

**Action Research for English Language Teachers' Professional Development:
Experiences and Expectations**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Sunita Regmi**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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Declaration

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

Date: 03, July, 2023

.....
Sunita Regmi

Recommendation for Acceptance

This is to certify that **Sunita Regmi** has worked and prepared this thesis entitled **Action Research for English Language Teachers' Professional Development: Experiences and Expectations** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:

.....

Mr. Guru Prasad Poudel (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation from following **Research Guidance Committee.**

Signature

Dr. Gopal Prasad Pandey

Head and Reader

Department English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Ram Ekwel Singh

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Mr. Guru Prasad Poudel (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date:

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

Signature

Dr. Gopal Prasad Pandey

Head and Reader

Department English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Ram Ekwal Singh

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Expert

Mr. Guru Prasad Poudel (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date:

Dedication

Dedicated to my parents

for the exceptional love, endless support and sacrifices.

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Abstract

This study entitled **Action Research for English Language Teachers' Professional Development: Experiences and Expectations** aimed to find out the perceptions of English language teachers on the role of Action Research for their professional development and to explore the teachers experiences of doing action research and their expectations via their involvement in doing action research. It followed survey research design. The data for the study was taken from secondary level teachers of Syangja district. So, all the secondary level teachers of Syangja district constituted the population. However, only 20 teachers were selected as the sample. The sample was selected by the use of simple random sampling procedure. Questionnaire was the main tools of data collection. The data was descriptively analyzed using simple statistical tools. The results of analysis and interpretation showed that all the respondents realized the role of action research as important for their professional development. Most of the teachers agreed that professional development activities helped them enhance knowledge in ELT. The greater number of teachers agreed that action research is one of the strategies for teachers' professional development. They believed that teacher learning strategies play crucial role for teachers' professional development. They viewed that action research is particularly significant to engage teachers in classroom research so as to investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do. Teachers develop a deeper understanding of students, the teacher learning process and their role in the education of both teachers and students.

This thesis consists five chapters. First chapter is an introduction. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study. Likewise, the second chapter deals with the review of related literature and theoretical framework, (theoretical review, teacher training and teacher development, strategies for teacher professional development, action research, the development of action research, steps of action research, action research for learning and professional development, review of related empirical literature, implications of the review for the study and conceptual framework). The third chapter consists method and procedures of the study. It includes design and methods of study, population, sample, and sampling strategy,

source of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures, ethical consideration. Similarly, the fourth chapter consists data analysis and interpretation. The Fifth chapter deals with the findings, conclusion and recommendations. Finally, references and appendixes are attached at the end of the study.

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List of Symbols and Abbreviations

B.Ed	Bachelors of Education
CPD	Continuing Professional Development
CUP	Cambridge University Press
DEO	District Education Office
DOE	Department of Education
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
Et al.	And others
ETCS	Educational Training Centre
ICT	Information Communication and Technology
IT	Information Technology
LRCS	Leading Resources Centre
M.Ed	Master's of Education
MOE	Ministry of Education
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teachers' Association
NEPC	Nepal Educational Planning Commission
NESP	National Educational system Plan
OECD	Organization for Economic Co-operation and Development
OLE	Open Learning Exchange
PABSON	Association of Private and Boarding Schools of Nepal
PTA	Parents Teachers Association
RCS	Resources Centre
TD	Teacher Development
TPD	Teacher Professional Development
TPDP	Teacher Professional Development Program
UNESCO	United Nations Educational and Scientific Development
WWW	World Wide Web

Chapter 1

Introduction

This is a study on “**Action Research for English Language Teachers: Experiences and Expectations**”. This introduction chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

Background of the Study

The act of teaching is perceived as demanding task which tests one's commitment and prolonged engagement. It is a complex activity which requires a sound knowledge on how to handle children, teaching strategy, curriculum, institutional rules and regulations, the availability of materials, way of handling them and how to facilitate understanding in others. It requires investment of a great amount of social, intellectual and emotional energy on part of the teacher.

Teacher learning is complementary to training and which is motivated by teachers own questioning of who they are and what they do, rather than by any extended training agenda. Teacher development is centered on personal awareness of the possibilities for change and of what influences the change process. It builds on past and helps for change in present and in future. Teachers are primarily the learners as they are engaged in learning how to teach throughout their lives (Ojha, 2013).

Development generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers (Bhandari, 2016). Professional development is the process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization, or through watching others perform the job (et al. Carson, et al. 1999). Effective professional development relies upon teachers, head teachers and leadership teams in schools and organizations providing professional development, being clear about their respective roles and working together effectively. Teaching is the job or profession of

a teacher, something that is taught by a person, religion, etc. Teaching is the act, practice or profession of a teacher. The scope of ELT includes the theory and practice in English language teaching and learning, teaching English as a second or foreign language, English teachers' training and education. Teacher development is centered on personal awareness of the possibilities for changes and of what influences the change process.

Action research enables teachers to act as researchers, develop personal goals, values and beliefs about practice. Nevertheless, teachers do not generally adopt the role of researcher. Teachers assign this role to outside experts with the notion that they themselves can become subjects to a researcher, but they can not produce research work of their own because the word research often conjures up images of theory building or producing universal findings. However, action research plays a vital role for teacher professional development (Burns, 1999).

Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice. Action research is a term used to describe professional studying their own practice in order to improve it. Educational action research is an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practice.

Action research is one of the strategies by which teachers can undertake school improvement activities in their own contexts with the intention of making themselves as well as their respective schools perform better is through action research. Action research may sound a bit frightening to teachers but in our everyday lives we all have been using the principles of action research to better our lives. Action research is an effective means of developing reflective and critical skills and in turn can make a positive contribution towards school improvements and change

They are problem posers and problem solvers, they are researchers, and they are intellectuals engaged in unraveling the learning process both for themselves and for the young peoples in their charge. Learning is not consumption; it is the knowledge production and so in the case of teaching. Teaching is not performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent needs and interests of learners, assessment is not judgment, it documents

progress over time. Instruction is not technocratic; it is inventive, craft like and above all an important human enterprise (Day, 2004).

From the above definition, we can see the role of the teacher as the central figure in the teaching process. "Teachers are too often the servants of heads, advisers, researchers, textbooks, curriculum developers, examination board or the development of the education and sciences among others (Richards & Farrell, 2010).

Teacher education is important for all the English language teaching professionals. It is one of the basic needs for professional growth of teachers. The need of ongoing teacher education has been a recurring theme in language teaching circles in recent years. Around this we have seen some teacher led initiatives such as action research, reflective teaching and team teaching. The teachers have different needs in different time during their career and the needs of the institutions in which they work also changes over time.

Action research is focuses on immediate application, not on the development of a theory, not upon general application. It has placed its emphasis on a problem here and now in a local setting. Many Action Research projects are carried out in a classroom by a single teacher. As it becomes more extensive it becomes more similar to other types of educational research. The emphasis is Action Research, not on obtaining generalizable scientific knowledge about educational problems but on obtaining knowledge concerning a specific local problem.

Statement of the Problem

My interest in "Action Research for English Language Teachers Experiences and Expectation" arose in my mind when I was reading books, articles, journals and previous theses. I have realized that learning is a life-long process. There is no limitation of learning, it is a continuous process. Learning begins from cradle and ends to the grave. So, we can say that learning itself is an incomplete phenomenon, task and aspect. Learning is mostly concerned with social cultural advancement and economic prosperity, self-dependence. Teaching and learning are both complex activities and the teachers are the focal point of teaching and learning. Regularity, knowledge of content, child psychology and child environment are the ornaments of a

good teacher. Language teachers need specific and special knowledge of content for teaching in the classroom. In this regards, action research can be a means of learning about the problems and a strategy to overcome the problem.

Collaboration with teachers in action research is seen as significant benefit personally. It allows teachers to talk with others about teaching and learning strategies. It also generates solutions changes in institutional demands. It also increase the teachers' self- awareness and personal insight. Action research helps the teacher to be more conscious of an existing action or practice, more systematic and rigorous in their teaching style, strategies and with others. In our context teacher does not experiment and reflect themselves. There is lack of sense of continuous effort to teach. There is a traditional view of the teacher that they are all in all. There is lack of teaching materials. From this research, I want to find out how research can be done? And what is the effect of doing action research? Language teachers all around the world often desire to be effective and to develop professionally (Burns, 1999). Nevertheless, professional development requires constant questioning of one's practices and this can be attained by carrying out action research. Even so many teachers do not see research as part of their role as it involves the concept of hypothesis testing or of being specialists. Action research is concerned with the immediate learning and teaching environment. Focusing within the context of the study, action research encourages teachers to collect data about their teaching to examine their attitudes, beliefs, assumptions and their teaching practices and to use the information obtained as a basis for critical reflection about their teaching. Professional development strategy influences teachers' content knowledge, teaching practices, and beliefs and attitudes. In addition, it can help teachers to see how they can use action research as practical classroom tool for professional learning and teaching. So, I am interested to carry out research on Action Research for English Language Teachers Experiences and Expectation.

