

**TEACHERS' VIEWS ON ACTION RESEARCH FOR  
PROFESSIONAL DEVELOPMENT**

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

**Submitted by  
Prakash Acharya**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2012**

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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:04-09-2012**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mr. **Prakash Acharya** has prepared this thesis entitled  
“**Teachers’ Views on Action Research for Professional Development**”  
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I recommend this thesis for acceptance.

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## ABSTRACTS

The present study entitled, "Teachers' Views on Action Research for Teachers' Professional Development" aimed to find out the views of teachers on action research for their professional development. To carry out this research study, both primary and secondary sources of data were used. The questionnaire including both closed ended and open ended questions were administered to collect the data to this study. The data were collected from the teachers teaching at the secondary and higher secondary schools of Chitwan District. Purposive sampling procedure was used to select the schools and the teachers. The schools were 30 in numbers and 40 teachers from the selected schools were the sample of this study. The collected data were analyzed by using tabulation, figure and their description. The findings of this study were that majority of the teachers who were from humanities background did not have enough knowledge about action research in the first year of their teaching career and majority of the informants practiced action research in their English language teaching classroom. Similarly, most of the teachers were found practicing action research in teaching learning of aspects and grammar.

This thesis consists of four chapters. The first chapter is an introductory chapter. It includes general background, review of related literature, objectives of the study, significance of the study. Especially, it includes the area around profession and professionalism in English language teaching. Chapter two, methodology incorporates sources of data, sampling procedures, tools for data collection, procedures for data collection and the limitations of the study. Similarly, the third chapter encompasses analysis and interpretation of the data quantitatively and descriptively. The concluding chapter is the chapter fourth. This chapter includes the conclusions of the chapter three. That is why findings and recommendations for research are presented in chapter four. The references and appendices are included in the concluding part of the thesis.

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## LIST OF SYMBOLS AND ABBREVIATIONS

AR	Action Research
%	per cent
CUP	Cambridge University Press
DoE	Department of Education
Edu.	Education
ELT	English Language Teaching
GTP	Graduate Teachers Programme
HS.	Humanities and Social Sciences
IATEFL	The International Association of Teachers of English as a Foreign Language
INSET	In-service Teacher Training
MoE	Ministry of Education
No.	Number
OUP	Oxford University Press
PD	Professional Development
PGCE	Post Graduate Certificate Examination
SCITT	School Centered Initial Teacher Training
S.N.	Serial Number
TD	Teacher Development
TESOL	Teachers of English to the speakers of other Language
TPD	Teachers' Professional Development
TT	Teacher Training
UN	United Nation
Viz	Namely

# **CHAPTER ONE**

## **INTRODUCTION**

The study entitled “Teachers’ Views on Action Research for Professional Development” attempts to describe professional development in the field of teaching profession. This chapter deals with general background of teachers’ professional development, review of the related literature, objectives of the study and the significance of the study.

### **1.1 General Background**

Development is a dynamic process of positive changes that improves the standards of people. Many people perceive teaching as a dynamic process and a demanding task that tests one’s commitment and courage. Teaching is a complex activity which requires a sound knowledge of child psychology, teaching learning strategies, curriculum, institutional rules and regulations where they are working. The availability of materials, the way of handling them and how to facilitate and understand others influence the teaching. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. Development is a distinct concept that many teachers think about teacher’s learning. Teacher learning is complementary to training, and which is motivated by teachers own questioning of who they are and what they do, rather than by any extended training agenda. TD is centered on personal awareness of the possibilities for change and of what influences the change process. It builds on past and helps for change in present and in future.

#### **1.1.1 Teacher Development**

Development means change and growth. Development always seeks to see positive changes over existing situation. Teacher development is the process of making effort by teachers for their better career in future. Underhill (1986, as cited in Head and Taylor, 1997) states that “teacher development is the process



of becoming the best kind of teacher that I personally can be”. Likewise, Head and Taylor (1997) opine that development relates to growth, personality and professionalism (p.1). Similarly, Richards and Farrell (2005) state that “it generally refers to general growth not focused on a specific job” (p.4).

Brown’s (1994) remark about teacher development is that “one of the most interesting things about teaching is that you never stop learning”. To put more clearly teacher development is the process of lifelong learning in teaching profession. It involves any activities aiming to achieve personal and professional growth for teachers. Development activities can range from observing colleagues’ classes, reading academic journals and books and attending conferences to collaborating with other teachers in the classroom researches or other professional projects.

In the past the concept of TD was seen unclear. In this regard, Diaz-Maggioli (2003) comment that “how little systematic attention has been directed to understand the TD (p.1) and point out that it is only the last few years that TD is a concept has come under scrutiny” (p.9). They wrote that TD must be conceptualized much more than it has been. Diaz-Maggioli (ibid) states;

We will not attempt to define TD...it will become clear use it both to specific development through in-service or staff development as well as to more through audiences in teachers’ sense of purpose instructional skills and ability to work with colleagues.

Similarly, Darling-Hammond (1994 as cited in Diaz- Maggioli 2003, p.9) offers a definition of TD. Her interpretation of professional development is implicit. She outlines the purpose, function and nature of the professional development in her definition. She calls “Teacher development as a process of enhancing teaching professional status by expanding the knowledge bases upon which the profession draws and increasing teacher’s epistemological awareness” (p.10). The conception of teacher’s professional development involves teachers investigating their practices to construct their own theories of

teaching. TD is an interpretation of professional development: professional development which can be seen as a process of professional growth. Similarly, Bell and Gilbert (1994 as cited in Diaz-Maggioli, 2003) define TD as:

TD can be viewed as teachers learning, rather than as others getting teachers to change. In learning the teachers were developing their beliefs and ideas, developing their classroom practices and attending to their feelings associated with change. (p.493)

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

On the contrary, professional development, in a broad sense refers to the development of a person in his or her professional role. Glattorn (1995, p.41 as cited in Villes and Reimers) states “More specifically, teacher development is the professional growth a teacher achieves as a result of gaining increased experiences examining his or her teaching systematically”. Similarly, Ganser (2000, as cited in Villes and Reimers *ibid.*) states that “professional development includes formal experiences (such as attending workshops and professional meetings, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to academic discipline , etc.)”. It goes beyond career development and staff development. Staff development can be defined as the growth that occurs as the

teacher's moves through the professional career and provision of organized in-service programmes which are designed to foster the growth of groups of teachers. It is only one of the systematic interventions that can be used for TD.

The conception of TD or TPD has changed over the years. Only from past few years the professional development of teachers has been considered as a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been changed so dramatically in recent years. Most of the people have started to refer it as a new image of learning, a new model of teacher education, a new revolution in education and even a new paradigm of PD.

#### **1.1.1.1 Strategies for Professional Development**

There is no specific strategic road to teacher's professional development. A wide variety of methods, procedures and options available are adopted by the teachers according to their convenience. Only one way of professional development is not sufficient so teachers' intuition should be analyzed their needs and the particular context before deciding the strategies for teacher development. Miller and Silverneill (1994, pp.40-42) identified three professional development activities: training for cooperative teachers; videotaped observation process and the presence of interns.

A wide variety of methods and procedures are available for in-service teacher development. Richards and Farrell (2005, p.14) state that a variety of approaches to professional development for language teachers are being identified they are equally beneficial for both in-service and pre-service teachers. In most schools and institutions today, language teachers are expected to keep up to date with developments in the field to regularly review and evaluate their teaching skills. They take a new teaching assignment according to the changing needs of the institution. Some teachers may also be expected to serve as methods to new teachers, to plan workshops and other professional activities, to present papers at seminars or conferences. To provide such opportunities to teachers, teacher's educators and teachers trainers should

involve themselves for their self development. The professional development activities are very beneficial not only for teachers but also for teacher educators and teacher trainers.

Learning strategies for teacher learning are the result of educators sharing what they have learned from their teaching experiences, reflecting on specific work experiences to uncover new understandings and listening to colleagues. They also share their best practices what they have discovered while trying out new programme or project. It is the learning, learning by doing, reflecting on the experiences and their learning with one and others. So, teacher development strategies include self initiative practices by teachers. Bullough and Crow (1991 as cited in Spratt 1994) suggest, “learning to be a teacher requires the development of professional self concept .This is achieved through a reassessment of one self and the context in which one works particularly the individual with which one interacts” (p.38). Language teachers require opportunities to work with for their developments.

For such opportunities, teachers need some activities or strategies like workshops, seminars, AR where they can reflect and share their own practices and experiences. According to Richards and Farrell (2005), there are eleven different strategies that can be used to facilitate professional development in language teaching. They are: workshops, self monitoring, and teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and AR.

The ultimate trust of PD for teachers is that which plays an essential role in the improvement of students learning and teachers learning themselves. This means that educators, policy makers, teacher trainers must pay attention to the result of professional development on job performance, organizational development and the success of all students. The importance of teacher development arises from the inadequacy of training courses which alone cannot fully enable teachers to be dynamic and professionally competent in their jobs.

Any training course either pre-serve or in-service, long term or short term can be entangled for shortcoming. Training courses, even lengthy ones such as TESOL, I.Ed., B.Ed., or M.Ed., INSET, pre-service courses cannot satisfy all trainers needs, nor they can solve the problems occurring in their practical life. The course itself is not the end of a career, after the course there is still life and trainees must face reality in their lives. So, different activities and strategies for professional development are essential which are life long and go beyond training courses.

### **1.1.1.2 Importance of Professional Development**

The time changes in education systems around the world. With the start of new millennium, many societies are engaging in serious and permissive educational reforms. One of the key elements in most of these reforms is professional development of teachers. Teachers' societies are finally acknowledging that teachers are not only one of the variables that need to be changed in order to improve their educational systems. But, they are also most significant change agents in these reforms being both subject and objects of change. Such reforms make the field of teachers' professional development growing and a challenging area. This has received major attention during the past few years.

