

**ENHANCING PROFESSIONAL DEVELOPMENT:  
A CASE OF SECONDARY LEVEL ENGLISH LANGUAGE TEACHERS**

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

Submitted by  
Tara Gyawali

Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal

2014

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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.

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Tara Gyawali** has prepared this thesis entitled "**Enhancing Professional Development : A Case of Secondary Level English Language Teachers**" under my guidance and supervision.

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## DEDICATION

*Affectionately Dedicated*

*to*

*My Respected, Loving and Inspiring  
Parents, Family Members and Teachers*

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**Tara Gyawali**

## ABSTRACT

This research is a study on "**Enhancing Professional Development :A Case of Secondary Level English Language Teachers**". This study aimed to find out the strategies for professional development used by secondary level English language teachers. It also tried to compare the situation of the English language teachers of the selected schools. This study was carried out using both primary and secondary sources of data. The data were collected through narratives (by the teacher themselves), interview and class observation using check-list. For the primary source of data, the researcher selected six different secondary schools of Rupandehi district: three government-aided and three private schools. Two teachers having below ten years of experience, two teachers up to twenty years of experience and two teachers above- twenty years of teaching experience were selected purposively. From the study, it has been found that all teachers from all level desired to develop their profession by using different teaching strategies. They have been using the strategies like workshops, seminars, peer teaching, keeping a teaching diary, using journals, ELT journals etc. on their own effort and the opportunities they got.

This study mainly comprises four chapters. The first chapter consists of general background, review of the related literature, objectives and significance of the study. The second chapter mainly concerns with the methodology used in the study: sources of data, population of the study, sampling procedure, tools of data collection, process of data collection and limitations of the study. Likewise, the third chapter of the study comprises analysis and interpretation of data. The fourth chapter introduces the product of the analysis and interpretation of the data, i.e. findings of the study and simultaneously some recommendations on the basis of that finding. The final section presents the references and appendices which are very much important for the validation of the research.

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## **List of Abbreviations and Symbols**

EFL	: English as a Foreign Language
E.L.T.	: English Language Teaching
ESL	: English as a Second Language
HSEB	: Higher Secondary Education Board
IOE	: Institute of Education
INSET	: In Service Education and Training
MOES	: Ministry of Education and Sports
M.Ed.	: Master of Education
M.A.	: Master of Arts
M.Sc.	: Master of Science
NECD	: National Centre for Educational Development
NELTA	: Nepal English Language Teachers' Association
NESP	: National Education System Plan
NNEPC	: Nepal National Educational Planning Commission
OALD	: Oxford Advanced Learners' Dictionary
PD	: Professional Development
PSTTC	: Primary School Teachers' Training Centers
SEDE	: Secondary Education Development Centre
TPD	: Teachers' Professional Development
TT	: Teacher Training
TD	: Teacher Development
T.U.	: Tribhuvan University
USA	: United States of America