

**Action Research for Teacher Professional Development**

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

**Submitted by  
Sirjana Poudel**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu  
2022**

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### **Recommendation for Acceptance**

This is to certify that **Mrs. Sirjana Poudel** has prepared the thesis entitled **Action Research for Teacher Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance.

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## Recommendation for Evaluation

This thesis has been recommended for the evaluation from the following  
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## **Dedication**

*Dedicated to my parents along with the whole family and respected teachers who always encouraged me to take up challenges and inspired me for my betterment.*

### **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: 23/03/2022

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**Sirjana**

**Poudel**

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**Sirjana Poudel**



## Abstract

This research study entitled **Action research for Teacher Professional Development** was carried out to explore the belief of English language teachers of community schools on action research for teacher professional development. I adopted the narrative inquiry as a research design. To conduct this research, three secondary level English teachers were selected as the sample by using purposive non-random sampling strategy. Data for this study were collected by conducting semi-structured interview with the selected participants. The collected data were analysed thematically. I found the role of action research as an effective tool to solve the teaching and learning problems in the classroom which is also called as a classroom-based research. It is also one of the best strategies for the teachers' professional development. Most of the teachers did not get proper support from their colleagues, principal and also from the administration section although action research has positive impacts on student's achievement and helps for their professional development. The major effectiveness of action research is that it is practical in nature which brings innovation in teaching. Despite these strengths, lack of appropriate teaching materials, time consumption, large number of students in a single classroom, little knowledge of action research and the irregularity of the students are the major problems faced by the teachers at the period of conducting and implementing the action research.

The present study consists of five chapters. Chapter one consists of an introductory part. It includes the background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Similarly, chapter two deals with the review of the related theoretical literature, review of empirical literature, implication of the review for the study and the conceptual framework. Chapter three includes design of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedures, data analysis and interpretation procedure and ethical consideration. Likewise, chapter four presents the analysis of the data and the interpretation of the results. Finally, chapter five presents the encompasses the overall findings, conclusion and the recommendations related to policy level, practice level and further research.

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## **List of Abbreviations**

- AR = Action Research
- TPD = Teacher Professional Development
- ELT = English Language Teaching
- NCED = National Centre for Educational Development
- CRC = Curriculum Resource Center
- NESP = National Educational System Plan
- SLA = Second Language Acquisition

## **Chapter I**

### **Introduction**

This is the study on “Action Research for Teacher Professional Development”. This is an introductory chapter which includes the background of the study, statement of problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### **Background of the Study**

Teaching is a profession of teachers. It can be defined as engagement with learners to enable their understanding and application of knowledge, concept and the process. It is fundamentally about creating the pedagogical, social and ethical conditions under which students agree to take charge of their learning individually and collectively. It is also an interactive process, and set of events which are designed to support internal process of learning (Sequeira, 2012). Teaching English as a foreign language refers to teaching the English language to the students with different first languages, typically used to imply that the English language learners may have already learned more than one language, before learning English. English language teaching is a double-blind peer-reviewed in international journal dedicated to promoting scholarly exchange among teachers and researchers in the field of English language. Scope of English language teaching includes fields, theory and practice in English language teaching and learning, teaching English as a second and foreign language, English teachers training and education.

Teacher development means developing teachers teaching skills and knowledge in their subject matter so that they can serve the learners in their best way and promoting the teachers to do their job in a professional way. It is also the development of the different aspects of teachers like personal, social, academic etc. Teacher’s development is also centered on personal awareness of the possibilities for changes and of what influences the changing process. It builds past and helps for change in present and in future.

Teacher professional development (TPD) is an important part of the teachers for their teaching profession to enhance their objectives and goals. It could be a kind of occupation, academic livelihoods or career where specialized information of a subject, field or science is concerned. According to Wallace (2010, p. 7), "In a profession, we have a kind of occupation which can only be practiced after along and rigorous academic study." TPD can be achieved through various ways and strategies. Teacher professional development may be a long term prepare through which a teacher tries to be a successful and effective figure in his/her teaching career. Teacher Professional Development is an important process to make change positive improvement of the standardized of teaching practice. Language teachers can develop their professional by applying different strategies like; study group self-monitoring, journal writing, peer observation, teaching portfolios, case studies, critical incidents, action research, team teaching, peer coaching, peer observation etc. Among them action research is one of the most important strategies for the professional development. It is a process of systematic reflection, inquiry and action carried by individual about their own professional practice. Action research which was introduced in 1940's can be done collaboratively. The main purpose of action research is to bridge the gap between theory and the practice. It is directly related to solve the practical problems of the classroom. According to Burns (1999, p. 24), "The major focus of action research is on concrete and practical issue of immediate concern." Because of its practical nature and focus on immediate concern, it's holds particular appeal for classroom teachers and a promising direction for building theories related to teaching and learning. He also claimed that action research is a process for enhancing reflective practice, professional growth and development.

Action research plays vital role in the success of teaching learning process as well as in the process of developing teacher's profession. Action research is concern with a form of research where the teachers usually learn to upgrade their practices while improving the understanding of their level. It is not only thinking about the teaching but also refers to more systematic as well as collaborative process. Action research is not only to solve a problem but also to pose the problems and questions about teaching (Kemmis and Mc Taggart, 1988). Action research is a systematic process of data collection in a school setting (Arhar and Holly, 2001). In some schools, it is used as a form of in-service training. Action research is more valuable

for teachers to examine their own teaching practices rather than involving in other in-service training. Action research helps the teachers to study their classroom instructions as well as it take action to improve their teaching in classroom. Teachers should certainly use theoretical research to help in their understanding of what occurs in their classrooms. In addition to this, action research allows teachers to collect data that more specifically relates to the current issues relevant in their own classroom. According to Richards and Lockhart (1994), define action research as a teacher-initiated classroom investigation which seeks to increase the teachers understanding of classroom teaching and learning and to bring about changes in classroom practice. It involves teachers in of generating and testing new form of action for realizing their aspiration and theory in reconstructing their pedagogical theories.

In the context of Nepal, NCED was established in 1993 under the ministry of education aiming to provide Teacher's professional development opportunity. It was able to provide training to 98.2% of permanent teachers of community schools in 2009. NCED states that the objective of this program is to refresh, strengthen and update skills of teachers so that there will be changes in the classroom and improvement of learning achievement so that teachers do self-reflection, teacher access to knowledge and skill required for liveliness of classroom activities, developing habit of self-study and reading culture (NCED, 2009). In Nepal scope of action research is very high so that it is compulsory in lower secondary and secondary level in government school. Every teacher in the school has to conduct action research for getting promotion. It is also classroom-based research which is carried out in order to change the teaching methods to bring some changes in teaching learning process. Teachers should follow various process and stage to introduce new methods or techniques in the classroom. The process of action research from planning to reflection and from its outcome the teachers can enhance their professional level.

I, particularly, have chosen this topic to show various challenges faced by the English as a foreign language teacher while conducting the action research in their teaching learning practice. For the professional development of the teachers and in the learning process action research has a great role but teachers face many problems and they cannot get support from their colleagues also. Hence teacher's education is also important for all English language teaching professionals. The need of ongoing



teachers' education has been a recurring theme in language teaching. The teachers have different needs in different time during their career and the needs of the institutions in which their work also changes over time. Therefore, the teachers are also under pressure to update their knowledge and skills in areas such as curriculum trends, SLA research, pedagogy etc. So, every related person, management committee institutions as well as their colleagues should help and support the teachers while conducting the action research for their professional development as well for the effective learning of the learners and the development of the institute too.

### **Statement of the Problem**

Teachers are the most potential factors for the students' development and the strategies. They are the agent of social change. In other developed countries, teachers are highly professional because they get social esteem, prestige and expertise in their specialized subject but in the context of our country Nepal, the situation is just opposite. Government of Nepal has spent huge amount of money in the name of teacher's training in order to make them skilled, trained and professional but this effort is becoming worthless due to various reasons such as lack of materials, technology, policy and untrained trainer. Likewise professional development has not been widely seen as intrinsic part of making teachers more productive in the classroom (Richard and Farrell 2005). The lack of TPD has directly affected student's achievement in English language. The educational goals of the country are not met due to the low academic performance in English and they found different reasons behind it. One of the main reasons they found was lack of professionalism among English language teachers. So, the teachers should be professionally fit in their job. There are many strategies for professional development. Action Research is one of the strategies for teacher's professional development. It helps the teachers to be more conscious of an existing action or practice, more systematic and rigorous in their teaching style, strategies and with others.

In our context, teachers do not experiment and reflect themselves. There is lack of sense of continuous effort to teach. There is a traditional view of the teachers and lack of teaching materials. From this research, I want to find out that how research can be done and what is the effect of doing action research? Language teachers all around the world often desire to be effective and to develop their

professionalism (Guskey, 1995). Professional development requires constant questioning of one's practices and this can be attained by carrying out action research. Even so many teachers do not see research as a part of their role as it involves the concept of hypothesis testing or of being specialists. Action research is concerned with the immediate learning and teaching environment. Focusing within the context of the study, Action research encourages teachers to collect data about their teaching to examine their attitudes, beliefs, assumptions and their teaching practices and to use the information obtained as a basis for critical reflection about their teaching (Richard and Lockhart, 1994, p.1). In addition, it can help teachers to see how they can use action research as practical classroom tool for professional learning and teaching. So, I am interested to carry out research on "Action Research for teacher professional development".

### **Objectives of the Study**

The objectives of the research study were as follows;

- a. To find out the belief on the role of action research for teachers professional development.
- b. To suggest some pedagogical implications.

