English Teachers' Attitudes Towards Professional Development Activities

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Abstract

The role of teachers extends beyond the classroom; they are pivotal change agents in society who must continuously update their knowledge and skills to align with evolving time, technology and circumstances. This article explores some of the most common and effective strategies for teacher learning and professional development and teachers' attitudes toward them. For this, a questionnaire was administered to purposively selected thirty English teachers teaching grades XI and XII in government schools in and around Butwal. This study sheds light on the practices adopted by teachers and the degree to which they embrace professional development opportunities. The findings aim to provide actionable insights for fostering a culture of continuous learning among educators.Though most of the strategies and activities presented in this article do not cost extra fund, many teachers are not aware of the processes and opportunities of teacher learning and professional development. They are not trying these activities in their day to day English language teaching and learning situations. Knowing the importance of the activities and opportunities of professional learning and development, the teachers do not using them to be updated to teach in their ELT classes. This ultimately seems to hamper the quality of teaching and education process as well as the personality of the teachers due to being less competent in teaching English.

Keywords: Action research, peer mentoring, teacher support group, teachers' professional development, teachers' portfolio, team teaching

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Introduction

In today's interconnected world, the education system is evolving rapidly to meet the demands of changing times and the diverse interests of learners. However, teachers, despite their years of experience, are often criticized for not adapting their knowledge and skills to align with global advancements and learners' needs. This stagnation can hinder the effectiveness of teaching in addressing both learners' expectations and societal demands. Therefore, it is crucial for teachers to receive regular opportunities for professional development to stay updated and relevant. Teacher training plays a pivotal role in fostering professional growth, enabling educators to innovate in the classroom and meet contemporary challenges. It motivates teachers to reflect on their practices and develop new approaches tailored to dynamic classroom situations. Professional knowledge in teaching is developed through two complementary pathways. The first involves mastering "received knowledge," which encompasses theoretical and established practices relevant to the profession. The second pathway focuses on acquiring and reflecting on "experiential knowledge," derived from hands-on teaching experiences. Both are essential for holistic professional development. A study by Naykki et al. (2021) explored the reflective behaviors of pre-service and in-service teachers. The findings revealed confusion among both groups about the role of training in their professional growth. Despite this, the participants demonstrated a willingness to engage actively in learning. This highlights the growing scope of language teacher education and the need for continuous professional development beyond formal training. In the current educational landscape, training alone is insufficient for comprehensive teacher development. A blend of training, reflection, and active engagement is necessary to empower educators to meet modern educational demands effectively.

Teachers' professionalism is at a crossroads. Today, educators are actively engaging in various educational activities to enhance their professional skills and competencies. Teachers now operate in two interconnected domains: the classroom, where they teach and guide students, and the broader sphere of professional development. This development occurs in multiple settings, including formal training programs (ranging from short courses to advanced postgraduate degrees) and non-formal environments such as internships or professional development schools, where learning is more experiential. Richards and Burns (2009) highlighted the importance of balancing procedural teacher training with the more personal, reflective aspects of teacher development . This perspective underscores the need to integrate both structured training and individualized development to create a holistic approach to professional growth.

As teacher training evolves into broader professional development programs, questions have emerged about providing ongoing support throughout teachers' careers. Research and theoretical discussions have raised concerns about the coherence and sequence of professional learning, emphasizing the importance of aligning training with the developmental stages of a teacher's career trajectory. This alignment ensures that professional development is not only continuous but also meaningful and impactful. Reimers -Villegas (2003) describes that the tendency over the last few years has begun to accept teaching as a profession, and

consequently the transformation from teacher training to teacher professional development. Professional development programs serve as a cornerstone for equipping teachers with the necessary tools to meet the dynamic demands of education. These programs are designed not only to update and expand teachers' knowledge and skills but also to align their expertise with the ever-evolving educational landscape. Beyond merely enhancing subject matter proficiency, professional development initiatives play a vital role in supporting educational reforms by preparing teachers to implement new policies, methodologies, and technologies effectively. They empower educators to assume new responsibilities, such as leadership roles, curriculum design, and mentoring, thereby fostering a collaborative and innovative school environment.Moreover, professional development programs contribute significantly to broader school development initiatives by addressing institutional goals, promoting a shared vision among staff, and enhancing overall teaching quality. In doing so, they ensure that teachers remain not only skilled professionals but also proactive agents of change within their educational communities.

