

Enhancing English Language Teaching: Opportunities and Practices for Professional Growth

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Abstract

This research paper aims at exploring the professional development opportunities and practices for the English language teachers using a qualitative approach in nature. Grounded in an interpretivist paradigm, the study utilizes narrative inquiry as its methodology to interpret data generated through online messaging responses. For the data generation, four secondary level English teachers from two different community schools in Sindhuli district were selecting using a purposive sampling procedure. Online semi-structured interviews via online messaging text platform were used for data collection. The study found that various opportunities and practices exist for the professional development of English language teachers in English Language Teaching (ELT) such as leadership training, management training, teacher professional development (TPD) training, workshops, seminars, refreshing training, teacher facilitator training, action research training, stream education training, support group training, customized training, action research, collaborative learning, and curriculum enlightenment training. Those teachers who involved reflective practices, they marked improvement in the classroom delivery and these practices translated into better students' outcomes. However, despite the available opportunities, several challenges were identified. The teachers often faced institutional barriers such as time limitations, insufficient funding, growing demand for quality education, unsupported administration. Additionally, geographical barriers, technological gaps impacted their ability to access online resources, implementing digital teaching methods and updated with modern educational tools.

Keywords: Teacher professional development, policy, English language teacher, technological gaps

Introduction

The purpose of this study is to explore the professional development opportunities and practices for the English language teacher. Professional development is an important issue in English language teaching field. The time has been changed. Changing of time, learners' needs

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should be professionally equipped. "Teacher's beliefs and practices are relevant to their teaching abilities and the role they play in facilitating learning are also made up of a combination of their previous experiences, such as life and school experiences (Raths, 2001)". I was appointed to a community school. Up to my appointment, I had the opportunities to engage in various professional development activities, including TPD training, customized training, workshops, discussions, action research, seminars, curriculum enlightenment training, and a five-day pre-service training, among others. These opportunities have been remarkable for my professional growth. Numerous professional development opportunities and practices have been organized by the government, NGOs, and INGOs in Nepal, both before and after the onset of COVID-19. What are these initiatives? I aimed to explore them in my research paper. However, when teachers participate in training, these practices often do not translate into real classroom settings for various reasons. It is essential for them to rethink and reexamine their practices and beliefs to take charge of their professional development. So, professional development is an essential factor for English language teachers. It is a kind of activity where the teacher develops skills, knowledge, expertise, morals, and other characteristics as a teacher. It helps them to do any work more organized and planned skills so that they can lead to succeed professionally. Therefore, it is significant for any career development because of constant changes in methodologies, materials, and techniques. Learning is a continuous process. When they involve in professional development activities and sharpen their mind and they can be ready for tomorrow for solving the problems.

For these Gnawali (2008) also opines that the most essential things are professional development. This can be attributed to multiple factors. First of all, as time goes on, this profession will face new challenges; teachers will need to stay up to date with emerging ideas and concepts. Second, teachers must adapt to the needs and desires of their students as society change over time. Thirdly, for anything to have life, it must undergo constant change. Joshi (2012) states that, teacher development includes both formal and informal means of helping teachers to master new skills, widen their knowledge, develop an innovative insight into their pedagogy, their practice, and their understanding of their own needs since a teacher's professional development is an aspect of his or her personal development as a whole. Professional development is an ongoing process. It makes teachers competent at applying knowledge and skills in the classroom after acquiring through formal and informal learning. In professional development, different opportunities and practices are in practice. These opportunities have been created as a platform for teachers. Through this platform, they are able to pursue their careers for the long-term benefit. There are different strategies for professional development such as participating in workshops, seminars, conferences, teacher support groups, peer observation, case analysis, team teaching, action research and teaching portfolio, and so on (Richard, 2010). To be the best teacher, professional development is the most needed thing which makes them more practical, innovative, and creativity.