Objectives of the Study

The objectives of this study were as follows:

- a. To find out the perceptions of English language teachers on the role of Action Research for their professional development.

- b. To explore the teachers experiences of doing action research and their expectations via their involvement in doing action research.
- c. To suggests some pedagogical implications.

Research Questions

This study addressed the following research questions:

- a) How do English language teachers perceive the role of action research for their professional development?
- b) Do they have the experiences of doing action research?
- c) What do they expect from the knowledge and experience of action research?
- d) What could be the issues related to action research for professional development?

Significance of the Study

Action research is very important for teacher professional development. It is one of the strategies for teachers' professional development. It is the process of systematic inquiry that seeks to improve social issues affecting the lives of everyday people. Through repeated cycles of planning, observing, and groups engaged in action research can implement changes required for social improvement. Action research is a collaborative effort that helps in developing practical ideas to assist with the pursuit of worthwhile human purposes.

This study aims at revealing the practices of action research for teacher professional development. It focuses on teachers' perception on the role of action research for their professional development. Whether it is helpful for teacher professional development and what are the existing beliefs and attitudes of teachers towards the role of action research. Similarly, this study explores the perception of teacher on the role of action research for their professional development. This study mainly focuses on action research as one of the important activities and practices for teacher's professional development. So, this study is useful to the teachers who are willing to use different techniques to develop themselves professionally. It useful for the prospective researchers who want to undertake reaches in the area of action

research and teachers' professional development. This study is beneficial for experienced teachers who are working collaboratively with the beginners as well as the novice teachers. This study equally beneficial for the teacher trainers, institutions, readers, students and the researchers. It is beneficial for textbook writers, educationists, administrators, language planners, syllabus designers, materials developers, policy makers, teacher training designers.

Moreover, this study is Important to the interested readers as well as other people who are directly and indirectly involved in the teaching profession and who are willing to develop knowledge in the field of professional development.

Delimitations of the Study

This study had several limitations due to time and expense constraints. The population of this study constituted the secondary level English teachers of Syangja district. The data was taken from 20 teachers teaching at secondary levels. The study was specific to the study of teachers Action Research for English Language Teachers Experiences and Expectation. Questionnaire and interview used as the tool for data collection. The sample selected through the use of purposive sampling strategy.

Operational Definitions of Key Terms

The following are the key words used in this study:

Action research. action research is a teacher-initiated classroom which seeks to increase the teachers' understanding in the classroom practices.

Expectations. An expectation is a belief about what might happen in the future through action research. Expectation is describe something that is supposed to happen, like a teacher whose expectation is that everyone comes to class prepared.

Experience. Experience is used about knowledge or skill which is obtained from action research in the process of teaching and learning activities.

Implementation. Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, standard, algorithm, or policy.

Perception. the act or faculty of perceiving, or apprehending by means or of the mind; cognition; understanding.

Profession. Profession refers to teachers' teaching job.

Professional. Relating to a teacher's work, especially work that require special training.

Teacher development. The process of obtaining the skills, qualifications, and experience that allows one to make progress in his/her career.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter includes the review of related theoretical literature review of empirical literature, implications of the review for the study literature and conceptual framework .

Review of Theoretical Literature

This section consists of teacher training and teacher development, action research, the development of action research, steps of action research, action research for learning and professional development.

Teacher training and teacher development. Training is defined as an activity leading to skilled behavior. It is associated with providing service to the community which is certainly what teacher do. Training is about developing skills, and teaching is clearly a skill. Training is about learning to the point of automaticity, so that the learner can demonstrate the skill under stressful conditions. According to Richards and Farrell (2005) training refers to activities directly, focused on teachers' present responsibilities and is typically aimed at short term and immediate goals. They further say that it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concept and principles as a pre requisite for applying them to teaching and the ability to demonstrate principles in the classroom.

In this concern, Underhill (1988) argues, "Teacher training is largely depends on pedagogical skills and knowledge of the topic that teacher has". Their skills and knowledge are associated with the methodology and techniques used by teachers.

In the same way, Head and Taylor (1997) state, "Teacher training is essentially concerns with knowledge of the topics to be taught and the methodology for teaching it". On the other hand, teacher development is concerned with the learning atmosphere, which is created through the effect of the teachers on the learners and their effect on the teacher. According to Head and Taylor (1997) teacher development is the process of becoming the best kind of teacher that a way of

learning which is complementary to training and which is motivated by teachers' own questioning as what they are and what they do, rather than by any external training agenda.

According to Richards and Farrell (2005) “Development generally refers to growth, not focused on a specific job. It serves for a longer-term goal and seeks to facilitate growth of teachers understanding of teaching and themselves as teachers”.

It often involves examining different dimension of teachers' practices as basis for reflective review and can be seen as bottom up. Teacher development is centered on personal awareness of the possibilities for change and of what influence change process. Teacher development builds on root, i.e. past teaching experiences help in changing present teaching style and planning for the future. So, it is self-reflective and dynamic process in which teachers change themselves and there is always graded improvement.

According to Richards and Farrell (2005), “Development is general not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher’s practice as a basis for reflective review and can hence be seen as ‘bottom-up’”. According to Abdal-Haqq (1996), “Training can imply unthinking habit formation and an over emphasis on skills and techniques. In this sense, teacher training has a narrower scope than that of teacher development.” Teacher development is obviously wider in scope as it includes different areas like subject matter knowledge, pedagogical expertise, self-awareness, and understanding of learners’ psychological, understanding of curriculum and materials and career advancement.” Training is characterized by objectives that are of expertise. And the notion of development implies more divergent objectives which allow for teachers’ individual differences and which are determined by teachers’ sense of their own learning needs.

“Training refers to the activities directly focused on teacher’s present responsibilities and is typically aimed at short term and immediate goals.” (Richards and Farrell 2005).

They further state: “Teacher training also involves trying out new strategies in the classroom, usually with supervision, and monitoring and getting feedback from others on one’s practice. The content of training is usually determined by experts and is often available in standard. Training formats or through prescriptions in methodology books.”

The main purpose of teacher training is to prepare a skillful teacher in related areas. It is generally focused on preparing a teacher in specific areas such as use of teaching materials and resources, application teaching techniques in the classroom, conducting group and pair activities, use of textbook, classroom management, and constructing test items, preparing tools for the evaluation of learners.

“Development means keeping myself on the same side of the learning hence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut. If I am a rut, then so is my teaching, and then so are my students and learning from a rut is tedious, slow and uninspiring. In the past concept of TD was seen unclear. In this regard, now little systematic attention has been directed to understand the TD and point out that it is only the last few years that TD is a concept has come under scrutiny. It was not attempt to define teacher development. It was become clear to use it both to In-service or staff development as well as to more through audiences in teachers’ sense of purpose instructional skills and ability to work with colleagues.

Action research. Actions research (AR) refers to teacher-initiated classroom investigation, which seeks to increase the teachers' understanding of classroom practices. Richard and Farrell (2005), define the word: research, in action research as "a systematic approach to carrying out investigations and collecting information that is designed to illuminate an issue or problem and to improve classroom practice”. Similarly they define the word action as" taking practical action to resolve classroom problems". Action research takes place in the teachers' own classroom, and involves a cycle of activities centering identifying a problem or issue, collecting information about the issue, devising a strategy to address the issue trying out the strategy and observing its effects. It typically involves small scale investigate projects in the teachers own classroom and consists of a number of phases which often recur in cycles; action research is a form of applied research. It is a disciplined inquiry made

by a teacher with the intent that the research will inform and change his/her practices in the future. According to Johnson (2012) action research emphasizes the involvement of teachers in problem in their own classrooms and has as its primary goal, the in-service training and development of the teachers rather than the acquisition of a general knowledge in the field of education. It is the process of monitoring his/her own teaching and taking steps to improve it. Action research is deliberate and solution oriented investigation that is group or personally owned and conducted.

Cohen, Minion and Morrison (2010), define: “AR as a small-scale intervention in the function of the real world and a class examination of the effects of such an intervention”.

According to Sagor (2004), Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices. It is a viable and realistic endeavor for all educators. Action research requires teachers to design a study in an area of interest that they would like to carry out in their classrooms or schools. Many times, action research is considered a professional development opportunity because, frequently, teachers test a new instructional strategy, assess a new curriculum program, or evaluate an existing pedagogical method. In many research studies, participating in action research has been found to be the impetus for positive change exemplified by teacher improvement, self-reflections. Action research is a comparative research on the conditions and effects of various forms of social action and research leading to social action; this type of research uses spiral step, each of which is composed of a circle of planning, action and fact-finding about the result of the action. Similarly, (Hamilton 1997) argues that action research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem's improvement. Broadly speaking, action research enables researchers to develop a systematic, inquiring approach toward their own practices oriented towards effecting positive change in this practice, or within a broader community (Mills, 2011).

