

**PRACTICE OF TEACHER SUPPORT GROUP IN TEACHERS'  
PROFESSIONAL DEVELOPMENT**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Sumitra Oli**

**Faculty of Education,  
Tribhuvan University  
Kirtipur, Kathmandu  
2014**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Sumitra Oli** has prepared the thesis entitled "**Practice of Teacher Support Group in Teachers' Professional Development**" under my guidance and supervision.

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This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

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## **DECLARATION**

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

Date:

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**Sumitra Oli**

## **DEDICATION**

*Dedicated to  
My parents and all the teachers*

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**Sumitra Oli**

## **ABSTRACT**

The present study entitled "Practice of Teacher Support Group in Teachers' Professional Development" aimed to explore the current practices of teacher support group for teachers' professional development by the secondary level English language teachers of Dang district. I also aimed to identify the benefits of Teacher support Group in professional development and to suggest some pedagogical implications. The primary data were collected from the thirty secondary level English language teachers and school management committee from Dang valley selected by using the non-random judgmental sampling procedures. The data were obtained from the respondents through the close-ended and open-ended questionnaire. The data were also collected with the help of interview. The interview consists of open-ended questions. The study shows that almost all the secondary level English language teachers have participated in professional programmes and have positive attitude towards them. Majority of the teachers are satisfied with the current practice of Teacher Support Group.

This study consists of five chapters. The first chapter deals with general introduction, statement of the problem, rationale of the study, objective of the study, research question, significance of the study, delimitations of the study and operational definition of the key items. Chapter two deals with review of related literature, implication of the review of the study, theoretical/conceptual framework. The third chapter presents the design of the study, population and sample, sampling procedures, sources of data, tools, data collection procedures, data analysis and interpretation procedures. Chapter four includes results and discussion/interpretation. The chapter five deals with summary, conclusion, implication, policy level, practice level, further research. Finally, this chapter is followed by the references and appendices/questionnaire.

## LIST OF TABLES

Page No.

Table No. 1: Sharing Materials with Colleagues	
Table No. 2: Sharing Ideas While Conducting Examinations	
Table No. 3: Sharing Experiences with Study Network	
Table No. 4: Sharing Teaching Problems with Colleagues	
Table No. 5: Implementation of Knowledge and Skills Gained in Study Network	
Table No. 6: Recording the Incidents, Problems and Insights that Occurred During Lessons	
Table No. 7: Participating in Team Teaching	
Table No. 8: Recording of Own Teaching	
Table No. 9: New Teachers Receive the Same Support in the Institution	
Table No. 10: Consulting with Parents if Problems Occurs in Student Learning	
Table No. 11: Showing Relationship between Materials and Examination	
Table No. 12: Managing Physical Constraints of the Classroom	
Table No. 13: Making Teaching Effective by Using Materials Available in the Classroom	
Table No. 14: Managing the Multilingual Classes	
Table No. 15: Minimizing Challenges and Managing the Large Classes	
Table No. 16: Overcoming from the Isolation	
Table No. 17: Developing Confident	
Table No. 18: Developing a culture of collaboration in institution	
Table No. 19: Bringing Changes Over Existing Situation	
Table No. 20: Conducting Training for the Teachers	
Table No. 21: Training for Professional Development	

## **LIST OF FIGURES**

**Page No.**

Figure No. 1. Conceptual Framework of Practice of Teacher Support Group in Teachers' Professional Development

## LIST OF ACRONYMS AND ABBREVIATION

CUP	: Cambridge University Press
DOE	: Department of Education
Dr.	: Doctor
EFL	: English as a Foreign Language
ELT	: English Language Teaching
E.g.	: For Example
HSEB	: Higher Secondary Education Board
i.e.	: That is
INSET	: In Service Education and Training
KU	: Kathmandu University
M.A	: Master of Arts
M.Ed.	: Master 's of Education
MOE	: Ministry of Education
M.PHIL	: Master of Philosophy
NCED	: National Centre for Educational Development
NELTA	: Nepal English Language Teachers Association \
NO	: Number
OUP	: Oxford University Press
P	: Page
Prof	: Professor
S.N.	: Serial Number
TD	: Teacher Development
TPD	: Teachers Professional Development
TSG	: Teacher Support Group
TU	: Tribhuvan University
Via	: Through