell, 2013). The improvement of in-service teacher quality could be maintained through regular professional development (PD) sessions that teaching institutions put in place. PD sessions designed by management teams generally aim to cater to what they think their teachers (staff members) might need for the development of their teaching, as well as for the success of the institutions.

One can argue that the PD sessions which are carefully and systematically designed, and guided by well-informed research principles, are effective in building teacher professionalism. These types of professional development programs, however, come at a cost, including time, money, and continuing personal commitment (Knight, 2002). Additionally, the impact of top-down PD sessions on teachers' classroom practice is another factor to be considered for teachers' professional growth. Research by Bartels (2005) and Richards (2008) raise a question on the degree of implementation in their own classroom of the knowledge teachers gain during training courses and formal PD sessions. This can be understood to mean that institutions can only do so much in terms of professional development; yet, the core agents who are in a better position to close the gap between theory and practice are teachers and classroom practitioners.

Along with the prescribed PD sessions, teachers' engagement in informal professional learning in the workplace is also being recognised and increasingly receiving attention from key stakeholders, including school principals, teacher educators and teachers themselves. Equally, the importance of such practice is also starting to receive more recognition among scholars. In a study in which 74 studies focusing on teachers' informal professional learning were analysed, Kyndt, Gijbels, Grosemans and Donche (2016) found that "all the selected studies acknowledged the importance of informal learning within the context of teacher learning and practice, regardless of their specific results" (p.1120). While claiming that informal teacher learning is an important research topic in the field, Kyndt et al. also urge that more in-depth studies are needed because *how* and *when* teacher learning occurs in the workplace is still under-researched (see also, Meirink, Meijer, Verloop, & Bergen, 2009). Additionally, Kyndt et al. emphasise that it is crucial to consider the specific context when conducting research on teacher learning activities.

Work environment is also one of the key factors that influences teacher learning in the workplace. Opfer, Pedder, and Lavicza's (2011a, 2011b) research shows that school contexts dictate what, how and why teachers learn (see also, Kwakman, 2003; Margalef & Roblin, 2016; Postholm, 2012). Additionally, work conditions and the workplace (e.g., workload, staff arrangement, management involvement, etc.) all affect learning in the workplace (Eraut, Alderton, Cole & Senker, 1998). Kyndt et al. (2016) found that "teachers value social support from different sources (i.e., colleagues, principal[s], management, administration, etc.) for their informal learning" (p.1133). Kyndt et al., (2016, p.1133) assert that "school culture or social support within schools" play an important role for teacher informal learning. The claim also confirms Borko and Putnam's (1996) assertion that teacher learning is very much

influenced by the context in which the learning is situated. The institution itself partly dictates teacher learning, either positively or negatively.

1.2 Definition of Key Concepts for the Study

There is a distinction between the terms "professional development" and "professional learning." Similar to that defined by Leung (2009) for "sponsored professionalism," Friedman and Phillips (2004) describe "professional development" as formal training courses designed by management and delivered to staff for work related purposes. In contrast, "professional learning," which is the focus in this research, represents a direct alternative to "sponsored professionalism." The following paragraphs provide a functional definition of "informal professional learning."

"Informal learning" refers to "learning that is predominantly unstructured, experiential, and noninstitutional [that] takes place as people go about their daily activities at work [and that] is driven by people's choices, preferences, and intentions" (Marsick & Volpe, 1999, p.4). Additionally, Jacobs and Park (2009) define workplace learning as "the process used by individuals when engaged in training programs, education and development courses, or some type of experiential learning activity for the purpose of acquiring the competence necessary to meet current and future work requirements" (p.134).

For the purpose of this research, teachers' informal professional learning refers to the unstructured, experiential, and noninstitutional learning process which is driven by people's choices, preferences, and intentions to meet current and future work requirements (Jacobs & Park, 2009; Marsick & Volpe, 1999). Additionally, in this research "teachers' informal

professional learning" is used interchangeably with "informal teacher learning." Similarly, "teachers' informal professional learning activities" is also used interchangeably with "informal teacher learning activities."

1.3 Rationale for the Study

There is a continuous debate concerning the balance between "professional development" and "professional learning" in the workplace. For instance, while not intending to defeat the role of top-down professional development programs, Knight (2002) declares that "The limitations of event-delivery models of continuing professional development are well-known" (p.229). The author points to some of the limitations involved in offering PDs, including cost and inconsistency in the quality and level of continuing professional development provision (Knight, 2002).

The hypothesis of the efficacy of professional development in meeting teachers' needs has also been discussed by different researchers. In agreement with Richards (2008), Knight (2002) suspects that "There could be a mismatch between provision [of professional development] and [teachers'] needs" (p.230). Likewise, in support for Knight's suspicion concerning the impact of "mandate[d]" professional development, Roseler and Dentzau (2013) doubt it "may or may not address the needs of teacher, school or district" (p.619).

The rationale for this study lay in the focus on the importance of teachers' informal professional learning and institutional support for that type of learning needs. To start with, the need for empowering professional learning in the workplace has been called for in addition to traditional professional development. Knight (2002), for instance, emphasised the

significance of “continuing learning in daily professional practice” (p.240). More importantly, addressing the correlation between teachers’ informal professional learning and institutional support, Roseler and Dentzau (2013) argue that “In any given teacher network, the teachers overall are both highly educated in content and pedagogy, it makes sense to allow them the opportunity to address the [issues in their profession] and provide assistance when requested” (p.619). Chapter 2 further reviews the existing literature on informal professional learning and institutional support for that learning.

1.4 Scope of the Study

The researcher acknowledges that teachers’ informal professional learning activities differ across teaching disciplines and contexts (Kyndt et al., 2016; Le Clus, 2011). Additionally, teacher learning within schools is a broad topic that includes formal versus informal learning and learning that is not relevant to professional knowledge for classroom teaching. To exemplify different views of teacher learning, Field (2015) conducted a study that investigated “academic learning results from tensions and incompatibilities between individual interests and those of employing institutions” (p.113). Likewise, the research on teacher learning could potentially extend the scope to cover other variables that are closely associated with preferred professional learning activities, such as changes in teaching behaviour (learning outcomes).

It is also undeniable that researchers have recently extended their scope to include studies on the use of social media and online networking platforms for teacher professional learning. Ab Rashid, Yahaya, Fazry, Rahman and Yunus (2016), for instance, studied Facebook Timelines owned by twenty-two Malaysian English language teachers for a period of six months. The

study revealed teachers' frequent engagement in the Timeline conversations to exchange teaching related knowledge. Likewise, in a different context, Prestridge's (2019) study confirmed that social media platforms contribute to teachers' accessibility to digital resources and feasibility to "go online to connect, share ideas and expand their own professional learning opportunities" (p.143). Additionally, through a systematic review of 52 empirical studies, Lantz-Andersson, Lundin and Selwyn (2018) concluded that teachers have formulated online communities as a way of "developing supportive and collegial professional practices" (p.302).

This research, however, focuses on informal professional learning activities which are contributive to improving EFL instructional quality in Cambodia. Due to its time constraints, the project only considered face-to-face engagement in professional learning when exploring Cambodian EFL teachers' preferences for informal professional learning activities in the workplace, and their perceptions of institutional support for their informal professional learning. As emphasized in previous studies, it remains important for a study to examine institutional support teacher professional learning in a specific context (Eraut, Alderton, Cole & Senker, 1998; Kyndt et al. 2016; Hallinger, Liu, & Piyaman, 2019).

The project was conducted at two institutions in the same geographical area in Cambodia, so the scope of data collection and interpretation, as well as research implication, are limited to this confined boundary. It is also important to note that the subjects of this study are considered the most qualified EFL teachers in the country, and their employing institutions are the most likely to have the best equipped facilities. Therefore, the participating teachers

may not necessarily represent the lower tiers of EFL teachers working in more basic teaching situations.

1.5 Research Aims

Recognising the importance of research on informal teacher learning, especially in a Southeast-Asian context, this study investigates Cambodian EFL teachers' preferences for informal professional learning activities in the workplace. The study also explores EFL teachers' perceptions of the types of institutional support for their preferred learning activities. More precisely, with a broad aim of conducting research in a cultural context in which the topic has not been researched before, the research outcomes contribute to the establishment of initial understanding of the preferred informal professional learning activities undertaken by Cambodian EFL teachers.

Additionally, the research also reports on the perceived institutional support for Cambodian EFL teachers' informal professional learning activities. The study identifies institutional support that teachers perceive to be available to bolster their informal professional learning, in contrast with institutional support that teachers wish to have, but has yet to be offered at their workplace.

1.6 Research Questions

To achieve the aims of exploring Cambodian EFL teachers' preferences for informal professional learning activities in the workplace, and the teachers' perceptions of institutional support for their learning, the study poses the following research questions:

Research Question 1 (RQ1): What are the preferred informal professional learning activities undertaken by Cambodian EFL teachers in the workplace within the research context?

Research Question 2 (RQ2): What are Cambodian EFL teachers' perceptions of institutional support for their informal professional learning undertaken in the workplace within the research context?

1.7 Chapter Summary

This chapter provided a brief background to the concept of teachers' informal professional learning and its contribution to maintaining professional knowledge. Additionally, the importance of institutional support for informal teacher learning was also introduced. In the subsequent sections of the chapter, definitions of key concepts for the study and the rationale for the project are presented, and the scope and aim of the research are also defined. The chapter concluded with two research questions that the project seeks to answer. The next chapter presents the theoretical background on which the project is based and reviews relevant existing literature for teachers' informal professional learning.

Chapter 2 | Literature Review

This chapter reviews key literature relevant to this study. It begins by outlining the theoretical framework on which this study is based. It then discusses previous research into informal teacher learning and elaborates in detail on teachers' professional learning activities identified in literature. The chapter also considers research into institutional support for informal teacher learning before identifying gaps in knowledge as the grounds for this research project.

2.1 Theoretical Framework

Vygotsky's (1978) theory of social constructivism places social interactions at the heart of learning (Kalina & Powell, 2009). Learners construct knowledge via dialogue in social and cultural contexts (Hull & Saxon, 2009; Kaufman, 2004). Vrikki, Warwick, Vermunt, Mercer, and Van Halem (2017) have moved a step further by offering an assumption that learners, often through spoken interactions, take a lead in co-constructing necessary knowledge by engaging in interactions between individuals within a cultural context.

Applying a social constructivism perspective, Driver, Asoko, Leach, Scott and Mortimer (1994) explain that "knowledge and understandings … are constructed when individuals engage socially in talk and activity about shared problems or tasks…, and learning is seen as the process by which individuals are introduced to a culture by more skilled members" (p.7). From this point of view, it can be understood that knowledge is being shared or transferred among social members when they are engaged in social interactions.

Additionally, new knowledge construction is also perceived to result from social interactions. Gergen (1995) asserts that "One learns through engaging, incorporating, and critically exploring the views of others, and new possibilities of interpretation are opened through the interaction" (p.34). Likewise, Le Clus (2011) argues through conversation and social interactions, one informally learns beyond a predefined body of knowledge. These affirmations lead to a conclusion that social interactions open up opportunities for "new knowledge" to be constructed by the involved social members.

That teachers are often engaged in informal social interactions to discuss issues about their teaching is best viewed through the lens of social constructivism. Therefore, while there are a variety of frameworks that could have been used, social constructivism is appropriate for studying teacher informal learning because of its focus on teachers co-constructing knowledge (Driver et al., 1994; Kalina & Powell, 2009; Kaufman, 2004; Kennedy, 2011; Kosnik, Menna, Dharamshi, & Beck, 2018; Nami, Marandi, & Sotoudehnama, 2018). Social constructivism has been established as a framework to examine informal teacher learning in various studies (see, for example, Desjardins & Bullock, 2019; Hetherington & Wegerif, 2018; Nami et al., 2018).

2.2 Social Interactions in Informal Teacher Learning

Social interactions are the backbone for informal teacher learning. Kennedy (2011) maintains that informal learning, which is the result of social interaction, is fundamental for the effectiveness of collaborative learning. Additionally, researchers have also investigated how social interactions facilitate teachers' informal professional learning. According to Le Clus (2011), "Informal learning is represented by a range of strategies including conversation,

social interaction, teamwork and mentoring" (p.362). Similarly, Kvam (2018) also investigated the potential of teachers' conversations to improve teacher learning. In the study, the author defined teachers' conversations as "Spoken interaction between two or more teachers in a formal or informal collaboration during the pre- or post-teaching stage regarding phenomena affecting the part of the teaching that takes place in direct contact with the pupils" (Kvam, 2018, p.701). Social interaction is considered a mechanism to enhance teachers' informal professional learning in the workplace.

