STRATEGIES USED BY LOWER SECONDARY LEVEL ENGLISH TEACHERS FOR THEIR PROFESSIONAL ENHANCEMENT

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

Submitted by
Ranjita Sah

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2015

STRATEGIES USED BY LOWER SECONDARY LEVEL ENGLISH TEACHERS FOR THEIR PROFESSIONAL ENHANCEMENT

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

Submitted by
Ranjita Sah

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2015

T. U. Reg. No.: 9-2-589-50-2007
Second Year
Exam Roll No.: 280822/069

Date of Approval of
the Thesis Proposal: 19/08/2015
Date of Submission: 22/09/2015

..

STRATEGIES USED BY LOWER SECONDARY LEVEL ENGLISH TEACHERS FOR THEIR PROFESSIONAL ENHANCEMENT

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

Submitted by
Ranjita Sah

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2015

STRATEGIES USED BY LOWER SECONDARY LEVEL ENGLISH TEACHERS FOR THEIR PROFESSIONAL ENHANCEMENT (N. 1893) – Ranjita Sah (2015)

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Ranjita Sah** has prepared this thesis entitled **Strategies Used by Lower Secondary Level English Teachers for Their Professional Enhancement** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 22/09/2015

_____

Dr. Anju Giri (Supervisor)
Professor
Department of English Education
and
Chairperson
English and Other Foreign Languages
Education Subject Committee
T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai _____
Professor and Head — Chairperson
Department of English Education
T.U., Kirtipur

Dr. Anju Giri (Supervisor) _____
Professor — Member
Department of English Education
T.U., Kirtipur
and
Chairperson
English and Other Foreign Languages
Education Subject Committee

Dr. Ram Ekwal Singh _____
Reader — Member
Department of English Education
T.U., Kirtipur

Date: 19/08/2015

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Anjana Bhattarai _____
Professor and Head — Chairperson
Department of English Education
T.U., Kirtipur

Dr. Anju Giri _____
Professor — (Member)
Department of English Education
and
Chairperson of English and Other Foreign Languages
Education Subject Committee
T.U., Kirtipur.

Dr. Ram Ekwal Singh _____
Reader — Member
Department of English Education
T.U., Kirtipur

Date: 24/09/2015

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: 22/09/2015 _____

Ranjita Sah

DEDICATION

Dedicated

to

My parents, brothers and sisters who spent their complete life to make me what I am today

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my honorable Guruma and thesis supervisor **Prof. Dr. Anju Giri**, Professor, Department of English Education and Chairperson of English and Other Foreign Languages, Subject Committee, T.U. for her meticulous guidance, constructive help, encouragement and valuable suggestions from the very beginning of the preparation of this thesis. Without her regular encouragement and constructive feedback, this task would never be in this form.

I would like to extend my sincere gratitude to **Prof. Dr. Anjana Bhattarai**, Head, the Department of English Education, T.U. and **Mr. Raj Narayan Yadav** for their co-operation and valuable suggestions.

I have no words to express my sincere gratitude to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Laxmi Bahadur Maharjan** and **Prof. Dr. Tara Datta Bhatta, Prof. Dr. Bal Mukunda Bhandari, Mr. Bhesh Raj Pokhrel, Mrs. Madhu Neupane, Mrs. Hema Rawal, Mr. Laxmi Prasad Ojha, Mr. Guru Prasad Poudel** and **Mr. Ashok Sapkota** and other faculty members for their precious suggestions and encouragement.

I would like to express my thanks to **Mrs. Madhavi Khanal** and **Nabina Shrestha**, the Librarian, Department of English Education, for their kind co-operation by providing me with the necessary materials and encouragement to complete this thesis. Similarly, I would like to express my thankfulness to all the respondent and informants for providing me valuable information, suggestions and time while carrying out this research.

I am indebted to my parents and all of my family members for their support and encouragement to complete this task. Finally, I would like to thank **Mr. Durka Man Maharjan** of Durka Computer System, Kirtipur, Nayabazar for his computer service as well as others who helped and supported me during the study.

Ranjita Sah

ABSTRACT

The present research work entitled **"Strategies Used by Lower Secondary Level English Teachers for Their Professional Enhancement"** is an attempt to find out the strategies used by lower secondary level English teachers for their professional enhancement and to suggest some challenges faced by lower secondary level English teachers. The researcher selected forty lower secondary level English teachers from twenty schools of Dhanusha district through purposive sampling procedure. The questionnaires were used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables. This research study shows that strategies used by teachers are: self-monitoring, teaching portfolio, action research, peer coaching, peer observation, team teaching, case analysis, workshop, teacher support groups, keeping a teaching journal and analyzing critical incidents. Likewise the new strategies they adopted helped the teachers to make their presentation effective. Moreover, while using the strategies teachers faced the challenges as class management, time management and resource management.