### **Research Questions**

On the premises of the stated objectives, the given research questions were formed to guide this study.

- a. What is the teachers' perception on the role of action research for their professional development?
- b. What is the pedagogical implication of this study?

### **Significance of the Study**

This study is significant to those teachers who are working in the field of English language teaching. This research work examines the English language teachers' attitudes towards the role of an action research for teacher professional development. So, the present research work is useful for the researchers who want to

carry out research in the area of teachers' professional development and the role of different strategies for Teacher professional development.

Similarly, the teachers who are in their teaching career also be encouraged by this study. It must be momentum for the students of English education to make their teaching profession meaningful. This study mainly focuses on action research as one of the important activities and practice for teachers' professional development. It might be useful for the prospective researchers who want to undertake reaches in the area of action research and teachers' professional development. This study can be beneficial for experienced teachers who are working collaboratively with the beginners as well as the novice teachers. This study can be equally beneficial for the teachers' trainers, institutions, readers, students and the researchers. It is also beneficial for the book writers, educationists' administrations, language planners, Syllabus designers, materials developers, policy makers and teachers training designers. In the same way, this study can be important to the interested reader as well as other people who are directly and indirectly involved in teaching profession and who are willing to develop knowledge in the field of professional development.

### **Delimitations of the Study**

Every research has their own field where researcher can easily research their terms which means delimitation. So, there were many ways of exploring action research in TPD. Some Delimitations of this study were as follows; this study was limited to the English teachers of community schools of Kirtipur Municipality. This study was limited with three English teachers who has done action research in their classroom. I used purposive sampling procedure to select sample. I used semi-structure interview as a tool for data collection.

### **Operational Definition of the Key Terms**

The key terms which were used in this study are defined as follows:

***Action research.*** It refers to the research which is based in the classroom situation and carried out in order to bring some changes in the existing methods, techniques and procedure of teaching English language.

***Collaboration.*** It refers to the interaction and cooperation between teachers and students.

***Narrative inquiry.*** Teacher's narratives are the stories of English teachers own experience that they encounter during their professional lives. The stories which they told help them to understand their past and present experience, context and complexities in constructing their professional and personal development.

***Strategies.*** The way, techniques or activities that are used for enhancing teacher's professionalism is known as strategies.

***Teacher professional development.*** It is the process of improving and increasing capabilities of staff through access to education and training opportunities. One can be the professional through reflecting their own experience involving in different interactions and group work sharing problems and success with colleges.

## Chapter II

### Review of Related Literature and Conceptual Framework

Literature review is one of the most essential and important tasks to carry out any kind of research. It helps to make the researcher reliable and valid. This chapter includes review of related theoretical literature, review of related empirical literature, implications of the review of the study and the conceptual framework.

#### Review of Related Theoretical Literature

Theoretical literature review provides the basic insights with knowledge and skills needed for conducting own research studies. This subsection deals with the different theoretical perspectives related to teacher's professional development and action research. I reviewed the related researchers that have been carried out in action research and teacher's professional development.

**Introduction of teacher professional development.** Profession is an occupation a vocation where there is a sort of dedication to welfare of others. Thus, teaching can also be referred to a kind of profession. Profession is an occupation describing a job type usually reserved for a recognized specific career. Development is the action or purpose of changing and growing. Teacher development is an ongoing process of transforming human potential into human performance, a process that never finished. It draws on the teachers' own inner resource for change. Teachers' development which is self-reflective is centered on personal awareness of the possibilities for change and of what influences in changing process.

Professional development refers to the development of a person in their professional role. It is also wide variety of specialized training, formal education or advanced professional learning intended to help administrators, teachers and other educators which helps to improve knowledge, competence, skills and effectiveness. Teacher professional development is a process along a continuum of learning and is about ongoing professional growth. It includes both formal and informal means of helping teachers' master new skills widen their knowledge, develop an innovated insight into their pedagogy, their practice and their understanding of their own needs

since a teacher professional development is an aspect of their professional development as a whole. It also refers to the development of a person in their professional role. Kirk (1998) pointed out that the teaching is a professional development, no matter how thorough and systematic initial training may be, it can never anticipate and prepare comprehensively for all the various demands that are rare teaching career. In the same concern, Dean (1991) defines that the term professional development suggests a process which enables teachers become more professional. He maintains that implies a long training, involves theory as a background to practice, has its own code of behavior and has a high degree of autonomy. Teachers develop their beliefs and practice in terms of the relative match between institutions, ethos and their own personal theories. So that it does not have fixed tenure, i.e. it is a continuous process. We know that these traditional professional development activities have very limited or null potential to improve teachers "value added" scores and therefore no potential for benefit students (Hill, Beisiegel and Jacob, 2013). Thus, teaching undoubtedly is a profession. The people who are engaged in teaching profession have their own life cycle, which we call teacher's profession life cycle. The various phases of teacher's profession life cycle are: survival phase, stabilization phase, experimentation and diversification phase, reassessment phase, serenity phase, disengagement phase. There are various stages of teacher's professional life cycle which are: Novice, Mid-career, Late-career.

In other words, Teacher profession development becomes a milestone in teachers' continuum of life – long learning and career progression. As pointed out by Guskey (1995), "to be successful, professional development must be seen as a process, not an event" and it needs to provide teachers with "specific, concrete and practical ideas that directly related to day-to-day operation of their classrooms". The field of teacher profession development constitutes or domain of research in its own rights, with its own set of theories and models.

**Characteristics of teacher professional development.** Teacher professional development is a process of making teachers competent at applying the knowledge and skills they have acquired in the classroom practice. Professional development of the teachers is an ongoing and comprehensive process which starts with the pre-service education, trainings etc. It is one of the relevant, practical, community-based

and ongoing processes. Head and Taylor (1997, p. 4) have given some key characteristics of teachers' development "deals with the needs and wants of an individual teacher. The needs may be many and diverse from confidence-building to language awareness or technical expertise. Teachers' development is not concerned with language teaching or even teaching but it is about language development (particularly for teachers whose native language is not English), counseling skills, assertiveness training, confidence building, computing, mediation, cultural broadening almost anything in fact. Teachers' development in most teachers' opinions has to be 'bottom-up', not dished out by Managers according to their own view of what development teachers need. This does not mean to say that managers have no role in it."

Effective professional engages teachers in learning opportunities that are supportive, job-embedded, instructionally-focused, collaborative and ongoing. By guided these characteristics, school leaders can design meaningful learning experiences for all teachers.

**Importance of teacher professional development.** Teacher professional development can take a variety of shapes: collective or individual development, continuing education, pre-services and in-service education, group work, team curriculum development, peer collaboration and peer support. It is said that the field of language teaching is subject to rapid changes due to many reasons such as new educational trends, new challenges faced by institutions, changes in curriculum, student need, and national goals and so on. As a result, teachers need regular opportunities to update their professional knowledge and skills. Queens University of Charlotte (2019) identifies five major importance of TPD in which Students have better learning outcomes and teachers can learn better ways to teach. Teachers are developing better organization and planning skills and they gain knowledge. Teachers want to continue their education.

To have the greatest impact, professional development must have been design, implemented, evaluated to meet the needs of particular teachers in particular setting. There is a need of regular opportunities for the teachers to update their knowledge and skills in the field. Head and Taylor (1997, p. 4) says: "on narrowly subject bound

teachers are menace to the profession, at a career structure which emphasizes, training at the expense of development means that such teachers proliferate”.

In conclusion, professional development of teachers is key factors which ensure the reforms at any level are effective and self- initiated. The collaborative activities of professional development provide teachers great opportunities of learning which they can incorporate in teaching. Teachers’ development activities make teachers up to date about regular practice at reflect on those practices to bring new changes in the field of language teaching and learning.

**Strategies of teacher professional development.** Professional development plan is a roadmap containing the skills, strategy and education which need for their carrier and in life to achieve the professional goals. The process of professional is not limited for certain but must be continuous. It is said that successful teachers are those who continue to develop their professional life. Teachers’ personally themselves is an important aspect of their works teachers. It doesn’t mean only going through certain techniques will make teachers’ professional, teachers own teaching experiences, reflecting on specific work experience to uncover new understanding and listing to colleagues shared based practices.

Richard and Farrell (2005, p.13) state that “Teaching professional to keep abreast with change, renew and review their own knowledge, skills, attitudes and they need to involve themselves in a number of learning activities”. A wide variety of methods, procedure and options available are adopted by the teachers according to their convenience. Collaboration and self-directed strategies are playing vital role for teacher professional development. The activities of TPD mentioned by Richards and Farrell are presented in the table:



**Table 1****Strategies for Teacher Professional Development**

<b>Individual</b>	<b>One-to-one</b>	<b>Group-based</b>	<b>Institutional</b>
) Self- monitoring	) Peer coaching	) Case studies	) Workshops
) Journal writing	) Peer observation	) Action research	) Action research
) Critical incidents	) Action research	) Journal writing	) Teacher groups
) Teaching portfolios	) Critical incidents	) Teachers support groups	
) Action research	) Team teaching		

It is clear that the above-mentioned strategies play vital role in developing teachers' professionalism. However, when teachers engage themselves in doing action research to bring changes in their teaching style methods, techniques for solving the problems, their professionalism will be improved. Many respondents agree with action research and its research awareness so, the role of carrying out action research in class room-based situation is highly valuable for TPD.

