

CHAPTER ONE

INTRODUCTION

This is the study on 'Action Research for Teacher Professional Development: A Narrative Study'. This chapter consists of the background of the study, statement of the problems, objectives of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definition of the key terms.

1.1 Background of Study

Teacher development is a continuous process. Teacher development is the holistic development of the teacher and ongoing process. Similarly, Guskey (2000, p.16) states that, professional development is an intentional, ongoing and systematic process. Therefore, professional development is long term process where teachers develop in terms of knowledge, skills, planning and practice. It is consciously designed effort to bring about positive change and improvement. Teacher Professional Development (TPD) program should focus on teacher needs, interest and demand. These programs should be teacher oriented. In this regard, Hammond, Hyler and Gardner (2017, p. 4) state that TPD program should focus content, incorporate active learning, supports collaboration, uses models and modeling, provides coaching and experts support, offers feedback and reflection . Indeed, such program should be relevant to context and content, highly interactive as well as should have planned and improve instructions. Teacher professional development is important to gain confidence and to overcome from challenges or obstacles in the classroom. These programs play vital role to bring educational reforms. Reimers (2003, p. 19) states that professional development has a significant positive impact on teacher's beliefs and practices, students' learning and

on the implementation of educational reforms. So, these programs are crucial to bring positive change in education.

Language teachers may rely on a number of strategies like: study groups, self-monitoring, journal writing, peer observation, teaching portfolios, case studies, critical incidents, action research, team teaching, peer coaching, peer observation (Richards and Farrell, 2005, p.14). Among them, action research is prominent one. It is a process of systematic reflection, inquiry and action carried out by individuals about their own professional practice. It can also be done in collaboration. It was introduced in 1940's. The main purpose of its' is to bridge the gap between theory and practice. Furthermore, it is directly related to solve practical problems of the classroom. According to Burns (2010, p. 24), "The major focus of action research is on concrete and practical issues of immediate concern." Because of its practical nature and focus on immediate concern, it holds particular appeal for classroom teachers and a promising direction for building theories related to teaching and learning. He claims that action research is a process for enhancing reflective practice, Professional growth and development. In the context of Nepal, such strategies are not highly implemented. National.

NCED was established in 1993 under the ministry of education aiming to provide TPD opportunity. It was able to provide training to 98.2% of permanent teachers of community schools in 2009. NCED (2009) states that the objective of these programs is to refresh, strengthen and update the knowledge and skills of teachers so that there will be visible change in the classroom and help for improvement of learning achievement. As a result, teachers do self-reflection, teacher access to knowledge and skills required for liveliness of classroom activities, developing habit of self-study and reading culture. However, NCED mentioned that application of training is partially achieved. This situation shows that in Nepal, still there are drawbacks in effectiveness and implementation of such program.

Scope of action research in Nepal is high. Action research is mandatory at Secondary and lower secondary level in government school. Teacher need to conduct action research for getting promotion. University of grant commission conducts several mini research based on action research practice. Action research is directly linked to the classroom instruction and helps the teacher to solve the problems arise in the classroom. There are several research article on action research which illustrates its importance in the context of Nepal. Furthermore, AR is taught in masters and bachelors level under Tribhuvan University as well as other universities in Nepal which shows its rational in teaching english language.

1.2 Statement of Problem

Teachers 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 Nepal, the situation is just the opposite. Government has spent huge amount of money in the name of teacher 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 an intrinsic part of making teachers more productive in the classroom (Watts & Castle, 1993). Thus school schedule do not normally incorporate time to consult or observe colleagues or engage in professional activities such as research, learning and practicing new skills, curriculum development or professional reading. Typically, administrator parents and legislatures view unfavorably anything that draws teachers away from direct engagement with students. Indeed, teachers themselves often feel guilty about being away from their classroom for restructuring or staff development activities (Combene&Rawid, 1995). In my experience when I took interview of my respondents about action research for the fulfillment of seminar paper. Then I got totally different information about TPD program which I have read in the dissertation. In most of the thesis, there

mentioned good impact of TPD program in Nepal but in fact the situation is not like that. There are many challenges and problems in TPD program. Many TPD programs are not of high quality, offering fragmented, intellectually superficial seminars (Borko, 2004). Furthermore, he argued that these programs are unable to implement new curricula or pedagogies. This problem made teachers hostile relationship among administrators. So that, teacher often becomes frustrated with professional development because they have to allocate more time.

In our context, many teachers are unaware about action research is very important tool for their professional development. They know the benefits of action research theoretically but in practice they feel difficult to conduct in their classroom due to insufficient knowledge, resources and skills. Thus this study is being concerned and oriented to address such type of problem.

1.3 Objectives of the Study

This study had following objectives:

-) To explore secondary level English teachers experience while conducting action research in terms of practicality, effectiveness and challenges.
-) To suggest some pedagogical implications from this study.

1.4 Research Questions

This study had following research questions:

-) What are the practices of action research at secondary level?
-) What are the experiences of secondary level English teachers while conducting action research?
-) What are the effectiveness and challenges of using action research in TPD?

1.5 Significance of the Study

This study is significant to ELT teachers for their professional development. This study aims to show the effectiveness and challenges about the role of action research at secondary level. So, this research work can be beneficial for researchers who want to carry out research on TPD. More specifically, this research is useful to those teachers who try to find out something new in action research. Similarly, teacher who wants to be professional can also be benefited by this study. This study can be beneficial for in service teacher who want to work collaboratively with novice teacher. Furthermore, this research work can be helpful to teacher trainer, supervisor, subject expert and readers. Likewise, language planners, administrators, educationists, syllabus designer, materials developers, policy makers are also benefited from this study. Finally, this study is important to those readers and ELT practitioners who are willing to sharpen their career in teaching profession.

1.6 Delimitations of the Study

This study were limited as follow:

-) This study was limited to secondary level English teacher.
-) This study was limited to four English teachers who has done action research in their classroom.
-) I used purposive sampling procedure to select sample.
-) Semi structured interview was tool for data collection.

1.7 Operational Definition of the Key Terms

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

Action research: action research is a self- reflective inquiry that is done by the teachers to solve the practical problems in the classroom.

Professional:It belongs to teacher works that need training, workshop and seminar.

Challenge: obstacle that is seen while implementing some programs.

Effectiveness:The degree to which something is successful or unsuccessful in producing intended outcomes.

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND

CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

This chapter includes the review of related theoretical literature on TPD and action research. I have made an attempt to explore on the theoretical areas of my research under different sub headings below.

2.1.1 Teacher Professional Development

Professional development refers to wide variety of specialized training, formal education or advanced professional learning intended to help administrators, teachers and other educators. It helps to improve knowledge, competence, skill and effectiveness. In the similar vein, Alfaki (2014, p. 32) states that teacher professional development is skills, knowledge and ongoing learning opportunity undertaken to improve an individual's ability to do their job and grow as professionals. So, professional development is continuous process that includes training, practice and feedback and provides adequate time and follow up support. Moreover professional developments are the activities that develop an individual skills, knowledge and expertise.

Different types of professional development programs are available in practice. Richard and Farrell (2005), introduced two types as individual professional development and institutional professional development. However, Polochino (2014, as cited in Bounders, 2016, pp. 5-6) identifies five major types teacher professional development.

a. In-house professional development

It is a type of professional development that is offered for teachers at the site of schools. This type of professional development takes place weekly. Different staff members can have different sessions in the whole year.

b. District-wide or organizational-wide professional development

This type of professional development requires collaboration in multiple sites whereby it can be scheduled in advanced and can take long periods. It can have the form of half day, full day or even multiple day professional development. In this way, teacher will have the opportunity to receive a kind of professional development, collaborate together, learn something in common since they are from the same district and can meet in such occasions. Such educational events usually take place in the presence of a guest speaker.

c. Institution-based professional development

The institution- based professional development is a long term and it usually aims common theme or content. Such type of professional development intended for teacher is often related to a university, non-profit organization or research institution.

d. Professional inquiry group

Groups of teachers can come together to such type of professional development so as to learn something of great interest to the whole group. This type of teacher professional development can be site-based. The groups of teachers meet on a regular basis for an extended period of time and they work in a collaborative manner in order to learn things and share new teaching experiences.

e. Coaching

In this type of professional development, the role of these coaches is to help and support teachers in different ways. Novice teachers will also have a new teacher coach and this later has an assigned job aimed at helping the new teacher to acquire the necessary credentials.

