

**KNOWLEDGE AND PRACTICE OF LEARNER-
CENTERED TECHNIQUE: A CASE OF NOVICE
TEACHERS**

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

Submitted by

Birendra Bahadur Chand

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Birendra Bahadur Chand** has prepared this thesis entitled “**Knowledge and Practice of Learner-Centered Technique: A Case of Novice Teachers**” under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 02-01-2015

Mrs. Madhu Neupane (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

Chairperson

Mrs Madhu Neupane (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

Member

Mr. Guru Prasad Poudel

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

Member

Date:

EVALUATION AND APPROVAL

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

Signature

Dr. Anjana Bhattarai

Reader and Head
Department of English Education
T.U. Kirtipur, Kathmandu

Chairperson

Dr. Laxmi Bahadur Maharjan

Professor
Department of English Education
T. U., Kirtipur, Kathmandu

Member

Mrs Madhu Neupane (Supervisor)

Lecturer
Department of English Education
T.U. Kirtipur, Kathmandu

Member

Date: 07-01-2015

DECLARATION

I hereby declare, 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: 01-01-2015

Birendra Bahadur Chand

DEDICATION

Dedicated

to

my parents who spent their whole life to make me what I am today.

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Birendra Bahadur Chand

ABSTRACT

The present research study entitled “**Knowledge and Practice of Learner-Centered Technique: A Case of Novice Teachers**” aimed to explore the novice teachers’ knowledge and their practice on learner-centered techniques based on learners’ individual differences, teaching context, instruction and evaluation technique and warming up activities used in the classroom. To meet the objectives of this research study, I purposively selected 20 secondary level novice English teachers from 20 schools of Kathmandu valley. Twenty secondary level schools were selected as sample for this study. One novice teacher from each school was selected for this study. Novice teachers’ theoretical knowledge on learner-centered techniques based on learners’ individual differences, teaching context, instruction and evaluation technique and warm up activities were explored through the help of open-ended and closed-ended questions and in order to find out their procedural or practical knowledge teachers were observed in their classroom. For this purpose questionnaire and classroom observation checklist were used as research tools. Findings of the study showed that there was not coordination between novice teacher’s theoretical knowledge on learner-centered techniques and classroom performance. I found contradiction between the data collected from questionnaire and classroom observation checklist.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The third chapter covers all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and recommendations followed by references and appendices.

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REFERENCE

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LIST OF THE SYMBOLS AND ABBREVIATIONS

%	-	Percentage
ALM	-	Audio-lingual Method
DM	-	Direct Method
NA	-	Natural Approach
ELT	-	English Language Teaching
CT	-	Culture Teaching
T.U.	-	Tribhuvan University
No.	-	Number
L ₂	-	Second Language
e.g.	-	Example
FL	-	Foreign Language
CLT	-	Communicative Language Teaching
EFL	-	English as a Foreign Language
M.Ed	-	Master Degree in Education
CUP	-	Cambridge University Press
OUP	-	Oxford University Press