

**ENGLISH TEACHERS' PERCEPTIONS TOWARDS TEACHER
TRAINING: TEACHERS WITH M. A. AND M. ED. DEGREE**

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

**Submitted by
Binod Kumar Oli**

**Faculty of Education,
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2014**

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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 the research degree to any university.

Date: 11-12-2014

.....

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This is to certify that **Mr. Binod Kumar Oli** has prepared this thesis entitled **English Teachers' Perception Towards Teacher Training** under my guidance and supervision.

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DEDICATION

Dedicated to

My parents and all the teachers

who have contributed directly or indirectly to bring me where I am today

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Binod Kumar Oli

ABSTRACT

The present study entitled **English Teachers' Perception Towards Teacher Training: Teachers with M.A. and M.Ed. Degree** is an attempt to find out English teachers' perception towards teacher training who are teaching at higher secondary school in Kathmandu district and suggest some pedagogical implications. In the research work, questionnaire is used as research tool in order to collect data. Forty English teachers teaching at higher secondary level in Kathmandu district were involved as informants in this study. I used purposive non-random sampling procedure to select English teachers and schools. The participants were requested to help me by responding to the questionnaire. The raw data obtained from them were analyzed and interpreted descriptively as well as using simple statistical tools. After analysis and interpretation of the data it was found that English teachers with M.A. and M.Ed. degree both have positive perception towards teacher training as it plays crucial role in teaching learning process .But they have suggested to improve practical aspect of English teacher training.

The present study consists of five chapters. The first chapter deals with general background, statement of the problem, rationale of the study, objectives, research questions, significance of the study, delimitations and operational definition of the key terms. Chapter two deals with the review of the related literature, conceptual framework and implication of the review for study. Similarly, chapter three includes the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Chapter four consists of result and discussion. Finally, chapter five deals with conclusion and implications.

LIST OF ABBREVIATIONS AND SYMBOLS

A. D.	Anno Domini
B. Ed.	Bachelor in Education
B. S.	Birkram Sambat
Ed.	Education
e.g.	For Example (Exempli Gratia)
ELT	English Language Teaching
etc.	etcetera
Feb.	February
FoE	Faculty of Education
HSEB	Higher Secondary Education Board
ibid.	ibidem (that has just been mentioned)
i.e.	That is
K. U.	Kathmandu University
M. A.	Master of Arts
Mar.	March
M. Ed.	Master of Education
Mr.	Mister
Mrs.	Mistress
Ms.	Miss
NCED	National Centre for Education Development
NELTA	Nepal English Language Teachers' Association
NESP	National Education System Plan
NSU	Nepal Sanskrit University
P.	Page
PCL.	Proficiency Certificate Level

Ph.D.	Doctor of Philosophy
Prof.	Professor
P.U.	Purwanchal University
Regd.	Registration
SEDC	Secondary Education Development Centre
SEDP	Secondary Education Development Project
SOE	School of Education
Vol.	Volume
w.w.w	World Wide Web

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