There is networking, workshops, self-directed learning, conferences, trainings, seminars and skilled based training programmed for professional development. They are formal and informal. Formal learning opportunities refer to a structured learning environment with a specified curriculum, such as graduate courses. This helps the teacher to update their knowledge and skills by participating in workshop and courses. Informal learning opportunities offers individual activities such as conversation with coworkers and parents, mentoring activities, teacher network, and study groups. Such kind of learning opportunity help teacher to broaden their knowledge, shape characters, foster independence, and motivate students. Changing nature of professional

development is self-directed, collaborative, inquiry-based, various groups, narrative inquiry, peer coaching. These make them more creative and innovative to speak honestly.

Various practices for professional development are implemented from local to the national level. Generally, these kinds of practices are being implemented on such as video-based reflections by National center for Educational Development (NCED), learning portals, online courses, lesson plans, institutional courses, classroom observations, and using textbooks. This is because of the different training and seminars organized by government, non- government organization (NGO) and international non-government organizations (INGO) that are not totally practiced in the classroom. There are various reasons for this such as the workload of teachers, the passiveness of teachers, lack of administrative management, and unskilled manner. Therefore, there are different professional development opportunities and practices for teachers in different countries Some of these opportunities and practices have been implemented in the context of Sindhuli but the results have not yet been found. So, I see, there are theory verses practices and knowledge verses transfer gap. Training is often too theoretical and not directly connected to teachers' real classroom context. At the same way teachers gain awareness of new methods but do not get structured practice. Thus, I chose to delve into the investigation of the professional opportunities and practices for the English language teachers.

Literature Review

Professional growth is a continuous process. In this continual process, a teacher extends throughout his career. It is not one-time training or event but rather a continuous cycle of learning, reflection and application. Through this he/she updates his/her knowledge, refine his/her skills and adapt new practices, technologies and challenges in his/her field. develops skills and knowledge and improves his/her personal ability to accomplish their work. It includes both modes of formal learning opportunities such as college degrees, training programs- online courses, workshops and seminars, conferences and informal learning such as mentoring, self -study, experiential learning, observation and peer collaboration. The purpose of the professional development is to enhance personal competence, improve professional effectiveness and ultimately teachers remain responsive to changes and innovative in their field. In this context, Underhill (1986 states, "Teacher development is a process of becoming the best kind of teacher that I personally can be" (p.1). As a teacher involves in professional development, obviously he/she can be competent at their content and other kinds of skills that may be inside of the classroom world or outside of the classroom world. It is an ongoing process where teachers mainly focus on how to meet the demand and expectations of students.

Continuous Professional Development (CPD) is ongoing process of maintaining, improving and expanding professional knowledge and skills. It ensures that professionals remain competent, adaptable and responding to a new challenge in their field. This is AI-Haqan et al. (2020) state, "The CPD process is a continuous four -step cycle to reflect, plan, act and evaluate, with each step documented through the process" (p.2). It is life -long learning and professional development. So, these cycles go step by step to develop teacher proficiency which is very important for teachers in the teaching field.

Roles of the Language Teacher Associations in Teacher Development

Unity is the strength. As teachers get involved in different language teacher associations, they participate in the knowledge sharing process and they build their knowledge and apply it in the real classroom. In this context, Underhill, (1988) emphasizes "Development means keeping

myself on the same side of the learning fence as my student. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut'' (p. 4). This perspective is highly relevant to my research, as it highlights teacher's professional development and student engagement. If teachers see themselves as an expert, they the classroom becomes static. Therefore, teachers must reflect and involve in the discovery activities, this ensures language learning active.