The knowledge related to the field of language teaching and learning is never consistent. It goes on changing together with changes in the theories of language learning and emergence of new approaches and methods. So, there is a need of regular opportunities for the teachers to update their knowledge and skills in the field. Head and Taylor (1991,p.4) say “on narrowly subject bound teachers are a menace to the profession , yet a career structure, which emphasizes training at the expense of development means that such teachers proliferate”. Hence, learning to teach is life long process. Elonora-Villegas opines that in order to contribute for teachers professional developments the knowledge based educators, policy makers, teacher-educators and administrators who are engaged in the process of TD have to commit for planning, implementing and assessing sensible educational reforms.

According to Richards and Farrell (2005) in most schools and institutions today language teachers are expected to keep up to date with development. So, they regularly review and evaluate their teaching skills and take on new teaching assignments according to the changing needs of the institutions. Besides from the individual satisfactions or financial gain the teachers may obtain as a result of participating in professional development opportunities. The process of PD has a significant positive impact on teachers beliefs and practices, students' learning and on the implementation of educational reforms. By giving emphasis on importance of TD Penington (1990, as cited in Villages and Reimers, 2003) writes;

For long term professional development, education can provide confidence and the knowledge to continue to reach and to grow, while a practicum and pre practicum course can for example provide experience in accepting feedback and implementing suggestion offered as feedback by other professional –a colleague or supervisor. (pp. 134-135)

In sum, the professional development of teacher is a key factor which ensures the reforms at any level are effective and self initiated. The collaborative actives of professional development provide teachers great opportunities of learning which they can incorporate in teaching. Following Villegas the importance of teacher development can be seen from three factors: impacts on teacher's performance, impact on students learning and impact on educational reforms.

In an article considering the reaction for the emergence of teacher development as a distinct concept in English language teaching particularly in the UK Bolitho identified a number of background factors of significant. They are summarized as,

- ) The huge expansion of the language teaching industry, bringing large numbers of teachers into the profession, and the lack of career structure offering opportunities for variety and promotion.
- ) The mid-life crisis experienced by many teachers over ten or more years in the fields.
- ) Low pay and poor conditions of services in many institutions, and many teachers working on temporary or part time contracts, leading to low morale, low self-esteem, and often a sense of frustration and isolation among teachers.
- ) An increasing preoccupation with qualifications, British ELT needed to professionalize itself, yet higher academic courses seldom have the kind of practical orientation that many teachers hope for and there are no guarantees of a permanent at the end of them.
- ) The influence of Humanistic views of language teaching, while from a more academic base studies of second language acquisition were also bringing to focus on the learning process, spawning new ideas of a more learner-centered approach to teaching.

Considering the essentiality of professionalism of English Language Teachers Australian Colleague of Education states the following points.

- ) To be knowledgeable on subject matter and pedagogy
- ) To be effective in the care of development of all learners
- ) To adhere the professional and ethical standards
- ) To act as strong advocate for profession
- ) To contribute to the development of profession
- ) To reflect on strong ethical orientation across all areas of learning and teaching

Regarding the importance of understanding oneself in teaching profession Khaniya (2006) states,

people do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left behind . For this purpose people involved in it should be allowed to work for its development, advancements and continuous improvements.  
(p.9)

Teacher development activities make teachers up to date about their regular practices and reflect on those practices to bring new changes in the field of language learning and teaching. If they do not cope with new changes and dynamics, they will be left behind from the main stream of society of profession.

### **1.1.2 Teacher Training and Teacher Development**

Training refers to activities directly focused on a teachers' present responsibilities and is typically aimed at short term and immediate goals (Richards and Farrell 2005, p.3). They further say that it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concept and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles in the classroom.

According to Head and Taylor teacher training is essentially concerns with knowledge of the topics to be taught and the methodology for teaching it .It emphasizes classroom skills and technologies. Similarly, Underhill 1988 argues that teacher training is largely depends on pedagogical skills and knowledge of the topic that teacher has. Their skills and knowledge are associated with the methodology and techniques used by teachers. Here teacher training is seen as micro process of teacher education. Some of the goals of teacher training are:



- ) Learning how to use effective strategies to open a lesson
- ) Adopting the textbook to match the class
- ) Learning how to use group activities in a lesson
- ) Using effective questioning techniques
- ) Using classroom aid and resources
- ) Techniques for giving learners feedback on performance

On the other hand, teacher development is concerned with the learning atmosphere which is created through the effect of the teachers on the learners and their effect of the teacher. According to Richards and Farrell (2005, p.5) development generally refers to growth not focused on a specific job". They further say that it serves for a longer-term goal and seeks to facilitate growth of teachers understanding of teaching and themselves as teachers. It often involves examining different dimension of teachers' practices as basis for reflective review and can be seen as bottom up.

Strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values and principles; conversations with peers on core issues; and collaborating with peers on classroom projects. The teacher development is seen as macro process. Some of the goals of TD are:

- ) Understanding how the process of second language development occurs
- ) Understanding how our roles change according to the kind of learners we are teaching
- ) Understanding the kind of decision making that occur during lessons
- ) Developing and understanding of different styles of teaching

From the above discussion what we can say is teacher training and teacher development are different but complementary concept under teacher education. Regarding the concept of teacher development and teacher training Head and

Taylor (1997) state “it is more useful to see training and development as two complementary components of fully rounded teacher education” (p.9). Teacher training is a compulsory, competency based and often seen as short term but teacher development is a voluntary, holistic and long term process. The objective of teacher training is to built skills and techniques for the knowledge of teaching and is often top down whereas the objective of the teacher development is to built awareness towards language teaching and is always bottom up.

### **1.1.3 Teaching as Profession**

In the recent years new emphasis has been welcomed by teachers and teacher educators. In general it represents a much needed appreciation of teachers’ work. That is the activity of teaching is seen as a professional activity. This appreciation also promotes the concept of teaching as a profession which teachers have raised their voice from the past.

There have been debates over the years and through nations as to whether teachers are professionals as oppose to mere workers and whether teaching is a profession or just an occupation. Hoyle (2003, as cited in Villeages- Riemers 2003, p. 35) said, “the word profession had religious overtones as in a profession of faith: it also had the sense of dedicating oneself to .Some profession have never last this sense of a specific kind of dedication to the welfare to others. Those who engage in professional activities also professed to have knowledge that is not available to the public at large, but knowledge could be great public academic study use.

As in profession we have a kind of occupation which can only be professed after long and rigorous academic study, speech dedication and long and rigorous practice is involved in teaching so teaching is profession.

Khaniya (2006) states, “Teachers professors, engineers, layers, etc. are regarded as professionals”. He further mentioned that professional is who performs task involving only in skills and knowledge but also expertise and

teacher as a professional is necessarily change in the way the students do things or perform task after they receive information.

Teachers are not only transformer of expert knowledge to students but are major elements of the entire education system those are placed as the heart of education system (Dewey 1916, Dean 1992) pack and unpack the curriculum Tomlimson 1997) and thus they have to be more professional in their business (as cited in Poudel 2006). While we view teaching as a profession it provides a motivation and courage for continuous career growth.

Teachers' professional development is a lifelong process in which teachers keep themselves engaged in learning and expanding their expertise. Bolitho (1986 p.2) writes although teaching is a skill, that of which can be acquired by the study imitation of models , evaluations and other means it is not an activity which can be successfully conducted in a way which is extrinsic to a person's being.

#### **1.1.4 Professional Development in English Language Teaching**

A profession simply means a type of job that requires special training, high level of knowledge and skills. As Taylor (1987) defines a profession is an occupation that assumes responsibility for some tasks too complex guided by the rules. For Wiler (1995), professions are at the top of the hierarchical pyramid of occupation, they are expert in the particular field and they rationally employ advance knowledge in common good (cited in Joshi (2010, pp.12-13). Professionals perform the task by artistic adaptation of general principles in order to perform the responsibilities. The language professionals must have to understand the objectives underlying these responsibilities.

No doubt professional development is the ultimate goal for all those involved in different professions be it medicine or driving but the concern here is with ELT. Professionalism in language teaching does not have long history.

Regarding history of the language teaching as profession, Richards and Rodgers (2001, p.1) states that language teaching comes into its own as a profession in the twentieth century. The whole foundation of contemporary

language teaching was developed during the early part of twentieth century. As applied linguistics and other sought to develop principles and procedures for the design of teaching and learning, they also developed materials which are drawing the developing fields of linguistics and psychology to support a succession of proposal for that were thought to be more effective and theoretically sound teaching methods.

Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching. Similarly, Ur (2002, P.390) claims that English language teaching has not yet reached the level of professionalism. To put it another way, English language teaching is in the process of professional development in the world including Nepal.

English language teachers are professionals and they, therefore need a specific kind of knowledge skills and expertise for which they need training according to their needs. Putting in another way, they cannot be English language teaching professionals without the knowledge of English language training. By virtue of its nature, English Language teaching professionals constitute a specific group of people and have a specific kind of publications like ELT journal, Young voices in ELT, they organize specific conferences like IATEFL, TESOL, NELTA, and Asia TEFAL. Obviously, for professional development English language teacher therefore requires a great deal of development in specified skills, knowledge, expertise in the field of ELT which cannot be replaced by any kind of training or courses.

Academic qualifications once acquired are not enough forever. So, professional development helps teachers to update themselves. Thus it can be said as an ongoing learning process in which teachers engage voluntarily to learn how their teaching can be made effective to fulfill the learning needs of their students. The key goal of professional development is to promote effective teaching that results in learning gains for all students. To achieve this teachers have to walk together with the changing time and context, they require

different learning strategies for professional development. To support this view, Pennington (1990) believes that every teacher needs professional growth throughout her career (as cited in Ganwali 2008, p. 219). Teachers are professionals so they need to do such activities and rigorous efforts to develop themselves for their career.

