

Teacher Training in ELT Context: Secondary Level Teachers' Perceptions

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

**Submitted by
Binita Koirala**

**Faculty of Education,
Tribhuvan University,
Kirtipur, Kathmandu, Nepal
2025**

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Declaration

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

Date: June 03, 2025

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Recommendation for Acceptance

This is to certify that **Mrs. Binita Koirala** has prepared this thesis entitled **Teacher Training in ELT Context: Secondary Level Teachers' Perceptions** under my guidance and supervision.

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Dedication

Dedicated to

*My **parents and all the teachers** who have supported my every endeavor, and who have been an ultimate inspiration making me what I am now.*

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Abstract

This study entitled **Teacher Training in ELT Context: Secondary Level Teachers' Perceptions** was conducted to explore secondary level English teachers' perceptions of teacher training in ELT context and find out challenges of teacher training in Nepali context. Narrative inquiry research design was used to carry out this study. The participants of the study were three secondary level English language teachers from two different schools of Kathmandu valley. The English teachers of the selected schools who has received training and has been teaching at secondary level in Kirtipur municipality were used as the sample using purposive sampling procedure. The study used qualitative data gathered through semi-structured interviews and collected data were analyzed and presented thematically. The findings of the study revealed that teacher training programs greatly improved teaching skills, confidence, and teamwork among teachers. These programs were also found to be important to boost student learning through better classroom practices and modern teaching methods. Yet, the teachers shared that there are some challenges in teacher training, for example, time constraints, lack of institutional support for resources, generic content, and insufficient impactful evaluation.

The present study consists of five chapters. First chapter one is an introductory chapter which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. The second part deals with the review of related theoretical literature, review of the related empirical literature, implications of the review of the study and conceptual framework. The third chapter deals with the methods and procedures of the study. It includes design of the study, population, sample and sampling strategy, research tools, sources of the data, data collection procedures, data analysis procedure and ethical considerations. The fourth chapter is about the analysis and interpretation of the data and the final chapter consists of findings, conclusions and recommendations. The last section of the research includes the references and appendices.

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List of Abbreviations

ELT	-	English Language Teaching
ICT	-	Information and Communication Technology
PBL	-	Problem Based Learning
TPD	-	Teacher Professional Development

Chapter I

Introduction

This section of the study consists of background of study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Training is the process of imparting information, skills, or fitness related to certain essential capabilities to oneself or others. Training aims to improve a person's performance, productivity, and capability. "Training is the process of learning skills that somebody needs for a particular career or activity," according to Sinclair (2006, p.1542). In general, training refers to a person's professional preparation in any area of their career. According to Covey (1989, p.932), "It is considered a necessary phenomenon for addressing any responsibility for anybody".

Successful classroom instruction is largely dependent on teacher training. It aids in creating the lesson plans. Keeping up with the latest gadgets and technology that can be utilized for educational purposes is beneficial. It is helpful for creating and organizing instructional materials and methods. For teachers to make their instruction meaningful, teacher training is quite helpful. Teachers who complete the program will be able to identify the best ways to instruct pupils in a kid-friendly English language classroom. Since it equips teachers with the skills, information, and strategies they need to enhance their instruction and so have a positive impact on students' learning, teacher training is a crucial component of the educational system.

Different scholars have different definitions of teacher training. Teacher training fundamentally comprises understanding of the material to be taught and of the methods for teaching, Head and Taylor (1997, p.142). It highlights classroom methods and abilities. According to Bhatia (2005) "Training is an act of expanding knowledge, skill, and attitude of an individual for improving his performance on the work," (p.97). The quality of education that is taught in classrooms has a direct impact on teacher training. A variety of activities are included in teacher training, such as

seminars, workshops, coaching, mentoring, and continuous professional development. The primary benefit of training is that it can change behavior. Training fills the gaps between our capabilities and what we have to do. Learning experiences are what improve teachers' teaching skills.