In sum, AR is a form of applied research or disciplined inquiry made by a teacher with the intent that the research will inform and change his/ her practices in

the future. It is a process of monitoring his/ her own teaching and taking steps to improve it. It usually done is a small scale to address specific issues and reflective process, approaches that looks back on itself and involves a spiral of adoptable steps.

Characteristic of action research. Action research takes place in the teachers' own classroom. It takes time because it involves a cycle of activities such as identifying a problem, collecting data, using a particular strategy to solve it (different from the usual classroom practice) assessing its effects etc. Cohen, Monion and Morrison (1985), state that "Action research is first and foremost situational being concern with the identification and solution of problems in a specific context". They also argue that collaboration is an important feature of this type of research. The main aim of AR is to improve the current state of affairs with in the educational context in which the research is being carried out. According to Richard and Farrell (2005), action research has the following characteristics:

- Its primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching.
- It is usually small–scale and is intended to help resolve problems rather than simply be research for its own sake.
- It can be carried out by an individual teacher or in collaboration with other teachers.

On the basis of all the definitions mentioned above the characteristics of actions research put forward by different scholars we can enlist some features which can be considered to characterize action research. It is conducted by practitioners. It is collaborative or participatory in nature. Action research aims at bringing changes in the behaviors of students or teachers or both. Aims to bring professional self–development of teachers. It is a cyclic or spiral process.

Steps/procedures of action research. Different scholars have discussed different steps of action research, but all of them have the similar process. They differ only in the names gives to those steps. Nunan (1992) has explained seven steps:

- Initiation: The teacher notices a problem in class.

- Preliminary investigation: The teacher spends time observing the class and taking notes of their behavior.
- Hypothesis: After observation, the teacher forms a questions or hypothesis as to the cause of the problem.
- Intervention: The teacher tries several strategies to solve the problem.
- Evaluation: After some weeks, the teacher consciously observes or measures the class again to see if there has been any improvement.
- Dissemination: The teacher shares his findings with others.
- Follow up: The teacher looks for other methods to solve his original classroom problem.

Likewise, Burns (1992) presents the following eleven steps in carrying out action research:

- Exploring: Finding an issue to investigate.
- Identifying: analyzing the issue in more detail to understand it more fully.
- Planning: deciding what kind of data to collect about the issue and how to collect it.
- Collecting data: collecting data about the issue.
- Analyzing / Reflecting: analyzing the data.
- Hypothesizing / speculating: arriving at on understanding based on the data.
- Intervening: changing classroom practice based on the hypothesis one arrived at.
- Observing: observing what happened as a result of the change.
- Reporting: describing what one observed.
- Writing: writing up the results.
- Presenting: presenting the findings to other teachers.

In a similar vein, Richards and Lockhart (2010), present the phases of action research: planning, action, observation and reflection.

According to them, the teacher (or group of teachers): Selects an issues or concern to examine in more detail. (e.g., the teacher's use of questions). Selects a suitable procedure for collecting information about the topic (e.g., recoding classroom

lessons). Collects the information, analyzes it and decides what changes might be necessary. Develops and action plan to help bring about the change in classroom behavior (e.g., develop a plan to reduce the frequency with which the teacher answers questions). Observes the effects of the action plan on teaching behavior. (e.g., by recording a lesson and analyzing the teachers' questioning behavior) and reflects on its significance. Initiates a second action cycle, if necessary.

Though all the models presented above vary in terms of the number of phases and the use of varied terminologies, they all share some commonalities. First, an issue is selected from the real classroom practice. Then, data is collected and the strategies other than the usual practice are adopted as intervention. Their results are assessed and shared with other teachers.

The development of action research. Whether the reader is a novice or is progressing with an action research project, it would be useful to be aware of how action research has developed as a method for carrying out research over the past few decades. Researched extensively on social issues, is often described as a major landmark in the development of action research as a methodology. Lewin's work was followed by that of Stephen Corey and others in the USA, who applied this methodology for researching into educational issues. According to Sagar (2004), the origins of action research can be traced back to the Schools Council's Humanities Curriculum Project (1967–72) with its emphasis on an experimental curriculum and the re-conceptualization of curriculum development. The most well known proponent of action research in the UK has been Lawrence Stenhouse, whose seminal (1975) work *An Introduction to Curriculum Research and Development* added to the appeal of action research for studying the theory and practice of teaching and the curriculum. In turn, educational action researchers including Mills (2011) have influenced action researchers in healthcare settings.

Steps of action research. Action research is a cyclic process. It is a tool that is used to teachers and other educators uncover strategies to improve teaching practices. It is viable and realistic endeavor for all educators. Action research requires teachers to design a study in an area of interest that they would like to carry out in their classrooms or schools.

It is cyclical in nature. It is a reflective process. It involves a spiral of adoptable steps. Action is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working others in teams or as part of a “community of practice” to improve the way they address issues and solve problems. Various scholars talk on different steps of action research.

According to Nunan (1992) the steps of action research are as follows:

Initiation. This is the first stage of action research. In this stage, the researcher identifies the problem which is faced by most of the students. The problems are identified by observing the behaviors of the students.

Preliminary Investigation. In this step, the researcher tries to understand the nature of problem, gives tasks to the students, collects the data through detailed observation, and records them for further analysis. These data are analyzed and the problems of students are recognized. The baseline data are collected.

Formulation of hypothesis. The researcher assumes the possible outcomes or solutions at the end of the research. The idea about the possible solution of the problem is hypothesized. The researcher formulates hypothesis after reviewing the initial data or information about the problem.

Intervention. In this stage the researcher introduces new treatment or situations. The natural process or regular activities are break downs.

Evaluation introduced. At this step, the researcher shares the ideas about findings of the study. The researchers presents his/her works at conferences of seminars or others program.

Follow-up. It is the reflections of the research. The researcher follows the findings of the study. If the findings are not satisfactory, she or he takes help from experts for further improvement. Until and unless the researcher gets the satisfactory results, these steps are repeatedly conducted so it is cyclical process.

According to Kemmis & McTaggart (1990) following five spiral steps are mentioned:

Step-1: Planning,

Step-2: acting

Step-3: observing

Step-4: reflecting,

Step-5: re-planning

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

Hence, Action research is the cyclic process. It helps the researcher to find out the educational solutions of problem.

Action research for teachers' learning and professional development.

Action research is a very important tool for professional development of teachers. Reflection is the key to professional development. The teacher who doesn't think about the strengths and weaknesses in his/her teaching and does not try to improve his/her practices regularly stops developing professionally.

“Now a day, AR is being actively promoted in schools and teachers are strongly encouraged to take up action research projects as an avenue for professional development”. (Lim, 2007, as cited in Ojha. 2013) When teacher realize that there is a gap between the existing theories and the practices in the actual classroom teaching and learning, they have to initiate an action research. Through action research, they gain ideas and energy to perform better the next time. It is more fruitful than the

findings of the researches conducted in an 'alien' setting because it is a localized research. AR is research for further development. Every teacher knowingly or unknowingly conducts some kind of action research. He/she gains experience dealing with different students, using a different set of material and teaching different topics. Teacher should stand at the front to generate approaches, methods and techniques to be used in the classroom.

Therefore, AR provides teachers ways to tackle the local problems with the help of the localized research. Participatory action research is going popularly as a tool for the teachers' professional development.

Review of Empirical Literature

In the field of educational research, various researchers had done in related field and desired topic. The past these are the major materials for upcoming researchers, researchers conducted various studies in the field of teacher training and teacher professional development and some of the studies which are more or less related to this study. Every researcher needs to observe the fundamental background of the related subject and past studies. This studies information of previous research and other related literature on professional development.

Joshi (2010) conducted research on "Learning Strategies of English Language Teachers for professional development". The main objectives of the study was to find out learning strategies of English language teachers as well as to find out benefits of learning strategies for their professional development. She made a survey on Kathmandu valley. She selected forty-five English language teachers who were teaching English in Higher Secondary Level in Kathmandu valley using purposive sampling procedure. She used quantitative approach. From the study she had found that strategies like self-monitoring, designing workshop, attending seminars, conferences and team teaching were most commonly used and beneficial learning strategies than the strategies like keeping portfolios, reflective logs and refreshers.

Acharya (2012) carried out a research entitled "Teachers Views on Action Research for Professional Development," with an objective to find out the views of teachers on AR for their professional development in the schools of Chitwan district.