### **1.1.5 Professional Development of Teachers**

The professional development is the sum total of formal and informal teaching pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. Day (2004) thought a more descriptive interpretation of professional development and defines the term as:

The process by which alone and with others, teachers interview, renew and extended their commitment as change agent to moral purposes of teaching; and by which they acquire and develop critical knowledge , skills, planning and practice with children ,young people and colleague through each phase of their teaching lives. (p.4)

PD of teachers is the activity in which the teacher works alone or with others to walk with change processes of education. They develop and acquire critical knowledge, skills and practice them for planning the educational reforms. Bredeson (2002) perceives the notion of PD through three interdependent concepts: learning, engagement and improved practice and defines professional development as “learning opportunity that engages in ways that string them their practice”. (p. 663) Professional development of teacher is seen as the focal point of three different aspects of career which are personal, team and school development. The professional development practices of teachers are associated with learning the situation, engaging in the situation and bringing the appropriate improvements.

### **1.1.6 Action Research**

Action research refers to teacher conducted classroom research that seeks to clarify and resolve practical classroom issues and problems. It is a teacher initiated classroom investigation which seeks to increase teachers understanding of classroom teaching and learning. Richards (2005) states:

The term ‘action research’ refers to two dimensions of activity. The word ‘research’ in action research refers to a systematic approach carrying out investigations and collecting information that is designed to illuminate an issue or problem and to improve classroom practices. The word action refers to taking practical action to resolve classroom problems. (p.171)

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

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

that AR is investigating problems by practitioners and they can evaluate their own action themselves. So, it is self initiated in nature. Kemmis and McTaggart (1992 as cited in Cohen, Manion and Morrison 2010) define AR as,

Action research is concerned equally with changing individuals on the one hand and on the other hand the culture of the groups, institutions and societies to which they belong. The culture of group can be defined in terms of the language discourses activities and practices and social relationships and organization which constitutes the interaction of a group. (p.289)

They argue that the defining characteristics of AR are that it is carried out by practitioners (for our classroom teachers) rather than outside researchers. Secondly, that it is collaborative; and thirdly, that it is aimed at changing things.

#### **1.1.6.1 Characteristics of Action Research**

Regarding the characteristics of AR Cohen, Manion and Morrison (1985) state that “action research is first and foremost situational being concern with the identification and solution of problems in a specific context”. They also argue that collaboration is an important feature of this type of research. The aim of AR is to improve the current state of affairs within the educational context in which the research is being carried out. According to Kemmies and Me Taggart (1992 as cited in Cohen, Manion and Morrison 2010) some of the principles of AR are:

- ) AR is an approach to improving education by changing it and learning from the consequences of changes.
- ) AR is participatory.

- ) AR develops through the self reflective a spiral of cycles of planning, acting, observing reflecting and re-planning.
- ) AR is collaborative.
- ) It establishes self-critical communities.
- ) It is a systematic teaching process in which people act deliberately.
- ) It involves people in theorizing about their practices.
- ) It requires that people put their practices.
- ) It is open-minded about what counts as evidences.
- ) It involves keeping a personal journal in which we record our progresses and our reflection.
- ) It is a practical process because it involves us in making changes.
- ) It involves people in making critical analysis of the situations.
- ) It starts small and works towards extensive chances.

Similarly, Richards (2005, p.121) listed the following characteristics of an AR:

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

AR is the practitioner initiated research which is generally collaborative in nature and requires improvements in existing practices or situations. Analyzing different views of different scholars, the characteristics of AR can be summarized in the following points:

- ) It is carried out by practitioners.
- ) It is conducted during the regular classroom teaching.
- ) The nature of action research is mostly collaborative.
- ) Its nature is cyclical; planning, acting, reflecting and re-planning.



- ) Improvement is desired.
- ) It is participatory in nature.

### **1.1.6.2 Steps or Procedures of Action Research**

Various researchers have identified various steps of AR. The general steps of AR are: Planning, acting, observing and reflecting. Following Nunan (1992) the main steps of action research are as follows:

- i. Identification
- ii. Preliminary investigation
- iii. Hypothesis
- iv. Intervention
- v. Evaluation
- vi. Dissemination
- vii. Follow up

Likewise, Meniff (2002, p. 71) sets out eight step model of action research process. They are:

- i. Reviewing current practices
- ii. Identifying an aspect to improve
- iii. Imagining a way forward
- iv. Trying it out
- v. Monitoring and reflecting on what happens
- vi. Planning in light of what is found
- vii. Evaluating the modified action
- viii. Continuing until the satisfaction is gained

### **1.1.6.3 Importance of Action Research**

Action research is a research based teaching; it is best thought of as adding a research dimension to existing practice as a way to better understand and improve such practice. Teachers who have carried an AR often report significant changes to their understandings of teaching. AR also seeks to

change the role of teacher by giving teachers the means to their own aspects for improvements. It also shifts the responsibility for change from the outsiders to teachers themselves. In this regard Seiger (1998 as cited in Richards 2005) comments “By changing the role of teachers we can profoundly change the teaching and teaching process in our school system”.

Following Kemmis and McTaggart (1988) AR typically involves small scale investigative projects in the teachers own classroom and consists of a number of phases which often reoccur in cycles; and initiative for these who are related to educational process.

Action research works on and tries to solve the real, practitioner identified problems of everyday practice. It is collaborative and builds in teacher involvements and seeks causes and tries to work on these causes. The solutions are suggested by the practitioners involved. AR involves a divergent phase and convergent phase. It plans an intervention and evaluates the success of the intervention in studying and identifying problems. Kimber (2000 as cited in Norton 2009, p.14) states employing an AR approach does not guarantee a change in beliefs. AR projects though do at least provide a mechanism for perspectives transformation through regular meetings with participants”. Here Kimber sees that AR as collaborative reflective practices which provide opportunities to the teachers work with colleagues. It is one of the strategies for teacher learning.

From the above views about the AR, we can find that when teachers conduct research in their classroom, they not just only reflect their teaching but they also help to change the way we practice in our classroom, change the materials and also revise the curriculum. In this regard the small scale researches help in the field of curriculum development, classroom management and materials development.

Action research requires the teacher to investigate an issue that he or she has been puzzled for a period of time and engaging them in a process of planning action, observation and reflection. As a result of insight gained from

undertaking an AR project language teachers not only learn a lot about their own teaching but can also become more expert at investigating the practiced theory in their own classroom.

Regarding the importance of collaborative AR Woothouse (2005 as cited in Norton 2009, p.31) says that there are two main benefits of doing research collaboratively;

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

The AR process encourages teachers to take control of their own professional development by being active learners. Hence, Hankay and Telford and Seller (2003) argue that there is because AR

- ) Encourages teachers ownership to the change initiative
- ) Encourages collaboration
- ) Increase teacher's willingness to invest time in addressing problems
- ) Gives teacher a voice

Similarly, Elliot (1997 as cited in Norton 2009, pp.10-12) explores the importance of AR in the following points,

- ) Empowers teachers
- ) Involves teaching practices
- ) In an importance and influential sources of PD
- ) Provides public as opposed to specialist knowledge produces by academics

### **1.1.7 Action Research for Professional Development**

Action research empowers individuals and groups to take control over their lives within a framework of the promotion, rather than the suppression of generalizable interests. Habermas (1997 as cited in Cohen, Manion and

Morrison, p.203) states that the AR can be seen from three fold grounding typification; they are technical AR, practical AR and emancipator AR.

Technical AR is designed to render an existing situation more efficient and effective. Practical AR is designed to promote teachers professionalism by drawing on their informed judgment. And, emancipator AR has an explicit agenda which is political as it is educational.

The AR can be conducted in small scale or in broad scaled affair and practices. Whatever the type of AR is the major goal is the empowerment of person for their professional development. In AR the practitioners are dividing into two camps (Kemmis, 1997) the reflective practitioners: who are involved in improvement for practice at local level perhaps classroom level, within the capacities of individuals and the situations in which they are working: and the critical theorists: who are working for a border agenda of changing education, changing schooling and changing society. In giving stress on AR practices for PD, Richards (2005) states as,

Whatever level the practitioners work they empower themselves for achieving professional autonomy through professional development.

Being collaborative in nature, teachers work in team so they can get better opportunity of learning from the senior or more experience teachers. They have mutual sharing of knowledge and experience while doing action research which is valuable source of professional growth.

(p.2)

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

## **1.2 Review of Related Literature**

This study provides information of previous researches and other related literature on professional development. The aim of reviewing the previous researches and literature is to explore what has already been done before and what is left to be done in the very realm.

Kabilan (2007) conducted a research on “English Language Teachers Reflecting on Reflections” in Malaysia. The objective of his study was to find out the practices of reflecting on reflections by English teachers. He used observation as research tools. The findings showed that to increase the reflective practice the concept of reflective practices had to be scaffolded by the activities like breaking routines, changing perspectives and examining assumption. Writing critical reflections of their own practices and reading others reflection formed the pre-service teacher’s fundamental pedagogical knowledge which is necessary to learn appropriate way to teach in future.

Maski (2010) conducted a research entitled “ Strategies for Pre-service secondary English teachers Development in the UK” to find out the efficiency of post graduate certificate examination school centered initial teacher training and graduate teacher programme for TPD and to find out the role of learning theories of initial teacher training and vocational training in English teaching. He used questionnaire and interview as the research tools to obtain the intended objectives. He found that the trainee teachers have been able to develop their teaching personality from their PGCE, GTP and SCITT courses and they have accepted that their personal skills also develop the schools. He further found that the trainee teachers agreed that learning theories are fundamental for English language teaching because the knowledge of those theories provide framework for the application of strategies.