The scope of teacher professional development has broadened significantly and is now recognized as a long-term process, encompassing both formal and informal learning opportunities. At present, the concept of teachers' professionalism is undergoing significant transformation, reflecting its growing importance in the education sector. Many countries have initiated deliberate measures to regulate and promote professionalism among educators, recognizing it as an indispensable qualification for effective teaching. Khora (2011) highlights that in the U.K., professionalism has been institutionalized through specific activities and measurable outcomes, creating a structured framework for teacher performance and accountability. Similarly, in the U.S.A., teacher standards focus on subject-specific expertise and verbal proficiency, guided by national benchmarks that states are required to adopt within stipulated time frames. In India, the government is taking active steps to enhance oversight of teacher education through the National Council for Teacher Education (NCTE), ensuring consistency and quality in teacher preparation. In China, teacher training institutions are adapting to new financial models by raising a portion of their funding independently, demonstrating a shift towards self-reliance and innovation in professional development. These examples illustrate how different countries are addressing the challenges and opportunities associated with advancing teachers' professionalism, underscoring its critical role in shaping educational outcomes globally.

Thus, the teacher professional development is expanding its scope in the present era. Teachers are increasingly engaging in various professional activities beyond their traditional classroom roles and the limited training opportunities available to them. This shift marks a transition from a focus on teacher training to a broader emphasis on professional development. Nepal shares similarities with other nations in this regard, offering various training programs and opportunities aimed at fostering teachers' professional growth. However, numerous reports criticize these initiatives for their limited effectiveness. According to Kshetree (2018), this ineffectiveness often stems from teachers' reluctance to embrace change and the authorities' inability to adequately motivate them for professional development. Against this backdrop, the present study was conducted to explore and analyze the attitudes of secondary-level teachers

toward different common opportunities for professional learning and development.

Purpose of the Study

To find out and analyse the attitudes of the English teachers towards the different common opportunities of professional learning and development.

Methodology

To achieve the purpose of this research study, thirty secondary level English teachers teaching Grade XI and XII classes of government aided schools in and around Butwal were purposively selected as the informants and a questionnaire was developed to find out the teachers' attitudes towards the opportunities of professional development. The questionnaire was based on the list of the opportunities of professional learning and development suggested by Richards and Farrell (2008) and the teachers' views and attitudes related those opportunities were the major content of the study.With the responses of the teachers, the results and findings were reported in this article.

Results and Discussion

Heller (2022), in a conference paper, underscores the evolving nature of the education sector, particularly with the rapid advancements in educational technology. He stresses the necessity for teachers to adopt the mindset of lifelong learners to stay effective and relevant in their roles. To facilitate this transition, Heller advocates for professional learning experiences that are not only relevant but also engaging and enjoyable. He warns against professional development programs that feel overwhelming or burdensome, as these can hinder teachers' willingness to embrace continuous learning. Instead, he emphasizes creating supportive and stimulating learning environments that empower teachers to thrive amidst the dynamic demands of modern education. While teachers are primarily tasked with teaching, they are simultaneously learning. They constantly gain insights into their students—their abilities, cultural backgrounds, learning tendencies—and refine their teaching methodologies accordingly. Teachers also learn from their experiences, evaluating the success or failure of instructional techniques and materials they use. This continuous learning process helps teachers develop professionally.

Teacher learning, often referred to as teacher education, is a systematic and ongoing process that extends throughout a teacher's career. It involves both formal and informal methods aimed at enhancing professional competencies. Various scholars have provided diverse perspectives on teacher learning. Among these, Richards and Farrell (2008) offer several conceptualizations, which are discussed in this article.

