

**TRANSFER OF TEACHERS' PROFESSIONAL  
DEVELOPMENT TRAINING IN ENGLISH LANGUAGE  
TEACHING CLASSROOM**

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

**Submitted by  
Prakash Mani Ghimire**

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

**Nepal**

**2015**

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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.

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.....

**Prakash Mani Ghimire**

**DEDICATION**

**DEDICATED**

**To**

**Mother**

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Date: 2015-03-29

**Prakash Mani Ghimire**

## ABSTRACT

The present research study entitled **Transfer of Teachers' Professional Development in English Language Teaching Classroom** aims to find out the transfer of knowledge and skills of training inside the classroom. For this, the population of the study was twenty secondary and lower secondary level teachers of Arghakhanchi district who had got TPD training. The teachers were selected purposively and they were given questionnaire to fulfill. Two classes of each ten teachers were observed to find out their level of implementation of the training delivered. The study found out that fifty percent of the teachers were able to implement training inside the classroom. Teachers are found to use new and communicative techniques inside the classroom. They follow student centered techniques. Likewise, teachers have tried to bring some changes in planning of lesson, presentation and evaluation.

However, it is found that TPD training is not properly implemented because of many obstacles. The obstacles are lack of support, lack of budget, large class size, students from different language background, lack of co-operation, distance between schools' reality and training hinders proper implementation of training.

This thesis is organized into five chapters. The first chapter deals with the general background of the topic, statement of the problem, objectives of the study, significance of the study and delimitations of the study. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The third chapter covers all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results. The fifth chapter includes conclusions and recommendation followed by references and appendices.

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## LIST OF ABBREVIATIONS

TPD	Teachers' Professional Development
ELT	English Language Teaching
NESP	National Education System Plan
EFL	English as a Foreign Language
IOE	Institute of Education
TU	Tribhuvan University
NELTA	Nepal English Language Teachers' Association
NCED	National Centre for Education Development
B. Ed.	Bachelor of Education
M. Ed.	Masters of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
SSRP	School Sector Reform Plan
MoE	Ministry of Education
ibid	ibidem, meaning the same place
SMC	School Management Committee