Social interactions in informal teacher learning take places at collegial and social levels. In a study to investigate how teachers seek knowledge, Hermansen (2016) reported that teachers prefer real-word, informal interactions with their workmates to share knowledge and solve problems. Similarly, Vrikki et al. (2017) assert that "A positive ethos for collaborative group interaction, whereby members of a group provide supportive moves, is vital for learning processes to be achieved" (p.222).

In addition, as teachers' informal professional learning is social and collegial (Kennedy, 2011), the role of a more experienced member of a culture to support a less experienced colleague to construct knowledge is crucial (Driver et al., 1994). To fully understand what constitutes informal teacher learning, it is also important to consider the relationship between informal professional learning and support from the context in which teachers work (Eraut, 2000, 2004).

In the next two sections, the researcher reviews relevant literature in teachers' informal professional learning activities and institutional support for informal teacher learning.

2.3 Informal Teacher Learning Activities

Various types of informal teacher learning activities have been identified in the literature. For instance, Kyndt et al., (2016) classify 129 unique professional learning activities categorised by different studies and list the most common learning activities as follows: 1) reading professional literature; 2) observation; 3) collaboration with colleagues; 4) reflection; 5) learning by doing/through experience; 6) browsing the internet and social media; 7) experimenting; 8) trial and error; 9) talk with others (unspecified); 10) sharing materials and resources; and 11) storytelling (p.1122).

The list of most-studied activities is an extended version of those identified in previous research (Bakkenes, Vermunt, & Wubbels, 2010; Meirink, Meijer, & Verloop, 2007; Meirink et al., 2009). For example, “collaboration with colleagues” and “talk with others” identified in Kyndt’s et al. (2016) research are closely related to and can be grouped under “learning from others in interaction” in Meirink’s et al. (2007) study or “asking colleagues for advice” in Meirink’s et al. (2009) study. By comparing all the lists, there is a unified agreement concerning categories of types of teachers’ professional learning activities identified in the existing literature.

The present study adopts a conceptual framework drawn from previous research by Meirink et al. (2007) and Meirink et al. (2009) that identify five general categories of learning activities: (1) doing; (2) experimentation; (3) reflection on experiences; (4) learning from others without interaction; (5) learning from others in interaction. The following section presents brief definitions and descriptions of the five informal teacher learning activities that this research project has adopted as a conceptual framework for the study.

2.3.1 Doing

This type of activity refers to teachers' daily teaching practice based on what they deem effective and appropriate in their teaching context "without intention to learn" (Meirink et al., 2007, p.154). This category of learning activity is in line with what Bakkenes et al. (2010) call "avoiding learning," as teachers are convinced that learning new concepts is not necessary for their teaching. In a later study, Meirink et al. (2009) rename the "doing" learning activities as "trusting own intuitions and feelings" (p.213), meaning that teachers continue with their same way of teaching, as they see nothing wrong with it.

2.3.2 Experimentation

"Experimentation" is an important learning activity discussed in various studies (Grosemans, Boon, Verclairen, Dochy, & Kyndt, 2015; Kwakman, 2003; Louws, Meirink, Veen, & Driel, 2017). Known also as "trying different things and see where they go" (Meirink , Meijer, Verloop, & Bergen, 2009, p.213), the activity refers to the time teachers deliberately try out new activities in their own context and engage in a certain degree of reflection about each activity (Bakkenes et al., 2010). Through experimentation, teachers are able to conclude if certain activities, methods or materials are suitable for their own classroom. There are certain incentives that drive teachers to adopt this way of learning, including positive and/or negative feedback, and impulsive decisions to try something different (Bakkenes et al., 2010).

2.3.3 Reflection on experiences

Reflection involves teachers consciously and vigorously examining their own teaching in a systematic and/or non-systematic, formal or informal way (Bakkenes et al., 2010; Farrell,

2013). The notion has been termed differently by various researchers. For instance, Meirink et al. (2009) refer to the concept as "critical individual reflection in order to think up an appropriate approach," (p.213) while Bakkenes et al. (2010) call the activity as "considering own practice" (p.539). Regardless of subtle inconsistencies in terminologies used, this type of learning activity is referred to as "reflection on experiences" in this study.

2.3.4 Learning from others without interaction

Learning from others without interaction includes activities of observation, listening to presentations and reading (Meirink et al., 2007). Meirink et al. (2009) later also included "gathering information from the Internet" (p.213) to this type of learning activity. Richards (2017) also suggests the professional activity of learning from others without interaction includes watching videos of teaching available on the Internet (e.g. YouTube) and attending conferences. Similarly, Bakkenes et al. (2010) consider reading a book, attending a lecture, and observing a colleague doing something as examples of "getting ideas from others," that teachers perform individually (p.540).

2.3.5 Learning from others in interaction

Meirink et al. (2007) define "learning from others in interaction" as activities such as "brainstorming, discussing, exchanging (experiences with) teaching methods, asking questions about colleagues' experiences or experiments, and receiving feedback from colleagues on own experiences or experiments" (p.155). Richards (2017) recommends that teachers can learn from an expert through conducting a semi-structured interview that involves further discussion during the interaction, the procedure which Meirink et al. (2009) call "asking colleagues for advice" (p.213). Other researchers (Kyndt et al., 2016; Grosemans

et al., 2015) also suggest that learning from others in interaction includes the activity of sharing teaching materials and resources.

"Learning from others in interaction" can take a more structured form known as Communities of Practice (CoP), which refers to the concept best understood as systematic interactions of people within a group to share general knowledge or to resolve common issues as a way of professional development (Wenger, McDermott, & Snyder, 2002). The CoP concept has become a central focus for various scholars as a platform for teacher learning and professional development (e.g., Fonseca-Chacana, 2019; Johnston, 2016; Liu & Evans, 2016; Nguyen, 2017; Premier & Parr, 2019; Yim & Ahn, 2018).

2.3.6 Section summary

This section presented a theoretical framework that guides this study and discussed relevant literature for informal teacher learning. Additionally, the author has also described informal teacher learning activities that are necessary to provide theoretical grounds for RQ1. In the sections that follow, social support for teacher informal learning will be discussed and elaborated. The discussion aims to provide a review of relevant literature in the area of institutional support for teachers' informal professional learning as grounds for RQ2.

2.4 Support for Informal Teacher Learning

As teacher professional learning is likely to happen mostly within the institutions in which they work, institutional support certainly has a key role to play in facilitating the process of teacher learning. Kwakman (2003) emphasises the teachers' perceived available support from institutions to influence teacher participation in professional learning activities.

According to Kwakman (2003), there are two types of institutional support considered important in teacher learning: social and cultural. The author further classifies social support into management and collegial and defines it as "The total amount of helpful social interaction of managers and colleagues that is available within the work context, as well as to instrumental and social-emotional aspects" (p.157). The author considers cultural support as intentional learning assistance and convincingly argues that school culture impacts teachers' participation in professional learning activities.

There are, however, some inconsistencies in the terms used in support for informal teacher learning. While Kyndt et al. (2016) refer to "the school culture" as interchangeable with "social support within schools" (p.1133), Joo, Joung, and Sim (2011) consider the phenomenon as "institutional support" and classify the concept into "superiors' support, colleagues' support, and positive organisational atmosphere" (p.716).

For the purpose of this study, support for informal teacher learning is referred to as institutional support, which consists of collegial, management and positive organisational atmosphere. The sections that follow provide descriptions of each element of institutional support and review some related studies.

2.4.1 Collegial support

Joo, Joung, and Sim (2011) define collegial support as the process of "supporting one's colleagues in their learning and reinforcing the application of such learning to the work situation" (p.716). Collegial support is found to be one the core characteristics of professional learning communities (Dooner, Mandzuk, & Clifton, 2008; Owen, 2014). According to Long

(2004), “In need of like-minded colleagues who embraced professional learning and change, […] teachers turned to one another” (p.146). In workplace learning, colleagues support each other through different ways of interacting. Charner-Laird, Szczesiul, Gordon, Kirkpatrick and Watson (2016) identified three types of collegial interactions which were found to be sources of support for teachers’ informal professional learning: *aid and assistance*, *sharing*, and *critical dialogue* (italics in the original source) (p.2). According to Charner-Laird et al. (2016), *aid and assistance* refers to collegial interactions in which “teachers independently seek out advice from one another” (p.3); and *critical dialogue* refers to teachers’ active engagement “in deep conversations about practice,” beyond sharing materials or ideas (Charner-Laird et al., 2016, p.2)

2.4.2 Management support

Management support translates into school leaders positively supporting and recognising the importance of teachers’ professional learning, and the application of that learning contents into the teachers’ own teaching context. In a study about the relationship between teachers’ informal learning and school culture in Belgium, Grosemans et al. (2015) elaborated on two examples where school leaders could support their teachers’ learning in the following manner: “Give teachers the time to try out a new method and ask them afterwards what their impressions were” or “stimulating teachers to reflect about their own teaching” (p.158).

The research findings suggest that teachers acknowledged the importance of the school leaders’ support in their learning (Grosemans et al., 2015). Similarly, Mohamed's (2008) study revealed that support from the school leaders appeared to be essential for teachers’ informal professional learning. The importance of the school management’s support for teacher

learning has also been reiterated in various other studies, including those by Kang and Cheng (2014), McMillan, McConnell and O'Sullivan (2016) and Lockwood (2018).

2.4.3 Positive organisational atmosphere

Positive organisational atmosphere plays a key role to enhance professional learning in the workplace. In the case of teachers' participation in professional learning activities, Kwakman (2003) suggests that schools need to intentionally provide a supportive school culture that exhibits "intentional learning support" (p.158). More precisely, Joo et al. (2011) suggest that positive organisational atmosphere includes supportive work structures and shared beliefs and values that impact behaviours of members within the organization.

The Organisation for Economic Co-operation and Development (OECD, 2009) offers some practical suggestions that institutions can offer different types of support for their staff to facilitate any necessary learning, including financial support and flexible work schedules. Logistical support – for example, available rooms for learning, computers, the Internet connections – is also necessary to facilitate teacher learning to take place within their school.

2.5 Research Gap

Practices in the workplace are significantly influenced by culture (Hofstede; 2001; Hofstede, Hofstede & Minkov, 2010). The impact of culture on workplace practices can be viewed at two levels: country and organisational level. At the country level, there are different characteristics in the cultural dimensions between those in European countries and those in Asian societies. For example, by taking into consideration the dimension of individualism versus collectivism, as Hofstede et al. suggested in their studies, it can be seen that there is a

large difference in score values when comparing two European countries, Netherlands and Belgium, in which Bakkenes et al. (2010), Grosemans et al. (2015) and Meirink et al. (2009) conducted their research, with two countries in the Southeast-Asian region, Thailand, one of the collectivist cultures in Asia (Hallinger, Liu & Piyaman, 2019), and Vietnam, the two countries which are geographically and culturally closest to Cambodia.

The results from the comparison show that the two European countries have a far stronger trend toward individualism, while the Asian countries tend to display a stronger sense of collectivism. Likewise, Merriam, Caffarella and Baumgartner (2007) explain that adult learners in theories about westerners are more individualistic, who value more freedom and independence, whereas adult learners in theories concerning Eastern societies are more collectivistic.

Group referencing is the key concept in collectivism. On a cultural level, Triandis (2001) explains that "In collectivist cultures people are interdependent within their in-groups (family, tribe, nation, etc.), give priority to the goals of their in-groups, shape their behavio[u]r primarily on the basis of in-group norms, and behave in a communal way" (p.909). In a workplace context, Hallinger and Piyaman (2019) conclude that "Collectivist norms shape workplace attitudes towards collaboration, innovation, and risk-taking" (p.344). In a teacher learning context, however, teacher collaboration may be more common in a collective culture (Yin, To, Keung, & Tam, 2019). In a study to examine the relationship between teacher learning and faculty trust within professional learning communities in which collectivism is considered as one of the cultural features, Yin, et al. (2019) found that "trust in colleagues exerted a positive effect on teacher professional learning" (p.153).