For the professional development of teachers, many Language Teacher Associations (LTAs) play significant roles. Language Teacher Associations (LTAs) make a vital contribution to teacher development (TD) by providing structured platforms for collaboration, professional learning, and global engagement. They create opportunities for teachers to share experiences, exchange pedagogical ideas, and learn from peers, which fosters reflective practice and professional growth (Richards & Farrell, 2005). Through organizing conferences, workshops, and seminars, associations such as TESOL and IATEFL expose teachers to innovate methodologies, emerging trends, and research-based practices, thereby supporting their professional competence. Additionally, LTAs publish journals, newsletters, and digital resources, which not only disseminate knowledge but also motivate teachers to engage in research and contribute to the broader academic community. By developing professional standards, ethics, and advocacy, LTAs also strengthen the status of teaching as a recognized profession in the worldwide. In this way, LTAs play a crucial role in advancing teacher expertise, supporting innovation in classrooms, and integrating local practices into the global landscape of language education. Similarly, LTAs like TESOL, IATEFL, NELTA, SPELT, and others serve as professional communities of practice where teachers grow not only through formal training but also through peer support, mentorship, and shared professional identity. By connecting local teachers to global networks, these associations ensure that teacher development is continuous, collaborative, and relevant to the evolving needs of language education. So, Language Teacher Associations (LTAs) have become an integral part of the professional development network across the world.

Teacher Education Program

Teacher education is a program that focuses on the development of teacher proficiency and competency, enabling and empowering teachers to meet the demands of their profession and tackle the obstacles that come with it. School teaching and learning is simplistically portrayed as a 'banking model' (Freire, 1972). A teacher is a pillar of any academic institution. Without educating them, we cannot bring any changes in the profession and students do not gain the knowledge. He /she deposits information to students. Teacher education is a field that facilitates professional development in areas such as achievement, success, and self-confidence. This program is designed to enhance the teaching proficiency and competence of educators to fulfill specific requirements of the teaching profession. Typically, it promotes professional growth and the acquisition of 21st-century pedagogical skills. There are different components of innovative teacher education. They are techno pedagogic, life skill, multilingual, integrated, research based, choice based, emotional maturity, meeting development challenge, constructivist, interdisciplinary (Radha, 2000).

Teacher education is offered in three formats: face-to-face mode, distance/online mode, and blended mode. The face-to-face mode is both traditional and widely favored, where trainers and trainees engage in direct interaction in the same location through classes, seminars, workshops, and conferences. The distance/online mode represents a self-directed learning approach. It does

not involve conventional classroom instruction. This model offers flexibility, allowing learners to receive certificates upon successful course completion. Various types of distance education exist. Blended model is increasingly linked with the teacher education programs. This model combines face-to-face instruction with online learning component, fostering more flexible, engaging, technologically relevant learning environment. The blended model in teacher education equips pre-service teachers with the ability to design, implement, and reflect on lessons that incorporate technology. As teachers involves in different learning platform, it ensures them to apply in the classroom. So, it helps to connect theoretical knowledge to practical teaching experiences in the real field. Not only, in modern education, teachers are expected to integrate digital tools into their classrooms. It also encourages reflective practices which is essential for teacher development. Through discussion forums, digital portfolios, and online journals, pre-service teachers have opportunities to reflect on their learning and teaching experiences. This is a somewhat constrained view of the knowledge, skills, and abilities of teaching that seems to be supported by oversimplified conceptions of what it means to learn to teach (Loughran & Hamilton, 2016). Therefore, teacher education encompasses teaching skills, sound pedagogical theory, professional skills because teachers are made not born. It is only possible through the teacher education.

Roles of the Institutions

According to Awasthi (2003), two institutions, NCED and SEDC, are running to train basic-level and secondary -level teachers as in-service teacher training. Especially those teachers who entered the teaching field, for them to develop their professionalism, in-service teacher training plays significant role because all the teachers are not trained. When they are involved in different kinds of training activities, they can upgrade their professional knowledge, skills, and practices during the service period. These two institutions aim at giving intensive pedagogical skills. There are other formal kinds of teacher education institutions which are known as pre-service teacher education. In this program, teachers are trained before they start their teaching careers. It is recommended by the Royal commission of Higher Education which was formed in 1984. It is conducted by various faculties and schools of different universities and HSEB affiliated schools. The Faculty of Education, Tribhuvan University at Tribhuvan University, School of Education, Kathmandu University, Mahendra Sanskrit University, Purwanchal University, Mid-western University, Nepal Open University, and the Higher Secondary Education Board are playing the key roles for career development as pre-service teacher education institutions.

