

CHAPTER ONE

INTRODUCTION

The present research on “Perceptions of Teacher's Towards in Action Research for Professional Development” is a survey about the perception of carrying out an action research in language classroom for TPD. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses whether organizational, academic, or instructional and help educators develop practical solutions to address them quickly and efficiently. Action research may also be applied to programs or educational techniques that are not necessarily experiencing any problems, but that educators simply want to learn more about and improve (Glossary Action, P 30). The general goal is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or programs. Teacher Professional Development (TPD) is an essential part of the teachers during their teaching career to enhance their academic goals and objectives. It is a kind of occupation, vocation or career where specialized knowledge of a subject, field or science is applied. According to Wallace (2010, p.7), “In a profession, we have a kind of occupation which can only be practiced after a long and rigorous academic study.” TPD can be achieved through various ways and strategies. Kurt Lewin states a German-American social psychologist who is widely considered to be the founder of his field. The basic principles of action research that were described by Lewin are still in use to this day. TPD is a long term process through which a teacher tries to be an effective and successful figure in his/her teaching profession. TPD is dynamic and rigorous process of positive changes which improves the standards of teaching profession.

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- Teachers and principals work best on problems they have identified for themselves
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently

- Teachers and principals help each other by working collaboratively

- Working with colleagues helps teachers and principals in their professional development

Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment that is, with the students and at the school in which the teacher works on questions that deal with educational matters at hand, while people who call for greater professionalization say (Watts, 1985, p. 11).

Professionalism includes principles, knowledge and skills collectively required to be a competent professional. English Language Teaching (ELT) is also one of the important professions, which requires professionalism in the teachers. The persons to be professionals need a number of qualities, skills, expertise in the contents and practice, confidence and abreast with new technologies, teaching methods, techniques and trends which are recently innovated.

Professional development is a process that takes place over time starts and end with formal training or graduate education (Richard& Farrell, 2010, p.3).

Nowadays, teachers get more opportunities to continue their professional enhancement. But, all the knowledge that they bring to their teaching has been learnt in formal teaching. The teachers face huge number of problems in professional career as time passes. Language teachers may rely on a number of TPD strategies like study groups, self-monitoring, journal writing, peer observation, teaching portfolios, case studies, seminars, analyzing critical

incidents, action research, team teaching, peer coaching, peer observation, critical friendships (Richards & Farrell, 2010, p.14), which assist them in their professional achievement. Carrying out an action research is one of the most practical and best techniques to develop professionalism in the teachers. The action research is the classroom based research which is carried out in order to change the teaching methods to bring some changes in teaching learning process. The teachers should follow various processes and stages to introduce new methods or techniques in the classroom. From the process of action research from planning to reflection and its outcome the teacher can enhance his/her professional level.

1.2 Statement of the Problem

In the context of Nepal, the faculty of Education, Tribhuvan University produces teachers with pre-service training. And the teachers, who are teaching, have also been provided with in-service TPD trainings by National Centre for Education Development (NCED) and concerning departments. However, the meaningful TPD is not well institutionalized and practiced in Nepal. So, the teachers are not able to make their teaching learning activities more effective and meaningful. The perception of teacher towards Action Research generates a new eye of the students towards education ahead in using ICT to the teachers. As a result, the teachers face problems to deal with the subject matter and the students at present. The lack of TPD has directly affected students' achievement in English language. The educational goals of the country are not met due to the low academic performance. So, many researchers tried to find out the reason of low performance in English language and they found out different reasons behind it. One of the prominent reasons they found was lack of professionalism among English language teachers. That is why many researchers focused their studies on TPD in context of Nepal.

The starting point of learning English for the Nepalese children is primary schools, where they also being their literacy. Training generally provides the teacher with an opportunity to update their knowledge in a wide range of area

like curriculum development, syllabus design, recent pedagogical change in norms and values, technology and so on. Globalization of English language demands competent users of English language in the world today and to producing competent or skilled language users, there is the need of qualified educators and technical manpower. The Ministry of Education and other non-governmental organizations (NGOs), international non-government organizations (INGOs) have been implementing teacher training programs for a long time to improve the quality of English language teachers. But there are numerous issues related to teacher training regarding its effectiveness and transformation.

Teacher training in Nepal is usually seen ineffective because English language teachers are not adequately trained to teach at school. In this regard Shrestha (2008) says "there are questions to be addressed in relation to the quality, transformation of knowledge, effectiveness, methodology and approach of teacher training. Schools administrators, the major stake holders, often complain that training is provided only when there was a revision or change in core curriculum ". Different institutions are investing much money in language teachers' professional development training in Nepal. This study has provided the perceptions of English teachers' towards English by Action Research for teaching English to the students, and for developing skills and aspects of English to the students. So, I have selected this as a research problem.

1.3 Objectives of the Study

This study had the following objectives:

-) To find out the teachers' perceptions on the role Action Research for TPD
-) To explore teachers' views on role of action research for their professional development.
-) To suggest some pedagogical implications from this study.

1.4 Research Questions

The study was oriented to find out the answers of the following research questions:

- a) Are the secondary level English teachers aware of the role/ importance of carrying out an action research?
- b) How do they perceive about the role of an action research for TPD?
- c) Do the teachers introduce some new methods to change the existing ones and improve their teaching learning activities?

1.5 Significance of the Study

The present study will be significant to those teachers who are working in the field of English language teaching. This research work examines the secondary level English teachers' attitudes towards the role of an action research for TPD. So, the present research work will be useful for the researchers who want to carry out research in the area of TPD and the role of different strategies for TPD. Similarly, the teachers who are in their teaching career will also be encouraged by this study. It will be an impetus to the students of English education to make their teaching profession meaningful. In addition, this work will be helpful to supervisors, subject experts, and others who are directly, or indirectly involved in teaching profession. The success or failure of any academic institutions depends on the teachers' professionalism. So, this study has great significant for the education policy makers in Nepal in particular and anywhere in the world in general.

1.6 Delimitations of the Study

The study was limited within the following areas:

-) This study was limited to the role of action research for TPD at secondary level.

-) This study was limited to the 40 secondary level English teachers who are teaching at secondary level.
-) Similarly, this study was limited to any 20 to 30 public and private schools of the Kathmandu Valley (Kathmandu and Lalitpur District).
-) The questionnaire was the main tool to collect the required data for the study.
-) This study was limited to the survey research design.

1.7 Operational Definitions of the Key Terms

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

Action Research: It refers to the research which is based on the classroom situations and carried out in order to bring some changes in the existing methods, techniques and procedures of teaching English language.

Professional Development: Professional development refers to the development of teacher education. In my research, it refers to the professional growth of secondary level English language teachers with the help of action research.

Strategies: The ways, techniques or activities that are used for enhancing teachers' professionalism.

Pre-Service: This first step involves educational experience occurring before the teachers initiate their first teaching job.

Induction: The teachers also focus upon the need of the learner and how they can effectively use the subject matter to assist the learner in meeting their goals and capacity.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

This chapter deals with different theoretical perspective related to TPD through various strategies in general and action research in particular. The theoretical review of the related literature is mentioned as below. Here, I have made an attempt to explore on the theoretical areas of my research under different sub-headings below.

2.1.1 Profession and Professionalism

The term ‘profession’ states a type of job that needs special training or skill, especially one that needs a high level of education. It is a kind of occupation, vocation or career where specialized knowledge of a subject, field or science is applied. Profession requires prolonged academic training and a formal qualification which is based on scientific and philosophical facts.

On the other hand, ‘professionalism’ is used to refer to practitioners’ knowledge, skills and conduct. It is a collection of the conduct, qualities, skill, knowledge and attitude that makes a profession. It includes training, skill, self-discipline, self-regulations, high social status and restricted status. Concerning to this matter, Wallace (2010) states:

In ‘profession’ we have a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and public good it brings, but which is not simply engaged in for profit, because it also carries a sense of public service and personal dedication.

Now, professionalism means having expertise and skills in the areas like; basis of scientific knowledge, a period of rigorous study which is formally assessed a sense of public service, high standards of professional conduct, ability to perform socially useful tasks and so on. In past, teaching was usually regarded simply as other occupations and teachers as mere workers. They were not provided any training, other types of support programs. Villegas-Reimers (2003) says:

Most people agree that professionalization of teacher is prerequisite for successful improvement of the quality of education and is, thus, of great interest to policy-maker and educator. Fortunately, the tendency over the last and few years has been to begin accept teaching as a profession and consequently, the transformation from the teaching training to teacher professional development.