At the organisational level, four types of school culture are identified in Hargreaves (1994). In the first type, individualism, teachers are often seen to work in isolation with minimal interactions with their peers. The second category refers to the work arrangements that are strictly controlled by the school administration. The third refers to the smaller sub-groups in which teachers work together. This type of culture is what Hargreaves (1994) calls "balkanization" (p.18). Due to its characteristics of strong attachment and personal identification of the group, Grosemans et al. (2015) warn against the possible negative consequences for teacher learning. The authors explain that with this type of culture, teachers will only work with the peers of the same interests. The fourth school culture identified in Hargreaves (1994) is collaborative. In this culture teachers are often seen to be working together voluntarily toward a goal.

Aligning with the results in Hofstede's et al. (2010) studies, Cambodians exhibit personal characteristics that make it more comfortable for them to participate in group discussions and interact with others to learn rather than taking risks exploring on their own. This type of cultural dimension also influences other informal professional learning activities, including "trusting intuition and feelings," "learning from others without interaction" and "reflecting on practices." Additionally, Hargreaves (1994) asserts that the teaching community and work culture greatly influence the way teachers work and learn in general. It is suggested that cultural traits and work environment dictate teacher learning.

Numerous studies addressing teacher learning have been carried out in non-Southeast-Asian contexts. Among the 74 research papers that Kyndt et al., (2016) analysed in their study, the majority of the research was conducted in North America, Europe, South Asia and Australia.

Similarly, other research on teacher learning has also been conducted outside the Southeast-Asian region (Bakkenes et al., 2010; Grosemans et al., 2015; Meirink et al., 2009). The author has been unable to find any studies conducted in Cambodia that address informal teacher learning. This suggests that there is a cultural gap concerning this kind of research within a Southeast-Asian context. A study that examines activities preferences for teacher professional learning in combination with institutional support, specifically in Cambodian ELT context, is necessary to provide better understanding on the existence of the practice.

2.6 Chapter Summary

This chapter presented the theoretical framework on which this study is based. It also reviewed key literature relevant to teacher learning and teacher learning activities as well as the importance of institutional support for teacher learning. This chapter also identified gaps in knowledge as the grounds for this research. The following chapter elaborates on the methodology used to conduct the research.

Chapter 3| Research Methodology

This chapter describes the research method of the study with regard to the two research questions. It begins by describing research sites, participants and research instruments. It then depicts the collection data procedure in which the rationale is provided for participant recruitment for the semi-structured interviews. In the data analysis section, a procedure for analysing quantitative and qualitative data is presented. This chapter concludes with ethical considerations.

3.1 Research Sites and Participants

The data collection was conducted at two different language teaching establishments in Phnom Penh, the capital city of Cambodia, and each institution was code named as "Institution 1" and "Institution 2." Institution 1 is a department within one of the oldest public universities in Cambodia. The Institution offers a wide range of courses of studies, including Bachelor and Masters' degrees in foreign languages. Even though Institution 1 falls into the category of higher education institutions, the Institution shares some similarities to Institution 2 as a language centre in terms of the learning content being delivered to its students. One of the study programs whose teaching staff participated in this research project offers course subjects that resemble that of a general English program offered in a language school. In other words, the subjects of Core English I, II and III, are designed for and delivered with the course aims of improving students' language skills: Reading, Listening, Writing and Speaking, as well as the knowledge of English grammar and vocabulary.

The Institution has adopted the latest edition of a series of commercial course books entitled: "New Headway: Intermediate Fourth Edition: Student's Book and iTutor Pack" (Soars & Soars,

2012) for the subjects of Core English I; “New Headway: Upper-Intermediate Fourth Edition: Student's Book and iTutor Pack” (Soars & Soars, 2014) for the subjects of Core English II; and “New Headway: Advanced: Student's Book” (Soars, Soars, & Hancock, 2015) for the subjects of Core English III.

Employing fifty-four staff members, the majority of academic staff within Institution 1 have undertaken higher education abroad, including in Australia, New Zealand, the United Kingdom, the United States and Canada. Their teaching experience ranges from two to twenty-five years. About half of the staff employed within Institution 1 are government employees with permanent contracts, and the remainder are either on full-time or part-time, fixed-term contracts or casual arrangement, with a minimum of nine hours of teaching commitment per week.

Founded in the early 1990s, Institution 2, a private language school, has a long history and good reputation for delivering quality English language teaching programs in Cambodia, including, but not limited to, General English Program, English for Academic Purposes, and Younger Learner’s Program. Institution 2 is currently operated on five campuses in the country and employs around 100 Cambodian EFL teachers, as well as expatriate EFL teachers. All teaching staff need to fulfil a minimum requirement of a bachelor’s degree and a recognised teaching qualification.

For non-native EFL teachers, in addition to the minimum requirement of an academic qualification, they are required to demonstrate English language proficiency by receiving an overall score of 6.5 on the IELTS (International English Language Testing System). Equipped

with an extensive Teachers' Resources Centre on each campus, Institution 2 offers its staff three professional development workshops per term, in addition to optional peer observation and mentoring programs.

The target participants were a combination of all Cambodian EFL teachers from "Institution 1" and "Institution 2," which totaled 154 Cambodian EFL teachers. Detailed demographic information about research participants was not collected; however, the participant pool was a mixture of age groups ranging from mid-20s to early 50s, with teaching experience between one to twenty years, and genders.

3.2 Instruments

This study adopted a mixed-method approach, similar to that used in a study by Kyndt et al. (2016). Two research instruments were employed to collect necessary data for this study: an online questionnaire and semi-structured interviews. The online questionnaire was a quick-and-easy approach to identify teacher participants' preferences for their professional learning activities. The responses in the online questionnaire were also used to recruit participants for the semi-structured interviews; the description of the procedure is elaborated in Section 3.3.2.

To answer RQ1, the online questionnaire (Appendix B), which was an adapted version of Meirink's et al. (2009) situational questionnaire, was developed to include ten questions built around the five types of learning activities: (1) doing; (2) experimentation; (3) reflection on experiences; (4) learning from others without interaction; and (5) learning from others in interaction.

To specifically match items in the questionnaire with the target research context, the situations in the questionnaire were constructed to reflect the "key issues in language teaching" (Richards, 2015) that cover a range of topics in the English language teaching context. Those situations included: (1) age-appropriate pedagogy; (2) facilitating student learning; (3) language lesson planning; (4) classroom management; (5) teaching language skills (grammar, vocabulary, pronunciation, listening, speaking, reading and writing); (6) textbook and class materials; (7) technology in the language classroom; and (8) testing and assessment.

In each question, participants were given a situation that were likely to happen in their classroom; they were then suggested five activities they could adopt to learn their professional knowledge, in order for them to deal with the situation. To indicate their preferences for each learning activity, the participants were asked to self-report how often (1 for "Never"; 2 for "Sometimes"; 3 for "About half the time"; 4 for "Most of the time" and 5 for "Always") they adopted each of the five learning activities when facing new challenges in their teaching career.

Semi-structured interviews, as suggested in the methodologies of qualitative study (Friedman, 2012; Mackey & Gass, 2005; McDonough & McDonough, 1997), were adopted to collect qualitative data from research participants who consented to participate in the second stage of the data collection procedure. This second data collection instrument allowed the researcher to probe more deeply into the participants' perceptions of the professional learning activities that they adopted and the institutional support for their learning.

There were five guiding questions in the semi-structured interviews that aimed to uncover participants' insights into reasons for adopting each learning activity and their perceptions of institutional support for their informal professional learning. This type of research instrument allowed the researcher to use the question prompts as a guide and to have full flexibility to collect necessary data to answer RQ1 and RQ2.

3.3 Data Collection

The data collection procedure started in late April 2019. There were two stages of data collection procedure, which included the online questionnaire and the semi-structured interviews.

3.3.1 Online questionnaire

To identify preferred informal professional learning activities undertaken by Cambodian EFL teachers, research participants were asked to complete an online questionnaire on web-based Qualtrics Survey Software (Qualtrics, Provo, UT). Participants who took part were a combination of all Cambodian EFL teachers from "Institution 1" and "Institution 2." In the first stage of the data collection process, the online questionnaire period lasted approximately for one month.

To start with, an invitation email that contained the link to the online questionnaire on the web-based Qualtrics Survey Software (Qualtrics, Provo, UT) was sent to two different local contact points who then forwarded it to their internal mailing lists of possible 154 participants to request their participation in the research (see Appendix C for the invitation email). The

questionnaire on the web-based Qualtrics Survey Software allowed the target participants to complete it on their devices of choice, including computers, tablets, or smartphones.

After two weeks, as the response rate was worryingly low (about 10%), a reminder email was sent via the same channel (see Appendix D for the reminder email). In approximately one month's time, the response rate had increased fourfold, which was then decided that the data were sufficient for the study, and the online questionnaire was ceased. When the online questionnaire was closed, sixty-one responses (nearly 40%) were returned; however, only forty-two questionnaires, from approximately 27% of all the target participants, were fully completed and, therefore, valid for the data analysis.

3.3.2 Semi-structured interviews

In the consent section of the online questionnaire, participants were informed that they might be contacted for a semi-structured interview in the second stage of the data collection procedure. At the end of the online questionnaire, the participants were asked whether they would consent to participate in the semi-structured interviews and, if they agreed, then to provide names, email addresses and contact numbers.

There were sixty-one participants who responded to the online questionnaire, of whom nineteen also consented to participate in the semi-structured interviews. However, four of those failed to provide names and contact details; therefore, the number of interview participants (IP) was reduced to fifteen people. The first participant who consented to participate in a semi-structured interview was code-named "IP1", and "IP2" for the second participant until "IP15" for the last one in chronological order. Out of the fifteen participants

who consented to interviews and provided names and contact details, one of them (IP3) failed to complete all items in the questionnaire; therefore, fourteen participants met the initial criteria for interviews.

Further considerations were factored in for participant recruitment for the second stage of the data collection. Initial data analysis was conducted to identify the frequency that participants reported for each learning activity. The frequency count was then used to establish criteria to purposefully select participants for semi-structured interviews, as follows:

There were two themes of preferred learning activities emerging from the responses of all fourteen participants who consented to participate in the semi-structured interviews: a theme of significantly fluctuating learning preferences and a theme of subtle changes in learning preferences. In the first theme, participants' preferences for each learning activity differed greatly from one activity to another. The theme of significantly fluctuating learning preferences emerged from participants IP2, IP4, IP5, IP6, IP11, IP12, and IP14 throughout their online questionnaires. In the theme of subtle changes in learning preferences, participants' preferences for each learning activity closely resembled to one another. The participants who indicated the theme of subtle changes in their learning preferences were participants IP1, IP7, IP8, IP9, IP10, IP13, and IP15.

As RQ2 aimed to explore teachers' perceived institutional support for their informal professional learning activities undertaken in the workplace, the author decided that it was significant for the research to study the perceptions of participants who displayed

significantly fluctuating learning preferences. Therefore, it was deemed to be sensible to invite IP2, IP4, IP5, IP6, IP11, IP12, and IP14 for the semi-structured interviews.

Invitation emails for the semi-structured interviews were sent to the seven participants in early June 2019 (see Appendix E). The process for the semi-structured interviews started from mid-June until late July 2019. During the process for the semi-structured interviews, the researcher used five guiding questions as shown in Appendix G.

All of the seven invited participants for the semi-structured interviews (IP2, IP4, IP5, IP6, IP11, IP12, IP14) returned the completed consent forms to participate in this stage of data collection. However, the researcher managed to interview only six participants because one participant (IP2) decided to withdraw from the research project.

The semi-structured interviews were conducted by the researcher via Skype in English. Each interview was conducted in one-to-one format and lasted for approximately fifteen minutes. The interviews were recorded on Voice Memos, an audio-recording application on Apple's MacBook. For the data analysis, all the recorded interviews were transcribed by a recognised company.

3.4 Data Analysis

To answer RQ1, there were two different stages of data analysis for the research. In the first stage, the quantitative data collected from the online questionnaire were analysed in the web-based Qualitrics Survey Software (Qualtrics, Provo, UT) to identify frequencies and calculate means and standard deviations for each learning activity. Before the data analysis

took place, a data cleaning procedure was conducted, and nineteen uncompleted responses were deleted during this process, leaving forty-two valid questionnaires for final analysis. The results of the first stage of data analysis were also used to inform the direction of the second stage data collection and analysis as described in 3.3.2.