In Nepal, teacher preparation is essential to raising educational standards and guaranteeing fair access to education for all citizens. Given the various geographic obstacles and socioeconomic inequalities, skilled educators are essential to a successful educational system, especially in underserved and rural areas. With the right training, teachers may better engage students and encourage critical thinking by gaining subject knowledge, classroom management abilities, and modern teaching approaches. Additionally, ongoing professional development supports educators in embracing technology-enhanced learning, incorporating inclusive practices, and adjusting to changes in the curriculum. Investing in thorough and continuous teacher training is crucial in a country aiming for sustainable development and educational reform in order to empower educators and students and close the gap between policy and practice.

Programs, policies, procedures, and provision design aimed at giving teachers the knowledge, attitudes, behaviors, approaches, methodologies, and skills they need to carry out their duties in the classroom, school, and community at large are collectively referred to as teacher training. During training, new tactics are tested in the classroom. According to James (1995) "Training is a means of enabling people to perform tasks that they were previously unable to perform", (p. 326). It is beneficial for teachers to receive instruction on how to treat their students as distinct persons with varying learning preferences. Teachers will have a beneficial impact on hundreds of thousands of pupils if they comprehend this and know how to accommodate different learning styles. Trainings also provide the teachers with the chance to successfully gain the techniques and strategies for effective teaching.

These days, teacher preparation programs are essential parts of a top-notch educational system. They are essential in making sure that educators have the information, abilities, and tools necessary to instruct and assist pupils in an efficient manner.

Comprehensive studies on the long-term effects of various teacher preparation programs are still required, nevertheless, especially in a variety of educational contexts. There are gaps in our knowledge of how different training approaches affect distinct educational contexts and student demographics over time since existing material frequently concentrates on short-term results or particular training models.

In Nepal, enhancing the quality and equal opportunity of education is largely dependent on teacher training. Given the various geographic obstacles and socioeconomic divides, qualified educators are essential to provide inclusive and successful education in both urban and rural areas. Since there is still a shortage of trained instructors in many schools, particularly in rural regions, ongoing professional development is crucial to improving topic knowledge, classroom management, and pedagogical abilities. Nepal can better execute its national curriculum, lower dropout rates, and provide students with the skills they need for a world that is changing quickly by investing in strong teacher training programs. This will help the nation achieve its larger objectives of social and economic development.

Statement of the Problem

Teachers are essential to students' academic and personal growth, particularly throughout their school years. Their impact frequently goes beyond the classroom, influencing students' social and academic growth in the future. Effective teaching, however, entails more than just imparting knowledge; it also entails knowing how to effectively convey concepts, oversee varied classrooms, inspire students, and employ instructional strategies that meet the requirements of different student populations. In this situation, educating teachers becomes a crucial component of equipping them to handle these complex demands. According to Lang (2003) "Teacher training is a

developing understanding about the process of becoming a language teacher," (p. 19). This definition emphasizes how teacher education is dynamic and ever-changing, particularly in English Language Teaching (ELT), where educators must constantly adjust to new approaches, technological advancements, and student requirements. To assist teachers in improving their abilities, Nepal hosts a number of conferences, seminars, and teacher training programs each year. These professional development events have attracted a large number of secondary English language teachers, and the government and non-governmental organizations have made substantial investments in them. The true efficacy of this kind of training is still up for debate. In their classes, do educators put their knowledge into practice? Are the courses applicable to the way they teach? Professional development should result in significant improvements in teacher practice and student learning, Guskey (2002, p. 381), although this relationship is not always clear-cut. Similarly, Darling-Hammond, Hyler, and Gardner (2017), emphasize that for training to be effective, it needs to be ongoing, integrated into the job, and concentrated on content-specific practices, (p. 7). However, in reality, a lot of Nepali training sessions are given using a one-size-fits-all approach with little follow-up, which makes it challenging for educators to incorporate new information into their regular lessons.

Furthermore, environmental circumstances have a significant impact on the effectiveness of teacher training. The quality of the training material, alignment with classroom realities, school-level support, and teacher's past experiences are some of the crucial factors that Desimone (2009), sees as having an impact on the success of professional development. Large class numbers, a lack of instructional materials, and institutional limitations make it more difficult to provide training in Nepal's public education system, (p. 189). These difficulties bring up significant queries: Are the training courses in line with what instructors really need in the classroom? Are they prepared to apply newly acquired information and abilities in authentic educational environments? Despite significant global investments in teacher education, Richards

(2015, p. 12) and Kennedy (2016, p. 345) note that there is still a shortage of conclusive data relating teacher preparation to better learning outcomes in ELT classes.