Role of National Center for Education Development (NCED)

The National center for Education Development (NCED) plays pivotal in the professional development of teachers in Nepal. Since it is funding in 1992, NCED is the highest-ranking government body for teacher training. NCED is being responsible for planning, implementing, and monitoring in-service teacher training programs across the country. It guaranties that teachers are equipped with the necessary pedagogical skills and subject knowledge to improve classroom teaching and learning outcomes. In addition to its direct training programs, NCED also adopts a collaborative approach by formulating policies that allow private institutions, NGOs, and other educational agencies to conduct teacher training under its guidelines. These activities widened the reach of training initiatives and created more opportunities for teachers to upgrade their skills.

NCED has been offering a long-term, 10-month in-service teacher training program, which is considered one of its flagship initiatives. This program is designed to help practicing teachers enhance their instructional competence, classroom management strategies, and

professional outlook while they continue teaching. Beyond training, NCED also plays an important role in policy formulation, research, and capacity building. It creates training curricula, instructional materials, and professional standards for teachers. In recent years, NCED has also combined modern approaches such as ICT-based training, distance learning, and blended learning models to expand its reach and address the diverse needs of teachers across rural and urban areas.

The Roles of Secondary Education Development Center (SEDC)

The Secondary Education Development Center (SEDC) is pivotal institution in Nepal dedicated to improving the quality of secondary education, with a strong focus on teacher development, training, and educational reform. It was established under the Ministry of Education, Then SEDC works closely with the National Center for Educational Development (NCED) to implement in-service teacher training programs, curriculum support, and professional development activities targeted at secondary-level teachers.

One of the key responsibilities of SEDC is to guaranty that secondary school teachers are well-prepared to deliver effective subject-based instruction. While NCED oversees the overall policy and nationwide teacher training framework, SEDC specifically addresses the needs of teachers at the secondary level. This cover designing and organizing subject-wise training modules in areas such as mathematics, science, English, Nepali, and social studies, enhancing teachers to strengthen both their content knowledge, pedagogical approaches, curriculum development, materials development and instructional development.

Another important role of SEDC is to promote Educational Equity and access to quality Training across the country. It offers professional development opportunities for teachers in rural and remote areas, bridging the gap between urban and rural schools. By conducting workshops, refresher courses, and orientation sessions, SEDC supports continuous support to secondary teachers to cope with curriculum changes and modern teaching methodologies. Over the years, SEDC has also taken initiatives to incorporate ICT and modern teaching practices into teacher training. This includes encouraging teachers to integrate technology into classrooms and adopting learner-centered teaching strategies that make secondary education more interactive and engaging. TPD in Nepal

Teacher Professional Development (TPD) is long -term ongoing process of learning. This profession highly demands specialized training, skills, knowledge along with high level of Education. A professional teacher, therefore, possesses specialization and a set of pedagogical strategy. Teacher Professional development (TPD) is another platform for the community teachers which have been conducting various kinds of training and program for teachers in order to improve the quality of education in Nepal. Richard and Farrell (2005) describe five principal domain of teacher professional development which encompass subject matter knowledge, pedagogical expertise, self-awareness, understanding of learning and curriculum and career advancement. Both formal and informal method contribute to professional development. There are pre- service and in-service mode of teacher education in the world. Nepali is also practicing both modes since long. Faculty of Education (1998) analyzed and mentioned historical background of Nepali Teacher Education. The initial -teacher training institute was founded in 2004 B.S. to prepare teacher for basic education. Following that college of education was officially established on september, 1956, becoming the first college in Nepal to offer degree programs. It conducted a four-year Bachelor Education (B.Ed.) program and a one- year B. Ed course to train teachers for secondary education. According to Faculty of Education (1998) a new opportunity for the advancement of

teacher education in Nepal was presented by the National Education System Plan, or NESP (1971-76). Teacher training became very popular after policies requiring training for introduced for qualified teachers.