In the second stage of data analysis, the qualitative data collected from using the semi-structured interviews were transcribed and imported into NVivo Qualitative data analysis software, Version 12 (QSR International, 2019). During the coding process, a deductive coding method, in which the pre-defined themes were developed based on the five identified general categories of learning activities drawn from Meirink et al. (2007) and Meirink et al. (2009), and the three types of institutional support (Joo et al., 2011), was used to code the interview data. Each interview transcript was therefore coded into nodes that corresponded to the following learning activities: (1) doing; (2) experimentation; (3) reflection on experiences; (4) learning from others without interaction; and (5) learning from others in interaction. This level of coding was aimed to identify data that provide insights into RQ1.

To study perceived institutional support as posed in RQ2, the deductive coding method was also used to code interview data under the themes of “collegial support,” “management support” and “positive organisational atmosphere” (Joo et al., 2011). Additionally, it was also necessary to conduct a second level of coding which involved smaller sub nodes of two themes: “available institutional support” and “unavailable institutional support” for the learning activities of: (1) doing; (2) experimentation; (3) reflection on experiences; (4) learning from others without interaction; and (5) learning from others in interaction.

3.5 Ethical Considerations

This research project was conducted under an appropriate ethical approval from the Macquarie University Human Research Ethics Committee with a Reference No: 5201953108310, dated on 23 April 2019 (see Appendix A). The first ethical consideration made for this research was the recruiting and engaging research participants. Informed, written consent of all research participants was obtained separately prior to each stage of the data collection process to ensure that participation in the study was done voluntarily. The participant information and consent form for the questionnaire was embedded in the online questionnaire on Qualtrics Survey Software (Qualtrics, Provo, UT) (see Appendix B). The participant information and consent form for the semi-structured interviews was sent to and completed by participants who consented to participate in the second stage of data collection (see Appendix F).

Secondly, another ethical consideration made for this research was the confidentiality of the participants' details and the security of obtained research data. No personal details were collected in the online questionnaire unless research participants consented to participate in the semi-structured interviews. In that case, their names, email addresses, and mobile numbers were requested solely for communication purposes. In that case, the participants who consented to interview were code-named as IP1 (Interview participant 1), IP2 (Interview participant 2), and so on. During the semi-structured interviews, participants were informed that all data would be confidential, that the interview was being recorded, and that they could withdraw from the study at any time. For data security, all the obtained research data, such as completed questionnaires, audio files and transcripts, were stored in a password-protected cloud storage "CloudStor".

Finally, another ethical consideration was to avoid coercion involved in selecting participants for the study. The online questionnaire was distributed through mailing lists of both institutions by local contacts who were not involved in the research project. Both the local contacts and the researcher had no means to find out who chose to participate in the online questionnaire, and the identities of the teachers interviewed were known only to the researcher.

3.6 Chapter Summary

This chapter presented the mixed method research approach used in the study. It provided full descriptions of research sites and participants, research instructions, data collection procedures and data analysis methods that were used in the project. The chapter also took into account the ethical considerations for the study. The results of the collected data are presented in the following chapter.

Chapter 4 | Results and Discussion

This chapter presents the results and discussion of the research findings to answer both research questions posed in Chapter 1. The first part of the chapter provides a description of the results for RQ1; it then presents a discussion on the results for each preferred informal professional learning activity undertaken by Cambodian EFL teacher participants in order of: 1) doing; 2) experimentation; 3) reflection on experiences; 4) learning from others without interaction; and 5) learning from others in interaction. The second part of the chapter describes findings and discusses the results to answer RQ2. This part reports Cambodian EFL teacher participants' perceptions of institutional support for informal professional learning activities undertaken in the workplace within the research context.

4.1 Teacher Learning Activities

Overall, the results from the online questionnaire showed that the research participants undertook different professional learning activities as they perceived necessary. The current study shows some consistency in findings with a previous study by Meirink et al. (2009). As indicated by the mean scores and standard deviations shown in Table 1, the data revealed that "reflection on experiences" was the most popular learning activity among teachers who completed the questionnaire. Scored consistently the highest in five situations, 83% of teachers indicated that they reflected on their teaching. Data analysis on Qualtrics also revealed that this activity had the highest means scores of between 4.00 and 4.26 (SD = 0.72 - 0.80). There were three situations where the mean scores were between 3.83 and 3.79 (SD = 0.94 - 1.02); however, these were still high compared to other learning activities.

Table 1

Cambodian EFL Teachers' Preferred Informal Professional Learning Activities

	Situation 1 (age-appropriate pedagogy)		**Situation 2** (facilitating student learning)		**Situation 3** (language lesson planning)		**Situation 4** (classroom management)		**Situation 5** (teaching language skills)		**Situation 6** (textbook and class materials)		**Situation 7** (technology in the language classroom)		**Situation 8** (testing and assessment)	
Learning activities (Categories in literature) (Meirink et al., 2009)	Mean	Std Dev.	Mean	Std Dev.	Mean	Std Dev.	Mean	Std Dev.	Mean	Std Dev.	Mean	Std Dev.	Mean	Std Dev.	Mean	Std Dev.
Learning from others in interaction	3.21	1.04	3.21	1.01	3.40	1.05	3.79	1.01	4.00	0.98	3.19	1.28	4.19	0.82	3.83	1.15
Reflection on experiences	4.26	0.79	4.00	0.82	4.05	0.84	4.14	0.80	3.79	0.94	3.67	1.02	3.83	0.78	4.05	0.72
Doing	2.88	1.05	2.83	1.07	2.93	1.14	2.86	1.06	2.45	1.03	3.07	0.99	2.98	0.94	2.98	1.06
Learning from others without interaction	2.88	0.93	2.93	1.03	3.07	1.01	3.12	0.88	3.29	1.12	3.21	1.23	3.83	1.07	3.83	0.97
Experimentation	3.86	0.77	3.86	0.97	3.62	0.95	3.86	1.06	2.95	1.07	3.50	1.12	3.43	1.07	3.86	0.97

The results from the online questionnaire also showed that approximately 63% of the participants adopted the learning activity of "experimentation." This learning activity had the highest mean score of 3.86 in four situations and the lowest of 2.95 in one situation (SD: 0.77 – 1.12). With these figures, "experimentation" stood as the second most popular informal teacher learning activity, slightly higher than "learning from others in interaction," which approximately 60% of teachers reported to be engaged in this activity. Ranking the third most preferred learning activity, "learning from others in interaction" had mean scores of between 3.21 and 4.19 (SD = 0.98 - 1.04) across the situations in the questionnaire.

The least popular professional learning activities were "learning from others without interaction" and "doing" respectively. With approximately 47% of teachers reporting to engage frequently in this learning, the activity of "learning from others without interaction" stood the second least preferred learning activity reported in the questionnaire. In contrast, less than 30% of participants reported to adopt the activity of "doing;" this type of activity had with mean scores of mostly around 2.9.

The subsequent sections present discussion of the research findings for each learning activity. In addition to data collected from the online questionnaire, the interview segments generated from semi-structured interviews were also used to illustrate findings for learning activities.

4.1.1 Doing

The results from the online questionnaire showed very low frequency in teachers trusting their intuitions and feelings. According to Bakkenes et al. (2010), teachers continue to adopt

the same teaching methodology, as they do not see the necessity to change or improve it. This claim is confirmed by the data which emerged from the present study. For the teachers in the study who chose to trust their own intuitions and feelings when they were teaching, they did not see the need to do any further learning as they were satisfied with their current performance. This claim is also similar to a finding reported in Mohamed's (2008) research. For instance, a teacher in the current study said that:

> I've been working in the education sector for more than 10 years there, I think it's time for me to be more independent. I never asked my colleagues for advice, [there] wouldn't have been much to ask them for advice (IP5).

Findings in Meirink's et al. (2009) research, however, showed that "trusting own intuitions and feelings" was the second most preferred learning activity among Dutch teachers.

A contradiction in teachers' attitudes toward the activity of "doing" was, however, identified during data analysis. For teachers who valued continuous professional learning and reported a high frequency in other learning activities, they still saw the need for more education, as they did not trust their existing knowledge of teaching. Kyndt et al. (2016) concluded that "teachers' willingness to learn and improve their practice takes a central place and can be considered a necessary condition for learning to occur" (p.1130). Therefore, the contradictory attitude to the activity of "doing" has much to do with an individual teacher's willingness to learn.

4.1.2 Experimentation

"Experimentation," which is also known as "trying different things and see where they go," refers to situations when teachers deliberately try out a new activity in their own classroom

and reflect on the suitability of the activity for their context (Grosemans et al., 2015). Data collected from the semi-structured interviews, which also supported the results from the online questionnaire, pointed to different reasons why the interviewed teachers experimented in their classroom. First of all, rather than wishing to "challenge themselves or want to make their lessons more interesting," as reported by Grosemans et al. (2015, p.155), the participants experimented with newly learned teaching activities to see if they were suitable for their context. Five out of the six interviewed teachers reported that they tried out different techniques after they had learned them from their peers through informal interactions in their common teachers' room, or in formal gatherings such as the community of practice. This finding aligns with Meirink et al. (2007) who reported teachers experimenting with a copied method from co-workers. For example, a teacher said that,

> I most of the time try new things, new activity that I learned from my colleagues during that meeting, and try to apply it in my classroom … if that activity is applicable to my lesson today, then I can apply it (IP11).

Another reason for experimentation was the inspiration that resulted from reflection. Some participants reported that they tried out new or different teaching activities in their own classrooms when they noticed that they needed to improve their instruction. A similar finding also exists in Bakkenes' et al. (2010) study, in which the authors call "a positive or negative event in one's own classroom practice" (p.539).

Collected data did not provide any evidence of other types of experimentation found in the literature, such as those found in Meirink et al. (2007), which includes "a modified or copied

teaching technique of a colleague, a self-invented teaching method, or a new teaching method developed in a group meeting" (p.154).

Even though participating teachers acknowledged the importance of "experimentation" as part of their professional learning, two of the interviewed teachers, however, reported on limited opportunities to experiment as a result of the heavy workload assigned by their institutions. These concerns are elaborated in detail in a later section on institutional support.

4.1.3 Reflection on experiences

Of all the teacher professional learning activities discussed, "reflection on experiences" (phrased in the questionnaire as "reflect on my own practice in order to think up an appropriate approach") was the most preferred one among the teachers; this result is also consistent with a finding in Meirink et al. (2009). The high preference for "reflection on experiences" is also confirmed by the qualitative data, in which interviewed participants acknowledged the benefit and provided further reasons why they adopted this learning activity. First of all, this type of learning activity was reported to provide quick accessibility for the participants to evaluate their teaching and learn from their successes and failures. The teachers reported that they preferred reflection on their practice because it was easily accessible, and that they could normally do the reflection by themselves. However, collaborative reflection did not emerge in this study, which was inconsistent with that reported in Grosemans et al. (2015).

Secondly, another stimulus that triggered participants to reflect on their own practice was the inspiration to perform better in their job. Believing that their colleagues might have more

effective teaching methods, interviewed teachers reported they usually reflected on their strengths and weaknesses and looked for ways to improve their instruction. This type of reflection resembles a combination of what Meirink et al. (2007) called “valuing elements in colleagues’ teaching methods” (p.154).

Additionally, aligned with what was found in Grosemans et al. (2015), the teachers reported during interviews that they believed it was important to reflect on their teaching so that they could improve their lessons by learning from their mistakes. One teacher said:

> [To] reflect on my own … practice … this is a way that I can see back what I have done so far, and I can learn in the real context for the mistakes is what should be corrected to be much better in the same classroom or in the classroom (IP4).

Some interviewed teachers also reported that their professional learning involved a type of reflection which Meirink et al. (2007) call “relating/comparing teaching methods or theories to own teaching method” (p.154). In this type of reflection, teachers compared and contrasted their real-world practice to what they had learned. For example, a teacher reported that “… whenever possible, I try to reflect my own experience and also my own knowledge … what I have studied at school… [by] referring to the book that I have read …” (IP6).