Professional development programs are most useful for teacher professionalism. In this regard, Scott (2010, p.27) identifies the following characteristics of professional development.

- a. develop deeper understanding of sound assessment practice
- b. share assessment task
- c. compare marking schedules and standards
- d. team up together with small cohorts with teachers with larger ones, across schools and districts to ensure statistical comparability, party in marking and to provide much needed mentorship for inexperienced teachers.

Now it is clear that teacher professional development is very crucial in order to make teacher professional and skilled. It helps to raise the standards of education.

2.1.2 Teacher Career Lifecycle

Human beings have life cycle such as child, adult and old. In a similar way, teacher also have to complete some phases in their professional life.

Ahdal(2014,p.30) states that teacher professional life cycle takes a route from the stage of being novice to proficient, experienced and expert. The concept of teacher career cycle is not new.

Huberman (1989) presents following phases of teacher career cycle:

a. Novice or early novice stage

The novice teacher has to set his first foot firmly and join the teaching. Since he chooses teaching as a career he sees it that he survives in the unknown and strange situation being fresh from college or with very little awareness of the demands and expectations from the role and society as well as from his students. His anxiety is to prove that he is competent to teach. His second worry is whether others in the profession may not see him as incompetent

b. Middle novice stage

This is second stage in sequence where the career teacher is primarily engaged in teaching as per content and syllabus. He is free from anxiety and is fully involved in teaching practice. He works hard at this stage and finds difficulty with many extra duties and few materials. Still, he is in the saddle and want coping competencies and starts generating ideas how teaching could be made better as self learning experience.

c. Mid-career teacher

At this stage, a teacher is much experienced and become professional; he has developed skills and got knowledge of his subject apart from knowledge of theories of models, skills and knowledge. He is comfortable with his lesson and his behavioral and teaching pattern is predictable. He takes each classroom as a problem and applies his experience instantly to resolve any conflict or problem of learning. He continues with experimentation to spruce up his teaching and deals with content according to the context or situation. He plans and experiments with new activities and approaches in his classroom.

d. Late career teacher

This stage comes after many years of experience. The teachers at this stage have acquired knowledge, mastered skills and experimented with lessons and coped with classroom situations. They have the ability to relate teaching with socio-economic context. They are very comfortable with their classroom life. They thoroughly enjoy their role in classroom work they possess the desirable trait of serenity.

However, there is change in their mind when they get near retirement from the profession. They start showing symptoms of disinterest in teaching and gradually distance themselves from their students, more particularly emotionally. Majority of the teacher adopt this behavior pattern. There are very few who exhibit the same level and degree of enthusiasm, energy and commitment as before to remain emotionally and professionally attached and give their best till the last day in their career and engage in research in their subjects and problems.

e. Career Satisfaction Stage

Like all careers, teacher career is crucial, critical and important. There is a strong linkage between ones career cycle and the expertise acquired. The structure and content are like our body (skeleton and flesh), necessary for support but gaining expertise through class room and experimentation is like spirit (soul) in our body. Teachers use various new strategies and changes in teaching style by self-directed different behavior pattern that brings satisfaction to them. The learners (students) get a feel of personalized attention, encouragement, and get motivated to achieve the objective.

2.1.3 Importance of TPD

Teacher professional development is a key to bring positive effect in education. Teacher should develop expertise through personal experiences, self reflection and

interaction with colleagues in order to provide quality education to students. In the similar vein (Mizell, 2010, p.3) states that "professional development is the only strategy school systems have to strengthen educators' performance levels.

Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement."

Great teachers help to create great students. It is only possible by those teachers who are well trained, professional and experienced. Such teacher only can apply their learning theory in a real classroom. As Guskey (2000, p. 4) states that "one constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development."

Professional development is key to meet today's educational demands.

Queens University of Charlotte (2019) identifies five major importance of TPD:

a. Students have better learning outcomes

Educational technology, school district guidelines and curriculum standards are constantly changing, making it challenging for teachers to keep up with trends and best practices in the field. Professional development transforms teacher into better educators by enabling them to create relevant and tailored course instruction for today's students. Research by the US department of education's institute of education science concluded that student achievement can improve by as much as 21 percentile points as a result of teacher's participation in well designed professional development programs.

b. Teachers learn better ways to teach

When educators discover new teaching strategies through professional development, they are able to go back to the classroom and make changes to their lecture styles and curricula to better suit the needs of their students. However these changes are hard to evaluate because they are implemented gradually. Professional

development for teachers makes them more efficient in their presentations and course evaluations by exposing educators to new delivery methods, evaluation styles and record keeping strategies.

c. Teachers develop better organization and planning skills

In addition to the hours spent presenting in the classroom, many of teacher's time is spent on student evaluation, curriculum development and other paperwork. Professional development training can help teachers to become better at planning their time and staying organized. This ultimately makes teacher more efficient and gives them extra time to focus on students rather than the paperwork.

d. Teachers gain knowledge

Students expect teachers to be subject matter experts for the topics they teach. This means teacher should be able to answer any question a student throws their way. Professional development programs can enable teachers to expand their knowledge base in different subject areas. The more professional development a teacher undergoes, the more knowledge he or she gains.

e. Teachers want to continue their education

It is easy for teachers to become burdened by the grind of teaching. Professional development gives them an opportunity to step out of their routine- they get to be the student instead of the teacher. This keeps educators engaged because they feel like they are receiving the professional help they need to be better teachers. Implementing professional education development has benefits for both teachers and students, but most importantly, it helps teachers become educators and develop into competent future school administrators.

2.1.4 Strategies of Professional Development

Educators and policymakers are increasingly looking to teacher professional learning as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century. For students to develop mastery of challenging content, problem – solving, effective communication and collaboration and self direction teachers must employ more sophisticated forms of teaching. Effective professional development is the key to teachers learning and refining the pedagogies required to teach these skills.

Hismanoglu (2010, pp. 992-993) has given following strategies of professional development:

a. Peer-Coaching

Peer coaching is a professional development strategy of two teachers whereby they provide each other with feedback and advice about their teaching. Vidmir (2006) describes peer coaching as the vehicle through which teachers engage in meaningful professional dialogues. Thorn et al. (2007) propose many benefits of peer coaching as follows:

-) Reduce isolation among leaders
-) Establish collaborative norms
-) Build a shared knowledge base
-) Share successful practices
-) Encourage reflective practice
-) More cohesive organizational culture

Due to being a professional dialogue, it supplies supportive and developmental context for the teachers, which is beneficial for especially language teachers who need to learn and use new language items and cultural practices.

b. Study Groups

Study groups consist of a number of teachers and administrators tending to exchange ideas, plan lessons, analyze students' works and even discuss school policy (Murphy, 1992). The discussions can be of great importance in terms of leaning about other teachers' teaching methods and strategies and reflecting the effective ones to their own classrooms.

c. Action Research

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. In this way of professional development, teachers and principals work on the problems they have identified for themselves by helping each other collaboratively.

d. Mentoring

Mentoring is a form of personal and professional partnership which generally involves a more experienced practitioner supporting a less experienced one who is usually new to the job, organization or profession (Butcher, 2002). Mentoring calls for mentors to be masters of certain standard practices including such abilities as:

-) Observe lessons analytically
-) Make explicit their craft knowledge,
-) Give appropriate and useful feedback on teaching
-) Notice and take advantages of learning opportunities
-) Set suitable targets for mentee development

e. Teaching Portfolios

Teaching portfolio can be helpful for teachers' professional development in terms of course planning and preparation, actual teaching presentation, evaluation and feedback provision process. Edgerton et al. (1991) describe portfolios as follows:

-) Portfolios provide documented evidence of teaching that is connected to the specifics and contexts of what is being taught.
-) They go beyond exclusive reliance on student ratings because they include a range of evidence from a variety of sources such as syllabi, samples of student work, self-reflections, reports on classroom research, and faculty development efforts.
-) In the process of selecting and organizing their portfolio material, faculty think hard about their teaching, a practice which is likely to lead to improvement in practice.
-) In deciding what should go into a portfolio and how it should be evaluated, institutions necessarily must address the question of what is effective teaching and what standards should drive campus teaching practice.
-) Portfolios are a step toward a more public, professional view of teaching. They reflect teaching as a scholarly activity.

f. In-service Training

In-service training is described as a planned event, series of events or extended program of accredited or non accredited learning in order to differentiate it from less formal in-school development work and extended partnerships and inter school networks (Day, 1999). So, these programs are better for teacher in order to get teaching experience and reflect on teaching practice.

g. Team Teaching

Team teaching includes a group of teachers working together in a purposeful, regular and cooperative fashion to teach a group of students. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students and evaluate the results, which leads to more interaction between the teachers (Buckley, 1998). So in team teaching, teachers participate actively in planning, teaching and evaluating a lesson.

