

**APPLICATION OF TEACHERS' PROFESSIONAL
DEVELOPMENT TRAINING IN ENGLISH CLASSROOM**

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

Submitted By

Nar Bir Limbu Subba

Faculty of Education, University Campus

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2014

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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.

Date: 16/05/2014

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Nar Bir Limbu Subba** has completed the research of his M.Ed. thesis entitled **The Application of Teachers' Professional Development Training in English Classroom** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

to

My parents and Gurus

Who are the wind beneath my wings and my comfort in life, who have supported my every endeavour and who have been an ultimate inspiration those who know me.

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Date: 16/05/2014

Nar Bir Limbu Subba

ABSTRACT

The thesis entitled Application of Teachers' Professional Development Training in English Classroom aims to find out the status of the application of TPD training by secondary level English teachers in classroom teaching. In order to achieve this objective, the study was conducted incorporating mixed research designs. The secondary level English teachers of community school in Ilam district were the population of the study. From this population, ten secondary level English teachers from ten different secondary level public schools were taken as the sample by using simple random sampling method. Questionnaire and observation checklist were the tools used to collect the data. As the study contains both the qualitative and quantitative data, the qualitative data were described and analyzed in narrative style. Quantitative data were analyzed and interpreted statistically with the help of simple statistical tools like percentage and were presented and displayed in different tabular form. All the teachers understudy were qualified with the required minimum level of academic qualification (B. Ed.) set for the secondary level. The teachers involved in the study were experienced in teaching with more than three years to more than fifteen years. In their job position, only 30 percent of them were permanent. All the teachers had received TPD training. In relation to the application of TPD training in the classroom, the teachers were good in subject matter. Their presentation was in sequence and their teaching was based on the context along with the use of appropriate examples. In terms of language use, in many cases, they were found using Nepali language in class as medium of instruction. Regarding the teaching learning process of the teachers, the teachers' performance in evaluating the students' learning achievement was found to be weak. So rest of the activities (like students' participation, teachers' role, teaching strategies, systematization of the methodology as well as the way of providing feedback) was found to be good. None of the teacher was found using visual aids in the classroom. The teachers were not found interested to teach and the students were not interested to learn with active participation in the classroom. The control of the class and the eye contact to the students by

the teachers was also poor. As a whole, the entire expected behavior of the teachers at the classroom was poor how it actually should be as a trained teacher.

The thesis has been divided into five chapters. The first chapter is the introduction, which contains general backgrounds, statement of problems, objectives and significance of the study. The second chapter contains the literature review. The third chapter contains research methodology and procedure in which the sources of data, sampling procedures, tools for data collection, process of data collection and limitations of the study is discussed. In the same way, the fourth chapter has dealt with result and discussion and finally, the fifth chapter contains summary, conclusion, and the study.

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