No doubt to say, teachers are also the persons like other professionals, doctors, engineers, pilots and other who require special type of skills to accomplish their job. Khaniya (2006) supports this thought and opines “Teachers, professors, engineers, lawyers, etc. are regarded as professionals . . . professional is he who performs tasks involving not only skills and knowledge but also expertise”. In other words, teaching is also a profession because it has all the characteristics that any profession should have. Teachers do specialize in particular subject areas and also study education in depth. They also have special training in field, in the form of teaching practice, and they have to pass examination in order to be qualified as trained teachers. For example: in Nepal, NELTA is a professional organization which conducts different workshops, seminars, and publishes journals as required.

2.1.2 Teacher's Professional Life Cycle

Profession is a vocation which carries the sense of public service and personal development. Like other profession, teaching is also the profession since it is also dedicated to public good. Teachers' professional development has its own cycle which is called teachers' professional development.

McCormick and Barnett (2006, as cited in Kempen, 2010, p.45) state that individuals do not necessarily proceed through the identified states in a linear manner. Due to considerable inter-individual variation in the timing of the stages, teachers can miss stages, revert to "earlier" stages or remain at a single stage during the career. Thus, the eight stages of teacher career development are briefly explained below.

a) Pre-Service

This first step involves educational experience occurring before the teachers initiate their first teaching job. It is more concerned with their theoretical knowledge.

b) Induction

Under this stage, it involves the time and activities that occur for the first 1-6 years that lead to complete socialization and acceptance as competent teachers into the profession. The teachers also focus upon the need of the learner and how they can effectively use the subject matter to assist the learner in meeting their goals and capacity.

c) Competency Building

This stage focuses on the teacher continuing to acquire, experiment with and further refine effective teaching strategies. Teachers in this stage strive to improve their teaching skills and their practical knowledge about the subject matter. They seek out new methods and eagerly attend workshops and conferences.

d) Enthusiasm and growth

In this phase, teachers seem enthusiastic about their growth and progress as professionals. Having mastered required skills, they now seek new ways in which to enrich their teaching. Teachers enjoy the teaching experience and value the impact they have upon student learning. Teachers are often more involved in their profession. They utilized their learnt knowledge into their practice.

e) Career Frustration

This stage could be viewed as the stage of dissatisfaction and disillusionment. During this phase, the teacher may experience signs of fatigue and burnout.

f) Stability and Stagnation

In this element of cycle, teachers do only what is expected of them, without any motivation for quality or growth.

g) Career Wind-down

This phase could be described as “the period of disengagement” when teachers prepare to leave the profession. It depends upon individual teacher’s, for some teachers, this period may be pleasant; other may experience frustration and discontent with colleagues, learners and parents. So, this period can either be ‘bitter’ or ‘serene’. This stage could be characterized by gradual withdrawal and re-channeling of energy outside the school.

h) Career Exist

The career exist stage represents the period of time when the teacher leaves the teaching profession and could be referred as the time of job retirement.

2.1.3 Teacher’s Knowledge

Teacher is a person who teaches different skills to the learners. To be professional, the teacher should have different knowledge. From the point of

view of the teacher's development, a number of areas of professional development may be identified. Head and Taylor (1997, p.22) opined that "Much of the knowledge that teachers have is acquired through experience of actually doing the job". Richards and Farrell (2010, p.9) pointed out the following necessary knowledge for teacher's professional development.

a) Subject Matter Knowledge

Every teacher should have knowledge of the disciplinary basis of TESOL-that is, English grammar, discourse analysis, phonology, testing, second language acquisition research, methodology, curriculum development, and other areas that define the professional knowledge base of language teaching. A teacher should have a sound knowledge and full command over his subject matter on which he is going to teach.

b) Pedagogical Expertise

Mastery of new are of teaching, adding to one's repertoire of teaching specializations, improving ability to teach different skill areas to learners of different ages and backgrounds: The teacher, in order to develop his professional skill should have mastery over the recent developments in the field of teaching and learning. He should have knowledge about the new materials, him/her to develop as a professional one.

c) Self-Awareness

Knowledge of oneself as a teacher, of one's principles and values, strength and weakness: The teacher should be self-aware of his strengths and weaknesses and dare to sacrifice his knowledge for the betterment of learners. S/he should know different principles and values of teaching and learning procedure.

d) Understanding of Learners

Deepening understanding of learners, learning styles, learners' problems and difficulties, ways of making content more accessible to learners: To be a

professional is to be developing himself/herself understanding others' desires, intentions, difficulties and knowledge. The teacher should have the knowledge of learners and their background so that he could implement the appropriate strategies to make them understand.

e) Understanding of Curriculum and Materials

When, deepening on ones understanding of curriculum and curriculum alternatives, use and development of instructional materials: A good teacher should have the knowledge and understanding of curriculum and materials. S/he should go on teaching according to the guidelines given in the curriculum and the materials suggested. Thus, if a teacher lacks proper knowledge of curriculum and materials then he or she cannot develop himself/herself as a professional one.

f) Career Advancement

Acquisition of the knowledge and expertise necessary for personal advancement and promotion, including supervisory and monitoring skills: For the career advancement of a teacher and to be a professional in the field of teaching one should be knowledgeable about different skills including his/her personal development, promotion and supervisory skills. The teacher should act himself/herself as a successful supervisor and monitor in order to develop his/her professional skill.

2.1.4 Characteristics of Teacher Development

Head and Tayler (1997, p.4) have given the following four key characteristics of teacher development:

-)] It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence-building to language awareness or technical expertise.
-)] Much of teacher development is seen as relating to new experiences, new challenges and the opportunity for teachers to Borden their

repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of Jadedness and also to develop their careers as well as themselves.

-) Teacher development is not to do with language teaching or even teaching it's also about language development (particularly for teachers whose native language is not English), counseling skills, assertiveness training, confidence building, computing, mediation, cultural broadening almost anything in fact.
-) Teacher development in most teachers' opinions has to be 'bottom-up', not dished out by managers according to their own view of what development teachers' need. This doesn't mean to say that managers have no role in it.....Nor does it mean that managers should stop organizing in service or the training course.

2.1.5 Personal Commitment to Professional Development

Professionalism depends on ones attempt to achieve it. Development of teaching competence is our professional responsibility and we can undertake a wide range of activities in fulfillment of this obligation. Some of the ways to enhance teachers' commitment to their professional development are conference, there are course to take, journals to read, colleagues to talk with and observe, classroom research to conduct, textbooks to review, and workshops to attend. This range of professional development opportunities allows us to develop a comprehension professional development plan.

Richards & Farrell (2010) view the teachers need regular opportunities to update their professional knowledge. The skills are their opportunities for professional development. Teachers need to be able to take part in activities such as:

-) engaging in self-reflection and evaluation
-) developing specialized knowledge and skills about many aspects of teaching

-) expanding their knowledge base about research, theory, and issues in teaching
-) taking on new roles and responsibilities, such as supervisor or mentor teacher, teacher-researcher, or materials writer

2.1.6 Strategies for Professional Development

There is not any readymade path to TPD. A wide variety of methods, procedures and options available are adopted by teachers according to their convenience. In this 21st century, every individual wants to be perfect, demanded, qualified in their own profession. Similarly, teachers also have desires to be competent. In Nepalese context, since few decades, those people had adopted teaching as profession if they do not have opportunity and teaching was chosen as ultimate path of living. But, at present, it seems a bit different and new comers in this field are trying to make their capability standard as well as worldwide competent.

The process of professional is not limited for certain. It must be continuous. It is said that successful teachers are those who continue to develop throughout their professional life: the completion of a pre-service course and initial qualification are only the beginning. Teachers personally themselves are an important aspect of their work as teachers. It does not mean only going through certain techniques will make teachers professional, teachers own teaching experiences, reflecting on specific work experiences to uncover new understanding and listening to colleagues shared best practices.

Richard and Farrell (2010, p.13) opine, “Teaching Professional to keep abreast with change, renew and review their own knowledge, skills and attitudes – they need to involve themselves in a number of learning activities”. A wide variety of methods, procedures and options available are adopted by the teachers according to their convenience. Collaborative and self-directed strategies are playing vital role for teachers’ professional development. The activities for TPD mentioned by Richards and Farrell (ibid) are presented in table 1.

