

**PERCEPTION OF TEACHERS AND STUDENTS TOWARDS
THE COURSE: ENGLISH LANGUAGE TEACHER
DEVELOPMENT**

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

Submitted by

Janak Sigdel

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. **Janak Sigdel** has prepared this thesis entitled **Perception of Teachers and Students towards the Course: English Language Teacher Development under** my guidance and supervision.

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DECLARATION

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

Date: 2012/4/10

.....

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Date:

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ABSTRACT

The present research study entitled **Perception of Teachers and Students towards the Course: English Language Teacher Development** aims to explore the views of teachers and students about the course: English Language Teacher Development prescribed for the second year Master of Education. I have analyzed the course on the basis of strengths and weaknesses as pointed by teachers and students. To meet the objectives of this research, I purposively selected six teachers who have taught the course for whole academic year from different campuses of the Kathmandu valley and sixty students from T. U. who have studied this course by using purposive non-random sampling procedure. The responses they provided were used as the primary sources of data. The finding of the research is that most of the teachers and students have positive perception towards the course English Language Teacher Development. They argue that this course is helpful for the professional development of pre-service teachers.

This thesis has been organized into four chapters. The first chapter deals with the introduction, review of the related literature, objectives, and significance of the study. The second chapter includes methodology adopted to bring out this research work. While carrying out this work, the data was collected from both sources viz. primary and secondary where teachers and students remained as the primary source. The third chapter presents the analysis and interpretation of the course: English Language Teacher Development. In this chapter, primarily, the teachers' and students' perception were presented. The fourth chapter includes findings and recommendations made upon the analysis and interpretations of the data.

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LIST OF SYMBOLS AND ABBREVIATIONS

| | |
|--------|--|
| & | - And |
| B. Ed. | - Bachelor of Education |
| CUP | - Cambridge University Press |
| Dr. | - Doctor |
| Ed. | - Education |
| ELT | - English Language Teaching |
| ELTD | - English Language Teacher Development |
| etc. | - And so on (from Latin 'et cetera') |
| FOE | - Faculty of Education |
| ibid. | - In the same book and page number (from Latin 'ibidem') |
| M. Ed. | - Master of Education |
| n.d. | - Net Downloaded |
| NELTA | - Nepal English Language Teachers' Association |
| P. | - Page |
| Regd. | - Registration |
| TD | - Teacher Development |
| TPD | - Teachers' Professional Development |
| T. U. | - Tribhuvan University |
| UK | - United Kingdom |
| USA | - United States of America |