Teacher Learning as Skill Learning

Teaching is no longer considered an innate art but a structured package of diverse skills. It involves breaking teaching into discrete components that can be mastered

incrementally. Throughout their careers, teachers continuously acquire new skills, strategies, and principles of language teaching. This ongoing process of skill enhancement is possible only when teachers are provided with opportunities for professional learning.

Teacher Learning as a Cognitive Process

This approach frames teaching as a sophisticated cognitive activity. It emphasizes the importance of teachers' maxims, beliefs, and thought processes, focusing on how these elements shape teaching methodologies and learning outcomes. Teachers are perceived as active thinkers and decision-makers, leveraging personalized, context-sensitive networks of knowledge, experiences, and beliefs to make informed instructional choices. This perspective encourages introspection, prompting educators to delve into their own beliefs and cognitive frameworks, assessing their influence on classroom practices. Key activities supporting this approach include self-monitoring, journal writing, and the analysis of critical incidents, which collectively foster a deeper understanding of teaching dynamics and contribute to professional growth.

Teacher Learning as Personal Construction

This philosophical perspective emphasizes that knowledge is actively constructed by learners rather than passively received. It posits that knowledge is formed within specific contexts and is continuously reorganized and reconstructed. New learning emerges from teachers' reflection, interaction, discussion, and feedback, underscoring the dynamic and evolving nature of knowledge acquisition.

Teacher Learning as Reflective Practice

Reflection is an essential practice for all teachers, positioning them as reflective practitioners. This perspective assumes that teachers learn from their experiences through focused reflection on the nature and meaning of those experiences. Reflective practice is a cost-effective and impactful method for fostering teacher professional development. Burton (2006, as cited in Richards and Burns, 2009), proposes three fundamental questions at the heart of reflective action: What do I do? how do I do it? and what does this mean for me and those I work with and for? These questions guide educators to critically evaluate their teaching practices, encouraging them to analyze, rethink, and reorganize their approaches. This process not only consolidates their existing knowledge but also fosters growth by identifying areas for improvement and adaptation. Reflective practice is thus a cornerstone of teacher learning and professional development, enabling educators to bridge the gap between theoretical knowledge and practical application while continually enhancing their effectiveness in the classroom.

Attitudes towards the Strategies for Teacher Learning and Development

The strategy in general terms, is the set of possible procedures as well as the plans set for obtaining or achieving the targeted purposes, intentions or goals set. Richards and

Farrell (2008) provided various types of teacher learning and professional development strategies and the most common of them are the following eleven different teacher learning strategies. These strategies and opportunities were the basis for measuring the teachers' attitudes towards them.For this article the attitudes of teachers towards the various activities and opportunities of professional learning was studied and the overall attitudes of the teachers is presented in the table no 1 below:

Table 1

Teachers' Views on Use of Professional Development Activities

SN	Activities of Professional Learning and Development	No of teachers thinking it **Useful**	No of teachers thinking it **Not Useful**	No of teachers **Using**	No of teachers **Not Using**	Remarks
1	ELT Workshops	27	3	13	17	
2	Self Monitoring	25	5	22	8	
3	Teacher Support Groups	20	10	14	16	
4	Journal Writing	10	20	6	24	
5	Peer Observation	16	14	13	17	
6	Teaching Portfolio	9	21	1	29	
7	Analyzing critical incidence	12	18	7	23	
8	Case analysis	13	17	9	21	
9	Team teaching	13	17	8	22	
10	Peer coaching	15	15	7	23	
11	Action Research	17	13	30	0	
	Total Summary	177	153	130	200	
	Average	16	14	12	18	

Source: Field study,2023

The Table 1 shows the summary of what the teachers think about the different opportunities and activities of professional learning and development. It also presents the number of teachers applying these activities and opportunities of professional development in their day to day teaching activities. The average of the teachers who are known about the usefulness of these activities was found to be 16, slightly more than 50 percent. Whereas the average number of the teachers who have been applying these activities and opportunities in their day to day English language classroom activities was found to be only 12 i.e.40 percent. This is really not satisfactory situation which shows that even knowing the importance of the activities the teachers are not using them in their ELT classes.

