

**TEACHERS' PERCEPTIONS ON THE USE OF CULTURE OF INQUIRY
FOR THEIR PROFESSIONAL DEVELOPMENT**

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

**Submitted by
Parwakhar Chapagain**

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

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2020

T.U. Regd. No.: 9-2-568-135-2008

Fourth Semester

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Date of Approval of Thesis

Proposal: 2018/9/15

Date of Submission: 3/19/2021

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This is to certify that **Mr. Parwakharchapagain** has completed the research of his M.Ed. thesis entitled **Teachers' Perceptions on theUse of Culture of Inquiry for Their Professional Development** under my guidance and supervision.

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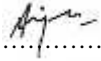
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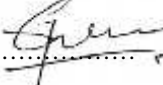
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Declaration

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

Date: -2021/03/19

ParwakharChapagain

Dedication

*Dedicated
to*

*My parents who gave me the greatest gift of life, love and
care to become a complete human being*

Acknowledgements

I would like to express my sincere gratitude to my guru and thesis supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U. Kirtipur for his invaluable suggestions, instruction, encouragement, guidance and cooperation to bring this thesis in this form from the very beginning.

I am very much grateful to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U. for all the support that he provided me for the completion of the study.

In the same way, I would like to present deep sense of gratitude to my Guruma **Dr. Anjana Bhattarai**, Professor, Department of English Education for providing me valuable suggestion to carry out this research in the complete form.

Similarly, I am extremely grateful to my respected guru **Dr. Chandreshwar Mishra**, Professor for his constructive suggestions during academic journey and in the writing of this thesis.

I am equally grateful to **Mr. Guru Prasad Poudel**, Lecturer, Department of English Education for his precious instructions and suggestions for this research.

I am also thankful to all the Gurus and Gurumas of the faculty of the Department of English Education, Specially **Prof. Dr. Tara Datta Bhatta**, **Prof. Dr. Bal Mukunda Bhandari**, **Dr. Prem Phyak**, **Dr. Purna Bahadur Kandel**, **Dr. Madhu Neupane**, **Mr. Ashok Sapkota** and **Mr. Khem Raj Joshi** who lead me to a wider horizon of knowledge and thus, formed the base of my knowledge for this research directly or indirectly.

I am equally thankful to all the respondents who kindly provided me with their information required to accomplish this study.

I do not want to miss this opportunity to remember my family members and relatives who are always with me. Finally, my thank goes to Pratap Poudyal for his good computer work.

Parwakhari Chapagain

Abstract

This thesis entitled **Teachers' Perceptions on the Use of Culture of Inquiry for their Professional Development** aimed to find strategies used by the teachers for their professional development. In order to achieve the objectives of the study, I employed mixed method research design in general and survey research design in particular. All the secondary level English teachers of Nawalpur district were the population of the study. Out of them, 30 secondary level English teachers were taken as the sample. They were selected by following purposive non-random sampling method. A set of questionnaire including both open and closed-ended items was used to collect the data from the sample. The collected data were analyzed both descriptively and statistically by following simple statistical tools as well as item analysis. The research findings showed that the teachers preferred action research, aesthetic awareness, case study, workshops, attending having dialogue session, class room observation, journals writing and reflective diaries to develop their sense of culture of inquiry in teaching profession. As a part of the usefulness of the strategies, 90% of the selected teachers viewed that they used action research as the most effective strategy to develop culture of inquiry for their professional development.

The thesis consists of five chapters viz. introduction, review of related literature and conceptual framework, method and procedures of the study, analysis and interpretation of results and conclusion and recommendations. The first chapter consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter includes the review of theoretical literature, review of the empirical literature, implication of the review of the study and conceptual framework of the study. Similarly, the third chapter deals with the methodology adopted to carry out the research. It consists of design, and method of the study, population, sample and sampling strategy, study area/field, data collection tools and technique, data collection procedures and data analysis and interpretation procedures, in the same way, chapter four consists of analysis and interpretation of the data and it also present summary/discussion of findings chapter five consists of the conclusion and recommendations of the study. Recommendations have been presented in policy related, practice related and further related. The final part of the study consists of references and appendices.

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Chapter 1

Introduction

This is the study on "Teacher's Perception on the use of Culture of Inquiry for Their Professional Development" This section of study consists of background of the study, statement of problem objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

Language teaching is one of the greatest emerging disciplines in the present day world in the field of education. Teaching is developed as a profession. According to Horsley (1996, p. 30), "Teacher professional development as opportunities offered to educators to develop knowledge, skill, strategies and dispositive to improved their effectiveness in their classroom and organization".

Teacher are at the Centre of any educational programme. It is the teacher who produces the necessary manpower needed to work in different spheres of human life. So, teacher development is a phenomenon that has attracted attention of many people today. Teachers need to update their exiting knowledge and competence to cope with the changing psychological and pedagogical challenges related to students and their diverse natures and deal with the exceptions of school and institutions where they work. Their professional development is of paramount importance to achieve the target educational objectives.

A culture of inquiry is a way to create learning atmosphere inside the classroom. Teachers must commit to this change and continue to reinforce the practices and strategies that create a culture of inquiry. A culture of inquiry can only become the classroom norm of there is commitment from all stakeholders, parents, students, teachers, administration and more. Culture of inquiry is a teaching strategies that combines the curiosity of students and the scientific materials to enhance the development of critical thinking skills. It promotes engagement, curiosity, and experimentation. Rather than being instructed to, students are empowered to explore subjects by asking questions and finding or creating solutions.

This study tries to examine what is the teachers perception on the use of culture of inquiry. How the different strategies such of action research. Aesthetic awareness, case study, workshops dialogue session, classroom observation,

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appreciative inquiry, critical discourse analysis is important in professional development and ELT What is the teachers' perception towards these different strategies.

In 1960s, Joseph Schwab was one of the key funders of the inquiry based learning. The inquiry based learning model emerged during the "discovery learning" movement and relies upon the ideas that individuals are able to learn by investigating scenarios and problems, and through social experiences. Rather than having to memorize information from printed materials, instructors encouraged their students to conduct investigations that would satisfy their curiosity, help them broaden their knowledge base and develop their skills and mental frames (Miller, 2015, p. 10).

In the words of Hatch and Faraday (1982, as cited in Nunan 1992, p. 41), research is "a systematic process of formulation question, collecting data, relating to such question analysis and interpreting the data and making the result publicly assessable". In the same why Richards et. al (1999, p. 135) define research as "the study of an event or problems using systematic and objectives method, in order to understand it better and to develop principle and theories about it". In this way, research is multidimensional activity. It is defined as a process of collecting analyzing and interpreting information to answer to question. Research is not only done for it's own sake but also to generate theory of knowledge. In general, we are involving in various activities to expend our current level of Knowledge involving in research, discussion forum, works shops, conference, and seminar and so on. All these activities are our culture of inquiry in English language teaching. So, teachers must have a sense and spirit of culture of inquiry. It has unquestionable importance in professional development. Considering this fact, I will study the teacher perception on the use of culture of inquiry in this regard.

Statement of the Problem

Today teaching has become an established profession. teaching profession and determinants of professionalism what we can envisage are the part of teachers professionalism. It is a collective concept of skill, ability, knowledge about learners, learning, teaching and classroom diversity in terms of which a teacher as a professionals can work for benefits of the learners. It is necessary to be update with professional knowledge for sound professionalism. It is continuous process, which starts from the entry in teaching profession ends with the provision out from the

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profession, ultimately, this quality experts its impact on educational excellence. Professional development is the key aspect for every profession. To be specific workshop, seminar, action research, reflective diaries and logs, case study, classroom observation are the most common and effective way of professional development.

In Nepalese context, different government and non-government organizations have been found to conduct teacher development programmes. Under the ministry of education (MOE), National Center for Educational Development (NCED) is one of the main organizations which has been launching different development and training on school's teachers. Another organization that organizes different teachers' development programs is Higher Secondary Educational Board (HSEB). It also organizes different professional development programs targeting the +2 level teachers, which includes seminars, workshops, researches, and so on. Similarly, non-government organizations (NGOs) like PABSON (Association of private and boarding schools of Nepal) and NELTA (Nepal English Language Teachers Association) which is one of the best organizations to set up a common forum for all the teachers of English language in Nepal. In the same way, international non-government organizations (INGOS) like UNESCO and USAID also organized different types of workshops, seminars, research, training in the context of Nepal. Knowing about the content does not mean he is a good teacher. A perfect teacher should be updated in different aspects of teaching and learning process such as learners, materials, time, technology and so on.

Although, these types of programs conducted in the different areas of the country, this is not sufficient and beneficial for the teachers who have been teaching remote areas of the country. Most of the teachers are not concerned about the culture of inquiry and professionalism. Most of the teachers seem to be failing to implement the different activities, which help to develop a culture of inquiry in ELT. This study clearly states that, the problem in the strategies of culture of inquiry in teaching profession. Some teachers may use teaching journals, action research, seminar, dialogue sessions, classroom observation, reflective diaries, critical discourse analysis etc. as the strategies to develop their culture of inquiry. Therefore, this study will try to identify the teachers' perception on the use of different activities to develop a culture of inquiry for professional development. My study tries to examine current practices of ELT and help to develop a culture of inquiry as well as professionalism in English language teaching and its related organizations.

Objectives of the Study

The objectives of this study were as follows:

- J To explore the common strategies used by the teachers to develop culture of inquiry for their professional development.
- J To find out the teachers' perceptions on the use of culture of inquiry in their professional development.
- J To suggest some pedagogical implications from the finding of this study.

Research Questions

This study addressed the following research question:

- J What are the strategies for culture of inquiry adopted by the teachers practice to develop their professional skills in English language teaching?
- J What do they view on the benefits of using different strategies of culture of inquiry in their profession ?

Significance of the Study

The Present research study is about the strategies used at the classroom teaching to developed culture of inquiry in English language teaching. In this study, the overriding objective is to find out the perception of teachers towards different types of activities/ strategies of culture of inquiry teacher use to develop their professionalism. Culture of inquiry in English language research refers to the way of investigating or researching for Knowledge to drive new inquiry in ELT. It is supposed to be beneficial for the other different group of people . At first it will be significance for the teachers who want to develop their professional skills through culture of inquiry. The finding derived from the responses will, of course, be valuable for different group of people who are concerned with the educational policy making level, planning level, curriculum developing level, text book writing level and most importantly teacher and students for further improvement to put betterment of the overall academic progress as well as to be used different ways to developed culture of inquiry in ELT research.

Similarly the researcher who wishes to carry out their research in this area will find this research work as useful guideline materials.

Delimitations of the study

The study was limited to the higher secondary level English teacher of Nawalparasi district. This study was to those strategies or activities of culture of inquiry that are used by the English language teachers. This study employed only two research tools: open-ended and closed-ended questionnaire. Only 30 English teachers teaching at higher secondary level schools were the target population of this study. The results derived from the response given by the 30 respondents cannot be widely generalizable.

Operational Definition of the Key Terms

Strategies: This is the way or activities to do something. Here strategies refer to how English language teachers use different activities to develop culture of inquiry in their classroom.

Culture of inquiry: Culture of inquiry in ELT research refers to the way of investigating or researching for knowledge to derive new inquiry in ELT, culture refers to the way, system, value and norms of the society or organization and inquiry is the process of rigorous and systematic thinking about professionals practice and context in which it occurs in ways that questions taken for generated practice.

Profession: The status, character or standards of professional.

Professional development: It include all formal and informal activities the teachers do or receive for the sake of in service professional growth. Here it refers to the continuous learning of teachers that focuses on improving classroom practice and increasing students learning.

Strategies: This term has been used in this study to refer the activities and techniques adapted so far to process of the learning.

Teacher development: The noticeable and reformative change in teachers' professional and personal life.

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Chapter 2

Review of the Related Literature and Conceptual Framework

This unit provides information of previous research work and other related literatures including theoretical and empirical literature on teachers' strategies of culture of inquiry for their professional development. The aim of reviewing the previous research works and literature is to explore what has been done before and what is left to be done in this area. The conceptual framework, implication of the review for the study also included in this section.

Review of Theoretical Literature

In this section I have gone through the several books, thesis, seminar papers related to the theory study. Culture of in ELT research is not a random process or collection of data but it is a systematic, scientific and methodological process. Besides, It has its own value, system, norms, value history and foundation which is know as culture of inquiry. Culture of inquiry in research states that culture of inquiry has sophisticated structure, setting. Exploring, solving and inquiry . It has little patience for: categorical, perceptive strategies, traditional way of choosing among innovation to implement. In ELT research culture of inquiry creates a risk taking, experimental environment that encourage member to develop reflect on and medly structure and process. It should support, encourage and reward, open ended creative work. In English language teaching cultures of inquiry reflect the next level in each of the quantitative, and mixed strategies. Cushman (1999, p. 26) states,

A Culture of inquiry is an 'open system' examining and reaching its own purpose. New and conflicting idea can come into the system at any time influence what happens. Culture of inquiry in ELT research is shared and inclusive model for asking difficult question. It provides resources for investigative decision making . If we have to do tomorrow that we did today, what will be there our strategies to work?

An anthropological terms, 'Culture' refers to the underlying values and code of practice that makes a community what it is . This customs of society, the self-image of members, the things that make it different from other societies, are their culture.

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Culture is a powerful subjected and reflects the meaning and understands that we typically attributed to situations the solution that we apply to common problems . The idea of common culture suggests possible problems about whether organization has culture. Organization is only one constituent element of society people enter from the surrounding community and bring their culture with them. It is still possible for organization to have culture of their own as they possess the paradoxical quantity of being both part of and from society. They are embedded in the wider societal context but they are also communities of their own with distinct rules and values. There are different ways of inquiry in both social science and linguistic research.

The world where we are living is in a state of transition. We can't see anything final fixed, absolute, complete and perfect. If this so, it is not exceptional case where there is changing concept of language teaching culture as well. In the age of globalization the concept of language teaching is becoming very vast and complex. In this regard Brown (2001,p.26) say:

One of the most invigorating thing about teaching is that your stop learning. The complexity of the dynamic interplay among teachers, learners and subject matter continually gives birth to an endless number of questions to answer, problems to solve, issues to ponder.

Today, like other occupation teaching is developed as a profession. Fullan (1995) mentions that the professional development is, the sum total of formal and informal leaving pursued and experienced by the teacher in a completing leaving environment under conditions of complexities and dynamic change (p.256). In the same way Day (1999, p.4) defines,

The term professional development through a more descriptive interpretation of it as the process by which, alone and with others, teacher review, renew an extend their commitment as change agent to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives.

Professional development is most useful when it is embedded in the daily life of the school-when there is a culture of leaving in the school and educational setting.

A culture of learning is characterized by a respect for learning, a high level of trust, collaborative process such as shared decision-making, a mutual understanding of the goal of improved student learning a collective commitment to the success of all students. This is possible when teacher purposely study together, exchange ideas reflect on their practices and find better ways to help student learn. This types of culture of learning helps teacher learn all they need to know to change their practices in a ways that lead to improved student achievement.

