ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Tanka Prasad Bhattarai

Faculty of Education

Tribhuvan University

Sukuna Multiple Campus, Indrapur, Morang

2013

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2069-09-15 .....

Tanka Prasad Bhattarai

DEDICATION

Dedicated to

My mother, my wife and my daughters whose unstinting support, care and encouragement helped me to stand at this position today

ACKNOWLEDGEMENTS

Preparing this research work is really rewarding and challenging job to me. I experienced a deliberate effort can bring a meaning in the accomplished work. During the course of preparing this work, I had to utilize every minute for its perfect completion. Now what I have realized is preparing thesis is quite challenging and knowledge-worthy, however I alone could do nothing without the help of different people and their work to whom I am extremely grateful for their accompaniment with untiring support and I hereby acknowledge my indebtedness to all of them and share the credit to all of them from the depth of my heart.

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Tanka Prasad Bhattarai

ABSTRACT

The present research entitled "English Teachers' Professional Development" has been carried out aiming to find out the teachers' activities for professional development and affecting factors as well. In addition to this, an attempt of finding out the support provided by resource persons/school supervisors, head teachers/principals and others for teachers' professional development has been done. This research was carried out using both primary and secondary sources of data. A set of questionnaire both open and close ended with filling up form was used as tools for the study. To carry out the research the researcher selected forty English teachers of community and private schools of Taplejung district. For this, twenty one schools were selected. It was found from the study that the professional support the English teachers were receiving from head teachers/principals, resource persons/ school supervisors and colleagues was seen insufficient. Along with this, factors like low salary scale, large classes, insufficiency of technologies, material inadequacy, teachers' less involvement in the activities for professional development were found as the factors affecting the English teachers of Taplejung district in their professional development. Similarly, teachers were found to have been involved in teaching profession due to their personal choice but their intrinsic motivation and self encouragement were found to be insufficient for their own professional development.

This thesis comprises four main chapters. The first chapter presents general background in relation to the topic of this thesis, review of the related literature, objectives of the study and he significance of the study. Likewise, the second chapter deals with the methodology used to carry out the research, sources of data, sampling population and procedure, tools for data collection and limitations of the study. The third chapter presents an analysis and interpretation of the data by using statistical tools like average, percentage and descriptive approach to find out the teachers' activities, affecting factors of

professional development and state of the professional support provided to the English teachers by head teachers/principals, resource persons/school supervisors and colleagues. Similarly, the fourth chapter deals with the findings which have been outlined after analyzing of the data. Apart from this, some recommendations have also been suggested on the basis of findings. The final portion of this thesis volume presents references and appendices.

TABLE OF CONTENTS

Page No.