He had selected forty secondary/higher secondary level English teachers teaching in different schools of Chitawan district with non-random sampling procedure. He has used a set of questionnaires as a tool to elicit data and analyzed the collected data using quantitative approach. From the study, he found out that teachers have positive attitude towards action research.

Poudel (2012) carried out a research entitled “Practice of Seminars, Workshops, and Conferences in Teacher Development”, with an objective to identify the teachers’ perception towards professional seminars, workshops and conferences for teachers’ professional development in Kathmandu valley. He had selected forty secondary level English language teachers teaching in different public and private schools of Kathmandu valley with non-random purposive sampling procedure. He had used a set of questionnaires as a tool to elicit data and analyzed the collected data using quantitative approach. He found teachers have positive attitude and perceptions towards professional seminars, workshops and conferences and professional awareness among the English teachers.

Emily & Anne (2015) focused on action research (AR) as it is becoming increasingly popular in ELT contexts as a means of continuous professional development. The positive impacts of AR on language teacher development are well documented, but the important question of how those impacts can be sustained over time is virtually unexplored. Drawing on findings from a study of teachers in Australia, we address the question of the sustainability of the impact of AR. Data from a survey and interviews show that, between one and four years after completing an AR programme, the teachers felt more confident, connected to their students, research-engaged, and recognized by colleagues and managers. We argue that a balance of top-down institutional support and individual teacher motivation is essential in ensuring sustainability of the impact over time. Finally, we suggest how the benefits of AR can be sustained for teachers doing AR and their colleagues.

Christine & Wang (2016) focused on the notion of reflective teaching in teacher education has come to prominence. It is believed that trainee teachers should be encouraged to examine the aims and values of various traditions and methods, and reflect on their own teaching in the light of the experience and theoretical knowledge they have accumulated through professional reading and the teacher education

programme. This article focuses on the implementation and development of a pioneering action research project in the Sino-British MA in English programme at Beijing Normal University. The aim of the project is to introduce the notion of action research into China, to encourage reflective teaching and classroom research among trainee teachers, and to act as a bridge between the theories studied during the two-year programme and the practical realities of the classroom.

Implications of the Review for the Study

Rigorous study is the most important aspect in educational field. Education starts in cradle and ends to the grave. It is a weapon of every human being. The research works mentioned in review are related to the teacher professional development. Some are related with teacher professional development, some with strategies of teacher learning and few about action research. This review of the study may obtain from various sources including books, journals, articles, internet and different websites. This entire source helped men to bring the clarity and focus on the research problems, improve methodology, and contextualize findings. There were a number of researchers carried out in the teacher development. The review of those studies helped me to examine and evaluate the previous studies and find out the gap between the present study and previous study.

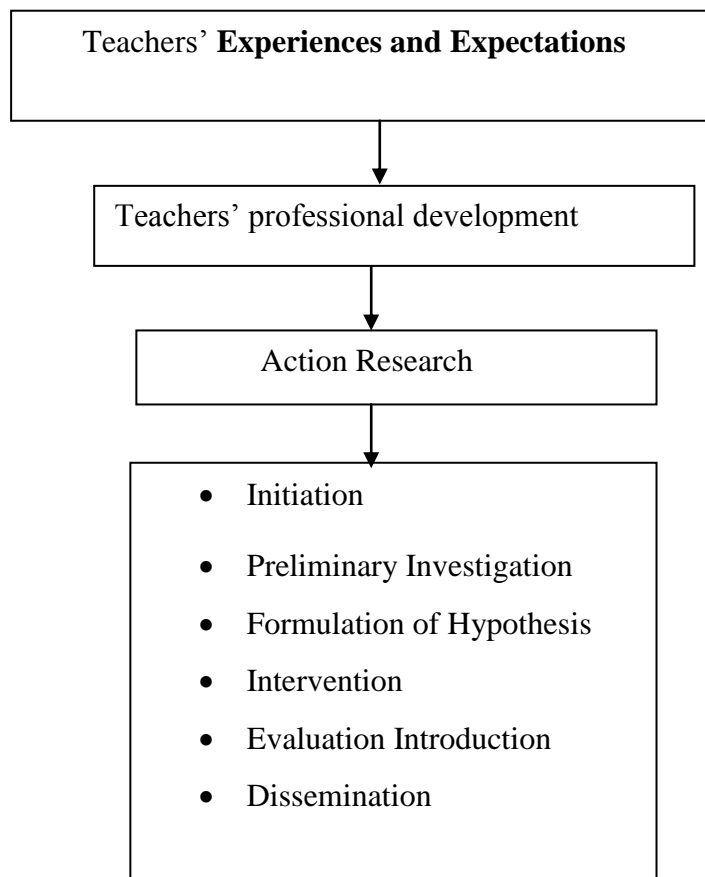
Poudel (2012) found teachers have positive attitude and perceptions towards professional seminars, workshops and conferences and professional awareness among the English teachers. Emily & Anne (2015) focused on action research (AR) as it is becoming increasingly popular in ELT contexts as a means of continuous professional development. Suggest how the benefits of AR can be sustained for teachers doing AR and their colleagues. Christine & Wang (2016) focused on the notion of reflective teaching in teacher education has come to prominence. Joshi (2010) found that strategies like self-monitoring, designing workshop, attending seminars, conferences and team teaching were most commonly used and beneficial learning strategies than the strategies like keeping portfolios, reflective logs and refreshers. Acharya (2012) found out that teachers have positive attitude towards action research.

After reviewing these literatures, I have got many ideas regarding teachers' professional development. I have got various ideas and information such as definition/concept, importance, characteristics and activities for teacher professional development. Moreover, I understand about the research tool for research. Similarly, I have gained clear and simple concept about the statement of the problem and rationale of the study which are difficult for me to deal with.

Conceptual Framework

Review of literature has sufficiently provided the sources for the identification of theoretical foundation along with the basic principal of action research for English Language teachers' professional development: experiences and expectations. On the other hand, different parameters are taken into consideration according to need of the various objectives. Hence, following conceptual framework has operationalized in this study.

The conceptual framework of my research is as follows:



Chapter 3

Research Methodology

This section incorporates the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Design of the Study

Research design is a detailed outline of how an investigation was take place. Research design was typically, include how data is to be collected, what instruments used and what the intended means for the analyzing data collect.

I adopted survey research. Survey research is one the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A 'survey' can be anything form a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview.

For completing this research study, I used survey design which comes under the quantitative research. In survey design, the researcher collects the data through the questionnaire and analyzes it statistically. Kapur (2018) says "Survey research studies large and small populations by selecting the sample chosen from those populations. The main purpose of this method is to discover the relative incidence, distributions and interrelations of sociological and psychological variables". Similarly, Sapkota (2017) defines, "Survey research is a type of research which tries to study the large and small population by selecting and studying samples in order to accomplish the research purpose". In survey design, collected data are transformed in the numerical form and presented in tables statistically and analyzed systematically. In this regard, Nunan (1992) states that surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from politics to linguistics. So, survey design is the commonly used research design.

In order to collect the authentic data after the determination of the pre-requisites, I visited secondary schools and established rapport with the head teachers.

After clarification of the purpose and getting approval, I visited the English teachers and handed questionnaires to them appealing to complete them with a week as per the constrained time. Then, the questionnaires collected from the respondents for further steps.

Population, Sample and Sampling Strategy

This research was carried out on the basis of data taken from secondary level teachers of Syangja district. So, all the secondary level teachers of Syangja district included the population of this study. However, only 20 teachers selected as the sample. The sample selected by the use of simple random sampling procedure. Simple random sampling is a sampling technique where every item in the population has an even chance and likelihood of being selected in the sample. The main attribute of this sampling method is that every sample has the same probability of being chosen. It is chosen because it is free from biasness.

Sources of Data

I used both primary and secondary sources of data. Primary sources used for collected first hand data, and secondary sources used to extend the theoretical knowledge on teachers' experience and expectation and professional development.

Primary sources. The primary sources of this study 20 teachers of secondary level of Syangja district.

Secondary sources. The secondary sources of this research study various books, internet searches, websites, journals and articles.

Research Tools

I used questionnaire and interview for collecting data. The framework of questionnaire close ended. The questions designed to get teachers' perception, experience and expectation about the role of action research for their professional development.

Data Collection Procedures

In order to collect the data for the study, I prepared a set of questionnaires at first. Then, I visited to the teachers of Syangja district. Then, I selected the teachers, had contact with the informants, met them and introduced myself. After that, I established good rapport with them. I informed them about the background and objectives of my study. I elicited data by using the questionnaire form through close ended item. Next, I had short interview with them. In this way, the required data was collected.

Data Analysis and Interpretation Procedures

The systematically collected data was analyzed, interpreted and presented in descriptive as well as in interpretative ways. Quantitative data analyzed with the help of simple statistical tools and tables. Interview data were thematically analyzed.