Table 1

Strategies/Activities for Teacher Development

Individual	One-to-one	Group-based	Institutional
i. Self monitoring	i. Peer coaching	i. Case studies	i. Workshops
ii. Journal Writing	ii. Peer observation	ii. Action research	ii. Action research
iii. Critical incidents	iii. Critical Friendships	iii. Journal Writing	iii. Teacher groups
iv. Teaching Portfolios	iv. Action research	iv. Teacher support groups	
v. Action research	v. Critical incidents		
	vi. Team teaching		

The strategies presented in the table 1 consist of individual, one-one, group-based and institutional ones. Self monitoring and teaching portfolios fall only under individual strategies of TPD. The activities like peer coaching, peer teaching and team teaching are the activities which require pair of the teachers. Case studies falls under group based strategies. But the strategies like workshops, seminars and teacher support groups can be practiced in the institutional level. Some of the strategies can be practiced in different situations such as individual, one to one related, group-based or institutional such as action research, analyzing critical incidents and journal writing activities.

There is no doubt that these strategies play crucial role in developing teachers' professionalism. However, when teachers engage themselves in carrying out an action research to bring some changes in their teaching styles, methods, techniques for solving the teaching learning problems, their professionalism will be improved. Many respondents agree with Action Research and its research awareness. So, the role of carrying out action research in classroom based situations is highly valuable for TPD.

2.1.7 Action Research

Action research is an applied research which is carried out in order to solve the classroom problems of English language teaching. Action research is often carried out to make teaching learning more effective by bringing some changes in the existing methods, techniques and procedures. In 1946, Kurt Lewin, for the first time, used the term 'action research' (as cited in Cohen et al, 2010, p.103). Johnson (1992) calls it as a 'teacher research' because real teacher is the researcher (as cited in Cohen et al, 2010, p.103). For Wallace (2010) it is a 'professional reflection' because the practitioner reflects upon his/her current practice and strives to improve the practice through research. Similarly, Kemmis (1988) thinks that action research is a form of self-reflective inquiry undertaken by participants in order to improve their own professional practices (as cited in Nunan, 2010, p.76). Wallace (2010, p.20) defines action research 'as a strategy for professional development which is accomplished by reflecting on the practitioners regular activities.

These definitions emphasize that classroom teacher and the researcher was to be the same person in action research. In that case the practitioner becomes able to select the most pressing problem faced by him/her and conduct the research to solve the problem instantly. By this immediate action the practitioner becomes able to improve both his/her perception and students' performance.

2.1.7.1 Principles and Characteristics of Action Research

Action research is a classroom based experiment. It can be carried out in collaboration of the teachers effectively.

Hult and Lennurg (1980) and Mckernar (1991, as cited in Cohen et al, 2010, p.103) suggest that action research makes for practical problem solving as well as expounding scientific knowledge and enhances the competences of participants. It is collaborative and is undertaken directly in situation that uses feedback from data in an on-going cyclic process. It seeks to understand

particular complex social situations. It seeks to understand the processes of change within social systems but focuses on those problems that are of immediate concern to practitioners. It tends to avoid the paradigm of research that isolates and controls variables. It is formative, such that the definition of the problem, the aims and methodology may alter during the process of action research and includes evaluation and reflection. It is methodologically eclectic contributes to a science of education and strives to render the research usable and sharable by participants and it is dialogical and celebrates discourse and it has a critical purpose in some forms.

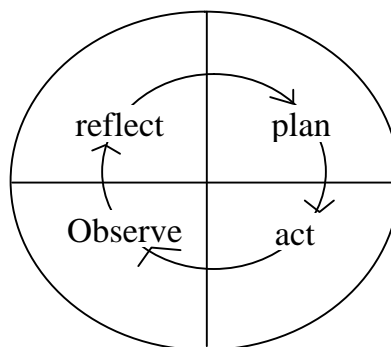
In brief the major characteristics of action research can be summarized as follows:

-) It is carried by the *practitioner*: i.e. classroom teachers
-) The nature of action research is collaborative (Experts and co-workers)
-) It is cyclical (it can take whole year)
-) It should bring some improvement or change.

2.1.7.2 Process/Stages of Action Research

Action research is an approach to improving education by changing it and learning from the consequences of changes. The basic process of Action research consists of plan, act, observe and reflect as presented in the following figure by Richards & Farrell, 2010, pp.174-175.

Figure 1: Action research model



The figure 1 shows that first of all the practitioners should plan their action. Then, they should intervene using new methods or procedures of teaching language in the classroom. The third step of action research is observing what changes the newly introduced methods would bring in the classroom.

Process of action research refers to the different steps used in this research. Different scholars discuss almost similar steps of action research but they slightly differ in ordering of the steps. Nunan (2010) discusses seven steps of action research as follows:

Initiation: It refers to identifying the problem which is faced by most of the students. The existing problem can be identified by observing students' performance.

Preliminary Investigation: In this stage, the researcher gives tasks to the students, and collects the data. These data are analyzed and the problems on their students are recognized.

Hypothesis: The hypothesis is formed how those problems can be minimized. For example, introducing new method (game can be useful in solving that problem)

Intervention: The researcher can change the action to improve students' performance such as SV agreement.

Evaluation: The investigation or the change is evaluated whether it has good or not good effect.

Dissemination: The ideas developed in the research are shared outside class. Research can be suggested to the students - for doing this way & that way.

Follow-up: It suggests two-fold meaning. Firstly, repetition of the action with or without slight modification in case the researcher could not achieve the aimed result. Secondly, if the improvement is satisfactory then similar other problem will be addressed introducing the successful action.

2.1.7.3 Benefits of Carrying out Action Research for Teacher Professional Development

An action research is the research based on the classroom situations, which is carried out in order to improve the teaching learning process by introducing some new methods and ways of teaching. Carrying out an action research is a systematic and procedural task. It makes teachers engage in different activities like plan, act, observe and reflect. During this process the teachers add some bricks of skills and knowledge in their professionalism. The main benefits of carrying out action research for TPD are listed as below:

-) Action research is a powerful way for language teachers to investigate their own practice.
-) It provides teachers a way to better understand and improve the existing practice.
-) It seeks to redefine the role of the teacher by giving teachers the means to set their own agendas for improvement.
-) It provides impetus to the teachers to solve their problems themselves.
-) It expands teachers' understanding of teaching.
-) It makes teachers much expert at investigating their own practice.
-) It creates a platform to the teachers for investigating the practice and sharing it to their colleagues.
-) It encourages the teachers to be updated with ELT methodologies.
-) It encourages the teachers to work in collaboration with their colleagues to change their practices.

From these points, the role of action research for TPD becomes much strong.

2.2 Review of Related Empirical Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. A number of research works have been carried out in the field of teachers' professional development. Some of the major research works related to this study are reviewed as follows:

Gnawali (2001) conducted a research entitled “Investigative classroom practices: a proposal for teacher development for the secondary school teachers of English in Nepal”. The major objective of the study was to find out answers to “how do teachers develop. He interviewed eight teachers and teacher educators from different countries. It was found out that teachers had developed their career and that happen due to several factors such as readings, challenges, responsibilities and exposure to different types of colleagues.

Phyak (2007) carried out a study on “Reflection on classroom research: developing professionalism in English language teaching.” This study was based on experience of reflective teaching to the fifty four students of higher secondary level who hesitated to speak English in the classroom-they prefer using Nepali. In this study, he found that after reflection on a particular problem and adaptation of different techniques in his teaching. The use of English in class and outside the class was increased. He also found that the use of mother tongue was reduced and students were self-confidence.

Adhikari (2010) conducted a research entitled “Collaborative learning for teachers’ professional development”, the main objectives of the research were to find out the attitude of Secondary Level English Language teachers towards collaborative teaching and the school environment available to them for learning and practicing collaboratively. The research was limited to Pokhara and Kathmandu Valley and questionnaire was used as the research tool. The findings of the research showed that almost all the secondary level English language teachers have positive attitude towards collaborative learning and majority of them are provided with supportive and favorable environment for collaborative learning within their institutions.

Khatri (2012) carried out a research entitled “Self-directed learning for teacher professional development”. The main objectives of this research were to find out the practices self-directed learning adopted by the teacher for professional development and their view on the role of self-directed learning for TPD. This

research was limited to the Kathmandu Valley and questionnaire (both open ended and close ended) was used as the research tool. The sixty secondary level English teachers were sample of this study. The findings of this study showed that most of the teachers were found to have been practiced only a few ways of self-directed learning for their TPD. They viewed that self-directed learning played significant role to enhance teachers' professionalism.

