

PEER COACHING FOR TEACHERS' PROFESSIONAL DEVELOPMENT

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

Submitted by

Badri Prasad Dhamala

Faculty of Education,

Tribhuvan University

Kirtipur, Kathmandu

2013

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Badri Prasad Dhamala** has prepared the thesis entitled **Peer Coaching for Teachers' Professional Development** under my guidance and supervision.

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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.

Date:

Badri Prasad Dhamala

DEDICATION

Dedicated

to

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

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ABSTRACT

The present study entitled "Peer Coaching for Teachers' Professional Development" aimed at finding out practices of peer coaching as a strategy for teachers' professional development. This research study was consisted of primary and secondary sources of data. For primary data, forty English teachers of secondary level were selected from Okhaldhunga district. Forty English language teachers of secondary level were selected by applying non-random judgmental sampling procedure. During the period of data collection, I distributed the questionnaires. After the study it was found that most of the teachers are aware of peer coaching and professionalism. The teachers viewed that professionalism will be well developed when they actually adopt peer coaching for their own learning. Training, workshops, books, journals are the ways of collecting issues for peer coaching practices.

This study consists of four chapters. The first chapter includes the general background, review of the related literature, objectives and significance of the study. The second chapter deals with methodology; how the research was carried out. It includes sources of data, population of the study, sample population, sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter is the main part of the study which includes analysis and interpretation of the data. The final chapter deals with the findings and recommendations of the study followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percent
DOE	:	Department of Education
Dr.	:	Doctor
ELT	:	English Language Teaching
EFL	:	English as a Foreign Language
e.g	:	For Example
et al.	:	And other people
etc.	:	Etcetera
FOE	:	Faculty of Education
i.e.	:	that is
INSET	:	In Service Education and Training
M.Ed.	:	Master's of Education
MOE	:	Ministry of Education
MOES	:	Ministry of Education and Sports
NELTA	:	Nepal English Language Teacher's Association
NNEPC	:	Nepal National Educational Planning Commission
No.	:	Number
PD	:	Professional Development
Prof.	:	Professor
PSTTC	:	Program for Primary School Teacher Training Center

S.N. : Serial Numbers
T.U. : Tribhuvan University
TD : Teacher Development
TPD : Teacher's Professional Development
TT : Teacher Training
USA : United States of America