As also found in previous research by Grosemans et al. (2015), there were two processes of reflection reported among interviewed participants. Some teachers reported reflection in action during their classes by vigorously assessing and reflecting on their teaching, so that the activities and instruction could be constantly improved during the class (Schön, 2017). Other

teachers reported reflection on action after classes. They normally reflected on what worked well and what did not, in order to improve the next class.

Despite acknowledging the importance of reflection on practice for professional learning, five out of the interviewed teachers, however, reported inadequate time for this activity during working hours. Similar to what was reported in a study by Kang and Cheng, (2014), a heavy workload was perceived to be one of the factors that hinders the process of systematic reflection on teaching. A teacher specifically reported that because of his hectic workload, he did not usually reflect on his teaching unless he saw an absolute necessity.

> … I don't have the time to do so. Because after I taught this lesson, I need to prepare my lesson plan for the next lesson. So, I don't have time to think back about what I have taught today … [only when] it failed completely, then I will reflect on that. But if it works, like for example, for 50%, then I don't think I feel the need to do so. (IP14).

4.1.4 Learning from others without interaction

Both quantitative and qualitative data from this study consistently revealed that the activity of "learning from others without interaction" is not popular among the participants. Qualitative data from the semi-structured interviews indicate that only two of the interviewed teachers reported that they kept abreast of new knowledge and research in the field by reading books and journals, or watching online videos on how to teach a certain language skill in their classroom. This result is inconsistent with that in Kyndt's et al. (2016, p.1122) study, which found that, "reading professional literature" and "observations" were the top two learning activities identified in research on teacher learning.

Data from the semi-structured interviews provide insights into the reasons why the activity of “learning from others without interaction” scored the second lowest score. Primarily, despite being excited to see how other teachers executed a certain lesson in their classroom, as reported by Bakkenes et al. (2010), two interviewed teachers expressed concerns over the logistical considerations for peer observation. For instance, in order for them to be able to observe a class, the two interviewed teachers pointed out that they needed to be able to identify suitable peers who would teach the same lesson content that they wished to see, and to make sure that there were no clashes in time and teaching schedule. The teachers also raised concerns about the potential to disturb their peers’ teaching.

The second reason for teachers to avoid this learning activity was what Ahmed, Nordin, Shah, and Channa, (2018, p.73) call “the professional challenge” of the heavy number of teaching hours. Most of the interviewed participants reported that even though they valued the benefit of observing their peers’ teaching, their instructional loads and schedules did not allow sufficient time for them to be able to observe their peers.

The participating teachers also reported that accessibility was another reason for the research participants to avoid the activity of “learning from others without interaction.” One teacher, for instance, reported that the reason why he did not participate in this type of learning more frequently was because of the limited availability of the resources, language barriers and practicality of the materials.

> They are not many videos regarding teaching activities. So, I don’t really use that, and for journal, I think sometimes they use very academic words, which is difficult for me

> to understand … and one more thing is that journal is not really available in my school. (IP14)

Grosemans et al. (2015) found that almost every teacher in their study read some articles about teaching "in order to find a better, more interesting or more fun way to teach" (p.155). However, participants in the current study were sceptical about the effect and usefulness of reading articles related to teaching in academic journals. For instance, the two teachers reported that they normally found it difficult to locate the right articles to help them with a particular situation in their specific context, as they believed that journals and books were written for general situations. In comparison to other types of learning activities, three participating teachers also commented that reading journal articles was seen as time consuming and unlikely to provide direct answers to their issues.

4.1.5 Learning from others in interaction

Data collected in semi-structured interviews indicate that there was much general collaboration among teachers and with senior teachers or supervisors due to perceived substantial benefits of this learning activity. "Learning from others in interaction" was also reported to have happened formally and informally at the workplace.

Most of the interviewed participants reported high frequency of engagement in the activity of "learning from others in interaction," especially when they sought solutions to issues that had arisen in their own classroom. This finding is consistent with that in a study by Kvam (2018) who reported that "at times, the teachers introduce teaching issues, exchange possible solutions, explore different perspectives, and share ideas about the teaching" (p.710). In the

current study, five of the teachers repeatedly mentioned that, for various reasons, engaging in conversations and informal interactions with their peers was the quickest and most effective way to deal with their teaching issues. Notably, the experience of having a shared context allowed teachers to contribute direct and practical solutions when needed. For example, a teacher said "[For my peers], they might have taught the same lessons. So, the answer is more useful and hit the goal" (IP14). Likewise, another teacher said:

> We can talk to our colleagues because we have like expats and also locals, so we have the wide variety of ideas in learning and teaching … I think learning from our peers is very important, because they have a lot of experience (IP6).

Secondly, another reason for teachers to engage in "learning from others in interaction" was due to qualities that Nami et al. (2018) call "reciprocity, knowledge co-construction, and peer support" (p.377). Social interactions with peers who share the same work context is perceived as effective as it allows colleagues to negotiate and confirm meaning if needed. A teacher reported that when he needed immediate, instant responses, he would seek advice from his colleagues.

> I can ask them, and quickly … they can answer to my question, if I'm not sure I can ask them more and more, then they can clarify. By at the same time, it's much useful for that situation, when I really need immediate, immediate response and ask more questions. (IP4)

Aligned with suggestions made in previous studies (Kyndt et al., 2016; Grosemans et al., 2015), "learning from others in interaction" that involved material sharing among colleagues also emerged in semi-structured interview data. Interviewed teachers, especially those who

were less experienced, mentioned that sharing materials and resources helped them in their daily work. This finding is consistent with what is claimed in Hermansen's (2016) study that material sharing is an essential knowledge source in teacher learning.

Data from semi-structured interviews indicate that "learning from others in interaction" was usually carried out in the workplace informally and formally. Consistent with what Mohamed (2008) claimed in a previous study, most of the participant teachers reported making use of their working hours to engage informally in their professional learning by asking their peers to share experiences when they perceived that they needed to improve on certain skills. For example, a teacher said "… when I approached my peers, it is always in our working time, in the office time" (IP6). Similarly, another teacher also said:

> If we have some problem, we can talk to [our peers] related to teaching, like related to some certain students … something like that … yeah…we have like informal talk, like in office time, you can just share with some issues of the students. … Sometimes we talk in a funny way, sometimes the serious way and then we listen, and some teachers can give some idea how to overcome this problem (IP12).

Additionally, "learning from others in interaction" was also reported to happen in a more systematic structure. One of the interviewed participants said that "… we have community of practice which we share different techniques, teaching activity together…" (IP11).

4.1.6 Section summary

The key findings in RQ1 are that while "reflection on experiences" was the most frequently occurring informal professional learning activity, participants who were interviewed also

appreciated the benefits and convenience of "learning from others in interaction." Additionally, even though results from the online questionnaire showed that "experimentation" was the second most popular informal teacher learning activity, most of the teachers who were interviewed raised concerns of inadequate time to adopt this and therefore avoided it when possible. The section also illustrated that "learning from others without interaction" was the second least popular professional learning activity, while "doing" was the least relied upon. The next section considers responses to RQ2, including teachers' perceptions of institutional support.

4.2 Perceived Institutional Support

The second research question aims to uncover Cambodian EFL teacher participants' perceptions of institutional support for their choice of informal professional learning activities undertaken in their workplace.

Qualitative data from semi-structured interviews among the six teachers provide insights into RQ2. Results from the data analysis indicate that there was evidence that teachers in the study perceived institutional support for their informal professional learning activities under three themes that were elaborated in the literature: collegial support, management support and positive organisational atmosphere (Joo et al., 2011; Kwakman, 2003). While there was evidence that the support from institutions was reported to be available for some informal professional learning activities, the support for the learning activity of "reflection on experiences" did not emerge during data analysis. Similarly, there was minimal institutional support reported for "experimentation." However, as mentioned previously, these two learning activities were preferred by most participants.

To answer RQ2, perceived institutional support for teachers' informal professional learning activities is presented in the following order: perceived collegial support, perceived management support and positive organisational atmosphere. Under each category of institutional support, the results that are presented emerged from the data and discussions concerning each learning activity. However, as "trusting own intuitions or feelings," which is identified as "doing" in the literature, involved no learning, no support is reported for this activity; therefore, it is excluded from this section. The discussion on this learning activity was covered in 4.1.1, in the section on learning activities.

4.2.1 Perceived collegial support

Consistent with Havnes' (2009) findings, the data from semi-structured interviews collected for the current study reveal that collegial support was perceived to be available to enhance some informal teacher learning activities among interviewed participants. To start with, two types of collegial support were perceived to be available for "learning from others in interaction." First of all, the participants reported that they could always ask for advice from their peers whenever they need to. For instance, in regard to problem solving related to teaching issues, two interviewed teachers specifically pointed out that their colleagues were extremely open minded and willing to contribute whenever the teachers interviewed needed some input for the problems they were facing at work. Charner-Laird et al. (2016) call this type of collegial support as "aid and assistance," and they define it as the process that involves collegial interactions in which "teachers independently seek out advice from one another" (p.3). Additionally, the interviewed teachers also specified that informal social interactions normally took place in the kitchen area of their staffroom.

Another type of collegial support for "learning from others in interaction" that surfaced in the study was materials sharing. Charner-Laird et al. (2016) describe "*sharing"* as the process of exchanging ideas and materials. Many interviewed instructors reported that they found the culture of material sharing among themselves very helpful; this claim is also reported in Hermansen's (2016) study. "*Sharing"* allows teachers to learn about different materials and to know how to use them in their own classrooms.

The other type of collegial support that is identified by Charner-Laird et al. (2016), the *critical dialogue*, did not emerge from this data collection. The interviewed participants did not report any occasions in which they "actively engaged in deep conversations about practice" (Charner-Laird et al., 2016, p.2), beyond sharing materials or ideas. In other words, "the workplace attitudes towards innovation and risk-taking" (Hallinger & Piyaman, 2019, p.344) in a collectivist culture did not emerge in the study.

The semi-structured interview data also pointed to the availability of collegial support for other learning activities; however, the support was reported to be minimal. Primarily, "learning from others without interaction" was among the activities that received the least collegial support. Even though some interviewed teachers reported that they appreciated informal peer observation as an example of how the observed teachers dealt with a certain problem in their classroom, the participants reported that they were reluctant to ask their peers on most occasions. This finding indicated that the teachers in the research were less interdependent within their in-groups, the characteristic which Triandis (2001) described as one of the elements in collectivist cultures.

Additionally, as reported earlier, some of the interviewed participants claimed that they tried new teaching techniques after they had learned them from their colleagues, either as a result of intentionally seeking help or from informal conservations or interactions. However, it was not clear from the data that collegial support had been deliberately available for "experimentation." In other words, there was no evidence of any collegial interactions in regard to experimentation to follow up, assess or confirm the effects of the newly learned teaching methods or activities reported in the study. Similarly, as all the reported cases of reflection happened individually, collegial support for "reflection on experiences" did also not emerge from the data. The practice of individual reflection in the study contradicted the concept of teacher collaboration in collectivist cultures identified in literature (Hallinger & Piyaman, 2019; Yin, et al., 2019); and the reason why collaborative reflection was not practiced was unavailable from the data.

4.2.2 Perceived management support

Aligned with a claim made in previous studies (Mohamed, 2008; Grosemans et al., 2015; Kang & Cheng, 2014; McMillan, McConnell & O'Sullivan, 2016; Lockwood, 2018), participating teachers in the current project acknowledged the importance of support from the school leaders for their professional learning. However, evidence from the semi-structured interviews showed that support from the supervisors, and the senior teachers who have positions on the management team, was not perceived to be widely available for teachers' informal professional learning activities. Only a few participants deliberately pointed to available management support for some of their informal professional learning activities.

Fundamentally, management support was perceived to be mostly available for the activity of "learning from others in interaction." There were two participants who reported that they occasionally received management support through interactions in the workplace. In general, management support was perceived to be available to help solve issues that required serious attention. For instance, a teacher provided an example of an occasion in which "if we have some problem, we can talk to them related to teaching, like related to some certain students" (IP12).

Participants also reported that supervisors and senior teachers provided ongoing support for "learning from others without interaction." Some of the interviewed teachers mentioned that they could always go to their manager for a recommendation of suitable activities for their teaching, as well as reading resources for their own professional learning. Additionally, supervisors and senior teachers were reported to provide support by offering scheduled professional development workshops for teachers.