Ethical Considerations

The researcher was maintained ethical consideration throughout the research activities. Before conducting research, formal approval was obtain from concerned authority of the study area by submitting an official letter from university. Present researcher was taken verbal permission from the local authority. Researcher was mentioned the respondent confidently during and after data collection.

Chapter 4

Results and Discussion

This chapter deals with the analysis and interpretation of the data. The data in this study were collected through the use of close ended items. 20 secondary level English teachers were the informants of the study. The collected data were analyzed and interpreted descriptively as well as analytically using appropriate tools and tables.

Analysis of Data and Interpretation of Result

In order to collect data and to derive the finding related to the teachers' perception on the role of action research for their professional development, I designed a set of questionnaire for teachers. The questionnaire form was formulated with close ended items. Twenty teachers of secondary level from Syangja district were requested to fill the questionnaire. On the basis of information obtained from questionnaire. The result has been derived from the teachers' perception on the role of action research for their professional development. The details of which have been presented below.

Teachers perception on the role of action research. For the collecting data about the teachers' perception on the role of action research for their professional development, I used questionnaire form. The questionnaire form incorporated 30 items. The data obtained from those questionnaire forms with teachers' responses have been made accordingly. I have used the responses on strongly agree, agree, disagree, strongly disagree, not sure, yes, no, always, usually, frequently, sometimes, never statements to find out the data under the teachers' activities.

Table 1
Teachers' Perceptions on the Role of Action Research for their Professional Development

Statement	SA	%	A	%	NS	%	D	%	SD	%	Total
I have experience of doing action research	17	85	3	15	0	0	0	0	0	0	20
Action research is applying scientific thinking to real life problems	14	70	3	15	3	15	0	0	0	0	20
Teacher development is the professional growth	10	50	9	45	1	5	0	0	0	0	20
The role of action research is important for teachers' Professional Development	8	40	10	50	1	5	1	5	0	0	20
Teacher professional development activities help teacher to enhance knowledge in ELT	9	45	10	50	1	5	0	0	0	0	20
Action research is one of the strategies	4	20	14	70	1	5	1	5	0	0	20
The main purpose of conducting action research is to solve immediate problem that are existed in the classroom	7	35	11	55	2	10	0	0	0	0	20
Action research helps to develop new techniques, strategies after conducting it for enhancing teachers' professional skills	9	45	11	55	0	0	0	0	0	0	20
Action research helps to co-operate between action researcher and colleague	14	70	5	25	1	5	0	0	0	0	20

Legend: Q.N-Question Number, SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree, NS-Not Sure, %-Percentage.

The above table shows that the perceptions of teachers' on action research for their professional development and his/her responses on it. The interpretation and analysis are given below.

The statement experience of doing action research shows that most of the teachers (85%) strongly agreed, 15% of them agreed. As the majority of them, i.e., 100% of the total of the teachers agreed on the item, it is concluded that is the role of action research is important to them. The statement, action research is applying scientific thinking to real life problems that most of the teachers (70%) they strongly agreed, 15% of them agreed and 15% of them disagreed. As the majority of them, i.e., 50% of total of the teacher strongly agreed on the item and 45% of them agree and 5% are not sure. It is concluded that teacher professional development activities enhance their knowledge.

The statement, the role of action research is important for teachers' professional development that most of the teachers (50%) they agreed, 40% strongly agreed and 5% of them undecided and only 5 % are disagree. As the majority of them i.e. 45 % of the total of the teachers strongly agreed on the item, 50 % teachers agree and 5 % are undecided. It is concluded that Teacher professional development activities help teacher to enhance knowledge in ELT.

The statement, action research is one of the strategies that are existed in the classroom shows that minimum of the teachers (20%) they strongly agreed, most of the teachers (70 %) agreed on this statement, 5 % undecided and 5% disagreed. As the majority of them i.e. 55% total of the teacher agreed on the item, only 35 % of teachers strongly agree and only 10 % are undecided. It is concluded that the main purpose of conducting action research is to solve immediate problem that are existed in the classroom.

The statement, action research helps to develop new techniques, strategies after conducting it for enhancing teachers' professional skills shows that minimum of teachers (45%) they strongly agreed, most of the teachers (55%) agreed. As the majority of them i.e. 70 % total of the teacher strongly agreed on the item, and only 25 % of teachers agree and 5% teacher are not sure. It is concluded that Action research helps to co-operate between action researcher and colleagues.

Table 2**Teachers' Practice of Doing Action Research for their Professional Development**

Statement	SA	%	A	%	NS	%	D	%	SD	%	Total
I surf internet to search for new learning strategies for professional development.	8	40	10	50	2	10	0	0	0	0	20
My school supports to participate in professional activities like training to conduct action research.	6	30	14	70	0	0	0	0	0	0	20
Action research has its origin in the works of the Social Psychologist Kurt Lewin.	7	35	12	60	0	0	0	0	1	5	20
Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices.	4	20	14	70	1	5	0	0	1	5	20
Action research is a form of self-reflective enquiry undertaken by participants in serial situations.	2	10	14	70	1	5	2	10	1	5	20
Professional development, in broad sense, refers to the development of a person in his or her professional role.	8	40	10	50	0	0	1	5	1	5	20
Teacher training can imply the thinking habit formation and over emphasis on skills and techniques.	4	20	15	75	0	0	0	0	1	5	20
Training is characterized by objectives that are of expertise. And the notion of development implies divergent objectives.	3	15	14	70	3	15	0	0	0	0	20

Legend: Q.N-Question Number, SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree, NS-Not Sure, %-Percentage.

The statement I surf internet to search new learning strategies for my professional development is positively responded by 90% teachers as 40% of them strongly agreed and 50% agreed. Only 10% of them remain undecided. Similarly, 70 % of the teacher agreed that their school supported them to participate in professional development activities whilst only 30% of them disagreed. This shows that participant teachers had good support from their schools.

The statement, Action research has its origin in the works of the Social Psychologist Kurt Lewin shows that minimum of teachers (35%) they strongly agreed, most of the teachers (60 %) agreed on this statement and only 5% strongly disagreed.

As the majority of them i.e., 20 % total of the teacher strongly agreed on the item, and 70 % agree on this statement and only 5 % respondents are undecided and 5 % respondents are not sure. It is concluded that Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices. The statement, action research is a form of self-reflective enquiry undertaken by participants in serial situations shows that minimum of teacher (10 %) they strongly agreed and most of the teachers (70 %) agreed on this statement. As the majority of them i.e. 40 % strongly agreed on the item and 50 % are agree with statement, it is concluded that Professional development, in broad sense, refers to the development of a person in his or her professional role.

The statement, teacher training can imply the thinking habit formation and over emphasis on skills and techniques shows that most of the teachers (75%) they agreed, 20% strongly agreed and only 5% strongly disagreed on this statement. As the majority of them i.e. 15 % total of the teacher strongly agreed on the item, 70 % agree and 15 % are undecided. It is concluded that Training is characterized by objectives that are of expertise. And the notion of development implies divergent objectives.

Table 3
Teachers' Perceptions on Training for Action Research

Statement	SA	%	A	%	NS	%	D	%	SD	%	Total
Training refers to the activities directly focused on teacher's present responsibilities.	13	65	6	30	0	0	0	0	1	5	20
The main aim of teacher training is to prepare a skillful teacher in related areas.	4	20	13	65	2	10	0	0	1	5	20
Action research helps teachers to pick up threads suggested in academic circles, and weave them in their own classroom.	6	30	12	60	0	0	2	10	0	0	20
Action research provides an avenue for teacher learning.	5	25	14	70	0	0	0	0	1	5	20
Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice.	5	25	14	70	1	5	0	0	0	0	20
Profession is a type of job that requires special education, training or skill.	3	15	16	80	1	5	0	0	0	0	20
Teaching profession is an occupation describing a job type usually researched for a recognized specific career i.e. doctors, lawyers etc.	6	30	10	50	2	10	0	0	2	10	20
Professionals are at top of a hierarchical of occupation, they are the experts in a particular field and they rationally employ advanced knowledge for common good.	4	20	14	70	1	5	0	0	1	5	20
There are many activities for teacher professional development, such as self-monitoring, team teaching, peer coaching, workshops, seminars, teacher support group.	4	20	15	75	0	0	0	0	1	5	20

Legend: Q.N-Question Number, SA-Strongly Agree, A-Agree, DI-Disagree, SD-Strongly Disagree, Ns-Not Sure, %-Percentage.

The statement, training refers to the activities directly focused on teacher's present responsibilities shows that more of teachers (65 %) they strongly agreed and most of the teachers (30%) agreed and only 5 % strongly disagreed on this statement. As the majority of them i.e., 20 % total of the teacher strongly agreed on the item, 65% are agree, 10 % are undecided and only 5 % are strongly agree. It is concluded the main aim of teacher training is to prepare a skillful teacher in related areas: It is generally focused on preparing a teacher in specific areas such as use of teaching materials and resources application teaching techniques in the classroom, conducting group and peer activities, use of textbook, classroom management, and constructing test items, preparing tools for the evaluation of learners.