Workshops

Workshops are widely recognized as one of the most effective and prevalent forms of

professional development in teaching. These focused, short-term learning sessions, typically lasting one or two days, aim to equip participants with specific knowledge and skills. They are structured to be highly interactive, offering hands-on exercises and practical applications relevant to classroom settings. Richards and Farrell (2008) emphasize that workshops can have a profound and lasting impact on participants, playing a significant role in achieving institutional goals while addressing individual teachers' needs. Furthermore, empowering senior teachers with the ability to conduct workshops is an essential aspect of comprehensive staff development. Workshops also provide educators with an opportunity to step away from their daily routines, foster collaboration with colleagues, and rejuvenate their teaching practices with new enthusiasm and strategies. For example, a workshop on creating teaching aids for reading skills can directly impact classroom effectiveness.

Alzahrani and Nor (2021) highlight the necessity of evaluating teachers' attitudes post-workshop to ensure the effectiveness of teacher professional development (TPD) programs. This evaluation helps refine the programs and tailor them to better meet teachers' needs. In a recent study involving English teachers at the plus-two level, the majority expressed a positive attitude towards workshops, recognizing their value for professional learning and development. However, only 13 teachers reported participating in ELT workshops, revealing a disconnect between awareness and action. This gap underscores the need for strategies to foster greater teacher engagement and commitment to professional development initiatives.

Self-Monitoring

Self-monitoring refers to the systematic observation, evaluation, and regulation of one's own teaching behaviors to gain insight and improve professional practice. Teachers who engage in self-monitoring identify areas that require change, correction, or improvement in their teaching methods. Richards and Farrell (2008) argue that self-monitoring a sample of one's lessons serves as an effective starting point for personal professional development. It allows teachers to identify areas for further exploration, such as through peer coaching, action research, or support groups. Self-monitoring also benefits learners by enhancing the quality of instruction. In the current study, 25 out of 30 sampled teachers recognized the importance of self-monitoring techniques for their professional growth, and 22 teachers reported actively practicing self-monitoring to improve their teaching methods. This positive trend suggests that teachers are increasingly aware of the value of self-monitoring for their professional learning and development.

Teacher Support Groups

Teacher support groups—often referred to as study groups, learning circles, teacher networks, or professional networks—are valuable platforms for professional collaboration. These groups typically involve two or more teachers working together to achieve shared or individual goals. According to Richards and Farrell (2008), teacher support groups offer educators a non-threatening environment to discuss pressing issues while receiving support, advice, and encouragement from colleagues. Similarly, Liberman and Grolnick (1998, as cited in Awasthi, 2003), emphasize the role of such groups in validating teachers' knowledge and

promoting inquiry-based practices. Unlike formal staff meetings or structured workshops, teacher support groups are informal gatherings designed for open discussions. They create a culture of collaboration within institutions, allowing teachers with diverse training and experience levels to learn from one another, address shared challenges, and seek solutions to common problems.

However, the potential of teacher support groups is often underutilized. In Nepal, while teacher gatherings are common, they are frequently perceived as forums for political discourse rather than professional growth. The current study reveals a similar trend: 20 teachers recognized the value of support groups for professional development, yet only 14 actively engaged in such groups for learning purposes. This disparity highlights the need to shift the focus of these gatherings from political matters to addressing classroom challenges and fostering academic progress. Teacher support groups, when effectively utilized, can play a transformative role in professional learning, fostering mutual growth, and enhancing the overall quality of education. This requires deliberate efforts to realign the objectives of these groups towards meaningful and impactful professional development activities.

Journal Writing

Journal writing is a reflective practice that enhances teachers' awareness of language teaching and learning while fostering habits of self-inquiry. It serves as a powerful tool for educators to systematically document and reflect on their teaching experiences, helping them gain a deeper understanding of their teaching contexts and practices. This reflective process not only supports individual professional learning but also provides a basis for collaborative discussions with peers and supervisors, ultimately contributing to professional growth.