As Grosemans et al. (2015) recommended, school leaders could support teachers' learning by providing instructors adequate time to experiment with new teaching activities, and both managers and teachers should engage in post-teaching discussions to evaluate the suitability of the teaching activities for their own context. However, there was no evidence pointing to such management support available for experimentation in this study. Even though participating teachers acknowledged that their supervisors encouraged them to try out different teaching methods and activities, or to apply what they have learned from their peers and invited guest speakers in their own context, the participants did not perceive that there was any support to do so. Likewise, inconsistent with Grosemans' et al. recommendation for

school leaders to stimulate teachers' reflection about their own teaching, no management support was also reported to be available for this particular learning activity.

4.2.3 Perceived positive organisational atmosphere

In general, there was some indication that the interviewed participants perceived the importance of positive organisational atmosphere for their professional learning. For instance, a teacher reported that a secure and free institutional environment that provides an opportunity for expressing concerns and questions facilitated his professional learning. The teacher said, "We also have time to raise our concerns and ask question and answer for free as well good, free environment." (IP4).

As established in the literature, positive organisational atmosphere refers to the institutional environment that deliberately supports and enhances teachers' professional learning (Kwakman, 2003). According to Joo et al. (2011), one of the characteristics of positive organisational atmosphere is a supportive work structure. As revealed in this study, institutions were perceived to have provided a supportive work structure for their staff to engage in some specific learning activities.

To begin with, in regard to perceived support for the activity of "learning from others in interaction," the positive organisational atmosphere emerged under three themes during the qualitative data analysis. The first theme focused on the physical workspace arrangement. Most of the interviewed teachers reported many instances that institutions arranged workspaces that enabled interaction among teachers during working hours. This included having the teachers' rooms organized with workstations and computer desks arranged in

rows. Teachers perceived such arrangements to have adequately enhanced their informal interactions during their office hours, in which they discussed issues related to their teaching and classroom practice. Additionally, one of the institutions was reported to have provided a kitchen area where coffee, tea and milk were offered. This sort of provision was also perceived to facilitate social gatherings that led to informal learning in interactions. A teacher said,

> And if we have some problems, we can talk to [our peers] related to teaching, like related to some certain students in [the teachers' room]. We can sit next to each other at the computer desk and we also have a coach to sit in and we have a coffee table. So that is the socializing zone, like we can talk and have coffee. (IP12)

The second theme of perceived positive organisational atmosphere to support "learning from others in interaction" was the work schedule. As an OECD report (2009) suggested, one way that institutions could facilitate their staff's learning includes producing work schedules that enhance possible learning. Institutions in the current study were reported to facilitate teachers' informal professional learning by creating teaching schedules that allowed social interactions to happen. As pointed out by a teacher, "[There is]… office time for us to stand by and prepare our lessons … so, it gives us opportunity to ask to share each other as much as possible. So I take that advantage to do it" (IP6).

The third theme of perceived positive organisational atmosphere to support "learning from others in interaction" was the logistical support offered. Institutions were reported to have provided classroom space, computers with LCD projectors and an Internet connection for their teachers to organize workshops among themselves in which they shared experiences

with one another. One of the teachers reported that this type of support allowed staff to hold regular monthly gatherings where they discussed different teaching activities, sometimes inviting a guest speaker to present.

Despite the existing positive organisational atmosphere, some of the interviewed teachers mentioned that in order for their "learning from others in interaction" to work better, they would like to have had more knowledgeable staff on board. For them to be able to engage in informal learning through social interactions, the participants wished to have more experienced staff members from whom they could learn. Additionally, a teacher said that he wished to have time to work with other communities outside their workplace including, for example, public schools, so that they could exchange their experiences and knowledge.

Another characteristic of positive organisational atmosphere includes shared beliefs and values (Joo et al., 2011). Both institutions in this study have exhibited a supportive school culture that values ongoing professional development for their teachers, a trait that Kwakman (2003) refers to in her work. This type of perceived positive organisational atmosphere particularly impacts "learning from others without interaction" under three themes.

First of all, a set schedule of professional development workshops regularly run by the management team and senior teachers was reported. In addition to the internally organized workshops, most of the teachers also mentioned that their institutions also sent them and their colleagues to attend local and international conferences. Secondly, compulsory and optional peer observations were systematically encouraged and supported. The third theme of positive organisational atmosphere that supported "learning from others without

interaction" was the availability of reading materials related to teaching, including journals and books. Additionally, computers with an Internet connection were also available for teachers to use in the teachers' rooms and resource centres. The interviewed teachers at one school also mentioned that online videos about teaching were produced by the institution for teachers to watch on their own time.

A positive organisational atmosphere that supports "learning from others without interaction," however, was reported to be inadequate by some participants from both institutions, and they requested to have more existing support. For example, two teachers mentioned inadequate books and out-of-date academic journals; a teacher specifically said: "The school does not have updated academic journals, especially language teaching journal" (IP11). Likewise, another participant requested to have more professional development sessions, especially the ones that are conducted by invited speakers. A participant said, "I think is much better if they can invite other profession, professors, from other university or other places to … to help us with this PD workshops…" (IP4). Two teachers also mentioned about requesting workshops pertaining to their interests. A teacher said, "They can include professional development on … teaching…For example, how to teach grammar, how to give feedback to students with writing" (IP14). As Owen (2014) suggested, **"**… Supports include provision of resources including involving outside experts and funded conferences and study programs to continue to bring in new ideas and guard against insularity" (p.57).

Perceived positive organisational atmosphere for "experimentation" did not emerge from the data. However, an interviewed teacher suggested two types of support that his institution could do to enable experimentation. First, the teacher suggested that the school could

organise a teaching schedule that would allow him to repeat the level(s) that he was assigned to teach the previous term(s).

> Trying different thing is good, but it's … similar to doing research … and the thing is that I don't really have enough time ... For one activity … I mostly use it for only one or two times in a term …. When it comes to new term, I will teach different class and I may not use the same activity anymore. So I don't have the chance to try different thing to teach the same language point. (IP14)

Secondly, he also suggested that reducing teaching hours could also allow him to try out different activities in his teaching. He said that "Because to find new ways to teach might take more times, and it's better to just use the same one… If I have more time, I would try different things" (IP14).

Likewise, a perceived positive organisational atmosphere for "reflection on experiences" was not discussed in the semi-structured interviews. However, the same teacher who commented on the unavailability of institutional support for "experimentation" also pointed out that a heavy teaching load was the main factor that inhibited his time for "reflection on experiences."

4.2.4 Section summary

The research has identified a mismatch of learning preferences and perceived institutional support. The interviewed teachers did not point to any specific institutional support available for the activity of "reflection on experiences," even though this appeared to be the most preferred learning activity, as discussed in the previous section.

The participants also reported that minimal institutional support was available for "experimentation." In fact, even though there was some encouragement from their colleagues and management, none of the participants mentioned that the organisational atmosphere facilitated the process of experimentation. However, some degree of institutional support for teachers' informal professional learning activities was perceived to be available to encourage "learning from others in interaction" and "learning from others without interaction." Findings for institutional support for each informal teacher learning activity are summarised in Table 2 in the subsequent page.

Table 2

Summary of Perceived Organisational Support for Informal Professional Learning Activities

	Perceived institutional support		
Informal professional learning activities	**Collegial support**	**Management support**	**Positive organisational atmosphere**
Reflection on practices	• Not evidenced	• Not evidenced	• Not evidenced
Learning from others in interaction	• Material sharing • Problem solving	• Problem solving • Mentoring/guiding	• Physical space • Workspace arrangement • Timetable
Experimentation	• Try out new teaching methods/activities	• Encouraged but not available	• Not evidenced
Learning from others without interaction	• Peer observation	• PDs run by management • Resources recommendation	• Storage on computer network from which teachers can store and retrieve sharable materials • Scheduled PDs • Scheduled management and peer observations • Teaching resources • ELT books and journals • Computer with Internet connection

4.4 Chapter Summary

The key findings from the questionnaire and semi-structured interviews were presented in this chapter. Results from the qualitative data analyses reveal that participant teachers were engaged in all professional learning activities specified in the questionnaire. 'Reflection on experiences' was reported to be the most popular learning activity, while "doing" or "trusting intuition and feelings" were the least preferred ones. The data analyses of the semi-structured interviews showed that institutional support was perceived to be in place mainly to support the activities of "learning from others in interaction" and "learning from others without interaction." In contrast, the institutional support for the learning activities of "reflection on experiences" did not emerge from the data at all, while participants saw that only minimal support from the institutions was available for "experimentation." The following chapter presents the summary of key findings, implications and recommendations and limitations of this study.

Chapter 5 | Conclusion

This final chapter provides a summary and discusses implications of the key findings. It then evaluates limitations of the current study and puts forward some suggestions for future research.

5.1 Summary of the Key Findings

The research project set out to explore preferred informal professional learning activities undertaken by Cambodian EFL teachers in the workplace within the research context. Apart from the lack of preference for "doing" or "trusting own intuitions and feelings," results from the quantitative data analysis revealed that Cambodian EFL teachers adopted different informal professional learning activities in their workplace based on their needs. There was not any indication as to why "doing" or "trusting own intuitions and feelings" were the least preferred; however, the teachers' perceptions of other professional learning activities surfaced in the data.

The current research revealed that "reflection on experiences" was reported to be the approach most preferred by respondents. This finding is also consistent with a finding in Meirink's et al. (2009) previous research. "Experimentation" appeared to be the second most popular informal teacher learning activity in the research context. Both "reflection on experiences" and "experimentation" were also the two informal teacher learning activities which were reported to be preferred in previous research (Bakkenes et al., 2010; Thoonen et al., 2011). According to Thoonen et al., "Teachers' engagement in professional learning activities, in particular experimenting and reflection, is a powerful predictor for teaching practices" (pp.496-497).

Even though “learning from others in interaction” ranked the third among other informal teacher learning activities, the data analysis indicated that this activity was slightly less popular than “experimentation.” Research findings also showed that, among activities that led to professional learning identified the study, “learning from others without interaction” was the last activity that participants intended to adopt.

The qualitative data obtained from the six interviewed participants provided insights into each learning activity. Most of them found “learning from others in interaction” practical and beneficial for them to solve problems that needed immediate attention. The majority of interviewed teachers reported that they felt more comfortable and secure talking to their peers about issues related to their teaching.

By viewing teachers’ informal professional learning through a social constructivism lens, the current research findings confirm the claim made in previous studies (Hermansen, 2016; Kennedy, 2011) that *teacher learning* is collegial and a social process that involves day-to-day informal social interactions to share knowledge and solve issues at work. One aspect of social interaction that researchers (Le Clus, 2011; Gergen, 1995) claim is that it enables new knowledge to be co-constructed during informal professional learning activities. However, there was no evidence of new ideas related to teaching being discovered during social interactions, as participants only reported sharing what they had already known to their peers. The current data sources were unable to provide insights into the reasons why teachers did not co-construct new knowledge during social interactions.

That teacher learning is a social process also helps to explain why "learning from others without interaction" was less popular among research participants. For example, participants viewed reading books related to English teaching and academic journals for their professional learning as time consuming and too general to meet their specific needs.

Even though "reflection on experiences" appeared to be the most preferred learning activity, the interview data did not point to any resembled element in Farrell's (2013) notion of "systematic reflective practices" (p.34). Farrell urges that "language teachers systematically examine their practice by collecting evidence about their own teaching and their students' learning rather than just thinking about what they may be doing in their classes" (p.34). In contrast, "reflection on experiences" mainly occurred individually, and no participants considered their reflections more than just thinking about how they were doing in their classes. The study has put forward some implications (see Section 5.2) for institutions to consider when attempting to facilitate "reflection on experiences," so that maximum benefits for professional learning can be assured among their teachers.

Likewise, concerning the activity of "experimentation," some interviewed teachers reported that they tried out different activities after they had learned new teaching techniques from their colleagues in their common teachers' room or in formal gatherings in the community of practice. However, the teachers also insisted that "experimentation" involved time and a commitment that therefore suppressed their intention to pursue this kind of activity. That being said, it was not clear from the data if teachers' limited knowledge on how to engage in "experimentation" was among the factors that hindered the learning process.

