

**IMPLEMENTATION OF TEACHER TRAINING IN ELT
CLASSROOM FOR THEIR PROFESSIONAL
DEVELOPMENT**

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

Submitted by

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DECLARATION

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

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DEDICATION

Dedicated

To my Parents

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ABSTRACT

The present study entitled “Implementation of Teacher Training in ELT Class for Teacher Professional Development.” Its aimed to explore an implementation of teacher training in language learning classroom for their professional development. After engaging on teaching profession they need to develop their professional career. Under the methodology of the study I have adopted qualitative method while analysis the data. The primary data will be taking with the help of the tool classroom observation checklist. The English language teachers were the sample of my study. The primary data would be collect with the help of classroom observation diary writing. The follow up conversation as the supportive tool of data collection and it might make more authentic. It was related pure qualitative research therefore data were presented as it is, to draw findings. The research found that the teachers implement teacher training in the classroom teaching for their professional development. Teachers changed their professional behavior because of teacher training that was teachers improve their teaching strategies and adopted innovative students centered method. Teachers were professionally sound when teacher implement skills what learnt in the teacher training.

The first chapter consists of background of the study, statement of the problem, objective of the study research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter, deals with related literature and conceptual framework. In chapter third, consists of design of the study, population, sample and sampling procedures, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. The fourth chapter consists of the analysis of data and interpretation of the result and discussion of finding. In the fifth chapter showed findings, conclusions and recommendations related to policy, practice and further research. References and appendices included at the last part of this thesis.

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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
SMC	School Management Committee