Richards and Farrell (2008) highlight the importance of journal writing in enabling teachers to analyze their teaching experiences, recognize patterns, and identify areas for improvement. Journal entries can act as triggers for meaningful dialogue with colleagues or supervisors, offering new perspectives on teaching challenges and strategies for overcoming them. By fostering a habit of self-reflection, journal writing empowers teachers to become more self-aware and proactive in refining their instructional approaches.

Acheson and Gall (1997, as cited in Sharma et al., 2014), emphasize journal writing as an effective supervisory technique that encourages the development of reflective thinking among teachers. However, they caution that for journal writing to be successful, its focus must be well-defined, and the time demands on both the writer and the reader should be manageable. When implemented thoughtfully, journals can help teachers systematically record classroom events, observations, and reflections, providing a valuable resource for ongoing professional development. Despite these advantages, the present study reveals a significant gap in the adoption of journal writing among teachers. While 10 teachers in the study recognized journal writing as a valuable tool for professional learning and development, only six (20% of the sample) reported actively engaging in this practice. This low participation rate suggests that most teachers are missing out on the reflective opportunities journal writing offers, potentially hindering their professional growth.

Several factors may contribute to the limited use of journal writing. Teachers may perceive it as time-consuming or lack guidance on how to integrate it into their routines effectively. Additionally, the absence of institutional support or encouragement may deter teachers from adopting this practice. To address these challenges, schools and educational authorities could provide training on the benefits of journal writing, offer templates or frameworks for structuring journal entries, and allocate dedicated time for reflection and documentation.Encouraging a culture of journal writing can have transformative effects on teacher professional development. It enables teachers to critically analyze their instructional methods, adapt to diverse classroom contexts, and engage in meaningful professional dialogues. By integrating journal writing into their practices, teachers can enhance their reflective capacities, ultimately improving both their professional competence and the learning outcomes of their students.

Peer Observation

Peer observation is a valuable method of teacher learning, offering opportunities for colleagues to learn from one another by observing teaching practices. It involves a teacher or observer closely watching a lesson to gain insights into aspects of teaching, learning, or classroom interaction. According to Richards and Farrell (2008), peer observation is an effective teacher training and learning method, fostering awareness of classroom challenges and strategies to address them. Observing other teachers also prompts reflection on one's own teaching practices, making it an essential and cost-effective tool for professional development when conducted in a supportive and understanding environment.

In this study, 16 teachers acknowledged the usefulness of peer observation for professional growth. However, only 43% reported actively observing their colleagues' classes to improve their practices. This participation rate is concerning, especially when compared to a study by Allen et al. (2024), which revealed that 60% of teachers had engaged in peer-to-peer learning activities, such as coaching, observation, or professional development networks, within the last year. In Nepal, reluctance to engage in peer observation may stem from cultural factors, including hesitancy to critique or be critiqued, which limits the potential of this powerful developmental tool.

Teaching Portfolio

A teaching portfolio is a purposeful collection of documents and materials that highlights a teacher's work, achievements, skills, and contributions. It serves as a narrative of the teacher's professional journey, reflecting their efforts and impact on students, colleagues, institutions, and communities. Richards and Farrell (2008) describe a teaching portfolio as a curated collection of items representing various aspects of a teacher's professional life. By compiling a portfolio, teachers can document their strengths, skills, and accomplishments while engaging in reflection and self-assessment. This process often incorporates other professional development activities, such as self-monitoring, journal writing, videotaping lessons, and peer observation, making it a versatile tool for continuous growth.

Evans (1995, as cited in Richards and Farrell, 2008), describes teaching portfolios as

evolving collections that combine professional thoughts, goals, and experiences with ongoing reflection and assessment. A well-constructed portfolio provides insights into who a teacher is, what they have achieved, their current practices, and their aspirations. It outlines strategies for achieving future goals, offering a road-map for professional development. The reflective aspect of teaching portfolios encourages teachers to evaluate their practices critically, leading to improved teaching methods and enhanced academic outcomes for both teachers and students. It serves as a self-appraisal tool, promoting self-awareness and a commitment to lifelong learning. Additionally, portfolios can be used in job applications, performance reviews, and professional development evaluations, showcasing a teacher's dedication to growth and excellence.