In the same way, it becomes crucial to investigate how teacher training programs in Nepal impact ELT classroom practices, including how training impacts the use of instructional strategies, student engagement techniques, and assessment methods, as well as identifying any challenges teachers may encounter in putting their training into practice. Additionally, knowing how teachers perceive the value and efficacy of these programs can help improve professional development efforts. Thus, this study aims to investigate how teacher training affects English language teaching in Nepalese secondary schools, with the ultimate goal of offering useful suggestions for improving training's effectiveness, sustainability, and responsiveness to teachers' actual needs.

Objectives of the Study

This study had the following objectives:

- a. To explore secondary level English teachers' perceptions of teacher training in ELT context.
- b. To find out the challenges of teacher training in Nepali context.
- c. To suggest some pedagogical implications.

Research Questions

This study had addressed the following research questions:

- a. How do teachers perceive on the role of teacher training in ELT classrooms?
- b. What are the challenges of teacher training?

Significance of the Study

Students will benefit from this study in order to improve their classroom engagement and obtain better academic results. Its goal is to determine how teacher training affects students' learning in an ELT classroom. To do this, the teacher will employ techniques like having students watch videos or tell stories together to capture their attention. This will help the students feel more motivated, confident, and upbeat.

This study supports English teachers in implementing fresh strategies and tactics for successful classroom instruction. For ELT students who wish to conduct research in the area of teacher education and training, this study is beneficial and relevant. It is important to educators, learners, curriculum designers, test specialists, managers, teacher trainers, researchers, and those who work in the training industry both directly and indirectly.

Delimitations of the Study

Each study has its own limitations because no research project can cover the entire population, all of the tools, and every facet of the field of study. It also applies to this study because of time, economy and participation. The following are the boundaries of this study:

- The study's research site was restricted to Kirtipur Municipality's secondary level community school.
- Three certified English language instructors who work in community schools in Kirtipur Municipality were the study's sample.
- The study's analysis of the effects of teacher preparation in English Language Teaching (ELT) classrooms was its exclusive emphasis.
- Semi-structured interviews with guideline questionnaire were used to gather data.
- Non-random purposive sampling was the method used for sampling.
- Data were gathered using only a narrative research design.
- The collected data were analyzed thematically.

Operational Definition of the Key Terms

The "operational definition of the main terms" subheading provides definitions for some of the important concepts utilized in the study. Listed below are some of the terms that are frequently used in this study:

Training

Training is a structured process designed to equip individuals or groups with specific skills, knowledge, and behaviors needed to perform tasks or roles effectively. It involves more than just conveying information—it emphasizes hands-on practice, constructive feedback, and real-world application to ensure learners can reliably use what they've gained. Training can take various forms, including formal methods like

workshops, courses, and certification programs, or informal ones such as mentoring and experiential learning on the job. This process is particularly critical in fields like education, healthcare, and engineering, where both theoretical knowledge and practical skills are vital. Ultimately, training aims not only to enhance job performance but also to build confidence, adaptability, and a mindset geared toward continuous improvement.

Teacher training

Teacher training is a comprehensive process aimed at equipping individuals with the knowledge, skills, and mindset needed to succeed in diverse educational settings. It encompasses both theoretical foundations such as educational psychology, pedagogy, subject expertise, and curriculum development and practical experiences like lesson planning, managing classrooms, and assessing student performance. Beyond academic and instructional content, teacher preparation also focuses on developing essential soft skills including effective communication, empathy, adaptability, and a strong sense of ethical responsibility. These qualities are crucial for creating inclusive and supportive learning environments. Teacher training can occur through pre-service programs, which prepare individuals before they enter the profession, or in-service programs, which support the ongoing professional development of practicing teachers. Ultimately, the purpose of teacher training is not only to enable educators to deliver lessons effectively but also to empower them to inspire, guide, and meet the diverse needs of their students, thereby improving the overall quality and outcomes of education.