As National Center for Educational Development (NECD) established in 1992, it issued the training policy in 2005. This policy catered that "all untrained working teachers in the 4-school system will be trained in 10-month training at the earliest possible time line" (NCED, 2005, p. 3). The reference to this policy guideline, NCED initiated an Extensive Training Network (ETN) to clear the backlog under the Teacher Education Project (TEP), (2002-2009) and Secondary Education Support Program (SESP), (2003-2009). Consequently, there held 98.2% of fully trained teachers working in government issued post (NCED, 2010, p.4).

In the context of Nepal rationale behind, TPD lies addressing challenging such as limited resource, traditional teacher centered method and gap between theory and practice in the real classroom. NCED and SEDC are also plying crucial roles in designing and implementing TPD program. So, practices such as school-based training, mentoring, action research and reflective teaching are promoted to ensure professional growth of teachers.

Teacher Professional Development in School Sector Reform Plan (SSRP)

The Ministry of Education (MOE) of the Government of Nepal (GON) has envisioned the School Sector Reform Plan (SSRP) as a long-term strategic plan to accomplish the aims and objectives of basic and secondary education from 2009–10 to 2013–14. It has been prepared by the MOE /GON based on the School Sector Reform Plan core document. Ministry of Education has brought The TPD program under the School Sector Reform Plan (SSRP, 2009 -2015). It has provisioned that "Completion of professional training course has been made mandatory prior to entering the teaching profession" (p.37). So, the key policy of SSRP is to provide right to Education, gender parity and inclusion and equality have guided the process. In regard to this issue, the School Sector Reform Program (SSRP) has made provision of teacher's professional development (TPD). It is necessarily provided to all in-service teachers. According to SSRP, teachers are to be categories into beginners, experienced, master, and expert at all levels. It is also a program that aims to develop professionalism and efficiency in the teachers. It is need-based training. When teachers face problems in teaching then it is solved by the discussions on those issues and also discussed with other kinds of updated content.

Professional Development Opportunities

I am a participant of TPD training. I found many differences before and after the participation. In the beginning I have no idea about the problem faced in the class especially in teaching and delivering content period of teaching. I had a fear of applying traditional teaching methodology in the class and back warding lack of ICT knowledge. As I got TPD training, I didn't not just receive content knowledge also got practically problems solving knowledge which had happened a milestone in my teaching career. With the introduction of School Sector Reform Plan (SSRP) and School Sector Development plan (SSDP), Government has placed TPD at the centre of Education reform. The opportunity starts career development from an entire semester of academic courses, workshop attendance, conferences, field observation, and provided by different government bodies and IGOs/ INGOs. In these ways there are numerous benefits too. Involved persons can change the whole educational system after participating in it. There are different forms of professional development strategies and opportunities which is very essential to in-service teachers and pre-service teachers.

Reference to Richards and Farrell, (2005), there are many strategies and opportunities for English language teacher development. They are workshops, self-monitoring, teachers' support groups, keeping teaching journals, peer observation, teaching portfolios, analyzing critical incidence, case analysis, peer coaching, team teaching, and action research. These all are different procedures those can be used to facilitate professional development for teachers. It is also an opportunity for teachers where they develop a methodology, materials, communication skills, and educational relationship with others. Therefore, teachers need to be self-active and self-studious person. As a working nature, adult learn by self-motivation and self-directedness and more through informal modes to cope real life situation. So that adult learning, goal setting and self-reflection are humanistic theory they insist more on active nature of learners. Being as an adult learner myself engaged in my different activities by self-motivation to cope with the change of the related field.