2.1.5 TPD in Nepalese Context

The essence of TPD in Nepal has instrumented by policy in 1971 by including professional qualifications of teachers in addition to academic qualifications. National Education System Plan (NESP) declared academic qualifications and professional qualifications for the first time in Nepal in 1971. The professional qualifications for teachers consist of training of at least ten months.

The requirements of professional qualifications remain challenging to make cent percent teachers trained for at least ten months. National Center for Educational Development provides teachers professional development opportunity formally to the teachers as an in-service teacher training program (Pokhrel&Behara, 2016, p.191).

The Institute of Education conducted various types of teacher training programs during 70's and 80's. These programs were: women teacher training program, remote area teacher training program, A-level program, campus based B-level program, on the spot teacher training program, primary teacher training through distance learning and radio education teacher training program (Joshi, 2010, p. 59).

Different teachers' professional development programs have conducted for pre-service and in-service teacher although the effectiveness of these programs are not

satisfactory. NCED (2009) shows that the implementation of training in the real classroom is partially achieved. This proves that there are several aspects of teachers' professional development program to be addressed. One of the aspects of improvements 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. Professional development approaches are categorized into two groups: Self initiated and directed. Teachers' training is one of the approaches of teachers' professional development, but in Nepalese context, teacher professional development is synonymously known as training by the practice. The design of policy and TPD module is based 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.

In conclusion we can say that TPD programs of our country are program oriented rather than problem oriented. Our education system and government policy is not excellent in the implementation of such programs.

2.1.6 Action Research for Teacher Professional Development

Kurt Lewin, a German social and experimental psychologist is considered as father of action research. He introduced the term "Action Research" in his paper "Action Research and Minority Problems" in 1946. He said that action research is a spiral process. Action research is a practitioner based study and self reflective process of inquiry in which a problem is diagnosed, remedial action is planned and implemented and effects are monitored. In this regard, (Car & Kemmis, 1986, pp.165-166) states that three conditions are individually necessary and jointly sufficient for action research to be said to exist: firstly, a project takes as its subject-matter a social practice, regarding it as a form of strategic action susceptible of improvement; secondly, the project proceeds through a spiral of

cycles of planning, acting, observing and reflecting, with each of these activities being systematically and self-critically implemented and interrelated; thirdly, the project involves those responsible for the practice in each of the moments of the activity, widening participation in the project gradually to include others affected by the practice, and maintaining collaborative control of the process. Similarly action research can be defined as "the study of a social situation with a view to improving the quality of actions within it"(Elliot, 1991, p. 69). For Wallace (2010, p.18) action research is different from other more conventional or traditional types of research in that it is very focused on individual or small group professional practice is not so concerned with making general statement.

From the above definition it is clear that action research is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and classroom environment. Action research empower teacher to follow an autonomous, collaborative and experiential research. Action research follows a "bottom up" rather "top down" view of professional development.

2.1.6.1 Characteristics of Action Research

Action research is done in order to bridge the gap between theory and practice. Furthermore it is done by the teacher alone or with collaboration to solve the practical problems. Different researcher has discussed different characteristics of action research. Such as:

Hult and Lunning (1980) and Mckernar (1991, as cited in Cohen & Morrison, 2010, p. 228) suggest the following characteristics of action research:

-) makes for practical problem solving as well as expanding scientific knowledge;
-) enhances the competencies of participants;

-) is collaborative;
-) is undertaken directly in situations;
-) uses feedback from data in an ongoing cyclical process;
-) seeks to understand particular complex social situations;
-) seeks to understand the processes of change within social systems;
-) is undertaken within an agreed framework of ethics;
-) seeks to improve the quality of human actions;
-) focuses on those problems that are of immediate concern to practitioners;
-) is participatory;
-) frequently uses case study;
-) tends to avoid the paradigm of research that isolates and controls variables;
-) is formative, such that the definition of the problem, the aims and methodology may alter during the process of action research;
-) includes evaluation and reflection;
-) is methodologically eclectic;
-) contributes to a science of education;
-) strives to render the research usable and shareable by participants;
-) is dialogical and celebrates discourse;
-) has a critical purpose in some forms;
-) strives to be emancipator;

Similarly, according to Richards and Farrel (2005, p. 171):

-) Its primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching.

-) It is usually small-scale and is intended to help resolve problems rather than simply be research for its own sake.
-) It can be carried out by an individual teacher or in collaboration with other teachers.

In brief the major characteristics of action research can be summarized as follows:

-) It is practical as it involves making change to practice.
-) It is theoretical as it encourage with others in the process
-) It is reflexive as it requires practitioner researcher to keep their own knowledge, values and professional activities under review
-) It is contextual as it acknowledges institutional, national, historical and societal influences

2.1.6.2 Processes / Steps of Action Research

Action research is a process that can be completed by an individual teacher, a group of teachers or an entire classroom. It's a specific process with a set of different steps that must be followed, all of which allow the researchers to become engaged and involved in the learning process. It is used by teaching professionals today who wish to continue their own education and prioritize their professional development. Nunan (1992, p. 19) states the following steps of AR:

Step 1: Initiation

It is the first step of AR. In this stage, teacher notices common problems of the students. Problems are identified by observing students' behavior.

Step 2: Preliminary investigation

This is a formal step where a researcher prepares some tools and administered the tools to decide the major problems. Data are analyzed and problems of the students are recognized.

Step 3: Hypothesis

After reviewing the initial data, teacher form the hypothesis that the student are unmotivated because the content of the classroom is not addressing the needs and interest of the students.

Step 4: Intervention

Teacher devises a number of strategies for encouraging the students to relate the content of the lessons to their own backgrounds and interest. The natural process or regular activities are breakdown.

Step 5: Evaluation

After introducing the intervention activity, the researcher tries to find out the performance of students whether they have improved or not.

Step 6: Dissemination

At this step, the researcher shares the ideas about findings of the study. He presents his work at conference or seminar.

Step 7: Follow up

The researcher follows the findings of the study. If the result is not satisfactory, he takes help from experts for further improvement. Until the researcher gets the satisfactory results, these steps are repeatedly conducted by changing some techniques.

Similarly, Richards and Farrel (2005, pp.174-175) present following process of AR:

-) Planning
-) Action
-) Observation
-) Reflection

Furthermore, Burns (2010, p. 35) suggests 11 steps of AR:

-) Exploring
-) Identifying
-) Planning
-) Collecting Data
-) Analysing / Reflecting
-) Hypothesising / Speculating
-) Intervening
-) Observing
-) Reporting
-) Writing
-) Presenting

2.1.6.3 Benefits of AR

Although conducting research is not something that most teachers feel prepared to do, teaching is, in actuality, a research activity. This is because research is already a part of what teachers do on a daily basis as they plan, deliver, and monitor instruction and learning. Teachers are well positioned to conduct research in their own classrooms because they continually ask questions about their teaching and seek answers to instructional issues through various forms of evidence (for

example, student work samples, formative assessments, observations, etc.). The benefit of action research is that it provides a framework for systematic inquiry into our own practice.

Action research is local and focuses directly on issues surrounding a teacher's school, classroom, and students. In this way, the questions posed by an action research project and the findings it reveals are anchored in the specific circumstances of one teacher's class or one school's foreign language program. The personalized nature of action research means that it is not appropriate to generalize research findings to larger populations of students.

Iliev (2010, p. 4210) suggests following benefits of AR:

-) Action research can influence a better understanding among teachers and pupils;
-) Action research can improve the achievement of the goals of learning and teaching;
-) Action research can improve the implementation of the changes in the classroom learning;
-) Action research can support methodological decision in creating the teaching and learning process;
-) Participation of the pupils in decision making in the classroom;
-) Strengthening the abilities of pupils to create their own learning environment;
-) Better personal abilities of pupils;
-) Motivated pupils in participation in the classroom and school activities;
-) Developed abilities of pupil for self evaluation;

Action research is a teaching, learning, and decision-making process that can be used in a different ways to assist the learning process of students and teachers.