ELT classroom

An English language teaching classroom, or ELT classroom for short, is a setting where students who are not native speakers of the language are taught English. The area of English as a second or foreign language (ELT) encompasses teaching methods, curriculum design, teacher training, and evaluation that are primarily focused on this language. This type of classroom can be found in schools, language institutes, universities, or even online. Assisting students in developing the four essential language skills; listening, speaking, reading, and writing is the main objective of an ELT classroom. Teachers frequently employ a range of strategies, such as task-based learning, communicative language instruction, or grammar-

translation techniques, dependent on the needs of the students and the educational environment. Additionally, vocabulary development, pronunciation, cultural awareness, and self-assurance in everyday conversation are all prioritized in these classes. Particularly in non-English speaking nations like Nepal, ELT classrooms are essential for international education, professional development, and intercultural communication.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consists of review of the theoretical literature, review of empirical literature, implications of the reviewed study and conceptual framework. The literature related to the proposed study is reviewed under sub-headings.

Review of Related Theoretical Literature

A literature review is one of the most important components of every study because it allows the researcher to discover the standards and norms of rigorous methods in a methodical manner, to investigate and find more ideas on their own topic area, and to review them in accordance with explicit procedures. The documented works produced by researchers and scholars must be reviewed.

History of Teacher Training

Teaching theories, teacher education, teacher training history, and the contemporary history of educational designed in Germany throughout the early 18th century. The history of education and the teaching of formal teacher education and training in English-speaking nations started when the University of Edinburgh established a chair in education with St. Andrews in the USA. Notable figures in this field include Henry Bernard, Nicholas, Murray Butler, and others. French education and teaching history began in the 18th century with the establishment of the first teacher training college.

In Nepal, the history of teacher education is quite short. The "Durbar School" was established in 1910 BS, marking the official start of the school of education. Prior to its creation, Gurukul Education, Gumba Education, and others fulfilled the need for education. Prior to the 2007 People's Revolution, some of the schools were founded. The establishment of the Basic Teacher Training Center in 2004 BS marked the beginning of teacher education. For teacher education, it was the first attempt. After 2007, this program stopped being active. Then, on 14th, the Bhadra, 2011 Basic Teacher Training Center in Tahachal began operation. The center handled skilled SLC graduate educators' three-month training. There was six months of teacher training for the SLC graduates who were teaching.

The number of schools expanded quickly after democracy was established in 2007 BS. The demand for teacher training outside of the Kathmandu Valley was too

great for the Basic Teacher Training Center in Kathmandu to meet. Thus, it was initially expanded in Dharan on Ashwin 1313. After that, Birgunj and Nepalgunj were added. Its name was later changed to Normal School. On the advice of the All-Round National Education Committee, (ARNAC 1318) it was renamed the Primary Teacher Training Center in 1323 BS.

In 1310 BS, the Nepal National Education Planning Commission (NNEPC), the country's first commission on education, suggested that a college of education should be established to offer potential lower secondary and secondary school teachers in Nepal that regulates two year and four-year teacher education programs. This led to the establishment of the "College of Education" in 1313 BS. Bachelor's degree holders received one year of instruction, intermediate graduates received two years, and SLC graduates received four years.

With the founding of Tribhuvan University in 1316, pre-service training became necessary. Teacher training became mandatory under the National Education System Plan (NESP 1328–32), which paved the way for the growth of teacher training programs across the nation. Tribhuvan University's "Institute of Education" (IOE) served as the umbrella organization for all of the institutions, including the College of Education and National Teacher Training Centers. Programs for pre-service teachers were offered, including two-year Intermediate (I. Ed.), two-year Bachelor (B.Ed.), two-year Masters (M.Ed.), and one-year Bachelor (one-year B.Ed.). There were teachers who participated in the government-sponsored scholarship programs. The Institute of Education also offered pre-service training, including high school-based training programs, A level and B level courses, and on-the-spot training. The Faculty of Education of Tribhuvan University, which is part of the Royal Commission for Higher Education, is involved in pre-service education for prospective educators.