Shahi (2014) carried out a research entitled 'Keeping teaching journal for professional development: teachers' perceptions and practices' aimed at finding out the teachers' perception towards keeping teaching journal for their professional development and practices prevalent in the academic institutions. He used non-random purposive sampling procedure to select the sample. He collected data from forty higher secondary level English language teachers teaching in private and public schools in the Kathmandu valley through questionnaires. The major findings of the research showed that the teachers were aware of keeping teaching journal for their professional development and they had positive perception towards it. A majority number of the teachers considered that keeping journal had positive effect on TPD. Most of the teachers viewed that there were no practices of keeping journal systematically in their institutions.

Various studies have been carried out in the field of ELT and a few on teachers' professional development in department of English Education. However, still there is lack of research in the area of role of action research, as one of the strategies of TPD. The above reviewed studies focused on the role of collaborative learning, self-directed learning, keeping teaching journals and classroom research for TPD. As this research is concerned with the role of action research for TPD, it is a different and new work in the field of TPD in the department.

2.3 Implications of the Review for the Study

Literature review helped me to understand the topic clearly. It has crucial importance for the research study. It helped me to get insight about theory and trends and provided a clear path to walk. Out of five different studies reviewed, three were conducted regarding the role of different strategies for TPD. These studies are to some extent related to my study. After reviewing these works, I have got lots of the ideas regarding 'carrying out an action research' as a good strategy of TPD. Specially, I got information about role of collaborating learning for TPD from the study of Adhikari (2010). Similarly, I got some information from Khatri (2012) about 'role of self -directed learning for TPD.' Furthermore, it was found that keeping teaching journal has the significant role in TPD (Shahi, 2014). In order to conduct those research they have used survey research design, I will also follow the same i.e. survey design. They have used questionnaire as the major tool of data collection. I used the same tool of data collection therefore, from this they are similar.

As a novice teacher I had lots of confusion but this review helped me to clear my way and purpose. It helped me to scrutinize my findings and suggested implications. It helped me to study the problems systematically and logically.

2.4 Conceptual Framework

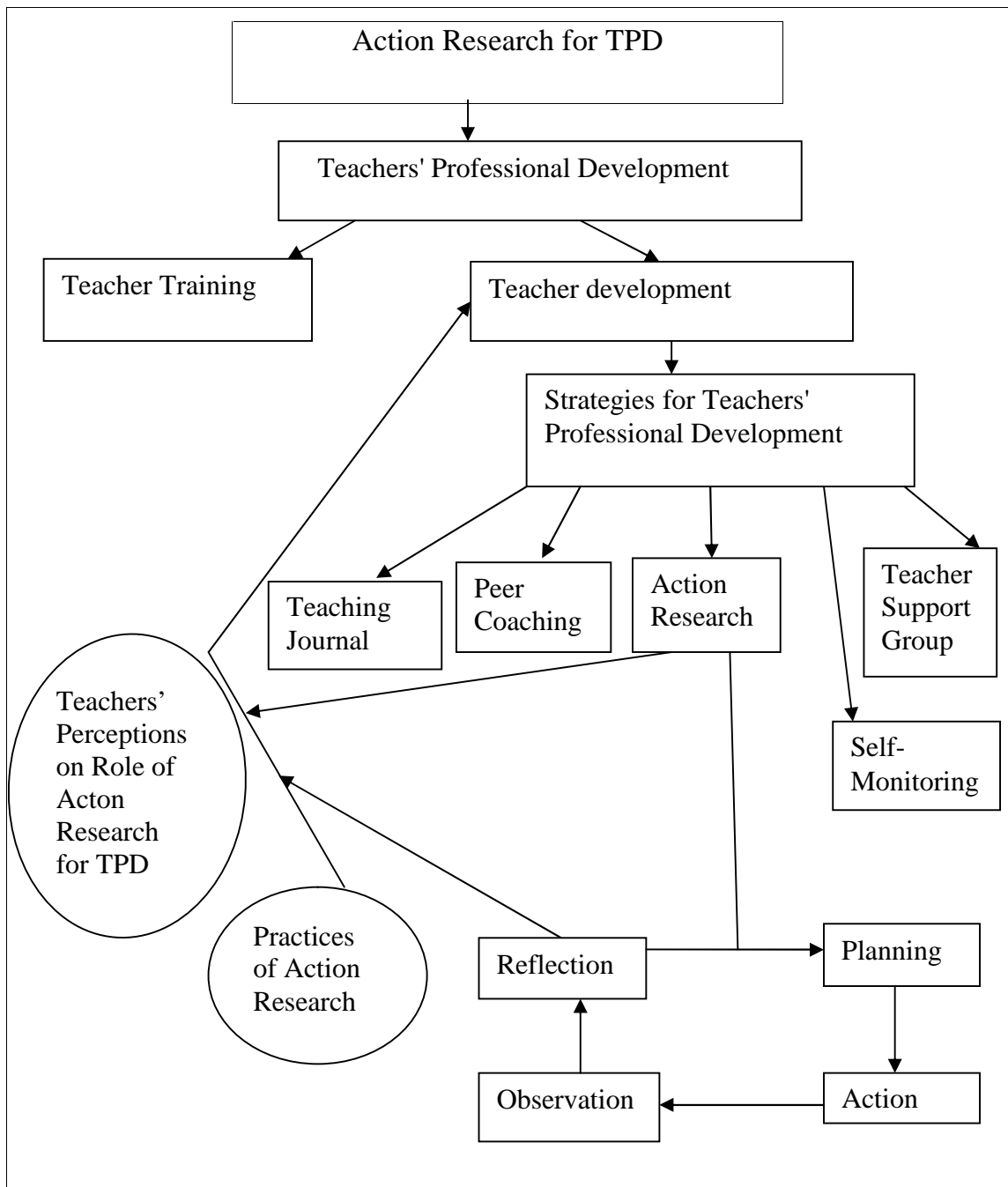


Figure 2: Conceptual Framework

CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the objectives of the study, following methodologies was selected in the process.

3.1 Design and Method of the Study

To explore the teachers' views on the role of action research for TPD, the survey research design was followed in this research.

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

This present research was based on survey design. Survey is a research design that is widely used in social and educational researches. Primarily it is carried out in the large number of population to find out an attitude, belief or behavior of particular group of people or an individual as well. It is mostly useful to generalize the finding in a large number of populations. It is cross-sectional in nature. Therefore, this research study was fully based on the survey research design. Nunan (2009) stated the following procedures for carrying out a survey research:

Step 1: define objectives

Step 2: Identify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedure

Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

3.2 Population, Sample and Sampling Strategies

The population of this study includes all the English language teachers teaching at secondary level in Kathmandu and Lalitpur districts. Sample of the study consisted of 40 English language teachers teaching in different public and private schools of the Kathmandu Valley (Kathmandu and Lalitpur districts). Purposive sampling procedure was followed to select the sample for the study.

3.3 Research Tools and Techniques

I developed a set of questionnaire as a research tool in order to elicit the required data to meet the objective of the study. Both types of questions, i.e. open-ended and close-ended questions were included in the questionnaire.

3.4 Sources of Data

In order to carry out this research, both the primary and secondary sources of data were followed to meet the objectives of the study.

3.4.1 Primary Sources of Data

The primary sources of data of this study were the responses provided by the 40 English language teachers who are teaching at secondary school (grade 9 & 10) in the Kathmandu Valley (Kathmandu and Lalitpur district).

3.4.2 Secondary Sources of Data

The secondary sources of data for this study were the books and various research works carried out by different scholars in field of ELT. Especially, this research consults from the books, journal, articles, websites and magazines. The secondary sources of this research study were the works of different scholars like Cohen, Manion and Morrison (2010), Curriculum Development Centre (2014), Khatri (2012), Richards and Farrell (2010), Phyak (2007), Kumar (2009), Adhikary(2010), Nunan (2010), Gnawali (2001), and Shahi(2014).

3.5 Data Collection Procedures

To elicit the required information for the study, I will follow the following process:

-) First of all, I prepared a set of questionnaire according to the objectives of the study.
-) I visited the selected schools; establish rapport relating to the school management authorities and the teachers (respondents).
-) I explained them about the objectives of my study and provided them the questionnaire and requested them to respond to the questions.
-) Finally, I collected the questionnaire, thanking them for their kind co-operation and help.

3.6 Data Analysis Procedures

The collected data through questionnaire were analyzed by using descriptive and simple statistical tools. The charts, graphs and tables were used to present data. Similarly, percentage was used to interpret the data.

3.7 Ethical Considerations

Ethical considerations are the most important aspects of research. It is a professional conduct in research which requires a researcher to be serious in dealing with people involved in the study. It is professional standard of research which saves the respondents from any harm and caused by the study. If there is no safety or privacy in research, the respondent may not provide their information so the researcher was truly serious towards ethical consideration of the research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consists of analysis of data and interpretation of results.