In regard to RQ2, the project was able to uncover Cambodian EFL teachers' perceptions of institutional support for their informal professional learning activities undertaken in the workplace within the research context. While the participants recognised the importance of collegial support, management support and positive organisational atmosphere for their professional learning (Joo et al., 2011; Kwakman, 2003), the three types of institutional support identified in the literature only partially emerged in this study. The data suggested that the institutions provided disproportionate support for each informal professional learning activity that the teachers undertook.

All interviewed participants perceived that the most institutional support was available for the activities of "learning from others in interaction" and "learning from others without interaction." In contrast, minimal support was perceived to be available for "experimentation." That being said, the participants did not elaborate on any of the procedures used by institutions to offer support, especially at the level of organisational atmosphere. Interestingly, no institutional support was reported for "reflection on experiences," which was the most preferred informal professional learning activity. Therefore, a key finding is that there is a mismatch of teachers' learning preferences and perceived institutional support.

To summarise, the current research has achieved an aim of establishing initial knowledge of Cambodian EFL teachers' preferences informal professional learning activities within the cultural context in which the topic has not been researched before. The study has also revealed that the teachers perceive some available institutional support; however, there was a lack of evidence that institutional support was proportionately offered for all informal

professional learning activities. Having added new knowledge in the field, the results have addressed an issue of undermined existence of teachers' informal professional learning in the workplace and reportedly inadequate support from institutions in the Cambodian ELT context.

5.2 Implications

Based on the findings of the research, there are two implications that can be drawn to facilitate teachers' informal professional learning by providing institutional support. To begin with, as elaborated throughout the research, there was evidence that teachers have adopted different informal professional learning activities in the workplace. The teachers acknowledge the important role of informal professional learning to improve instructional quality. The first and more general implication, therefore, is that there is a need for school leaders to attend to the mismatch of institutional support for informal learning activities addressed in this study. Hoekstra, Brekelmans, Beijaard and Korthagen (2009) suggest that support for informal teacher learning should be tailored to the needs and preferences of teachers. This study recommends that institutions should commit to providing more than just logistical support (i.e., available rooms for social interaction and reading materials) to effectively support teachers' professional learning.

The second implication points to the specific need for school leaders to deliberately support the learning activities of "reflection on experiences" and "experimentation." Even though the data from the online questionnaire revealed that the two learning activities were the most preferred among the teachers, the interview data indicated that participants did not practise the activities in accordance to principles stipulated in the literature. To guarantee the

maximum benefits from the two learning activities, institutions need to ensure systematic reflective practices and collaborative reflection for “reflection on experiences” and to foster “experimentation.”

To address the concern of participants not engaging in deep reflection, structured institutional support, including time and resources, should be introduced so that teachers can apply Farrell’s (2013) notion of “systematic reflective practices.” The school leaders should facilitate teachers to systematically reflect on their practice by collecting evidence about their own teaching and their students’ learning rather than just thinking about what they may be doing in their classes. Secondly, institutions need to also tackle the issue of individual “reflection on experiences” reported in this study. Collaborative reflection should be introduced and facilitated (Grosemans et al., 2015), potentially through community of practice.

The school leaders should also attend to the participants’ concerns over inadequate time to engage in “experimentation” by creating work schedules that enable the adoption of this learning activity. Additionally, following Bakkenes’ et al. (2010) suggestion, institutions should introduce a structured system that drives this learning activity, including positive and/or negative feedback, and impulsive decisions to try something different. Lastly, school leaders should also consider the potential barrier of limited knowledge on how carry out the activity of “experimentation.”

5.3 Limitations and Future Research

This project had several limitations. To start with, the data sources were limited due to the project's time constraints. The research was unable to validate the inconsistent responses among participants concerning the availability of institutional support for their informal professional learning. For example, when being asked to provide their perceptions of institutional support that was currently available in their workplace, two of the six interviewed teachers were unable to comment on the deficiencies concerning institutional support, as they said that they were satisfied with the support that their schools provided. A teacher said: "I've been thinking about it but up until now, I don't find anything more because everything is much more than I used to have and it's quite enough here" (IP6).

In a similar instance, another teacher had to think hard to be able to comment on this question. The interviewed teacher said, "That huh … that is a … question that … it would, you know, require me think a little bit about that" (IP5). The inconsistency of the teachers' perceptions of institutional support for their professional learning could have been explained if the researcher had considered data triangulation by including data on management's perceptions and researcher's personal observations.

Secondly, the current tools did not allow the project to validate a hypothesis that participants' limited knowledge in both informal professional learning in the workplace and necessary institutional support could provide an explanation to the reasons behind the identified mismatch of the availability of institutional support and preferred learning activities. During the data collection, the author witnessed a pattern of the participants' limited understanding of the differences between the terms "professional learning" and "professional

development" that emerged during the semi-structured interview process. On multiple occasions, the researcher noticed that participants perceived "professional learning" to be a new concept for them. The teachers tended to exhibit a mind-set that only "professional development" contributed to their growth as educators, not "professional learning." Research instruments that are capable of collecting adequate data could have provided insights into the identified hypothesis.

Other limitations of the current study included the sample size, participant recruitment for semi-structured interviews and the geographical locations of the research. First of all, the number of participants for both qualitative and quantitative data collections were small, making it difficult to generalise the findings. Another limitation was that the teachers who were interviewed were self-selected; this meant that the researcher was unable to recruit interview participants from a wider sample pool. Finally, the project was conducted at two institutions in the same geographical area of the capital city in Cambodia; therefore, the scope of data interpretation and research implications are limited to this confined boundary.

Based on the identified limitations of the project and the nature of the research topic, there are some suggested considerations that future studies of this kind should take into account. Fundamentally, in order to fully understand teachers' professional learning activities, data collection should also involve the researcher's observations and personal notes to explore other informal professional learning activities that Cambodian EFL teachers are likely to undertake. Equally, to better understand the efficacy of institutional support for teacher learning, forthcoming research should also consider data triangulation by including management perceptions of available support for their teachers' professional learning.

Subsequent research should consider increasing the sample size and indeed the comparison between provincial teachers and those working in the capital city, regarding their preferences for informal professional learning activities and perceived institutional support. By doing so, future studies will be able to provide more comprehensive insights into the topic based on substantial data.

Additionally, the questionnaire used could be re-designed to discriminate novice teachers from more experienced ones; for instance, extra items could be added to the questionnaire to gather data related to years of experience. In this way, the study could make a comparison between less and more experienced teachers in terms of preferences for informal professional learning activities and perceived institutional support. It is also necessary that later research should look into confirming the hypothesis of the teachers' limited knowledge in informal professional learning in the workplace and the necessary institutional support. In other words, the teachers' conceptions of the differences between professional learning and professional development should be considered in forthcoming studies.

5.4 Concluding Remarks

The research project has achieved its aims of investigating preferred informal professional learning activities by Cambodian EFL teachers at the two institutions and in exploring the teachers' perceptions of institutional support for their informal professional learning in the workplace. The study adopted a mixed method approach to collect quantitative data through the online questionnaire and qualitative data using the semi-structured interviews, necessary to answer both research questions.

The study has established that “reflection on experiences” and “experimentation” are the most frequently occurring informal professional learning activities among Cambodian EFL teachers participated in the project. Participants who were interviewed also appreciated the benefits and convenience of “learning from others in interaction”. The study has also been able to identify a mismatch of institutional support for teachers’ informal professional learning. Clearly, this preliminary research can be more thoroughly developed so that teachers and the institutions in which they work may benefit from understanding how to improve informal professional learning opportunities.

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Appendix A: Ethics Approval

Human Sciences Subcommittee
Macquarie University, North Ryde
NSW 2109, Australia

MACQUARIE University

23/04/2019

Dear Dr Field,

Reference No: 5201953108310
Project ID: 5310
Title: Teachers' preferred professional learning activities and perceptions of support among Cambodian EFL Teachers

Thank you for submitting the above application for ethical review. The Human Sciences Subcommittee has considered your application.

I am pleased to advise that ethical approval has been granted for this project to be conducted by Dr Lawrence Field, and other personnel: Associate Professor Michael Cavanagh, Mr Theara Chea.

This research meets the requirements set out in the National Statement on Ethical Conduct in Human Research 2007, (updated July 2018).

Standard Conditions of Approval:

1. Continuing compliance with the requirements of the National Statement, available from the following website: https://nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018.

2. This approval is valid for five (5) years, subject to the submission of annual reports. Please submit your reports on the anniversary of the approval for this protocol. You will be sent an automatic reminder email one week from the due date to remind you of your reporting responsibilities.

3. All adverse events, including unforeseen events, which might affect the continued ethical acceptability of the project, must be reported to the subcommittee within 72 hours.

4. All proposed changes to the project and associated documents must be submitted to the subcommittee for review and approval before implementation. Changes can be made via the Human Research Ethics Management System.

The HREC Terms of Reference and Standard Operating Procedures are available from the Research Services website: https://www.mq.edu.au/research/ethics-integrity-and-policies/ethics/human-ethics.

It is the responsibility of the Chief Investigator to retain a copy of all documentation related to this project and to forward a copy of this approval letter to all personnel listed on the project.

Should you have any queries regarding your project, please contact the Faculty Ethics Officer.

The Human Sciences Subcommittee wishes you every success in your research.

Yours sincerely,

Dr Naomi Sweller

Chair, Human Sciences Subcommittee

The Faculty Ethics Subcommittees at Macquarie University operate in accordance with the National Statement on Ethical Conduct in Human Research 2007, (updated July 2018), [Section 5.2.22].

Appendix B: Online Questionnaire (with Participant Information and Consent Form embedded)

Consent

Participant Information and Consent Form

Name of Project: Teachers' preferred professional learning activities and perceptions of support among Cambodian EFL Teachers

You are invited to participate in a study of teachers' preferred professional learning activities and perceptions of support among Cambodian EFL Teachers. The purpose of the study is to establish an initial understanding of the preferred learning activities undertaken by Cambodian EFL teachers and their perspectives on support from their institutions for their learning.

The study is being conducted by Theara Chea, Department of Educational Studies (Phone: +61 (0)433 626 237; Email: theara.chea@hdr.mq.edu.au) to meet the requirements of a Master of Research degree under the supervision of Dr Laurie Field, Department of Educational Studies (Phone: +61 2 9850 8683; Email: laurie.field@mq.edu.au) and Associate Professor Michael Cavanagh, Department of Educational Studies (Phone +61 2 9850 8239; Email: michael.cavanagh@mq.edu.au).

If you decide to participate, you will be asked to complete an online questionnaire that consists of ten questions. At the end of the questionnaire, you will be invited to participate in a 15-minute individual interview about your perspectives on institutional support for your professional learning. If you agree to participate, the interview will be conducted online via Skype or Facebook Messenger at a time that is convenient to you.

All responses to this online questionnaire will be anonymous, and you will only be identified if you consent to participate in a semi-structured interview.

All information, including personal details, gathered in the course of the study, will be treated as strictly confidential, except as required by law and only I, my two supervisors, and a professional transcription company will have access to the data. No individual will be identified in any publication of the results. A summary of the results of the study can be made available to you on request by email to theara.chea@hdr.mq.edu.au.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone +61 2 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Please tick 'Yes' or 'No' for each of the following statements:

	Yes	No
I have read and understand this information sheet.	○	○
I understand that all my information will be treated as confidential.	○	○
I consent to participate in this research project.	○	○

(1) Age-appropriate pedagogy

Question 1 of 8 - When I notice that a particular teaching method is not working very well with my current students and I want to improve it, then I will ...

	Never	Sometimes	About half the time	Most of the time	Always
... ask my colleagues for advice whenever I see them or participate in regular gathering in which ideas are shared.	○	○	○	○	○
... reflect on my own practice in order to think up an appropriate approach	○	○	○	○	○
... trust my own intuitions and feelings and just do it	○	○	○	○	○
... observe my colleagues teach, watch teaching video online, or gathering information from the Internet, journal or books, etc.,	○	○	○	○	○

	Never	Sometimes	About half the time	Most of the time	Always
... try different things and see how it goes	○	○	○	○	○

(2) Facilitating student learning

Question 2 of 8 - When I see that assignments are not working very well for my students and I want to do something about this, then I will ...