Khanal (2011) conducted a research entitled “Strategies for Professional Development: A Case of Secondary Level English Teachers” to identify the strategies used by secondary level teachers of English for their professional development. Six English language teachers were selected for observation and

interview. The findings of the research showed that the strategies used by teachers having below five years of experiences were self monitoring, workshop, conferences, seminars and workshop. The experienced teachers used different strategies in the classroom where the teachers having the experiences below five years faced many problems or they were less skilled. He also found that all the teachers used different strategies for their professional development.

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

Dahal (2012) conducted a research on “Practices of Monitoring of English Language Teachers for Their Professional Development”. The study was carried out to identify monitoring practices employed by English language teachers for their professional development and to identify the perceived benefits of monitoring practices. That qualitative study was employed with interview schedule as the tool for data collection. The findings showed that teachers agreed on monitoring practices are very useful for teachers’ professional development and they also had positive attitudes towards self monitoring. He also found that teachers used monitoring as the tool for professional development and all teachers were directly and indirectly benefited from different monitoring activities like peer observation , sharing experiences and obtaining feedback from students.

The above mentioned research works are related to professional development of teachers and their independent learning but they are not related to teacher’s

endeavours to practices of AR for professional development. According to my knowledge, much research work has been carried out on teacher development and professional development of the teachers. So, this was only my attempt to study views of teachers on AR for their professional development. That is why, this study was different from others studies.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i. To find out the views of teachers on action research for their professional development.
- ii. To list some pedagogical implications.

### **1.4 Significance of the Study**

Each and every study is important for the institutions, scholars, professors, students and the researchers who are interested in particular areas. This study reveals the practices of AR by secondary level school teachers for their professional development. It also deploys challenges faced by teachers while doing AR work in their classroom and how they overcome from those challenges. Professionalism is now the buzz word everywhere. It has a great significance in the context. It is not only important for the professionals and novice teachers, researchers of this field of the study and the teacher development but also for the professionals related to other profession rather than teaching. Though, the ARs are being carried out by language teachers. This study sees such practices from professional development perspectives. It reveals how the teachers relate research activities to their professional development. So, it is the stimulus to the language teachers and people who are associated with teaching field for their further researches and professional development.

# **CHAPTER TWO**

## **METHODOLOGY**

This study investigated the EFL teachers' self learning activities, AR which helps learning to the teachers of their context. So, to accomplish the objectives of the study the following methodologies were adopted.

### **2.1 Sources of Data**

The primary sources of data were used to accomplish the intended objectives of this study. However, data were collected by using both primary sources of data and secondary sources of data. To collect intended data, both the primary and secondary sources of data were used.

#### **2.2.1 Primary Sources of Data**

The primary sources of data of this study were the 40 teachers of English of secondary and higher secondary schools of Chitwan district who were teaching English in secondary and higher secondary level.

#### **2.1.2 Secondary Sources of Data**

Various books, journals like Head and Taylor (1997), Brown (2000), Wallace (2001), Ur (2002), Awasti (2003) Villegas and Reimers (2003), Richards and Lockhart (2005), Khaniya (2006), Gnawali (2008), Richards and Farrel (2010), etc. were used to complete this study. In addition to them, various articles, reports, the websites related to TD/TT/TPD and the worksheets, journals, magazines which were found in teacher development and professional development of teachers were used as the secondary sources of data to this study.

### **2.2 Sampling Procedures**

For this study a sample of forty secondary/higher secondary level teachers of English were selected from Chitwan district. They represented both the



(private) English medium school and (public) Nepali medium school. The English teachers from each school were selected by using non-random sampling procedures.

### **2.3 Tools for Data Collection**

Regarding the use of the tools for data collection, questionnaire with closed-ended and open ended questions were administered. Questionnaires were distributed to the teachers to find out their activities for independent learning for their professional development through AR. The possible questions for questionnaire are given in appendix –A.

### **2.4 Processes of Data Collection**

The following processes were used in order to collect the primary data.

- ) The names of the schools were enlisted from the District Education Office of Chitwan district.
- ) Schools were selected by using non-random sampling procedure.
- ) The name of the teachers were enlisted and selected by using non random sampling procedures.
- ) The schools were visited by the researcher and the processes and purposes of the study were explained to the concerned persons.
- ) The permission was taken from the authority to conduct this study.
- ) The teachers were informed about the study.
- ) The questionnaires were distributed to the concerned teachers to collect the data of this study.
- ) The filled questionnaire forms were collected from the teachers.

### **2.5 Limitations of the Study**

This study had the following limitations:

- ) It was limited to schools of Chitwan district.
- ) It was limited to forty secondary/higher secondary level English teachers.

- ) This study was limited to the teachers' endeavours of learning through AR as strategy for professional development.
- ) The tools were the questionnaires.
- ) Only the classroom AR was focused with teachers' practices of AR for their professional development.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with presentation, analysis and interpretation of the data obtained from primary sources of data. The data were collected with the use of questionnaire consisting of both closed-ended and open-ended questions. The questions were constructed being based on the objectives of the study. The data were collected from 40 secondary level English language teachers from different 30 schools of Chitwan district.

The questions were arranged thematically into three groups to meet the objectives of the study. The collected data were analyzed, interpreted under the three main headings:

- ) English language teachers' awareness towards the action research for (teachers) professional development
- ) Views of teachers on practices of action research as strategies of professional development
- ) Teachers' views on relating action research practices with professional development activities

The participants were asked 22 closed-ended questions requiring them to tick the alternatives and 10 open-ended questions requiring the answer in their own words and opinions. The analysis of the collected data was carried out as accurately as possible. The data were analyzed and interpreted statistically and descriptively.

#### **3.1 English Language Teachers' Awareness towards Action Research for Professional Development**

The objective of the study was to find out the awareness of the English language teachers' on AR for professional development. One open-ended and four closed-ended questions were asked to find out the awareness of the

teachers on AR for professional development and 6 closed –ended questions were asked to find out the perceptions of the teachers. So, this heading was also divided into two sub headings to make the study more convenient. They are;

- ) Awareness of the teachers on action research for their professional development
- ) Teachers’ perception on action research for professional development

### **3.1.1 Awareness of the Teachers on Action Research for Their Professional Development**

In order to elicit the required information for finding out the teachers’ knowledge about AR; one open- ended question and 4 closed-ended questions were provided to the teachers to respond. Being based on the collected information through teachers to closed-ended questions the data has been presented in table No. 1.

**Table No. 1**

**Teachers Awareness about Action Research**

S.N.		Faculty type	Responses							
			SA		A		UD		D	
			No	%	No	%	No	%	No	%
1	Every teacher is familiar with the term action research from the first year of his/ her career	Edu.	6	15	6	15			10	25
		HS.			2	5	6	15	10	25
2	Most of the English language teachers practice action research through the first year of their career	Edu.	5	12.5	8	20	2	5	7	17.5
		HS.	4	10	4	10	3	7.5	7	17.5
3	Action researches are developmental activity for teachers' PD	Edu.	10	25	8	20	1	2.5	3	7.5
		HS.	10	25	5	12.5			3	7.5

SA=Strongly Agree, A= Agree, UD=Undecided, D=Disagree

Table No. 1 shows that the participants were asked the statement, “Every teacher was familiar with the term AR from the first years of his/ her career”.

In responses to the statement 15 percent teachers strongly agreed. Among them all teachers were from education background. In the same statement 20 percent of the teachers agreed where 5 percent of the teachers were from Humanities and social sciences background and 15 percent of them were from education background. In the same way 50 percent of teachers disagreed the statement. Only, 15 percent of them were undecided about the statement. Thus more than half (i.e., 65%) of them were unfamiliar with the term AR from the first year of their school year as a teacher.

Similarly, analyzing the response to the statement No. 2 it was found that 22.5 percent of the teachers strongly agreed and 30 percent of the teachers agreed with this statement, “Most of the English language teachers practice AR through the first year of their career”. The teachers who agreed with the statement were 10 percent from Humanities and social sciences background and 20 percent were from education background. The table reveals that 12.5 percent of them were undecided and 35 percent of them disagreed with the statement. So, about half (i.e. 52.5 %) of the teachers practiced AR through the first year of their career and the rest of them (i.e. 47.5%) of them did not practice AR from the first year of their career.

Analyzing the response to the statement No. 3 “ARs are developmental activity for teachers’ professional development”, 50 percent of teachers strongly agreed; among them 25 percent of them were from Humanities and social sciences background and 10 percent of them were from education background. The teachers who agreed the statements were 32.5 percent, 2.5 percent of them were undecided and 15 percent were disagreed. It shows that 75 percent teachers were aware about ARs as they are developmental activities for their professional development.

### **3.1.1.1 Teachers’ Knowledge about Action Research**

To find out the teachers knowledge about AR related to the definition they were asked another closed-ended question. The question was related to the

awareness of teachers on AR, which consisted the definition of AR with alternatives. The teachers had multiple responses which are presented in table No. 2.

**Table No. 2**  
**Teachers' Knowledge about the Term Action Research**

S.N.	Responses	Edu.		HS.		Total
		No.	%	No.	%	%
1	Teacher conducted classroom	10	25.0	5	12.5	37.5
2	Self initiated learning	8	20.0	6	15.0	35.0
3	Researching in teaching	20	50.0	16	40.0	90.0
4	Reflective practice	20	50.0	18	45.0	95.0
5	Learning from teaching	22	55.0	11	27.5	92.5
6	Improving teaching by researching	19	47.5	9	22.5	70.0
7	Changing the way we practice by research			2	5.0	5.0

No=Number, %= Percentage, Edu.=Education, HS.=Humanities and social sciences

In response to the statement “Action research is ...”, among the four responses given in the questionnaire, 95 percent of the teachers’ responded to reflective practice, among them 50 percent of them were from education background. In the same question there was space for teachers to give their view and it was found that 97.5 percent of them took AR as learning from teaching and 70 percent of them viewed AR as improving teaching by researching. The data shows that most of the teachers were aware about the concept AR.

