

**Strategies Employed by the English Teachers' During the Pandemic**

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

**Submitted by**

**Khima Pun**

**Tribhuvan University  
Faculty of Education  
Department of Education  
Kirtipur, Kathmandu  
Nepal  
2023**

**Strategies Employed by the English Teachers' During the Pandemic**

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

**Submitted by**

**Khima Pun**

**Tribhuvan University**

**Faculty of Education**

**Department of Education**

**Kirtipur, Kathmandu**

**Nepal**

**2023**

**T.U. Regd. No: 9-2-946-9-2014**

**M.Ed. 4<sup>th</sup> Semester**

**Exam Symbol No: 7428063/074**

**Date of Approval of the Thesis**

**Proposal: 2077-12-25**

**Date of Submission: 11-12-2022**

### **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: 10/12/2022

---

Khima Pun

(Researcher)

### **Recommendation for the Acceptance**

This is to certify that **Ms. Khima Pun** has prepared this thesis proposal entitled **Strategies Employed by the English Teachers' During the Pandemic** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 11/12/2022

.....

Dr. Ram Ekwel Singh (Supervisor)

Reader

Department of English Education

Central Department of Education

Tribhuvan University

Kirtipur Kathmandu, Nepal

### Recommendation for Evaluation

This thesis has been recommended for necessary evaluation form following **Research Guidance Committee**.

**Dr. Gopal Prasad Pandey**

**Signature**

Reader and Head

.....

Department of English Education

Chairperson

T.U., Kirtipur, Kathmandu

**Dr. Ram Ekwel Singh (Supervisor)**

.....

Reader

Member

Department of English Education

T.U, Kirtipur, Kathmandu

**Dr. Bal Mukunda Bhandari**

.....

Reader

Member

Department of English education

T.U., Kirtipur, Kathmandu

Date: .....

## Evaluation and Approval

This thesis has been evaluated and approved by the following **Research Evaluation and Approval Committee:**

### Signature

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

**Dr. Chandreshwar Mishra**

.....

Professor

External

Department of Education English

T.U., Kirtipur, Kathmandu

**Dr. Ram Ekwel Singh (Supervisor)**

.....

Reader

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 14/02/2023

## **Dedication**

Dedicated to:

My parents, teachers and colleagues who always inspire, encourage and support to lead me where I am today.

### **Acknowledgement**

At first, I would like to express my sincere gratitude and appreciation for my research supervisor, **Dr. Ram Ekwel Singh**, Reader, Department of English Education, Tribhuvan University, Kirtipur, for his kind help, encouragement and scholarly guidance throughout my study.

Similarly, I would like to express my profound gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education for his invaluable inspiration and kind suggestion. I also like to express my sincere thanks to **Mr. Guru Prasad Paudel** Lecturer for his invaluable comments and supports in this work.

I am indebted to Dr. Prem Phyak Reader, Mr. Jagadish Paudel Lecturer, Mr. Ashok Sapkota Lecturer and Mr. Khem Raj Joshi Lecturer for the inspiration, invaluable guidance and suggestions.

Likewise, I would like to thank **Mrs. Madhavi Khanal** and other library staffs for their kind support.

Finally, I am very grateful to my inspiring family, teachers and friends who directly and indirectly supported and encouraged me throughout the entire work, co-operation and financial support.

Khima Pun



## Abstract

The present thesis entitled **Strategies Employed by the English Teachers During the Pandemic** is an attempt to find out the strategies used by the secondary teachers for handling classes in the difficult pandemic situation. To meet the objectives of study, a survey research design was adopted selecting 20 secondary level English teachers from 10 secondary schools of Baglung district as sample to collect the intended data. In those schools, there were mostly 2 or 3 teachers teaching at classes 9, 10, 11 and 12. So, due to the remote areas and lack of several schools in rural municipalities, 2 teachers from each school were selected. Non-random judgmental sampling procedure was used to select schools and teachers. Close-ended and open-ended questions were included in the questionnaire and used as a research tool to elicit the required data. The collected data from the respondents were analyzed and interpreted using simple percentage and number of participants descriptively. From this study, it was found that, problem solving and student centered methods were very useful strategies to teach English subject through virtual means in COVID-19 pandemic situation. Similarly, ELT teachers could solve academic and technological problems by using lesson plans, making notes and encouraging students to listen radio programs.

