

**NOVICE TEACHERS' PERCEPTIONS ON THE USE OF  
STUDENT-CENTERED TECHNIQUES**

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

**Submitted by  
TirshanaDevkota**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2017**

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## **RECOMMENDATIONFOR ACCEPTANCE**

This is certified that **Ms. TirshanaDevkota** has prepared this thesis entitled **Novice Teachers' Perceptions on the Use of Student- Centered Techniques** under my guidance and supervision.

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## **DECLARATION**

I hereby declare that to the best of knowledge; this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:29-03-2017

.....

TirshanaDevkota

## **DEDICATION**

Dedicated to,

*My parents who spent their entire life to make me what I am today.*

## ACKNOWLEDGEMENTS

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Date: 30/03/2017 **Tirshana Devkota**



## **ABSTRACT**

This research study entitled **Novice Teachers' Perceptions on the Use of Student-Centered Techniques** was an attempt to find out the perceptions of novice teachers on the use of student-centered techniques. Thirty secondary schools and one novice teacher from thirty schools from Dang district were purposively selected for the collection of data. In order to achieve this objective questionnaire was used as a research tool. A set of questionnaire, consisting of both close-ended and open-ended questions, was distributed to the respondents in order to collect their perceptions. By analyzing and interpreting the primary sources of data, it was found that teachers have shown the positive attitudes towards the student-centered techniques. The key findings showed that novice teachers have good perceptions and understandings on student-centered techniques. Though they are new and have less teaching experiences they are aware of the advantages and are in favor of using student-centered techniques rather than teacher-centered techniques in language classroom.

This study consists of five chapters. Chapter one deals with introduction. It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Similarly, chapter two introduces the review of the related literature and conceptual framework adopted for the study. It incorporates detail about study topic. Likewise, chapter three consists of survey design, population, sampling procedure, sources of the data and research tools of the study. Similarly, chapter four consists of analysis and interpretation of data, which is known as a crucial part for the analysis of the data. Chapter five incorporates findings, conclusions and recommendations in the language classroom.

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## **LIST OF SYMBOLS, ABBREVIATION AND ACRONYMS**

CUP	:	Cambridge University Press
Dr.	:	Doctor
ELT	:	English Language Teaching
M.Ed.	:	Master of Education
No.	:	Number
OUP	:	Oxford University Press
Ph.D.	:	Doctor of Philosophy
Prof.	:	Professor
Regd.	:	Registration
S.N.	:	Serial Number
T.U.	:	Tribhuvan University
@	:	at
%	:	Percentages
Ss	:	Student