

**TEACHERS' VIEWS ON RELEVANCE OF ACTION
RESEARCH FOR THEIR PROFESSIONAL
DEVELOPMENT**

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

**Submitted by
Rabindra Badaila**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2021**

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Declaration

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

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Recommendation for Acceptance

This is to certify that **Mr. Rabindra Badaila** has prepared this thesis entitled **Teachers' Views on Relevance of Action Research for their Professional Development** under my guidance and supervision.

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Dedication

Dedicated to

My parents and teachers who always boosted me at today's position

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**Rabindra
Badaila**

Abstract

This research study entitled **Teachers' Views on Relevance of Action Research for Their Professional Development** was carried out to identify the views of teachers on relevance of action research for their professional development, analyze the experiences of using Action Research by English language teachers and to suggest some pedagogical implication. Keeping these objectives into consideration, both primary and secondary sources of data were used. The questionnaires were used for the collection of data containing close-ended and open ended questions. The data were collected from the secondary level (9-10) English teachers teaching in both public and private schools of Kailali District. The schools and the teachers were selected by using non-random sampling procedure. Sixty (60) teachers from the selected schools were the sample of this research. The collected data were analyzed by using tabulation and their description. After the analysis and interpretation of the data, it was found that the majority of the teachers who were teaching English did not have enough knowledge of action research in the first year of the teaching career but majority of them practiced action research in their English language teaching classroom later in their career. Similarly, most of the teachers were found practicing action research in teaching learning of aspects of grammar.

This thesis is divided into five chapters. The first chapter includes background of the research, statement of the problem, objectives of the study, research questions, significant of the study, operational definition of the key terms. Similarly, the second chapter is related to the review of theoretical literature, review of empirical literature, implications of the review and conceptual framework. Likewise, third chapter deals with methods and procedures of the study under which design of the study, population sample, sampling procedure, data collection tools, data collection procedures, analysis and interpretation procedure, ethical considerations are mentioned. In the same way, the fourth chapter consists of results and discussion of the study. Finally

the fifth chapter includes the findings, conclusion and recommendations. Recommendation of the study at policy related, practice related and further research related are suggested.

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List of Abbreviations

AR	-	Action Research
CMSs	-	Community Managed Schools
CUP	-	Cambridge University Press
DEO	-	District Education Office
ELT	-	English Language Teaching
HT	-	Head Teacher
M.Ed	-	Master of Education
OUP	-	Oxford University Press
PD	-	Professional Development
PTA	-	Parents Teacher Association
RP	-	Resource Person
SMC	-	School Management Committee
SS	-	School Supervisor
TPD	-	Teachers Professional Development

Chapter I

Introduction

This section includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Teacher's professional development is one of the major research areas where many researches are being carried out each year. The research is related to teacher professional development and it focuses and examines the problem seen in the teaching and learning field. Similarly, this research is also related to study of Action Research and its relevance for professional development of English language teachers. Action research empowers individuals and groups to take control over their lives within a framework of the promotion, rather than the suppression of generalizable interests. Habermas (1997 as cited in Cohen, Manion & Morrison, p.203) states that the Action Research (AR) can be seen from three fold grounding typification; they are technical AR, practical AR and emancipator AR. Technical AR is designed to render an existing situation more efficient and effective. Practical AR is designed to promote teachers professionalism by drawing on their informed judgment. And, emancipator AR has an explicit agenda which is political as it is educational.

The AR can be conducted in small scale or in broad scaled affair and practices. Whatever the type of AR is the major goal is the empowerment of person for their professional development. In AR the practitioners are dividing into two camps (Kemmis and MC Taggart 1988) the reflective practitioners: who are involved in improvement for practice at local level perhaps classroom level, within the capacities of individuals and the situations in which they are working: and the critical theorists: who are working for a border agenda of

changing education, changing schooling and changing society. In giving stress on AR practices for PD, Richards (2005) states as,

Whatever level the practitioners work they empower themselves for achieving professional autonomy through professional development. Being collaborative in nature, teachers work in team so they can get better opportunity of learning from the senior or more experience teachers. They have mutual sharing of knowledge and experience while doing action research which is valuable source of professional growth.

(p. 2)

Action research is an approach to teaching for teachers' professional growth and student's effective learning. This helps teachers to be mature in their teaching profession and solving the classroom problems. It is a collaborative and rigorous teaching for better improvement for their teaching. Hence, AR helps teachers to promote their professionalism in teaching.

My motivation in Teachers views on Relevance of Action Research for their Professional Development arose my mind because of my personal experience. When I was in high school most of the teachers used to practice teacher-centered technique and the students were treated as passive participants. The teachers never tried to know about the learners, their level and interest. We were engaged as passive learner. They came to the classroom and returned back giving forty minute lecture and never tried to know we understood or not?

To use student-centered technique teachers must be trained. Untrained teacher cannot understand the need of the learners. Training helps to develop teachers' professionalism. If the teachers are engaged in action research, they will understand about the learners and their problem. According to (Richards and Farrell, 2010. p. 172), action research is A research dimension to existing

practice as a way to better understand and improve such practice”. Teachers themselves are involved in the research process. It develops in them the feeling of responsibility for change and improvement. It helps to redefine the role of teacher and “by changing the role of teacher we can profoundly change the teaching and learning process in our schools (Sagor, 1992, as cited in Joshi, 2012).

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 to changes in institutional demands. It also increases the teachers' self-awareness and personal insight. Action research makes teacher more conscious of problematizing an existing action or practice, more systematic and rigorous in their efforts to get answers. The teachers can share their teaching style, strategies and thoughts with others.

In order to improve their service delivery, teachers are usually prompted to attend in-service meetings, conferences and even workshops. Some of these activities are usually frustrating and time consuming. There is great need therefore for teachers to impact their professional development which in the long run impacts on their proficiency. An action plan is particularly significant in a situation whereby things are not running as expected or there is a need in the change of strategy. Practical solutions might be very much needed in such cases. Action research therefore ensures that a practical solution into whatever social situation is found. By using action research the tutor understands the situation deeply besides finding the most practical solution to it. It involves a teacher's research into his/her own actions and possible actions to be undertaken in order to improve the same. Action research is significant in ensuring that a viable solution to any situation is found. It is common for a one person's solution working to the disadvantage of others especially if the solution is from outside, hence the need for action research. It gives insight into the past situation, the present as well as the future projections concerning the situation at hand. Action research enables the teacher not only to practice but

also improve the situation under which the practice is done. It is very vital in ensuring social change. The teacher is therefore able to be empowered professionally as he/she is made to understand the workplace well. It is a significant tool in ensuring that the teacher understands his/her practice, ways of improving the same, enable him/her understands the ways in which the person is able to understand changes from outside and enable one to improve the practice through changing the outside.

Statement of the Problem

This research study attempts to find out the knowledge as well as experience of teachers that they got after conducting Action Research. Teacher can develop their knowledge and skills by conducting Action Research. Action research refers to teacher conducted classroom research that seeks to clarify and resolve practical classroom issues and problems. It is a teacher initiated classroom investigation which seeks to increase teachers understanding of classroom teaching and learning. Moreover it is carried out by practitioners (for our classroom teachers) rather than outside researchers. Secondly, that it is collaborative; and thirdly, that it is aimed at changing things. Various researched have been carried in the field of ELT and very few researches on teachers' professional development. But there has not been any research conducted on "Teachers' Views on Relevance of Action Research for Their Professional Development". Thus, the present study is a new Endeavour as it attempts to explore action research is important aspect of teachers' professional development. The researcher pinpoint the fact that the previous researchers missed the investigation on analyze the experience of using action research by English language teachers, which after all, is a very important factor of teacher development process. Therefore, my study is new in the field of English education and this work is a new attempt in the exploration of Teacher professional Development areas. This has been a single study to address action research in the department. So, this seems to be new study.

In our context teacher does not experiment and reflect themselves. There is lack of sense of continues effort to teachers. There is a traditional view of the teacher that they are all in all. There is lack of teaching materials. Therefore, the teachers are not developing professionally. From this research, I want to find out how research can be done? And what is the effect of doing action research?