Hewitt and Little (2005, p. 10) states benefits of action research as below:

-) Action research is a means of improving student achievement through more effective teaching and administration of schools
-) Educators involved in action research became more flexible in their thinking, more open to new ideas, and more able to solve new problems.
-) Engaging in action research influenced teachers' thinking skills, sense of efficacy, willingness to communicate with colleagues, and attitudes toward professional development and the process of change.
-) Teachers engaged in action research depended more on themselves as decision makers and gained more confidence in what they believed about curriculum and instruction.
-) Action researchers were reading, discussing, thinking, and assessing ideas from related research with expanded analytical skills.

2.2 Review of Related Empirical Literature

Review of related literature helps to analyze and describe knowledge from previously accomplished studies. Researchers carried out various studies in the field of teacher training and teacher professional development. The most important function of the literature review is to ensure researcher read widely around the subject area in which we are interested. Some of the major research works related to this study are reviewed as follows:

Hismanoglu (2010) conducted a research entitled "Effective Professional Development Strategies of English Language Teachers." The main objective of his research was to find out the perception of ELT teachers about definition of professional development and strategies of effective professional development. He

used survey research design. He had used questionnaire as research tool. The major finding of this research was that collaborative activities are generally neglected by language teachers with the exception of mentoring.

Joshi (2010) conducted a research on "Learning Strategies of English Language Teachers for Professional Development." The main objective of this study was to find out learning strategies of English language teachers as well as to find out benefits of learning strategies for their professional development. She used survey research design. She had selected forty five English language teachers teaching in Kathmandu as a sample. She found that strategies like self monitoring, designing workshop, attending seminars, conference and team teaching were the most common strategies used by the teacher.

Acharya (2012) conducted a research entitled "Teachers Views on Action Research for Professional Development." The main objective of this study was to find out the views of teachers on action research for their professional development. He used survey design. He had selected forty English language teachers by using random sampling procedure. From this study, he found that teachers have positive attitude towards action research.

Similarly, Pageni (2012) carried out a research on "A Case Analysis for Teachers' Professional Development." The objective of this study was to find out the teachers practices of case analysis for their professional development. He used questionnaire as research tool. He used survey design. He had selected forty secondary level English teachers as a sample. The finding of his study was that majority of the teachers were aware of case analysis and professionalism.

Poudel (2012) carried out a research entitled "Practice of Seminars, Workshop and Conference for Teacher Development", with an objective to find the teachers' perception towards seminars, workshop and conference for their professional development. He used survey design. He had selected forty secondary level

English language teachers as a sample. He found that teachers have positive attitude and perceptions towards seminars, workshop and conference for their professional awareness.

Soine and Lumpe (2014) carried out a research entitled "Measuring Characteristics of Teacher Professional Development." The main objective of this study was to create and psychometrically test an instrument which measured teachers' perceptions of characteristics of professional development. They used survey design. Questionnaire was used as research tool. The findings of their study were there was a slight but significant correlation between active learning in classroom and teachers' use of new knowledge. Quality of education and outcomes of students depends upon researchers and policymakers to demonstrate that investments in the professional development of teachers contribute to the advancement of those goals.

Likewise, Bhatta (2016) carried out a research entitled " Reflection on Critical Incidents for Teacher Professional Development: A Narrative." The main objective of this study was to find out nature of critical incidents that occur in the classroom. He used survey design He had selected six English language teachers for semi structured interview by using purposive non random sampling strategy. Major findings of his study were, critical incidents were related with classroom management, unusual behaviors as critical incident, teacher's activity based incident in the classroom and incident related with understanding of the students. It influences teachers opinions and attitude about teaching and learning, developed collegiality, helped to understand the learner and created an opportunity for action research.

Budhathoki (2017) conducted a research entitled "Teachers Perceptions Towards Training for Professional Development." The main objective of this study was to identify teacher's perception towards teacher for professional development. He

used survey design. Questionnaire was the major tool for data collection. The major findings of this study was, teacher training is the most essential, inevitable and important way of teacher professional development as it develop certain knowledge, skills and attitudes in teachers for making their teaching learning activities effective.

Khadka (2017) carried out a research entitled "Teachers' Perception of The Use of Portfolio as a Tool for Teacher Professional Development." Major objective of this study was to find out teacher's perception on the use of portfolio for professional development. He used survey design. He used questionnaire as tool. The finding of this study was that most of the teacher had positive perception towards teaching portfolio.

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

Most of the reviewed studies have been conducted to find out the teachers' perception towards action research and professional development. Rai's study was a little similar with my study in term of title but different in design and objectives. However, as I found no any research work has been carried out entitled " Action Research for Teacher Professional Development: A Narrative Study." So this study is totally different from other studies.

2.3 Implication of the Review for the Study

The most important function of the literature review is to expand the researcher's knowledge and skills related problem to be investigated. Considering this aspect, I have reviewed different books, journals, articles and websites. They would provide me the area specific to be focused. This helped me to formulate objectives, to make research question, to improve methodology and contextualize findings. I were able to examine and evaluate the previous studies and find out the gap between the present study and previous study. Literature review helped me to design the present study practically and I had got many ideas about teacher professional development. Similarly, they provided me with guidelines regarding data collection, sampling procedure and sample. Likewise, the reviewed empirical studies had helped me to maintain systematic, validity and reliability in my research.

More specifically, I got information on teachers' perception on action research for their professional development from the study of Rai (2017) and Acharya (2012). Similarly, the review of Bhatta (2016) helped me know about reflection of critical incident for teacher professional development and narrative research design. Likewise, from Hismanoglu (2010), Joshi (2010) and Poudel (2012), I got information about effective professional development strategies of English language teachers. I gained some ideas about teachers' perception toward teacher training for professional development from Budhathoki (2017). In the similar vein, I got knowledge about portfolio as tool for teacher professional development from the study of Khadka (2017).

2.4 Conceptual Framework

A conceptual framework is very important component of research. It is the representation of understanding of theories by the researcher and his/her conceptualization of the relationship between different variables. I wanted to show action research for teacher professional development. The conceptual framework of this study was as follow:

CHAPTER THREE

METHODOLOGY AND PROCEDURE OF THE STUDY

This section deals with design of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedure, data analysis and interpretation procedures.

3.1 Design and Method of the Study

Research is a careful and detailed study into a specific problem, concern or issue using the scientific method. Furthermore, research is searching of truth by reasoning, searching of new ways and means to describe any natural event and searching of the ways to solve problem of mankind. In this regard, Kerlinger (1986, p. 10) defines research as a "systematic, controlled, empirical and critical investigation of proposition about the presumed relationships about various phenomena." A research design is a plan, structure and strategy to obtain answer of research questions. It tells to me about which framework of research activity is appropriate for my study. In the similar vein, Kumar (2005, p. 84) states, "A research design is a procedural plan that is adopted by the researcher to answer question validly, objectively, accurately and economically."

On the basis of this discussion, it is clear that research is a systematic investigation of a subject in order to find something new. There are various designs of research that can be applied to investigate phenomena. Among them I will use narrative research design. Narrative research design is a form of qualitative research. In this research design various tools such as stories, autobiographies, journals, field notes, letter, conversation, interview and life experiences are used in order to make research work real factual. According to Creswel (2007, pp. 54-57), narrative research design is the collection of data through stories, reporting individual

experiences and chronologically ordering the meaning of those experiences. He further suggested following procedures for conducting narrative research:

-) Determine if the research problem or question best fits narrative research.
-) Select one or more individuals who have stories or life experiences to tell and spend considerable time with them gathering their stories through multiple types of information.
-) Collect information about the context of these stories.
-) Analyze the participants' stories and then re story them into a framework that makes sense.
-) Collaborate with participants by actively involving them in the research.

Humans are story telling organisms, which individually or collectively lead stories lived. Telling stories is a natural part of life, and individuals all have stories about their experiences to tell others. In this way, narrative research captures an everyday and normal form of data that is similar to individuals.

3.2 Population, Sample, Sampling Strategy

The population of this study included all the English teachers teaching at secondary level. The sample consisted of four English language teachers. The sample was selected by using purposive non random sampling strategy.

3.3 Research Tools

To accomplish the objectives of this study, I used semi- structured interview schedule. I asked eight questions for eliciting the respondent's personal perception and experience about the targeted research problem.

3.4 Sources of Data

In this study, I collected data by using primary and secondary sources.

Primary Sources: The primary sources of this study was four private school English teachers of Kathmandu.

Secondary Sources: The secondary sources of this research were various books, research articles, journals and Google searches.

