

**PRACTICES OF PROMOTING PROFESSIONAL IDENTITIES OF WOMAN
ENGLISH TEACHERS**

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

**Submitted by
Mahesh Singh Bist**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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Recommendation for Acceptance

This is to certify that **Mr. Mahesh Singh Bist** has prepared this thesis entitled **Practices of Professional Identities of Woman English Teachers** under my guidance and supervision. I recommend this thesis for further supervision and the final viva voce and acceptance.

I recommend this thesis for acceptance.

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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: 11-03-2022

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Mahesh Singh Bist

Dedication

Dedicated

To

My beloved parents

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Mahesh Singh Bist

Abstract

The main objectives of this study were to explore the existing practices of women English teachers in promoting their professional identities, to find out the factors that affect in constructing their professional identities and to provide the pedagogical implication of this study. This study adopted narrative inquiry approach. Kathmandu district was the research area of this study. All the secondary level women English teachers working in Kathmandu district were the target population and among them nine teachers were selected as the sample. Purposive and non-random. Sampling procedure was used to select sample population. This study used both primary and secondary sources. As primary source, nine secondary level women English teachers and related books, journal articles, on published thesis and websites were used as secondary source. Participants live experiences were recorded and analyzed thematically.

This thesis consists of five different chapters along with references and appendices at the end. Each chapter is divided into necessary headings and sub-headings. First chapter deals with background of the study, statement of problem, rationale of the study, objectives of the study, research questions, delimitations of the study, and operational definitions of the key terms. Similarly, second chapter deals with, theoretical review of literature, empirical review of literature, implication of the review of literature and conceptual framework. Likewise, third chapter includes research design, sample population, sample and sampling procedure, sources of data, research method, data collection tools, data collection procedure and ethical consideration. Forth chapter includes analysis and interpretation of the data. And fifth chapter deals with the findings, conclusions and recommendations. This research is concluded with the references and appendices. The findings of the study showed that different participants had adopted different TPD strategies which all they started mostly after taking part in ELT conference and other trainings. This study found society, opportunity, laziness, lack of motivation, lack of researching culture, rearing children, small circle of secondary level female English teachers and unsupportive school environment as the major factors affecting female teachers' professionalism. This study will be a great contribution in the field of women English teachers' professional identities because it gives due attention on how women English teachers are getting advantages from the professional organizations for their professional identities.

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Abbreviations

EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
i.e	-	That is
ICT	-	Information Communication Technology
N	-	Number
PCK	-	Pedagogical content knowledge
PI	-	Professional identity
POs	-	Professional organizations
TPD	-	Teacher professional development
TU	-	Tribhuvan University