Despite its potential benefits, this study revealed a lack of awareness and practice regarding teaching portfolios among the surveyed teachers. Out of 30 participants, only nine acknowledged the portfolio's value for professional development. Alarmingly, just one teacher reported having created and actively used a portfolio to analyze their strengths and weaknesses, striving for continuous improvement and success in their career. This low adoption rate underscores a significant gap in professional development opportunities. Teachers may not be fully informed about the purpose, process, and benefits of maintaining a teaching portfolio, which limits its use as a tool for reflection and growth. To bridge this gap, institutions and educational authorities should promote the concept of teaching portfolios and provide training on their creation and usage. It is necessary that the workshops and training sessions could focus on highlighting their purpose, structure, and benefits for teachers' professional growth, offering step-by-step guidance on compiling documents, setting goals, and incorporating reflective practices,linking portfolios with other activities like journal writing, self-monitoring, and peer observation and demonstrating how portfolios can be used for career advancement, performance evaluations, and sharing best practices. By equipping teachers with the knowledge and skills to develop and maintain portfolios, educational institutions can foster a culture of reflection, innovation, and continuous improvement. Teaching portfolios can become a cornerstone of professional development, helping educators achieve their full potential while enhancing their impact on students and the broader educational community.

Analyzing Critical Incidents

Critical incidents are unplanned and unexpected events that occur during a lesson and serve as catalysts for deeper insights into teaching and learning. According to Richards and Farrell (2008), these incidents encourage teachers to think critically about their students' expectations and teaching practices. By reflecting on critical incidents, teachers can gain greater self-awareness and improve their professional practices. In this study, 12 teachers acknowledged the potential of analyzing critical incidents for professional development. However, only seven reported actively analyzing such events in their classrooms. Teachers often encounter these reflective opportunities in their daily teaching activities, but many remain unaware of their value for professional learning. This lack of awareness highlights the need to train teachers on the benefits and systematic use of critical incident analysis for professional growth.

Case Analysis

Case analysis, also known as case study, involves the detailed investigation of a particular situation to derive actionable insights and improvements. Richards and Farrell (2008) suggest that case analysis in teacher education helps educators understand challenging scenarios, identify underlying principles, and apply findings to improve classroom dynamics and academic outcomes. In this study, only 13 out of 30 teachers recognized the utility of case analysis for professional learning and development. Among them, nine reported occasionally employing case analysis to address specific course content or classroom challenges. These teachers acknowledged its potential to enhance their professional development, yet its limited use suggests a need for greater awareness and training on the practical applications of case analysis in education.

Peer Coaching

Peer coaching is a collaborative process in which teachers work in pairs to enhance their teaching practices, foster collegiality, and contribute to school improvement and educational reform. Hargreaves (1994, as cited in Sharma et al., 2014) defines peer coaching as a structured process where teachers support each other in refining their instructional methods. Richards and Farrell (2008) further categorize peer coaching into technical, collegial, and challenge coaching, emphasizing the importance of clearly defined roles and mutual trust for successful implementation. Peer coaching offers numerous benefits, including shared problem-solving and mutual professional growth. However, institutional support, clear role definitions, and adequate time allocation are crucial for its success. In this study, 15 teachers (50% of the sample) acknowledged peer coaching as a valuable professional development tool. Despite this, only seven teachers actively engaged in peer coaching activities, reflecting a significant underutilization of this cost-effective and impactful approach to professional development.

Team Teaching

Team teaching is a collaborative approach in which two or more teachers share the responsibility of planning, conducting, and evaluating lessons for the same group of students. According to Richards and Farrell (2008), effective team teaching requires a shared approach to lesson planning, decision-making, teaching, and assessment. Both teachers must take equal responsibility throughout the entire process to ensure that the teaching is cohesive and engaging. Successful team teaching is built on a foundation of trust between teachers, proper coordination, and effective monitoring to ensure that lessons flow seamlessly. Reflecting on these lessons afterward allows both teachers to evaluate what was learned, not only by the students but also by themselves, leading to professional growth.One of the major benefits of team teaching is the opportunity for mutual professional development. By collaborating, teachers can learn from each other, exchange ideas, and refine their teaching practices. The shared responsibility in planning and teaching encourages teachers to reflect on their methods, strengthen their skills, and gain new insights into their students' learning processes. This collaborative environment fosters a culture of continuous improvement and can lead

to enhanced classroom management, more diverse teaching strategies, and more effective learning experiences for students.