3.5 Data Collection Procedures

Data collection is considered as the important part in the sense that without data whole activity will become incomplete. The researcher should focus on the certain and systematic procedures while collecting data. I prepared interview schedule. Then, I contacted teacher and introduce myself. After that I established good rapport with them. I took interview based on the eight questions and few additional questions and recorded the data. Finally, I thanked to all participants for their cooperation.

3.6 Data Analysis 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, being based on important codes I developed themes.

3.7 Ethical Considerations

Ethical considerations are also important aspects of research. After obtaining approval from the research guidance committee of the University Campus Kirtipur, I visited selected schools and obtain consent from the concerned authorities. Then, I gave participant information statement and consent form to the respondents for interview. I transcribed 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 FOUR

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of the data is a core part of a research. I have analyzed data thematically under different heading and sub headings.

4.1 Analysis of Data and Interpretation of Results

The data obtained from semi-structured interviewed were transcribed and analyzed by using thematic analysis. Themes of the personal interviews were drawn based on the research questions: Experiences, practices, effectiveness and challenges of action research. In this study, pseudo names were used to conceal the identity of participants. 'A', 'B', 'C', and 'D' have been used for teachers.

The result drawn from those teachers narratives are interpreted as follows:

4.1.1 Teachers' Practices of AR

Teachers' practices of AR is analyzed on the basis of teachers' narratives. More specifically, my concern was that how the secondary level teachers were practicing AR for their professional development. These, practices which I have found from the narratives are analyzed in following themes.

Teachers Means for Solving their Problems

This theme is derived from the teacher's narratives during discussion, all teachers told me that they are practicing AR as effective tool to solve problems. In this regard, respondent A articulated:

When I felt some issues, problems and difficulties in my teaching, I used to think about alternatives and interventions which are related to the class classroom based research. Students problems with hesitation is solved after treating with AR I have found more interactive than before.

According to his narrative, he regularly practiced AR when there arose any kinds of problems. Furthermore, he used to take AR as a small practices not as academic research. He practiced action research to solve particular problems and to produce guidelines for effective practices. He said that problem of hesitation to speak is improved by action research. Expressing similar view here is what respondent B said:

I tried to explore around the issues of classroom and design action plan and implement it. I analyze the problems and design effective tool to solve them. I could solve any issues with the help of strategies that I designed after studying the issues in depth.

From these ideas, it is found that, she practiced action research in her real classroom when she faced some kinds of difficulties, problems. More specifically, she solved these problems with various strategies only after the studying of issues in depth. Similarly, respondent C presented:

Action Research has become a very good milestones for me to solve the problems of my classroom.

According to him, action research made him aware about the way he taught and strategies he used. It is practiced by teacher in order to continue their own education and prioritize their professional developments. Besides this, respondent D expressed:

Action research is one of the important tool in classroom teaching. I am practicing action research by exploring issues which are practical.

Analyzing his story, it is found that he practiced action research in the classroom only to solve practical problems. He was very much aware about practicing AR which enhanced professional and personal development.

Finally, from all four teacher's narratives it is found that, AR was practiced as means for solving their problems. The purpose of practicing AR as a means was to improve and reflect their teaching strategies.

Teachers' Attitudes on AR

This theme is generated from respondent A and B. While narrating, they told me that, they were practicing AR as classroom based research. In this regard, respondent A expressed:

I had not thought action research as an academic research but as my small practice.

From his above mentioned ideas, I came to know that, he practiced AR to solve small practices in a classroom. He did not take AR as academic research which goal is to develop and test theories and to produce knowledge. Likewise respondents B articulated:

I practiced action research as classroom based research not as formal research because its main purpose is to improve my own practice.

According to her story, she practiced action research in order to improve teaching and learning in schools and classrooms. Furthermore, she conducted during the process of regular classroom teaching.

To conclude, from the above analysis, AR was reflective as it requires practitioner researcher to keep their own knowledge, values and professional activities under reviews.

Understanding about AR

This theme is generated from narratives of respondent A. He told me that, action research is collaborative in nature. He articulated:

Its nature is collaborative. So I used to talk, discuss, interact and shared my classroom issues to my colleagues about its possible solutions.

According to his ideas, he practiced AR in collaborative way. While teaching in his classroom when he found problems then he discussed and interacted with his colleagues and school administration for solutions.

4.1.2 Teachers' Experiences of Action research

Teachers' experiences of Action research are analyzed on the basis of the teachers' interview. Under this heading the teachers were experiencing action research in terms of collaboration, student's achievement and how AR helped teachers for their professional development. So, these experiences were analyzed in following themes which were developed from teacher's stories:

Collaboration

This theme is derived from respondent A, C and D. These teacher told me that, they did not get proper support from their colleagues and school administration while conducting action research. In this reference, respondent A narrated:

Most of the colleagues and senior teachers had not a positive attitude regarding action research. Once, I had faced a complaint of the vice principal due to not going through the textbook but just allowing the learning to play the language games.

Here, respondent A had the experience of not getting proper support from his colleagues and administration. According to him most of the teacher in his school were indifferent towards action research. These teachers almost had negative views upon AR. Furthermore, he said that even school administration (vice principal) also ignored his innovative ideas of practicing AR. School administration blamed him not going through text book and only applying language games. Similarly, respondent C articulated:

I got appreciable support from the school for my mission however, I did not get support from my colleagues.

Analyzing his story, he was receiving support from school administration however he did not get required support from his own colleagues. Due to negative perspectives toward AR his colleagues did not support him. These teachers felt lazy to do action research because it is an active process of discovering new techniques to suit their own class. Likewise respondents D articulated:

In my experiences, most of my colleagues as well as senior teachers were not supporting the AR in the classroom teaching because it created problems in classroom management and difficulty for the teachers. When I tried to practice the action research, my administration did not support me. School administration told me that it takes sufficient teaching materials with modern ICT tools, consume more time and money.

From this experience, it was clear that how difficult and unfavorable situation did respondent face from his colleague and school administration while conducting action research. His experiences also had shown the real situation of our school administration and colleague in terms of implementing AR in the real classrooms. Furthermore, it depicted that how our education is going to be failure and quality of education is decreased day by day.

All the experiences under this theme conclude that they did not get proper support from their school administration and colleagues. Because of this environment many teachers may become passive and inactive in teaching and some of them might quit the teaching profession.

Impact of AR on Students' Achievement

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

As I realized from my 6/7 years of doing action research I have found that the average score was increased. I never practiced the action research focusing on the score but overall learning improvement in all the skills. So, I have seen learners are more active to listen my audio, solve the question, eager to participate in the group and pair work which I was realizing as better learning achievement.

In his experiences, he found that average achievement of students was increased. Although he not only focused students score rather overall learning improvement. As an English teacher he mainly focused on language skills and found learner actively involved in listening audio in order to solve questions and participate in group work. Being involving in group work, students developed the sense of cooperativeness and supportiveness which was regarded as important factors of students' achievement. Similarly, respondent B narrated:

Yes, I had the concrete data that I have collected before and after conduction exploratory action research. Although my action plans were implemented only for one month but the results were highly progressive. There was dramatic increment in the participation in speaking activities.

According to her experience regarding positive impact of AR on student's 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 result. She completed her task on speaking activities where she got participation of speaking activities. Likewise, respondent C articulated:

I found remarkable achievement within the students after conducting the research. I have presented the pre and post data in graph chart. The pre data and post data students' achievement was 1.5 but in post data it was 2.6 out of 72 students 56 students were found active during the classroom activities.

This experience also told that student's achievement was increased by action research. He pinpointed that from his pre and post data, 1.1 of graph chart has been increased where pre data student achievement was 1.5 but post data was 2.6. It depicted that obviously students achievement can be increased by more than 50% from action research. Furthermore he presented data out of 72 students 56 students were found active during classroom activities after treating them with action research. Similarly, respondent D expressed:

From my teaching experience major achievement of practicing AR regarding students' achievement were: Students self-confidence was increased, higher students' interaction, develop language skills and develop the concept of learning by doing.

Most of the experiences shared by respondent D are similar to the previous experiences narrated by other three respondents. He narrated that AR helped students to build self-confidence, increased participation and better personal abilities.

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

Action Research for their Professional Development

This theme is developed from the experiences narrated by all respondents. They have mentioned in their experiences that AR is 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 prominent one which helps teacher to discover new techniques and reflect their own practice. In this regard, respondent A presented:

It helped to update the recent knowledge on the part of the teachers regarding teaching and learning. It helped to develop the sharing culture among the colleagues after the best practices. It really made teacher competent and self-confident regarding his/her profession.