**Introduction of action research.** Action research is the process in which teachers investigate teaching and learning so as to improve their own and their students learning. It is carried out among at the improvement of the current affairs through the process of identifying and solving problems in a specific content. Action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving and for refining his or her actions. Richard and Farrell (2005), define the word research in action research as "a systematic approach to carrying out investigations and collecting information that is designed to illuminate an issue or problem and to improve classroom practice". Similarly, they define the word action as "taking practical action to resolve classroom practice". Action research is widely used in education especially by teachers who use it to improve their teaching. Teachers from all over the world, from United States, Australia, New Zealand to Vietnam, etc. have employed action research as a part of their teaching research.

Action research is a research that any of us can do our own practice to improve it. It can be conducted with the assistance on guideline of professional researchers in order to improve strategies, practices and knowledge of the environment within which they practice. Action research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complete dynamics and to develop strategies towards the problem's improvement (Hamilton and Zaretsky 1997, P. 3).

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

According to Lim, 2007, as cited in Ojha, 2013). when teacher realizes that there is a gap between the existing theories and the practices in the actual classroom teaching and learning, they have to initiate action research so that they gain ideas and energy to perform better next time. Action research is research for further development and every teacher knowingly conducts some kind of action research. He/she gains experience dealing with different students using a different set of material and teaching different topics. Teachers could stand at the front to generate approaches methods and techniques to be used in the classroom. Action research is problem-oriented and situation base activity. Its aim is to improve change rather to create knowledge.

**Characteristics of action research.** Characteristics refer to a feature or quality belonging typically to a person, place or things and serving to identify it. Action research is systematic multi-staged cyclical process which helps to improve practice through the implementation of informed and incremental of informed and incremental change. Action research is not done in isolation but seeks out opportunities for collaboration and the participation of other agents.

Action research is the consideration of action and it is the implementation of an action for improvement to individual practice. It follows a patterns or cycle which always involves planning, then making a change and reviewing the situation to generate learning.

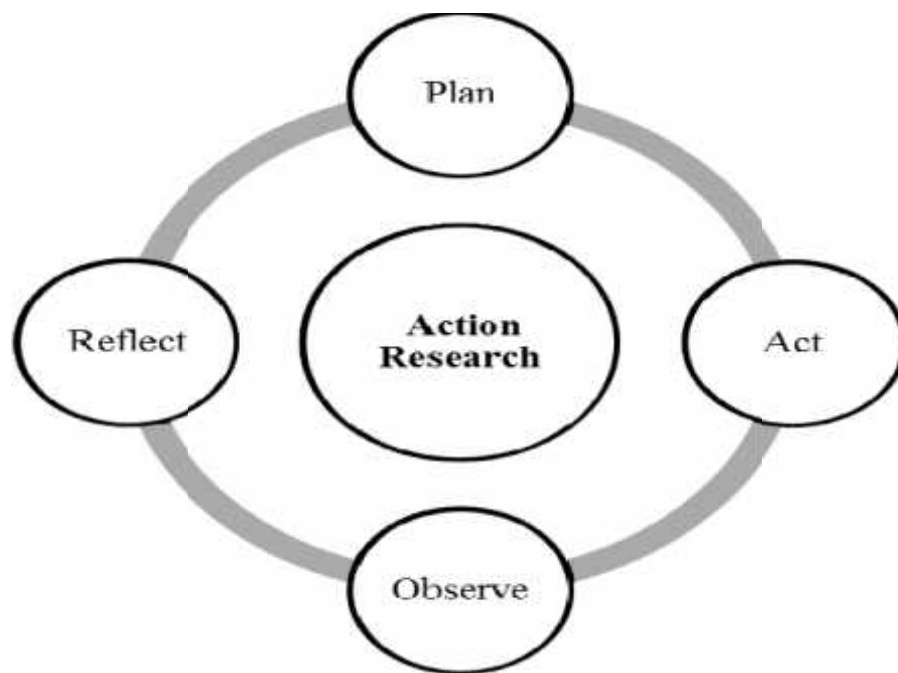
Winter (1996, p, 13) states six principles of action research which are as, Reflexive critique which is the process of becoming aware of our own perceptual biases. Dialectical critique is a way of understanding the relationship between the elements that make up various phenomena in our context. Collaboration is intended to mean that everyone's view is taken as a contribution to understanding the situation. Risking disturbance, which is an understanding of our own taken for granted processes and willingness to submit them to critique. It creates plural structures, which involve developing various accounts and critiques rather than a single authoritative interpretation. Theory and practice internalized which is seeing theory and practice as two interdependent yet complementary phases of the change process.

Cohan, Manion and Morrisson, (2010, p. 228) suggest that the series of characteristics of action research are Making for practical problem solving as well as expanding scientific knowledge and enhancing the competencies of participants. It is a collaborative process which is undertaken directly in different situation and using feedback from data is an ongoing cyclical process. It seeks to understand particular complex social situations and to understand the process of change within social systems and also undertaken within an agreed framework of ethics. It helps to improve the quality of human actions focuses on those problems that are of research which isolates and controls variables. It is informative, such that the definition of the problem, the aim and methodology may alter during the process of action research which includes evaluation and reflection. It is methodologically eclectic, dialogical and celebrates discourse. It also has a critical purpose in some forms and strives to be emancipator.

Action research as a form of research intended to have both action and research outcomes. It is a cyclic process. The action research cyclic consists at least of intention or planning before action and review or critique. It provides a mix of responsiveness and rigor, thus meeting both action and research requirements.

**Steps and process of action research.** Action research is not problem solving in the sense of trying to find out what is wrong. It is not about doing research on or about people or finding all available information on a topic but looking for the correct answers. Action research is not about learning why we do certain things but rather how we can do things better. Mainly action research focus about how we can change the instruction process to impact students.

Action research is a cyclic process which is shown in the following figure:



Above figure shows the cyclic process of the action research. The first step is the planning where the researcher identifies the problem; plan what to do and how to conduct the action and also consider the alternatives courses of action. In second step researcher select a course of action and conduct the action. After conducting the action researcher will observe and evaluate the action. It is the process of studying the consequences of an action. At last, there is the process of identifying and generalizing the findings which is also called reflection. If the problem is not solved then this process is continuing time and again until the problem will be solved completely so it is also called as a cyclic process.

According to Sagor (2000) as cited in Maharjan (2017, p, 3-6) present seven steps of action research which are as follows:

**Selecting a focus.** Selecting a focus is the first step in the process in the action research process which is very important step. Selecting a focus begins with the researcher or the team of action researchers asking: what element of our practice or what aspect of student learning do we wish to investigate?

**Clarifying theories.** The second step involves identifying the values, beliefs and the theoretical perspective the researchers hold relating to their focus. If the teachers are concerned about increasing responsible classroom behavior, it will be helpful for them to begin by clarifying with approach.

**Identifying research questions.** When a focus area has been selected and the researchers' perspectives and beliefs about that focus have been clarified, the next step is to generate a set of personally meaningful research questions to guide the inquiry.

**Collecting data.** Professional educators always want their instructional decisions to be based on the best possible data. Action Researchers can accomplish this by making sure that the data used to justify their action are valid and reliable. To ensure the reasonable validity and reliability, action researchers should avoid relying on any single source of data.

**Analyzing data.** Although data analysis often brings to mind the use of complex statistical calculations, this is rarely the case for the action researcher. A number of relatively user-friendly procedures can help a practitioner identify the trends and patterns in action research.

**Reporting results.** It is also one of the most important steps of action research. It is the result section of the research paper is where the report finding of the study based upon the information gathered as a result of the methodology which is applied.

**Taking informed action.** Taking informed action or planning is the last step in the action research process is very familiar to most teachers. When teachers write lesson plans or develop academic programs, they are engaged in the action planning process.

In similar ways, Nunan (1992) has also explained seven steps. The first step is initiation in which teacher notices a problem in class. The second step is preliminary investigation where teacher is spending the time in observing the class and taking notes of their behavior. The next step is hypothesis. In this step, teachers form the questions or hypothesis as to the cause of the problem. The fourth step is intervention. In which teachers tries several strategies to solve the problem. Evaluation is the fifth step where teachers consciously observe and measures the class again to see if there has been any improvement. The sixth step is dissemination where teachers share their findings with others. The last step is follow-up, here the teachers look for other methods to solve their original classroom problem.

Likewise, burns (1999, p, 36-42) presents the following eleven steps in carrying out action research as Exploring, Identifying, Planning, collecting data, Analyzing/Reflection, Hypothesizing/Speculating, Intervening, Observing and Reporting.

In the same view, Richards and Lockhart (1994), present the following phases of action research.

**Planning.** Planning is the one of the most important and first step in the action research process. In this step, researchers plan about how to do, what to do about their action. In this step researchers are taking the informed actions or action planning. When teachers write lessons plans or develop academic programs in which they are engaged in the action planning process.

**Action.** It is the second step of action research. In this step action is done by the researcher. Action specifically refers to the disciplined inquiry done by a researcher with the intent of research which will inform and change his or her practices in the future.

**Observation.** After completing the action there is the observation step. It is also the process of observing what happened as the result of the change.

**Reflection.** Reflection in participatory action research is that moment where the research participants examine and construct their concern. Reflection includes the

pre-emptive discussion of participants where they identify a shared concern or problem.

Although all the models presented above vary in terms of the phases and in terminologies, they show the same view. At first an issue is selected from the real classroom practice and data are collected. Then the strategies are adopted as intervention. Their results are assessed and shared with other teachers.