4.1 Analysis of Data and Interpretation of Results

All the data have been presented, analyzed and interpreted under this topic. The data were collected with the use of questionnaire consisting of a set of 28 close-ended questions and 1 open-ended question. The questions were constructed being based on the objectives of the study. The data were collected from 40 secondary level English language teachers from different schools of the Kathmandu Valley (Kathmandu and Lalitpur districts).

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

-) Teachers' awareness of action research
-) Practice of carrying out an action research
-) Teachers' Perception on Roles of carrying out an action research for TPD

The participants were asked five close-ended questions in part one. In part two, the teachers were asked to respondeight close-ended questions related to the practice of carrying out an action research through frequency rating scale of five frequencies: always, sometimes, occasionally, rarely and never. Similarly, in the third set, the teachers were asked to agree or disagree with the roles of carrying out an action research for TPD through rating scale consisting of five alternatives: strongly agree, agree, undecided, disagree and strongly disagree to 15 items. Similarly, a subjective question was asked to make the research more reliable and convenient. The data have been presented through the help of tables and figures.

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation of data have been done both statistically and descriptively.

4.1.1 Teachers' Awareness of Action Research and its Procedure

The five closed-ended questions were asked to the teachers to identify what an action research is and its procedure in their view. Based on their responses, the data have been presented in the table below:

Table 2
Defining Action Research

Statement	Responses	Respondents	
		No	%
An action research is ...	a) a theoretical research		
	b) an applied research	8	20
	c) A classroom based research	4	10
	d) both b and c	28	70
Total		40	100

Table 2 shows that a large number of the teachers (70%) marked that an action research is an applied as well as classroom based research. On the other hand, 20% (8) of them thought that action research as only an applied research and 10% of them viewed it as only a classroom based research.

Table 3
Nature of Carrying out Action Research

Statement	Responses	Respondents	
		No	%
An action research can be carried out in...	a) individual basis	16	40
	b) collaborative basis	20	50
	c) both of them	4	10
	d) none of them		
Total		40	100

Likewise, 50% (20) of them stated that an action research can be carried out in collaborative basis. But 40% (16) of the teachers viewed that it is carried out in an individual basis. However, 10% (4) of them thought that it can be carried out in both the collaborative and individual basis. From this data it was found that only a majority number of the teachers were aware of what an action research is.

Table 4

The Initiator of Action Research

Statement	Responses	Respondents	
		No	%
The main initiators of action research are...	a) Experts	4	10
	b) administrators		
	c) practitioners (teachers)	20	50
	d) all of them	16	40
Total		40	100

Half (50%) of the teachers stated that practitioners (teachers) are the initiators of the action research but 40% (16) of them thought that all the experts, practitioners and administrators are the initiator of action research. However, only 10% (4) of them viewed that the experts are the initiators of the action research.

Table 5

Objective of Carrying out an Action Research

Statement	Responses	Respondents	
		No	%
The main objective of carrying out an action research is/are...	a) investigating their existing practice	4	10
	b) introducing new practice	4	10
	c) identifying their teaching problems and solving them	10	25
	d) all of the above	22	55
Total		40	100

Similarly, a majority of the teachers (55%) stated that an action research was carried out in order to investigate the existing teaching practice, to introduce

new teaching practice and to identify the teaching problems and to solve them. On the other hand, one fourth (25%) of the teachers opined that the main objective of carrying out an action research is to identify the teaching problems and solving them. Only 10% (4) of them stated that the main objective of an action research is to investigate the existing practice and the remaining 10% (4) of them thought introducing new practice as the main objective of action research. It was found that the majority of the teachers were aware of the purposes and initiation of carrying out an action research.

Table 6

Process of Carrying out an Action Research

Statement	Responses	Respondents	
		No	%
The suitable process of carrying out an action research is..	a) Plan, reflect, observe and act		
	b) plan, act, observe and reflect	36	90
	c) act, plan, observe and reflect		
	d) plan, observe, act and reflect	4	10
Total		40	100

Almost all the teachers (90%) responded that action research is carried out in the sequence: plan, act, observe and reflect. But 10% of them stated that plan, observe, act and reflect as the proper sequence of carrying out an action research. What can be concluded from this discussion that most of the teachers were familiar with the proper stages of carrying out an action research i.e. plan-act-observe-reflect.

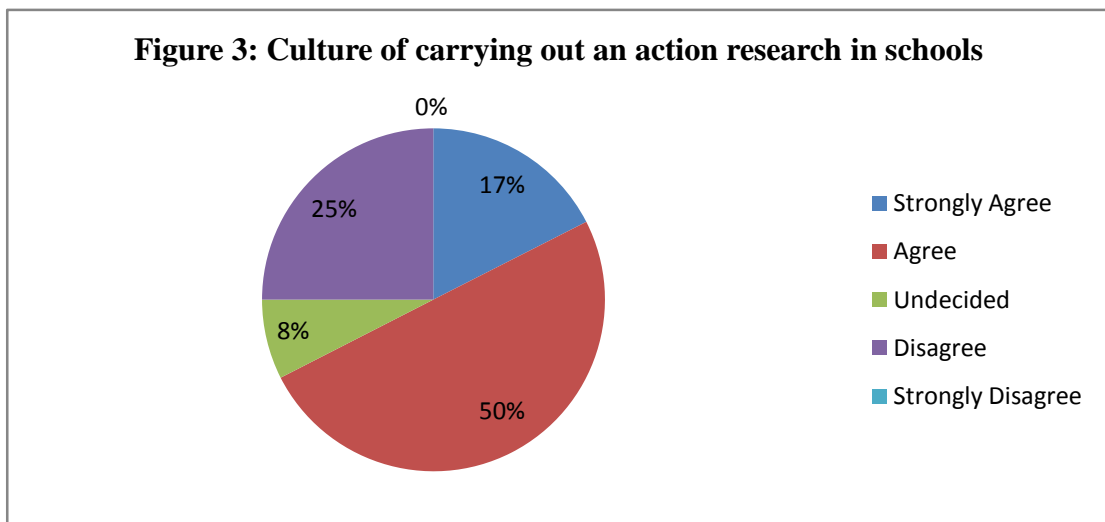
From the above presentation of the data and discussion, it was found that only a majority of the teachers were aware of carrying out an action research, its initiator, purposes and nature. However, most of them were aware of the proper sequence of carrying out an action research.

4.1.2 Practice of Carrying out an action Research

The next concern of this study was to identify teachers' practices of carrying out an action research for their professional development. For drawing the required information to meet this objective, the teachers were asked a set of eight close-ended questionnaires to respond's frequency rating scale was used to draw the data including 9 items. On the basis of their responses the data has been presented in the succeeding figures.

A. Culture of Carrying out an Action Research in Schools

The responses of the teachers related to the culture of carrying out an action research in schools, have been illustrated in the figure below.

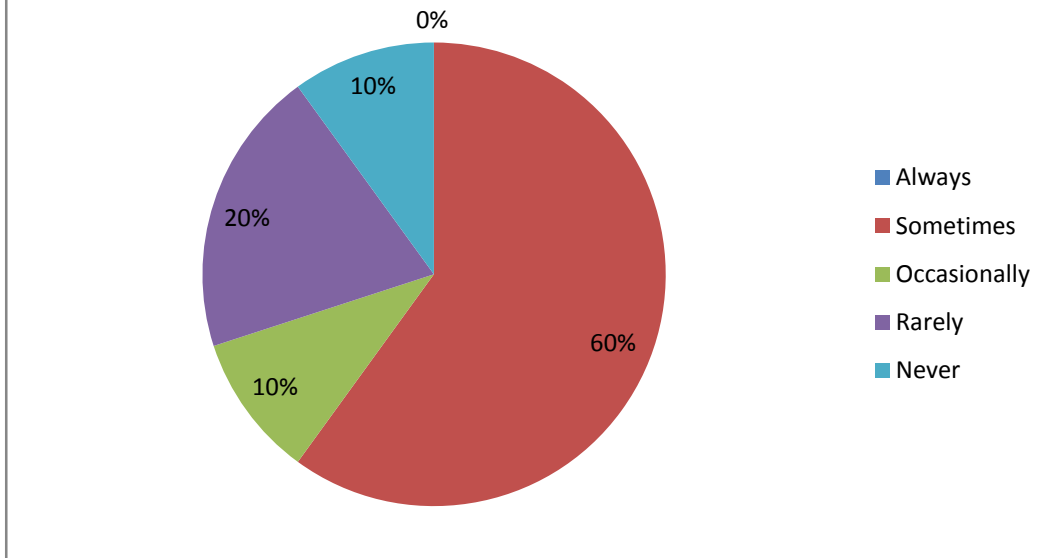


The figure 3 shows that half of the teachers (50%) agreed and 17% strongly agreed that there was culture of carrying out an action research in schools. On the other hand, 25% (10) of them disagreed that there was culture of carrying out an action research and 8% of them kept undecided about it. From this data it was found that there was culture of carrying out an action research in schools.

