

**NOVICE TEACHERS' PERCEPTIONS AND PRACTICES OF LEARNER  
CENTERED TECHNIQUES IN TEACHING ENGLISH**

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

**Submitted by  
Durga Ojha**

**Faculty of Education,  
Tribhuvan University Kirtipur,  
Kathmandu,  
2016**

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This is to certify that Mrs. **Durga Ojha** has prepared this thesis entitled *Novice Teachers Perceptions on student-centered techniques* under my guidance and supervision.

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TO

My parents

## **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 :** \_\_\_\_\_

\_\_\_\_\_  
**Durga Ojha**

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## ABSTRACT

This research study entitled “**Novice teachers perceptions on student-centered techniques**” was carried out to find out the practices of student-centered techniques in teaching English at secondary and lower secondary level. For collecting the data, forty novice English language teachers of Nuwakot district were taken as a sample using non-random sampling procedure. The study was survey research design. The tool is used for interpreted the data both quantitatively and qualitatively. The main finding of the study is that secondary and lower secondary level English teachers have practiced student- centered techniques in their classrooms. However, in the case of teaching poems, it is also found that they have used ‘explanation’ technique which comes under teacher-centered technique.

This research comprised of five chapters. The first chapter deals with background of the study, statement of the study and operational definitions of the key terms. Likewise the second chapter describes about teaching and learning activities, teaching techniques (Teacher-centered techniques and student-centered techniques), various roles of English language teachers, about novice teachers . ‘ Review of Related Theoretical literature’ . In addition, this chapter comprises review of related empirical literature, implication of the review for the study and conceptual frame work. Similarly, the third chapter covers all the areas of methodology dealing with the design of the study, population of the study, sampling procedures, data collection tool , data collection procedure and data analysis and interpretation procedure. In the same way, the fourth chapter focuses on result and discussion, analysis and interpretation of the data. The fifth chapter deals with the summary and implications followed by references and appendices.

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## ABBREVIATIONS

ELT	-	English Language Teaching
T.U.	-	Tribhuvan University
Fig.	-	Figure
Reg.No.	-	Registration Number