This research study consists of five chapters. The first chapter deals with the background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms. Similarly, the second chapter deals with the review of the theoretical literature, review of empirical literature, implication of the review of the study and conceptual framework. Likewise, the third chapters includes research design and methods of the study, population, sample and sampling strategy, study area/ field, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations. Furthermore, fourth chapter presents the results and discussion. Moreover, the fifth chapter deals with conclusion and implications under this finding, recommendations related to the policy level, practice level and further research of the study on the basis of the findings. At the end, references and appendixes are included.

## Table of Contents

	<b>Page No.</b>
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgement</i>	<i>v</i>
<i>Abstract</i>	<i>vi</i>
<i>Table of Content</i>	<i>vii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Acronyms and Abbreviation</i>	<i>xi</i>
<b>Chapter I: Introduction</b>	<b>1-5</b>
Background of the Study	1
Statement of the Problem	3
Rationale of the Study	4
Objectives of the Study	5
Research Questions	5
Delimitations of the Study	5
Operational Definitions of the Key Terms	5
<b>Chapter II: Review of the Related Literature and Conceptual Framework</b>	<b>6-22</b>
Review of the Related Theoretical Literature	6
English Language Teaching in Nepalese Context	6
Challenges of Teaching English in Nepal	7
An Introduction to Pandemic Situation	9
An Introduction to Teacher Differences	11

Strategies to Teach in Difficult Situation	11
Review of Empirical Study	16
Implication of the Review for the Study	20
Conceptual Framework	21
<b>Chapter III: Methods and Procedures of the Study</b>	<b>23-26</b>
Research Design and Methods of the Study	23
Population, Sample and Sampling Strategy	24
Study Area/ Field	25
Data Collection Tools and Techniques	25
Data Collection Procedures	25
Data Analysis and Interpretation Procedures	25
Ethical Considerations	25
<b>Chapter IV: Results and Discussion</b>	<b>27-44</b>
Analysis of Data and Interpretation of Results	27
Analysis of Data Collected through Questionnaire	27
Analysis of the Information Collected from the Questionnaires	41
Findings	42
<b>Chapter V: Conclusion and Implications</b>	<b>45-47</b>
Conclusion	45
Recommendations	45
Policy Related	46
Practice Related	46
Further Research Related	47
<b>References</b>	
<b>Appendixes</b>	

## List of Tables

	<b>Page No.</b>
Table 1: Relationship between Teaching and Technology	27
Table 2: Problem to Handle Classes during Pandemic	28
Table 3: Strategies of Teachers to Teach in Difficult Situation	28
Table 4: Quest Ways to Overcome Teaching Challenges	29
Table 5: More Applicable Strategy to Teach English Subject	29
Table 6: Self-monitoring Strategy to Professional Carrier	30
Table 7: Frequency to Use Co-Operative Learning Strategy	31
Table 8: Joyous Feeling in Virtual Teaching Learning	32
Table 9: Use of Technology before Pandemic	33
Table 10: Technology to Use While in Pandemic	33
Table 11: Effectiveness of Virtual Classes	34
Table 12: Relations between Digital Classes and Technological Knowledge	34
Table 13: Conduction of Action Research	35
Table 14: Insufficient Time and Resource to Manage Digital Classes	35
Table 15: Challenge Faced by ELT Teaching in Pandemic Situation	36
Table 16: Effectiveness of the Students to get Virtual Learning	38
Table 17: Solution of the Academic and Technological Problems	39
Table 18: Strategies used in Difficult Situation to Teach ELT	40

### List of Acronyms and Abbreviation

%	:	Percentage
AD	:	Anno Domini
Dr.	:	Doctor
e.g.	:	For example
ed.	:	Edition
ELT	:	English Language Teaching
ESL	:	English as a Second Language
etc.	:	Et cetera
ICT	:	Information Communication Technology
L2	:	Second Language
M. Ed	:	Master's Degree in Education
NELTA	:	Nepal English Language Teachers Association
No.	:	Number
p.	:	Page
Prof.	:	Professor
T.U.	:	Tribhuvan University
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
WHO	:	World Health Organization