B. Teachers' Habit of Carrying out an Action Research

The responses of the teachers about how often they carry out action research have been illustrated in figure 3 in the next page.

Figure 4: Teachers' habit of carrying out an action research

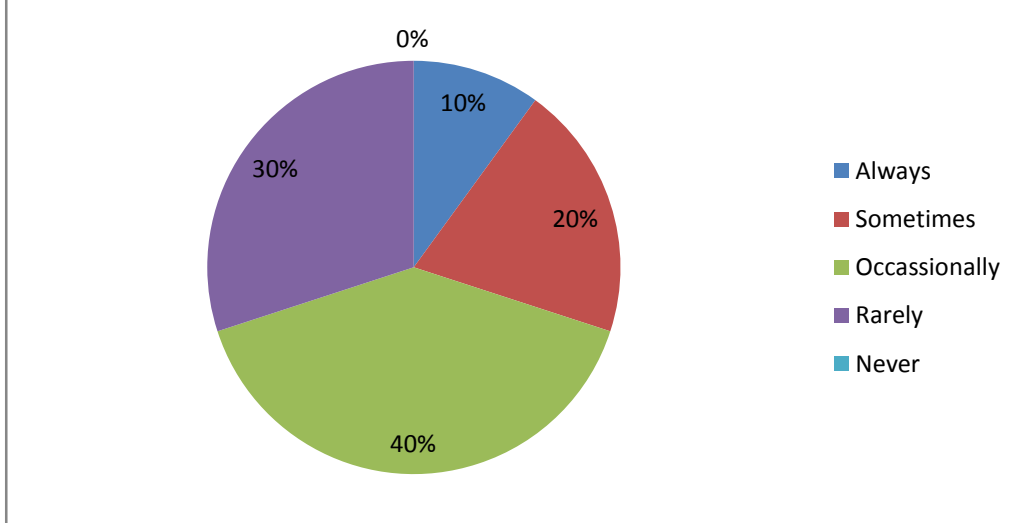


The figure 4 depicts that the most of the teachers (60%) sometimes and 10% of them occasionally carried out an action research whereas 20% (8) of them rarely used to do so. On the other hand, 10% (4) of the teachers never carried out an action research. From this information, it can be concluded that the teachers had no usual habit of carrying out the action research. However, they were sometimes found to be engaged in carrying out an action research anyway.

C. Teachers' Colleagues' Habit of Carrying out an Action Research

The teachers were also inquired whether their colleagues carry out action research. The responses of the teachers about how often their colleagues carried out action research have been illustrated in the figure below.

Figure 5: Teachers' colleagues' habit of carrying out an action research

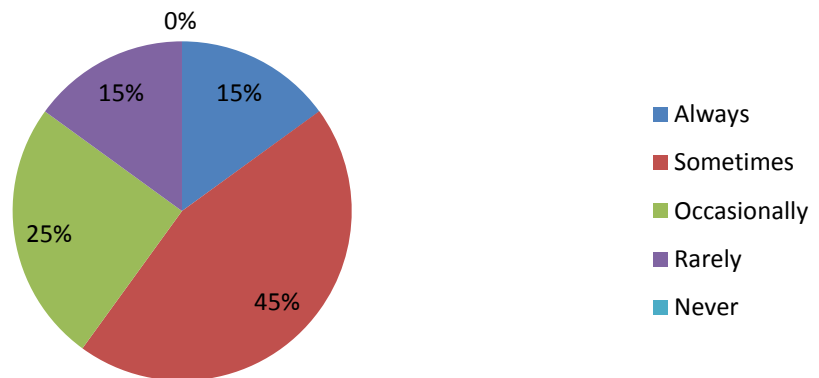


The data in the figure depicts that 40% (16) of the teachers viewed that their colleagues occasionally, the colleagues of 20% (8) of them sometimes and colleagues of 10% of the teachers always carried out an action research. On the other hand, 30% (12) of the teachers found their colleagues rarely carried out an action research. What can be concluded here from the above discussion is that the teachers' colleagues did not involve in carrying out an action research in spite of their occasional involvement in the task.

D. Collaboration with Colleagues in Carrying out an Action Research

The teachers were asked about their collaboration with their colleagues for action research in ELT classrooms. The responses of the teachers have been presented in figure 5.

Figure 6: Collaboration with colleagues in carrying out action research

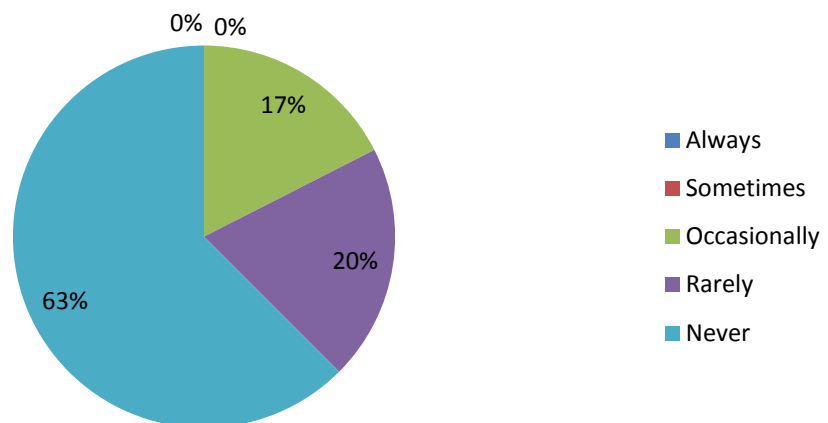


The above figure shows that nearly half (45%) of the teachers sometimes and 15% (6) always collaborated with their colleagues whereas 25% (10) of them occasionally did so. On the other hand, 15% (6) of them rarely collaborated with their colleagues while carrying out an action research. Analyzing the discussion, it was found that they had the culture of collaboration with their colleagues in carrying out an action research.

E. Availability of Training on Action Research

The data related to the availability of training on action research have been presented in the next page.

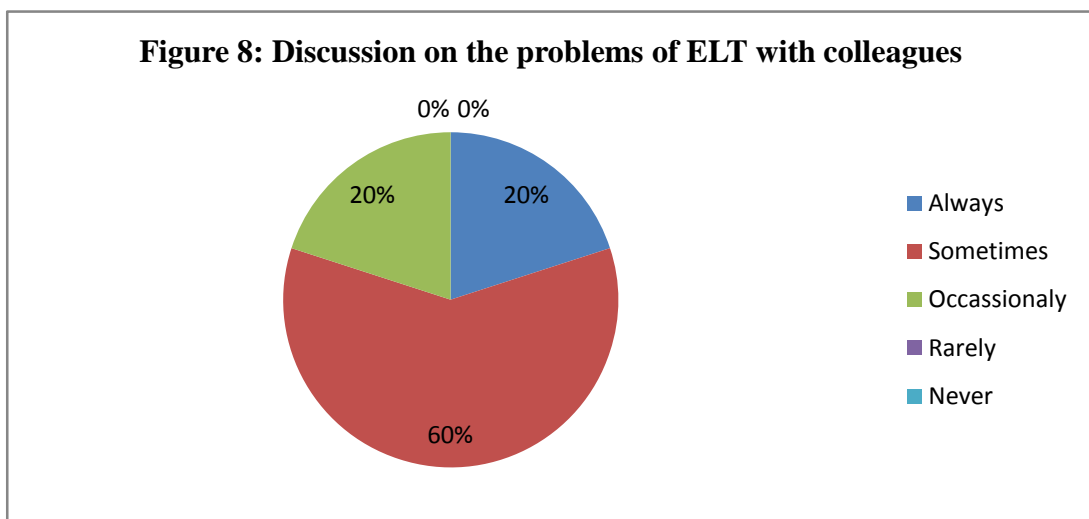
Figure 7: Availability of training on action research



The figure 7 indicates that most of the teachers(63%) never and 20% (8) of them rarely got training on action research whereas only 17% of them occasionally had a few of the teachers 7% (3) always had opportunities of training on CIA. From this discussion, it can be said that there was rare availability of trainings to the teachers on action research.

