STUDENT CENTERED TECHNIQUES: NOVICE TEACHERS' BELIEFS AND PRACTICES

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Rinku Kumari Sah

Faculty of Education

Tribhuvan University, Kritipur

Kathmandu, Nepal

2015

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

I hereby declare that 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 : 15-03-2015 ...……

Rinku kumari Sah

DEDICATION

Dedicated to

My parents whose love, inspiration and counseling provide me continuous support to be a student from every span of my life.

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ABSTRACT

The present research study entitled Student centered techniques: Novice teachers' beliefs and practices aimed to find out the novice teachers' beliefs and practices about student centered techniques. In order to achieve this objective, two research tools classroom observation check list and questionnaire were used. Ten secondary schools and one teacher from each school from Saptari district were purposively selected for the collection of data. After preparing tools, I visited the selected schools to establish rapport with the Head and subject teachers. I administered the questionnaires to the selected teachers and also observed their classes for three days. The major findings of the study were that teacher- centered techniques were more frequently used by the novice teachers than student-centered techniques in the classroom. Similarly, it was also found that teachers were bound to apply teacher centered techniques in the classroom due to various reasons like; large number of students, lack of enough time, lack of teachers' teaching skill. It shows that in the present situation, it is very difficult to apply student centered techniques in the classroom.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background, statement of the problems, objectives, research questions, and significance of the study, delimitations of the study and the operational definitions of key terms are included. The second chapter includes the review of both theoretical and empirical literature, along with the implication of the review for the study. It also includes conceptual framework. The third chapter deals with the methods and procedures of the study. It includes research design, population and sample, sampling procedure, data collection tools, data collection procedure and data interpretation procedures. The fourth chapter includes analysis and interpretation of the data and the summary of the findings. Then, the fifth chapter presents the conclusion of the study and recommendations.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	- Percentage
Dr.	- Doctor
e.g.	- For Example
i.e.	- That is
M.Ed.	- Masters in education
ELT	- English Language Teaching
No.	- Number
p.	- Page
Prof.	- Professor
S.N.	- Serial Number
T.U.	- Tribhuvan University
Viz.	- They are
Vol.	- Volume
Vs.	- Versus
WWW.	- World Wide Web