According to this experiences, Action research is inevitable tools for teacher professional development. It made teacher aware, active and dynamic in their teaching. In the above experience also teacher said, AR helped to update the recent knowledge and develop sharing culture among the colleagues. It helped teacher to develop professionalism in their profession, through the sharing culture it is better to develop professionalism. Furthermore, teacher became more competent and self-confident after getting professionalism. Similarly respondent B narrated:

It is supportive tool for teachers to be researcher and inventor. A teacher could invent new techniques. A teacher could handle the classroom issues own self. These factors enhanced the professional development of a teacher. It made teacher creative and active. It is roadmap for teachers to help them get their objectives.

In this experience, she mentioned that, AR was supportive tool for teacher to generate new ideas and to become researcher in own subject. From this, teacher reflected their own practices. As a result they were able to diagnose strengths and

weaknesses of teaching activity. After this, they could invent new techniques which was appropriate for their teaching and easily handle the classroom problems. Because of this activity, teacher enhanced professional development. It could develop creativity, enthusiasm and activeness. Likewise, respondent C shared:

It helped teachers for their professional development in many ways. Such as: it promotes writing skills of the teachers, it engages the teacher to search new way of teaching effectively in the classroom. Similarly, it helped teachers to make future academic plans

According to his experience, AR is for teacher professional development. He mentioned that, AR helped teacher to invent new techniques and methods. Furthermore, AR made teacher self-reliant to use method and techniques. He himself tried to find out the best method and techniques which was appropriate to his class. This enhanced teacher a good researcher which helped them to make their future academic plan. When teachers themselves made their future plans then the teaching would be really meaningful and fruitful. Similarly, respondent D presented:

AR helped to develop the teacher professionalism and teacher professional development. It helped teacher to update with the recent knowledge. It helped to coordinate with colleagues, to solve classroom problems and issues.

This story is similar to previous story. He tried to explore that AR was important to develop teacher professionalism. It was that activity where teacher directly involved with the problems. It helped teacher to renew and update their knowledge. Similarly when such problems arose in classroom then teacher collaborated with their colleagues. They developed the sense of cooperation. As a result, these kinds of activity made them professional.

4.1.3 Effectiveness of AR

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

Action Research Brings Innovation in Teaching

Action research brings innovation in teaching is elicited from the experience of respondent B which is similar to respondent C. Action research is different from other conventional research because it brings innovation in teaching focusing on individual or small group professional practice and is not concerned with making general statements. In this regard, respondent B narrated:

Action research brought innovation in classroom teaching. It is a tool to solve the classroom issues. It taught to judge the whole process. It supported the teachers' professional development. It gave idea to solve the problems.

Here, respondent B had the experience of AR as innovative tools to solve the classroom issues or problems. According to her, AR helped to judge our own teaching. It means we ourselves can know the strength and drawbacks of our teaching. It is innovative tools in the sense that teacher himself/herself invent new teaching strategies by reflecting his/her own practice in order to solve classroom problems. Likewise respondent C articulated:

It helped teachers to be active for his professional development. It supported the teacher to search new techniques and to tackle the classroom problems. It helped students to reform their habits.

From his experience, there is no doubt that, AR supported teacher to discover new techniques to tackle the classroom problems. It means, AR brought new innovation by reflecting their own practice. Furthermore, it helped students to reform their habits. AR was practical in nature so when teacher implemented some strategies regarding students' problems then students got golden opportunity to improve their habits.

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

Action Research is Practical

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

Action research is really practical but it depends on attitudes of teachers. I have the passion to do new in my teaching profession and I am applying it facing several problems like a complaint of colleagues and administrative person.

According to his experiences, AR was practical to implement but due to some obstacles such as unsupported from colleagues and administration and lack of resources, it was sometimes impractical. In such cases, it depends upon the attitudes of teacher. He said in his experience that in spite of facing problems like complaint from colleagues and administrative person, he had a deep passion to do something new in his teaching. Similarly, respondent B told:

It was practical in ELT classroom as my topic was 'my students hesitate to speak English.' I could accelerate students' active participation in speaking activities after conducting exploratory action research. I got energy to handle the situations that was earlier like impossible matter to solve

From above experiences, she mentioned that, AR is practical in ELT classroom. She had done AR to solve the problems of her classroom that was hesitation of students to speak English. After conducting AR, she found more effective communication of the students rather than before. Student actively took part in speaking activities. Furthermore, in the very beginning with this problem she was worried about solving this problems but when she implemented AR successfully, she got energy and developed self-confidence to solve such problems. Likewise, respondent C presented:

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

According to his experiences, AR was practical in classroom teaching which brought remarkable changes in the classroom. He practically implemented AR with the problem that; passiveness of the students. He found students active involvement in classroom after treating with AR. 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 experiences analyzed under this theme, it is found that AR was really practical in ELT classroom. There were still some challenges to implement it but if teacher had deep passion and good attitudes, it could be done easily. All three respondents had conducted AR and found better improvement of the classroom than before. This showed that AR was practical to solve the classroom issues.

4.1.4 Challenges of AR

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

Insufficient Knowledge of Action Research

This theme is developed on the basis of experiences from respondent A. He expressed teachers' negative attitude towards AR was one of the major challenges. He articulated:

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

According to his experience, insufficient knowledge about AR is one of the major challenges. In his experience, he was unable to get support from his colleagues because they had narrow concept about AR. They thought that doing a AR was boring and tedious job. As a result, they themselves did not attempt AR 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 AR.

Insufficient Teaching Materials

This theme is derived from the experience of respondent A. He expressed his real experience that he did not get teaching materials from administration. He shared his challenge:

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

From above experience, the teacher himself had managed basic materials such as markers, posters and flashcard to conduct AR. It showed the real condition of our school. How our schools are equipped with the materials and make easier to teacher for research. Most of the teachers were not interested to do something new because of such unsupportive environment.

Time Consuming

This theme is derived from the experience of respondent A and C. Because of the time duration, they had finished their project in additional time. Due to its lengthy process many teachers felt difficult to implement AR. The experience of respondent A was very much similar to respondent C. He articulated:

I didn't get required support from my colleagues. I worked additionally apart from school hours. I conducted this kind of research every year for the sake of my professional development as well as for my students.

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

Irregularity of the Students

This theme is specially developed from the experiences of respondent C. He expressed that due to absent of students, implementation of AR was problematic for him. He shared:

Implementation section of the research was somehow problematic for me as I couldn't apply completely it 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 he faced during the implementation of AR. In the context of our country today many students are irregular in their classroom because of lack of motivation. This kind of situation made teacher really difficult to carry out new projects or activities in the classroom. So punctuality of the students was one of the crucial factor to implement AR.

Large number of students

This theme is derived from the experience of respondent D. He argued that due to huge amount of students in a single classroom, it was very difficult to implement AR, He articulated:

From my own experience of practicing the AR, I had faced some challenges such as less support of administration and large number of students in a single classroom.

For effective implementation of AR, the number of students in a classroom should be limited. Large number of student hindered teacher to practice AR. Due to its lengthy process, number of students should be minimized as much as possible. When the ratio of students was decreased then AR could be practically implemented in such classroom.

To conclude these all themes regarding challenges of AR, I have found that negative attitudes of the teacher towards AR, 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 AR.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

In this chapter, I have presented the summary and conclusion of the study on the basis of presentation, analysis, interpretation of collected 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.

5.1 Findings

On the basis of analysis of data and interpretation of the result from the teachers' interview; I have drawn findings of my research. So under this sub section, summary of the findings is presented on the basis of my research objectives.

5.1.1 Summary of Findings Regarding Teachers' Practices of AR

One of the objectives of my research was to find out the practices of AR for their professional development. From teachers' interview it is found that all of the secondary level teacher are practicing AR as effective tool to solve problems. The major findings of teachers' practices of AR is presented below:

- I. It was found that all teachers were practicing AR as means for solving their classroom problems. In course of teaching, when teacher faced any kinds of difficulty or problems, all teacher implemented AR in their real classrooms.
- II. It was found that most of the teacher were practicing AR as classroom based research that helped them to reflect their own practice, knowledge, values and professional activities.
- III. Finally, it was found that teacher used AR in a collaborative way. While practicing AR teacher interacted with their colleagues and asked support for their school administration.