F. Discussion on the Problems of ELT with Colleagues

The teachers were asked to view whether they discussed on the problems of ELT with colleagues. The responses on it have been presented in the figure here.

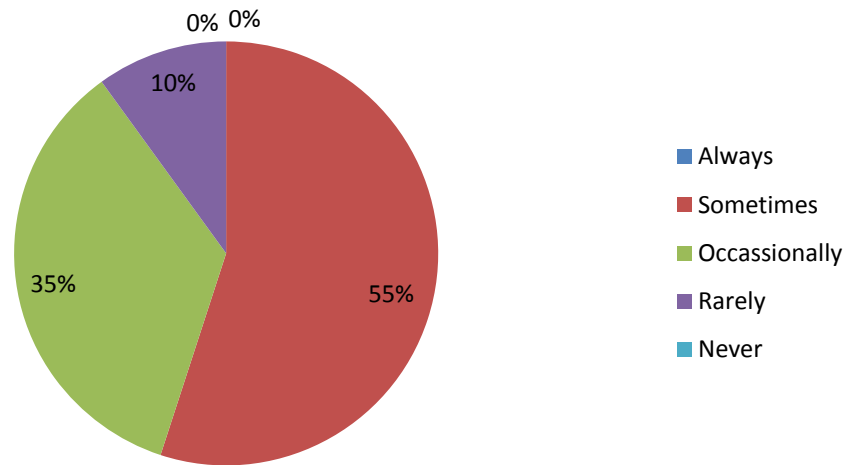


The figure 8 depicts that 60% (24) of the teachers sometimes and 20% (8) of them always discussed with their colleagues about the ELT problems. The remaining 20% teachers occasionally discussed with their colleagues about the ELT problems. It was found that most of the teachers involved in discussion regarding classroom ELT problems.

G. Teachers' Participation in Workshops and Seminars Regarding Action Research

Teachers were asked how often they participated in workshops and seminars in action research. Their responses have been presented and discussed below.

Figure 9: Teachers' participation in workshops and seminars in action research



The figure 9 shows more than half of the teachers (55%) viewed that they sometimes and 35% of them occasionally participated in workshops and seminars related to action research. Likewise, only 10% of them rarely participated in such workshops and seminars. It was found from the above discussion that there were no usual workshop and seminars are organized regarding action research.

4.1.3 Teachers' Perception on the Role of Action Research for TPD

The second objective of the study was to explore the teachers' perception on the role of action research for TPD. To elicit the required information for this, the teachers were provided with a set of rating scale of degree of agreement and disagreement including twelve items. The responses of the teachers have been presented in the tables below.

Table 7

Heightened Sense of Professional Awareness

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research gives teachers a heightened sense of professional awareness	14	35	26	65						

(SA=Strongly Agree, A=Agree, UD=Undecided, SDA=Strongly Disagree, D=Disagree, No=Number and %=Percentage)

Table No. 3 shows the teachers perceptions on the role of action research for TPD and its some weaknesses. First of all, I tried to make analysis of teachers' perception on the role of action research for TPD.

Most of the teachers (65%) agreed to the statement, 'action research gives teachers a heightened sense of professional awareness' where as35% strongly agreed to the statement.

Table 8

Identifying Teaching Problems and Solving Them

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research encourages teachers to identify their problems and solve them themselves	17	42.5	18	45	5	12.5				

Similarly, 45% of the teachers agreed and 42.5% strongly agreed that action research encourages the teachers to identify their problems and solve them themselves. On the other hand, 12.5% of them kept undecided about the statement.

Table 9

Confidence in Teachers' Understanding about Teaching

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research develops confidence in the teachers' understanding about teaching	10	25	30	75						

Likewise, most of the teachers (75%) agreed and 25% of them strongly agreed that an action research develops confidence in the teachers' understanding about teaching.

Table 10

Building a Group of Practitioners

Statements	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research helps teachers to build a group of practitioners	6	15	30	75	4	10				

Seventy-five percent of the teachers agreed and 15% (6) of them strongly agreed to the statement- 'An action research helps teachers to build a group of practitioners' whereas only 10% (4) kept undecided with the statement. It was found that there is a significant role of action research for building a group of critical practitioners.

In order to investigate existing practices and replacing them with new ones, this statement was given to them which are given below:

Table 11

Investigating Existing Practice and Replacing Them with New Ones

Statements	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research helps the teachers to investigate their existing practice and replace them with new ones	12	30	28	70						

The above table depicts that a majority of the teachers (70%) agreed and 30% (12) strongly agreed that an action research helps the teachers to investigate their existing practice and replace them with new ones. It was found that an action research plays a vital role in helping the teachers to investigate their existing practice and replace them with new ones.

Table 12

Collaboration with Other Teachers

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research provides a way of collaborating with other teachers in exploring teaching issues	22	55	18	45						

Table No 12 shows that fifty-five percent of the teachers strongly agreed and 45% agreed to the statement-‘An action research provides a way of collaborating with other teachers in exploring teaching issues.’From these data it was found that all of the teachers believed that an action research provides a way of collaborating with other teachers in exploring teaching issues.

Table 13

Teachers as the Researchers for Solving ELT Problems

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research encourages the teachers to be the researchers to solve their ELT problems	20	50	20	50						

The above table indicates that half of the teachers (50%) strongly agreed and other half of them (50%) agreed that an action research encourages the teachers to be the researchers to solve their ELT problems. It was found that all of the teachers believed that an action research encourages the teachers to be the researchers to solve their ELT problems.

Table 14

Teachers' Dependency on Experts

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research reduces teachers' dependency on the experts and outsiders to face the ELT problems	12	30	24	60	4	10				

According to table 14, 60% (24) of the teachers agreed and 30% (12) strongly agreed that an action research reduces teachers' dependency on the experts and outsiders to face the ELT problems. However, 10% of the teachers could not decide on the role of this statement for TPD. It was found that all most all the teachers had positive attitude to the statement.

Table 15

Impetus for the Teachers to be Updated with Recent ELT Methodologies

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research provides an impetus to the teachers to be updated with recent ELT methodologies	5	12.5	25	62.5	4	10	6	15		

The above table portrays that a majority number of the teachers (62.5%) agreed and 12.5% strongly agreed to the statement- ‘An action research provides an impetus to the teachers to be updated with recent ELT methodologies’. On the other hand, 15% (6) of them did not agree with the statement. However, 10% of the teachers could not decide on the statement. It can be concluded that a majority of the teachers supported this statement.

Table 16

Bringing Changes in Teaching Styles and Methods

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research helps the teachers to bring changes in their teaching styles and methods	13	32.5	23	57.5	4	10				

The table 16 shows that a majority of the teachers (57.5%) of the teachers agreed and 32.5% strongly agreed that an action research helps the teachers to bring changes in their teaching styles and methods. However, 10% of them kept themselves undecided about this statement. So, from this discussion, it was found that an action research helps the teachers to bring changes in their teaching styles and methods.

Table 17

Making Teachers more Studies and Enthusiastic

Statements	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research makes the teachers more studies and enthusiastic	4	10	36	90						

The above table depicts that all most all the teachers (90%) agreed and 10% (4) strongly agreed that an action research makes the teachers more studies and enthusiastic. From this it was found that all of the teachers supported that an action research makes the teachers more studies and enthusiastic.

There is nothing without its drawbacks as so an action research also has some weaknesses. The analysis and discussion of teachers' perception on the drawbacks of an action research has been done here.

Table 18

Action Research as a Difficult Task

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research is very difficult task	10	25	16	40	2	5	12	30		

The table 18 portraits that 40% (16) of the teachers agreed and 25% (10) strongly agreed that an action research is very difficult task. On the other hand, 30% (12) of them did not agree that an action research is very difficult task. However, 5% of them could not decide on it.

Table 19**Expensiveness of an Action Research**

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research is costly	8	20	8	20			24	60		

Likewise, a majority number of the teachers (60%) did not agree that an action research is costly. On the other hand, 20% (8) of them strongly agreed and other 20% (8) agreed that an action research is costly. It was found that for a majority of the teachers an action research is costly.

Table 20**Wastage of Time in Action Research**

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research is time consuming.	4	10	14	35			22	55		

Similarly, more than half of the teachers (55%) did not agree that an action research is time consuming. But 35% agreed and 10% of them strongly agreed that an action research is time consuming. It was found that the teachers had not positive view regarding the time wasted by the action research.