### 3.1.1.2 Teachers' Awareness on Action Research for Professional Development

In order to elicit the required information for finding out the teachers; awareness on AR for professional development, the teachers were provided one open-ended question to respond. The question was “how do you define AR?” Based on responses provided by the teachers to the question the data has been presented in table No. 3.

**Table No. 3**

#### Teachers Awareness on Action Research for Professional Development

S.N.	Responses	Edu.		HS.		Total
		No.	%	No.	%	%
1	It is reflection on real problems.	6	15.0			15.0
2	It is done in order to solve the genuine problems immediately in the classroom to apply in the field.	5	12.5	2	5.0	17.5
3	Teacher conducted classroom research which develops the professionalism of teachers.	4	10.0			10.0
4	Small scale classroom investigation to solve problems of teaching.			4	10.0	10.0
5	Action research helps to find out various types of new things by doing new activities	3	7.5			7.5
6	Recent or on the spot research which is done to study the problems and improve that.			3	7.5	7.5
7	The action which enhances the teachers' autonomy in his /her teaching career.			2	5.0	5.0
8	The research which has the primary goal			2	5.0	5.0



	of finding the problems and solving them by bringing out a practical action.					
9	The reflective process of progressive problems solving to increase the understanding of classroom teaching and learning.	2	5.0			5.0
10	Teacher initiated classroom investigation which seeks to increase understanding of teaching and learning.			2	5.0	5.0
11	A particular research done in the classroom teaching and learning.			1	2.5	2.5
12	Study of particular problems in classroom teaching to find out the appropriate solutions of that problem.			1	2.5	2.5
13	Action research is a joint venture of language teachers to solve the specific problems related to language teaching and learning.	1	2.5			2.5
14	Action research is a form of investigation through which the researchers attempt to solve problems and improve professionalism. It is a systematic chain of finding problems. Planning, action and improving or output.	1	2.5			2.5

No=Number, %= Percentage, Edu.=Education, HS.=Humanities and social sciences

Table No. 3 shows the definition given by the teachers about the AR. According to the data 15 percent of teachers defined AR as reflecting on real problems, whereas 10 percent of them defined it as small scale classroom investigation to solve the problems of classroom. Among the 22 teachers from

education background 36 percent of the teachers thought AR as a research which is done on their regular action to bring positive changes. Among the 18 teachers from Humanities and social sciences background 16.5 percent of them defined it as the activity to find out various types of new things by doing new activities and 11 percent of them believe it as the action which enhances their autonomy in their teaching. Among all the respondents 92.5 percent teachers believed it as individual activity which they can conduct in their classroom and 7.5 percent of them took as team activity or joint venture in which they shared their experiences and tried out to find their solution. One respondent which is 2.5 percent of the total respondents only defined AR on the basis of its procedures. He defined it as a systematic chain of findings problems, planning, action and improving or output. Here, the data shows that though teachers have knowledge of AR but they do not have knowledge about its procedures.

### **3.1.2 Teachers' Perception on Action Research for Professional Development**

In order to elicit the required information for finding out the teachers' perception on AR, the teachers were provided 5 closed ended questions to respond. On the basis of the responses provided by the teachers to closed-ended questions the data has been presented in the table No. 4.

**Table No. 4**

#### **Teachers' Perception on Action Research for Professional Development**

S.N.	Statements	Faculty type	Responses							
			SA		A		UD		D	
			No	%	No	%	No	%	No	%
1	Action research is related to self	Edu.	8	20.0	14	35.0				

	awareness of teachers.	HS.	11	27.5	7	17.5				
2	Action research is individual perspective of teacher learning for professional development.	Edu.	6	15.0	14	35.0	1	2.5	1	2.5
		HS.	6	15.0	9	22.5	3	7.5		
3	Action research is the professional activity of teachers which is accomplished by reflecting on the regular activities.	Edu.	11	27.5	11	27.5				
		HS.	7	17.5	7	17.5	2	5.0	2	5.0
4	Action research is continual activity of teachers in their ELT classroom.	Edu.	6	15.0	12	30.0	2	5.0	2	5.0
		HS.	9	22.5	6	15.0			3	7.5

No.= Number of teachers, %=Percentage, SA=Strongly Agree, A= Agree, UD=Undecided, D=Disagree

Table No. 4 shows that in response to the statement “Action research is related to self awareness of teachers”, among the 40 respondents the collected data reveals that 47.5 percent of the teachers strongly agreed where 20 percent of them were from Humanities and social sciences and 11 in number were from education background. Similarly, 14 out of them from education background agreed the statement and 17.5 percent of the total teachers from Humanities

and social sciences agreed to the statement. It reveals that all teachers perceived AR as the self- awareness of teachers for their professional development.

In response to the statement “Action research is individual perceptible for teachers learning for professional development”, 30 percent teachers strongly agreed and 57.5 percent of them agreed. The teachers who agreed on the statement were mostly from education background that is 50 percent of the total teachers of the study. The table shows that 10 percent of them were undecided and only one teacher disagreed with the statement. It reveals that 87.5 percent teachers perceived AR as individual perspective for professional development.

Among the 40 respondents the collected data to the statement “Action research is the professional activity of teacher which is accomplished by reflecting on regular activities” reveals that 45 percent teachers strongly agreed and 45 percent of them were agreed. The data also reveals that 5 percent of teachers were undecided and same percent of the respondents disagreed with the statement were from Humanities and social sciences stream. It shows that most of them perceived AR as professional activity which is completed or conducted by evaluating our practices about 8 percent of them perceived AR as doing research in new activities for them reflection of activities is not necessary.

Similarly, from the data abstracted for statement No. 4., 37.5 percent teachers strongly agreed the response and 45 percent of them agreed the statement “action research is the continual activity of the teachers in their ELT classroom”. Among 45 percent respondents, 12 were from education background and 6 were from Humanities and social sciences stream. The data shows that 2 of the respondents from education background were undecided and 12.5 percent of them disagreed with the statement. It shows that about 75 percent of the teachers perceived that teachers continually conduct such types of small scale research activities in their English language teaching classroom.

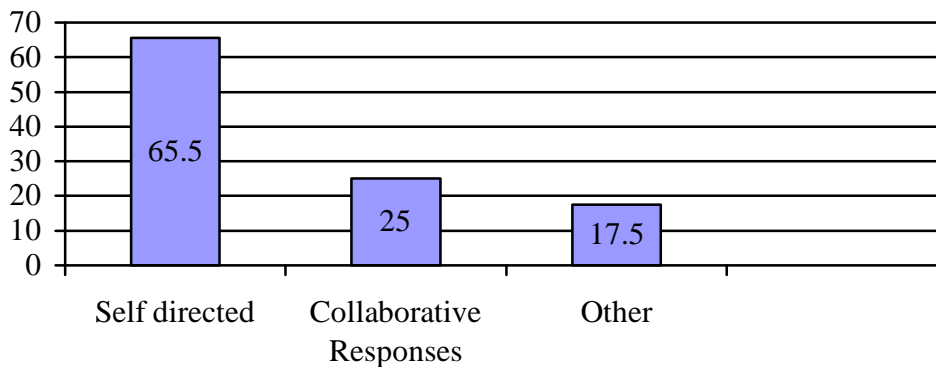
### 3.1.2.1 Teachers Perceptions on Action Research as Strategy of Their Learning

In order to finding out teachers' perception on AR as their strategy for PD, the teachers were asked another closed-ended question. The question was "Which of the following strategies of the teachers learning is related with action research?" The respondents were provided three options to respond. The responses to this question are presented in the following figure.

**Figure No. 1**

#### **Teachers' Perceptions on Action Research as Strategy of Their Learning**

Percentage



The figure shows that 65.5 percent teachers perceived AR as self-directed learning for their professional development. Similarly, 25 percent teachers agreed AR as collaborative strategy for their learning. The other 17.5 percent of them thought doing AR as other strategy of learning rather self-directed and collaborative. It reveals that majority of the teachers were not of the ideas that AR is the way of self-directed learning (SLD).

### 3.2 Views of Teachers on Practices of Action Research as Strategy of Professional Development

The main objective of the study was to find out the views of teachers on practices of AR for their professional development. For eliciting the required information to meet the objective teachers were provided 9 closed-ended and 6

open –ended questions to respond. Based on the responses provided by the teachers to 6 closed ended questions, the data has been presented in the table No. 5.

**Table No 5**  
**Practices of Action Research for Professional Development**

S.N.	Statements	Faculty type	Responses							
			SA		A		UD		D	
			No	%	No	%	No	%	No	%
1	Action research is different from other conventional types of research that is focused on individual or small group professional practice.	Edu.	13	32.5	7	17.5	1	2.5	1	2.5
		HS.	5	12.5	8	20.0	4	10.0	1	2.5
2	Action researches can be conducted in regular practiced classes.	Edu.	4	10.0	12	30.0	1	2.5	3	7.5
		HS.	6	15.0	8	20.0	1	2.5	5	12.5
3	Action research always brings positive changes over existing situation.	Edu.	5	12.5	15	37.5	3	7.5	1	2.5
		HS.	5	12.5	7	17.5	1	2.5	3	7.5

4	Improvement of the issue is the main goal of conducting action research.	Edu.	10	25.0	12	30.0				
		HS.	7	17.5	8	20.0	2	5.0	1	2.5
5	Dissemination of research finding is professional activity.	Edu.	6	15.0	15	37.5	4	10.0		
		HS.	3	7.5	11	27.5	2	5.0	2	5.0
6	Action research is better way of improving our teaching when we are not satisfied on certain techniques.	Edu..	10	25.0	8	20.0			4	10.0
		HS.	6	15.0	6	15.0	3	7.5	3	7.5

No.=Numbers of teachers, %=Percentage, SA=Strongly Agree, A= Agree, UD=Undecided, D=Disagree

Among the 40 respondents, the collected data to the statement No. 1, reveals that 45 percent respondents strongly agreed, among them 13 were from education stream and 5 were from Humanities and social sciences and other 37.5 percent agreed with the statement “Action research is different from other conventional types of research that is focused on individual or small group professional practices”. Similarly, 12.5 percent were undecided about the statement and 2 of them disagreed. The data shows that most of the teachers practiced AR from their own insight.

