

KEEPING TEACHING JOURNAL FOR TEACHER PROFESSIONAL DEVELOPMENT: A NARRATIVE INQUIRY

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

**Submitted by
Dhan Bahadur Chhetri**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

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2018

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Date of Submission: 20-09-

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: 19-09-2018

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dhan Bahadur Chhetri** has prepared this thesis entitled **Keeping Teaching Journal in Teacher Professional Development: A Narrative Inquiry** under my guidance and supervision.

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DEDICATION

to my parents

Mr. Bhum Bahadur Chhetri

And

Mrs. Khon Kumari Chhetri,

who devoted their entire lives for making
me what I am now.

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I would like to thank all of my friends for their kind help and support throughout this study, also the Librarians of Curriculum Research Centre (CRC) and Central Library for their invaluable support to accomplish my research study.

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Dhan Bhadur Chhetri

ABSTRACT

This research study entitled **Keeping Teaching Journal in Teacher Professional Development: A Narrative Inquiry** was carried out to explore experiences of keeping teaching journal of EFL teachers and to identify the role of keeping teaching journal for teacher professional development. The research was carried out through narrative inquiry research design. The data was collected from five Bachelor and Masters level English teachers, who were selected using purposive non-random sampling strategy. Data for this study were collected by conducting in-depth interview. The researcher visited and revisited the study area to collect and validate the data. After the collection of the data they were categorized into two themes and analyzed and interpreted by using thematic analysis. Under one theme, it was found that there were different experiences of keeping teaching journal in improving English classroom, which were, equal participation of students towards learning, understanding learners, choosing appropriate methodology, and encouraging learners. Similarly, in other theme, it was found that keeping teaching journal have a huge number of benefits, such as, to reflect own teaching, to use in similar kinds of context in the future, to solve students' personal problems, to trigger insights about the teaching, and it makes teacher network stronger.

This thesis has been divided into five chapters. The first chapter consists of 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. Similarly, the second chapter deals with the review of the theoretical and empirical literature, implications of the review for the study and conceptual framework. Likewise, the third chapter sheds light on the methods and procedures of the study, under this, research design, population sampling and its procedure, research tool, data source, data collection and analysis procedure and ethical consideration is discussed. The fourth chapter presents the analysis of data and interpretation of the results. Finally, the fifth chapter encompasses overall findings, conclusion and recommendations.

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LIST OF ABBREVIATIONS

n.d.	: no date
p. (pp)	: page (pages)
B. Ed.	: Bachelor in Education
M. Ed.	: Master in Education
PhD	: Doctorate of Philosophy
ICT	: Information and Communications Technology
TD	: Teacher Development
TPD	: Teacher Professional Development
T.U	: Tribhuvan University
EFL	: English as a Foreign Language
ELT	: English Language Teaching
SSRP	: School Sector Reform Plan
NELTA	: Nepal English Language Teacher Association