The statement, action research helps teachers to pick up threads suggested in academic circles, and weave them in their own classroom (30%) they strongly agreed, and most of the teachers (60%) agreed on this statement and 10% teachers are disagree. As the majority of them i.e., 25 % strongly agreed and 70 % are agree whereas 5 % are strongly disagree on this statement. It is concluded that Action research provides an avenue for teacher learning.

The statement, Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice shows that minimum of teachers (25%) they strongly agreed, most of the teachers (70 %) agreed and 5 % are couldn't decide.

As the majority of them i.e., 15 % of the total of the teachers strongly agreed 80 % are agree on the item and only 5 % of them couldn't decide or not sure. It is concluded that Profession is a type of job that requires special education, training or skill.

The statement, teaching profession is an occupation describing a job type usually researched for a recognized specific career i.e., doctors, lawyers etc. that minimum of teachers (30%) they strongly agreed, most of the teachers (50%) agreed, 10 % undecided.

As the majority of them i.e., 70% of the total of the teachers agreed on this statement and 70 are strongly agree and 5 % are undecided. It is concluded that

Professionals are at top of a hierarchical of occupation, they are the experts in a particular field and they rationally employ advanced knowledge for common good. The statement, there are many activities for teacher professional development, such as self-monitoring, team teaching, peer coaching, workshops, seminars, teacher support group shows that minimum of teachers (20%) they strongly agreed, most of the teachers (75%) agreed on this statement, 5 % disagreed.

Responses obtained through Open Ended Questionnaire

The role of action research is analyzed on the basis of teachers' narratives. More specifically my concern was action research for English language teachers' professional development: experiences and expectations. These roles which I have found from the narratives are analyzed in following themes.

Teachers' experiences and expectations on action research. Teachers' experiences of research are analyzed on the basis of the teacher's interview. Under this heading the teachers were experiencing action research in terms of collaboration and student's achievement. So, these experiences were analyzed in following themes which were developed from teachers' stories.

Impact of action research on students' achievement. This theme is developed from all respondents' experience. They experienced that students' achievement can be improved by action research. In this matter, respondent 'A' told:

After conducting action research in specific topic. I solved problems through hypothesis, and used different types of methods. It was very effective that I found the better achievement. In vocabulary practices, students hesitated in writing. For example, students can say "there are many facilities in my school". In this sentence, students don't know the exact English word "facility" so they couldn't write. In that case, we need to expose them to lots of vocabulary which are useful for them. So, I had done same thing and used different techniques like crossword puzzles, spider web etc. So, at last I found positive change and it affected the student's achievement.

In her experience, she found which achievement of students increased. As English teacher mainly focused on language skills and aspects and found learners actively involved in writing skills to increase vocabulary of learners. She said which she conducted hypotheses and used different methods to solve problems. She also told me which she used different techniques like crossword puzzles, spiderweb etc. to increase the vocabulary level of students which was regarded as important factors of students' achievement. Similarly, respondent 'B' narrated:

Obviously, students got achievement in teaching learning process. I have conducted action research on “irregularity of doing homework”. After conducting action research, I have found that average amount of homework was increased. I found that some causes of irregularity of doing homework such as; school, family and their personal problems. I also realized that once doing action research is not enough, it is cyclic process. So, we have to do it time and again according to its necessity.

In his experience, he found better achievement in students' learning process. He had conducted action research on “irregularity of doing homework”. After conducting it, he found that an average amount of homework was increased. He also found reasons of irregularity of doing homework might be their own personal problems as well as their family and school's problems. As he mentioned that, action research is a cyclic process. Which should be conducted time and again as its necessity. Once doing action research is not enough in teaching and learning process. Likewise, respondent 'C' articulated:

Yes, I had concrete data I have collected before and after conducting exploratory action research. Although my action plan was implemented only for one month, results were highly progressive. There was dramatic increase in participation in speaking activities. So, it should be done regularly.

According to her experience regarding positive impact of action research on students' achievement, she has fact data which she has collected before and after conducting research. She said although her action research was completed within one month but had highly progressive results. She completed her task on speaking

activities where she got participation in speaking activities. So, she told me which it should be done regularly by every teacher for better teaching learning process.

In this way, from these all experiences narrated by three teachers, it was found students' achievement can be increased by conducting action research. All teachers have conducted their own research and found students' achievement better than that of before conducting action research. Most of students were actively taking part in speaking activities as well as in vocabulary activities as their overall language skills improved. Students increased habit of doing assignments, level of their self-confidence and developed concept of learning by doing.

Solving of teachers' classroom problems. This theme is derived from Teacher's narratives during discussions. All teachers told me action research is one of the effective tools to solve their classroom problems. In this regard, respondent A articulated:

When I feel some issues, problems and difficulties in my teaching then I conduct action research. I did action research in different language skills as well as in the language aspects as it's necessary to solve the problems of language teaching.

According to her narrative, she conducted action research when there arose any kinds of problems in language skills and aspects. She conducted action research to solve particular problems and to produce guidelines for effective teaching. She said that problem of vocabulary in writing skills is improved by action research. Expressing similar view here respondent B said;

When any problems arose in the classroom during the process of teaching learning activities. It is done formally and informally. Informally, I have done many action researches and various topics in the process of teaching learning activities to solve the different types of classroom problems.

From those ideas, it was found that he practiced many action researches informally in his real classroom when he faced some kinds of difficulties and

problems. It conducted action research regularly in informal way to solve problems of teaching learning process. In the similar way respondent C represented:

Action research has become a very good way to solve the problems which occur in my teaching learning process in classroom.

According to her, action research has become very effective way to solve the classroom problems arouse at the process of her teaching and learning activities. It is also practiced by teachers in order to continue their own education and prioritizes their professional development.

Effectiveness of action research for teacher professional development.

Effectiveness of action research is derived from respondents' experience. Under these respondents expressed their view upon the effectiveness of action research.

Furthermore, they tried to show the strength of action research and its positive consequences. Action research really invented new techniques by reflecting their own practice. So, these effects were analyzed in the following themes.

Expectations in teaching. Action research brings expectations in teaching. It is one of the most important techniques in the process of effective teaching and learning activities. Expectations in teaching is elicited from the experience of all the respondent 'A', 'B' and 'C'. Action research is different from other conventional research because it brings innovation in teaching focusing on individual or small group practice. Action research is one of the problem-solving researches rather than concerned with making general statements. In this regard, respondent's 'A' narrated:

Action research broad expectations in classroom teaching. It is very effective to deal with different sorts of students and to deal with different types of problems each and every day. It certainly helps to get some positive changes in the student learning process. It also supported teachers in using different teaching techniques and also supported teacher's professional development.

Here, respondent 'A' had the experience of action research as expectations tools to solve the classroom problems and to deal with different sorts of students. According to her, action research helps to judge our own teaching which helps to

know the strength and drawbacks of our teaching. It is expectations tool in the sense that teachers themselves invent new teaching techniques and strategies by reflecting his/her own practice in order to solve classroom problems. Likewise, respondent 'B' articulated:

It brings positive changes in the classroom teaching mostly teacher and students are benefited. It helps in the output of a student, teachers, school and also of the guardians. It helped students to reform their habits. It supported the teachers to search new techniques to tackle the classroom problems.

From his experience, there is no doubt that action research supported the discovery of new techniques to tackle the classroom problems. It means action research brought new innovation by reflecting their own practice. Furthermore, it helped students to reform their habits. Action research was practical in nature. So, it helped in the output of students, teachers, school as well as guardians. Similarly, respondent 'C' narrated:

It helps to develop the sharing culture among the colleagues after the best practice which really makes the teachers competent and self-confident regarding his/her profession. It leads Teachers towards another professional network which helps to understand how the rest of the teachers were doing beside his/her classroom.

From her experience, it is clear that action research is one of the best activities to discover new techniques and strategies to solve the problem in the teaching and learning process. It also helped in developing the habit of sharing and the findings among the colleagues to develop their profession. Action research helped to develop their confidence in the teaching and learning process.

In this way, from the experiences of respondents it was found that action research really brought newness in teaching. Most of the respondents regarded action research as innovative tools to solve the classroom problems. They argued by using such innovative tools teachers developed their professional qualities. Professional

qualities are highly developed when they really enjoy and are satisfied with their teaching.

Action research is practical. This theme is developed from the experiences of respondent 'A', 'B' and 'C'. This respondent argued that action research was practical in nature because they can conduct action research when they felt some kinds of problems in their teaching. Their experiences also showed that they easily implemented action research to solve their classroom problems. In this regard, respondent 'A' narrated:

Action research is really practical. I practiced it when I felt some issues, problems and difficulties in my teaching. I conduct action research for the better improvement of his students' language skills and aspects.