**Benefits of action research.** Action research is very important for teacher professional development. It is one of the strategies for teacher professional development. Action research is a process in which teachers investigate teaching and learning activities. Action research is researched based on the classroom situation which is carried out in order to improve the teaching learning process by introducing some new methods and ways of teaching. Doing action research is a procedural and systematic task. It makes teachers engage in different activities like plan, act, and observation and reflect. Action research is a powerful way for teachers to investigate their own practice and helps teacher to understand and improve the existing practice. It helps teacher to solve their problems themselves and make their teaching understanding. It seeks to redefine the role of the teacher by giving teachers the means to set their own agendas for improvement. It encourages the teachers to work in collaboratively with their colleagues to change their practice. It creates a platform to the teachers for investigating the practice and sharing it to their colleagues. Action research is an attractive option for teacher, researchers, school administrative staff and other stakeholders in the teaching and learning environment to consider (Mills, 2011).

Action research can enhance the lives of those professionals who work in educational systems. To illustrate action research has been directly linked to the professional growth and development of teachers. Following Kemmis and Mc Taggart (1988), “Action research involves small scale investigative projects in the teachers own classroom and consists of a number of phases which often reoccur in cycles and initiative for those who are related to educational process”. Kimber, (2000), as cited in Norton, (2009, p: 14) states “Employing an action research approach does not guarantee a change in beliefs. Action research projects provide a mechanism for perspectives transformation through regular meeting with participants. Here Kimber sees that Action research as “Collaborative, reflective practices which provides

opportunities to the teachers work with colleagues”. The practical problem solving is the main purpose of action research. It aims to bridge the gap between theoretical research and applied research.

According to Kemmis and Mc Taggart (1988), mention a number of benefits of action research for teachers as, thinking systematically about what happens in the school and classroom. Implementing action where improvements are thought to be possible. Monitoring and evaluating the effect of action with a view to continuing the improvements. The complex situation should be monitor critically and practically. Implementing is a complex approach to school or classroom improvement through action and reflection. Researching the real complex and often confusing circumstances and constraints of modern school. Recognizing the translate evolving ideas into action.

Action research provides teachers the opportunity to devise an intentional and systematic plan in order to closely examining their practice. Conducting action research, learning can occur in numerous ways including new strategies, evaluating existing programs, expanding, instructional repertoires, engaging in professional development and most importantly helping teachers develop new pedagogical knowledge Henson (1996).

**Professional development of Nepalese teachers.** The system of training for teachers especially in the secondary level was initiated in 1957, when the government established college of education which was fully funded by government of the United State of America (USA). College of education has conducted two years I. Ed program for ten years high school graduates and it also offered one year B. Ed course for those who hold Bachelor Degree in other faculties instead of education faculty. College of education was converted into the Institute of Education in 1973. It offered the responsibility to conduct all sorts of in-service and pre-service training. The institute of education conducted various types of teacher training programs during 70’s and 80’s which were women teacher training program, remote area teacher training program, A level program, B level program, on the spot teacher training program, primary training through distance learning and radio education teacher program (Joshi, 2010).



Different teacher's professional development programs have been conducted for pre service and in-service teacher although the effectiveness of this program is not satisfactory. NCED (2009), shows that the implementation of training in the real classroom is practically achieved. This proves that several aspects of teacher's professional development program to be address. One of the aspects of improvement is related to teachers themselves. How teachers are feeling about the program and what activities are expected by teachers are mostly important components of TPD. TPD approaches are categories into two groups: self- initiated and directed. Teacher training is one of the approaches of teacher's professional development but in Nepalese context, TPD is synonymously known as training by the practice. The design of policy and TPD module is best on the top-down approach in terms of addressing expected activities in TPD process. But these bases may not be as expectations of the teachers. It is necessary to know how teachers feel comfortable to work and what they expect from any TPD program.

### **Review of Empirical Literature**

Empirical literature review is an important part of analysis that contributes a valuable role during the process of literature. It contains the review of the related articles, journals, studies and reports. The review of some literature is as follow;

Khadka (2014) carried out a research on "Teacher's perception on need of action research for their professional development". The main aim of this study was to find out the views of teachers on importance of action research for their professional development keeping the objectives in consideration. She selected 40 English language teachers teaching at lower secondary and secondary schools of Dailekh district were sampled through nonrandom purposive sampling procedure. A set of questionnaires was used as the tool of data collection. After analysis and interpretation of the raw data she found that majority of the teachers who were teaching English did not have enough knowledge about action research in the first year of teaching career but majority of them practiced action research in their English language teaching classroom later in their career. Similarly, most of the teachers were found practicing action research in teaching learning aspects of grammar.

Negi (2016) conducted research on “Improving teaching through action research, perception, practice and problems (3Ps) voice from secondary level Teachers in an EFL context”. The objectives of his study were to find out the EFL, English as foreign language teachers’ perception to action research and to investigate the practices and problems of conducting action research in an EFL context. The research was conducted on a survey method. The sample population of 46 teachers teaching at secondary level was purposively selected from 46 different schools of Baitadi district in the western part of Nepal. Out of 46 teachers 44 teachers responded to the questionnaire. He used questionnaire in order to extract information regarding their perception, practice and problems of conducting action research. The questionnaire consisted of both open and closed ended questions. He found that most of the teachers have the basic concept of action research but they were not familiar with the process of action research and its practical implications. He also found that teachers did not have tradition of conducting action research to bring out the improvement in their instructional practices. His major findings behind these problems are lack of research skills, practice and support.

Yigit and Bageci (2017) carried out a research as “Teacher’s opinions regarding the usage of action research in professional development”. The main aim of this study was to investigate the contribution of action research to teacher’s professional development. This research was carried out qualitative research method of case study. In this study the working group of the study is comprised of six teachers working at a state of primary and middle school who underwent action research training. The data were collected using a semi-structured interview form including question about their usage of action research. This research found that action research has a positive impact on their professional development in various aspects.

Similarly, Rai (2017) conducted M. Ed. Thesis on ‘Teacher’s perception on action research for their professional development’. The objective of his study was to find out the perceptions of English language teachers on the role of action research for professional development and to analyze the impact of action research for teacher’s professional development. He selected 30 secondary level teachers from Sunsari district, 15 from community school and 15 from institutional school by using random

sampling procedure. He collected the data by using close ended questions in set of questionnaires. He analyzed and interpreted the collected data with the help of simple statistical tools. The major findings of his study were that the teachers have positive attitudes towards the role of action research for their professional development. They also stated that action research is one of the prominent tools for teacher's professional development.

Herlina, Kurnia and Faridah (2018) conducted their research "Teacher's perception in classroom Action research in English education among English teachers". The objective of her study was to investigate how English teacher perceive on classroom action research in teaching English. In her study she used survey research design to reveal their sight, point of view and expectation towards classroom action research. She used open-ended questionnaire as a tool and given to 20 respondents during the survey. It consists of only four questions. In this study she finds that almost all the teachers know the function of class room action research is connected with finding the solution of overcoming some students learning problems in the classroom but some teachers ever made classroom action research and know its procedure.

Bhattarai (2018) conducted a research entitled "Perception of teachers towards action research for professional development". The main objective of the research was to find out the teacher's perception and to explore the teachers views on the role of action research for the teacher's professional development and to suggest some pedagogical implications from their study. The research was limited to the Kathmandu and Lalitpur districts and 40 secondary level English teachers were consisted from the public and private school. The research tools were questionnaire (open-ended and close-ended) and carried out it through survey design. The findings of the research showed that most of the teachers were aware of action research and the culture of action research in schools, but they didn't have usual habit of carrying out an action research. Most of the teachers also supported that the action research had significant role in teacher's professional development through it had some drawbacks.

Basnet (2019) carried out a research thesis on "Action research for teacher's professional development" a narrative study. His main aim of the study was to explore the experience of secondary level English teachers while conducting action research

in terms of practically effectiveness and challenges. He selected four secondary level English teachers by using purposive non-random sampling strategy. Data were collected by conducting semi-structured interview. The major finding of the study was that teacher's practice action research as effective tool to solve problems. Classroom based research and means of collaboration for their professional development but most of the teachers did not get proper support from their colleagues. Although action research has much more strength major challenges faced by teachers found in his study are little knowledge of action research, time consumption, irregularity of the students and large number of students in a single classroom.

Various researches have been conducted their research study on teachers' perception towards action research for their professional development. Bhattarai (2018), Rai (2017), Basnet, (2019) which are a little bit similar with my study in terms of title but different in research design as they were used the survey method of research design where I used narrative inquiry research design. The objective of theirs research study were "to explore secondary level English teachers experience while conducting action research in terms of practicality, effectiveness and challenges where my objectives is to find the belief on the role of action research for teacher professional development. The areas of the study were Sunsari and Lalitpur district of previous study where my study area is Kirtipur municipality of Kathmandu district.