Teachers who received 150 hours of training in the first stage of the Basic and Primary Education Project (BPEP), which started in 1349 BS, received 180 hours of training, bringing their total training to 330 hours. The establishment of an institution to train educators and educational personnel was suggested by the National Education Commission (NEC-1349). Consequently, in 1350 BS, the National Center for Educational Development (NCED) was founded. Following its extension to include the Secondary Education Development Center (SEDC) in 1361, NCED is now the Ministry of Education's (MOE) top agency for the development of educational human

resources. It also participates in the in-service teacher training program. The Higher Secondary Education Board (HSEB), which was established and has also generated human resources for teaching with the +2 faculty of education.

The importance of teacher education has been highlighted by the requirement of training for permanent teachers. The Teacher Education Project (2002-2007), which was funded by the Asian Development Bank (ADB) and the Government of Nepal, brought about changes to the pre-service and in-service training curricula. It is mentioned that NCED/Distance Education Modules can be used for Primary Teacher Training. To properly administer training, the Nepali government has implemented Training Policy 2064.

Since 98.2% of the teachers upto Ashwin 2066 BS have received training, the necessity for professional growth for teachers was identified. Thus, on the advice of the School Sector Reform Program (SSRP), Teachers' Professional Development has been started.

Teacher Training

The word "training" describes the process of gaining information, skills, and abilities through vocational instruction that relates to particular usable competencies. A component of both teacher education and teacher development is teacher training. One method of preparing a person for a career in any subject is teacher training. Training is seen as a necessary condition for anyone to manage any duty. To equip teachers to run classes effectively, the training curriculum incorporates practical teaching, hands-on activities, presentation, and interaction. New teaching techniques and instructor confidence are fostered by training. Glower and Walters (1983, p. 4) state "trainees can contribute suggestions and information about pupils from training."

According to Lazar (2009), "Teachers learn best when they actively participate in the training session." The active participation could be as simple as setting aside time to study and consider a novel concept or as complex as brainstorming ideas in a group environment. As a result, only training can provide teachers the direction they need to advance beyond their current role and supply them with fresh ideas.

The candidate can learn from teacher training how to provide that feedback to colleagues and pupils. Thus, learning competences, skills, and knowledge related to teaching is referred to as teacher training.

Types of Teacher Training

One of the most important components of teachers' professional growth is teacher training. In general, teacher training refers to the policies, practices, and resources designed to empower and enhance educators with the abilities, attitudes, and knowledge necessary to contribute to the advancement of the teaching profession. Teacher and head teacher pre-service and in-service training are the primary interventions for the development of teachers in Nepal, as the school sector reform plan (SSRP) aims to increase their capability. Two distinct types of teacher training exist which are as follows.

Pre-service Teacher Training

The training that instructors get prior to entering the teaching profession is known as pre-service teacher training. According to Harris and Saas (2008), pre-service teachers' learning and course quality have an effect on fostering student learning achievement. The B.Ed. and M.Ed. programs offered by Tribhuvan University include pre-service teacher preparation, which serves to improve teachers' abilities and knowledge while giving them the chance to practice in the actual world. Additionally, according to Kennerdy (1998), pre-service teachers can pick up some incidental knowledge about classroom management or learning theory related to child development.

"Pre-service teacher training is vital as research suggests that it is the most effective strategy to increase educational quality as it will have overall advantages across the whole education system," according to a study from the Department of Health and Education's advice and resource team (2015, p. 02). This indicates that the 11 pre-service training has many benefits that support the overall quality of education. It includes all of the information that pertains to and supports the teaching process in order to help the teacher accomplish the difficult activities (improvement tasks) that are necessary for the pupils to learn.

In-service Teacher Training

When teachers first start their careers, they get training known as "in-service teacher training," such as conferences, workshops and seminars. In order to maintain ongoing professional development, in-service training is particularly crucial. In-service teacher training contributes to significant changes in actual classroom

practices and positive student outcomes (Bayer, 2013). The word "in service" refers to teachers who are currently working rather than those pursuing professional training, according to Baily (2006), cited in Shrestha Raju (2012). Marsha and Naftaly (1999, p. 02) state that teacher in-service training is one of the key elements to raising the standard of education. A teacher who has received training will be able to use his experiences to guide his professional development. This quality gives the instructor exceptional control over the classroom. Additionally, it helps the instructor carry out his lesson in an effective manner.