This thesis consists of five chapters. The **first chapter** deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms are included. The **second chapter** covers the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The **third chapter** deals with the methods and procedures of the study which includes design of the study, population, sample and sampling strategies, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure. Likewise, the **fourth chapter** presents the analysis and interpretation of results. It also includes analysis of data, interpretation of results and summary of the findings. **Fifth chapter** deals with conclusions and recommendations followed by references and appendices. The recommendation is subsumed under policy related, practice related and further research related respectively.

TABLE OF CONTENTS

Page No.

Declaration *i*

Recommendation for Acceptance *ii*

Recommendation for Evaluation *iii*

Evaluation and Approval *iv*

Dedication *v*

Acknowledgements *vi*

Abstract *vii*

Table of Contents *viii*

List of Tables *xi*

List of Symbols and Abbreviations *xii*

CHAPTER ONE: INTRODUCTION **1-6**

1.1 Background of the Study 1

1.2 Statement of the Problem 3

1.3 Objectives of the Study 4

1.4 Research Questions 4

1.5 Significance of the Study 4

1.6 Delimitations of the Study 5

1.7 Operational Definitions of the Key Terms 5

CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK **7-21**

2.1 Review of Theoretical Literature 7

2.1.1 Teaching as a Profession 7

2.1.2 Importance of Teacher's Professional Development 8

2.1.3 Professional Development of English Language Teacher 10

2.1.4 Characteristics of Teacher Development 12

2.1.5 Strategies for Professional Development 13
2.2 Review of Empirical Literature 17
2.3 Implications of the Review for the Study 20
2.4 Conceptual Framework 21

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY 22-26

3.1 Design and Method of the Study 22
3.2 Population, Sample and Sampling Strategies 25
3.3 Area/ Field of the Study 26
3.4 Data Collection Tools and Techniques 26
3.5 Data Collection Procedure 26
3.6 Data Analysis and Interpretation Procedure 26

CHAPTER-FOUR: ANALYSIS AND INTERPRETATION OF RESULTS 27-46

4.1 Analysis of close-ended questions 27
4.2 Analysis of Information Derived from Interview Schedule 41
4.2.1 Strategies Used by Experienced Teacher 41
4.2.2 Challenges Faced While Using New Strategies 41
4.2.3 Promoting Professional Development 42
4.2.4 Benefits of Different Leaning Strategies Practiced by Lower Secondary English Teachers 42
4.2.5 The Most Effective Strategies for Professional Enhancement 43
4.2.6 Working in Group is better than Working Alone 44
4.2.7 Case Analysis for Professional Enhancement 44
4.3 Summary of Findings 44

CHAPTER-FIVE: CONCLUSIONS AND RECOMMENDATIONS 47-49

5.1 Conclusions 47
5.2 Recommendations 47

5.2.1 Policy Related 47

5.2.2 Practice Related 48

5.2.3 Further Research Related 48

REFERENCES

APPENDICES

LIST OF TABLES

Page No.

Table 1	:	Introducing New Strategies	28
Table 2	:	Strategies for Enhancing the Teaching	28
Table 3	:	Sources for Developing Teaching Philosophy	29
Table 4	:	Way of Developing Professionalism	30
Table 5	:	Keeping Records of Teaching	30
Table 6	:	Self Directed Learning as the Best Process of Professional Development	31
Table 7	:	Carrying on Action Research	33
Table 8	:	Performed Team Teaching	32
Table 9	:	Inexperienced Teachers Getting Benefit from Team Teaching	33
Table 10	:	Participating in Workshop	34
Table 11	:	The Activity in Workshop	34
Table 12	:	The Role of Teacher in ELT Classroom	35
Table 13	:	Reading ELT Journals	36
Table 14	:	Self Monitoring Learning from Colleagues for Professional Development	36
Table 15	:	Case Analysis for Improving Teaching Strategy	37
Table 16	:	Challenges to Adopt a New Strategy for Professional Enhancement	38
Table 17	:	Complex and Time Consuming Strategy	38
Table 18	:	Preparation for Implementing New Strategy	39
Table 19	:	Benefit from New Strategy	40
Table 20	:	Challenge of Adopting a New Strategy	40

LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
Dept	:	Department
DoE	:	Department of Education
Dr.	:	Doctor
e.g.	:	For example
ELT	:	English Language Teaching
etc.	:	Etcetera
i.e.	:	That is
No.	:	Number
OUP	:	Oxford University Press
Prof	:	Professor
T.U.	:	Tribhuvan University