Objectives of the Study

The present study had the following objectives:

- i. To find out the teachers views on relevance of action research for their professional development.
- ii. To analyze the experiences of using action research by English language teachers.
- iii. To suggest some pedagogical implications.

Research Questions

The present study had the following research questions:

- i. How does action research develop the teacher's professional development?
- ii. What types of action research practices are teachers using for your professional development?
- iii. What are the challenges of conducting action research in institutions?
- iv. How do teachers overcome such challenges?
- v. What do they get support from school administration while conducting action research?

Significance of the Study

Each and every study is important for the institutions, scholars, professors, students and the researchers who are interested in this area. This

study aims at revealing the teachers views on action research for their professional development. Similarly, it will also display the different strategies and practices adopted by the teachers. So, this research study will be significant to the teachers who are teaching in the schools to reform their way of teaching. This study will also be useful to the researchers who want to conduct research works in the similar fields. Textbook writers, curriculum designers, methodologists can develop related idea while designing courses, textbook materials and their study. At last this study will be significant to the student teachers to develop the good way of teaching.

Delimitations of the Study

The proposed study was limited to the following aspects:

- i. The area of study was limited to the different schools of Kailali district.
- ii. It was limited to sixty (respondents) secondary level (9-10) English teachers.
- iii. This study was limited to the teachers views on relevance of action research for professional development of teachers.
- iv. The study was limited to the data collect from questionnaires.
- v. The study was limited only to teachers' views on Importance of Action Research”.

Operational Definitions of the Key Terms

Action Research. Action research is a teacher initiated classroom which seeks to increase the teacher's understanding in the classroom practices

Collaboration. The act of working together to produce a piece of work, especially a book or some research.

Professional. It is connected with a job that needs special training or skill.

Challenge. Obstacle that is seen while implementing some programs .

Strategies. Plans, techniques and programs that are used for enhancing teaching profession.

Teacher Professional Development. Teacher Professional development is defined as activities that develop an individual's skills ,knowledge expertise and other characteristics as a teacher .

Chapter II

Review of Related Literature and Conceptual Framework

This section is divided into four other subheadings. The first one review of related literature, throws light on empirical studies so far carried out on the related topics. The second, theoretical framework focuses on describing the theoretical base for the researchers. The third, implication of the review of the study presents the relation between reviewed works and the present one. The fourth, conceptual framework summarizes the whole process to be followed for the selected topic.

Review of Related Theoretical Literature

A theoretical framework guides research by what work in the experience or exercise of doing something by those directly involved research studies. After reading literature, a number of theories have been developed from different perspective. The information's have obtained from different literature is sorted under the main themes and stories:

Teaching as Profession. Human beings perform different types of jobs in their society. All the people do not enjoy the same social prestige due to the inequality in the perceived significance among their occupations. Originally, the word profession had the sense of the special kind of dedication to the welfare of others. It is carried a sense of public service and personal dedication.

Classically there were only three so-called learned professional (religion, medicine and law). The main milestones which mark teaching as an occupations being identified as a profession are: full time occupations establishment of University, local and national associations, professional ethics and some cases licensing laws. A profession arises when any occupation transform itself through the development of formal qualifications based upon education, apprenticeship (working closings, examinations, the emergence of

regulatory bodies with the power to admit and disciplined members and some degree of rights.

Khaniya (2006), states "teachers, professor, engineers, layers are regarded as professionals ". He further mentioned that professional is that who performs task involving not only in skills and knowledge, but also expertise, and teacher as a professional is necessarily change in the way the students do things or performs task after they receive information.

“Teachers are not only transformer of expert knowledge to students but are major elements of the entire education system; those are placed as the heart of education system (Dewey, 1916, as cited in Poudel, 2006). Thus, they have to be more professional in their business.

Teaching profession is an occupation describing a job type usually reserved for a recognized specific career i.e. doctors, lawyers etc. It conveys expertise and/or education and required considerable training and specialized study. Bolitho (1986, p. 2) writes “Although teaching is a skill that of which can be acquired by the study limitations of models, evaluations and other means. It is not an activity which can be successfully conducted in a way which is extrinsic to a person’s being”.

Therefore, a professional is a trained and qualified specialist in an occupation or field who displays a high standard of competent conduct in his/her practice.

Teacher Training and Teacher Development. Training is defined as an activity leading to skilled behavior. Fire fighters, police officers, soldiers are "trained". Training 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, p. 3):

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.

Underhill (1988), argues that 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.

According to Head and Taylor (1997) teacher training is essentially concern 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 I personally can be. It is 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 (2010, p. 5) 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.

Teacher Development. Development is the action or process of changing and growing. It is a continuous process of learning through personal experience, reflection and construction. Teachers are the person who teach, instruct, educate and trained the students. Underhill (1988, p. 4) defines development in the field of teacher professional development as follows:

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 in a rut, then so is my teaching, and then so are my students and learning from a rut is tedious, slow and uninspiring.

From this definition, what we can infer is that for development to take place, a teacher should become aware that she/he is both a teacher and learner he/she should not be in a rut because it is difficult to climb out of. If we are in a rut, we are not willing to learn because the rut limits our vision. As a result, we cannot keep ourselves on the same side of the learning hence as our students. Therefore, we should go on learning throughout our teaching career.

Teacher development is a continuous process of transforming human potential into human performance, a process that is never finished. Teacher themselves take the responsibility for improving their teaching and decide how such improvements are made. The development of professional competence is equally long term and ongoing. Teachers have different needs at different times

during their career. The need of the institution in which they work also changes over time. Teacher professional development is directed toward both the teachers' own personal goals and the institutions' goals.

Teachers should be ready to take on responsibility for their own professional growth. When talk about teacher development, teachers themselves decide what they are going to do "They are in charge" (Head and Taylor, 1997). They develop the sense that they have the potential within themselves to become better teachers and therefore they try their best to deepen their own understanding and awareness of themselves and of their learners.

In the past the concept of TD was seen unclear. In this regard, Diaz – Maggioli (2003), comment that "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 ". Diaz Maggioli (2003) states:

We will not attempt to define teacher development. It will become clear to use it both to specific development through 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.

The conception of teachers' professional development involves teachers investigating their practices to construct their own theories of teaching. Teacher development is an interpretation of professional development which can be seen as a professional growth.

Similarly Richards and Farrell (2005) state that it generally refers to general growth not focused on a specific job (p. 4). Likewise Browns (1994) remark about teacher development is that one of the most interesting things about teaching is that you never stop learning. To put more clearly teacher development is the process of lifelong learning in teaching profession. It involves any activities aiming to achieve personal and professional growth for teachers. Development activities can range from observing colleagues classes,

reading academic journals and books and attending conferences to collaborating with other teachers in the classroom researches or other professional projects. Similarly, EUANS (2002 as cited in Kodeman et al. 2004, p. 5) defines teacher development as, an ideologically, attitudinally, intellectually and epistemologically based stance on the part of an individual in relation to the practice of the profession to which he or she belongs and influences his or her professional practices. This definition concerns TD as a process which may be ongoing or which may have occurred and completed. This definition does not imply that teacher development is entirely considered to have been completed in a finite way rather it considers to have developed in some way which does not by any means produce their developing repeatedly. The teachers do not produce their developmental activities repeatedly by no any means but they develop new things.

Glattorn (1995, p. 41 as cited in Villes and Reimers) states More specifically, teacher development is the professional growth a teacher achieves as a result of gaining increased experiences examining his or her teaching systematically. Similarly, Ganser (2000, as cited in Villes and Reimers *ibid.*) states that professional development includes formal experiences (such as attending workshops and professional meetings.) and informal experiences (such as reading professional publications, watching television documentaries related to academic discipline). It goes beyond career development and staff development. Staff development can be defined as the growth that occurs as the teacher's moves through the professional career and provision of organized in service programmes which are designed to foster the growth of groups of teachers. It is only one of the systematic interventions that can be used for TD.