### **Implications of the Review for the Study**

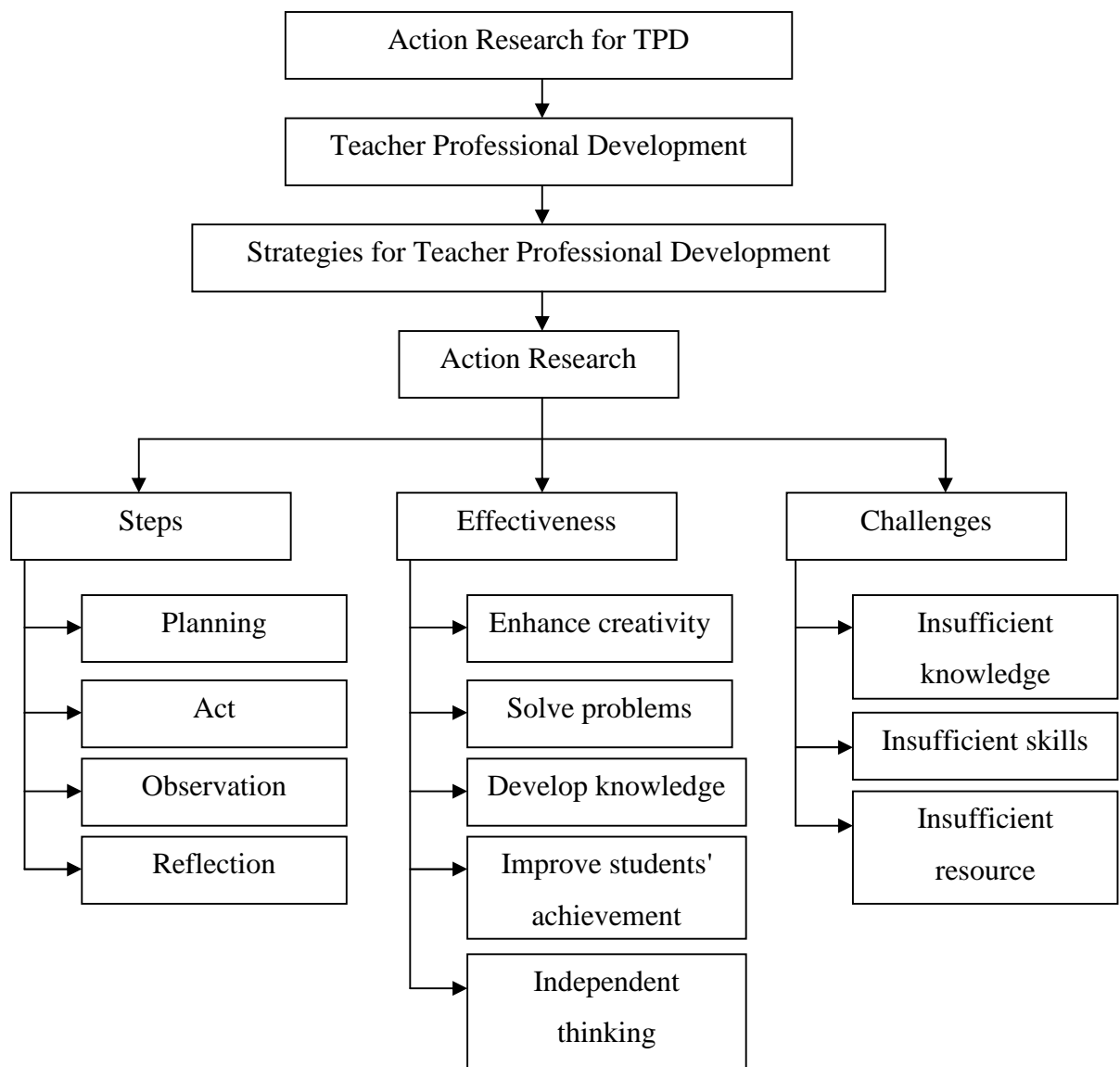
The above literature review (theoretical and empirical) has provided helpful information to my study. I took ideas and information on my research which has been more useful my research. The purpose of literature review is to expanded and explore up on the context in background of the research. This review of the study obtained information from varieties of book, thesis and journal articles. After reviewing these works, researchers learned more about Action Research and its role for TPD.

Kirk (1998), Richards and Lockhart (2004), Maharjan (2017), Ojha (2013), Murray (2009), Bold (2012) states and insight for building theoretical knowledge. In the same way, Bhattarai (2018), Rai (2017), Khadka (2014), Basnet (2019), Herlina (2018), Yigit (2017) and Negi (2016) were helpful to get ideas about action research

in Nepalese context. There are other valuable materials which became part of my research were included in the reference section.

### Conceptual Framework

A conceptual frame work is very important component of research. It is a representation of understanding of the theory by the researcher and his/her conceptualization of the relationship between different variables. I wanted to show action research for teachers' professional development. The conceptual framework of this study was as follow;



## **Chapter III**

### **Methods and Procedures of the Study**

This chapter deals briefly with the methodological procedure for data collection during the study. Research methodology determines activate to achieve main objectives of the study to make the study more valuable and reliable. Research methodology consists of design and methods of the study, population, sample and sampling strategy, sources of data (primary and secondary), data collection tools and techniques, data collection procedure, data analysis and interpretation procedure and ethical consideration.

#### **Design and Methods of the Study**

For this research, I adapted the narrative inquiry in qualitative research design. In narrative research design, I explained about the personal experiences of individual through the study that was expressed. In the same way, other tools like stories, autobiographies, journals, field notes, and letter, conversation, interview and life experiences were used in order to make research work real and factual. Various researchers have put their different views to define the narrative inquiry research design. According to Schwedt (2007), narrative inquiry is “the in disciplinary study of the activities involve in generating and analyzing stories of life experiences (e.g., life stories, narrative interviews, journals, diaries, memories, autobiographies, biographies, and reporting that kind of research” (p. 204 as cited in Patricia, 2014).

Narrative inquiry is an umbrella term that captures personal human dimensions of experience over time and takes account of the relationship between individual experiences cultural context (Maharjan, 2017). Likewise, Murray (2009) state that narrative inquiry is a generative term which encompasses a number of genres including case studies, diary life histories, auto biographies and memories. Bold (2012) argues that the narrative necessarily tells the events of human lives reflect human interest and support our sense making process and have the ability to transform our lives and the context in which we live. This research explores and presents the narrative inquiry of the few English teachers of community schools. The main goal of this study was to explored the perception of English teachers while doing

the action research. Teachers were facing different problems while conducting the action research for their professional development. So, there should be cooperation between teachers and all the responsible members. Responsible members should facilitate to the teachers who are involving in action research. Creswell (2012, p.507) presents the characteristics of narrative inquiry which are, individual experience, chronology of the experiences, collection of the individual stories, restoring, coding for theme, context or setting and collaborating with participants.

Narrative inquiry is a story telling process which describes the real experiences of an individual. Therefore, I selected narrative inquiry as a research design in my study to explore the perception of teachers towards action research for the professional development.

### **Population, Sample and Sampling Strategy**

The population of this research study included the English language teachers who are teaching in community schools of the Kritipur Municipality of Kathmandu district. The sample consisted of three English language teachers from community schools. The sample was selected by using purposive non- random sampling strategy.

### **Data Collection Tools and Techniques**

To find out the detailed and relevant information of the phenomena, data collection tools and techniques are used. The required data was collected from the community schools of Kirtipur Municipality of Kathmandu district. To accomplish the objective of this study, I used semi-structured interview with the English teachers. I asked questions for eliciting the respondent's personal perception and experience about the targeted research problem.

### **Sources of Data**

In this study, data was collected by using primary and secondary sources. Primary data was collected through direct visit with at least three English language teachers of community schools. The secondary data was collected from various books, previous researches, articles, journal and other published and unpublished materials.

### **Data Collection Procedures**

I focused on the certain and systematic procedure while collecting data. I selected narrative inquiry design and I prepared interview schedule according to it. I contacted with teachers and introduce myself. After that I established good rapport with them. I took interviewed based on some interview guidelines questions and few additional questions with recording the data. Finally, I thanked to all the participants for their cooperation.

### **Data Analysis and Interpretation Procedure**

I analyzed and interpreted data by using thematic analysis. Firstly, I read through all the data to get a general sense of the information and to reflect on its overall meaning. Secondly, I interpreted and analyzed interview. Thirdly, I coded important lines. Finally, based on important codes I developed themes. The collected data was analyzed and interpreted qualitatively.

### **Ethical Considerations**

Ethical consideration is one of the most important aspects of the research study. Ethics plays the vital role in any kind of research. As such, in order to keep the research endeavor sound, the study holds different ethical issues with care. After getting approval from the research guidance committee of the University campus Kirtipur, I visited the selected schools obtain consent from the concerned authorities. Then I gave participant information statement and consent from the respondents for interview. I transcribed the recorded data by maintaining accuracy. I used pseudonyms to conceal the identity of participants and the institution while analyzing data. Finally, I promised that I would delete all data after the successful conduction of this research study.



## Chapter IV

### Analysis and Interpretation of Data

This chapter contains the analysis and interpretation of the data. It is a core part of a research process. I have analyzed data thematically under different headings and subheadings.

The data obtained from semi-structure interviews were Transcribed and analyzed by using thematic analysis. Themes of the personal interviews were drawn on the various factors: Role, experiences, effectiveness and challenges of action research. In this study pseudonyms were used to conceal the Identity of participants 'A', 'B' and 'C' have been used for teachers. The result drawn from those teachers' narratives are interpreted as follows:

#### **Role of Action Research**

The role of action research is analyzed on the basis of teachers' narratives. More specifically my concern was how action research helps the teachers in their teaching learning process and in professional development. These roles which I have found from the narratives are analyzed in following themes.

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

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

According to her narrative, she conducted action research when there arose any kinds of problems in language skills and aspects. She conducted action research to solve particular problems and to produce guidelines for effective teaching. She said that the

problem of vocabulary in writing skills is improved by action research. Expressing similar view here respondent B said;

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

From those ideas, it was found that he practiced many action researches informally in his real classroom when he faced some kinds of difficulties and problems. It conducted action research regularly in an informal way to solve the problems of teaching learning process. In the similar way respondent C represented:

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

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

Finally, from all three teachers' narratives it was found that action research was conducted for solving their problems. The main purpose of conducting action research was to improve and reflect their teaching strategies.