Now the culture of inquiry in ELT shifted its paradigm. This means it is the time of developmental, programs for teachers, scholars have beloved that quality education or life skill based education can be ensured if we provided the teacher in their double roles in educational reforms being both subject and object of change. This means first teacher are the object because their professional development should be ensured involved them in the programmer like training, seminars, workshops, conferences and them only they will be the subject to being the change in educational scenario. The following are the strategieses to development culture of inquiry in teaching, some of the review of related literature can be present as follows:

Strategies to Promote Culture of Inquiry

Culture of inquiry in ELT research is continuous process of encouraging or fueling positive attitudes, orientation, and understanding , which allows students to progress. Teacher should have a passion for their teaching they need to love their learners learning and teaching life, acknowledged that teaching is not only about intellectual and emotional engagement with self through regular review and renewal of the purpose and practice. Following are the different strategies to promote culture of inquiry in ELT (Sultana, 2011, p. 10).

Action research

Action research is one of the very strong and popular research design in the field of English language teaching. It is a type of applied research initiated to solve an immediate problem. It involves the process of actively participating in an origination to challenge the existing situation. It can also be undertaken by larger organization or institution or institution, assisted or guided by larger professional research, with the

aim of improving their strategies, practice and knowledge of the environment with in the which they practice.

Action research is one of those terms that we hear quite often tin today's education circles. It is developed as culture in English language teaching. It is continuously helps the teachers to update their professional knowledge. From this discussion we will understand that it is a major source of teacher learning or to develop culture of inquiry in ELT. The following figure shows how action research can be conduct to developed culture of inquiring in ELT.

Action research has emerged in recent year as a significant methodology for development and change with communities, institutions and groups. It is now promoted and implemented by many international development agencies and university programs, as well as countless local community organization, school, collage and teacher's around the world. It is a form of reflective inquiry carried out by practitioners it is aimed solving problems, improving practices or enhancing understanding. It is teacher research because a real teacher is researcher. in the same way it challenges traditional social science by moving beyond the reflective knowledge carried by outsides exports. Tobert, (2002) said,

Knowledge is always gained through action and for action, for this stating point to question the validity of social knowledge is the question not how to developed a reflective science about action but how the developed genuinely well informed action how to conduct and actin science.

According to Kemmis and Teggart (1988) action research is deliberate, solution oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycle of problem identification, systematic data collection, reflection, analysis, data driven, action taken and finally problem redefinition. The linking of the terms 'actions' and research highlights the essential feature of this methods: Trying out ideas in practice as means of increasing knowledge about or improving curriculum, teaching and learning. Basically action research is a way to improve education changing it and learning from the consequences of changes. It is equally important to improve the quality of classroom teaching, mediate the theory and practice, to addresses the practical problem and improving the existing

situation and to make the language practice's knowledge make rather than knowledge user. In this way, action research is a key way to developed professional skills and culture of inquiry in ELT.

Aesthetic Awareness

"Aesthetic Awareness mainly deals about warmth relationship with people, sensibilities, consciousness, Positive attitude in learning organization. raising is very important concept in the present time in our teaching context. It is in this sense that the activities like teaching and learning have been lacking organizational and professional control" (Roa, 2004, p. 7). Most of the teacher and learner are not aware about their duties, responsibilities and accountabilities, they do their work only for the sake of job perspective rather then change-agent perspective. We as a teacher should understand that we are the change agents. We should bring change in our respective field as time and situation.

As we know that in our ground reality of teaching the concept of responsibility and accountability are blaring in succession. Some of the ELT teachers they feel that awareness. Building exercise should be introduced for the teachers. Action research, journal writing, and classroom observation can provide the awareness and to introduce the activities that facilitate to ensure and achieve learners learning outcomes and their supremacy. By standing their own teaching behaviors, they can more deeply understand the relationship between their teaching behavior have on their students. The more aware they become of the consequences of their teaching, the more control they have over how to teach, some teacher see awareness- raining activities are the ways to reflect critically and creatively rather than mechanically and differently. English language teachers need to aesthetic awareness for enjoying warmth of relationship with his pupils. The pupils themselves exercise their individual aesthetic consciousness in their reaction to learning items. The classroom is positive, responsive disciplined and vibrant thus enhance culture of inquiry. Introspective process of learning that goes on spontaneously by means of aesthetic refinement of ideas and concepts as introduced by the teacher in course of teaching. Evaluation of Pupil-performance easy and simple as self- evaluation amongst his pupils.

In this way for the development of culture of inquiry in English language teaching class, the practices should be careful about aesthetic awareness which help to developed knowledge, ideas as well as techniques in language classes.

However, if we turn our critical eyes on the current practice of language teaching and qualities of professionals that Wallace (2010) states that, we may doubt whether language teaching is profession and teachers are professionals. Teachers also find that teaching has long been port rayed a lacking of both organizational and professionals controls. Most of the teachers have developed the concept of downsides towards their profession. They don't have critical and creative sprit to investigate and explore the classroom reality. They transfer knowledge from textbook to learners minds. School and classroom are being the means of knowledge transformation, rather than knowledge creating and learning enhancement. Our teachers need to have the sense of public service and felling of passionate teacher. Passionate teacher are those who are committed, enthusiastic intellectually and emotionally energetic to their work with children.

Teaching profession is the collective concept of skill, ability, knowledge about learners, teaching and classroom diversity in terms of which a teacher as a professional. Updating professional knowledge for sound professionalism is a continuous process. It starts from the entry in teaching field and ends with the prevision out from out from the profession.

Case study

A case study is an intensive analysis of individual unit. (e.g. person, Group, Institution or event) stressing developmental factor in relation to context. It is common in social and educational science. Case study may be descriptive or explanatory. Nunan (1992), states that "case study is an analysis of persons, events, decisions, periods, projects, institutions or others systems that are studied holistically by one or more methods. It utilizes multiple sources and methods of data collection and analysis. Therefore, it is also called a hybrid design methodologically". case study is an intensive and detailed investigation, exploration and providing some useful suggestion in light of the exploration for the betterment or improvement of existing situation of investigated case.

Richards and Farrell (2005,p. 126) states "Case analysis in teacher education involves collection information over time about a teaching situation and derived principle form it."

Case study is a natural inquiry of the potential causes of the case. The teacher as a researcher uses many qualitative measures to find out the in-depth and rich information about the case. The teacher developed into the deep of the situation where 'case' normally lives and works. Moreover she uses multiple methods of data collection for triangulation of information. Case study is a research based activity is also a teacher learning strategy. The main purpose of carrying out case study is to better understanding the existing problematic situation of case and suggest some useful strategies to improved case's existing situation.

In general, it helps better understanding the existing problematic situation of the case. Novice teachers will get rich information from the finding senior teacher's case study of problematic cases. Similarly, the finding of case study helps to improve the classroom environment and case's academic progress. Most importantly, It serves as strategies for teacher's professional development.

Workshops

A workshop is an intensive, short term learning activities that is designed to provide an opportunity to acquire specific knowledge skills. In a workshop participants are expected to learn something that they can later apply in the class room and to get hands-on experience with the topic. Workshop can provide opportunities to the participants to examine their own beliefs and perspectives towards the topics. By and large, workshop will be led by a resource person who is generally as expert or trainer who has more relatively more relevant experience in that vary topic of workshop. He/ She will co-ordinate and guide the groups. All the teachers as participants involve and engage to prepare or construct the desire aterials form the workshops.

Through the workshop the teachers reflect their experience, share ideas among the teachers, discuss, interact, and verify the collected needs of the teachers in course of verifying the collected needs of the teachers, participating teachers in collaboration with the export or trainer should not forget to established the bench marks of genuine

needs which all teachers in school confront. Rao and Rao (2004, pp. 105-106) have provided purpose of workshop in the form of objective as follows,

A. Cognitive objective: The workshop is organized to solve the problem of teaching profession. It provides the philosophical and sociological background for instructional and teaching situation like that to identify the educational objective in the present context and to develop an understanding regarding the use of a theme and problem.

B. Psychomotor objective: The psychomotor objective is achieved by workshop. It helps to develop professional skills. Similarly, it helps to develop the proficiency for planning and organizing teaching and instructional activities. It helps to develop the skills to perform a task independently like that to determine and use of teaching strategies effectively and to train the persons for using different strategies of teaching.

Dialogue Session

It is about the necessity and significance of the dialogues session in English language teaching. Without dialogue ELT programmed is impossible. In ELT activities dialogue session can be used in various way, participants interaction, discussion on some topic, negotiate and redevelop awareness because empowered and enlightened. Therefore, talk is such a valuable tool in ELT Programmed. It believed that " Rain is to river flow and talk is to ELT Process" Dialogues session provides operating to collaborate learning, investigation and exploration of something new in the concerned areas.

Dialogue theory of learning seeks knowledge not only as the product of disciplined inquiry but also as the product ongoing process. Socrates developed the concept of questioning and cross questioning, dialogues and argumentation.

Dialogue session is one of the importance strategies established culture of inquiry in ELT. Through the dialogue practice the learner get different opportunity to sharpen their linguistic knowledge. John Dewey argued that "Learning is most effective when it is situated in an authentic real world context; Cycle of learning is Social". Vigotsky's Zone of proximal development theory clarify students learn better

collaboratively through the negotiated character of meaning. Into the same was individual constructive strategies of piagetassimilation, accommodation and correction deal about the benefit of dialogue in learning language.

Swan (2010) present the three dimension of dialogue as critical dialogue-Socratic ideasthat to things can't occupy the same place at the same time that causes alternative hypothesis. Creative dialogue opens up reflective space in which issues can be explored with encouragement and trust. Finally, he present caring dialogues draw out distinctiveness of other argument with respect and humility.

In this way an English language teacher can use the dialogue session inside or outside the classroom according to the nature of content. It helps to learner to sharpen his/her present existed linguistic knowledge. It helps to motivate students on their function and successful language learning.

Classroom Observation

Classroom observation is an important strategieses which helps to established culture of inquiry in English language teaching and learning. Observation is a strategy for understanding children's learning and development it help to dig out the deeper meaning and question that children's actively holds. Observation motivate to engage in passionate discussion with each other explore the repertoire of possibilities. Class room observation helps to build institutional support . It creates willingness form the part of the teacher and make deeper collaboration among teachers. It developed the culture of accepting new way of thinking and meaning making as well as pondering into meaning reflection. Classroom observation is an important, most frequently used tools in language teaching and learning's. It is a purposeful systematic and selective way of watching, listening and measuring classroom behaviors of teachers and students. Carter and Nunan (2001 p. 114) defines,

Classroom observation refers to the purposeful examination of the teaching and learning events through systematic process of data collection and analysis.

Observation can serve a number of people in number of context towards number of different purpose. It is a multi-faceted tools for learning . Trainers teachers or principals, novice teachers and even by experienced teachers to the beginner

teachers who do not have lot of experiences about classroom diversity. In this kind of observation, the main propose will be providing professional support and finally teacher professional growth and development on the contrary, beginning teachers can also observed experienced teachers do when they teach a lesson; ho they do it, and which teaching techniques work and which ones do not work . At the time of observation, classroom observer can use different observation tools such as checklist, classroom observation form, keeping not, video recording, audio recording and camera.

Traditionally, classroom observation was perceived as threading, frightening and usually regarded as an ordeal by observed teacher because it used to be done for purpose of performance appraisal or for the purpose of judging the performance of observed teachers But in the present time, the traditional concept of classroom observation washed out. Today's people believed classroom observation is useful for professional support contextual teaching and learning. The main purpose of using this tools is to bring positive academic atmosphere in teaching and learning activity. Primarily, it concentrates its attention on different aspect of teaching and learning activities such as lesson planning, objectives, teaching materials, teachings. Students participation, students evaluation and providing some constructive feedback for the further improvement.

The purpose classroom observation used to make teaching and learning goal oriented. It is used to evaluate teacher working efficiency, bring effectiveness in classroom management. It is used to developed awareness on the part of teachers about their teaching like that It is used to check lesson planning, objectives, teaching materials, teaching technique, student's evaluate, and provide necessity feedback.

Journals, logs and Reflective Diaries

A teaching journal is a first person account of language learning or teaching experience, documented through regular, entries and then analyze for recurring pattern or important events to develop .Awareness on the part of teacher who keeps/maintains it. It is an origin written conversation between teachers and students, an account of observation, refection and other through about teaching usually in the form of notebook, handbook, or electronic mode which serve as a source of

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discussion, interaction, reflection or evaluation . The journal may be used as a record of incidents problems, doubts, curiosities and insights that occurred during lesson. It may be an account of a class that the teacher would like to review or return to later or it later or it may source of information that can be share with others/ According to Acheson and Gall (1997, p. 51) " Journal writing is an effective supervisory techniques for encouraging the development of reflective in teaches."

In this way journals, logs and reflective dairies are the tools too develop culture of inquiring in ELT. These are concerned with the maintaining the classroom events, problems, of reworking, rethinking and interpreting for the better understanding. If teacher do such, no doubt, it enhance their thinking power and broadens their understanding. There are multiple strategises which help to crate culture of inquiry in English language teaching and learning process. Journals, logs and reflective dairies are the basic strategies which help to build culture of inquiry inside the ELT Classroom Generally. Journals which emphasis is on making explicit recording the learning that occurs.

According to Holly, (1991, p. 27), "Keeping a journals is a humbling process and it relay on students senses as well as imprecision. It helps your experience as vividly as playfully as creatively as you can. It is a learning process in which the teacher & learners both can be good learners".

Logs is record of event that have happened. Different record of the event can be useful for language teacher as well as students. Beside, logs help to sharpen learner abilities to observe and document their learning. That document is to useful for the documentation for self-assessment and planning. It is also useful for to organize field based firsthand information into a meaning patterns. Learning logs are more documentary, records, of learner work process (What they are doing), their accomplishments, ideas or questions. Teacher can used logs the determined what students are learning, where they are struggling and how they need help.

Reflective dairies are personal record of students learning experience, reflective dairies, journals and learning logs can be used to assess the overall process and achievement of the class. They can be promoted by questioning about course

content, assignments, exams, students own ideas or through process about particular classes (use of 3F-Fact, Feeling, and Future).

Critical Discourse Analysis

Cultural of inquiry can be developed through the critical discourse analysis in the field of English language teaching and learning. The pupils who are practice language, they don't accept everything randomly rather they raise question between each and every fact. The researcher, teacher, and students who are practice language they should be critical. They should raise question and cross question in every steps of learning. There are some basic features of philosophical outlook which make practitioners critical, they have sense of wonder, doubt, criticism, reflection, detachment and neutral. In this ways critical data analysis help to create new matter, methods, techniques, ideas, and knowledge in the English language teaching field. Language practitioner can developed critical vision through observation, questions, self- awareness, integration of theory and ideas as well as critiques.