Strategies for Teacher Professional Development. It is said that the field of language teaching is subject to rapid changes due to many reasons such as new educational trends, new challenges faced by institutions, changes in curriculum, students' need, and national goals. As a result, teachers need regular opportunities to update their professional knowledge and skills. Teacher

education programs prepare teachers and wish to promote their continued learning. Though the recipient of teacher education programs is the teacher, the ultimate beneficiary is student. It is self-evident that student success pivots on good teaching. If the teachers do not continue to develop their knowledge and skills, it is disadvantageous to both the teachers and the students, which seriously impedes progress toward achieve goals.

“Teacher is not just someone who stands in front of the classroom in a school. A good teacher is one who can fulfill his/ her role of converting people into well-mannered disciplined and capable manpower for the nation”. (Pokhrel, 2013 (P. 16). Richards and Farrell (2010), state that:

To be a good teacher they need to know general pedagogical knowledge learning environment and instructional strategies, classroom management knowledge of learners and learning, subject matter knowledge of contents to be taught, pedagogical content conceptual knowledge of how to teach a subject using instructional strategies, understanding of students and knowledge of curriculum and curricular materials. In this way teaching profession is very complex process which can be well managed only by the professionally strong teachers.

In general, professional development refers to the development of a person in his/ her professional role. "More specifically it is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically". Glatthorn, (1995, as cited in Pokhrel, 2013). Teacher professional development is seen as relating to experiences new challenges and the opportunity for teachers to broaden their horizon of knowledge and take on new responsibilities and challenges. Rossner (1992, as cited in Head and Tyler, 1997, p.4) assert that: “Teacher development is not just to do with language teaching. It is also about the language development, counseling skills, assertiveness training, confidence building, and computing, mediating, cultural broad casting.

Professional development encompasses all types of facilitated learning opportunities ranging from achieving formal college degree, informal discussion with colleagues for bringing newness in teaching. Different writers view teacher development differently.

Richard and Farrell (2010)

Professional development is directed toward both the institutions goals and teachers own personal goals. They also state that a variety of approaches to professional development for language teachers are being identified. They are equally beneficial for both in service and pre-service teachers. (p. 14)

In most school and institutions today language teachers are expected to keep up to date with developments in the field of regularly review and evaluate their teaching skills. They take a new teaching assignment according to the changing needs of the institution. Some teachers may also be expected to serve as methods to new teachers, to plan workshops and other professional activities to present papers at seminars or conferences. To provide such opportunities to teachers, teachers' educators and teacher trainers should involve themselves for their self-development. The professional development activities are very beneficial not only for teachers but also for teacher educators and teacher trainers.

There are some activities (or approaches) that are highly significant for developing teachers' professionalism. According to Richard and Farrell (2010), the activities for teacher's professional development are: Training, Workshops, Self-monitoring, and Teacher support groups, keeping a teaching journal, Peer observation, Teaching portfolios, Analyzing critical incidents, Case analysis, Peer coaching, Team teaching, and Action research.

The ultimate trust of TPD for teachers is that which plays an essential role in the improvement of students learning and teachers learning themselves. This means that educators, policy makers, teacher trainers must pay attention to the result of professional development on job performance, organizational development and the success of all students. The importance of teacher development arises from the inadequacy of training course which alone cannot fully enable teachers to be dynamic and professionally competent in their jobs. Any training courses, either pre-service or in service, long term or short term can be extricated for short coming. Training courses even lengthy ones such as TESOL, I. Ed, B. Ed, or M. Ed, INSET, pre– service courses cannot satisfy all trainers' needs, nor can they solve the problems occurring in their practical life. The course itself is not the end of a career, after the course there is still life and trainees must face reality in their lives. So different activities and strategies for professional development are essential and lifelong which go beyond training courses.

There are several others techniques like various monitoring practices as self-monitoring (keeping lesson report, audio– visual recording of lesson), Peer coaching (technical, collegial and challenging), maintaining teaching diaries, students feedback, sharing experiences with teachers, attending training subscribing to ELT magazines and journals joining professional organizations, forming local teaching groups, holding regular staff meeting, and reading handbooks published by ELT publishers.

By following the above mentioned idea and activities, we conclude that Action Research is also one of the important tools for teachers' professional development. So teachers can develop professionally by the help of their teachers' suggestions and feedbacks. Teacher can remove their weaknesses according to the feedback and improve their teaching.

Importance of Professional Development. It is said that the field of language teaching is subject to rapid changes due to many reasons. Such as

new educational trends, new challenges faced by institutions, changes in curriculum, students' needs, national goals and so on. As a result, teachers need regular opportunities to update their professional knowledge and skills.

The knowledge related to the field of language teaching and learning is never consistent and there can be no "one size fits all" approach to effective teacher professional development. Differences in communities of school administrators, teachers and students uniquely affect professional development processes and can strongly influence the characteristics that contribute to professional development effectiveness Guskey (2003, p. 47).

To have the greatest impact, professional development must be designed, implemented and evaluated to meet the needs of particular teachers in particular settings. There is a need for regular opportunities for teachers to update their knowledge and skills in the field. Head and Taylor (1997, p. 4) say: "On narrowly subject bound teachers are a menace to the profession, yet a career structure, which emphasizes training at the expense of development means that such teachers proliferate".

Hence, learning to teach is a life long process. In order to contribute to teachers' professional development the knowledge based educators, policy makers, teacher educators and administrators who are engaged in the process of TD have to commit to planning, implementing and assessing sensible educational reforms.

Teachers are required to have a specified ELT qualification. Teachers with solely a strong academic background may not be suitable as a teacher because the focus is always on practical classroom issues. In other words, teachers need to have substantial, recent and varied ELT experience. They need to be familiar with the types of classes, learners and materials to be used.

In sum, the professional development of teachers is a key factor which ensures the reforms at any level are effective and self-initiated. The

collaborative activities of professional development provide teachers great opportunities of learning which they can incorporate in teaching. Teacher development activities make teachers up to date about regular practices and reflect on those practices to bring new changes in the field of language learning and teaching.

Professional Development of Nepalese Teachers. The system of training for teachers especially the secondary level teachers was initiated in Nepal in 1957, when the government established college of education. It was established with functional and technical assistance of the government of USA. The college of education offered a two year I. Ed. program for the 10 year high school graduates to produce trained lower secondary teachers. In addition, it also offered a one year B. Ed. course for those who hold Bachelor degree in subjects other than education. In 1973, the college of education was converted into the Institute of Education as one of the 10 institution of Tribhuvan University. The institute of Education was offered the responsibility to conduct all sorts if in service and pre service training. As a part of T. U. it has several campuses in different parts of the country. The ministry of education started getting directly involved in the in-service teacher training programs during the early 1980's when the government executed science education project with the financial assistance of Asian Development Bank.

“The institute of educations conducted various types of teacher training programs during 70s' and 80s'. Those programs were: Women Teacher Training Program, Remote Area Teacher Training Program A Level Program, Campus Based B level Program, On the Spot Teacher Training Program, Primary Training through Distance Learning and Radio Education Teacher Training Program (Joshi, 2012). There are some academic and training requirements for teachers. Successful completion of 12 year schooling is the academic requirement for lower secondary school teachers. A Bachelor degree is the academic requirement for secondary school teachers. Ten month training is a mandatory requirement for any person to be qualified for permanent tenure

for the teachers of primary, lower secondary and secondary teachers. However, there is a system to recognize the training requirement if the candidate had been offered education as his or her major subject.

Similarly in school level education, the government of Nepal has implemented the school sector reform plan (SSRP) from 2009 and it will continue up to 2015. The plan makes provision for professional development of the school teachers and mention that the government will be responsible for teacher development functions (MOE, 2009), the plan further states that the government is getting strong support from the teacher professional community in creating environment conducive for developing a partnership for teacher professional development. The government has established the national centre for Educational Development (NCED) in (1992), with a view to produce training manpower involved in school education and thereby developing teachers' professionalism. This institution has been providing various teacher learning opportunities to the school teachers since its establishment. According to Bhandari (2006):

In order to enhance the professional development of school level teachers' the government owned NCED, Educational Training Centers (ETCS), Leading Resources Centers (LRCS), and Resources Centers (RCS) have been arranging different teacher learning activities. Apart from these institutions, there are privately owned institutions which provide similar sorts of opportunities for the teacher. There are some nongovernmental professional forums of English teachers like. Nepal English Language Teachers' Association (NELTA), Tribhuvan University Teachers Association (TUTA). Such forums also encourage the teacher learning activities by engaging them in seminars, workshops, journal writing and so.

