LEARNING STRATEGIES OF EXPERT AND NOVICE ENGLISH LANGUAGE TEACHERS FOR PROFESSIONAL DEVELOPMENT

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

Submitted by
Kabita Timsina

Faculty of Education
Tribhuvan University
Sukuna Multiple campus, Morang
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Kabita Timsina** has prepared this thesis entitled **"Learning Strategies of Expert and Novice English Language Teachers for professional Development**" under my guidance and supervision.

I recommend this thesis for acceptance

Date: 2069/o9/21

.....

Mr. Durga Mani Sharma
(Guide)
Asst. Lecturer
Department of English Education
Sukuna Multiple Campus
Indrapur, Morang

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee.**

Mr. Guru prasad Adhikari
Lecturer and Head .....
Department of English Education Chairperson
Sukuna Multiple Campus
Indrapur, Morang

Mr. Durga Mani Sharma (Guide)
Asst. Lecturer .....
Department of English Education Member
Sukuna Multiple Campus
Indrapur, Morang

Mr. Shankar Dewan
Asst. Lecturer .....
Department of English Education Member
Sukuna Multiple Campus
Indrapur, Morang

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation Committee.**

Mr. Guru Prasad Adhikari
Lecturer and Head .....
Department of English Education Chairperson
Sukuna Multiple Campus
Indrapur, Morang

Prof. Dr. Chandresshwar Mishra .....
Department of English Education External
Tribhuvan University
Kirtipur Khanmadu, Nepal

Mr. Durga Mani Sharma (Guide)
Asst. Lecturer .....
Department of English Education Member
Sukuna Multiple Campus
Indrapur, Morang

DECLARATION

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

Date: 2069/09/21

Kabita Timsina
Sukuna Multiple Campus

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ABSTRACT

This thesis entitled ‘Learning Strategies of Expert and Novice English Language Teacher for Professional Development’ is intended to discover the learning strategies used by expert and novice English language teacher for their professional development. For this data was collected from all 10 schools of Pathari Resource Center in Morang district through questionnaire and interview. On the basis of the collected data, the strategies employed by the teachers were determined using simple statistical tools such as percentage and mean weightage. Among fourteen experimented learning strategies of English language teachers which can be used for the professional development and helped the teacher to be expert in teaching field. Among these strategies three strategies: mentoring, team teaching and peer coaching were most preferred and eleven strategies: conferences, seminars, analysis of critical incidents, workshop, action research, case analysis, teaching portfolios peer observation, teacher support group, self monitoring, keeping ELT journal were least preferred by novice teachers and nine strategies were most preferred and five strategies were least preferred by expert teacher, for their professional development.

The purposed study has been divided into four chapters. Chapter one encompasses general background, review of related literature objective of the study, significance of the study. Chapter two deals with methodology. It incorporates sources of data, population of the study, sample population, tools for data collection, limitation of the study and. Chapter three includes analysis and interpretation of data. The data are analyzed and interpreted on the basis of the mean weightage and percentage. Chapter four consists of findings, conclusion and recommendations. Some findings have been presented on the basis of the analysis and interpretation done in the previous chapter with the help of findings conclusion is drawn and recommendations are made. The appendices and references are given in the final part of the thesis.

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ABBREVIATIONS AND SYMBOLES

ELT	= English Language Teaching
IATEFL	= International Association of Teachers of English as a Foreign Language
TESOL	= Teaching English to Speakers of Other Language
NELTA	= Nepal English Language Teachers Association
P	= Page
%	= Percentage
i.e.	= That is/id-est (that is to say /in other words)
etc	= et cetera (other similar things)
TU	= Tribhuvan University
S.N.	= Serial Number
et al	= et alli/allia (and other people or things)
M. Ed	= Master of Education
M. A	= Master of Arts
B. Ed	= Bachelor in Education
B. A	= Bachelor in Arts
Viz.	= videlicet
e.g.	= For example weightage mean