	Never	Sometimes	About half the time	Most of the time	Always
... ask my colleagues for advice whenever I see them or participate in regular gathering in which ideas are shared.	○	○	○	○	○
... reflect on my own practice in order to think up an appropriate approach	○	○	○	○	○
... trust my own intuitions and feelings and just do it	○	○	○	○	○
... observe my colleagues teach, watch teaching video online, or gathering information from the Internet, journal or books, etc.,	○	○	○	○	○
... try different things and see how it goes	○	○	○	○	○

(3) Language lesson planning

Question 3 of 8 - When I notice problems during the preparation of my lessons and want to do something about this, then I will ...

	Never	Sometimes	About half the time	Most of the time	Always
... ask my colleagues for advice whenever I see them or participate in regular gathering in which ideas are shared.	○	○	○	○	○

	Never	Sometimes	About half the time	Most of the time	Always
... reflect on my own practice in order to think up an appropriate approach	○	○	○	○	○
... trust my own intuitions and feelings and just do it	○	○	○	○	○
... observe my colleagues teach, watch teaching video online, or gathering information from the Internet, journal or books, etc.,	○	○	○	○	○
... try different things and see how it goes	○	○	○	○	○

(4) Classroom management

Question 4 of 8 - When I have problems in a certain class and want to do something about this, then I will ...

	Never	Sometimes	About half the time	Most of the time	Always
... ask my colleagues for advice whenever I see them or participate in regular gathering in which ideas are shared.	○	○	○	○	○
... reflect on my own practice in order to think up an appropriate approach	○	○	○	○	○
... trust my own intuitions and feelings and just do it	○	○	○	○	○
... observe my colleagues teach, watch teaching video online, or gathering information from the Internet, journal or books, etc.,	○	○	○	○	○
... try different things and see how it goes	○	○	○	○	○

(5) Testing and assessment

Question 5 of 8 - When I have to develop a test for use by all of the teachers in my department, I will ...

	Never	Sometimes	About half the time	Most of the time	Always
... ask my colleagues for advice whenever I see them or participate in regular gathering in which ideas are shared.	○	○	○	○	○
... reflect on my own practice in order to think up an appropriate approach	○	○	○	○	○
... trust my own intuitions and feelings and just do it	○	○	○	○	○
... observe my colleagues teach, watch teaching video online, or gathering information from the Internet, journal or books, etc.,	○	○	○	○	○
... try different things and see how it goes	○	○	○	○	○

(6) Textbooks and class materials

Question 6 of 8 - When I have to start working with new, just purchased teaching materials, I will ...

	Never	Sometimes	About half the time	Most of the time	Always
... ask my colleagues for advice whenever I see them or participate in regular gathering in which ideas are shared.	○	○	○	○	○
... reflect on my own practice in order to think up an appropriate approach	○	○	○	○	○
... trust my own intuitions and feelings and just do it	○	○	○	○	○

	Never	Sometimes	About half the time	Most of the time	Always
... observe my colleagues teach, watch teaching video online, or gathering information from the Internet, journal or books, etc.,	○	○	○	○	○
... try different things and see how it goes	○	○	○	○	○

(7) Technology in language classroom

Question 7 of 8 - When my school requires me to adopt new technology in my teaching classroom and I am not sure what approach to take, I will…

	Never	Sometimes	About half the time	Most of the time	Always
... ask my colleagues for advice whenever I see them or participate in regular gathering in which ideas are shared.	○	○	○	○	○
... reflect on my own practice in order to think up an appropriate approach	○	○	○	○	○
... trust my own intuitions and feelings and just do it	○	○	○	○	○
... observe my colleagues teach, watch teaching video online, or gathering information from the Internet, journal or books, etc.,	○	○	○	○	○
... try different things and see how it goes	○	○	○	○	○

(8) Teaching language skills

Question 8 of 8 - When I am not sure how to teach a certain skill (e.g. Grammar, Vocabulary, Pronunciation, Listening, Speaking, Reading and Writing) , I will …

	Never	Sometimes	About half the time	Most of the time	Always

	Never	Sometimes	About half the time	Most of the time	Always
... ask my colleagues for advice whenever I see them or participate in regular gathering in which ideas are shared.	○	○	○	○	○
... reflect on my own practice in order to think up an appropriate approach	○	○	○	○	○
... trust my own intuitions and feelings and just do it	○	○	○	○	○
... observe my colleagues teach, watch teaching video online, or gathering information from the Internet, journal or books, etc.,	○	○	○	○	○
... try different things and see how it goes	○	○	○	○	○

(9) Consent for the second phase of data collection

After questionnaire data has been collected, I intend to undertake a second phase of the study, involving 15-minute semi-structured interviews via Skype or Facebook Messenger. Would you be willing to participate in this second phase of the research? By clicking the "Yes" option below, you consent to being invited to participate in a semistructured interview.

Yes

No

(10) Personal details

Thank you for your consent. Please provide your name and email address below:

Name

Email address

Contact number

Appendix C: Invitation Email for Online Questionnaire

Wednesday, May 29, 2019 at 8:55:09 AM Australian Eastern Standard Time

Subject: Invitation to participate in a research project
Date: Sunday, 28. April 2019 at 14:47:59 Australian Eastern Standard Time
From: Theara Chea (HDR)
To: [redacted]

Dear All,

I am writing this email to invite you to participate in a research project I am completing as part of a Master of Research (MRes) degree in the Department of Educational Studies at Macquarie University, Sydney, Australia. The research project investigates Cambodian EFL teachers' preferences on learning activities undertaken in the workplace.

There are two key aims of my research. The first aim is to conduct research in a cultural context in which the topic of EFL teachers' professional learning has not previously been researched. Second, the research outcomes will establish an initial understanding of the preferred learning activities undertaken by Cambodian EFL teachers and the perceived institutional support that influences their preferences.

If you agree to participate in this research, please complete an online questionnaire via the following link:
https://mqedu.qualtrics.com/jfe/form/SV_6WEDKDVh0ED1MO1

Many thanks in advance for your invaluable contribution to this research project.

Yours sincerely
CHEA Theara

Appendix D: Reminder Email for Online Questionnaire

Wednesday, May 29, 2019 at 8:56:51 AM Australian Eastern Standard Time

Subject: FW: Invitation to participate in a research project
Date: Thursday, 9. May 2019 at 11:52:03 Australian Eastern Standard Time
From: Theara Chea (HDR)
To: [redacted]

Dear [redacted]

I would like to request that you forward this email to teachers' mailing list that you previously sent to request those who have not completed my survey to do so as soon as possible. Currently, I have received very low response rates to my survey and I am concerned that it will affect my research tremendously.

I really appreciate your facilitation on this project.

Best Regards,
Theara

From: "Theara Chea (HDR)" <theara.chea@hdr.mq.edu.au>
Date: Sunday, 28. April 2019 at 14:47
To: [redacted]
Subject: Invitation to participate in a research project

Dear All,

I am writing this email to invite you to participate in a research project I am completing as part of a Master of Research (MRes) degree in the Department of Educational Studies at Macquarie University, Sydney, Australia. The research project investigates Cambodian EFL teachers' preferences on learning activities undertaken in the workplace.

There are two key aims of my research. The first aim is to conduct research in a cultural context in which the topic of EFL teachers' professional learning has not previously been researched. Second, the research outcomes will establish an initial understanding of the preferred learning activities undertaken by Cambodian EFL teachers and the perceived institutional support that influences their preferences.

If you agree to participate in this research, please complete an online questionnaire via the following link:
https://mqedu.qualtrics.com/jfe/form/SV_6WEDKDVh0ED1MO1

Many thanks in advance for your invaluable contribution to this research project.

Yours sincerely
CHEA Theara

Appendix E: Invitation Email for a Semi-Structured Interview

Subject: Invitation for a semi-structured interview
Date: Wednesday, 5. June 2019 at 11:12:06 Australian Eastern Standard Time
From: Theara Chea (HDR)
Attachments: Appendix C MQ-PICF-for-Interview_revised_MC edits.docx

Dear ,

First of all, I would like to express my sincere gratitude for taking your time to complete my online survey questionnaire.

I am now proceeding to the second stage of my data collection period. As you consented in the online survey questionnaire to be invited to participate in this stage of data collection, I am writing this email to invite you to participate in a semi-structured interview for about 15 minutes. The interview will be conducted online via one of the social media platforms (e.g. Skype, Facebook Messenger, or WhatsApp) or any platforms that you are familiar with.

For this stage of data collection, there is a separate consent form that I am requesting you to complete and return to me before interview takes place. Therefore, if you consent to participate in the semi-structure interview, please download the form from the attachment of this email, complete it and send it back to me at the earliest possible. After that, we will negotiate a suitable time for our interview.

Many thanks in advance for your invaluable contribution to this research project.

Yours sincerely,
Theara

Theara CHEA (HDR)
Phone: +61 (0)433 626 237
Email: theara.chea@hdr.mq.edu.au

Department of Educational Studies
Faculty of Human Sciences
MACQUARIE UNIVERSITY NSW 2109

Appendix F: Participant Information and Consent Form

(semi-structured interview)

Department of Educational Studies
Faculty of Human Sciences
MACQUARIE UNIVERSITY NSW 2109

Phone: +
Email: theara.chea@hdr.mq.edu.au

Chief Investigator's / Supervisor's Name & Title: Dr Laurie Field

Participant Information and Consent Form

Name of Project: Teachers' preferred informal professional learning activities and perceptions of support among Cambodian EFL Teachers

You are invited to participate in a study of ***teachers' preferred informal professional learning activities and perceptions of support among Cambodian EFL Teachers***. The purpose of the study is to establish an initial understanding of the preferred learning activities undertaken by Cambodian EFL teachers and their perspectives on support from their institutions for their informal professional learning.

The study is being conducted by Theara CHEA, Department of Educational Studies (Phone: +61 (0)433 626 237; Email: theara.chea@hdr.mq.edu.au) to meet the requirements of a Master of Research degree under the supervision of Dr Laurie Field, Department of Educational Studies (Phone: +61 2 9850 8683; Email: laurie.field@mq.edu.au) and Associate Professor Michael Cavanagh, Department of Educational Studies (Phone +61 2 9850 8239; Email: michael.cavanagh@mq.edu.au).

If you decide to participate, you will be invited to participate in a 15-minute individual interview about your perspectives on the institutional support for your informal professional learning. The interview will be conducted online via Skype or Facebook Messenger at a time that is mutually agreed by the participant and the researcher. The interview will be audio-recorded with your permission and transcribed by a recognised transcription company.

All information, including personal details, will be treated as strictly confidential, except as required by law. No individual and the institutions they work for will be identified in any publication of the results. Research members listed in this document and the transcription company will have access to the data. A summary of the results of the study can be made available to you on request via the emails listed above.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

I, *(participant's name)* have read *(or, where appropriate, have had read to me)* and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Please tick 'Yes' or 'No' for each of the following statements:

I have read and understand this information sheet. Yes ☐ No ☐

I understand that all my information will be treated as confidential. Yes ☐ No ☐

I consent to participate in this research project. Yes ☐ No ☐

I consent to have my interview to be recorded. Yes ☐ No ☐

Participant's Name: _____
(Block letters)

Participant's Signature: _____ Date: _____

Investigator's Name: THEARA CHEA
(Block letters)

Investigator's Signature: _____ Date: 06 June 2019

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

Appendix G: Guiding Questions for Semi-Structured Interviews

Introduction
Interview participant:…… Date of interview: ….. /…/…. - Hello, my name is Theara, many thanks for your time to participate in this semi-structured interview for my research project conducted to meet the requirements of a Master of Research degree that I am undertaking at Macquarie University. - This interview is being recorded and will be transcribed a recognised company. All information in this recorded interview will be confidential. - Please be assured that you can withdraw from this interview at any time you wish. - Can we proceed?

Interview Questions

1 – First of all, could please tell me **why** you are engaged in those professional learning activities?

[what makes you decide that you need to learn?]

[what makes you think that develop yourself professionally is important?]

[Is there any particular situation/challenge that you have to deal with that makes you decide that you need to learn?]

2 – In your survey response, I notice, in your responses, that you tend to do X more often than Y or Z, and I'm wondering **why** that is.

3 – What types of support from your institution do you think are currently available to support your learning and development?

4 – What types of support from your institution would you like to have to support your learning and development?

5 – What other comments you would like to add regarding institutional support for your professional learning?