In conclusion, we can say that teachers' professional development has various short comings. Because of the difficult geographical situations of country, lack of basic facilities i.e. infrastructures as road, electricity, etc.

similarly our education is suffered from the weather where schools are closes for six months in Himalaya areas. Our education system and government policy is not excellent in the implementation of provisions made in.

Action Research Actions research 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 Borg (1995, as cited in Ferrance 2000):

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, Manion 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".

Similarly, Kemmis and McTaggart (1988 as cited in Richards and Lockhart 1994) define “Action research typically involves small scale investigative projects in the teachers own classroom and consists of a number of phases which often reoccur in action and reflection cycles; planning, action, observation”. AR is propounded by Kurt Lewin in 1946 to bridge the gap between research and practice or theoretical research and applied research that is practiced by practitioners. AR takes place in the teachers own classroom and involves a cycles of activities. These cycles of activities are centering on identifying a problem or a issue collecting information about the issue devising a strategy and deriving its effects.

Cohen, Manion and Morrison (1994) define AR as a small-scale intervention in the functioning of the real world and a class examination of the effects of such an intervention. In the same way, Corry (1953) argues that it is a process in which practitioners study problem scientifically so that they can evaluate, improve and steer decisions-making and practice. Corry's definition represents that AR is investigating problems by practitioners and they can evaluate their own action themselves. So, it is self-initiated in nature.

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. Cohen, Manion 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 within the educational context in which the research is being carried out. According to Richard and Farrell (2010), the characteristics of action research are: 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 and It can be carried out by an individual teacher or in collaboration with other teachers.

Similarly, Burns (1999, as cited in Joshi, 2013), presents the characteristics of actions research are: Action research is contextual, small scale and localized. It identifies and investigates as it aims to bring about change and improvement in practice, It is evaluative and reflective, and it aims to bring about change and improvement in practice, It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners researchers and Changes in practices are based on the collection of information or data which provide the impetus for change.

On the basis of all the definitions mentioned above the characteristics of actions research put forward by different scholars are: AR 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, It is practical, Aims to bring professional self-development of teachers and 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 given to those steps. Nunan (1992) has explained seven steps, They are : 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 and Follow up: The teacher looks for other methods to solve his original classroom problem.

Likewise, according to Burns (1992, pp. 36-42) eleven steps in carrying out action research are: 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 an 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 and Presenting: presenting the findings to other teachers.

In a similar vein, according to the Richards and Lockhart (2010), the phases of action research are Planning, Action, Observation and Reflection.

According to them, the teacher (or group of teachers): Selects an issue 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. recording classroom lessons), Collects the information, analyzes it and decides what changes might be necessary, Develops an 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) and 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.

Need and Importance of Action Research. AR is an attractive option for teacher researchers' schools administrative staff, and other stakeholders in the teaching and learning environment to consider (Mills, 2011). Specifically action research in education can be defined as the process studying a school situation to understand and improve the quality of the educative process. It provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools Mills; Stringer, (2008). Actions research can enhance the lives of those professionals who work with in educational systems. To illustrate, actions research has been directly linked to the professional growth and development of teachers.

Following Kemmis and Mc Taggart (1988), “AR typically involves small scale investigative projects in the teachers' own classroom and consists of a number of phases which often reoccur in cycles and initiative for those who are related to educational process”.

Kimber (2000 as cited in Norton 2009, p. 14) states "Employing an AR approach does not guarantee a change in beliefs. AR projects though at least provide a mechanism for perspectives transformation through regular meetings with participants". Here, Kimber sees that AR as Collaborative, reflective practices which provide opportunities to the teachers work with colleagues. It is one of the strategies for teachers learning.

The main purpose of AR is to identify and solve the practical problems in the classroom. It also aims to bridge the gap between theoretical research

and applied research. In this regard, the small scale researches help the field of curriculum development, classroom management and material development. AR requires the teachers to investigate an issues that he / she has been puzzled for period of time and engaging them in a process of planning action, observation and reflection. As a result insight gained from undertaking an action research project, language teachers not only learn a lot about their own teaching but can also become more expert at investigating the practiced theory in their own class room.

Regarding the importance of AR Woothouse (2005, as cited in Norton 2009 p. 31) say that the main benefits of doing research collaboratively are:

Time (in terms of making time for research and realizing that development is not always instant) and Support from others (both within the AR group and the wider research community)

Kemmis and McTaggart (1982), list a number of benefits of AR for teachers are:

Thinking systematically about what happens in the school or classroom, Implementing action where improvements are thought to be possible, Monitoring and evaluating the effects of the action with a view to continuing the improvements, Monitoring a complex situation critically and practically, Implementing a flexible approach to school or classroom improvement through action and reflection, Researching the real complex and often confusing circumstances and constraints of modern school and Recognizing and translating evolving ideas into action.

According to Hensen (2010), the benefits of action research are : Helps teachers develops new knowledge directly related to their classrooms, Promote reflective teaching and thinking, Expands teachers' pedagogical repertoire, Puts teachers in charge of their craft, Reinforces the link between practices and

student achievement, Fosters openness toward new ideas and learning new things and Gives teachers ownership of effective practice.

Moreover, AR can be used to replace traditional, ineffective teacher in-service training as means for professional development activities. To be effective, teacher in-service training needs to be extended over multiple sessions contain active learning to allow teachers to manipulate the ideas and enhance their assimilation of the information and align the concept presented with the current curriculum goals or teaching concerns.

Johnson (2012) asserts that “Action research bridges the gap between research and practice”. For instance the theoretical components underpinning action research, practice research are used to help practitioners understand and observe what is happening in a classroom setting. At the same time and with the interests of best practice in mind, "these collected data" are used to understand or inform theories and research related to best practice.

Action Research for 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 Related Empirical Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Though, a number of research works have been carried out in the field of English Language Teaching and Learning. A very few of them have been conducted in the field of teacher development. This study provides information of previous research and other related literature on professional development. The aim of reviewing the previous researches and literature is to explore what has already done before and what is left to be done in the very realm.

Gautam (2010) conducted research entitled "Perceptions of Teachers on NELTA Activities for Professional Development", with an objective to identify the perception of teachers on NELTA activities for teachers' professional development in Morang district. He had selected forty-five in-service teachers teaching in different colleges and schools of Morang district using non-random purposive sampling procedure. He used a set of questionnaires as a tool to elicit data. He analyzed the collected data using quantitative approach. He found teachers have positive attitude and perceptions towards NELTA and NELTA has been able to develop professional awareness among the English teachers. Majority of teachers used the ideas and lesson they got from conferences and short-term training of NELTA for their professional development.

Joshi (2010) conducted a research on "Learning Strategies of English Language Teachers for Professional Development". The main objective 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 had selected forty-five English language teachers who were teaching English in Higher Secondary Level in Kathmandu valley using purposive sampling procedure. She used questionnaire as a tool to elicit data. She analyzed the systematically collected data with 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.

Khanal (2011) carried out a research entitled "Strategies for Professional Development": A Case of Secondary Level English Teachers, to identify the strategies used by Secondary level teachers of English for their professional development. Six English language teachers were selected for observation and interview. The findings of the research showed that the strategies used by teachers having below five year of experiences were self-monitoring, workshop, conferences and seminars. The experienced teachers used different strategies for their professional development.

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 Chitwan 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 AR.

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 seminars, workshops and conferences has been able to developed professional awareness among the English teachers.