While analyzing the responses to the statement No. 2 in the table No. 5, it was found that 25 percent teachers strongly agreed and 20 percent of them agreed.

Similarly, 5 percent of each from education and Humanities and social sciences stream were undecided about the statement “Action research can be conducted in regular practice classroom”, 8 teachers disagreed the statement. This reveals that about 65 percent teachers practiced ARs in their classroom as their regular teaching activities whereas 20 percent teachers practiced it in special classes or they viewed that it takes extra time and management for such activities.

Similarly, in response to the statement No. 3 “Action research always brings positive changes over existing situation”, 25 percent teachers strongly agreed and 55 percent of them agreed with the statement. Four teachers were undecided about the statement whereas 10 percent teachers disagreed. The data shows that most of the teachers experienced improvement in their classroom situations after AR. It was interesting to see that 20 percent of the teachers experienced no changes in the classroom after the AR.

The table shows that 42.5 percent teachers strongly agreed with the statement “Improvement of the issue is the main goal of conducting action research in the classroom” and 50 percent of them agreed with the statement. Among the 40 respondents 2 of them were undecided and only one respondent disagreed with the statement. It shows that among 40 respondents 22 of them from education stream practiced AR in their classroom for improvement. Among 18 respondents from Humanities and social sciences stream, 15 of them practiced it for the same purpose.

While analyzing the response to the statement No. 5, it was found that 22.5 percent teachers strongly agreed and 65 percent agreed with the statement “Dissemination of research findings is professional activity of teachers”. Fifteen percent of them were undecided about the statement whereas 5 percent teachers disagreed with this view. The data reveals that among 22 teachers from education stream 18 of them disseminated their research findings to their colleagues whereas 78 percent teachers from Humanities and social sciences stream were found disseminating their findings.



The presented data shows that 40 percent teachers strongly agreed with the statement “Action research is better way of improving our teaching when we are not satisfied with certain techniques or methods”, and 35 percent of them agreed the statement. Among the respondents three of them were undecided and 17.5 percent teachers disagreed with the statement. The data reveals that 75 percent teachers conducted AR to improve their teaching learning when they were dissatisfied on the techniques they had used. The rest of them used other options to improve their teaching.

### 3.2.1 Practices of Disseminating Research Findings

In order to elicit further information on practices of the AR for teachers’ professional development, the teachers were asked the question related to dissemination of their findings. The question was “How do you disseminate your research findings?” . The teachers had four different responses to respond. The responses they had provided are presented in table No. 6.

**Table No. 6**  
**Disseminating Research Findings**

S.N.	Responses	Edu.		HS.		Total
		No.	%	No.	%	%
1	Through articles	2	5.0	2	5.0	10.0
2	Through journals	5	12.5	2	5.0	17.5
3	In workshops/ trainings	12	30.5	9	22.5	52.5
4	Any other	3	7.5	5	12.5	20.0

No.= Number of teachers, %=Percentage, Edu.= Education, HS.=Humanities and social sciences

The data presented in table No. 6 shows that 10 percent teachers disseminated their research findings through article. Majority of the teachers (i.e., 52.5%)

informed about their findings in workshops or trainings. Fifty percent teachers from Humanities and social sciences and 54 percent teachers from education stream used trainings or workshops as the way to disseminate the findings. The teachers who used other ways were 20 percent. The data reveals that most of the teachers informed their research findings to their colleagues via different medium viz: articles, journals, workshops, trainings, etc.

### 3.2.2 The Practices of Collecting Issues

The other closed ended question related to practices of AR for professional development was “How do you collect issues for action research in your classroom?”. In response to this question, the respondents had 4 different options to choose. The responses they had given are presented in the table No. 7.

**Table No. 7**

#### **The Practices of Collecting Issues**

S.N.	Responses	Edu.		HS.		Total	
		No.	%	No.	%	No.	%
1	From your own practice	7	17.5	8	20.0	15	37.5
2	From learners	9	22.5	7	17.5	16	40
3	From workshops/ trainings	3	7.5			3	7.5
4	From books , journals, etc.	3	7.5	3	7.5	6	15.0
Total		22	55.0	18	45	40	100.0

No.= Number of teachers, %=Percentage, Edu.= Education, HS.=Humanities and social sciences

The presented data shows that 40 percent teachers used the issues related to their learners, among them 22.5 percent were from education stream and 17.5 percent were from Humanities and social sciences. The teachers who used issues about their own practices were 37.5 percent whereas 15 percent teachers collected the issues from books and journals. Similarly, among 40 respondents three of them got such issue in workshops and trainings.

From the overall respondents, it was found that most of the teachers used issues related to their own practices either related to their learners or related to their teaching learning activities; about 22.5 percent teachers used the issues from other sources viz: books, journals, workshops, and trainings.

### 3.2.3 Important Aspect in Practicing Action Research in the Classroom

Regarding the practices of AR, the other closed-ended question that was asked to the respondents is “Which of the following aspect of action research do you give most important?”. Based on the response given by the informants the data are presented in table No.8.

**Table No. 8**

**The Important Aspects in Practicing Action Research**

S.N.	Responses	Edu.		HS.		Total	
		No.	%	No.	%	No.	%
1	Improvement of the problems or issues	12	30.0	9	22.5	21	52.5
2	Finding an issue	8	20.0	2	5.0	10	25.0
3	Doing the research	1	2.5	2	5.0	3	7.5
4	Getting support from colleagues/ administrators	1	2.5	5	12.5	6	15.0
	Total	22	55.0	18	45.0	40	100.0

No.= Number of teachers, %=Percentage, Edu.= Education, HS.=Humanities and social sciences

The data presented in the table No. 8 shows that 52.5 percent teachers practiced AR for the improvement of the problems. Out of 22 respondents from education background 12 of them (i.e.,54%) gave priority to the improvement of the issue whereas 50.0 percent teachers from Humanities and social sciences stream responded to the same response. Similarly the table shows that 25 percent teachers practiced for findings the issues and 3 out of 40 respondents responded on doing research work. As we know the main goal of doing such research work is to improve the issue but the presented data reveals that only half of the total teachers were aware of the main goal of AR, 6 of them thought getting support in doing research is the most important aspect in practicing research.

#### **3.2.4 Areas of Doing Research in the Classroom**

In order to elicit the further information on practices of AR for teachers' professional development, they were asked 6 open- ended questions. The first question was "What are the possible areas of conducting research in the classroom?". In response to this question they had different concepts. Single respondent had multiple responses. The responses that respondents had provided are summarized and presented in table No. 9.

**Table No. 9**

**Areas of Conducting Action Research in the Classroom**

S.N.	Responses	Respondents	
		No.	%
1	Teaching aspects and grammar in English	38	95.0
2	Teachers own professional quality	32	80.0
3	Researching on certain topics	30	75.0
4	Classroom management	29	72.5
5	Personal management of classroom time	28	70.0
6	Management of relation with students	24	60.0
7	Use of appropriate materials	24	60.0
8	Students learning strategy and behaviours	18	45.0
9	Students' psychology	11	27.5
10	Error analysis	11	27.5
11	Instructional techniques	8	20.0
12	Classroom environment	7	17.5
13	Transforming of students' behaviour	6	15.0
14	Response towards particular topics	5	12.5
15	Problem behaviours of the students	5	12.5
16	Students' overall behaviours and motivation	4	10.0

No.=Number of teachers, %=Percentage

The table No. 9 depicts that among 40 teachers 95 percent practiced their AR in teaching of aspects and grammar of English. Similarly, 80 percent teachers

practiced it for their own professional and personal quality. Similarly, 72 percent teachers were found practicing AR for classroom management and 70 percent teachers practiced it in their classroom for personal management of time and management of relationship with students. Sixty percent teachers conducted their researches on use of materials in the classroom. Among the respondents 20 percent of them used their research in instructional techniques whereas 45 percent teachers researched on students learning strategies and behaviour.

The presented data shows that almost all teachers were found practicing AR in their classroom. The teachers were found conducting researches in different areas i.e., classroom management, appropriate materials, particular teaching areas and topics , students' behaviours achievement and motivation, personal management, classroom time management and relationship with students , etc.

### **3.2.5 Self-initiated Action Research Vs Collaborative Action Research**

In order to finding out whether they practiced self-initiated AR or collaborative AR, the respondents were asked one open ended question. The question was “Which action research do you think is more beneficial for teachers?”. In response to this question, the teachers responded multiple views which are presented in table No. 10.