Methods and Procedures

This research is guided by qualitative research and interpretive paradigm. Research is an effort to evaluate exploring the professional development opportunities and practices for the English language teacher, I applied the qualitative research approach. "Qualitative research approach for an exploring and understanding meaning of individual and groups assign to a social or human problem" (Creswell & Creswell, 2018, p. 41). I applied Interpretivism as a research paradigm and narrative inquiry for data gathering. Interpretivism paradigm sees reality as not fixed in the world there is multiple reality. It emphasizes researchers to understand the individuals and their interpretation of the world. The interpretive paradigm requires that social phenomenon be understood "through the eyes of the participants rather than the researcher" (Cohen et al., 2007, p. 21). The interpretivism as a supportive research paradigm. Interpretivism is an essential element of qualitative research. More precisely, I observed data in an interpretive paradigm to construct a theory a new phenomenon. The main purpose of the research article was to find out the professional development opportunities and practices for the English language teachers.

To achieve objective of my study, First, I developed a set of interview questions. Then I selected four secondary level teachers from four different schools in Sindhuli district. These teachers were chosen using the purposive sampling method. After that, I contacted them to build rapport and explain a purpose of study and confirm the time for an online text-based interview. The interviews were a semi-structured and conducted through online messaging. Sample teachers were chosen through a deliberate the purposive sampling method. Inquiries were dispatched them. Responses collected after two days' interval. Then I thanked them and data were generated. For data analysis, I carefully I read and reread the collected online text messages several times. I coded and analyzed the online text messages, and took detail notes and organized the information systematically. Finally, I analyzed the data thematically, focusing on main themes, and prepared the final draft of the study based on finding.

Results and Discussion

The results and discussion are entirely based on messaging online text interview and observation that I conducted during the research period. Following this I came up with the themes of teacher professional development opportunities, teacher professional development practices and collaborative learning in ELT.

Teacher Professional Development Opportunities in the ELT

In order to find out the enhancing English Language, the researcher interviewed the teachers, and they were coded as T1, T2, T3, and T4. Open-ended questions were asked for teachers. They claimed:

T₁: Opportunities drive the teachers to the top of success. Professional development is needed for a teacher to be a professional and competent teacher. COVID-19 brought many changes in teaching field. I became techno friendly teacher after involving workshop, zoom meeting, messenger group conducted by organization.

T₂: Government-provided trainings are not sufficient for the school teachers. But some professional development opportunities made available for the teachers can be mentioned as training like: leadership training, management training, TPD, refreshment training, teacher facilitator training, workshops, seminar.

T₃: Dedication of teachers to learn innovative theories, methods, techniques and subject play a very crucial role. It is an ongoing process. New kinds of different theories, methods, and techniques are established. If the teachers are not dedicated and updated in their subject, they cannot improve themselves. Therefore, the dedication in their profession is need of the day. But lack of technological knowledge and skills and teachers' network and updating with the new technology are some barriers of the practices in the classroom indeed.

T₄: There are many opportunities for the professional development. I had completed TPD training, educational management training, some refreshment training as professional development in teaching field. Furthermore, I participated in workshop and seminar and presented paper in the conference. I conducted an action research in the classroom annually. So, professional's internal drive plays a vital role in making PD opportunities effective. Opportunities should be grabbed and those learning should be practically implemented.

The excerpts the teacher noted that opportunities drive the teachers to the top of success. Professional development is needed for a teacher to be a professional and competent teacher. After the COVID- 19, many opportunities are created in the field of the teaching profession. Dedication is another bottom line of professional growth and opportunities.