Khatri (2012) carried out a research entitled "Self Directed Learning for Teachers Professional Development. The main objectives of the research were to find out the awareness of the English language teachers towards the self-directed learning and the practices of self-directed learning adopted by the teachers for PD. the research was limited to Kathmandu valley and questionnaire (both open ended and closed ended) were used as research tools. The findings of the research showed that most of the teachers were aware of self-directed learning, they viewed that self-directed learning is a personal approach to learning for professional development and most of the teachers evaluate their own teaching.

Rai (2017) carried out a study entitled "Teachers Perception on Action Research for Their Professional Development." The major objective of this study was to find out the perceptions of English language teacher's on the role of action research for their professional development. He used survey research design. He had selected thirty secondary level teachers by using random sampling procedure. The main finding of his study was that most teachers showed their keen interest in attending the training of action research and conducting action research.

Budhathoki (2017) conducted a research entitled "Teachers Perceptions towards Training for Professional Development." The main objective of this study was to identify teacher's perception towards teacher for professional development. He used survey design. Questionnaire was the major tool for data collection. The major findings of this study was, teacher training is the most essential, inevitable and important way of teacher professional development as it develop certain knowledge, skills and attitudes in teachers for making their teaching learning activities effective.

Various researched have been carried in the field of ELT and very few researches on teachers' professional development. But there has not been any research conducted on "Teachers' Perception on Need of Action Research for Their Professional Development". Thus, the present study is a new Endeavour as it attempts to explore action research is important aspect of teachers' professional development.

Implications of the Review for the Study

Reviewing the related literature plays the crucial role for researcher in any research because it helps the researcher to bring the clarity and focus on research problems, reform methodology and contextualize the findings. This review of the study may obtain from the variety of sources including books, journals, articles, reports, etc. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. In sum, the aforementioned studies have their own value and importance in their respective fields. Here, being a student of English Language Teacher Development. I have selected this topic. There are very

limited research studies which have been carried out in previous in the field of Action Research.

Through the intensive of the aforementioned and other related literature, the researcher pinpointed the fact that the previous researchers missed the investigation on the teachers' views on relevance of action research for their professional development, which after all, was a very important strategy of English language teaching and learning process. The review of the related literature made the researcher feel the need to carry out this study. They also helped the researcher to lubricate his courage, curiosity and psychological factor. For instance Gautam (2010) study about the opinion of teacher on NELTA Activities which has the implication on the present study in a sense that though the teachers has positive impact of different strategies in their professional development. Where other hindering factors prevent them from developing their performance appears as an issue to be investigated.

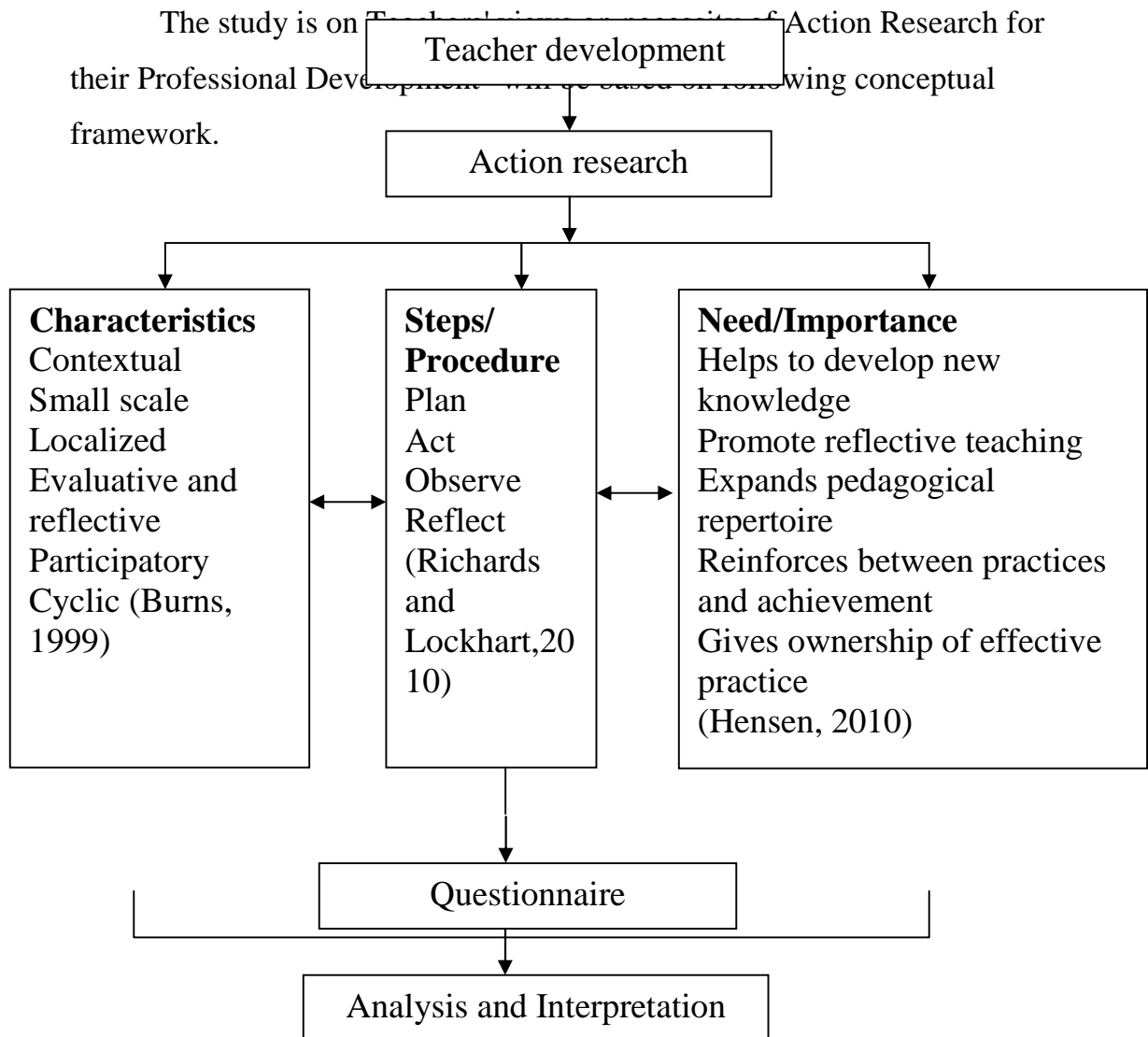
In the same token, the review of Joshi (2010), Khanal (2011) research works and similarly others have direct or indirect implication in this study. To some extent strategies like self- monitoring, designing workshop, attending seminars, conferences were most commonly used and beneficial learning strategies for teachers' professionalism.

I got information on teachers' perception on action research for their professional development from the study of Rai (2017). I gained some ideas about teachers' perception toward teacher training for professional development from Budhathoki (2017).

Through the intensive study of the aforementioned and other related literature, the researcher pinpointed the fact that the previous researchers missed the investigation on the experience of action research along with their perception on their professional development, which after all, was a very important factor of teacher development process. Therefore, my study is new in

the field of English education and this work is a new attempt in the exploration of above mentioned untouched areas. This has been a single study to address action research in the department. So, this seems to be new study.

Conceptual Framework



Chapter III

Methods and Procedures of the Study

The researcher had adopted the following methodological procedures to achieve the objective of the study.

Design of the Study

The research which I had carryout is one of the instances of survey research since the research question and overall methodology under corresponds to the survey research design.

Survey is one of the cross-sectional studies. It generally addresses a large group of population. In other words, a large number of populations are involved in the study to make the sample representative and to make the findings generalizable. The main aim of the survey is to generalize the findings of the research. It is the superficial study of an issue or phenomena. In this regard survey is widely being used in educational research as well. According to Nunan (1992, p. 140) "The main purpose of a survey research is to obtain a snapshot of condition attitudes and events at a single point of time". He mention that a survey is an overview of a phenomenon, event, issue or situation, selection of a representative population is a difficult but very important and sensitive task for the representative of the total population. Real and original result will not be reveled which may cause waste of time and effort.