Today's the concept of post methods pedagogy is in practice. This concept believes that no single teaching methods are suitable in all the context. so, the teaching and learning language should be contextual. Here is another concept which is known as critical pedagogy, critical pedagogy is the term used to refers to the opposite of traditional strategies to education called mainstream pedagogy. Critical pedagogy involves in making fair and careful judgments about the good and bad aspect of existing strategies to education, teaching methods and teaching materials produced and recommended by the so called authority or Centre. Critical pedagogy goes against any short of authority so that teachers, researchers, teacher- educators and students might assume agentive and active role in transforming the world. In Lukes' words in Norton and Toohey (2010:20) "To be critical is to call up for security, whether through embodied action or discourse practice...." Critical strategies to education doesn't take anything for granted without questioning. Thus critical pedagogy deals with re-conceiving or re-conceptualization the traditional understanding of education. Critical pedagogy bring radical change in English language teaching practice. It consider how traditional educational practices can be modified, changed, developed or abandoned in effort learners, learning and social change. Inside the classroom, different student may have their individual difference.

So a good English teacher behave tem according to their individual behave them according to their interest. Teaching context, methodology, materials should be select according to their interest. Presenting teaching profession is highly guided by the different theories in which learners are seen actively curies and self directed learners, while teachers are just the environment –setter and problem shooter. Learners they themselves are the problems solver and knowledge creator. Different strategies can be used in ELT classroom, sharing information, communication, sharing flexibility etc are different strategies to developed appreciative inquiry which help to developed culture of inquiry in ELT.

Appreciative inquiry

This is another way or strategies which help to developed culture of inquiry in English language teaching and learning. Appreciative inquiry means treats people like people not like machine. As human we are social. We create our identities and our knowledge relation to one another. We are curious, like to tell and listen stories, events, sharing ideas. Teachers and stakeholder like to learn and use what we learn to achieve our best. According to Aryal (2018, p. 7), there can be different condition for appreciative inquiry they are sharing information and resources, transparency and accountability, effective communication, willingness to take risk, willingness to compromise, flexibility, clear roles and responsibilities and valuing each other contribution.

Inside the classroom different may have their individual differences so a good teacher behaves them according to their individual differences, behavior and interest. Teaching context, methodology, materials should be select of according to their interest. Present teaching profession is highly guided by the different theories in which learners are seen actively curious and self-directed learners where teachers are just the environment setter and problem shooter. Learners themselves are the problem solver and knowledge creator. Different strategies can be used in ELT classroom, sharing information, communication, collaboration are different strategies to develop appreciative inquiry which help to develop culture of inquiry.

Requirement of culture of inquiry in ELT

Inquiry the ELT is a multidimensional process. Different activities can come under this process. It is a scientific and obligatory process of language teaching and learning process. Teachers, students administration, school's staff, community, government policy should collaborative to each other for the development of culture of inquiry in ELT. According to Aryal (2018, p. 23), following are the different condition for develop cultural inquiry.

Administrative Supports

Administration is important factors to develop culture of inquiry in ELT. Teachers only can't do all of thing in language learning and teaching. For the organization of conference, seminar, workshops, discussion, critical analysis there should be commanding support of administration.

Vision

Before doing something there should be necessary of good vision. There should be well planned and vision for the successful programme . The vision can be developed from teachers, students, principal or other related practices.

Resource and Spaces

This is another important factors to developed culture of inquiry in ELT. Without availability of resource such or materials, advance technology, computer, websites, there will not be possibility or learning and technique. Many resources can be collected from websites, senior, library, book, journal and so, which help to built new inquiry in English language teaching.

Collaboration

Learning itself is a collaborative process. People who are practice in ELT need good collaboration help to developed creativity in students, and teacher for confidence and succession. Project work, group work discussion, seminar can be fruitful if practices collaboratively.

Trust

The universe itself stands on trust. Teaching and learning also is not far from this universal truth. There should be good trust, collaboration, helping in ELT practitioners. The school principal, administration should be support teacher and students for the successful and meaning teaching and learning. All of them trust to each other for further improvement in language teaching and learning.

Teaching and research faculty

In each and every teaching and learning programme teaching and research faculty is obligatory, different problems or event can be arisen in learning process. The language teacher should critically examine them and apply different strategies for the solution problems. The problem can be related with content, methodologies, learner, techniques and do on. For the solution of different problem teaching and research faculty is obligatory in English language teaching which help to developed culture of inquire in ELT.

In this way culture of inquiry in ELT refers to the way of doing different activities in English language teaching and learning. This is the process of rigorous and systematic thinking about professional practice and the context in which it occur in a ways that question taken for granted practice. Most importunately, in recent years, teaching and learning English has taken one improvement direction systematically. That is a movement away from 'outsiders' strategieses to 'insiders' strategieses. The former is often based on export knowledge as well as general theories and principle that teacher apply to their own situation. This kind of culture is externally imposed to the teachers sign the name of teacher development the later strategies is locally or internally based culture that encourages teachers to explore their own context and construct their own knowledge and understanding of what takes place in their classroom. Self directed sand collaborative learning is the example of insider. Teacher development is continuous where teacher assume responsible for setting goals for self- development, controlling and managing their own learning. This system or traditions make teachings a multidimensional and multifaceted discipline.

Spirit of Culture of Inquiry in ELT

Culture of inquiry raise the insights on language as well as provides new insights from doing something in very innovative way. One way to observe the culture or inquiry in ELT like us is to take walk around the building and look at some of questions related to culture of inquiry. According to Aryal (2018), some of the spirit of inquiry in ELT refers to current physical facilities suitable for ELT, how the daily teaching learning and research work are going on, how the punctual teaching and non-teaching staff are, what is he inform system, what are the current rules and regulation of the institution and what is the behavioral aspect of stake holder.

The Importance of Culture of Inquiry

Inquiry is a process of continuous professional growth through. Culture of inquiry involves in questioning and cross question. Rigorous way of thinking though observation, Making knowledge and explicit to critique. Development inquisitive ability of searching and things. Reflecting own teaching for better students learning.

Culture of inquiry is very important in ELT and educational atmosphere. According to Dewey, 1967 as cited in Aryal (2014), it equips with the changing nature of curriculum, contextualizing the knowledge, addressing the diverse culture in the classroom, social justice in and through education, creating the system of accountability, learning through the evidence based practice, understanding the students learning and development are the importance of cultural inquiry.

Review of Related Empirical Literature

Empirical literature refers to the application of theoretical literature in the practical field. There are so many researches carried out on the teacher's strategies and professional development. Most of the researchers have chosen learner, learning style and strategy used by the teachers of different levels, however, the present study focuses on teachers perception on the use of culture of inquiry for their professional development. There are only few researches carried out in this area, so it is somehow difficult to get sufficient resources for literature review. Some of the related studies carried out are reviewed in the following section.

Awasthi (2014) carried out a study on "Study Habit of English Language for their Professional Development". His objective was to find out the study habit of English language teacher for their professional development. His population included the teacher and head teacher of Lalitpur district. The respondents were selected by using nonrandom purposive sampling procedure. His sample size was 30 teachers at +2 level in Lalitpur district and 15 head teacher of the related schools were also the primary source of data. For the propose of data collection questionnaire was used among the teacher and interview schedule was used for head teachers. The collected data from the respondents were analyzed and interpreted descriptively with the help of simple statistical tools. The major finding of this study were that most of the English teachers didn't get enough time for their self study because they had to be busy in their profession. Majority of the respondents were found engaged in hobby and recreational reading habit which help them in enhancing knowledge. Most of the teachers were found spending less than one hour tome for their self study.

Similarly, Joshi (2010) conducted a research entitled " Learning Strategies of English Language Teachers For Professional Development". The purpose of this study was to identify the learning strategies employed by the English language teachers for their better professional development. She used the survey research design to conduct her research. The population of this study was English language teachers who were teaching in different collage of Kathmandu valley. She selected 45 English language teachers using nonrandom purposive sampling procedure. She used questionnaire as a main tools for the collection of data which contained both open ended as well as close ended questions. Form the research she found that majority of respondents were using direct language learning strategies for their professional development though some of them responded that they used indirect language learning strategies as a way to their profession .

Similarly, Gautam, (2011) conducted a research entitled" Learning Strategies Used by English Students at Higher Secondary Level". The purpose of this study was to identify and classify the learning strategies used by the students of higher secondary level. A set of Pre- formulated close ended questionnaire was used to collect the idea form 8 students studying in different four higher secondary schools of Palpa district. 20 students of each collage were selected by using simple random

method. From the research he found that cognitive strategies were used by the students to a great extent and suggested that the teacher should be so conscious about it while teaching and they need to provide students with sufficient opportunity for practicing English language by creation different real life situation.

Similarly, Joshi (2014) conducted a research entitled "'Teachers' views on The Role of Workshop for their professional development". The purpose of this study was to find out the English language teachers views on role of workshops for development their professional development. In order to fulfill the objective of this study, 15 schools were selected using non-random purposive of sampling procedure form 3 different districts of Kathmandu Valley. Three teachers were selected from each of the school purposively and hence, altogether 45 respondents were the sample of this study. The data was collected by using both open ended and closed ended question in a set of questionnaire. The collected data from the respondents were analyzed and interpreted descriptively with the help of simple statistical tools. the major finding of this study were that teacher has positive attitude towards the role of workshop and reported workshops as one of the most commonly offered forms of profession development. (P.D.). More ever they considered the workshops as a vital tools for developing professional knowledge and skills. Similarly, majority of the respondents strongly agreed with the view that workshops are helpful tools to enhance the existing body of knowledge. In the same way, form the study, it was revealed that workshops enhance professional career. developed teaching skills, build up confidence in teaching and enhance presentation and assessment skills of a teacher.

Likewise Paudel (2012) carried out a research entitled" Practice of Seminars, Workshops and conferences in Teacher Development". The main purpose of this study was to find out the English language teachers perception towards seminars workshops and the current practice of such programs. He used the survey research design to elicit the data from the information using the questionnaire as the main research tools from the 49 secondary level English language teachers of the selected school of Kathmandu Valley. For this he had used non-random Judgment sampling procedure to select the informants. Finally, he concluded that seminars, workshop and conferences help in developing the teacher's professional development.

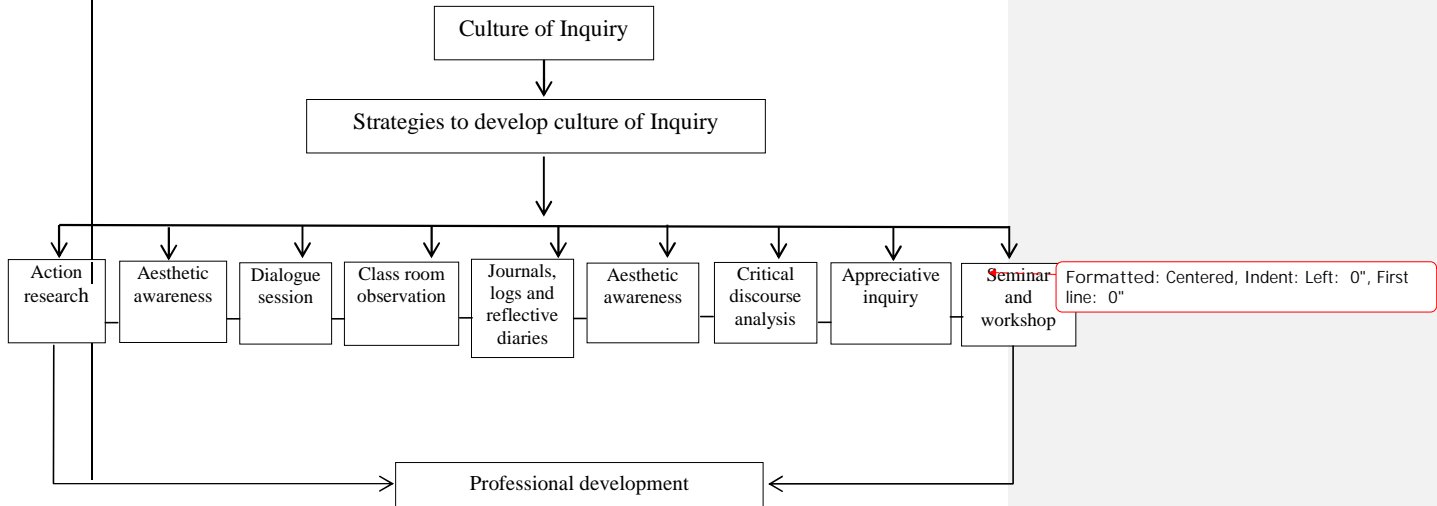
Implications of the Review for the Study

Implication of the review of the study refers to the act of explaining why the particular review are done and to what extent the reviewed literature is related to the study. For making this study complete and standard, I have reviewed the five different studies conducted on the different aspect of teacher's professional development. After reviewing those literature more specially, I got information on my research area like teacher professional development, role of workshop, study habit of teachers seminar, reflective diaries, case study on teachers professional development of English teacher etc.

I got information role of workshops for the teacher professional development from Joshi (2014). Similarly from the study of Awasthi (2014) I got some ideas on study habit of English language teachers for their professional development. I understand how the questionnaire is set to elicit the data from the informants. Like that study of Poudel (2012) and Gautam (2010) help me cultivating the ideas on theoretical background of professional development. It is fruitful to understand the way of reviewing the related literature form about mentioned thesis. Not only this, I have developed conceptual as well as theoretical framework to write thesis on this topic from those all above mentioned thesis.

Conceptual Framework

This study is based on following conceptual framework.



Chapter 3

Methods and Procedures of the Study

In this section, I have described the research design, on which this research is based on, methods and procedures were employed to carry out this research. Here, I have incorporated design of the study, population of the study, sample and sampling procedure tools and process of data collection.

Design and Methods of the Study

A research design is a plan, structure and strategies of investigation to obtain answer of the research question. It tells to the research with in which framework the research activity will be conducted in order to collect required information will be gathered and analyzed. Regarding it, Kumar (2007, p. 84) says that" A research design is a procedural plan that is adopted by the researcher to answer question validly, objectively, accurately and economically."

This study has adopted mixed method design in general and survey design in particular. Survey is a research design that is widely used in social and educational researches. Primarily it is carried out in the large number of population of find out an attitude, belief or behavior of particular group of people or and individual as well. It is mostly useful to generalized the finding in large number of populations, it is cross sectional in nature. About it, Best and Khan (2007,P. 131) state, Survey is important types of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and defines objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered, and logical and skillful reporting of the findings from the above mentioned saying it becomes clear that in survey research the data are gathered from relatively large number of population using certain sample procedure where the whole population for data collection is not feasible. It is more realist in nature. Similarly, it deals with clearly defined problem and objectives.

According to Hutson (1990),Survey research is the method of collective information by asking a set of per-formulated questioned in a pre-determined sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population.

Population, Sample and Sampling Strategies

The population of this study was the Secondary level English teachers who had been teaching in different secondary schools of Nawalparasi district. Fifteen schools had selected from different location. Two teachers were selected from each school. In my study, 30 respondents were the sample of this study.

Research Tools

Tools are the most important element of any research study. In order to fulfill the objective of this study, I used both close and open-ended question in a set of questionnaire which was distributed to the teachers of different higher secondary schools.

Source of Data

Both primary and secondary sources of data were utilized for this study. That's why I used both sources of data in order to collect the data.

Primary Sources

Primary sources of my research were thirty teachers from the different secondary school, who have been teaching English in Nawalpur district.