5.1.2 Summary of Findings Regarding Teachers' Experience of AR

My another objective of the study was to find out the teachers' experiences of conducting AR. To find out this objective, I have analyzed teacher stories in detail on different themes. So on the basis these themes, I have summarized following findings:

- I. Most of the respondents shared their experiences that, they did not get proper support from colleagues and school administrations due to their negative view and insufficient knowledge towards AR.
- II. It was found that students' achievement was increased by conducting AR. All four respondents had conducted AR and found better result than previous one.
- III. Finally, all respondents shared their experiences that, AR was for teacher professional development. Being an action researcher teacher possessed qualities of professionalism.

5.1.3 Summary of Findings Regarding Effectiveness of AR

My next objective of this study was to find out the effectiveness of AR. To find out this objective, I have analyzed teacher stories in detail through different themes. On the basis of these themes, I have summarized following findings:

- I. It was found that AR brought innovation in teaching. It was innovative in the sense that teacher himself/herself invented new strategies and techniques by reflecting their own practice.
- II. It was found that AR was practical. Majority of the respondents had practiced AR successfully and got remarkable improvements in students' achievement and developed self-confidence.

5.1.4 Summary of Findings Regarding Challenges of AR

To find out the challenges of AR, I have analyzed teachers' stories under different themes. From these themes I have summarized following findings:

- I. It was found that insufficient knowledge was one of the major challenges of AR. One of my respondent was not getting support from his colleagues due to their bad conception towards AR.
- II. Another challenge was insufficient teaching materials. In many cases teacher managed themselves essential resources for AR. Because of this reason many teachers might feel difficult to implement AR.
- III. 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.
- IV. Irregularity of the student was another challenge of AR that I have found in this study. Because of the absence of the student, teacher got problem in the implementation of AR.
- V. It was found that due to large number of students in a single classroom was somehow problematic to carry AR.

5.2 Conclusion

Conclusion is the final outcome or theme drawn after the successful conduction of the study. To find out the experiences of teacher while conducting AR, I had selected four English teacher. 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; teachers' practices of AR, teachers' experiences of AR, effectiveness of AR and challenges of AR.

I found that teacher practiced AR as means for solving their problems, classroom based research and means of collaboration for their professional development.

Most of the teacher did not get proper support from their colleagues although AR had positive impact on students' achievement and helped for their professional development. The major effectiveness of AR were; it was practical in nature and brought innovation in teaching. Despite these strengths, little knowledge of the AR, lack of appropriate teaching materials, time consumption, irregularity of the students and large number of students in a single classroom were the major challenges faced by teachers. Finally, this research have completed by providing recommendation at policy level, practice level and further research in the separate headings so that it would be comprehensible for the concerned readers.

5.3 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;

5.3.1 Policy level

Policy refers to plan, guidelines or arguments that justify a particular course of the findings of the study, the following policy level recommendation can be made;

- I. Teachers, parents and students should be responsible and accountable to practice AR.
- II. Government should manages every schools with well-equipped materials and reward those teacher who does AR.

5.3.2 Practice level

Classroom is the practice area for teacher professional development. The quality of education can be improved by utilizing classroom practically. To develop professional career, some practice level suggestions have been made.

- I. Teacher can conduct AR for their professional development. For this, they should be provided with good environment.
- II. To provide quality education and to increase the students' achievement, teacher should implement AR in the classroom.

5.3.3 Further research

In fact, no work is final and no research is complete in itself. This study was limited to explore teachers' experiences while conducting AR in terms of practicality, effectiveness and challenges. This research as narrative research design could not include large scale of sample. Therefore there are limitations in this study. Further researcher may research on the following areas;

- I. Perception of English teacher towards AR.
- II. Role of AR for students' achievement and quality education.

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Appendix-I

Guidelines for Interview

In order to collect real data I, will conduct Semi-structured interview with four teachers, who are doing action research at secondary level school. I will ask them some questions on the basis of following interview guidelines;

- 1) Teachers' understanding on action research
- 2) Teachers' perceptions towards need and importance of action research for professional development
- 3) Effectiveness of action research for professional development
- 4) Challenges of action research
- 5) Role of action research to achieve students' educational achievements
- 6) Supports from school administration and management committee to do action research
- 7) Relationship between action research and professional development

Appendix- 2

Sample excerpt from interviewee A

1. How are you practicing action research in the classroom?

Respondent: *I am practicing action research by following ways: When I felt some issues, problem, and difficulties in my teaching, I use to think about alternatives and interventions which are related to the classroom-based research. Student problem with hesitation is solved after treating with Action Research. I have found more interactive than before. Its nature is collaborative. So, I use to talk, discuss, interact and share my classroom issues to my colleagues about its possible solutions. At first, I explore my classroom issues and identify my actual problems and think about the situation. In another way, I clarify that whether that teaching difficulty is my real problem or not. I have not thought my action research as an academic research but as my small practice.*

2. What is your experience with conducting action research? Tell me in detail including support from school administration and the challenges you faced.

Respondent: *I have been feeling following experiences regarding action research. I am realizing action research as a part of my profession, not an extra job. It needs to passion for doing new on the part of the teachers. I am doing and practicing it according to the context of my teaching scenario. Learners are really interested to enter into the world of alternative beyond the usual trends. Although some learners are not motivated at first. Most of the colleagues or senior teachers have not a positive attitude regarding action research. Once, I had faced a complaint of the vice principal due to not going through the textbook but just allowing the learning to play the language games. In the case of public schools, it is difficult to manage some general resources for the research. I had managed some markers, posters, and flashcards myself after the rejection of the principal to provide from the side of the institution. 40/45 minutes is not*

sufficient to practice extra activities and alternatives but it depends on the teacher. In my case, I have managed the time.

3. What is your experience after doing action research? Did it really bring changes in your teaching? Was it practical in the ELT classroom?

Respondent: *I have been getting more positive impacts after the action research regarding learners' learning achievement. At the first attempt, I have not got 100% improvement regarding my teaching issues but its positive change is happening comparatively. As I experienced, the increase in learners' score is not only a positive impact. But I have found that learners are more active in learning, collaboration, and participation rather than before. Comparatively, the result is also satisfied after practicing action research. While talking regarding me, it helps me myself to be a learning partner. I am learning several ideas of teaching from the learners' participation in learning. Action research is really practical but it depends on the attitude of the teachers. I am the passion to do new in my teaching profession and I am applying it facing several problems like a complaint from colleagues and administrative persons.*

4. How action research helps the teacher for their professional development?

Respondent: *In my experiences, doing action research helps the teacher for their professional development in the following ways; It helps to update the knowledge on the part of the teachers regarding teaching and learning recent. It helps to develop the sharing culture among the colleagues after the best practices. It really makes the teacher competent and self-confident regarding his/her profession. As I felt, it leads to the teacher toward other professional networks which help to understand how the rest of the teachers are doing beside his/her classroom.*

5. What is the relationship between action research and professional development?

Respondent: *it is clear that doing classroom or action research is one of the best strategies for the teachers' professional development. So, it helps to be matured*

in their teaching profession. Both are interconnected each other. One (action research) can increase the quality of another. (profession).

6. Do you find students achievements better after conducting action research?

Can you share your experience regarding students' achievement?

Respondent: *As realized from my 6/7 years of doing action research I have found that the average score is increased. I never practiced the action research focusing on the score but overall learning improvement. As an English teacher, I am focusing on listening, speaking, reading and writing and improvement in all the skills. So, I have seen learners are more active to listen my audio and solve the question, eager to participate in the group and pair work and speak, etc. which I am realizing as better learning achievement. But there are some limitations. I have found only a few learners who have not to succeed to improve than the past in every skills and activity.*

7. What are the major challenges/ obstacles to conduct action research? How did you solve those challenges?

Respondent: *These are the obstacles that I am facing during my action research; Colleagues' narrow concept and negative attitudes toward doing action research in the classroom. Lack of general resources like markers, flashcards, charts, speakers and so on. Not proper support from the colleagues. Administration part is also not fully supported. Some learners are also not favorable for action research.*

8. These are the solutions that I am applying to solve the problems related to my action research.

Managing some resources from my own side. Proving my action research as best practice publishing articles, presenting in the conferences, etc. (to change the colleagues' attitude) Requesting the colleagues' to take part in the training related to professional development and action research. Proving my progress from the action research in result analysis. Inviting the principals and administrative persons to observe the class time and again.