The main purpose of this kind of research is to find out people's attitudes, opinions in the selected field. This research is carried out to find out public operation on certain issues and trends of daily conduct and behaviors/attitudes of different professionals towards certain events, issues or phenomena.

This kind of research usually addresses the large group of population and sampling is necessary to carry out investigation. The sample should be representatives in this kind of study. Data for the research will be collected only at a single time using structured tools. It is a cross-sectional and hypothetico-deductive study. Findings are generalizable in this research.

Survey research design directly addresses my topic because the main purpose of the survey research design is to find out peoples' attitude, opinion and the specified behavior on certain issues, phenomena or situation. Thus, to fulfill my research objective survey research design is appropriate.

Population and Sample

The population of my study was the Secondary level (9-10) English teachers teaching in both public and private schools of Kailali district. And the sample was sixty teachers.

Sampling Procedure

The research area of the study was Kailali district and the population consist of secondary level (9- 10) English teachers. For the feasibility of the study, I had selected the sixty secondary level (9- 10) English teachers of different schools by using non-random sampling procedure.

Data / Information Collection Tools

Questionnaire was used for the collection of data containing close-ended and open ended questions. Questionnaires were distributed to the teachers to find out their views on action research for their professional development.

Data / Information Collection Procedure

In order to collect the authentic data after the determination of the pre-requisites, I had visited thirty different secondary schools and had established

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

Analysis and Interpretation of Data

In this study, the raw data were analyzed descriptively and statistically. Simple statistical tools such as measures of frequency and percentile were used to analyze and interpret data.

Ethical Considerations

Ethical consideration is one of the most valuable ornaments of the researcher. All information collected about the individual had kept confidential and private. The researcher is the only person who has access to the data after the collected questionnaire from participant. I had not mentioned the names of schools or participants were used. I had used pseudo name or code for identification of the participants and schools.

Chapter IV

Analysis and Interpretations of Data

In this chapter I have presented the analysis and interpretation of data which were collected using questionnaire. The raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in the narrative form. On the other hand, the quantitative data were analyzed and interpreted using simple statistical tools such as measures of frequency and percentile. I have presented the data in frequency tabulation, cross- tabulation and diagrams as per their nature and need. This section includes the presentation, analysis, description and discussion of the collected data. The discussion of the elicited data is mentioned in the sub- headings overleaf:

Teachers' Knowledge on Action Research

In order to elicit the required information the teachers were asked three closed ended questions to find out the teachers' knowledge on action research. Being based on the collected information through teachers the data has been presented in the table 1

Table 1

Teachers' Knowledge on Action Research

S.N.	Statement	Yes		No	
		Frequency	%	Frequency	%
1	Every teacher is familiar with the term action research from the first of his/her career.	27	45	33	55
2	Most of the English language teachers practice action research.	56	93.33	4	6.66
3	Action research helps to develop teachers' professionalism.	60	100	–	–

The participants were asked "Do you know the action research?" In responses to the statement twenty-seven teachers (45%) agreed with the statement. In the same statement thirty-three teachers (55%) of teachers disagreed with the statement. In response to the statement 2, fifty-six teachers (93.33%) agreed with the statement and four teachers (6.66%) did not practice action research in his/her teaching career.

Analyzing the response to the statement No. 3 "Action research helps to develop teachers' professional development", sixty teachers (100%) agreed.

The table 1 shows that the majority of the teachers (55%) who were teaching English did not have enough knowledge about action research in the first year of the teaching career whereas (93.33%) majority of them practiced action research in their English language teaching classroom later in their career. But the statement No: 3 shows that (100%) all teachers were aware about action research as the developmental activities for their professional development.

Types of Action Research Practice by Teachers

In order to elicit the required information the teachers were asked one closed ended questions to find out the teachers' knowledge on types of action research. The result was presented and interpreted as follow:

Table 2

Types of Action Research Practice by Teachers

S. N.	Question	Participatory		Individual	
		Frequency	%	Frequency	%
1	Which kind of action research have you done?	55	91.67	5	8.33

In response to the statement "Which kind of action research have you done?", among the responses given in the questionnaire fifty-five teachers (91.67%) responded to the participatory action research. Five teachers (8.33%) responded that they are conducting individual action research.

The table 2 depicts that most of the teachers (91.67%) were conducting participatory action research for different reasons, i.e., building co-operation among colleagues, sharing of knowledge, getting help from senior.

Practices Done by the Teachers before Conducting Action Research

The closed ended question related to practices of action research for professional development was, "What do you do before conducting action research?". In response to this question the respondents had three different options to choose. The responses they had given are presented as follow:

Table 3

Practices Done by English Teachers before Conducting Action Research

S. N.	Statement	Frequency	%
1	Read the related books	11	18.33
2	Consult the seniors	9	15
3	First try to find out the problems	40	66.67

The presented data shows that eleven teachers (18.33%) read the books before conducting the research, whereas, nine teachers (15%) consult with the seniors. forty teachers (66.67%) of them try to find out the problems before conducting action research.

The data reveals that more than half percent teachers (66.67 %) first try to find out the problem in teaching and learning, 15% teachers consult with teachers and 18.33% read the related book before conducting action research.

Practices of Disseminating Action Research Findings

In order to elicit further information on practices of action research for teachers' professional development, the teachers were asked the question related to dissemination of their finding. The question was "What do you do when you conduct action research?". The teachers had three different responses to respond. The responses they had provided are presented as follow:

Table 4

Practices of Disseminating Action Research Findings

S. N.	Statement	Frequency	%
1	Share with colleague teachers	13	21.67
2	Put on the drawer	6	10
3	Disseminate arranging educational program	41	68.33

The data presented above shows that thirteen teachers (21.67%) share their research findings with colleague teachers whereas forty-one teachers (68.33%) disseminate their findings for arranging the educational program. six teachers (10%) put the findings on the drawer after conducting action research.

The data reveals that more than half percent (68.33%) disseminate their findings for arranging the educational program, 21.67 % share their research findings with colleague teachers and 10% put the findings on the drawer after conducting action research.

The Important Aspects in Action Research

Three closed ended questions were asked to find out the important aspects in conducting action research. The result was presented and interpreted as follows:

Table 5**Important Aspects in Action Research**

S.N.	Statement	Yes		No		To some extent	
		Frequency	%	Frequency	%	Frequency	%
1	Getting support from school administration	47	78.33	8	13.33	5	8.33
2	Necessity of conducting action research in every situation	6	10	51	85	3	5
3	Role of action research to bring positive changes over existing situation	54	90	-	-	6	10

The data presented in the table above shows that forty-seven teachers (78.33%) are getting support from school administration. Eight teachers (13.33%) views that they are not getting any support while conducting action research in the classes. On the other hand, five teachers (8.33%) views that they sometimes get support while conducting research work.

Similarly, analyzing the response to the statement No. 2, it was found that six teachers (10%) found conducting action research is important in every situation. In the same statement fifty-one teachers (85%) disagreed. Only three teachers (5%) of them were undecided.

Likewise, item No. 3 was asked to find out the role of action research to bring positive changes over existing situation in the classroom. Fifty-four

teachers (90%) strongly agreed. Six teachers (10%) of them were undecided and no one disagreed with the statement.

It shows that most of the teachers (90%) were found positive changes over existing situation after conducting action research. More than half of teachers had said that Action research is not necessary in every situation. And only 70% getting support from school administration while conducting action research.

Benefits of Conducting Action Research in the Classroom

The required data were collected from the field using questionnaire which consisted of one closed ended question and one open ended question.

Table 6

Benefits of Action Research in the Classroom

S. N.	Statement	Frequency	%
1	It improves teaching learning procedures of teachers	53	88.33
2	It improves the professionalism of the teachers	60	100
3	It gives knowledge about students' attitude towards learning	28	46.67
4	It gives teachers chances to share ideas with colleagues	58	96.67

The table above indicates that fifty-three teachers (88.33%) of total teachers viewed practices of action research improve teaching learning procedures of teachers. Similarly, sixty teachers (100%) viewed "Action research practice improves their professionalism". Twenty-eight (46.67%) stated that practices of action research gives knowledge about students' attitude

towards learning which helps the teacher to teach in the classroom effectively. Among the sixty respondents fifty-eight (96.67%) teachers argued that it gave the knowledge about students learning strategies and also provided with opportunities to them to share their ideas.

