

ROLE OF TPD TRAINING IN LANGUAGE TEACHING

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

**Submitted by
Keshav Dhungana**

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

2016

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RECOMMENDATION FOR ACCEPTANCE

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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: 2016-03-25

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Keshav Dhungana

DEDICATION

**Dedicated
To**

My Parents

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ABSTRACT

The present research study is entitled **Role of TPD Training in Language Teaching**. The main objective of this research was to find out the role of TPD training program in teaching different language skills in English, classroom management, use of teaching materials and teachers' professional development. I selected forty secondary and lower secondary level English language teachers from Palpa, Syanja and Tanahung districts and the teachers who participated in the TPD training program conducted by National Center for Educational Development (NCED). I applied non-random judgmental sampling procedure to select the respondents to the study. 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 interoperated descriptively in the thesis. This research concluded that the TPD training programme was fruitful for the English language teachers in terms of teaching different language skills and sub-skills, management of language classroom, preparation and use of teaching materials and teachers' professional development.

This thesis consists of five major chapters. The first chapter deals with the general background of the study, statement of the problem, objectives of the study, research questions, significance and delimitations of the study and operational definitions of key terms. The second chapter included the review of the related literature and conceptual framework of the study. The third chapter presents methodology adopted to carry out this research work and the fourth chapter presents analysis and interpretation of the collected data. Finally, the fifth chapter includes the major findings and recommendations made on the basis of analysis and interpretations of data. References and appendices are also included in the final part of thesis.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	i
<i>Recommendation for Acceptance</i>	ii
<i>Recommendation for Evaluation</i>	iii
<i>Evaluation and Approval</i>	iv
<i>Abstract</i>	v
<i>Acknowledgements</i>	vi
<i>Dedication</i>	viii
<i>Table of Contents</i>	ix
<i>List of Tables</i>	xi
<i>List of Abbreviations</i>	xii
CHAPTER ONE : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	5
1.7 Operational Definitions of Key Terms	5
CHAPTER TWO : REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FEAMEWORK	6
2.1 Review of the Theoretical Literature	6
2.1.1 Introduction to Training	6
2.1.2 Training and Professional Development	7
2.1.3 Models of Professional Development	8
2.1.4 Classification of Teacher Training Program	10
2.1.5 Teacher Training and Language Teaching	12
2.1.6 Quality of Teacher Training Program	14

2.1.7	History of Teacher Training in Nepal	15
2.1.8	Brief Description of NCED	20
2.1.9	The SSRP and the TPD Program	22
2.1.9.1	Structure of TPD Program	25
2.1.9.2	Theoretical Foundation of TPD Program	29
2.1.9.3	Goals of TPD Training Program	29
2.2	Review of Related Empirical Literature	30
2.3	Implication of Review for the Study	31
2.4	Conceptual Framework for the Study	33
CHAPTER THREE : METHODS AND PROCEDURES OF STUDY		34
3.1	Design and Methods of the Study	34
3.2	Population, Sample and Sampling strategy	36
3.3	Study Area/ Field	36
3.4	Data Collection Tool and Technique	36
3.5	Data Collection Procedure	37
3.6	Data Analysis and Interpretation Procedure	37
CHAPTER FOUR : ANALYSIS AND INTERPERATION OF RESULTS		38
4.1	Analysis of Data and Interpretation of Results	38
4.1.1	Analysis of Close-Ended Questions	38
4.1.2	Analysis of Open-Ended Questions	47
4.2	Summary/ Discussion of Findings	52
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS		54
5.1	Conclusion	54
5.2	Recommendations	55
5.2.1	Policy Related Level	55
5.2.2	Practice Related Level	55
5.2.3	Further Research Related Level	56
Reference		

LIST OF TABLE

	Page No.
Table No 1: Responses to Teach Language Skills	39
Table No 2: Responses to Use of Teaching Materials	40
Table No 3: Responses to Classroom Management	42
Table No 4: Responses to Professional Development	44
Table No 5: Responses to Quality of the Training	46

LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
&	And
A	Agree
ARNEC	All Round National Education Commettee
BTTC	Basic Teacher Training Center
BS	Bikram Shamvat
D	Disagree
Dr	Doctor
DEC	Distance Education Center
EFA	Education for All
e.g.	For example
ELT	English Language Teaching
EPC	Educational Policy Committee
ERO	Educational Review Office
ETC	Educational Training Center
etc.	Etcetera
ETF	European Training Foundation
F	Frequency
FY	Fiscal Year
IC	Instructional Counseling
IOE	Institute of Education
i.e.	That is / id.est.
LRC	Lead Resource Center
MOE	Ministry of Education
MOES	Ministry of Education and Sports
NCED	National Center for Educational Development
NEC	National Education Commission
NELTA	Nepal English Language Teachers Association
NESP	National Educational System Plan

NNEPC	Nepal National Education Planning Commission
No.	Number
P.	Page
PTTC	Primary Teacher Training Center
RC	Resource Center
RP	Resource Person
RT	Roster Trainer
SA	Strongly Agree
SEDC	Secondary Education Development Center
SERDP	Seti Education and Rural Development project
SSE	Self Study Exercise
SD	Strongly Disagree
SIP	School Improvement Plan
SN	Serial Number
SSRP	School Sector Reform Plan
TIP	Teaching Improvement Plan
TPD	Teachers Professional Development
TSM	Teacher Support Mechanism
TU	Tribhuvan University
TW	Training Cum Workshop
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
USAID	United States Agency for International Development