Furthermore, team teaching promotes a positive and supportive working environment. Teachers can provide immediate feedback to each other, support one another during challenging moments, and share the workload. This collaborative approach can reduce the feeling of isolation that teachers often experience and create a sense of community among colleagues.However, successful team teaching requires careful coordination and effective communication. Teachers need to be open to sharing responsibilities and willing to learn from each other. They must also be flexible and adaptable, as challenges can arise when trying to coordinate schedules, lesson plans, and teaching styles. Building trust and establishing clear roles and expectations from the outset is crucial to the success of team teaching.

In this study, while 13 out of 30 teachers acknowledged the value of team teaching for professional development, only 8 teachers reported actually practicing team teaching in their classrooms. This suggests a disconnect between teachers' recognition of the benefits of team teaching and their actual engagement in this practice. The limited use of team teaching in the sample group could stem from several factors. For instance, logistical challenges such as conflicting schedules, lack of institutional support, and insufficient time for collaboration might hinder teachers from engaging in team teaching. Additionally, some teachers may feel more comfortable working independently or may not fully understand how to implement effective team teaching strategies. To promote the adoption of team teaching, educational institutions should provide the necessary support and infrastructure. This could include:

1. *Professional Development and Training:* Offering workshops on the benefits of team teaching and providing practical guidance on how to plan and implement collaborative lessons effectively.
2. *Time and Scheduling Support:* Adjusting schedules to allow teachers time for planning and collaboration. This could involve creating common planning periods or allocating time for joint teaching sessions.
3. *Creating a Supportive Culture*: Encouraging a culture of collaboration within schools, where team teaching is seen as a valuable and integral part of professional development. This could include fostering trust and providing opportunities for teachers to share best practices and learn from each other.
4. *Monitoring and Reflection*: Encouraging teachers to reflect on their team teaching experiences, assess student outcomes, and share feedback with colleagues. This process will help teachers continually refine their approaches and maximize the benefits of team teaching.

By addressing these barriers and providing the necessary support, schools can increase the implementation of team teaching, fostering collaboration, professional growth, and improved student outcomes.

Action Research

Action research is a vital tool for teacher development that enables teachers to investigate and improve their classroom practices. It involves a systematic inquiry into teaching issues, with the goal of enhancing teaching and learning outcomes. Richards and Farrell (2008) describe action research as a process where teachers identify problems in their practice, gather information, devise solutions, and assess the effects of these solutions. It offers a practical and reflective approach to addressing classroom challenges, making it an invaluable method for continuous professional growth. In this study, 17 teachers out of 30 saw action research as a beneficial strategy for professional development. However, while many teachers were involved in action research, most of them did not write formal reports on their findings. Teachers are required to submit action research reports

Conclusion

In this way, there are various strategies for teachers' learning which will ultimately result in the professional development of the teachers. Many of the teachers are not aware of the strategies of learning after they actually start teaching profession. Those who know these strategies are also not aware of applying them in improving their performances by learning new things during teaching profession. In this study as well, the teachers were aware found to be not much curious about the importance of different kinds of priceless activities which would be beneficial to their professional learning and development. Those who knew that different activities were useful for their future career were also not found to be using the activities. A very uncommon thing that was revealed was that the teachers who were regularly submitting the action research report were also not conscious about the usefulness and importance of the action research for their professional learning and development. It is necessary that all teachers should update them and their knowledge and practices with the changing time and needs of the learners and it can be possible by applying the strategies of teacher learning and professional development. The teacher training seminars and workshops need to focus on the various activities of teachers' professional development and help the teachers understand the importance and use of the activities and this would certainly improve the teaching learning of English in Nepal.

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