On the other hand in response of the question, what are the ways of collecting issues for action research? And how do you collect issues for action research in your classroom? A teacher (T1) said that I collect the issue for action research by observing students problems, asking with school administration, asking with related experts and asking with parents

The table 6 shows that majority of the teachers (88.33%) viewed practices of action research improve teaching learning procedures of teachers, All teachers (100%) viewed "Action research practice improves their professionalism, Less than half percent (46.67%) stated that practices of action research gives knowledge about students' attitude towards learning which helps the teacher to teach in the classroom effectively and (96.67%) teachers argued that it gave the knowledge about students learning strategies and also provided with opportunities to them to share their ideas.

Usefulness of Action Research to Enhance Teachers' Professionalism

The respondents were asked to write their perception towards action research for their professional development. It was found that all of the teachers did not have the similar understanding. They came up with different responses.

Table 7

Action Research as a tool Enhance Teachers' Professionalism

S.N.	Statement	Frequency	%
1	Action research practices help the teachers to reflect their activities and encourage them to bring changes	59	98.33
2	In practicing action research teachers share their experiences with colleagues and other practitioners	53	88.33
3	It helps the teachers to solve the problems to uplift the standard of teaching	60	100
4	It brings refreshment in teaching	49	81.67

The table 7 shows that fifty-nine teachers (98.33%) viewed action research practices helped them to reflect their activities and encourage them to bring changes to improve in teaching. Similarly fifty-three teachers (88.33%) viewed that in action research practices teachers shared their experiences with colleagues and other practitioners as professional activity. The other sixty teachers (100%) stated that action research practices as a professional activity because it helps the teachers to solve the problems to uplift the standard of teaching. Similarly forty-nine teachers (81.67)% viewed that action research brings refreshment in teaching .

The data reveals that teachers had varying degree and interrelated views about the practices of action research as a way to professional development. Majority of the teachers (98.33%) viewed action research practices helped them to reflect their activities and encourage them to bring changes to improve in teaching, Similarly (88.33%) viewed that in action research practices teachers shared their experiences with colleagues and other practitioners as professional activity, The other (100%) teachers stated that action research

practices as a professional activity because it helps the teachers to solve the problems to uplift the standard of teaching, Similarly (81.67)% viewed that action research brings refreshment in teaching .Hence, it can be concluded that action research is beneficial strategy for teachers' professional development.

Challenges of Conducting Action Research in Institutions

Through the analysis of teachers' perception, it can be generalized that they all had been facing some problems and challenges while conducting action research. They did not possess the same challenges and problems. They perceived the issue in a different way. However, 41 (68.33%) mentioned that there were many challenges in conducting action research. Similarly, 19 teachers (31.67%) came up with the view that there were some challenges in conducting action research which can be minimized if we do it collaboratively with the seniors and expert teachers.

Table 8

Teachers' Perception on Challenges of Conducting Action Research in Institutions

S.N.	Challenges	Frequency	Percentage
1	Management of eco-physical infrastructure	50	83.33
2	Administration problem	47	78.33
3	Large number of students	60	100
4	Lack of time	56	93.33
5	Arranging materials	26	43.33

From the table above, it is clear that 50 (83.33%) teachers said that management of eco-physical infrastructure was a challenge in conducting action research in school. Similarly forty-seven (78.33%) teacher viewed that administration problem was a challenge in conducting action research likewise Sixty (100%) teachers said that Large number of students was a challenge in

conducting action research. Similarly 56 (93.33) teachers realized that problems were related to the lack of availability of time. On the other hand, 26 teachers (43.33%) perceived that conducting action research in the classroom was challenging because of problems with arranging materials for conducting action research.

It shows that conducting action research (one of the strategies for teachers' professional development) in the secondary level classes in such remote district is very difficult. They also revealed that the English teachers are taking help from administration, fellow teachers to overcome such challenges. Most of the causes were basically related to the large number of students in the classes. Hence, teachers, and school administrators were found to be unaware of their roles and responsibilities.

Practice of Overcoming Challenges in Conducting Action Research

The other open ended question related to the need of action research was: "How do you overcome the challenges? In the response to this question, all of the teachers replied some ways to overcome the difficulties from their own insight for their professional development. It was found that all the teachers did not have the similar understanding. Fifty-seven teachers (95%) said that they studied the situations and issues deeply to overcome the problems. Whereas, forty-four (73.33%) of them built the awareness of the students for active participation in their activities.

Table 9

Ways of Overcoming Challenges in Practicing Action Research

S.N.	Challenges	Frequency	Percentage
1	Study the situation and issue deeply	57	95%
2	Build the awareness of students for active participation	44	73.33%
3	Request colleagues and school administration for support	60	100%
4	Using available means and resources and preparing the materials	56	93.33%

This table shows the common ways used by teachers to overcome the challenges in practicing action research. Ninety-five percent (57 teachers) opined that the major ways of overcoming challenges was studying the situations and issues deeply. From the same token forty-four teachers (73.33) perceived that building the awareness of the students' active participation in their activities was a good way to overcome the challenges. Furthermore, 60 teachers (100%) viewed that requesting colleagues and school administration for support were also the ways of overcoming the challenges in practicing action research. Using available means and resources and preparing materials as a ways behind overcoming the challenges is perceived by fifty-six teachers (93.33%) as a solution.

The teachers pinpointed the common challenges behind the issue which represent different stakeholders. But after analyzing their data, it was found that majority of the sources of the problems were related with the amount of time available and the number of the students.

The table 9 shows that Ninety percent above teachers opined the major ways of overcoming challenges was studying the situations and issues deeply, From the same token more than half percent teachers perceived that building the awareness of the students' active participation in their activities was a good way to overcome the challenges. Furthermore, All (100%) viewed that requesting colleagues and school administration for support were also the ways of overcoming the challenges in practicing action research. Using available means and resources and preparing materials as a ways behind overcoming the challenges is perceived by (93.33%) teachers as a solution. To sum up, despite the variance in their perception, it can be generalized that action research is one of the useful strategies for teachers' professional development.

Findings

The major findings of the study are as follows:

- i. It was found that Sixty Teachers (100%) perceived large number of students in the classroom has a great role to conduct action research. It can be argued that unless the students size is minimize, it is difficult to conduct action research.
- ii. The management of eco-physical infrastructure in a school is one of the major factors behind the problems with conducting action research on the part of teacher, since majority of them (83.33%) perceived that one of the major challenges in conducting action research is physical infrastructure.
- iii. It was found that fifty-six teachers (93.33%) and 26 teachers (43.33%) perceived time available and arranging materials were also the major causes related with the challenges with conducting action research.
- iv. It was found that eleven teachers (18.33%) opined they read the books before conducting the research; whereas, nine teachers (15%) consult with the seniors. forty teachers (66.67%) of them try to find out the problems before conducting action research.
- v. More than Ninety percent (57 teachers) perceived the major ways of overcoming challenges was studying the situations and issues deeply. From the same token forty-four teachers (73.33) perceived that building the awareness of the students' active participation in their activities was a good way to overcome the challenges.
- vi. It was found that Fifty-nine teachers (98.33%) perceived action research practices helped them to reflect their activities and encourage them to bring changes to improve in teaching. Similarly fifty-three teachers (88.33%) viewed that in action research practices teachers shared their experiences with colleagues and other practitioners as professional activity

- vii. Less than half percent thirteen teachers (21.67%) viewed that they share their research findings with colleague teachers whereas forty-one teachers (68.33%) disseminate their findings for arranging the educational program. Six teachers (10%) put the findings on the drawer after conducting action research.
- viii. It was found that 47 (78.33%) respondents shared their experiences they got support from school administration and colleagues whereas 8 (13.33%) respondents did not get proper support from colleagues and school administrations due to their negative view and insufficient knowledge towards AR.
- ix. Finally, all respondents shared their experiences that, AR was for teacher professional development. Being an action researcher teacher possessed qualities of professionalism.