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

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

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

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

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

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

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

Finally, from all three teachers' narratives it was found that action research helps to update the recent knowledge, teaching strategies, methods and techniques. It helped to become competent and self-confident. Action research also helped to develop the habit of co-ordinate and sharing culture among colleagues.

### **Teachers' Experiences on Action Research**

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

**Action research supporting collaborative work.** This theme is derived from the respondent 'A', 'B' and 'C'. Respondents 'A' and 'B' told me that they got proper support from their colleagues, principal and school administration while conducting the action research. But the respondent 'C' told me that she didn't get support from her colleagues, principal and school administration. In this reference respondent 'A' narrated.

*Obviously without teamwork doing action research is not possible. In my school all the teachers, staff and the administration section are all very helpful and we get support from them. Different materials are also used while conducting the action research. Those materials are collected by myself and some materials are available from school and some materials are collected from students to make them encourage and active.*

Here, the respondent 'A' had the experience of getting proper support from her teacher staff and the administration section. According to her, all the teachers in her school were cooperative while conducting the action research. These teachers had positive views on action research. Furthermore, she said that even school administration (Vice Principal and Principal) also helps in her Innovative idea of practicing action research. School administration also encouraged her in conducting different language games as well as in making different teaching materials. Similarly, respondent 'B' articulated:

*I had full support from the administration, principal and other staff too. They all helped me while conducting the action research.*

Analyzing his story, he was also receiving support from school administration, principal and other staff too. He got help from them while conducting the action research, so it was a very easy and active process of discovering new techniques to suit their own class. Likewise, respondent 'C' articulated:

*Most of the colleagues and senior teachers did not have a positive attitude regarding action research. Once I had faced a complaint from the Vice Principal due to not going through the textbook but just allowing the learning to play the language games.*

From his experience, it was clear how difficult and unfavorable the respondent faced his colleague and administration while conducting action research. These teachers almost had negative views upon AR. He said even the principal also ignored his innovative ideas of practicing action research. School administration blamed him for not going through the text book and only applying language games.

From the above respondents' experience under this theme conclude that some teachers had got proper support from their school Administration and colleagues. But few teachers did not get proper support from their school Administration and colleagues. Because of this environment, teachers may become passive and inactive in teaching and some of them might quit the teaching profession.

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

*After conducting action research in a specific topic. I solved the problems through hypothesis, and used different types of methods. It was very effective that I found the better achievement. In vocabulary practices, students hesitated in writing. For example, students can say "there are many facilities in my school". In this sentence, students don't know the exact English word "facility" so they couldn't write. In that case, we need to expose them to lots*

*of vocabulary (words) that are useful for them. So, I had done the same thing and used different techniques like crossword puzzles, spider web etc. So, at last I found a positive change and it affected the student's achievement.*

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

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

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

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

According to her experience regarding the positive impact of action research on students' achievement, she has fact data that she has collected before and after conducting research. She said that although her action research was completed within one month but had highly progressive results. She completed her task on speaking activities where she got participation in speaking activities. so, she told me that it should be done regularly by every teacher for the better teaching learning process.

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

### **Effectiveness of Action Research for Teacher Professional Development**

Effectiveness of action research is derived from respondents' experience. Under these respondents expressed their view upon the effectiveness of action research. Furthermore, they tried to show the strength of action research and its positive consequences. Action research really invented new techniques by reflecting their own practice. So, these effects were analyzed in the following themes.

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

*Action research broad innovation in classroom teaching. It is very effective to deal with different sorts of students and to deal with different types of problems each and every day. It certainly helps to get some positive changes*

*in the student learning process. It also supported teachers in using different teaching techniques and also supported teacher's professional development.*

Here, respondent 'A' had the experience of action research as innovative tools to solve the classroom problems and to deal with different sorts of students.

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

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

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

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

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



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

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

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

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

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

From the above experiences, he mentioned that action research is practical in ELT classrooms. He had done action research to solve the problems which arose in

the classroom. He mentioned that he conducted action research formally as well informally. He had done action research on various topics to solve the different types of classroom problems. He also told me that he had to conduct one action research formally in a year for his promotion too Which was compulsory. likewise, respondent 'C' presented:

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

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

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

### **Challenges of Action Research**

Under this heading, I have analyzed the major challenges faced by secondary level teachers while conducting AR. To find out the challenges of action research, I have developed interview guideline. On the basis of this guideline, I found different challenges of AR faced by teachers while conducting it which are illustrated below.

**Insufficient knowledge of action research.** This theme is developed on the basis of experiences from respondent C. She expressed teachers' negative attitude towards AR was one of the major challenges. He articulated;

*Colleagues and the senior teachers had narrow concept and negative attitude towards doing action research in the classroom. So that, I didn't get proper support from my colleagues and other senior teachers.*

According to his experience, insufficient knowledge about AR is one of the major challenges. In her experience, she was unable to get proper support from her colleagues and senior teacher because they had narrow concept about AR. They thought that doing action research was boring job. As a result, they themselves didn't attempt action research to solve their problems and they discouraged those teachers who tried to implement AR in the classroom. It happened to most of the teachers because of less knowledge in action research.

**Time consuming.** This theme is derived from the experience of respondent A and B. Action research takes a long process, only 45 minutes is not enough to do the research work. Because of time duration they hadn't finished in time, they had to take additional time to finish their project. Due to its lengthy process many teachers felt difficult to implement action research. The experience of respondent A was very similar to respondent B. Here respondent A articulated:

*Obviously, it is one of the challenging jobs which is done to solve the problems but each and every hypothesis that we form to solve problems may not work so, we need to change our hypothesis time and again. We need to do different sorts of experiment and finally we have to select the other techniques which are effective, which takes a long time to do the research.*

As a respondent said, she had to use each and every hypothesis time and again. If one hypothesis didn't help to solve the problems, they had to use another one which takes a long period of time. She also mentioned that different sorts of experiments in techniques are used to conduct action research and finally she had to select effective one which is one of the time-consuming researches because of this reason, today most of the teachers are afraid of action research., similarly respondent 'B' narrated:

*Alternative ways, methods and techniques are used to solve the problem. If those alternatives do not improve the teaching and learning process then it takes a long time to use other methods. So, the concept of why to do this to*

*waste the time arose in my mind. So, it is one of the challenges of the job. Such types of problems demotivated us to do action research. As it is challenging, I worked additionally apart from school hours. Usually, I conduct this kind of research every year for the sake of my professional development as well as for my students.*

As the respondent said, he didn't finish his task on time, so he worked additionally apart from school hours. It depicted that action research was somehow time consuming. Because of this reason, today most of the teachers are afraid of action research. Teachers didn't want to take extra burden in their home. But some teachers like my respondents have done their task successfully by taking extra time remembering that it is only for professional development and sake of the students.

**Insufficient teaching materials.** This theme is derived from the experience of respondent 'C'. He expressed his real experience that he didn't get teaching materials from administration. He shared his challenges:

*It is difficult to manage some general resources for the research. I had managed some marks, posters and flashcards myself after the rejection of the principal to provide from the side of the institution.*

From the above experience, the teachers themselves had managed basic materials such as markers, posters and flashcards to conduct research. It showed the real condition of our school. How our school is equipped with the materials and makes it easier for teachers for research. Most of the teachers were not interested in doing something new because of such an unsupportive environment.

**Irregularity of the students.** This theme is specially developed from the experience of respondent 'B'. He expressed that due to the absence of students, implementation of action research was problematic for him. He shared:

*Implementation section of the research was somehow problematic for me as i could not apply it completely in my classroom. Irregularity of the students was the main challenge that I faced during my proceeding.*

According to him, absenteeism was one of the major challenges we faced during the implementation of action research. In the context of our country, today many students are irregular in their classroom because of lack of motivation. This kind of situation made it really difficult to carry out new projects or activities in the classroom. So, punctuality of the student was one of the crucial factors to implement action research.

**Large number of students.** This theme is derived from the experience of respondent 'A'. She argued that due to the huge number of students in a single classroom, it was very difficult to implement action research. She articulated:

*From my own experience of practicing action research, I had his first challenges due to the large number of students in a single classroom.*

For effective implementation of action research, the number of students in a classroom should be limited. Large number of students hindered teachers from practicing action research. Due to its lengthy process, the number of students should be minimized as much as possible. When the ratio of students was degrees then action research would be practically implemented in the such classroom.

To conclude this all themes regarding challenges of action research, I have found that the negative attitude of the teachers towards action research, lack of appropriate teaching materials and resources, due to its time consumption, students' irregularity in the classroom and large number of the students were the major challenges of action research.

## Chapter V

### Findings, Conclusions and Recommendations

In this chapter, I have presented the summary and conclusion of the study on the basis of presentation, analysis, interpretation of collective data and drawn findings. Likewise, I have recommended some pedagogical implications for the practice level and also suggested some Implication for the policy level and further research area.

#### Findings

On the basis of analysis of data and interpretation of the result from the teacher's interview; I have drawn findings of my research. So, under this subsection, summary of the findings is presented on the following ways.

**Related to role of action research.** One of the objectives of my research was to find the out the role of action research in teaching and learning activities. From teacher's interview it was found that all of the secondary level teachers are conducting action research as a effective tool to solve the classroom problems. They are also practicing it for their professional development. The major findings of teachers practice of action research is presented below:

It was found that all teachers were conducting action research as a means for solving their classroom problems. In course of teaching, when teachers faced any kinds of difficulty or problems, all teachers implemented AR in their real classrooms.

