

**ROLE OF PRACTICE TEACHING FOR STUDENT TEACHERS'  
PROFESSIONAL DEVELOPMENT**

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

**Submitted by  
Taradev K.C.**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2015**

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Date of Submission: 21<sup>st</sup> Dec. 2014**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr.TaradevK.C.** has prepared this thesis entitled  
**“Role of Practice Teaching for Student 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: 21<sup>st</sup> Dec.2014

.....

**TaradevK.C.**

## **DEDICATION**

Dedicated to

My parents **Mr.Dhani Ram Khatri** and **Mrs.Ishwori Kumari Khatri**  
who spent their life and money for my study

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**Taradev K.C.**

## ABSTRACT

This study entitled **“Role of Practice Teaching for Student Teachers’ Professional Development”** has been carried out to find out the student teachers perception on Practice Teaching for Teachers professional development. The primary data was collected from the forty English language student teachers from the Kathmandu valley who were selected by using the purposive sampling procedure i.e. non-random sampling procedure. The data obtained from the respondents through the close-ended and open-ended questions were analyzed and interpreted descriptively using simple statistical tools. The study shows that almost all the student teachers expressed their positive perception on practice teaching for teachers’ professional development and improving classroom practice. They also expressed that practice teaching was crucial part of teachers’ professional development.

This thesis comprises five chapters. Chapter one is introductory one. It includes general introduction, statement of the problem, rationale of the study, objective of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Chapter two deals with the review of the related study and conceptual framework with implications of the review of the study. Similarly, chapter three deals with the methodology adopted to carry out the research. It contains design of the study, population of the study, sampling procedure, data collection tools, data collection procedures, analysis and interpretation procedure. Chapter four consists of results and discussion. Chapter five deals with summary, conclusions and implications. It also deals with implications in policy level, practice level and further research. Finally, the reference and appendices follow this chapter.

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## LIST OF SYMBOLS AND ABBREVIATIONS

Dr.	: Doctor
ECT	: Educational Training Center
Ed.	: Education
EFL	: English as a Foreign Language
E.g.	: For Example
ELT	: English Language Teaching
Etc	: et cetera
Et.al	: and others
i.e.	: That is
KU	: Kathmandu University
LRC	: Leading Resource Center
M.Ed.	: Master of Education
NELTA	: Nepal English Language Teachers Association
NO.	: Number
p.	: Page
PT	: Practice Teaching
RC	: Resource Center
TD	: Teacher Development
TPD	: Teacher Professional Development
T.U.	: Tribhuvan University