9. What are the effectiveness of action research?

Respondent:*It helps to develop the sharing culture among the colleagues after the best practices. It really makes the teacher competent and self-confident regarding his/her profession. As I felt, it leads to the teacher toward other professional networks which help to understand how the rest of the teachers are doing beside his/her classroom.*

Sample excerpt from interviewee B

1. How are you practicing action research in the classroom?

Respondent: *I try to explore around the issues of classroom and design action plan and implement it. I analyze the problems and design effective tools to solve them. I can solve any issues with the help of strategies that I design after studying the issues in depth. I take action research as classroom based research not as formal research because its main purpose is to improve my own practice.*

2. What is your experience about conducting action research? Tell me in detail including support from school administration and challenges you faced.

Respondent: *I didn't do research except the thesis .Exploratory action research was helpful for me to find the solutions of problems of class. It not only supported my students but also gave me insight to learning and handling classroom issues. I got support from everyone specially colleague and students. Firstly, I was able to handle the classroom issues on my own effort.*

3. What is your experience after doing action research? Did it really bring changes in your teaching? Was it practical in ELT classroom?

Respondent: *Yes of course, it was fruitful and I felt like I can upgrade the level of students .It was practical in ELT classroom as my topic was 'My students hesitate to speak English . I could accelerate active students' participation in speaking activities after conducting Exploratory Action Research. I got energy to handle the situations that was earlier like impossible matter to solve. I was able to support my colleagues in solving their issues.*

4. How action research helps teacher for their professional development?

Respondent: *It is supportive tool for teachers to be researcher and inventor.A teacher can invent new techniques.A teacher can handle the classroom issues own self. These factors enhances the professional development of a teacher. It*

makes teacher creative and active. It is a roadmap for teachers to help them get their objectives.

5. What is the relationship between action research and professional development?

Respondent: *Action research and professional development takes place together. When we carry on action research ,we learn ,we invent and of course we develop our confidence .A teacher can achieve the goals of teaching learning process easily which upgrades the professional development of teacher .The experience obtained by carrying action research always is a great factor in enhancing professional growth.*

6. Do you find students achievements better after conducting action research? Can you share me your experience regarding students' 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.*

7. What are the major challenges/ obstacles to conduct action research? How did you solve those challenges?

Respondent: *I had to finish course on time. At some point I thought whether I could finish the course on time or not .But I could manage time .I finished the course on time by taking extra classes. I even conducted the research during proxy classes.*

8. What are the effectiveness of action research?

Respondent: *Action research brings innovation in classroom teaching. It is a tool to solve the classroom issues. It teaches to judge the whole process. It*

supports the teacher s professional development. It gives idea to solve the problem.

Sample excerpt from interviewee C

1. How are you practicing action research in the classroom?

Respondent: *Action research has become a very good milestone for me to solve the problems of my classroom. So, generally I practice action research in my leisure time following the steps of action research.*

2. What is your experience about conducting action research? Tell me in detail including support from school administration and challenges you faced.

Respondent: *Most of the teachers feel that conducting action research is haggling but I don't feel so however, it is time consuming. In one hand, it is useful tool for teachers' professional development at the same time it is a ladder to connect the problems for immediate solution. I got appreciable support from the school support for my mission however I didn't get required support from my colleagues. I worked additionally apart from school hours. I conduct this kind of research every year for the sake of my professional development as well as for my students. Implementation section of the research is somehow problematic for me as I couldn't apply completely it in my classroom. Irregularity of the students is the main challenge that I faced during my proceeding. In the same way, collecting and analyzing data is also another challenging job for the research.*

3. What is your experience after doing action research? Did it really bring changes in your teaching? Was it practical in ELT classroom?

Respondent: *In my experience, action research is not so hard job to perform it. It worked as an advent in my career.*

Yes, this action research brought some remarkable changes in my classroom especially in activeness of the students. I am happy with my result yet many things

are to be changed. Yes it was practical in ELT classroom but sometimes it depends upon your concept too.

4. How action research helps teacher for their professional development?

Respondent:*It helps teachers for their professional development in many ways. Such as; it promotes writing skill of the teachers, it engages the teachers to search new ways of teaching effectively in the classroom. Similarly, it helps teachers to make future academic plans meticulously.*

5. What is the relationship between action research and professional development?

Respondent:*There are many wings of professional development and among of them action research is also one. Action research helps teachers for professional development so, it has deep relationship between action research and professional development as it works as a trick of the trade for me.*

6. Do you find students achievements better after conducting action research? Can you share me your experience regarding students' achievement?

Respondent: *I conducted my action research on the field of activeness of the students in English classroom. I found remarkable achievement within the students after conducting the research. I have presented the pre and post data in graph chart. The pre -data and post data are different from each other. In pre - data students' activeness was 1.5(Not so good) but in post data it was 2.6(Better). Out of 72 students 56 students were found active during the classroom activities. This result shows that action research has good impact in my classroom activities.*

7. What are the major challenges/ obstacles to conduct action research? How did you solve those challenges?

Respondent: *I didn't find so alarming challenges to conduct action research however, there are several challenges like irregularity of students, time consuming and proper implementation of research.*

8. What are the effectiveness of action research?

Respondent: *The effectiveness of action research are; It helps teachers to be active for his personal professional development. It supports the teachers to search new techniques to tackle the classroom problems. It helps students to reform their habits. It paves the way for school administration to make future plans.*

Sample excerpt from interviewee D

1. How are you practicing action research in the classroom?

Respondent: *Action research is one important techniques in classroom teaching. I am practicing action research in my teaching classroom. For this, I explore the issues and ask the students for the solution of that issues and discuss those problems. Similarly, collaborative interaction is also used in my classroom. Mostly, I encourage students to raise the problems and try to understand situation with other alternatives.*

2. What is your experience about conducting action research? Tell me in detail including support from school administration and challenges you faced.

Respondent: *I have been following action research as the important tool in classroom teaching. Based on my experience, I found the usefulness and effectiveness of action research in classroom. Student motivation, active participation and creativity are the major advantages of AR. Similarly it also helps me to develop my professionalism. It encourages me to be creative and analysist of any issues found in teaching classes. In my experiences, being an important method most of my colleagues as well as the senior teacher are not supporting the AR because they feel difficult to implement it. When I try to practice the AR my administration did not support me. Administration told me that it takes sufficient teaching materials with the modern ICT tools, consumes more time and money. Thus, knowing the significance of its administration tells me not to apply the action research.*

3. What is your experience after doing action research? Did it really brings changes in your teaching? Was it practical in ELT classroom?

Respondent: *Due to my continuous request, I had got to apply the AR in my classroom that had created the learning environment in classroom. Still, I have been practicing the AR in some of the classes. I had not got the drastic change in*

my class but got continuous changes. In my experiences, practicing AR is more useful and significant for better learning. Similarly it was more practical in ELT classroom.

4. How action research helps teacher for their professional development?

Respondent: *Action research is not only for students learning but also for the teacher. It helps to develop teacher professionalism and teacher professional development. It helps teacher to update with the recent knowledge and teaching strategies. Teaching is an art and science which is helped by action research. Similarly, it helps to coordinate with the colleagues to solve the practical problem and issues. Moreover, it really makes the teacher confident and competent regarding the teaching profession.*

5. What is the relationship between action research and professional development?

Respondent: *Both AR and professional development are inter related. Action research is means to the result of professional development. Due to the practice of action research, teacher can solve the practical problems found in teaching activities with collaboratively.*

6. Do you find students achievement better after conducting action research?

Can you share me your experience regarding students' achievement?

Respondent: *From my teaching experiences as secondary level English teacher, I found that it is really useful and effective. The major achievements of practicing AR regarding students' achievement are; developments of students learning habits, develop language skills, active participation and introduced learning by doing concept.*

7. What are the challenges to conduct action research? How did you solve those challenges?

Respondent: *From my experiences of practicing action research, I face some challenges such as; colleagues narrow concept, lack of appropriate teaching*

materials, less support of administration, large number of students in a single classroom and time consuming.

I solved them by following: managing some resources from my own sides, encourage students and teacher to take part in this project and dividing the class into small groups.

8. What are the effectiveness of action research?

Respondent: *Action research is widely applicable and significant for the teacher professional development as well as the students. I found the usefulness and effectiveness of action research in classroom. Student motivation, active participation and creativity are the major advantages of AR. Similarly it also helps me to develop my professionalism. It encourages me to be creative and analysis of any issues found in teaching classes*