

PERCEPTIONS OF SECONDARY LEVEL EFL TEACHERS TOWARDS TEACHER TRAINING

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

**Submitted by
Siddha Raj Joshi**

**Faculty of Education
Tribhuvan University
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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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 : 16-03-2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Siddha Raj Joshi** has prepared this thesis entitled **Perceptions of Secondary Level EFL Teachers' Towards Teacher Training** under my guidance and supervision.

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DEDICATION

Dedicated to

My Parents, all Gurus and Gurumas and My Brothers and Sisters.

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Siddha Raj Joshi

ABSTRACT

This research study entitled is **Perceptions of Secondary Level EFL Teachers' Towards Teacher Training**. The main objective of this research was to find out the secondary level EFL teachers' perception on National Center for Educational Development (NCED) training in terms of teaching, teaching methods, professional development, teaching materials and contents for their professional development. I collected the data from both the primary and secondary sources. I selected thirty secondary level community schools of Kathmandu valley using purposive non-random sampling. Thirty EFL teachers from each schools were selected as a sample. I followed the survey research design for the study to find out the perceptions on professional development. A set of questionnaire was used as research tool in this research where both types of questions i.e. open-ended and close-ended, were included. Systematically collected data were analyzed, tabulated and interpreted descriptively in the thesis. This research concluded that the NCED training programme was fruitful for the English language teachers in terms of teaching different language skills, methodology of teaching, use of teaching materials, content and teachers' professional development.

This thesis has been divided into five chapters viz. introduction, review of related literature and conceptual framework, methods and procedures, analysis and interpretation of data, and findings, conclusion and recommendations. The first chapter consists of background of the study, 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. Similarly, the second chapter deals with review of the theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, the third chapter sheds light on methods and procedures of the study under which methods and design of the study, population, sample and sampling strategy, research tool, source of data, data collection procedures, data analysis procedures, and ethical considerations. The fourth chapter involves analysis of data and interpretation of the results. Finally, the fifth chapter encompasses overall findings, conclusion and recommendations related to policy, practice and further research.

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ABBREVIATIONS

B.Ed.	–	Bachelor of Education
CUP	–	Cambridge University Press
Dr.	–	Doctor
e.g.	–	For example
EFL	–	English as a Foreign Language
ELT	–	English Language Teaching
et al.	–	et alii (= and other people)
ETC	–	Educational Training Centers
etc.	–	etcetera (= and the other similar things)
ETSC	–	Educational Training Sub-centers
HSEB	–	Higher Secondary Education Board
i.e.	–	That is
INGOs	–	International Non-government Organizations
IoE	–	Institute of Education
KU	–	Kathmandu University
M. Phil	–	Master of Philosophy
M.Ed.	–	Master of Education
MoE	–	Ministry of Education
NCED	–	National Center for Educational Development
NELTA	–	Nepal English Language Teachers' Association
NGOs	–	Non-governmental Organizations
NNEPC	–	Nepal National Educational Planning Commission
No.	–	Number
NSU	–	Nepal Sanskrit University
P.	–	Page

PEDP	–	Primary Education Development Project
pp.	–	Pages
PSTTC	–	Primary School Teaching Training Center
PU	–	Purbanchal University
S.L.M.	–	Self-Learning Materials
S.N.	–	Serial Number
SEDP	–	Secondary Educational Development Project
T.U.	–	Tribhuvan University
TPD	–	Teacher Professional Development
UNESCO	–	United Nations Economics Scientific and Cultural Organization
%	–	Percentage