2019 – GITA BHANDARI 343 (S) IMPLEMENTATION OF TPD TRAINING IN ENGLISH LANGUAGE TEACHING

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A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Gita Bhandari

Faculty of Education

Tribhuvan University, Kirtipur

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Gita Bhandari** has prepared this thesis entitled **Implementation of TPD Training in English Language Teaching** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 6/08/2019 ……

Mr. Bhim Prasad wasti (supervisor)

Reader

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

Signature

Dr. Gopal Prasad Pandey .....

Reader and Head Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

Mr. Bhim Prasad Wasti (Supervisor) . .....

Reader Member

Department of English Education

T.U, Kirtipur, Kathmandu

Mr. Guru Prasad Paudel .....

Teaching Assistant Member

Department of English Education

T.U, Kirtipur, Kathmandu

Date: 11/04/2019

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Gopal Prasad Pandey .....

Reader and Head Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Tapasi Bhattacharya .....

Reader (Rt) Expert

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Bhim Prasad Wasti (Supervisor) .....

Reader Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 23/08/2019

DEDICATION

Dedicated

To

My parents

Who devoted their entire life for my study and made me what I am at present.

DECLARATION

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

Date: 6/08/2019 ……..

Gita Bhandari

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Gita Bhandari

ABSTRACT

This research entitled **Implementation of TPD Training in English Language Teaching** was carried out to explore implementation and find out if the TPD training is helped by teachers or not. The present study was based on survey research design. To meet the objectives of the research, forty informants were selected using random purposive sampling strategy. A set of questionnaire consisting of both close ended and open ended question was used as tools for collecting data. The collected data were analyzed described statistically and descriptive. From the study, it has been found that teachers found themselves as highly motivated to apply new methods and techniques in teaching after the TPD training. This research shows that TPD training is essential in English language teaching (ELT). It has played vital role in their professional development of teachers. The status of TPD trained teachers in all aspects of language teaching was found satisfactory. According to them, training brought some remarkable changes in their preparation and use of teaching materials in language classroom e .g. using usually available and low cast materials, using games for teaching. After analyzing and interpreting the data, it was found that on the teachers are trained but the skill and knowledge obtained from the training are not applicable sometimes large classroom, school environment diversity or students many cause and difficulty.

This thesis is organized into five chapters. The first chapter deals with the introduction of the study along with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms. The second chapter contains the review of related literature, implications of the review of the study and conceptual framework. Similarly, the third chapter includes methods and procedures of the study. Likewise, the fourth chapter deals the analysis and interpretation of the data. Finally, chapter five comprises the findings, conclusion and recommendation in the policy related, practice related and further researches. At the end, the references and appendices are included.

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ACRONYMS AND ABBREVIATION

ELT	-	English Language Teaching
TPD	-	Teachers Professional Development
NCED	-	National Centre for Educational Development
EFL	-	English Foreign Language
HSEB	-	Higher Secondary Education Board
SEDC	-	Education Development Centre
INGO	-	International Non-Government Organization
NELTA	-	Nepal English Language Teachers 'Association
NTTC	-	National Teacher Training Centres
SSRP	-	School Sector Reform Plan
TU	-	Tribhuvan University
i.e.	-	that is/that is to say
No.	-	Number
p.	-	page
Prof.	-	professor
Dr.	-	Doctorate
S.N.	-	Serial Number
/	-	Or
&	-	and
%	-	Percentage
Ibid	-	in the same book
et.al	-	et alli/ alli (and other similar things)
etc	-	et cetera (other similar things)
KTM	-	Kathmandu