**Table No. 10**

**Practices of Self –initiated AR Vs Collaborative Action Research**

S.N.	Self-Directed	No.	Collaborative	No
1	The teacher best knows his/ her situation than the other	10	Wide areas of discussion and sharing to reach the conclusion	10
2	Focused on single issue	4	Sharing with colleagues	4
3	Have deep knowledge about the issue	2	Builds co-operations among the teachers	2
4	Direct involvement of the teachers	1	Other teachers will help to manage the class	2
5	Focused on solving immediate problems	1	Dependent learning	1
6	Intensive types of the study	1		
7	Independent learning and self evaluation	1		

No= Number of teachers

The presented table shows that 52.5 percent teachers practiced self- initiated AR. Among 21 respondents who practiced self-initiated AR, 47.6 percent practiced it because they viewed that the teacher best knows the situation than the other. While analyzing the data 47.5 percent of the total respondents practiced collaborative AR. They practiced collaborative research because they viewed that there is wide area of discussion and sharing among the colleagues to reach the conclusion. The next 5 percent teachers practiced collaborative because they co-operate with each other. Five percent teachers practiced self-initiated AR because they found that they had deep knowledge about the issue which they wanted to solve. The table No. 10 depicts that there were several reasons of practicing self initiated AR i.e., focus on immediate problems,

intensive study, teachers direct involvement, etc. whereas the other teachers practiced collaborative AR for different reasons, i.e., builds co-operation among colleagues, chance of sharing, getting help from others, etc.

### 3.2.6 Benefits of Researching Own Classroom Practices

In order to elicit further information about AR, the teachers were asked other open –ended question related to practices of AR for professional development. The question was “What benefits do you think you can obtain from researching your own classroom practices?” In response to this question all the teachers replied that it was very helpful to them. To support this view, they provided different responses. All of the views of the teachers are summarized and presented in the table No. 11.

**Table No 11**  
**Benefits of Researching Own Classroom Practices**

S.N.	Responses	No.	%
1	It improves teaching learning procedures of teachers.	11	27.5
2	It improves the professionalism of the teachers.	11	27.5
3	It helps teachers to improve their classroom practices.	6	15
4	It makes teachers aware of their teaching strategy and improves and uses alternatives.	3	7.5
5	It improves the quality of education.	3	7.5
6	It enhances the teaching performances of teachers.	3	7.5
7	It gives knowledge about students’ attitudes towards learning.	3	7.5
8	It gives knowledge about dealing with problems in future.	2	5.0
9	It gives teachers chances to share ideas with colleagues.	2	5.0
10	It helps teacher to be updated with the challenges and issues.	2	5.0
11	It attempts in investigation of curriculum innovation.	1	2.5

No.= Number of teachers, %= Percentage



The table No. 11 shows that 27.5 percent teachers viewed practices of AR improves teaching learning procedures of teachers. Similarly, 27.5 percent teachers viewed “Action research practice improves their professionalism”. Fifteen percent teachers stated that the practices of AR helped them to improve their classroom practices independently for their professional development. About 7.5 percent teachers assumed that researching activities made them aware about their strategies and improved to use alternatives, same percent of the participants opined that it improved the quality of education and enhances their performances in the classroom. Among the 40 respondents 5 percent argued that it gave knowledge about students learning strategies and also provided with the opportunities to them to share their ideas. Only one teacher assumed that it attempted the investigation of curriculum innovation.

### **3.2.7 Challenges Faced by Teachers in Practicing Action Research**

The respondents were asked another question that was related to the challenges they had faced in practicing AR in their classroom. The question was “What are the challenges of conducting researches in language classes?”. In response to this question, all the teachers listed the challenges in their own ways. All their responses are summarized and presented in table No. 12.

**Table No. 12****Challenges in Conducting Action Research**

S.N.	Responses	No.	%
1	Time limitation in terms of finishing course and period	12	30.0
2	Diversity of the students in terms of cultural, ethnicity, language, socio-economic status	11	27.5
3	Over loaded classes	5	12.5
4	Inadequate means and supportive materials	4	10.0
5	Passive role of the learners	4	10.0
6	Exam oriented teaching	3	7.5
7	Lack of supportive role of colleagues and administration	3	7.5
8	Awareness and levels of learners	3	7.5
9	Collecting materials related to research	2	5.0
10	Selecting particular issues and problems	2	5.0
11	Physical facilities of classes or classroom environment	2	5.0
12	Training oriented teaching rather than learning	2	5.0
13	Mal-adjustment between the school's policy and practitioner's interests	2	5.0
14	Financial problems	1	2.5
15	The system of education	1	2.5
16	Knowledge about the procedures of research	1	2.5

No.= Number of teachers, %= Percentage

The data shows that 30 percent of teachers viewed time limitation is one of the factors that teachers face challenging, 27.5 percent of the teachers opined that diversity of the students in caste, language, achievement, socio-economic status as the challenge of practicing AR in the classroom. Similarly, 12.5 percent teachers viewed that over loaded classes or crowded classes as the challenge of practicing research activities in their classes. Other 10 percent teachers argued that inadequate means and supportive materials as the difficulty. Another 10 percent teachers argued that passive role of the learners in the classroom is challenging for them in doing AR. Similarly, the data shows that 7.5 percent teachers viewed exam oriented teaching, lack of support from colleagues and school administration and awareness level of the learners as the challenge for teachers to conduct AR in the classroom. Among the 16 different challenges 2.5 percent viewed the knowledge about the procedures of research as the challenge. Similarly, other 2.5 percent of the teachers argued that the system of evaluation and financial problems as the challenge of research activity in the classroom. The presented data shows that almost all the teachers faced some challenges in researching their own classroom practices.

### **3.2.8. Practices of Overcoming Challenges**

The other open –ended question related to the practices of AR was “How do you overcome the challenges?”. In response to this question, all the teachers replied some ways to overcome the difficulties from their own insight for their professional development. The responses provide by the teachers respondents are summarized and presented in table No. 13.

**Table No. 13**

**Ways of Overcoming the Challenges in Practicing Action Research**

S.N.	Responses	No.	%
1	Study the situation and issues deeply	8	20.0
2	Build the awareness of students for active participation	8	20.0
3	Managing the time in regular classes	7	17.5
4	Talking with colleagues and seniors teachers	6	15.0
5	Request colleagues and school administration for support	6	15.0
6	Using available means and resources and preparing the materials	5	12.5
7	Expand the knowledge about procedures of research	4	10.0
8	Study the individual students' situation	3	7.5
9	Try to meet both reliability and validity of research	2	5.0
10	Build good co-operation with colleagues and students talking them seriously	2	5.0
11	Use common language in classroom to make students know your purposes	1	2.5

No.= Number of teachers, %= Percentage

Table No. 13 reveals that 20 percent teachers studied the situations and issues deeply to overcome the problems. Similarly, 20 percent of them built the awareness of the students for active participation in their activities. Among the 40 respondents 17.5 percent managed their classroom time in their regular classes. Fifteen percent teachers stated that they talked with colleagues and school administration for support and talked about the situation with senior

teachers for solving the problems in practicing action research. Similarly, 12.5 percent teachers used the available materials and resources whereas 10 percent of the teachers expanded their knowledge about procedures of research. The data shows that 7.5 percent teachers studied the situation of the students when the research was about the learning strategies of the students or changing behaviour of the students. Similarly, 5 percent of the teachers tried to meet the reliability and validity of the research tools and built co-operation among the colleagues and the students to overcome the challenges that occur in practicing AR. It reveals that almost all the teachers tried different activities to solve the problems.

### **3.2.9 Support in Doing Action Research**

The next open-ended question related to practices of AR was “Did you get support from your colleagues and school administration in doing such researches? How? Based on the responses by the teachers it is clear to me that 85 percent of the participants said yes and 15 percent of the participants stated that they did not get such support from their colleagues and administration. This reveals that majority of the participants stated that they get support from their colleagues or administration to conduct AR in the classroom for their better teaching or professional developmental activities. The open-ended responses were summarized as in table No. 14.

**Table No. 14**

**Support from Colleagues and Administrators**

S.N.	Responses	No.	%
1	They help to share the issues and give ideas	13	32.5
2	The administrators provide time and required materials	9	22.5
3	The school administrators manage time and organize meetings and training to share the ideas	6	15.0
4	The administrators allows other teachers to take part in such activity and such training	5	12.5
5	Colleagues provide required information about the students while the research is related to learning strategies and students behaviours	4	10.0
6	Colleagues and school administrators encourage	3	7.5
7	They morally support	2	5.0
8	They provide actual data	2	5.0
9	Teachers activities are neglected by the administrators	3	7.5
10	Colleagues think the activity as nonsense and treated fool person	2	5.0
11	Administrations does not allow to do such activity and forces to teach only	1	2.5

No.= Number of teachers, %= Percentage

Table No. 14 presents that 32.5 percent teachers got support from colleagues in sharing the issues and generating ideas whereas 22.5 percent teachers were supported by school administration with time and required materials. The data shows that 15 percent teachers got opportunities in the schools to perform their ideas and experiences in trainings arranged by school administration. Ten

percent teachers got required information about the students. Similarly, 7.5 percent teachers got encouragement. Out of 40 respondents 6 had negative experience in getting support from colleagues. Among them 7.5 percent experienced that their activity was neglected by the administration. Similarly, 5 percent teachers experienced that their activity was taken as nonsense activity by their colleagues and one of the teacher was found not given authority to do such activity by administration.

The presented data reveals that 85 percent teachers got supported from their colleagues and school administration by various ways. Only 15 percent teachers did not get supportive role in practicing researches in their classroom.

### **3.3 Relating Action Research Practices with Professional Development**

In order to elicit the required data for finding out how the teachers relate AR in their practices of professional development; the teachers were provided 4 closed-ended questions and 3 open-ended questions. Based on responses provided by the teachers to the closed ended questions the data has been presented in the table No. 15.

