

SELF-DIRECTION AS A STRATEGY IN DEVELOPING TEACHERS' PROFESSIONALISM

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

**Submitted by
Keshab Sejuwal**

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

2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Keshab Sejuwal** has prepared this thesis entitled **Self-Direction as a Strategy in Developing Teachers Professionalism** under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated

To

My Parents who devoted their entire life to make me what I am today.

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: 29/03/2017

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Keshab Sejuwal

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Keshab Sejuwal

ABSTRACT

The study entitled ‘Self-Direction as a Strategy in Developing Teachers Professionalism’ attempts to find out the strategies of self-direction in developing teachers’ professionalism. I used survey research design for this study. The primary data were collected from thirty English language teachers teaching at intermediate to master level from Bardiya and Kailali districts selected through purposive non- random sampling procedure. The questionnaire and interview were used as tools for data collection. Thirty English language teachers were administered both open-ended and close-ended questionnaire and three teachers were interviewed. The collected data were analyzed and interpreted thematically and statistically. The study shows that almost all the English language teachers have positive attitudes towards self-directed strategies that help teachers to develop their teaching and learning skills, make the classroom easier and faster, for making their classroom effective and for evaluating their previous knowledge.

This thesis is divided into five chapters. First chapter is introductory part which consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definitions of the key terms. Chapter two deals with the review of related literature and conceptual framework which incorporates review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework of the study. Chapter three incorporates methods and procedures of the study containing design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Chapter four encompasses analysis and interpretations of the data. Chapter five includes findings, conclusion and recommendations incorporating policy related, practice related and further research related. References and appendices have been included at the end of the research work.

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LIST OF ABBREVIATIONS

AC	:	Action Research
CI	:	Critical Incident
CIQ	:	Critical Incident Questionnaire
CT	:	Critical Thinking
EFL	:	English as a Foreign Language
IATEFL	:	International Association for Teachers of English of Foreign Language
ibid	:	ibidem (That has just mentioned)
INSEC	:	In-service Education Training
JW	:	Journal Writing
MOE	:	Minister of Education
OCLI	:	Oddi Continuing learning Inventory
RSAD	:	Royal Society of Arts Diploma
SITTI	:	School Innovation Through Teacher Interaction
TD	:	Teacher Development
TESOL	:	Teachers of English for Speaker of Other Languages
TPD	:	Teacher Professional Development
TU	:	Tribhuvan University