As a teacher, I claim that professional development opportunities are required for the teachers to be professionally equipped, so that, they can develop their skills, knowledge and techniques for the betterment of the learners as well as their successful and satisfactory careers. Reference to Richards and Farrell, (2010), there are many strategies and opportunities for English language teacher development. They are workshops, self-monitoring, teachers' support groups, keeping teaching journals, peer observation, teaching portfolios, analyzing critical incidence, case analysis, peer coaching, team teaching, and action research. Among these, I also have got some opportunities and practices to take part in these programs. If I did have knowledge of ICT, it could be a barrier for professional growth.

Trainings are just an incomplete formal way of developing skills. A person can develop his/her professional life by learning himself/herself with the means of modern technology. According to Gautam, (2020) since onset of COVID-19 in Nepal, learners have participated in three distinct short of events for professional development. They are Technology related events (Goggle classroom, Zoom, Facebook, messenger, Skype), English language teaching-related

events (grammar, vocabulary, teaching game), and professional development events (NELTA). From my own teaching experience, I noted that after the COVID-19, there are many opportunities to enhance in ELT for professional growth. I participated in many online and in person workshop and seminar and I enrolled in an online MPhil program which facilitated my professional development in English Language Teaching (ELT).

Teacher Professional Development Practices in ELT

Consistence practice help in improving one's skills and achieving their potential. The ultimate goal of professional development (PD) is effective implementation of their skill, knowledge, and strategies in the classroom. To find out the enhancing English Language Teaching opportunities and practices for professional growth, I analyzed their online messaging text and they are coded as p1, p2, p3, p4.

P₁: In fact, best practices of professional development are seen in actions but not found out in result yet. Discussion with colleagues and use of multimedia and group work, it is hoped that positive changes will surely come and see and the group and support group play a vital role in ELT.

P₂: It's being practiced and implementing the techniques inside the classroom whatever the professionals have learned in the training but I was not fully satisfied with the government policies and theory-based training which is not applicable because of the classroom situation, geographical context, students' numbers, unsupported administration.

P₃: I have participated in both formal and informal professional development practices such as workshops, seminars, action research, in-service training program, customized training and courses and certification, collaborating with colleagues and reading and research but applying in the class is really tough.

P₄: I am introverted kind of teacher. In my opinion, professional development is ongoing process. It makes me more comfortable to go to the classroom. So, I much enjoy with self-study through books, journals and online platforms. It is very helpful to transfer my knowledge in the real classroom.

We cry much than we do. Our duty is to apply what we have learn during training. According to NCED (2010) there are 98.2% of fully trained teachers (p.4) but I noted most of the teachers are still using the traditional methods. The Groups workshop/support groups are also an opportunity for professional development of teachers two or more two teachers collaborate to achieve the shared goals. It involves the teachers sharing similar problems and practices related to issues to enhance the problems and challenges in the 21st century as - Richards and Farrell (2010), claim that "A support group get to know their colleagues better and function as a community of professionals rather than as individuals working in isolation from each other" (p.51). A lot of training has been conducted by the government and non-government organization. Though teachers have got an opportunity to enhance professional growth, training they receive it based solely on theoretical concept. What the teachers have learned during training that is not fully applicable in the different classroom context. It is hindered from being applied in the classroom because of the classroom situation, geographical context, students' numbers, unsupported administration and government policy.

Professional development practice is required to contribute to the sustainable development of teachers. It offers both kinds of formal and informal training, such as

workshops, seminars, action research, in-service training programs, customized training and courses and certification, collaborating with colleagues and reading and research, which has been one of the change agents in the classroom. It contributes to the professionals by making them mentally and physically prepared to go to the classroom and continue their profession. But due to educational policies and acts, most of the teachers are frustrated which has become the main obstacle to the sustainable development of teachers though they are given ample opportunities for professional development. Teachers have been involved in different professional development training but that is not applied in the real classroom. If learned and shared activities practiced by teachers in real fields, it would be beneficial to the concerned authorities. To some extent, it helps to bring newness to the teaching field.