Table 21**Boringness in an Action Research**

Statement	SA		A		UD		DA		SDA	
	No	%	No	%	No	%	No	%	No	%
An action research is tedious and boring job			10	25			24	60	6	15

A majority of the teachers (60%) did not agree and 15% of them strongly rejected that an action research is tedious and boring job. On the other hand,

25% (10) of the teachers agreed that an action research is tedious and boring job. It was found that for most of the teachers it was not tedious and boring job to carry out an action research.

In order to make the research more convenient I asked the teachers what can be the other roles of action research for TPD? Their responses have been presented and discussed.

Action research supports to promote teaching learning efficiency. It helps to identify the default of current teaching learning methodologies. It boosts of teachers' teaching skills. It makes teachers more confident. It broadens the teachers' mindset. It encourages the teachers to be independent practitioners. Wallace (2010, p.47) It facilitates the teachers for introducing new teaching methods and techniques. It makes teachers up to date. It helps to create effective teaching learning environment. It helps the teachers to find out their weaknesses in ELT. It helps to solve immediate ELT problems. It makes teachers more enthusiastic in their profession. It modifies the ways teachers used to address the ELT issues and challenges. It helps to review educational policies of Nepal related to ELT. It develops teachers' positive attitudes towards ELT. It keeps the teachers in touch with the newly introduced teaching methods and techniques. It makes the teachers more responsible towards their teaching profession.

Regarding the other roles of action research for TPD, the teachers provided mixed views. They opined that action research plays significant role for TPD by encouraging them towards research, keeping them up to date with newly introduced methods and techniques, showing their weaknesses in ELT and so on.

From the above discussion and analysis of the data, it can be said that action research is the best strategy for teacher professional development as it provides impetus to bring some changes in their teaching methods, techniques and styles.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with findings, conclusion and recommendations of the study.

5.1 Findings

It deals with the summary of findings of the study. On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized below in four sections.

A. The Findings Related to the Teachers' Awareness of Action Research and Its Procedure

-) It was found that only half (50%) of the teachers stated that practitioners (teachers) are the initiator of the action research but 40% (16) of them thought that all the experts, practitioners and administrators are the initiator of action research.
-) A majority of the teachers (55%) stated that an action research was carried out in order to investigate the existing teaching practice, to introduce new teaching practice and to identify the teaching problems and to solve them.
-) Almost all the teachers (90%) marked that action research is carried out in the sequence i.e. plan-act-observe-reflect.
-) It was found that only a majority of the teachers were aware of carrying out an action research, its initiator, purposes and nature. However, most of them were aware of the proper sequence of carrying out an action research.

B. The Findings Related to the Practice of Action Research in ELT Classes

-) It was found that there was culture of carrying out an action research in schools (50% agreed and 17% strongly agreed).

-) It can be concluded that the teachers had no usual habit of carrying out the action research. However, they were sometimes found to be engaged in carrying out an action research anyway.
-) It was found that they had the culture of collaboration with their colleagues in carrying out an action research.
-) It was found that there was rare availability of trainings to the teachers on action research.
-) It was found that most of the teachers (60% sometimes and 20% always) involved in discussion regarding classroom ELT problems.
-) It was found that there were no usual workshop and seminars organized regarding action research.

C. The Findings Related to the Teachers' Perception on the Role of Action Research for TPD

-) It was found that most of the teachers (65%) agreed to the statement, 'action research gives teachers a heightened sense of professional awareness' where as 35% strongly agreed to the statement.
-) It was found that the most of the teachers i.e. 45% of the teachers agreed and 42.5% strongly agreed that action research encourages the teachers to identify their problems and solve them themselves.
-) It was found that most of the teachers (75%) agreed and 25% of them strongly agreed that an action research develops confidence in the teachers' understanding about teaching.
-) It was found that (70% agreed and 30% strongly agreed) an action research plays a vital role in helping the teachers to investigate their existing practice and replace them with new ones.
-) It was found that all of the teachers (55% strongly agreed and 45% agreed) believed that an action research provides a way of collaborating with other teachers in exploring teaching issues.

-) It was found that all of the teachers (50% strongly agreed and other half of them 50% agreed) believed that an action research encourages the teachers to be the researchers to solve their ELT problems.
-) It was found that a majority number of the teachers (62.5%) agreed and 12.5% strongly agreed that an action research provides an impetus to the teachers to be updated with recent ELT methodologies’.
-) It was found that almost all the teachers (57.5% agreed and 32.5% strongly agreed) accepted that an action research helps the teachers to bring changes in their teaching styles and methods.
-) It was found that all of the teachers (90% agreed and 10% strongly agreed) supported that an action research makes the teachers more studies and enthusiastic.
-) They opined that action research plays significant role for TPD by encouraging them towards research, keeping them up to date with newly introduced methods and techniques, showing their weaknesses in ELT and so on.

D. The Findings Related to the Teachers’ Perception on the Drawbacks of Action Research

-) It was found that a majority number of teachers (40% agreed and 25% strongly agreed) believed that an action research is very difficult task.
-) It was found that for a majority number of the teachers (60%) an action research is not costly.
-) It was found that the teachers had not positive view regarding the time wasted by the action research.

5.2 Conclusion

The study was mainly concerned with exploring the teachers’ perception on the role of action research for TPD along with its drawbacks. It was found that a large number of the teachers were aware of action research as most of them stated the definition, initiators, nature, purposes and procedures of an action

research correctly. The second research question was concerned with the teachers' practice of action research for their professional development. It was found that there was culture of carrying out an action research in collaboration with colleagues in schools. Although the teachers had no usual habit of carrying out the action research, they were sometimes found to be engaged in it. Most of the teachers viewed that there was rare availability of trainings and no usual workshop and seminars organized regarding action research. The most important research question was how the teachers perceive about the role of action research for TPD. It was found that the most of the teachers agreed that an action research gives teachers a heightened sense of professional awareness, encourages them to identify their problems and solve themselves; it also develops confidence in the teachers' understanding about teaching. Similarly, All of the teachers believed that an action research provides a way of collaborating with other teachers in exploring teaching issues, makes the teachers more studies and enthusiastic; and encourages the teachers to be the researchers to solve their ELT problems. They opined that action research plays significant role for TPD by encouraging them towards research, keeping them up to date with newly introduced methods and techniques, showing their weaknesses in ELT

The teachers lacked the trainings regarding the use of action research in their professional career. Teachers also thought that it is costly, difficult and tedious work. But action research is really interesting, cheaper and easy task if the teachers develop their culture of carrying out it. Similarly, most of the teachers collaborated with colleagues to solve their classroom problems. From this, action research can be said as the major way to create collaboration among the teachers for bringing changes in their teaching styles, methods and techniques. Indeed, an action research awakens the teachers to keep them abreast with new teaching and learning methodologies, correct their misconceptions about teaching and introduce newly developed techniques in the ELT classroom.

5.3 Recommendations

The recommendations of the findings have been presented under the sub-headings: recommendations in policy related, practice related and further research related.

5.3.1 Policy Related

The following recommendations have been suggested for the policy level on the basis of findings and conclusion of the study:

-) Action research should be included in teacher education courses as a major strategy for TPD since most of the teachers found it encouraging and motivating strategy.
-) MOE, NCED and Department of Education should include the practical knowledge and skills of action research in teacher training packages since most of the teachers lacked trainings regarding action research.
-) The teachers should be directed for following action research as a major strategy of their professional development as some of the teachers were not aware of the role of action research for their professional development.
-) The teachers did not get chances to be familiar with action research and its procedures. So, the policy of organizing different seminars, workshops and trainings on 'Role of action research for TPD' should be determined.
-) Training packages should be designed in addressing the teachers' perceived challenges and difficulties of carrying out an action research in ELT classes.

5.3.2 Practice Related

The following recommendations have been suggested for the practice level on the basis of findings and conclusion of the study:

-) The school administration should encourage the teachers for carrying out an action research to solve ELT problems as there was not culture of carrying out an action research in some of the schools.
-) The schools should develop a trend of identifying the weaknesses of the current methods and techniques and replacing them with new ones.
-) The different concerning departments and authorities should organize workshops, seminars and trainings to the teachers on action research in ELT basis.
-) Teachers should collaborate with their colleagues for carrying out action research.

5.3.3 Further Research Related

The following recommendations have been suggested for the further research level on the basis of findings and conclusion of the study:

-) The researchers who are interested in this study area can study on Policy of MOE and NCED about Action Research and its Role in TPD.
-) The researchers can study on the Effectiveness Action Research for TPD.
-) The researchers can study about the Role of Action Research for Solving ELT Classroom Problems and Challenges in Nepalese Context.