Chapter V

Conclusion and Implications

In this chapter, I have presented the summary of the research, conclusion of the research and the implications of the study on the basis of presentation, analysis and interpretation of the collected data. The followings conclusions and implications of the study have been drawn on the basis of the analyzed data. I have presented the findings, conclusions and implications in the separate headings so that it will be comprehensible.

Conclusions

The research was carried out to identify the Teacher's views on relevance of action research for their professional development and analyze the experience of using action research by English teachers. I have elicited the view of teachers towards the relevance of action research and teacher's experience of using action research. I made the use of open-ended and a closed- ended questionnaire as research tool to collect the primary data. I have selected sixty different teachers of Kailali district and purposive non-random sampling was the procedure of data collection. I have listed the major findings and implications of study after the analysis of the collected data. Both descriptive and statistical methods were used to analyze the data. The respondents (i.e. teachers) were asked to fill the questionnaire for the collection of data.

I found that teacher practiced AR as means for solving their problems, classroom based research and means of collaboration for their professional development. Most of the teacher did not get proper support from their colleagues although AR had positive impact on students' achievement and helped for their professional development. The major relevance of AR for TPD was; it was practical in nature and brought innovation in teaching. Despite these strengths, little knowledge of the AR, lack of appropriate teaching

materials, time consumption, irregularity of the students and large number of students in a single classroom were the major hindrance of the teacher professional development.

However, the perception of the teachers varied from one another to some extent. Most of the respondent come up with the experience that the major benefit was, the root cause of the problems of teachers, students teaching learning activities can easily diagnose which help to solve the problems and make the teaching learning activities communicative. To sum up, finally, all respondents shared their experiences that, the processes of conducting action research are more challenging and difficult in such a classroom where large number of students was studying in a single class. Similarly, management of eco-physical infrastructure, time, arranging materials, and administration problems were the major influencing causes as observed by respondents. Finally, this research have completed by providing recommendation at policy level, practice level and further research in the separate headings so that it would be comprehensible for the concerned readers.

Recommendations

The findings of the study recommend some of the major guidelines to be followed for the betterment of ELT practice. On the basis of findings and conclusions the following recommendations have been made:

Policy Related. Policy is a general rule to systematic the functions and to achieve the goals of educations. Here, it has some policy related recommendations:

- i. It was found that one of the challenges of conducting action research is large number of students. Hence, classes are required to divide into small groups to be initiated by government.
- ii. Similarly, it seems to be mandatory that the authorities are required to organize an information dissemination day at school to demonstrate

school research findings especially with respect to students' learning achievement and internal efficiency of the school.

- iii. The roles and responsibilities of SMC, HT in consideration with total picture of increasing efficiency, access, and quality of education are crucial in planning and management of school activities, physical development and academic activities, finance and accounting, management of teachers and support of staff, resource development and utilization, and school community relation.
- iv. What is felt very important is that a support mechanism should be developed at the district level so that the DEO can make district plan of operation to build capacity of the SMC and teachers through training, workshop, study tour, and technical and professional support on regular basis. Specific programs and activities to mobilizing parents, RPs, SSs should be a regular activity of the DEO.
- v. MOE has just started the concept of professionalism under TPD; it does not include AR practices so, so it is recommended that TPD program should include AR practices in its package.
- vi. There is need of developing indicators to assess the quality of education provided by the community managed schools. For this, it is thought there should be agreed norms and standards concerning school, classroom, teachers and student number, role of SMC,PTA, parents, students, community, DEO personal like RPs, SSs to show considerable impact on the quality of school education since 'change favors only the prepared mind'

Practice Related. From the findings of this study, I include some recommendation related to practice level.

- i. There is also a lack of co-ordination between senior teacher and class teacher in the AR program. It would be better to manage their interaction before, while and after doing AR.

- ii. Extra-curricular activities should be conducted to address the issue of AR in the classroom.
- iii. It can be argued that there is a need of relevant awareness raising social and educational programs for both teachers and school management to minimize their lack of accountability.
- iv. Monitoring and supervision should be done by the concerned authorities so that it would contribute to reform the education system.
- v. Teachers should not be overloaded with their duties during the school. They should be equipped with enough time and opportunities to discuss and learn from their senior and experienced teachers for better professional insight.
- vi. Staff meeting, different types of workshops, seminars relating to action research should be organized frequently in the institutions to discuss on different professional issues and problems. All the teachers should be encouraged for their equal participation in such occasions.
- vii. Qualities like positive attitude towards each other, providing psychological back-up, supporting juniors by an expert, guiding, coaching, assessing, incorporating should be possessed by all the members thinking that these are the essence of mentoring for developing professionally.
- viii. Teachers training program organizers and teacher educators like NELTA, NCED should include and focus on role of action research as one of the most effective means for teachers' professional development.
- ix. Since very little research has been carried out in the field of teacher development and no research on mentoring in the Department of English Education, so researchers should be encouraged to carry out further researches in this sector.

Further Research Related. Here, under this title, the researcher suggests some possible researchable areas for further study.

- i. This research will provide a valuable secondary source for the researchers.
- ii. It will provide new research areas which are left to be investigated.
- iii. This study is delimited to the perception of AR for their professional development. Similarly, other levels and areas can be investigated in the field of action research and strategies for teachers' professional development.
- iv. It also seems important to carry out a research to identify the causes of conducting action research in the classroom for better results

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Appendix

Questionnaire

Dear sir/ Madam,

This questionnaire is a part of my research study entitled "Teachers' Views on Relevance of Action Research for Their Professional Development" as a partial fulfillment of Master's Degree in English education under the supervision of Dr. Prem phyak reader of Department of English Education, T.U Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. I sincerely assure that your responses will remain confidential and used only for research purpose.

Researcher

Rabindra Badaila

Name:

Name of school:

Qualification:

Post:

A. Closed ended questions. (Tick the best answer)

1. Do you know the term action research from the first year of your career?
 - a. Yes
 - b. No
2. Have you ever conducted action research?
 - a. Yes
 - b. No
3. If yes, which kind of action research have you done?
 - a. Participatory
 - b. Individual

4. What do you do before conducting action research?
 - a. First, I read the related books
 - b. First, I consult my senior teachers
 - c. First, I try to find out the problem
5. Do you get any support from school administration while conducting research?
 - a. Yes
 - b. No
6. What do you do when you conduct action research?
 - a. Share with colleague teachers'
 - b. Put on the drawer
 - c. Disseminate arranging educational program
7. Do you believe that action research helps to develop teachers' professionalism?
 - a. Yes
 - b. No
 - c. To some extent
8. Is it necessary to conduct action research in every situation?
 - a. Yes
 - b. No
 - c. To some extent
9. If no, in which situation (field) it is appropriate?
 - a. Academic
 - b. Cultural
 - c. Political
10. If you are confused how to conduct action research, to whom you prefer to ask?
 - a. To my colleague
 - b. To my senior teachers
 - c. To my school administrators
11. Do you think every teacher is familiar with the term 'action research' from the first year of his/her career?
 - a. Yes
 - b. No
12. Do you find any change in the students' achievement, after conducting action research?
 - a. Yes
 - b. No
 - c. To some extent

13. There is a great role of “Action Research” to bring positive changes over existing situation in the classroom.

a. Yes

b. No

c. To some extent

B. Open ended questions:

Please provide the responses to these questions in your own word.

14. What types of action research practices are you using for your professional development?

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.....
.....

15. What benefits are you getting from action research? Could you list some benefits?

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16. What are the challenges of conducting action research in institutions?

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.....

17. How do you overcome those challenges?

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.....

18. There are various ways of collecting issues for action research. How do you collect issues for action research in your classroom?

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.....

19. Which action research do you think is more beneficial for teachers?
(Collaborative/self-initiated) how?

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.....
.....

20. What benefits do you think can obtain from researching your own
classroom?

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.....

21. Do you believe that action research is the way of professional development?

.....
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.....

THANK YOU FOR RESPONDING