Importance of ELT Teacher Training

To gain practical expertise in a certain field, training is really beneficial. In order to manage the classroom and the activities that take place there, teacher training is helpful in the educational process. Since it is thought that no high-quality education can be delivered unless instructors are trained, teacher training programs have been established all over the world. Different English language teacher training programs have been introduced in Nepal at various levels, ranging from elementary to university. To create qualified personnel who can actively teach English, training in the language has been introduced.

According to Wallace (2010), teacher training is a process of learning that develops moral, cultural, social, and intellectual aspects of the whole person as an individual and member of society. Richards (2010) agrees, stating that training entails understanding basic concepts and principles as a prerequisite for applying them to teach and the ability to demonstrate theory and practice in the classroom. Teachers must receive training repeatedly in order to adopt the changing knowledge in the field of education. Richards (2010, p. 3) lists a number of objectives from the standpoint of training. Effective questioning techniques, utilizing classroom aids and resources (such as videos), modifying the textbook to fit the class, learning how to use group activities in a lesson, and creating methods for providing students with performance feedback are some examples. Similarly, Wallace (2010, p. 2), "The increases in language instruction have led to an increased demand for language teachers and the consequent requirement to prepare these teachers."

Our educational system must move past the question, "Is teacher training important?" Before any other changes we make to our educational system can truly

have a positive impact on students, we must first address the issue of "Our teachers MUST be trained regularly."

Empowering Educators: The Value of Teacher Training

As stated by Renick (2016, p. 1), "Teacher training programs improve teachers' general skill, improve overall organization, time management, educational technological knowledge, and learn better ways to motivate students." He adds that all of these aspects have been shown to result in better student grades and a higher level of classroom interest. In other words, training teachers means facilitating the teaching, motivating the students toward the teaching learning activities, and developing them professionally. Giving teachers training entails advancing their own education, helping them acquire new techniques and abilities, creating instructional materials, encouraging critical thinking, and ensuring they can assist students in achieving their full potential. Thus, the process of connecting theory and practice is facilitated by teacher training. Kelly (2017, p. 2) lists the following advantages or significance of quality teacher preparation:

Helps Prevent Failure- Kelly claims that while new teachers have numerous difficulties on a daily basis in their work lives, good teacher preparation helps them stay clear of these difficulties and boosts their confidence in dealing with the numerous issues that teachers encounter on a daily basis. Teachers may feel like failures without this background and finally give up.

Helps Avoid Teacher Burnout- Teacher burnout will be addressed by effective teacher training programs. First of all, it aids novice educators in comprehending the factors that can contribute to teacher burnout. Sometimes this is just the stress of teaching every day. But it can also result from a lack of variation in the material and instructional strategies. Students can learn about the various ways a subject might be taught by participating in teacher training programs that concentrate on specific subject areas, such as math or social studies.

Provides an Understanding of the Benchmarks for Achievement- The goal of many inexperienced teachers is to help students successfully memorize and repeat information. Does this, however, demonstrate actual student accomplishment? Lacking knowledge about what true student learning is and is not, novice teachers occasionally design lessons that don't produce the desired outcomes. However,

students can learn how to identify and use useful standards for students' progress through teacher preparation programs.

Provides Supported Practice in Controlled Environment- Reading a book is not enough when it comes to teaching. It is insufficient to merely listen to educators discuss their teaching strategies. To help them comprehend what is expected of them in their new role, teachers now need both good mentoring and practice teaching. In a classroom setting, this is accomplished through student teaching. It is crucial, nonetheless, that student teachers be assigned to classes that suit their interests. In order to support student teachers' learning, the supervision instructor must also be active and offer daily comments.

Stops Costly Experimenting on Students- All educators try out new lessons and methods, but occasionally, those who lack the necessary training will try things that education may have taught them would not work. There is a learning cost to this experimentation for the students.