It was found that most of the teachers were implementing AR as the classroom-based research that helped them to reflect their own practice, knowledge, values and professional activities. Finally, it was found that action research was for teacher professional development. Being an action researcher teacher possessed qualities of professionalism.

**Related to teachers experience of action research.** Another finding of this research study was the teachers experiences of conducting action research. To find out

this theme, I have analyzed teachers' stories in detailed on different themes. So, on the basis of those themes, I have summarized following findings:

Few of the respondents shared their experiences, that they get proper support from colleagues and school administration but some respondents shared their experience that, they didn't get proper support from their colleagues and school administration due to their negative view and insufficient knowledge towards AR.

It was found that student's achievement was increased by conducting AR. All three respondents had conducted action research and found better result than previous one.

Finally, it was found that teacher used action research in a collaborative way. While practicing action research teacher interacted with their colleagues and ask support for their school administration.

**Related to effectiveness of action research.** Next findings of this research study were the effectiveness of action research. To find out this theme, I have analyzed teachers views in detailed through different points. On the basis of these themes, I have summarized following findings:

It was found that action research brought innovation in teaching. It was innovative in the sense that teacher themselves invented new strategies and techniques by reflecting their own practice. It was found that action research was practical in nature. Majority of the respondents had practiced action research successfully and got remarkable improvements in student's achievement and developed self-confidence.

**Related to challenges of action research.** To find out the challenges of action research, I have analyzed teacher's stories under different themes. From those themes I have summarized following findings:

It was found that insufficient knowledge was one of the major challenges of action research. One of my respondents was not getting support from his colleagues and principal due to their bad conception towards action research. It was found that due to time consumption, respondents had finished their project in additional time. They rarely finished their task within their certain period. Other challenge was

insufficient teaching materials. In many cases teacher managed themselves essential resources for action research. Because of this reason many teachers might feel difficult to implement action research. It was found that large number of students in a single classroom was somehow problematic to carry action research. Irregularity of the students was another challenge of action research that I have found in this study. Because of the absent of the students, teacher got problem in the implementation of action research.

## **Conclusions**

Conclusion is the final outcome or theme drawn after the successful condition of the study. To find out the experiences of teacher while conducting AR, I had selected three secondary English teacher of public schools. Data were collected by conducting interview. On the basis of analysis, discussion and interpretation of collected data, findings were derived. As a form of qualitative research, the findings were categorized into four sub headings; role of action research in teaching learning process, experience of action research, effectiveness of action research and challenges of action research.

It was found that teacher implemented action research as means for solving their problems, which is one of the classroom-based research and it is also one of the means of collaboration for their professional development. Only few teachers were able to conduct action research in their school which in turn lead to very positive output in both teacher's and student's performance. However, most of the teachers did not get proper support from their colleagues while they attempted to conduct action research, although action research had positive impact on student's achievement and helped for their professional development. In the context of Nepal, there are only few practices of action research found in the school even in the capital city and very rarely in out of capital in the country. The reasons of not conducting action research in the schools are the lacking sources and supports by other co-workers and related department.

The major effectiveness of action research was that it was practical in nature and brought innovative in the teaching and learning process. Despite these strengths' little knowledge of the action research, lack of appropriate teaching materials, time



consumption, irregularity of the students and the large number of students in the single classroom were the major challenges faced by teachers at the time of conducting the action research. Finally, this research has completed by providing recommendation at policy level, practice level and further research in the separate headings so that it would be comprehensible for the concerned readers.

### **Recommendations**

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

**Policy level.** Following policy level recommendation can be made; School administration, principal, teachers, parents and students should be responsible and accountable while conducting the action research. Government should manage every school with well-equipped materials and reward to those teachers who practiced with action research.

**Practice level.** The quality of education can be improved by utilizing classroom practically. To develop professional career, some practice level suggestions have been made. Teacher can conduct action research for their professional development. For this, they should be provided with good environment.

To provide quality education and to increase the student's achievement, teachers should implement AR in the classroom.

**Further research.** In fact, no work is final and no research is complete in itself. This study was limited to explore the practices of action research by the teachers of public school in the classroom. It was done in terms of experiences, effectiveness and challenges. This research as a narrative research design couldn't include large scale of sample. Therefore, there are limitations in this study. Further researcher may research on the following areas;

Perception of English teachers towards action research. Compare the practices of action research by the teacher of public and private school teachers.

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## **Appendices**

### **Appendix I**

#### **Guidelines for Interview**

In order to collect real data, I will conduct semi structured interview with three English teachers who are doing Action Research in community schools. I will ask them some question on the basis of following interview guidelines;

- ) Please briefly introduce yourself.
- ) Briefly describe about your school along with some positive and negative sides of your principal administration and with other staff.
- ) What is your concept on action research?
- ) How are you practicing action research in the classroom?
- ) What is your experience while conducting action research?
- ) Do the school administration, principal and other staffs support you while conducting the action research?
- ) What are the challenges you faced while conducting the action research?
- ) What is your experience after doing action research?
- ) Did it really bring changes in your teaching?
- ) How does action research help in your professional development?
- ) What is the relationship between action research and professional development?
- ) Do you find student's achievements better after conducting action research?
- ) Can you share your experience regarding student's achievement?
- ) What are the major challenges or obstacles to conduct action research?
- ) How did you solve those obstacles?
- ) What is the effectiveness of action research in classroom teaching?

Thank you very much for your kind response and support!

## **Appendix II**

### **Teacher Narrative Guidelines**

Dear sir/ madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled **Action Research for Teacher Professional Development** under the supervision of teaching assistant Mr. Resham Acharya, the Central Department of English Education, and T.U. Kirtipur. This research study attempts to explore the experiences of public teachers' while conducting the action research in community schools of Kirtipur Municipality, Kathmandu, Nepal.

Therefore, your kind co- operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept confidential.

Thank you for your valuable time!

Researcher,  
Sirjana Poudel  
M.Ed. 4<sup>th</sup> Semester,  
T.U, Kirtipur

### **Appendix III**

#### **Sample Interview Transcript (A)**

- Researcher: Namaste, your good name please?
- Respondent: Namaste, myself .....
- Researcher: How are you?
- Respondent: Fine and you?
- Researcher: Me too fine. I am Sirjana Poudel from T.U Kritipur. Today I am here for interview with you regarding my master's degree Thesis in "Action Research for teachers Professional Development". My research seeks that how Action Research supports for the teacher's professional development. Could you please describe about your school doing with some positive and negative sides of your principal, administration and with other staffs?
- Respondent: Originally, I am from Kaski Pokhara. Recently I am teaching in Janasewa Secondary School as a secondary level teacher. I feel proud to be a teacher in this school because all the staffs, principal and administration are supportive in whatever we need. There is good co-operation between each other. There are more positive aspects of administration, principal, and other staffs too.
- Researcher: Could you please tell me the concept of action research?
- Respondent: All right, Action research is a plan which is done to find the solution of those problems which we teachers encounters while teaching in the classroom. So, this is a very helpful to solve the real-life problem of the classroom.
- Researcher: Well! Could you please tell me how are you practicing action research in the classroom?
- Respondent: I am practicing action research when I felt some issues, problem, and difficulties in my teaching. In English there are four skills listening, writing, reading, and speaking and all the students are not equal in there four skills. It means we need to conduct research in all skills as its necessary. We also need to conduct proper vocabulary also because without proper vocabulary knowledge students can't write anything

that's why we need to conduct action research. Recently, I have conduct research on how I can increase my student's vocabulary, and in this research, I have used many hypotheses and I found that some hypotheses are useful.

Researcher: Okay! Did you get full support from school administration, principal and other staffs while conducting the action research?

Respondent: Yes, obviously without teamwork doing research in impossible. In my school all the teacher staff and the administration section all are very helpful, and we got support from them. Different materials are also used while conducting the action research. Those materials are collected myself and some materials are available from school and some materials are collected from students to make them active and encouraged.

Researcher: Could you please share the challenges you found while conducting the action research?

Respondent: Yeah, obviously this is done to solve the problems but each and every hypothesis that we form to solve that problem may not work so we need to change our hypothesis time and again. We need to different sort of experiment and finally we select out the things which are effective. So, it is time consuming research. And another challenge is large number of students which is very difficult to conduct in large group of students. It is difficult to manage students as well as to implement action research in a large group of students.

Researcher: Would you share some experience after conducting action research. Did it really bring changes in your teaching?

Respondent: Of course, I have already told you that, recently I have conducted research on vocabulary, I can improve my student's vocabulary, now some of the students are not facing problem on writing at all. One of the experiments I have done with the dictionary, I encourage them to use dictionary and I use different types of vocabulary game. I found that using dictionary and language game is very effective. After conducting action research, it really brings changes in my teaching.

Researcher: How action research helps teacher for their professional development?



Respondent: Really teaching is an art. Each and every day we need to deal with different sort of students. For our professional development we can't be satisfied by ourself. So, to be satisfied and to be competent we need to deal with different sort of problems and in those situation action research work as a powerful weapon to develop our professional.

Researcher: Well, do you find students achievement better after conducting action research? Would you mind sharing your experience regarding students results and outcomes.

Respondent: Yes, at the end of the research we can see some of the changes. Otherwise, it will be considered that research is not complete. Until we didn't get any achievement, research cannot be regarded as a successful one. So, we need to use different types of methods to get changes. After conducting action research in specific topic, we solve out the problem and we conduct hypothesis, we use different types of methods. It is very effective that we found the achievement better. In vocabulary practice students hesitate to write for e.g., Students can say "mero school ma dherai kisim ko subidha haru chha". In this sentence they don't know the exact word "Subidha" in English so they can't write. In this case we need to expose them lots of vocabulary words that are useful for them. So, I have done the same thing and use different technique in a crossword puzzle, web spiders web. So, at last I found positive change and it supports in student's achievement and finally dare to write.