Secondary Sources

Apart from the primary sources of data and I studied and consulted books, thesis articles, journals and the materials available in webpage related to my study. Some of those sources were Author (2011), Alderson and Bachman (2010), Bhusal (2016), Khaniya (2005) and Harmer (2008).

Data Collection Procedures

Initially, I made contact with my informants and I clarified them the purpose of my research. Then, I determined participants' number using sampling random procedure. I requested and distribute questionnaire to the teachers. I have taken back these questionnaires within 1-2 weeks and gave the thank for their valuable support.

Data Analysis Procedures

Data analysis is the process to overcome with the conclusion and findings in the research work. The term data analysis generally describes and summarizes the data for identifying relationship between variables' to compare and forecast outcomes, I presented and interpreted them. I followed statistical and descriptive techniques for analyzing data.

Ethical Considerations

While carrying out research, the researchers should pay attention on different ethical aspects. During my study I have taken consent with respondents and I maintained confidentiality regarding the information of the respondents. Similarly, I did not use data without permission of my supervisor and also I did not manipulate unnecessary process in collecting data. I did not harm to my informants and obligation to attend me. I analyzed data both subjectively and objectively. I paid attention on accurateness, honesty, truthfulness in the completion of my research.

Chapter 4

Analysis and Interpretation of the Data

This chapter presents details analysis and interpretation of the collected data. The main purpose of this study was to find out teachers' perceptions on the use of culture of inquiry for their profession development and so the data were analyzed interpreted being consistent with the objectives.

Analysis of Data and Interpretation of the Results

Analysis and interpretation of the data of the results have been divided into two parts in terms of closed and open-ended questionnaire. To explore the teacher's perception on the use of culture of inquiry for their professional development, It used questionnaires as a tool which include 25 closed-ended question and 10 open-ended item. Statistical strategies used to analyzed the closed ended questions and thematic strategies is used to analyzed open ended items. In first section, I have analyzed and interpreted the closed ended items. I calculated the data to take out response in percentage (%) I have presented the percentage of response in pie-chart figure. In second part, I have analyzed and interpreted the data derived from open-ended items. I analyzed these collected data descriptively. The entire analysis and interpretation has been subsumed under following sub-sections:

Perceptions on the use of Culture of Inquiry for Professional Development

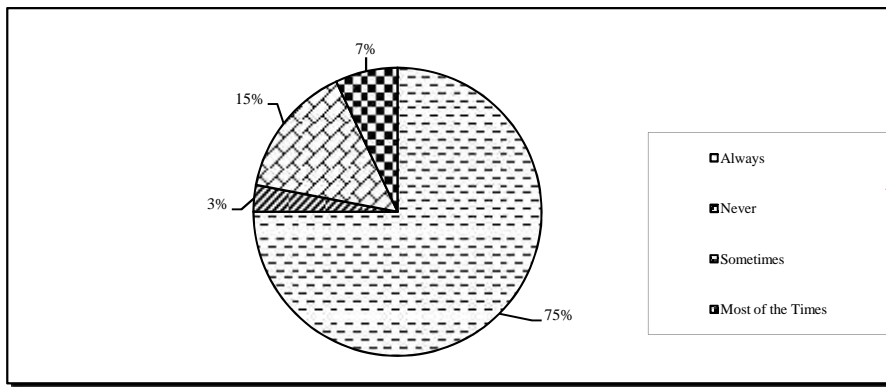
The respondents have been asked perception about culture of inquiry. They provided different perception on the use of culture of inquiry for their professional development. I have been categorized their perception into two sub-section based on item included.

Culture of Inquiry for Review and Organized Knowledge

Review and organizing note is an important techniques to development professional skills. So, I have included this item which is related top how much the teacher use review and organized their note for their professional development. So, I asked them a question related to the review and organize their note. Theteachers had given various perception concerning that item. Regarding this item the teachers perception are presented in thefigure below:

Figure 1

Culture of inquiry for review and organized knowledge



The figure 1 shows that 75% teachers perceived that review and analyzing note are an important strategies to develop culture of inquiry. They always use it. Similarly 15% of them use sometime this strategies for their professional development in contrast 7% of them use this strategies sometimes just 3% teachers never use this techniques inside the classroom. From the data above, it can be concluded that review and organize note is a tool which help to develop professional skills of the teacher.

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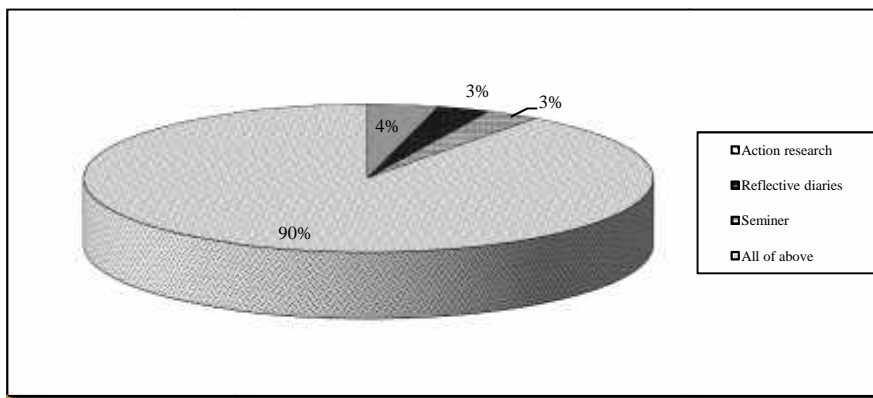
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Best Strategies to Develop Professionalism

Professional development is the way to be a better teacher. The teacher can utilize different strategies to developed their professional skills. I asked an item interconnected to the strategies which help to develop professional skills. However teachers perceived it differently. Being based on their perception, I have drawn out a figure. The figure shows the teacher's perception regarding this item.

Figure 2

Best Strategies to Develop Professionalism



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The above data of figure 2, shows, teacher's response on best strategies to develop professionalism in ELT. The data cleared that 90% teachers in total participate responded that all of them which means they use action research, reflective diaries, seminar for their professional development. 4% of them use action research to develop culture of inquiry. 3% of them use seminar and 3% of them use reflective diaries to developed culture of inquiry and professional skills. From the data above, it can be concluded that action research, seminar and reflective diaries are most important strategies for the culture of inquiry and professional development in ELT.

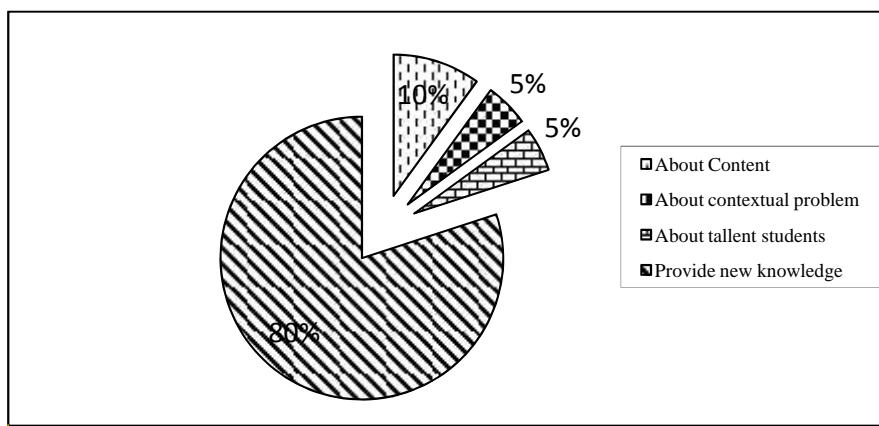
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Perceived benefits of Action Researches

Action research is an important strategy for professional development. I asked an item to the teachers related to the action research which try to seek the benefits of action research and how it helps to developed culture of inquiry and professional development. The various perceptions on this item are presented in the figure below.

Figure 3

Perceived benefits of action researches



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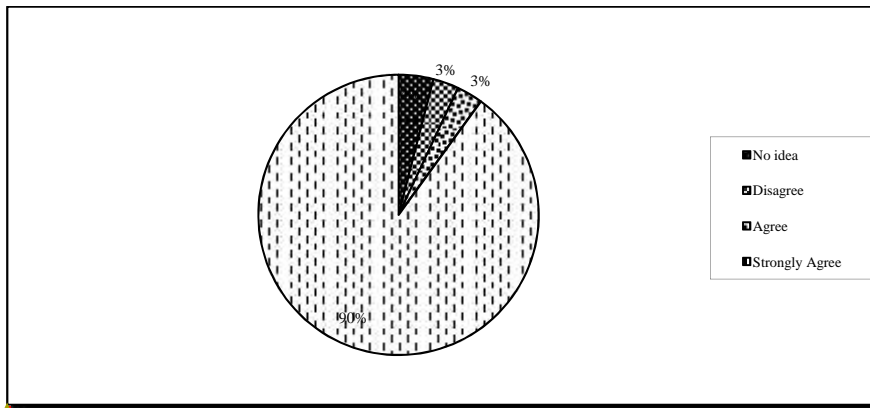
The above data of figure 3 shows, teachers' perception on the action research how it help to develop professional skills of the teachers. The data cleared that 80% teachers in total responded that action research provide information about contextual problem. Similarly, 10% responded that it provide new knowledge about content. In the same way 5% of them responded that it helps to find out the talent students and 5% of them responded it provides information about course related problems. From the data above, I can conclude that action research is useful strategies to understand the contextual problem which help to developed professional skills of the teachers and a best way to developed culture of inquiry.

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Perceived benefits of Critical Discourse Analysis

Critical discourse analysis is an important technique used to develop professional skills. I asked an item to the teachers related to the critical discourse analysis. The various perceptions on this item ~~itme~~ are presented in the figure below.

Figure 4
Perceived benefits of critical discourse analysis



The figure 4, shows the teacher responses on how critical discourse analysis enhance the existing level of knowledge. Here 90% teacher strongly agrees with the fact. Similarly 4% of them have no any idea about it. In the same way 3% of them disagree with it. Like that 3% of them agree with this reality. From the above data I can conclude that critical discourse analysis is one of the best techniques to enhance professional skills in ELT and way to develop culture of inquiry.

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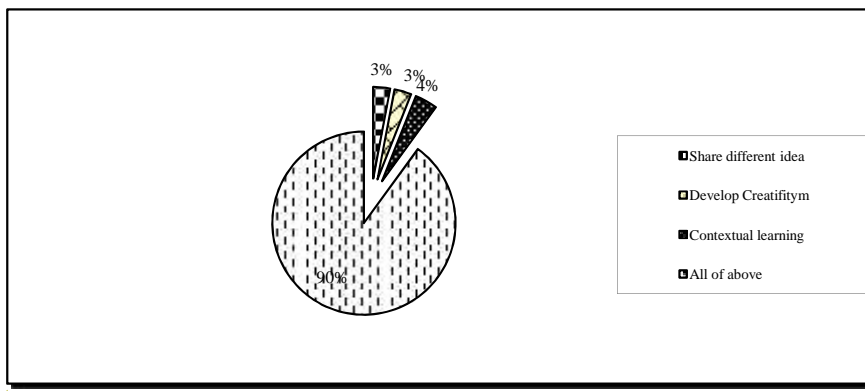
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Perceived benefits of dialogue session

Dialogue session is important aspect of language teaching. It is equally important for the professional development of the teachers. I have included this item which is related to the developing knowledge and skills of teachers in ELT. Regarding this item, the teachers' perceptions are presented in the figure below.

Figure 5
Perceived benefits of dialogue session



The figure 5 presents teachers perceptions on dialogue session and why it is necessary in ELT. The data shows 95% teachers in total responded which mean dialogue session is important for sharing different idea, creativity development, contextual learning. In the same way 4% of them responded it is necessary for sharing different idea. 3% of them responded that it is necessary to developed creativity of the learners. Like that 3% of them stated it is help to the contextual learning. So from the above data, I came in conclusion that dialogue session is important in ELT for developing creativity, contextual learning as well as share different idea.

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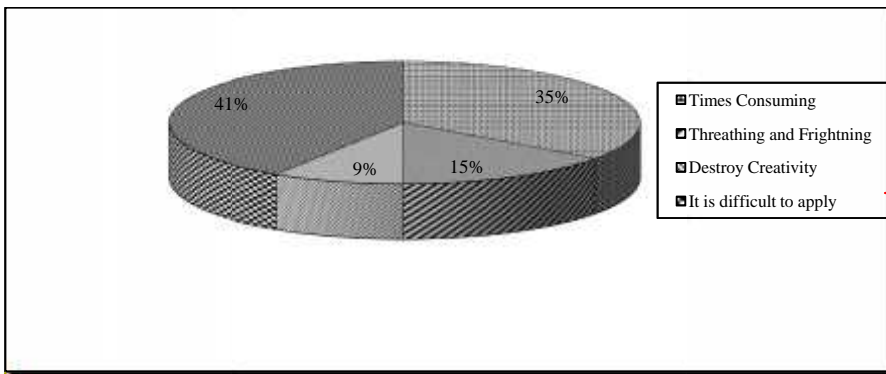
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Perceived Benefits of Classroom Observation

Class observation is important strategies to develop culture of inquiry in ELT, But what is the current practice of this notion is the central concern of this item which is related to the classroom observation by co-worker. Regarding this item, the teacher's perception are presented in the following figure.

Figure 6
Perceived difficulties of Classroom Observation



The figure 6 present why teachers dislike classroom observation by co-worker. The data shows 35% teachers in total responded that it is time consuming similarly 15% of them responded it is threatening and frightening. 9% of them responded that, classroom observation destroys the creativity of the teachers and 41% of them responded it is difficult to apply. From the above data I came in conclusion that most of the teacher dislike classroom observation their co-worker because of different reason such as time consuming, threatening and frightening, difficult to apply and so on.

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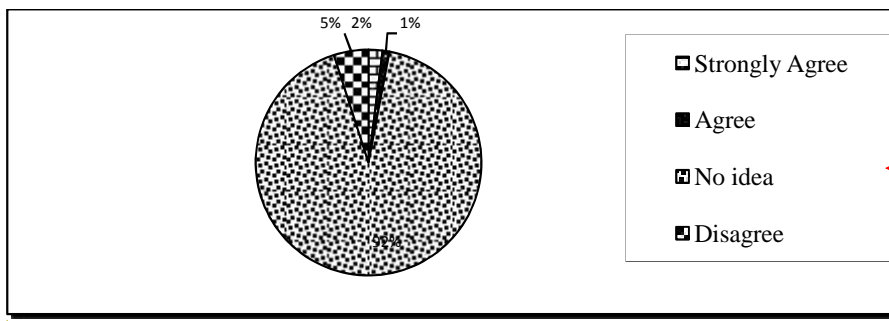
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Perceived Benefits of Attending Workshop

Workshops are important activities which enhance the professional ability of the teacher which help to develop culture of inquiry on teachers. I have included this item which is related to the role of workshops to developed professional skills and knowledge in ELT. Regarding this item, the teachers' perceptions are presented in the following figure.

