

# **STRATEGIES USED BY COLLEGE LEVEL ENGLISH TEACHERS FOR THEIR PROFESSIONAL DEVELOPMENT**

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

**Submitted by  
Hem Lal Shrestha**

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

**2019**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mr. Hem Lal Shrestha has prepared this thesis entitled “Strategies Used by Collage Level English Teachers for Their Professional Development” under my guidance and supervision.

I recommend this thesis for acceptance.

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Date: 11/08/2019

# **DEDICATION**

Dedicated

To

My parents and teachers who contributed a lot to lead me here.

## **DECLARATION**

I hereby declare to the best of my knowledge that in the thesis is original; no part of it was earlier submitted for the candidature of research to any university.

Date: 21/07/2019

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Hem Lal Shrestha

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**Hem Lal Shrestha**

## ABSTRACT

The present research work entitled **Strategies Used by College Level English Teachers for their Professional Development** aims to find out the strategies used by college level English teachers for their professional development. The study consists of primary and secondary sources of data. For the primary data, forty college level English teachers were selected from Tanahun district and colleges were selected with the use of purposive non-random sampling procedure. During the period of data collection, I distributed the questionnaire. It was found that strategies used by teachers are workshop, training, self-monitoring, teaching portfolio, action research, teacher support group, peer observation, case analysis, peer coaching, team teaching and critical incident analysis. Among them workshops and trainings are more popular and preferred by majority of English teachers in college level. The teachers viewed that strategies they adopted in their teaching career helped them to make their presentation more effective. Moreover, while using those strategies, college teachers faced multiple challenges such as class management, time management and resource management.

This research work is divided into five different chapters. The first chapter deals with an introduction of the study. It consists of the background of the study, statement of the problems, objectives of the study, research questions, limitations of the study and operational definitions of key terms. Likewise, the second chapter deals with the review of theoretical as well as empirical literature. The third chapter deals with the methods and procedure of the study. It consists of research design of the study, population and sample, sampling procedure, tools for data collection and the process of data collection. Similarly, the fourth chapter displays the result and discussion of the research work. Moreover, the last chapter involves the summary, conclusion and recommendations at various levels i.e. policy level, practice level and further research. The references and appendices are mentioned at the end.

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## LIST OF ABBREVIATION AND SYMBOLS

/	:	Slash
A.D.	:	Anno Domini
CUP	:	Cambridge University Press
DOE	:	Department of Education
Dr	:	Doctor
e.g	:	for Example
E.L.T	:	English Language Teaching
etc	:	Etcetera
ibid	:	In the same book and page number (from latin 'ibidem')
i.e.	:	That is to say (latin)
M. Ed.	:	Master of Education
MOE	:	Ministry of Education
NCED	:	National Centre for Educational Development
NELTA	:	Nepal English Language teachers' Association
Prof	:	Professor
Regd	:	Registration
SMC	:	School Management Committee
T.P.D	:	Teacher Professional Development
T.U.	:	Tribhuvan University