Action Research as Professional Development in the ELT

Action research is one term that is heard quite often in today's educational field. It takes place in the teachers' own classroom and involves a cycle of activities. To do an action research, teachers need to develop a deeper understanding of the many issues related to the classroom teaching and learning. Therefore, to enhance English Language Teaching opportunities and practices for professional growth, I analyzed participants online messaging text and they are coded as A1, A2, A3, p4.

A₁: Action research is a systematic approach to carry out the investigation in the classroom. The main goal of the action research is to improve teaching and learning in school. I often do an action research for the promotion.

A₂: I always follow the procedure of planning, action, observation and reflection as cycles for action research. It is mainly used for solving the classroom -related issues.

A₃: While implementing an action research I always keep in mind about purpose, topic, focus, mode, timing, research, resources, product and action. These help me to outline the research and find the result.

A₄: It is beneficial for me because it helps to explore my own teaching by replicating this research. It can be shared knowledge through writing, presenting and videos.

Action research is one term that is heard quite often in today's educational field. It is teacher conducted classroom research that is done by teachers to solve classroom problems in first hands. It is the systematic process of investigating and collecting information that is designed to eliminate the problem. Teachers are the main change agents. They know the real difficulty of the classroom and they themselves try to go in the depth investigation for solution. Most of the teachers opined that they followed planning, action, observation and reflection as procedures as an action research. They do it for the purpose of promotion. It shows that it not actually happened for the improvement classroom teaching. It is a great issue that we all - teachers, educators, and government -need to consider the issues that are happening every year in the school. If these go continuously it does not change in ELT field. Therefore, change is the current issues these days. If we take this as a serious issue obviously it works.

On the other hand, teachers keep questions in mind so that they do not forget the procedures of action research for implementation. According to Richards and Farrell (2010), while implementing action research teachers keep some questions in mind. They are purpose, topic, focus, mode, timing, research, resources, product and action. In reference to Kemmis and McTaggart (1988) the process of action research consists of four essential elements. They are planning, action, observation, and reflection. As a result of insight gained undertaking

action research project, teachers not only learned a lot about their own teaching but also become more expert at investigating their own practice. Then teachers share their knowledge with other teachers, and they solve the problems according to their classroom situation. Result of an action research project can be shared in a number of ways such as writing article for magazine, oral /written presentation to colleagues, giving workshops, and preparing videos.

Conclusion

This study highlights that enhancing English language teaching (ELT) is deeply connected with continuous professional growth. Professional development opportunities and practices make the teacher professional. Opportunities such as training, workshops, seminars, reflective practice, and collaborative learning, not only improved teachers' pedagogical skills but also motivate them to adopt changing educational context. Similarly, practices like formal and informal training and courses, materials development, action research, peer observation and workshops and the integration of technology encourage teachers to innovate in the classroom and address students' divers need. So, Professional growth constitutes a continuous process especially, teacher's education and teacher professional development (TPD). Professional development opportunities and practices have evolved compare to the previous years. But these trainings are not sufficient either. Similarly, teachers are the change agents in the field of the ELT. There are various reasons behind it such as unsupported of administrate, geographical barrier, growing demand for quality teachers, students' numbers, lack of materials, not updating with technology and lack of knowledge transferring habits of teachers. Timely action is essential for achieving the intended goal and reaching the desired destination in the field of teaching.

The teachers, institutions, and policy makers play a vital role for the professional development. Similarly, for teachers, it emphasizes professional development as ongoing process, encouraging them to engage in reflective practices, collaborative learning use of the technology. This study emphasizes the necessity for schools/ institutions to establish supportive environment by offering access to training, mentoring, materials that improve quality education. At the policy level, the research implies that sustainable investment in the teacher's development play important role for enhancing the quality education. Therefore, these professional development opportunities and practices are required for both in-service and pre-service teachers. If the teachers do action research being based on their own classroom problem, it obviously helps to solve the problems and generate new ideas to transfer others teachers.

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