Figure 7
Perceived Benefits of Attending Workshop



The figure 7 presents the teachers response on the role of workshops to enhance professionalism and ELT knowledge by attending in the workshops. The data above shows, 93% teacher in total responded that they are strongly agree with the idea which means workshop helps in professional skills development. Similarly 5% of them agree with this idea. In the same way 2% of them have not any idea about it and 1% of them disagree with this idea. So from the data above we can conclude that workshops help in developed culture of inquiry and professional skills.

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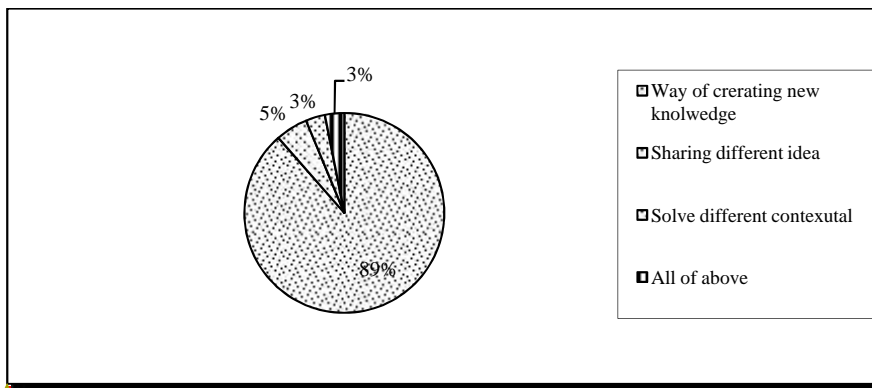
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Relationship of Cultural of Inquiry in Teaching Profession

Culture of inquiry is important aspect of teaching profession. From the different view point teaching and culture of inquiry is interrelated. I have included this item which is related to culture of inquiry and teaching profession. Regarding this item, teacher's perceptions about culture of inquiry and teaching profession can be presents in the figure below.

Figure 8

Relationship of Cultural of Inquiry in Teaching Profession



~~Culture of inquiry is important aspect of teaching profession from the different viewpoint teaching and culture of inquiry is interrelated. I have included this item which is related to culture of inquiry and teaching profession. This item, teacher's perceptions about culture of inquiry and teaching profession can be presents in the figure below.~~

Figure No. 10

For Relationship between culture of inquiry and teaching profession.

The figure 8, presents the response about the relationship between teaching profession and culture of inquiry. The data shows 85% in that respondents agreed with all of above which means culture of inquiry is a way of creating new knowledge, sharing different idea, way to solve different contextual problem. In the same way, 3% of them responded on sharing different idea and 5% of them responded that it is a way to

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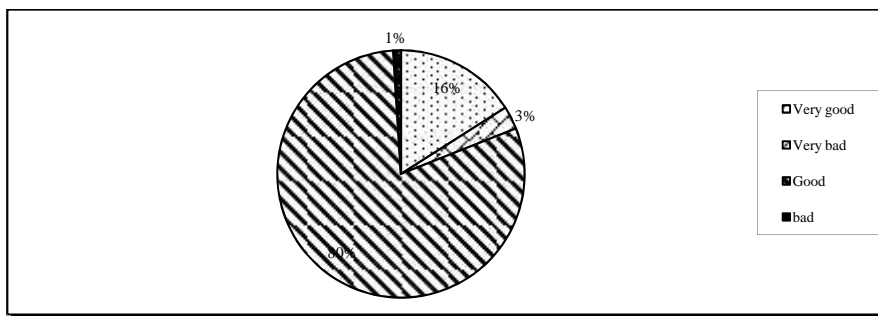
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create new knowledge and 4% of them responded it help to solve different contextual problem from the above data we can conclude that there is strong relationship between teaching profession and culture of inquiry.

Culture of Inquiry in Work Place

Culture of inquiry is obligatory part in ELT practices it is necessary for practical and meaningful teaching and learning. I have included this item which is related to the developing professionalism, knowledge and skills. Regarding this item, the teachers perceptions are presented in the figure below.

Figure 9
Culture of Inquiry in Workplace



The figure 9 presents the teacher response on culture of inquiry practice in their work place. The data shows 80% teachers in total respondent responded that they have good practices of culture of inquiry at their school. Similarly, 16% of them responded there is very good condition of culture of inquiry at their school. Like that 1% of them responded very bad condition of culture of inquiry. Like that 3% of them responded there is very bad condition of culture of inquiry at their school. Form the above data; in most of the teacher and their workplace have very good atmosphere to develop culture of inquiry.

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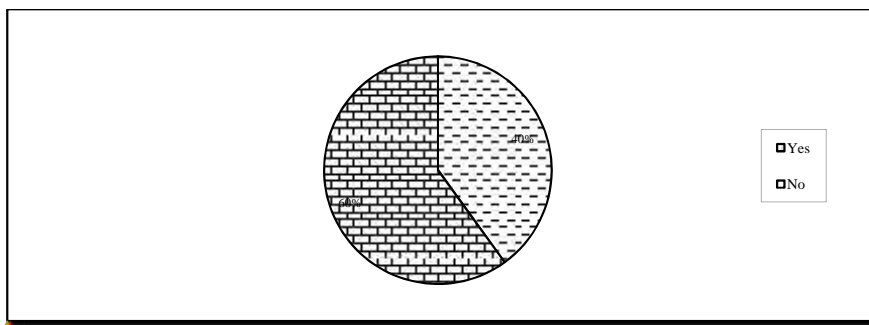
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Facilities Available at School

Newspapers, journals and articles help to enhance professional skills of the teachers. I have included this item which is related to the developing professional skills and knowledge on learners, Regarding this item the teachers perceptions are presented below.

Figure 10
Facilities Available at School



The figure 10, presents the teachers responses on available facilities at their school. This question basically deals about reading newspaper, journals, article. The data shows that 60% of teachers in total respondents agree with that item, it means they have the different materials which help to enhance their professional skills. Similarly, 40% of them responded that they have not it facilities of different things such as news, articles journals. From the data above I came in conclusion we can conclude that, most of the school there is available reading facilities which help to enhance the professional skills of the teachers in ELT.

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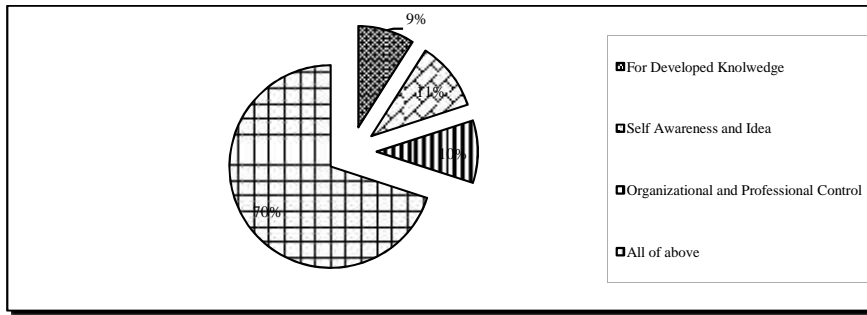
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Perceived Benefits of Aesthetic Awareness

Aesthetic awareness is very basic things for ELT practitioners. I have included this item which is related to developing knowledge and professional skills in ELT. Regarding this item, the teachers' perceptions are presented in the figure.

Figure 11
Perceived Benefits of Aesthetic Awareness



The figure 11, presents the teachers responses on Aesthetic awareness in teaching profession. The data shows that 70% teachers in total respondents states it is necessary for different reason such as for knowledge development, self-awareness, organizational control. Like that 9% of them responded it help to developed knowledge and idea. Similarly 10% of them focused on it is necessary for organizational and professional control. Like that, 11% of them focused on self-awareness. From the above data I came in conclusion that aesthetic awareness is very basic strategies for professional development and culture of inquiry in ELT.

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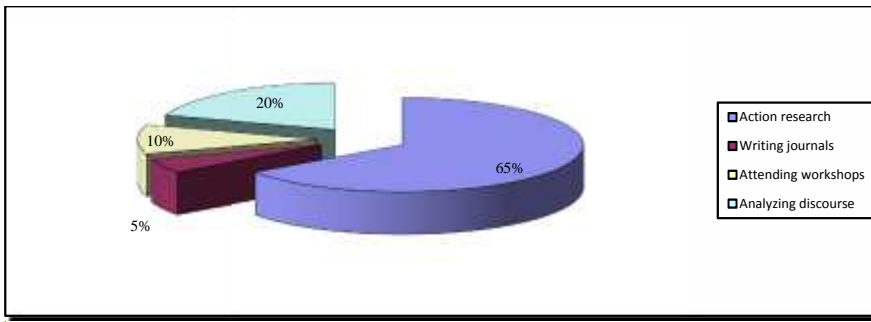
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Use of Different Strategies to Develop Culture of Inquiry

There are different ways to developed culture of inquiry inside the classroom. I have included this item which is related to the use of different strategieses to develop culture of inquiry. Regarding this item, the perception of teachers is presented in the figure below:

Figure 12

Use of different Strategieses to Develop Culture of Inquiry



The figure 12 presents the teachers response on using different strategieses to developed culture of inquiry in ELT. The data shows that 65% teacher in total responded they use action research. Similarly 10% of them respond writing journals like that 5% of them have no any idea. And 20% of them responded analyzing discourse. From the data above I came in conclusion that most of the teachers use different strategieses action research, writing journals, attending workshops, training attending dialogue session to develop culture of inquiry in ELT.

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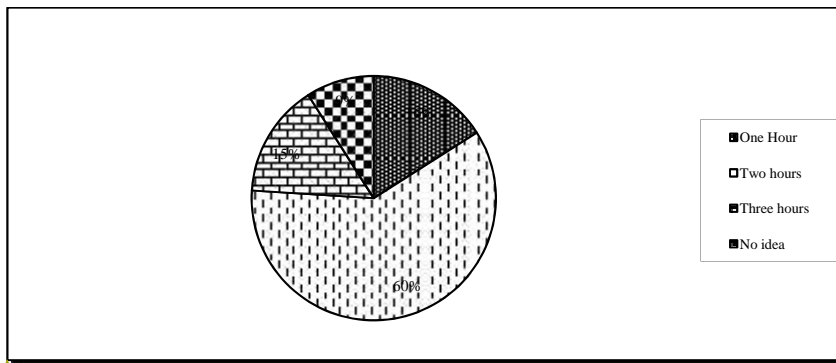
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Time Spent for Development

Learning is a continuous process. A good language teachers should update with current affairs of ELT. I have included this item which is related to the development professional skills and time management in ELT. Regarding this item, the teachers perceptions are presented in the following figure.

Figure 13

Time Spent for Professional Development



The figure 13 presents the teachers responses on developing professionals skills and time management of a teacher in a day. The data shows that 60% teachers in total spends two hour per day for their professional development. Like that 15% of them spend three hours per day. Similarly 16% of them spend just one hour per day. And 9% of them don't give any priority for professional development. From the data above I came in conclusion that most of the teacher spend some time for their professional development and it is continuous process.

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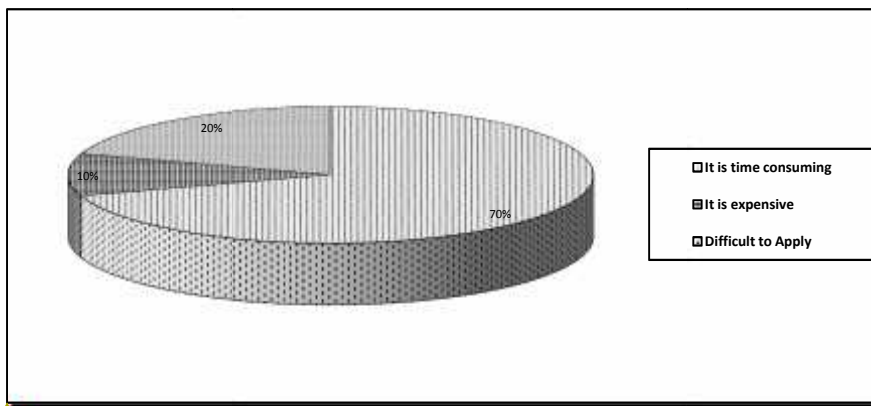
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Inability to Practice Different Strategies in Teaching

There are different strategies in teaching field which are important part of teaching. Action research, reflective diaries, workshops classroom observation, etc are obligatory part of learning which help to enhance professional skills in ELT. I have included this item, to the developing professionals skills and knowledge on the teachers. Regarding this item, the teacher perceptions are presented in the following figure.

Figure 14

Inability to Practice Different Strategies in Teaching



The figure 14 presents the teachers response and why most of the teachers don't practice different strategies in their teaching field. The data shows that, 70% teacher in total respondent that it is time consuming and 20% of them responded that it is expensive and 10% of them it is difficult to apply. From the above, data I can came in conclusion that most of the teachers don't like to use different strategies inside the classroom due to time consuming.

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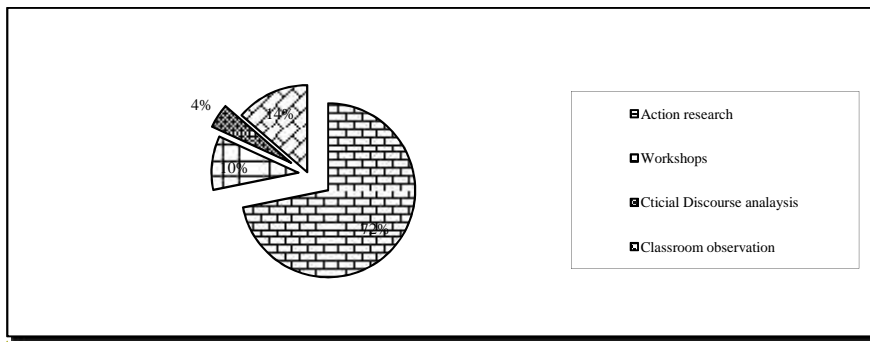
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Frequently used Strategies to Develop Culture of Inquiry

A best teacher can utilize different strategies to be a better teacher I have included this item which is related to the frequently used strategies utilize by a teacher inside their classroom for their professional development. Regarding this item, the teachers perceptions are presented in the following figure.

Figure 15

Frequently used strategies to develop culture of inquiry



The figure 15 presents the teachers responses on the different strategies practice by the teacher to developed culture of inquiry. The data shows 71% teachers in total respondents used action research to developed culture of inquiry in their class room. Like that 15% of them used workshop and 5% of them used critical discourse analysis to developed culture of inquiry in ELT classroom. Like that 10% of them used classroom observation to develop culture of inquiry. From the above data, I came in conclusion that most of the teacher used action research to developed culture of inquiry.