According to her, action research is really practical. She practiced it when she felt issues, problems and difficulties at the teaching and learning process. She said in her experience that she conducted action research for the better improvement of the student language skills and aspects in the learning process. Language skills and aspects are the main part of the English language learning. So, there should be better improvement of the students in the reading, writing, speaking and listening skills as well as in vocabulary and grammar. Similarly, respondent 'B' told:

It was practical in the ELT classroom. When any problems arise in the classroom in the process of teaching and learning it is done. Actually, it is conducted formally and informally. One action research should compulsory done in one session for the teacher's promotion too. So, I conducted it formally as well as informally in various topics to solve the different types of classroom problems.

From the above experiences, he mentioned that action research is practical in ELT classrooms. He had done action research to solve the problems which arose in the classroom. He mentioned that he conducted action research formally as well informally. He had done action research on various topics to solve the different types of classroom problems. He also told me that he had to conduct one action research

formally in a year for his promotion too which was compulsory. likewise, respondent 'C' presented:

Yes, this action research brought some remarkable changes in my classroom especially in the activeness of the students. I am happy with my result yet many things are to be changed. It was practical in the ELT classroom.

According to his experience, action research was practical in classroom teaching which brought remarkable changes in the classroom. He practically implemented action research with the problem of the passiveness of the students. He found that students have an active environment in the classroom after being treated with action research. He now becomes happy with this result but he himself accepted that he had many things to do in order to make his teaching effective, progressive and dynamic.

From the experience that was analyzed under this theme, it is found that action research was really practical in ELT classrooms. There were still some challenges to implement but if the teacher had deep passion and a good attitude. It could be done easily. All three respondents had conducted action research and found better improvement in all the classrooms then before. This showed that action research was practical to solve the classroom issues.

Action research for professional development. This theme is generated from all respondents. They have mentioned that action research is one of the tools for teacher professional development. They said that there are different Strategies for teacher's professional development such as peer coaching, study groups, mentoring action Research and teaching portfolios. Among them action research is a prominent one which helps teachers to discover new techniques and reflect their own practice. In this regard responded A presented:

Really teaching is an art. Each and every day we need to deal with different sorts of students. For our professional development we cannot be satisfied by ourselves. So, to be satisfied and to be completed we need to deal with different sorts of problems and in that situation action research works is a powerful weapon to develop our professionalism.

According to her, teaching was an art where she had to deal with different sorts of students. Action research helps teachers to be competent and self-satisfied. It also helped teachers to deal with different sorts of students as well as deal with different sorts of problems which faced during teaching learning activities. So, action research was one of the powerful weapons to develop the teachers' professionalism. Similarly respondent B narrated:

It helps to update us. We can share our ideas to a teacher support group which helps in professional development. We can also be recognized by different experts. We have to do one action research compulsory in a year which helps to promote our job.

He mentioned that action research helps to update them in the recent knowledge and sharing culture among the colleges and teachers support group. It helped teachers to develop their profession, through the Sharing culture which is better to develop professionalism. It also helped teachers to be promoted in their job. Likewise, respondent 'C' narrated.

Action research is very helpful to the teacher for their professional development. It helps to update the knowledge of the Teachers for the recent teaching learning process. It helps to develop the sharing culture among the colleges after the best practices. It really makes the teacher competent and self-confident regarding his/her profession.

According to her, action research is an inevitable tool for teachers' professional development. It made teachers aware, active and dynamic in their teaching. Action research helped to update the recent knowledge and develop a sharing culture among the colleagues which is better to develop professionalism. Teachers also become competent and self-confident after getting professionalism.

Action research develops reflection practices based on the interpretations made by participants. Knowledge is created through action and application. Action research can be based in problem-solving, if the solution to the problem results in the improvement of practice. Quality, goodness, validity,

trustworthiness, credibility, and workability have all been suggested as terms to describe criteria for good action research.

Chapter 5

Conclusion and Implications

This chapter incorporates the conclusions, and recommendations. It begins with the findings drawn on the basis of conclusion and ends with the possible recommendations made for the policy makers, practitioners in the field of teachers' perception on the role of action research for their professional development and further researchers on the basis of the findings of the study. Before the conclusion, I have presented the summary of findings:

Summary of the Findings

After analyzing and interpreting the data obtained through questionnaire, I have presented the following findings.

- The data shows that most of the teachers (85%) they strongly agreed the importance of action research for their professional development and only 15% of them agreed. As the majority of them, i.e., 100% of the total of the teachers agreed on the item, it is concluded that is the role of action research is important to them. The statement, action research is applying scientific thinking to real life problems that most of the teachers (70%) they strongly agreed, 15% of them agreed and 15% of them disagreed. As the majority of them, i.e, 50% of total of the teacher strongly agreed on the item and 45% of them agree. It is concluded that teacher professional development activities enhance their knowledge.
- The statement, the role of action research is important for teachers' professional development that most of the teachers (50%) they agreed, 40% strongly agreed and 5% of them undecided and only 5 % are disagree. As the majority of them i.e. 45 % of the total of the teachers strongly agreed on the item, 50 % teachers agree and 5 % are undecided. It is concluded that Teacher professional development activities help teacher to enhance knowledge in ELT.
- The statement, Action research is one of the strategies that are existed in the classroom shows that minimum of the teachers (20%) they strongly agreed,

most of the teachers (70 %) agreed on this statement, 5 % undecided and 5% disagreed. As the majority of them i.e. 55% total of the teacher agreed on the item, only 35 % of teachers strongly agree and only 10 % are undecided. It is concluded that the main purpose of conducting action research is to solve immediate problem that are existed in the classroom.

- The statement, action research helps to develop new techniques, strategies after conducting it for enhancing teachers' professional skills shows that minimum of teachers (45%) they strongly agreed, most of the teachers (55%) agreed. As the majority of them i.e., 70 % total of the teacher strongly agreed on the item, and only 25 % of teachers agree. It is concluded that Action research helps to co-operate between action researcher and colleagues.
- The statement, how often do you surf internet to search new teacher learning strategies for professional development? Shows that minimum of teachers (40 %) strongly agreed, most of the teachers (50%) agreed on this statement, 10 % undecided.
- As the majority of them i.e., 30 % total of the teacher strongly agreed on the item and 70 % agree. It is concluded that does your school support you to participate in teacher professional development activities?
- The statement, Action research has its origin in the works of the Social Psychologist Kurt Lewin shows that minimum of teachers (35%) they strongly agreed, most of the teachers (60 %) agreed on this statement and only 5% strongly disagreed.
- As the majority of them i.e., 20 % total of the teacher strongly agreed on the item, and 70 % agree on this statement and only 5 % respondents are undecided. It is concluded that Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices. The statement, action research is a form of self-reflective enquiry undertaken by participants in serial situations shows that minimum of teacher (10 %) they strongly agreed and most of the teachers (70 %) agreed on this statement. As the majority of them i.e., 40 % strongly agreed on the item and 50 % are agree with statement, it is concluded that Professional development, in broad sense, refers to the development of a person in his or her professional role.
- The statement, teacher training can imply the thinking habit formation and over emphasis on skills and techniques shows that most of the teachers (75%)

they agreed, 20% strongly agreed and only 5% strongly disagreed on this statement. As the majority of them i.e., 15 % total of the teacher strongly agreed on the item, 70 % agree and 15 % are undecided. It is concluded that Training is characterized by objectives that are of expertise. And the notion of development implies divergent objectives.

- The statement, Training refers to the activities directly focused on teacher's present responsibilities shows that more of teachers (65 %) they strongly agreed and most of the teachers (30%) agreed and only 5 % strongly disagreed on this statement. As the majority of them i.e., 20 % total of the teacher strongly agreed on the item, 65% are agree, 10 % are undecided and only 5 % are strongly agree. It is concluded the main aim of teacher training is to prepare a skillful teacher in related areas: It is generally focused on preparing a teacher in specific areas such as use of teaching materials and resources application teaching techniques in the classroom, conducting group and peer activities, use of textbook, classroom management, and constructing test items, preparing tools for the evaluation of learners.
- The statement, Action research helps teachers to pick up threads suggested in academic circles, and weave them in their own classroom (30%) they strongly agreed, and most of the teachers (60%) agreed on this statement. As the majority of them i.e., 25 % strongly agreed and 70 % are agree whereas 5 % are strongly disagree on this statement. It is concluded that Action research provides an avenue for teacher learning.
- The statement, Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice shows that minimum of teachers (35%) they strongly agreed, most of the teachers (70 %) agreed and 5 % are couldn't decide.
- As the majority of them i.e., 15 % of the total of the teachers strongly agreed 80 % are agree on the item and only 5 % of them couldn't decide or not sure. It is concluded that Profession is a type of job that requires special education, training or skill.
- The statement, teaching profession is an occupation describing a job type usually researched for a recognized specific career i.e., doctors, lawyers etc. that minimum of teachers (30%) they strongly agreed, most of the teachers (50%) agreed, 10 % undecided.