Researcher: Would you mind sharing the effectiveness of action research in classroom teaching?

Respondent: Yes, this is very effective because we have to deal different sort of students. We have to face different types of problems every day. It certainly helps to get some positive changes in students.

Researcher: What is the relationship between action research and professional development?

Respondent: They are closely interrelated. Teaching is a profession and without being totally satisfied and without being updated we can't get achievement; we won't be successful. So, to be updated we need to keep on reading or do self-study in order to tackle with related

problems that we encounter while teaching in the classroom. Not only in the classroom out of the classroom, we have to do some of the experiment and research for our professional development. Without doing research we can't keep ourselves updated, that's why it is important.

Researcher: Thank you very much for your kind response.

Respondent: welcome.

## Sample Interview Transcript (B)

- Researcher: Namaste, your good name please?
- Respondent: Namaste, myself .....
- Researcher: How are you?
- Respondent: I am fine and what about yours?
- Researcher: Me too fine. I am Sirjana Poudel from T.U Kritipur. Today I am here for interview with you regarding my master's degree Thesis in "Action Research for teachers Professional Development". My research seeks that how Action Research supports for the teacher's professional development. Could you please describe about your school along with some positive aspects and negative aspects of your principal, administration, and with your staffs?
- Respondent: Okay, I have much more experiences of teaching in private as well as public schools and I have 3 years of experience in this school. All the staffs, administration and principal are very co-operative, helpful and supportive. I am satisfied till now with the activities of my colleague, administration and principal. There are many positive aspects of my school.
- Researcher: Could you please tell me the concept of action research?
- Respondent: Action research is one of the researches which is done in the classroom. The problems which are occurs in the teaching learning process are solved through the action research. It is also done to solve the problem of administration. Action research is not to prove but to improve. It is done to improve the learning abilities. So, it is very important to all the teachers as well as learners too.
- Researcher: Well..... Could you please tell me how are you practicing action research in classroom?
- Respondent: I have already told you that when any problem result in the classroom at the process of teaching and learning activities Action research is done formally or informally. I have done formal research in various topic. In all public-school teachers have to do at least one action research in a year for their promotion and I have also done. But informally I have done various research at the process of teaching

learning activities to solve the different types of classroom problems. It is also done in a systematic way in which after getting the findings of the problems we document it and also disseminate it

Researcher: Okay! Do you get full support from your school team while conducting the Action Research?

Respondent: Yes, I have got full support from my school team. They all help me while conducting action research.

Researcher: Could you please share the challenges you find while conducting action research?

Respondent: I faced different problems and challenges while conducting the action research. It is done to solve the classroom problems. Alternative's ways methods and techniques are used to solve the classroom problems. If those alternative way doesn't improve the teaching and learning process then it takes long time. So, the thoughts like why to do this to waste the time, arises in my mind. So, it is a challenges job, such type of thoughts demotivates us to do action research. Another main problem is that students are irregular in the classroom. We are selecting the sample of students to conduct the action research but those students are absent while we are conducting and implementing the action research. Such type of challenges we faced in the process of doing action research.

Researcher: Would you please share your experience after conducting action research. Did it really bring changes in your teaching?

Respondent: After conducting the research I feel proud that I can improve my teaching learning activities. Students are also feeling easy in learning process, they are getting achievement in their learning process. We can also give some new knowledge to our students.

Researcher: How the action research helps teacher for their professional development?

Respondent: It help to us being updated. We can share our idea to the teacher support group which helps in the professional development. We can also recognize by different expert which helps in professionalism and

we have to do compulsory action research in a year which helps for promotion in our work.

Researcher: Well. Do you find students achievement better after conducting action research? Would you mind sharing your experience regarding student's achievement.

Respondent: Yes, obviously students get achievement after conducting action research in a particular problem. For e.g., Students are not doing homework regularly. We can find the causes of action research, either there are school, family or other causes of not doing homework. After finding the causes and solving those problems student can do homework regularly but is not sure that once doing action research is not enough, we have to do it time and again. It is a cyclic process. We have to do it time to time. As a teacher we have to follow it regularly.

Researcher: What is the relationship between action research and professional development?

Respondent: There are different strategies for the teacher's professional development. Action research is one of the parts for the teacher's professional development. It directly helps to the teacher as well as students where as other strategies indirectly helps to the teacher and also the student. Through action research teacher can change the way of teaching so that student can benefited directly and teacher can also be satisfied by their teaching process, they can recognize among other teachers so it directly helps in the professional development.

Researcher: As you mentioned about the different obstacles you faced while conducting action research, would you mind sharing about the ways and ideas to solve those problems?

Respondent: We can solve those obstacles in various ways such as: We can share our problems with our colleagues and we can discuss with our seniors and we can use different social media, online platform to discuss our problems. From online platform we can get solutions from different experts from different nation.

Researcher: Would you mind sharing the effectiveness of Action research in the classroom while teaching?

Respondent: Action research is more effective in the classroom. It brings positive changes in the classroom teaching. Mostly teacher and students are benefited. Student got output through action research, for e.g., In the classroom student show the destructive behavior. After conducting action research there is good environment in teaching and learning process so that student can gain knowledge. It helps in the output of student, teacher, school and also of the guardians. So, there are different effectiveness of action research in the classroom.

Researcher: Thank you very much for your kind response and support.

Respondent: Welcome.

### Sample Interview Transcript (C)

Researcher: Namaste, your good name please?

Respondent: Namaste, myself .....

Researcher: How are you?

Respondent: Me fine and what about yours?

Researcher: Me too fine. Me myself Sirjana Poudel from T.U Kritipur. Today I am here for interview with you regarding my master's degree Thesis in "Action Research for teachers Professional Development". My research seeks that how Action Research supports for the teacher's professional development. Could you please describe about your school along with some positive and negative sides of your principal, administration, and colleague.

Respondent: Recently I am teaching in .....high school. I am the secondary level English teacher. I feel so glad to be a teacher of this school. All staffs, management team, are very supportive. They help me whenever I ask with them. There are more positives aspects rather than negative.

Researcher: What is your concept on action research?

Respondent: Action research is a kind of theory which is done not to prove but to improve. It is one of the classroom-based research which is done to improve the teaching and learning process.

Researcher: Well then how are you practicing action research in the classroom?

Respondent: Action research has a very good way to solve the problems which occurs in my teaching and learning process in the classroom. So generally, I practice action research in my leisure time by following the steps of action research.

Researcher: What is your experience about conducting action research. Can you please explain in detail including support from school team members?

Respondent: I am realizing that action research as a part of my profession not as an extra job. I am doing and practicing it according to the context of my teaching scenario. Learners are very interested through the alternative way but some of the learners are not motivated at first. Most of the colleagues or senior teachers have not positive attitude regarding action

research. Once I had faced a complaint of the principal due to not going through the textbook but just allowing the learning to play the language games. It is very difficult to manage some general resource for the research. I had managed some markers, posters and flashcard to provide from the side of the institution. Only 40-45 minutes is not sufficient to practice extra activities and alternatives, but it depends on the teacher. I am able to manage time.

Researcher: All good, could you please share your experience after doing action research? Did it really bring changes in your teaching?

Respondent: I have been getting more positive impacts after the action research regarding learner's achievement. At the first attempt I have not got 100 percent improve regarding my teaching issues but its positive change is happening comparatively. As I experienced the increase in learner's score is not only a positive impact but I have found that learners are more active in learning, collaboration and participation rather than before. The result is also satisfied after practicing action research. So, action research is really practical but it depends on the attitude of the teachers.

Researcher: How action research helps the teacher for their professional development?

Respondent: In my experience doing action research is very helpful to the teacher for their professional development. It helps to update the knowledge of the teacher for recent teaching learning process. It helps to develop sharing culture among the staff members after the best practices. It really makes the teacher competent and self-confident regarding his\her profession.

Researcher: Would you mind sharing your views on the relationship between action research and professional development.

Respondent: It is clear that doing action research in the classroom is one of the best strategies for the teacher's professional development. So, it helps in their teaching profession. Both are inter connected each other. One (action research) can increase the quality of another (profession.)

Researcher: Do you find students achievement after conducting action research. Can you share your experience regarding student's achievement?



Respondent: Yes, I have the concrete data that I have collected before and after conducting exploratory action research. Although my action plans were implemented only for one month but the results are highly progressive. There was dramatic increment in the participation in speaking activities. Action research should be done regularly for the development of the teaching learning process. It is a cyclic process.

Researcher: What are the major challenges or obstacles to conduct action research. How did you solve those challenges?

Respondent: There are some major challenges and obstacles that I faced during my action research. One of them is the lack of resource materials, narrow concept, and negative attitude of colleagues towards action research. To solve some obstacles during conducting action research, I manage some resources from my own side. Providing my action research as a best practice, publishing articles and presenting it in the conference to change the attitude of school team members.

Researcher: At last, please share some effectiveness of action research.

Respondent: Sure, Action research is one of the most effectiveness strategy in the class room teaching. It helps to develop the sharing culture among the team members after the best practice. It really makes the teacher competent and self-confident regarding his/her profession. It also leads to the teachers toward other professional networks which helps to understand how the rest of the teachers are doing better in his/her classroom.

Researcher: Thank you very much for your kind response and support.