

**TEACHERS' ATTITUDES TO TPD TRAINING AND THEIR
CLASSROOM PRACTICE**

**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.

Date: 11-03-2014

.....

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DEDICATION

**Dedicated
to
My parents**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that, Mr.Bhupal Khadka has prepared this thesis entitled **Teachers' Attitudes to TPD Training and their Classroom Practice** under my guidance and supervision.

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ABSTRACT

The present thesis entitled **Teachers' Attitudes to TPD Training and their Classroom Practice** aimed at identifying and describing the TPD trained teachers' perception towards training as well as their performance inside the classroom in line with TPD training spirit. The researcher collected the data by interviewing the secondary level trained teachers of public schools of Ilam district by using purposive non-random sampling and observing their classes. Two classes of each twenty secondary level English teachers were observed with the help of checklist to find out classroom practice and they were interviewed in accordance with semi structured interview schedule. This research shows that TPD training is essential in English Language Teaching (ELT). It has played a significant role for professional development of teachers. The status of TPD trained teachers in all aspects of language teaching was found satisfactory. However, it was found that, teachers perceived it is difficult to practice the training knowledge and skills inside the classroom due to heterogeneous classroom, lack of teaching resource materials, working load at school, lack of proper supervision, academic environment of school.

The study is divided into five main chapters and other sub chapters. Chapter one includes introduction of the study dealing with, background, statement of problem, rationale of the study, objective of the study, significance and delimitation of the study. Similarly, chapter two is concerned with the review of related literature and theoretical as well as conceptual framework. Likewise, chapter three deals with the methodology i.e. how the research work was carried out such as design of the study, population and sample, sampling procedure, tools for data collection, data analysis and interpretation procedure

and so on. Chapter four consists of result and discussion and chapter five incorporates summary, conclusion and implication. On the basis of result, the

summary and conclusion have been listed and in turn on the basis of them, some implications for policy level, practice level and further research have been made in the fifth chapter. Eventually, References and Appendices follow the fifth chapter. The appendix part includes the research tools and other information.

LIST OF ABBREVIATION

AD:	Anno Domini
B Ed:	Bachelor of Education
B S:	Bikram Sambat
DEO :	District Education Office
ELT :	English Language Teaching
ETC :	Education Training Center
HSEB :	Higher Secondary Education Board
INGO :	International Non-government Organization
IOE :	Institute of Education
L1 :	First Language
L2 :	Second Language
NCED :	National Center for Educational Development
NELTA :	Nepal English Language Teachers' Association
NGO :	Non government Organization
NTTC :	National Teacher Training Center
RC :	Resource Center
SEDC :	Secondary Education Development Center
SEDP :	Secondary Education Development Project
SEDU :	Secondary Education Development Unit
SLC :	School Leaving Certificate
SSRP :	School Sector Reform Plan
TEP :	Teacher Education Project

TPD : Teacher Professional Development

TU: Tribhuvan University

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