Declaration *i*

Recommendation for Acceptance *ii*

Recommendation for Evaluation *iii*

Evaluation and Approval *iv*

Dedication *v*

Acknowledgements *vi*

Abstracts *viii*

Table of Contents *x*

List of Tables *xiii*

List of Figures *xiv*

List of Symbols and Abbreviations *xv*

CHAPTER - ONE: INTRODUCTION

1.1 General Background 1

1.1.1 Profession, Professional and Professionalism 2

1.1.2 Basic Requirements of Professionalism 3

1.1.3 Teaching as a Profession 4

1.1.4 Professional Development 6

1.1.5 Teacher Development 7

1.1.6 Teacher Development Efforts in Nepal 10

1.1.6.1 Teachers' Professional Development Program 11

1.1.7 Approaches to Teachers' Professional Development 11

1.1.7.1 English Language Teacher Education 16

1.1.8 Components and Activities of TPD 17

1.1.9 Activities for Developing TPD 19

1.1.10 Characteristics of Professional Development 20

1.1.11 Teachers' Maxims and Professional Development 24

1.2 Review of Related Literature 25

1.3 Objectives of the Study 29

1.4 Significance of the Study 30

CHAPTER - TWO: RESEARCH METHODOLOGY

2.1 Sources of Data 31

2.1.1 Primary Sources 31

2.1.2 Secondary Sources 31

2.2 Population 31

2.2.1 Sample Population 32

2.2.2 Sampling Procedure 32

2.3 Tools for Data Collection 32

2.4 Process of Data Collection 32

2.5 Limitations of the Study 33

CHAPTER - THREE: ANALYSIS AND INTERPRETATION OF DATA

3.1 Teachers' Activities for Professional Development 34

3.1.1 Attendance in the Scientific Events 35

3.1.2 Use of New Technologies in Teaching English 36

3.1.3 Use of Educational Researches in Teaching English 37

3.1.4 Observation Visits to Other Schools 38

3.2 Factors for Professional Development 39

3.2.1 Satisfying factors for Professional Development 40

3.2.2 Dissatisfying factors for Professional Development 41

3.2.3 Recruiting factors for Professional Development 43

3.2.4 Barriers for Professional Development 44

3.2.5 Reinforcing factors for Future Professional Development 46

3.3 Support Mechanism for Teachers' Professional Development 48

3.3.1 Support Provided by Head Teachers/Principals 48

3.3.2 Support Provided by Resource Persons/ School Supervisors 52

3.3.3 Support Provided by Colleagues 55

3.3.4 Overall Support Provided to English Teachers 57

CHAPTER - FOUR: FINDINGS AND RECOMMENDATIONS

4.1 Findings 59
4.1.1 Involvement in Professional Activities 59
4.1.2 Factors Affecting to Teaches' Professional Development 60
4.1.3 Support Provided for Teaches' Professional Development 62
4.2 Recommendations 62
4.2.1 Teachers' Activities for Professional Development 62
4.2.2 Factors Affecting to Teaches' Professional Development 63
4.2.3 Support provided by HTs, RPs and Colleagues for PD 64
REFERENCES
APPEENDICES

LIST OF TABLES

		Page No.
1.	Programs launched for Developing TPD	10
2.	Activities for Building TPD	16
3.	ELT Education Program Run by Universities/ Institutions	17
4.	Components of TPD with Nature	19
5.	Activities for Building Teachers' Professional Development	20
6.	Components of Teachers' Professional Development	23
7.	Components of Teachers' Professional Development	23
8.	Participation in the Scientific Events	35
9.	Use of Technologies in Teaching English	36
10.	Use of Researches in Teaching English	38
11.	Observation Visits to Other Schools	39
12.	Satisfying Factors for Professional Development	40
13.	Negatively Affecting Factors for Professional Development	42
14.	Recruiting Factors for Professional Development	44
15.	Barriers for Professional Development	45
16.	Reinforcing Factors for Professional Development	46
17.	HTs/Principals' Professional Support	49
18.	RPs/School Supervisors' Professional Support	52
19.	Colleagues' Professional Support	55

LIST OF FIGURES

		Page No.
1.	Attendance in the Scientific Events	36
2.	Use of New Technologies in Teaching English	37
3.	HTs/Principals' professional Support	51
4.	RPs/School Supervisors' Professional Support	54
5.	Colleagues' Professional Support	57
6.	Overall Professional Support to English Teachers	58

LIST OF ABBREVIATIONS

A.D	Anno Domini
Asst.	Assistant
B.Ed.	Bachelor of Education
CST	Community School Teacher
Dr.	Doctor
ELT	English Language Teaching
et. al.	And others
etc	Et cetera
ETCs	Educational Training Centers
FOE	Faculty of Education
GOs	Government organizations
HSEB	Higher Secondary Education Board
HTs	Head Teachers
KU	Kathmandu University
LRCs	Lead Resource Centers
LSL	Lower Secondary Level
M. Ed.	Master of Education
Mr.	Mister
NCED	Nation Center for Educational Development
NELTA	Nepal English Language Teachers' Association
NGOs	Non Government organizations
NNEPC	Nepal National Education Planning Commission
No.	Number
P.	Page
PCL	Proficiency Certificate Level
PEN	Public Education Network
PGD	Post Graduate Degree

Prof.	Professor
PST	Private School Teacher
PSTTC	Primary School Teacher training Center
RCs	Resource Centers
RPs	Resource Persons
SEDU	Secondary Education Development Unit
SL	Secondary Level
SLC	School leaving Certificate
SOE	School of Education
T.U.	Tribhuwan University
TALIS	Teaching and Learning International Survey
TPD	Teachers' Professional Development