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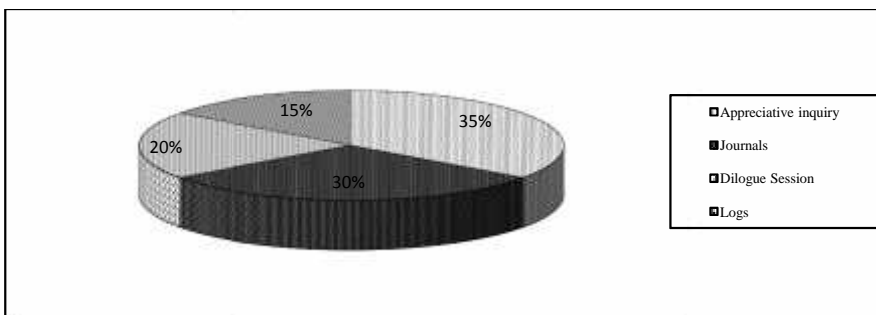
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Least used Strategies of Culture of Inquiry

The English language teachers can use different strategies according to the nature of content and condition of learning. This item tries to seek teachers' perception on different teaching strategies they rarely used in their classroom. The teachers had perceived that item differently. The perceptions are presented in the figure below ;

Figure 16
Least used Strategies of Culture of Inquiry



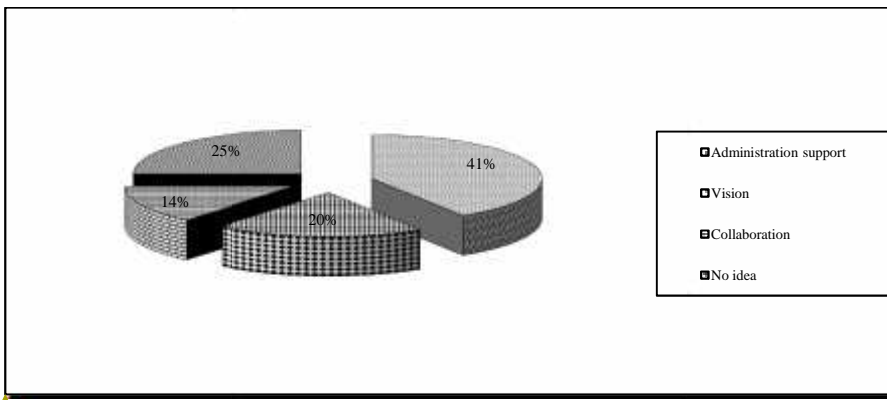
The data above figure 16 presents the teachers' response on rarely used strategies in their ELT classroom. The data shows that 35% of teachers in total respondents rarely used appreciative inquiry. Similarly, 30% of them rarely used dialogue session and 15% of them responded that they used logs rarely. From the data above, I came to the conclusion that appreciative inquiry is the least used strategy in the ELT classes by the teachers.

Perception on Requirements for the Culture of Inquiry

For the contextual and meaningful learning there should be proper support of other factors such as administration support, vision, collaboration. This item tries to seek teachers' perceptions on what are the different important requirement of culture of inquiry. Regarding this item, the teachers' perceptions are presented below.

Figure17

Perception on Requirements for the Culture of Inquiry



The figure 17 presents the teachers' response on most important requirement for culture of inquiry. The data shows 41% teachers in total responded on administrative support. Similarly 14% of them responded on collaboration. Like that 25% of them responded they have no any idea about it and 20% of them responded on vision. So from the above data, I came in conclusion that most of the teacher develop their professionals skills through administrative support, collaboration and vision which are very important for to develop culture of inquiry.

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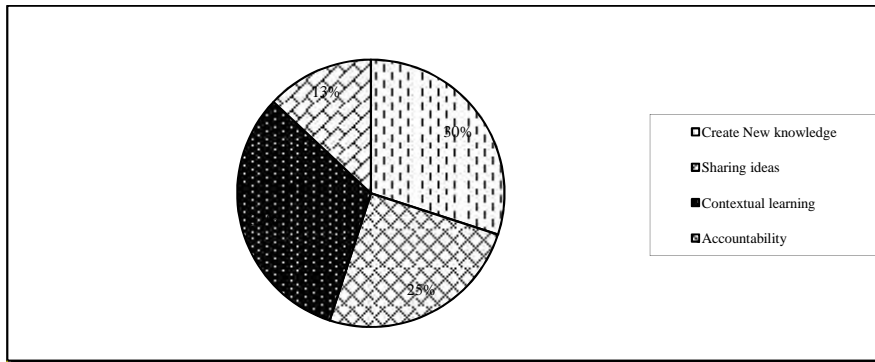
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Importance of Culture of Inquiry

Culture of inquiry is way to developed professional skills. This item tryto seeks teachers' perceptions on why culture of inquiry is important in teaching field. Regarding this item, the perception of teacher is presented figure below.

Figure18

Importance of Culture of Inquiry



The figure 18 presents the teachers response on important of culture of inquiry in teaching field. The data shows 30% teachers in total responded it help to create new knowledge. similarly 25% of them responded sharing ideas. Like that 32% of them responded on contextual learning and 13% of them responded it is important for accountability of the teacher. From the above data I came in conclusion that culture of inquiry is very important from the different perspective such as crating new knowledge, sharing ideas, contextual learning and accountability.

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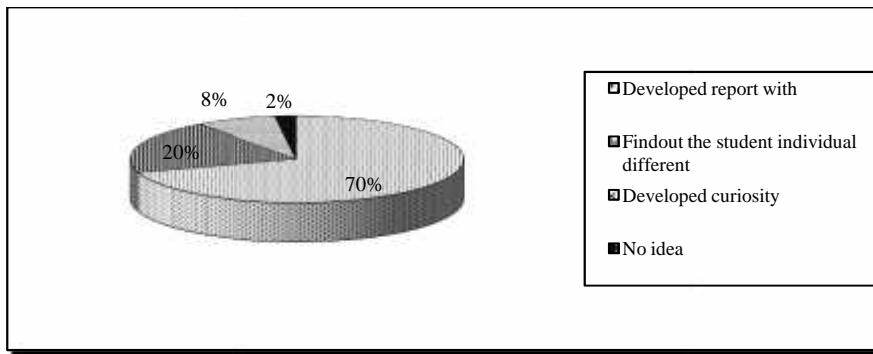
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Meaning of Appreciative Inquiry

Appreciative inquiry is a way to developed culture of inquiry. I have included this item which is related to the perceptions of teacher about appreciative inquiry. Regarding this item, the teacher perceptions are presented in the following figure.

Figure19
Meaning of Appreciative Inquiry



The figure 19 presents the teachers response on meaning of appreciative inquiry. The data shows 60% teachers in total responded it is a way developed curiosity. Like that 15% of them responded it is a way to find out the individual differences. Similarly 10% of them responded that it is a way to developed rapport with students and 15% of them have no any idea about it. From the above data above I came in concussion that appreciative inquiry basically a way to develop enhances which help to enhance professional skills of the teachers.

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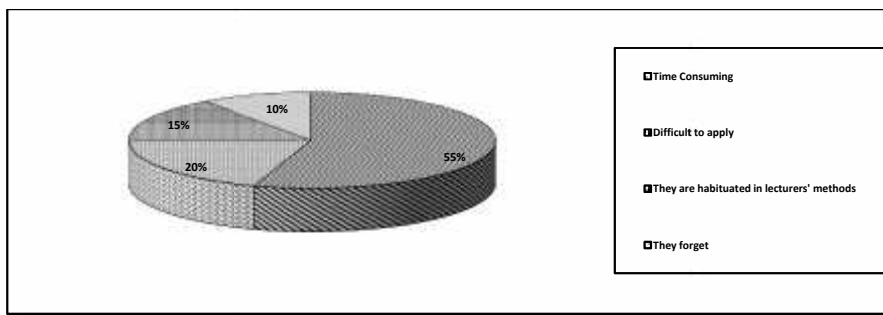
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Using Training for Culture of Inquiry

A teacher can achieve a lot of teaching skills in the training but they don't apply their training inside the classroom. There are the different reasons behind this reality. I have included this item which is related to the why teachers don't apply their training and knowledge inside the classroom. Regarding this item the teachers perception are presented in the following figure :

Figure 20

Using training for culture of inquiry



The above data figure 20, presents the teachers response on why they don't apply training skill inside the classroom. The data shows 55% teachers in total responded that it is time consuming. Similarly 20% of them responded it is difficult to use. Like that 10% of them responded they forget and 15% of them responded they are unable to use their training skills inside the classroom because they are habituated in lectures methods. So, I came in conclusion that most of the teachers don't apply their training skills inside the classroom due to different reasons such as time consuming, difficult to use, their habits as well as they forgets

Analysis of Open Ended Questionnaire

This chapter is concerned with the analysis and interpretation of the data collected through the open ended questionnaire. The data obtained through the questionnaire are duly analyzed and interpreted in this section.

In this section, the researcher include teachers' perception on the use of culture of inquiry for their professional development. In fact, the questionnaire administered

to the informants included 10 different items. Thus, the qualitative analysis of the different question are presented as follows;

Teacher's Views on Professional Development

The term 'professionalism' is used to refer to the practitioners' knowledge, skill and conduct. It describes the type of behaviours that should be the gold standard for a profession. It is the professional status, methods, character, standards and the expertness characteristics of a professional person.

The second open ended question was about the teachers views on professional development. The questions was that how the teachers perceived the professional development. Regarding this question the teachers have given their different perceptions. The T-1 said, *"Teachers professional development is a package of program that increase the teaching and the potentiality of a teacher in teaching profession."*

Similarly, T-2 regarding this item said, *The knowledge or activities that enhance the teaching career and create a favourable environment in teaching is called teachers professional development.*

In the same way T-3, argued *"This is a way to be a better teacher, it is also way" to gaining professionals skills.*

From these above perceptions, I came in conclusion that there is professional development is embedded in the daily life of the school when there is a culture of learning in the educational setting. A culture of learning is characterized by a respect for learning, a high level trust, collaborative process such as shared, decision making, a mutual understanding of the goal of improved students learning and a collective commitment to success of all students. In other words, teacher professional development becomes a milestone in teachers continuum of lifelong learning and career progression.

Teachers' Understanding about Culture of Inquiry

Culture of inquiry simply refers to the way of researching something. Inquiry is a process of rigorous and systematic thinking about professional practice and

context in which it occurs in why that question taken for granted for granted practice. Language teaching is one of the greatest emerging disciplines in the present day world. My study shows that most of the teachers are familiar the way to create new knowledge for professional development. Most of the teachers responded that culture of inquiry is a way to create new knowledge and a strategy to develop professional skills. So, teachers must have a sense and spirit of culture of inquiry. It has unquestionable importance in professional development.

First open ended item of my research was about teachers' perceptions on the use of culture of inquiry. This item was best to search teachers' understanding about the teachers' perceptions on the use of culture of inquiry. Thirty English teachers responded on the basis of their experiences. Among of them, I have taken three representative perceptions to analyzed and interpret. Firstly, T-1 responded "*Culture of inquiry means way to develop teachers profession*".

Similarly, T-2, perceived, *the term culture of inquiry can be understand as the methods of study to find out the facts specially in the field of teaching*. In the word of T-3, *the way seeking new strategies methods and knowledge in the teaching profession is called culture of inquiry*.

From the above analysis and interpretation of T-1, T-2 and T-7, I come into conclusion that culture of inquiry is a fundamental part of teaching profession, it is a process of developing professional skill, create new knowledge, and a strategy to develop professionalism. So teachers must have a sense and spirit of culture of inquiry. It has unquestionable importance in professional development.

Strategies to Promote Culture of Inquiry

This item is about the different strategies used by the teacher to promote culture of inquiry. I read these perceptions. Among of them I have included perceptions of three teachers, T-1, T-5, and T-7 have been given different strategies to develop culture of inquiry basically workshops, self-monitoring, teacher support group, keeping a teaching journals, peer observation, keeping a teaching journals, peer observation, action research, case study, analyzing critical incident are the different strategies used by the teacher for their professional development and culture of inquiry.

Teachers' professional development is a continuous process of transforming human potential into human performance, a process that is never finished. Teachers themselves take the responsibility for improving teaching and decide how such improvement is made. The development of professional competence is equally long-term and ongoing there are different ways through which teachers can develop their professional skills. Workshops, self-monitoring, teacher support group, keeping a teaching journals, peer observation, team teaching, action research, case study and analysing critical incident are the different strategies used by the teachers for their professional development.

Perceived Benefits of Case Study and Reflective Diaries

When teachers carry out case study in their classes and institution they can arrive at valuable insights and principle. They can find out the problem solving strategy to cope with certain problems and can share these strategies with other teachers. Case study is one of the best way to develop culture of inquiry and professionals skills. It is helpful for to solve contextual problem. It helps to generalize from a case study either about an instance or from an instance to a class. Similarly, case study can represent a multiplicity of view point can offer support to alternative interpretation.

The insights yielded by case studies can put to immediate use for variety of purpose including staff, development, within instruction, feedback, format evaluation and educational policy making. It helps for contextual learning and professional development.

The open ended questions were about benefits of case study and reflective diaries. The questions were that how case study and reflective diaries has been practicing in teaching field. Regarding this questions the teachers have given their different perceptions. The T-1, said *"A good teacher need to be update to sharing different ideas, to solve to different contextual problem scientifically"*. In this way, case study and reflective diaries are benefitable for teacher to solve contextual problem, sharing different ideas, to develop professional skills.

Similarly, T-2, regarding this item said, *Contextual learning, developed professional skills, help to use student centered techniques* inside the classroom. Like

that T-3 states following are the benefits of case study, reflective diaries. To know the real situation of the students, to encourage the weak students to improve the present situation, to correct the teacher himself.

In the pursuit of teachers' professional development, they can keep reflective diaries as an effective device. In the journals, teachers can write about the incidents, problems and insights that occurred during their teaching. Reflective diaries provides time for teachers to reflect quietly on their learning. Similarly, it helps to evaluate teachers themselves in their professional practice and development. It provides reference point for future discussion, learning and investigating. It develops and acknowledges teachers' own insights into aspect of their professional practice and reflects diaries helps teachers develop professionally. In this way, reflection diaries and case study are the very basic strategies to develop professional skills and culture of inquiry in ELT.

Inability to Practice different Strategies of Culture Inquiry

The open ended question was about why the teachers are unable to practice different strategies of culture of inquiry in their teaching field. Regarding this questions, the teachers have given their different perceptions. T-1, said, *It is time consuming, it is monotonous there is monitoring and it is not compulsory*. Similarly T-5, perceived *lack of teacher supporting mechanism, teacher generally teach books not the students*, and lack of *educational environment*, like that in the words of T-7, *it is time consuming, teacher are habituated in traditional methodology, lack of culture of inquiry*.

From the above views and perceptions of T-1, T-5 and T-7, I come in conclusion that, most of the teachers are aware about culture of inquiry. But sometime due to the different factors the teachers don't practice their learning skill inside the classroom.

Difficult to apply, poor economic condition in the educational world, the government and administration don't have special policy and plan for that, traditional methods are still practice teaching and test system are the responsible factors inability to practice different strategies of culture of inquiry.

Strategies of Employed in Classroom Teaching

The seven open ended question was about strategies of employed in classroom that *Action research, case study, workshops, reflective diaries, classroom, observation* are the commonly used strategies used inside the classroom. Like that, according to the perception of T-2, *Case study discussion, question-answer, project work, workshop, classroom* are used to develop culture of inquiry.

In the same way, perception of T-3 was *questionnaire, simply asking question collecting information, visiting the parents, discussion case study*.

