

**STRATEGIES ADOPTED IN PROFESSIONAL LEARNING  
BY NOVICE ENGLISH LANGUAGE TEACHERS**

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

**Submitted by**

**Laxman Puri**

**Faculty of Education,**

**Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

**2013**

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**2013**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Laxman Puri** has prepared the thesis entitled **Strategies Adopted in Professional Learning by Novice English Language Teachers** 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:

**Laxman Puri**

.....

# **DEDICATION**

**Dedicated to**

**My**

**Parents**

**Who spent their entire life to make me what I am today.**

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my honorable guruma and thesis supervisor **Mrs. Hima Rawal**, Lecturer, Department of English Education for her invaluable guidance, insightful comments and encouragement.

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## **ABSTRACT**

The present study entitled **Strategies Adopted in Professional Learning by Novice English Language Teachers** is an attempt to find out the ways of professional learning that are adopted to develop professional life of novice English language teachers. This is a qualitative research. In order to carry out this study, I have collected the data from twenty secondary novice teachers who are teaching in Syangja district. The data collection tool questionnaire consisted of both closed and open ended questions. The major finding of this research is that all the teachers self-monitor/evaluate their teaching. Similarly, only 10 percent of the teachers involved in team teaching whereas 90 percent of candidates were found not adopted this strategy.

This thesis has been divided into four chapters. The first chapter deals with the general background, review of related literature, objectives and significance of the study. Chapter two deals with methodology. It incorporates sources of data, sampling procedure and tools for data collection, process of data collection and limitations of the study. Chapter three encompasses analysis and interpretation of data. Chapter four incorporates findings and recommendations of the research. The references and appendices are in the concluding part of this thesis.

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## **LIST OF ABBREVIATIONS**

CD-ROM	:	Compact Disk Read Only Memory
Dr.	:	Doctor
Ed.	:	Education
ELT	:	English Language Teaching
ELTD	:	English Language Teacher Development
e.g.	:	Example
etc.	:	And so on (form Latin 'et cetera')
Ibid.	:	In the book just mentioned
INGO	:	International Non-Governmental Organization
K.U	:	Kathmandu University
M.Ed.	:	Master in Education
NELTA	:	Nepal English Language Teachers' Association
NGO	:	Non Governmental Organization
No.	:	Number
NQTs	:	Newly Qualified Teachers
p.	:	Page
PoU	:	Pokhara University
P.U	:	Purbanchal Universityy
Regd.	:	Registration
T.U.	:	Tribhuvan University
USA	:	United States of America
%	:	Percentage