- As the majority of them i.e., 70% of the total of the teachers agreed on this statement and 70 are strongly agree and 5 % are undecided. It is concluded that Professionals are at top of a hierarchical of occupation, they are the experts in a particular field and they rationally employ advanced knowledge for common good. The statement, there are many activities for teacher professional development, such as self-monitoring, team teaching, peer coaching, workshops, seminars, teacher support group shows that minimum of teachers (20%) they strongly agreed, most of the teachers (75%) agreed on this statement, 5 % disagreed.

Conclusions

From the results of the study, it has been concluded that teachers had good theoretical ideas on how to conduct action research. They all positively perceived action research as important strategy of professional development. However, they had very little practice of undertaking action research.

Almost all the respondents reported the role of action research is important for their professional development. Most of the teachers are agreed that the teacher professional development activities help teacher to enhance knowledge in ELT. The greater number of teachers agreed that action research is one of the strategies for teachers' professional development. They also believed that teacher learning strategies play crucial role for teachers' professional development. The most of the teachers are agreed that the main benefits of action research are:

Teachers investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do. Teachers develop a deeper understanding of students, the teacher learning process and their role in the education of both teachers and students. Fosters a democratic approach to education. Empowers individuals through collaboration on projects. Encourages educators to reflect on their practice and promotes a process of testing new ideas.

Implications

Being based on the aforementioned summary of the findings some recommendations have been made to be applicable to be used in different areas of professional development and action research. For the convenience of presentation, they have been devised in the following three level.

Policy related. Education is long life process. It begins from cradle and ends to the grave. This is supreme level of implementation; the things that are implemented at this level can change the entire education system the following recommendations have been made from this study.

- There should be regular supervision activities after conducting TPD trainings and action research trainings. The government should provide sufficient numbers of teacher trainers, to conduct TPD trainings and action research.
- All the teachers should be provided opportunities to participate in the action research so that they are equipped with the idea of dealing with the subject matter, maintaining relationships with administration, co-worker and students, maintaining discipline in the classroom, addressing students' problems and so on.
- There should be the regular provision of conducting at least one action research in one academic year.
- The professionally expert teachers should be rewarded by the institutions, schools, DEO and so on.
- There should be provision of observation committee to supervise the progress in the field of teacher professional development, to observe either the teacher professional developmental activities like action researches are launched properly or not
- MOE, NELTA, NCED should provide opportunities to the teachers to attend action research as it is one of the most effective strategies for teachers' professional development.

Practice related. This is the level of practice which is implemented in the classroom. The following recommendations have been made at this level:

- The government should provide incentive and reward for those institutions that always participate in TPD training.
- The schools and colleges should organize action research related to teachers' professional development.
- The government should establish action research centre for teachers' professional development.
- There should be the co-operation between the teacher trainers' organizations and teachers. There should be the regular provision of interaction and mutual sharing the ideas between the teachers who participate in professional development activities.

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

- This study was limited to the ELT teachers teaching in secondary levels of the Syangja District. The same study can be conducted on other subjects and levels in other places and districts.
- This study only focused on the role of action research for TPD. There are other activities also for developing professionalism such as seminar, workshops, peer coaching, journal writing, and teaching portfolio. These activities also need to be explored and evaluated in the future research.

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Appendix

Questionnaire

Dear Sir/Madam

This questionnaire is a part of my research study entitled “**Action Research for English Language Teachers’ Professional Development: Experiences and Expectations**” The study will be concluded for the partial requirement for the fulfillment of Med in English at Tribhuvan University, Kirtipur, Kathmandu. Your kind co-operation in completion of the questionnaire will have a great value to me. Please, feel free to put your responses required in questionnaire. I assure you that the responses you make will have no harmful effects to you as well as others, and this will only be used for the research purpose.

Researcher

Sunita Regmi

Questionnaire

Name.....

Name of school.....

Qualification.....

Post.....

Please state your opinion after each statement by putting a tick mark () on the option that best indicates the extent to which the statement is true of you:

1. I have experience of doing action research.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
2. Action research is applying scientific thinking to real life problems (classroom problems for teachers) and represents a great improvement over teacher's subjective judgments and their limited personal experiences.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
 - E. Not sure
3. Teacher development is the professional growth; a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
 - E. Not sure
4. The role of action research is important for teachers' Professional Development.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree

5. Teacher professional development activities help teacher to enhance knowledge in ELT.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
6. Action research is one of the strategies by which teachers can undertake school improvement activities in their own contexts with the intention of making themselves as well as their respective schools perform better is through action research.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
7. The main purpose of conducting action research is to solve immediate problem that are existed in the classroom.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
8. Action research helps to develop new techniques, strategies after conducting it for enhancing teachers' professional skills.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
9. Action research helps to co-operate between action researcher and colleagues.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly agree
10. Action research helps the teacher to on their own practices.
- A. Strongly agree

- B. Agree
 - C. Disagree
 - D. Strongly disagree
11. Action research is beneficial to change learning style, behavior of the students.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
12. Teacher learning strategies play a crucial role for teachers' professional development.
- A.
 - B. Strongly agree
 - C. Agree
 - D. Disagree
 - E. Strongly disagree
13. I surf internet to search new teacher learning strategies for professional development.
- A. Always
 - A. Usually
 - B. Frequently
 - C. Sometimes
 - D. Never
14. You to participate in teacher professional development activities.
- B. Always
 - C. Usually
 - D. Frequently
 - E. Sometimes
 - F. Never
15. Action research Conducted in classroom.
- A. Yes
 - B. No

16 The main benefits of Action research is to Education are:

- Teachers investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do.
- Teachers develop a deeper understanding of students, the teacher learning process and their role in the education of both teachers and students.
- Fosters a democratic approach to education.
- Empowers individuals through collaboration on project
- Encourages educators to reflect on their practice
- Promotes a process of testing new ideas.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

17. Action research has its origin in the works of the Social Psychologist Kurt Lewin (1946). He developed the ideas of group decision and commitment to improvement at work situations (classroom and administrative)>

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

18. Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices. It is a viable and realistic endeavor for all educators. Action research requires teachers to design a study in an area of interest that they would like to carry out in their classrooms or schools.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

19. Action research is a form of self-reflective enquiry undertaken by participants in serial situations in order to improve the rationality and justice of their own

social or educational practices, as well as their understanding of practices and the situations in which these practices are carried out.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

20. Professional development, in broad sense, refers to the development of a person in his or her professional role.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

21. Teacher training can imply the thinking habit formation and over emphasis on skills and techniques.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

22. Training is characterized by objectives that are of expertise. And the notion of development implies divergent objectives which allow for teachers' individual differences and which are determined by teachers' sense of their own learning needs.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

23. Training refers to the activities directly focused on teacher's present responsibilities and is typically aimed at short term and immediate goals.

- A. Strongly agree

- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

24. The main aim of teacher training is to prepare a skillful teacher in related areas. It is generally focused on preparing a teacher in specific areas such as use of teaching materials and resources application teaching techniques in the classroom, conducting group and peer activities, use of textbook, classroom management, and constructing test items, preparing tools for the evaluation of learners.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

25. Action research helps teachers to pick up threads suggested in academic circles, and weave them in their own classroom.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

26. Action research provides an avenue for teacher learning.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

27. Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice.

- A. Strongly agree
- B. Agree

- C. Disagree
- D. Strongly disagree
- E. Not sure

28. Profession is a type of job that requires special education, training or skill. A profession is something a little more than a job, it is a career for someone that wants to be part of society, who becomes competent in their chosen sector.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

29. Teaching profession is an occupation describing a job type usually researched for a recognized specific career i.e. doctors, lawyers etc. It covers expertise and or education and required considerable and specialized study.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

30. Professionals are at top of a hierarchical of occupation, they are the experts in a particular field and they rationally employ advanced knowledge for common good.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

31. There are many activities for teacher professional development, such as self-monitoring, team teaching, peer coaching, workshops, seminars, teacher support group, reflecting teaching, journal writing, critical incidents, teaching port folios, case studies, peer observation, critical friendship and action

research. Among them action research is one of the strategies for teachers' professional development.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. Not sure

Analysis of Open Ended

Explain your Experiences and Expectations on Action Research

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What are the impact of action research on students' achievement?

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Briefly mention- solving of teachers' classroom problems

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What may be your opinion of Effectiveness of Action Research for Teacher Professional Development?

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The End...

Thank you for your kind co-operation.