In this study, a teacher can use different strategies inside the classroom to develop culture of inquiry. Case study, reflective diaries, workshops, project work, action research are the common strategies used by the teacher to develop culture of inquiry.

We are in post method pedagogy. A best teacher can use different strategies inside the classroom to develop their professional skills. Generally teacher can utilize workshops, keeping a teaching journals, peer observation, team teaching, action research, case study and analysing critical incident strategies in their classes.

Teachers' Preferred Strategies in Classroom

The field of language teaching is subject to rapid changes. So, the strategies and activities investment has become a concern of language teaching. For this the teacher need to be familiar with the wide range of activities in any of the strategies of language teaching. Thus, the teacher are seeking to change their practice to support the activities for developing culture of inquiry in ELT. In this regards, the teachers' familiarity of the activities to be done to developed culture of inquiry is worth to be discussed. So the next item of the questionnaire was asked *which strategiesesthey mostly used in their classroom and what are the different reason behind that*.

From the ideas expressed by informants on this item, many of the teachers found to be not familiar about the exact activities to be done to developed culture of inquiry. Through, the culture of inquiry teachers do not have much more knowledge about the activities. However, they have viewed that action research, case study,

collaborative learning, keeping teaching journals, reflective diaries, are the activities to be done to develop a culture of inquiry. Similarly, teachers should use a culture of inquiry for contextual learning as well as professional development. It might be the lack of theoretical knowledge on it. One of the informants responded in this way, *In my classroom, I mostly used action research and reflective diaries because it helps to develop professional skills and also helps for contextual learning.*

However, knowingly or unknowingly, action research, reflective diaries, classroom observation, workshops, seminars are used in ELT for development of professional skills and contextual learning.

Taking evidence of the responses found in this item, many of the teachers are found to be familiar to the activities. Out of the 30 respondents, 25 of them responded they use different strategies such as action research, seminar, case study, keeping diaries, workshops, dialogue session, critical discourse analysis, appreciative inquiry, professional development and contextual learning.

Chapter 5

Findings, Conclusion and Recommendation

This chapters incorporates findings, conclusions and recommendations of the study. They are based on analysis of data and interpretation of result looking once back at the objective of the study.

Findings

The research entitled ' Teachers' perceptions on the use of Culture of inquiry for their professional Development ' is an attempt to take teachers' perception about practice of culture of inquiry in their profession. How they utilized different strategieses which help to enhance their professional skills and knowledge. After the analysis and interpretation of the data obtained from the respondents the following findings have been derived;

Related to the strategies for culture of inquiry

Another finding to the study is that professional development is way to be a better teacher. Teacher professional development becomes a milestone in teachers' continuum of lifelong learning and carrier progression. The teachers followed the strategies like workshops, self-monitoring, teacher support group, keeping teaching journals, peer-observation, action research, case study for their professional development. Most of the teachers viewed culture of inquiry as one of the important aspect of ELT. Which help to enhance the professional skill on teacher. Further they pointed that it is the best and most successful teacher who apply different strategieses inside the classroom. Teachers faced the challenges to enhance their professional strength due to the different reason such as time consuming, lack of administrative support, lack of infrastructure, habituated in traditional methods. Teachers realized the following benefits of culture of inquiry for their professional development.

- Help for contextual learning
- Help to upgrade current affairs of teaching
- Help to develop creativity and generate different idea
- Sharing idea and feeling
- Focus on new aspect of teaching etc.
- Developed professional skills

Teachers Perception on the Use of Different Strategies of Culture of Inquiry

Majority of the teachers (i.e. 75%) reviewed and organized their notes. Most participant teachers (i.e. 90%) are using different strategies such as action research, reflective diaries, seminars for their professional development. Most of the informants (i.e. 80%) responded that action research is beneficial for ELT practitioners because it helps for contextual teaching and learning. Majority of the teachers (i.e. 90%) agreed that culture of inquiry is a continuous process of learning and creativity, new knowledge. Majority of the respondents (i.e. 95%) responded that they have a positive attitude about dialogue sessions because they help for contextual learning, developed creativity on the learner, as well as to develop professional skills of the teacher. Majority of the participants (i.e. 95%) agreed on the item that workshops developed professional skills. Majority of the participants (i.e. 90%) responded that there is a sharing relationship between teaching professionals and culture of inquiry. Most of the participants (i.e. 80%) responded that they practice culture of inquiry in their teaching profession. Majority of the teachers (i.e. 60%) spend two hours per day to develop their professional skills. Different strategies such as logs, dialogue sessions, journals, appreciative inquiry, etc. are rarely used by teachers. Administrative support, vision, collaboration, etc. are very basic things for teachers' professional development. Most of the teachers (i.e. 70%) agreed on the item that appreciative inquiry is a way to develop curiosity. Majority of the participants (80%) agreed on the item that teachers should use culture of inquiry in their profession to develop professional skills.

Conclusions

Language teaching has become a field of rapid change and innovation after the 1990s. The new educational climate has brought new kinds of trends or waves in language teaching. The shift aims at transforming the learning from knowledge transformation to knowledge creation. The acknowledgement of culture of inquiry and creative learning at the starting points of teaching leads the learners towards exploration, innovation, reassurance, and creation of knowledge. Such a creative and innovative mode of instruction is considered as the way of professional development and language teaching involving learners in the concrete act of inquiry. Making sense, identifying main points, and leading towards the success of a lesson is culture of inquiry.

From this study, it was found that teachers used a number of strategies develop culture of inquiry and professional skills the teachers in English language classroom. So, the finding to the strategies used and can be used to developed professional skills and creative learning become the sole concern of this study.

After the analysis of the information accumulated through questionnaire some conclusion have emerged from the finding of the study it can be asserted that almost all the teacher viewed culture of inquiry as a skills or action for conscious teaching and learning. They understood culture of inquiry as the focused phase to make inquiry and sense of lesson on which teacher involve the learners into reasoning, exploring, evaluating and so on. The major conclusions of the study are the teachers used the strategies like action research aesthetic awareness, case study, workshops. Dialogue session, classroom observation, critical discourse analysis journals, appreciative inquiry significantly used for the professional development in ELT, different Strategies used for culture of inquiry were found as the self-directed, inquiry based and independent skill as well as professionalism. The teachers' perceptions shows that teachers make use of various strategies like action research, aesthetic awareness, case study, workshops, dialogue session, class room observation, journals, critical discourse analysis, appreciative inquiry for their professional. The strategies used for development culture of inquiry taken as the tools for enhancing English learning environment and bolstering the English classes.

So far the study is conducted I have incorporated all the theoretical methodological, data based and interpretative ideas into the five chapters. In the first chapter, I have included background, problem statement, objectives, research question, significance and limitation of the study. In the second chapter, I have reviewed theoretical and empirical literature and drawn some of the implications of the review and presented the conceptual framework of the study. Third chapter is fully based on the methodology. So I have talked about the design, population, sample, sampling procedures, tools of the data collection and procedures of data collection and analysis and interpretation under it. Similarly, in fourth chapter, I have analyzed and interpretative data descriptively and enlisted the major findings. In the final chapter, I have drawn the conclusion of the study and provided some

recommendations to be applicable in policy, practice and further research related areas.

Recommendations

Based upon the summary and discussion of the findings and conclusions of the study, some recommendations have been recommended for the policy makers, ELT practitioners and further researchers. For the convenience of presentation, they have been divided in the following three levels:

Policy Related

Teachers need to use different strategies to develop a culture of inquiry in their teaching to meet the changing needs of the learners. Thus, the policy should ensure the provision of teaching critically, training, reflections and assistance to empower the professional skill of the teaching. It was that there is a wide gap between the theory and practice. It means that the practice of teaching strategically is relatively weaker than the extent to which teachers advocate it. So, it can be recommended that constant training on teaching strategies and supervision should be made mandatory.

Policy makers should consider the fact that teachers should be provided with opportunities to update strategic competence at the anticipation, building knowledge and consolidation phases of critical thinking. So the trainings, case study, action research, dialogue session, classroom observation, journals, logs, reflective diaries and appreciative inquiry, seminar, workshops and other professional activities should be conducted to make teachers use different strategies to develop professional skills.

The findings of this study show that the culture of inquiry enhances and bolsters the English language learning environment. Thus the teacher should be equipped with a culture of inquiry from the policy levels. Many of the teachers were found not to have sufficient knowledge about the strategies used to develop a culture of inquiry for their professional skills. So the textbook, manuals, teacher guide and other reference materials should provide the meta language of such strategies to both teachers and students. As this study states the importance of a culture of inquiry in

language teaching, it can be recommended that the culture of inquiry should be the part of teachers' education of university program and in teacher training center.

Practice Related

This is the level at which theories and principles are put into practice. It means, the policies should be implemented in the classroom. The following points of recommendations have been made at these levels:

The findings of the study depict that majority of teachers used various strategies to developed cultures of inquiry, however many of the teacher in our context, do not have adequate knowledge on how to use those strategies for developing of professional skills. So, the teacher should invest their time and energies on strategies investment and their proper use in the classroom. This study shows that the widely used strategies to developed culture of inquiry are action research, aesthetic awareness, case study, workshops, dialogue session, classroom observation, journals, critical discourse analysis appreciative inquiry. Thus, the individual teacher and students are recommended to go through those strategies.

Teacher should transfer what they have learnt in different mode of teacher education and development activities. So, they are suggested to utilize that knowledge in their practice. As the culture of inquiry is the way of leading students to the lesson and enabling them to make sense of lesson, adequate strategies are required to use from the side of teacher and students for professionals skills.

Further Related

No research is complete itself. There are many areas which are not addressed by this study. Scholars who are interested to explore more on this area have been given the following recommendation for carrying out further researcher in the respective areas:

This research is based on a survey design. It is only based on the teacher views on the strategies and their practices of strategies to developed culture of inquiry for the professional development. For more intensive study, the new are recommended to

carry out action and experiment based research on the effectiveness of those strategies for developing professionals skills on the teacher.

This research covers only the views and uses of the strategies of thirty secondary level teachers of Nawalparasi district. It means, it is limited in its scope and purpose. So, other researches having wider scope are recommended to conduct from the side of new researchers in the coming days. Some other areas to be explored by the new researchers can be recommended as students perception's on the use of culture of inquiry, contribution of culture of inquiry in professionals development and so on since these are still unexplored areas.

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APPENDIX A

QUESTIONNAIRE FOR THE TEACHERS

Date:

Dear Sir,

The questionnaire is an integral part of my research study entitled "**Teacher's Strategies of Culture of Inquiry for their Professional Development**", under the supervision of **Mr. Resham Acharya**, Teaching Assistant at the Department of education, T.U. Kirtipur, Kathmandu. This research study attempts to search what strategies can best work in order to create favorable academic atmosphere in course of teaching. This questionnaire attempts to collect ideas. Feeling and perception from teacher about such strategies that can be used to develop culture of inquiry in ELT research.

Your kind co-operation in responding all the question will be extremely valuable to ascertain usefulness of the perception of the use of to develop culture of inquiry in ELT. So your participation in encouraged because only a small sample of trainers has been selected and a higher percent of returns in necessary for successful study. Please, feel free to put your response required by the questionnaire. I assure you that any information you provide will be treated with strict confidentiality.

Name :

Age:

Qualification:

School's name:

Training (if any):

Gander:

A. Answer the following questions:

1. What do you mean by culture of inquiry?

.....
.....
.....

2. What do you mean by teachers professional development?

.....
.....
.....

3. What are the different ways for teachers' professional development?

.....
.....
.....

4. Why a good teacher needs to be update with current practice in ELT?

.....
.....
.....

5. Write any three benefits of case study.

.....
.....
.....

6. How reflective diaries help to teachers' professional development?

.....
.....
.....

7. Why most of the teachers don't practice different strategies such as action research, reflective diaries and workshop and classroom observation in their teaching field? Write any three reasons.

.....

.....
.....

8. What are the strategies you practice in your class to develop culture of inquiry?

.....
.....
.....

9. Which strategies you mostly used in your classroom? Why?

.....
.....
.....

10. What are the benefits of cultural of inquiry for teachers' professionals development?

.....
.....
.....

B. Please state your opinion after each statement by ticking the alphabet that best indicates the extent to which the statement is true of you.

1. After each class lecture as quickly as possible, I review and organize my note,

- a. Never b. Sometimes
c. Most of the time d. Always

2. Which of the following strategies is best to develop professionalism in ELT?

- a. Action research b. Seminar
c. Reflective diaries d. All of above

3. How the action researches help to professional development? By Knowing.....

- a. About content b. about contextual Problem
c. About talent student d. About course related questions

4. Critical discourse analysis enhances the existing level of knowledge.

- a. Strongly agree b. Agree
c. No idea d. Disagree

5. For me culture of inquiry is the continuous process of searching new knowledge in teaching profession.

- a. Strongly agree b. Agree
c. No idea d. Disagree

6. Dialogue session is necessary in ELT because.

- a. It helps to share different idea.
b. It developed creativity on learner.
c. It helps to contextual learning.
d. All of above.

7. Most of the teachers dislike classroom observation by co-worker because.

- a. It is time consuming.
b. Threatening and frightening.
c. It destroys the creativity of the teacher.
d. It is difficult to apply.

8. By attending workshop one can develop professionally.

- a. Strongly agree b. Agree
c. No idea d. Disagree

9. Are you interested in conducting action research related to professional development?

- a. Yes b. No

10. What is culture of inquiry in teaching profession?

- a. Way of creating new knowledge
b. Sharing different ideas
c. Solve the different contextual problem scientifically
d. All of above

11. How do you feel about culture of inquiry practice in your school?

- a. Bad b. Very bad c. Good d. very good

12. Is there any facilities available to read news paper, journals and article at your school?

- a. Yes b. No

13. Why Aesthetic awareness is necessary in ELT profession?

- a. For developed knowledge and idea.
b. Self- awareness
c. Organizational and professional control
d. All of above.

14. I used different strategieses to developed culture of inquiry in classroom.

- a. Agree. b. Disagree c. No ideas d. Strongly agree

15. How much time you spend for professional development in day.

- a. One hour b. Two hour c. Three hour d. No idea

16. Single teaching methodology is suitable in all the context.

- a. Agree b. Disagree c. No ideas d. Strongly agree

17. Why most of the teachers don't practice different strategieses such as action research, reflective diaries, workshop and classroom observation in their teaching field?

- a. It is time consuming b. It is expensive c. Difficult to apply

18. What are the strategieses you practice in your class to develop culture of inquiry?

- a. Action research b. Workshops
c. Critical discourse analysis d. Classroom observation

19. Which strategies you rarely used in your classroom?

- a. Appreciative inquiry b. Journals
c. dialogue session d. logs

20. Which of the following is most important requirement of culture of inquiry?

- a. Administrative supports b. Vision
c. Collaboration d. No idea

21. Culture of inquiry is important in teaching because it helps to,

- a. Create new knowledge b. Sharing ideas
- c. Contextual learning d. Accountability

22. Critical discourse analysis help to develop.....

- a. Ideology b. Power c. Creativity d. no idea

23. Appreciative inquiry means.....

- a. Develop rapport with students
- b. Find out the individual differences
- c. develop curiosity
- d. No idea

24. Different strategies of culture of inquiry should be used inside the class because.....

- a. It gives the theoretical knowledge
- b. It develops creativity
- c. It provides new knowledge
- d. All of the above

25. Most of the teachers don't apply their training inside the ELT class room because.....

- a. They forget b. Difficult to use
- c. Time consuming d. They are habituated in lecture methods

.....
Informants Researcher
.....
Parwakharchapagain

Thank for your kind support!!!