**Table No.15**

#### **Action Research and Professional Development of Teachers**

S.N.	Statements	Responses	Respondents	
			No.	%
1	Professionalism is...	) A continuous growth and development of the professionals.	29	72.5
		) Can be earned by academic qualification.	5	12.5
		) Having the knowledge of subject matter.	6	15.0
		) A short time process		

2	Your professionalism will develop when...	) You reflect and evaluate your practices.	23	57.5
		) You are provided autonomy and self-access for your own learning.	11	27.5
		) You get knowledge from expert.	4	10.0
		) You are directed by supervisor.	2	5.0
3	Alternative use at the time of dissatisfaction...	) Did not you consult what happen	3	7.5
		) Evaluate the situation and use alternatives.	27	67.5
		) Keep record studied the weakness and changes the way you used.	9	22.5
		) Repeated the same way again and again.	1	2.5
4	In course of teaching , how could you assure yourself that your teaching is effective	) From teaching procedure	5	12.5
		) From gained teaching experience	5	12.5
		) From achieved training	2	5.0
		) From researching in the classroom.	28	70.0

No.= Number of teachers, %= Percentage

Among the 40 respondents, the majority of the teachers i.e., 72.5 percent recognized the proper view of professionalism, 15 percent teachers took professionalism as having the knowledge of subject matter. Similarly, 12.5 percent teachers thought professionalism can be earned by academic qualification. This data shows that almost all teachers were familiar with professionalism in teaching.



While analyzing the responses to the statement No.2, it was found that 57 percent teachers were found developing their professionalism by reflecting and analyzing their own practices which is related to AR. Similarly, 27.5 percent teachers viewed that their professionalism was developed when they were provided autonomy and self-access for their own learning. Ten percent teachers developed their career by getting knowledge from expert and 5 percent teachers argued that their professionalism will developed when they were directed by supervisors.

Similarly, in response to the statement No.3, it was clear that 67 percent teachers evaluated the situation and used alternatives when they were dissatisfied with their teaching. The table shows that 22.5 percent teachers kept records, studied the weaknesses and changed the way they used. It was found that 7.5 percent teachers did not consult about their teaching whereas 2.5 percent teachers repeated the same thing until they got progress. The data shows that 90 percent teachers reflect on their teaching activities for the improvement.

While analyzing the responses to the statement No. 4, it was found that 70 percent teachers made their teaching effective by researching their classroom practices. Similarly, 12.5 percent teachers made their teaching effective from their teaching procedures and other 12.5 percent teachers viewed that they made their teaching effective from gained teaching experiences. Five percent teachers made their teaching effective from achieved trainings.

### **3.3.1 Defining Language Teaching as Profession**

In order to elicit the further data on teachers' knowledge on relating AR to professional development, they were asked open-ended question. The question required the answer about the definition of language teaching as profession. The question was "How do you define language teaching as profession?" in response to this question they expressed multiple responses. The responses are presented in the table No. 16.

**Table No. 16**

**Defining Language Teaching as Profession**

S.N.	Responses	No.	%
1	It is practiced after long and rigorous academic study and goes for long process.	23	57.5
2	It is continuous way of learning to teach.	19	47.5
3	Language teaching refers to a vocation founded upon specialized educational training.	15	37.5
4	As in other profession teaching is research based in which professionals practiced collecting issues study the issues, findings the solutions and sharing with others.	11	27.5
5	It has prestige in the society like other profession and has the sense of public service.	10	25.0
6	Teaching is profession because teachers have new experiences and implementation of different strategies in teaching.	9	22.5
7	It is the way of earning for living after service.	7	17.5

No.= Number of teachers, %= Percentage

The presented data on table No. 16 shows that 57 percent teachers defined language teaching as profession because they thought that it is practiced after long and rigorous academic study and goes for long process. Similarly, 47.5 percent teachers defined it as continuous way of learning to teach. Twenty five percent teachers viewed that teaching activity as prestigious in the society and

teachers have sense of public service so it is a profession. The data shows that 17.5 percent teachers argued it as way of earning for living after service.

### 3.3.2 Views of Teachers on Professional Activity of Teachers

The second open ended question related to professionalism in language teaching was “What are the professional activities of language teachers?” In response to this question all the teachers listed some activities. All the responses provided by the teachers are summarized in table No. 17.

**Table No. 17**  
**Professional Activities of Teachers**

S.N.	Responses	No.	%
1	Doing small classroom research	33	82.5
2	Taking part in workshops, trainings and seminars	22	55.0
3	Performing the task in the classroom	21	52.5
4	Collecting and developing materials related to teaching	15	37.5
5	Being update with new methods , techniques and innovations of language teaching	14	35.0
6	Attending conferences	12	30.0
7	Regular meeting with colleagues to share the issues and bring solutions	12	30.0
8	Getting knowledge about child psychology, learning process and education system	10	25.0
9	Writing articles about owns experiences	5	12.5

No.= Number of teachers, %= Percentage

The table No. 17 shows that 55 percent teachers viewed taking part in workshops, trainings and seminars as professional activity. Similarly, 52.5 percent teachers believed performing the task in classroom is professional activity. It shows that 82.5 percent teachers practiced AR in their language classroom as the activity of professional development. Similarly, 37 percent teachers believed collecting and developing materials related to teaching after AR, where 35 percent teachers viewed getting knowledge about child psychology, learning process and education system is professional activity. Five teachers argued that writing articles is the activity of professional development.

### **3.3.3 Action Research as Strategy for Professional Development**

The third open –ended question related to AR activities as their strategy for PD was “Do you believe that action research is the way of professional development? How?” In response to the first question, all the teachers replied that AR is the way of professional development. Regarding to the second part of the question they had multiple responses. All the responses of the teachers are summarized and presented in the table No. 18.

**Table No. 18****Action Research as Strategy for Professional Development**

S.N.	Responses	No.	%
1	Action research practices help the teachers to reflect their activities and encourages them to bring changes	26	65.0
2	In practicing action research teachers share their experiences with colleagues and other practitioners	21	52.5
3	In doing action research teachers find particular issue and finally come to the measure to solve it	19	47.5
4	Through practicing action research teachers get excellence in teaching learning activities	14	35.0
5	It helps the teachers to solve the problems to uplift the standard of teaching	11	27.5
6	The practices of action research develops competence to the teachers which is transferred in their performance	9	22.5
7	While teachers are involved in action research it brings refreshment in teaching	6	15.0
8	Action research is supportive device for professional development to improve, not to prove	2	5.0

No.= Number of teachers, %= Percentage

The table No.18 shows that 62 percent teachers viewed AR practices helped them to reflect their activities and encourages them to bring changes to improve in teaching. Similarly 52.5 percent teachers viewed that in AR practices teachers shared their experiences with colleagues and other practitioners as professional activity. The other 47.5 percent teachers stated that AR practices as professional activity because they found a particular problem, discussed about the problems and finally came to the measure to solve it. The data reveals that teachers had varying and interrelated views about the practices of AR as a way to professional development.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of major findings of the study.

#### 4.1 Findings

On the basis of presentation, analysis and interpretation of the data, the major findings of the study has been summarized and presented as follows:

- i. It was found that majority of the teachers were not familiar with the concept AR in the first year of their career the teachers who were familiar with this concept were the teachers from education background.
- ii. It was found that more than half percent of the teachers (i.e., 53%) practiced AR through the first year of their career.
- iii. It was found that though teachers practiced AR and they were also aware of AR but they did not have theoretical knowledge about AR.
- iv. Three quarters of the teachers (i.e., 75%) were found that they were aware about AR practices. They viewed it as developmental activities for their professional development. They also argued that AR practices were related to self-awareness of teachers and individual perspectives.
- v. More than 90 percent teachers were found viewing AR is an individual activity to learning in which a learner analyses the issues, studies it, performs action and brings solutions.
- vi. It was found that less than half percent teachers (i.e., 45%) teachers strongly agreed and 45 percent of the teachers agreed that AR is professional activity which is accomplished by reflecting on regular activities. So they were found having proper view about AR.

- vii. Majority of the teachers were found viewing AR as continual activity and as a way of self-directed learning for their professional development.
- viii. It was found that majority of the teachers practiced AR in their regular classes.
- ix. It was found that most of the teachers used the issues of their own practices and the issues related to the learners viz: learning strategies, motivation, changing behaviours and management of relationship with students.
- x. It was found that majority of the teachers practiced self-initiated AR.
- xi. Most of the teachers were found viewing AR practices as more effective way of learning for PD. They viewed that it provided them an authentic account of one's teaching and helped for planning for the future.
- xii. It was found that majority of the teachers perceived language teaching as profession. They argued that language teachers practiced it after long and rigorous academic study.

## **4.2 Recommendations**

The following recommendations have been made on the basis of the findings of the study.

- i. It was found that majority of the teachers were unaware about AR when they enter to the teaching profession especially from Humanities and social sciences background. So, it is recommended that the school should provide mentoring programme to introduce such concept and make them practice through the first year of the career.
- ii. It was found that most of the teachers were aware of AR but others who were unaware should develop awareness of AR.

- iii. Eighty seven percent teachers viewed AR as individual perspective of their learning for professional development but other who did not have such view should be provided information through trainings, seminars, and workshops as it is individual learning more than collaborative.
- iv. Majority of the teachers practiced AR in their regular classes as their regular teaching activities but other teachers thought that it requires special classes. They need information from MoE and the concern institutions about AR and it is not new thing but using research in teaching. So, they should practice it in the classes.
- v. Eighty percent teachers were found positive changes after AR so that it is recommended to the teachers to adopt AR in their classroom teaching for better teaching and their professional development. The teacher who had negative impact about AR, the administration and concern person should inform and encourage them to conduct AR in their classes too.
- vi. MoE has just started the concept of professionalism under TPD, it does not include AR practices. So, it is recommended that TPD programme should include AR practices in its package.
- vii. This study is just an entry in the Department of English Education so that we need to make more detailed study. There are various variables to select the techniques. Therefore, this study opens the door for detailed study for future researches.
- viii. It is recommended that the teachers who faced difficulties in their classroom for selecting and applying the techniques should conduct AR. On the basis of the findings teacher can take decision for their teaching.



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