QUESTIONNAIRE FOR THE TEACHERS

Date:

Dear Sir,

The questionnaire is an integral part of my research study entitled "Teacher's Approaches of Culture of Inquiry for their Professional Development", under the supervision of **Mr. Reshim Acharya**, Teaching Assistant at the Department of education, T.U. Kirtipur, Kathmandu. This research study attempts to search what strategies can best work in order to create favorable academic atmosphere in course of teaching. This questionnaire attempts to collect ideas, feeling and perception from teacher about such approaches that can be used to develop culture of inquiry in ELT research.

Your kind co-operation in responding all the question will be extremely valuable to ascertain usefulness of the perception of the use of to develop culture of inquiry in ELT. So your participation in encouraged because only a small sample of trainers has been selected and a higher percent of returns in necessary for successful study. Please, feel free to put your response required by the questionnaire. I assure you that any information you provide will be treated with strict confidentiality.



Name : Laxmi Prasad Pongeni

Age: 42

Qualification: MEd.

School's name: Sankalyan secondary school
Kaverisithi-1, Kalgapur

Training (if any):

Gender: Male

A. Answer the following questions:

1. What do you mean by culture of inquiry?

The way of seeking new strategies, methods and knowledge in teaching profession is called culture of inquiry.

2. What do you mean by teachers professional development?

The knowledge, achievement or activities that enhance the teaching career and create a favorable environment in teaching is called teachers professional development.

3. What are the different ways for teachers' professional development?

- ① Culture of inquiry
- ② Research oriented teaching
- ③ Action research etc.

4. Why a good teacher needs to be update with current practice in ELT?

To be the best instructor, a good teacher needs to be update with current practice in ELT.

5. Write any three benefits of case study.

- Helps to know about the student and his/her family status.
- Helps to ~~make~~ ^{select} the ~~required~~ ^{appropriate} teaching methods.
- It is comprehensive and free from bias.

6. How reflective diaries help to teachers' professional development?

- ⇒ It help the teachers to be update with
- ⇒ It help the teachers to improve the teaching strategies.

7. Why most of the teachers don't practice different approaches such as action research, reflective diaries and workshop and classroom observation in their teaching field? Write any three reasons.

- It is time consuming.
- It is monotonous.
- There is no monitoring and it is not compulsory.

8. What are the approaches you practice in your class to develop culture of inquiry?

- ⇒ Questionnaire
- ⇒ Simply asking oral questions
- ⇒ Collecting information visiting the parents etc.

9. Which approaches you mostly used in your classroom? Why?

- ⇒ Discussion
- Students loves it and get a lot of information through it.

10. What are the benefits of cultural of inquiry for teachers' professionals development?

- Teachers will be update
 → Teaching-learning activities will be effective

B. Please state your opinion after each statement by ticking the alphabet that best indicates the extent to which the statement is true of you.

1. After each class lecture as quickly as possible, I review and organize my note,

- a. Never b. Sometimes
 c. Most of the time d. Always

2. Which of the following approaches is best to develop professionalism in ELT?

- a. Action research b. Seminar
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- a. About content b. about contextual Problem
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4. Critical discourse analysis enhances the existing level of knowledge.

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 c. No idea d. Disagree

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6. Dialogue session is necessary in ELT because,
- a. It helps to share different idea.
b. It developed creativity on learner.
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7. Most of the teachers dislike classroom observation by co-worker because,
- a. It is time consuming.
 b. Threatening and frightening.
c. It destroys the creativity of the teacher.
d. It is difficult to apply.
8. By attending workshop one can develop professionally,
- a. Strongly agree b. Agree c. No idea d. Disagree
9. Are you interested in conducting action research related to professional development?
- a. Yes b. No
10. What is culture of inquiry in teaching profession?
- a. Way of creating new knowledge
b. Sharing different ideas
c. Solve the different contextual problem scientifically
 d. All of above

11. How do you feel about culture of inquiry practice in your school?
a. Bad b. Very bad c. Good d. very good
12. Is there any facilities available to read news paper, journals and article at your school?
 a. Yes b. No
13. Why Aesthetic awareness is necessary in ELT profession?
a. For developed knowledge and idea.
b. Self- awareness
c. Organizational and professional control
 d. All of above.
14. I used different approaches to developed culture of inquiry in classroom,
a. Agree. b. Disagree c. No ideas d. Strongly agree
15. How much time you spend for professional development in day.
a. One hour b. Two hour c. Three hour d. No idea
16. Single teaching methodology is suitable in all the context.
a. Agree b. Disagree c. No ideas d. Strongly agree
17. Why most of the teachers don't practice different approaches such as action research, reflective diaries, workshop and classroom observation in their teaching field?
a. It is time consuming b. It is expensive c. Difficult to apply

18. What are the approaches you practice in your class to develop culture of inquiry?

- a. Action research b. Workshops
c. Critical discourse analysis d. Classroom observation

19. Which approach you rarely used in your classroom?

- a. Appreciative inquiry b. Journals
c. dialogue session d. logs

20. Which of the following is most important requirement of culture of inquiry?

- a. Administrative supports b. Vision
c. Collaboration d. No idea

21. Culture of inquiry is important in teaching because it helps to,

- a. Create new knowledge b. Sharing ideas
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22. Critical discourse analysis help to develop.....

- a. Ideology b. Power c. Creativity d. no idea

23. Appreciative inquiry means.....

- a. Develop rapport with students
b. Find out the individual differences
c. develop curiosity
 d. No idea

24. Different approaches of culture of inquiry should be used inside the class because.....

- a. It gives the theoretical knowledge
- b. It develops creativity
- c. It provides new knowledge
- d. All of the above

25. Most of the teachers don't apply their training inside the ELT classroom because.....

- a. They forget
- b. Difficult to use
- c. Time consuming
- d. They are habituated in lecture methods


Informants

.....
Researcher
Parwakhari Chapagain

Thank for your kind support

APPENDIX A
QUESTIONNAIRE FOR THE TEACHERS



Date:

Dear Sir,

The questionnaire is an integral part of my research study entitled "Teacher's Approaches of Culture of Inquiry for their Professional Development", under the supervision of Mr. Reshem Acharya, Teaching Assistant at the Department of education, T.U. Kirtipur, Kathmandu. This research study attempts to search what strategies can best work in order to create favorable academic atmosphere in course of teaching. This questionnaire attempts to collect ideas, Feeling and perception from teacher about such approaches that can be used to develop culture of inquiry in ELT research.

Your kind co-operation in responding all the question will be extremely valuable to ascertain usefulness of the perception of the use of to develop culture of inquiry in ELT. So your participation in encouraged because only a small sample of trainers has been selected and a higher percent of returns in necessary for successful study. Please, feel-free to put your response required by the questionnaire. I assure you that any information you provide will be treated with strict confidentiality.

Name : Sita Dumre
 Age: 28
 Qualification: B.ed. MA (English)
 School's name: Saint Josephs' Secondary School
 Training (if any):
 Gender: Female

A. Answer the following questions:

1. What do you mean by culture of inquiry?

→ Culture of inquiry means way to develop teacher's profession.

2. What do you mean by teachers professional development?

→ This is way to be a better teacher. It is also way to gaining professional skills.

3. What are the different ways for teachers' professional development?

→ Training → Action Research
 → Seminars → Reflective diaries
 → Workshops

4. Why a good teacher needs to be update with current practice in ELT?

→ A good teacher needs to be update with current practice in ELT because it helps to enhance professional skills.

5. Write any three benefits of case study.

- Contextual and situated learning.
- Help to achieve the educational skills.
- Develop professional skills of the teachers.

6. How reflective diaries help to teachers' professional development?

- Reflective diaries are the tools to develop culture of inquiry in ELT.
- Maintaining the classroom events, problems reworking and interpreting for the better understanding.

7. Why most of the teachers don't practice different approaches such as action research, reflective diaries and workshop and classroom observation in their teaching field? Write any three reasons.

- It is time consuming.
- Teachers are habituated in traditional methodology.
- Lack of culture of inquiry.

8. What are the approaches you practice in your class to develop culture of inquiry?

- Action Research → Case study
- Workshops → Reflective diaries
- Classroom observation

9. Which approaches you mostly used in your classroom? Why?

In my classroom, I mostly used Action Research and Reflective Diaries because it helps to develop professional skills and also help for contextual learning.

10. What are the benefits of cultural of inquiry for teachers' professional development?

- Contextual learning.....
- Develop professional skills.....
- Help to use student centred techniques inside the classroom.

B. Please state your opinion after each statement by ticking the alphabet that best indicates the extent to which the statement is true of you.

1. After each class lecture as quickly as possible, I review and organize my note,

- a. Never b. Sometimes
c. Most of the time d. Always

2. Which of the following approaches is best to develop professionalism in ELT?

- a. Action research b. Seminar
c. Reflective diaries d. All of above

3. How the action researches help to professional development? By Knowing.....

- a. About content b. about contextual Problem
c. About talent student d. About course related questions

4. Critical ~~disourse~~ analysis enhances the existing level of knowledge.

- a. Strongly agree b. Agree
c. No idea d. Disagree

5. For me culture of inquiry is the continuous process of searching new knowledge in teaching profession,
- a. Strongly agree b. Agree
c. No idea d. Disagree
6. Dialogue session is necessary in ELT because,
- a. It helps to share different idea.
b. It developed creativity on learner.
c. It helps to contextual learning.
 d. All of above.
7. Most of the teachers dislike classroom observation by co-worker because,
- a. It is time consuming.
b. Threatening and frightening.
c. It destroys the creativity of the teacher.
d. It is difficult to apply.
8. By attending workshop one can develop professionally,
- a. Strongly agree b. Agree c. No idea d. Disagree
9. Are you interested in conducting action research related to professional development?
- a. Yes b. No
10. What is culture of inquiry in teaching profession?
- a. Way of creating new knowledge
b. Sharing different ideas
c. Solve the different contextual problem scientifically
d. All of above

11. How do you feel about culture of inquiry practice in your school?

- a. Bad b. Very bad c. Good d. very good

12. Is there any facilities available to read news paper, journals and article at your school?

- a. Yes b. No

13. Why Aesthetic awareness is necessary in ELT profession?

- a. For developed knowledge and idea.
b. Self- awareness
c. Organizational and professional control
 d. All of above.

14. I used different approaches to developed culture of inquiry in classroom,

- a. Agree. b. Disagree c. No ideas d. Strongly agree

15. How much time you spend for professional development in day.

- a. One hour b. Two hour c. Three hour d. No idea

16. Single teaching methodology is suitable in all the context.

- a. Agree b. Disagree c. No ideas d. Strongly agree

17. Why most of the teachers don't practice different approaches such as action research, reflective diaries, workshop and classroom observation in their teaching field?

- a. It is time consuming b. It is expensive c. Difficult to apply

18. What are the approaches you practice in your class to develop culture of inquiry?

- a. Action research b. Workshops
c. Critical discourse analysis d. Classroom observation

19. Which approach you rarely used in your classroom?

- a. Appreciative inquiry b. Journals
c. dialogue session d. logs

20. Which of the following is most important requirement of culture of inquiry?

- a. Administrative supports b. Vision
c. Collaboration d. No idea

21. Culture of inquiry is important in teaching because it helps to,

- a. Create new knowledge b. Sharing ideas
c. Contextual learning d. Accountability

22. Critical ~~discourse~~ analysis help^s to develop.....

- a. Ideology b. Power c. Creativity d. no idea

23. Appreciative inquiry means.....

- a. Develop rapport with students
b. Find out the individual differences
c. develop curiosity
d. No idea

24. Different approaches of culture of inquiry should be used inside the class because.....

- a. It gives the theoretical knowledge
- b. It develops creativity
- c. It provides new knowledge

d. All of the above

25. Most of the teachers don't apply their training inside the ELT class room because.....

- a. They forget
- b. Difficult to use
- c. Time consuming
- d. They are habituated in lecture methods

Sita Dumre

Informants

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Researcher

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Date:

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Your kind co-operation in responding all the question will be extremely valuable to ascertain usefulness of the perception of the use of to develop culture of inquiry in ELT. So your participation in encouraged because only a small sample of trainers has been selected and a higher percent of returns in necessary for successful study. Please, feel free to put your response required by the questionnaire. I assure you that any information you provide will be treated with strict confidentiality.

Name : Laxman Neupane
 Age: 34
 Qualification: M.Ed. / M.A. English
 School's name: Shree Janata Secondary School
Kawaloti-1
 Training (if any):
 Gender: Male

A. Answer the following questions:

1. What do you mean by culture of inquiry?

culture of inquiry is a process
of developing professional skills.
and a way to be a better teacher

2. What do you mean by teachers professional development?

This is a way to be a better
teacher which make a teacher
professional

3. What are the different ways for teachers' professional development?

different training, workshops, case study,
classroom observation, dialogue session
Action research etc are the way
for teachers' professional development.

4. Why a good teacher needs to be update with current practice in ELT?

A good teacher needs to be update
with current practice in ELT because
it make him/her better and professional

5. Write any three benefits of case study.

- following are the benefits of case study
- help to develop professional skills.
 - contextual learning
 - situated learning

6. How reflective diaries help to teachers' professional development?

- reflective diaries help to develop professional skills
- This is a way to develop culture of inquiry
- way to solve contextual and practical problem

7. Why most of the teachers don't practice different approaches such as action research, reflective diaries and workshop and classroom observation in their teaching field? Write any three reasons.

- It is time consuming
- we are habitual old methodology
- Lack of culture of inquiry

8. What are the approaches you practice in your class to develop culture of inquiry?

- case study, Action research,
workshops, classroom observation,
Appreciative inquiry etc.

9. Which approaches you mostly used in your classroom? Why?

- case study
- Action research
- workshops
- critical discourse analysis

10. What are the benefits of cultural of inquiry for teachers' professionals development?

- It help to solve practical problem
- help in contextual problem
- develop professional skills

B. Please state your opinion after each statement by ticking the alphabet that best indicates the extent to which the statement is true of you.

1. After each class lecture as quickly as possible, I review and organize my note,

a. Never	b. Sometimes
c. Most of the time	<input checked="" type="checkbox"/> d. Always

2. Which of the following approaches is best to develop professionalism in ELT ?

<input checked="" type="checkbox"/> a. Action research	b. Seminar
c. Reflective diaries	d. All of above

3. How the action researches help to professional development? By Knowing.....

a. About content	<input checked="" type="checkbox"/> b. about contextual Problem
c. About talent student	d. About course related questions

4. Critical discourse analysis enhances the existing level of knowledge.

<input checked="" type="checkbox"/> a. Strongly agree	b. Agree
c. No idea	d. Disagree

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