Issues and Challenges of Teacher Training

Training is defined as activities that are specifically related to a teacher's current duties and are usually intended to achieve short-term, urgent goals (Richards and Ferrell, 2005, p. 3). They go on to state that training entails comprehending fundamental ideas and concepts in order to apply them to instruction and demonstrate them in the classroom. Thus, teacher training covers every conceivable topic, including its objectives, technological elements, the school environment, teachers' expectations, and so forth. According to Dalogle (2004 as cited in Koc, 2015, p. 460), determining needs is the most crucial factor in a program's success. As a result, the problem of teacher training is linked to a number of issues, including weak student teacher academic backgrounds, copycat mentalities, selection issues, and teaching conditions. According to Chanda (2015), the main concerns of teacher training are the operation of teacher education institutions, value erosion, program structure, achievement of constitutional objectives, creativity development, and living skill development. In a similar vein, Vazir and Retallick (2004, p. 4) outline a number of concerns and challenges pertaining to teacher training. These include a lack of optimization of lessons and gains from foreign-aided programs; a lack of coordination, communication, and collaboration among various departments; an

imbalance in the distribution of staff, especially with regard to gender and rural-urban distribution; inadequately staffed, managed, equipped, and monitored institutions; and a lack of policy analysis, strategic planning, implementation, and evaluation.

Copycat Mentality- One of the main problems that aims to replicate what occurs in the western region is the copycat mentality (Paudel, 2014, p. 2). All of the curriculum pedagogy, pedagogical approaches, assessment method, teaching style, culture, philosophy, and educational systems are copied from the West, so we people lose our culture-sensitive pedagogy method, teaching method, curricula, and teacher training method. Therefore, the need for culturally sensitive pedagogy in teacher training programs is crucial.

Shortage of Trained Trainers and Trained Teachers- Recent data shows a substantial disparity in teacher training, even though the government of Nepal says that 97.3% of elementary, 86.6% of lower secondary, and 95.3% of secondary-level teachers had training as per the Flash Report 2015-016. 90.58% of secondary school teachers and 98.1% of primary school teachers, respectively, were reported to have completed the bare minimum of organized teacher training in 2023. But these numbers conceal deeper problems. Despite having received formal training, many teachers still use traditional teaching techniques and do not have access to professional development opportunities, which results in less-than-ideal student outcomes. This situation is exacerbated by a severe teacher shortage, with over 65,000 vacancies, particularly at the lower secondary and secondary levels. Effective teacher training is further hindered by the small number of Education Training Centers (ETCs), which was decreased from 29 to 7, and the lack of resources. These issues highlight the necessity of a comprehensive approach to teacher training that encompasses not only initial certification but also ongoing professional development, mentorship, and alignment with modern teaching techniques.

Teaching Condition- Teachers in Nepal are overworked and underpaid, and they face unreasonable demands and pressures, especially when they are transferred to rural areas where living standards are typically lower than in urban areas. He says policymakers should make sure that teachers are treated fairly so that they can give their best effort and results in the classroom and in the community, and that their working conditions need to be carefully reevaluated (Paudel, 2014).

Ongoing Professional Development- Teachers must receive continual training in order to stay current with the swift advancements in educational technology. However, leaders frequently prioritize infrastructure and equipment when planning for a system-wide shift, but they neglect the necessity of professional learning, which is lacking in our setting.

Shifting from Knowledge to Practice-Teacher trainings necessitate a change in focus from what teachers do in the classroom, and teachers frequently struggled to apply these changes in ways that made them feel successful or beneficial to their students. Paudel (2014, as cited in Freeman, 2001, p. 73) asserts that this knowledge-transmission perspective has numerous errors. Improving instruction in the classroom relies on the transfer of knowledge and skills from teacher education.

Teacher Training in Nepal

The first formal teacher training program in Nepal was established in 1948 A.D. as a basic teacher training program to train primary school teachers. However, it was discontinued after the Nepal National Education Planning Commission (NNEPC) recommended in 1954 that two-year and four-year teacher education programs be offered to lower secondary and secondary level English teachers. Other institutions were also contributing to the teacher training program, including the primary school teacher training center (PSTTC) in 1961, the mobile normal school in 1959, the A-level and B-level teacher training programs, the radio education teacher training project, and others. All of the training programs listed above are essential for teacher preparation. These all-related institutions, such as the National Educational Planning Commission and the College of Education, were part of Tribhuvan University's Institute of Education (IOE), which offers pre-service and in-service teacher training.

Three primary training institutions are currently in existence in Nepal, according to Paudel and Gyawaly (2011, p. 22). These include the Higher Secondary Education Board (HSEB), various universities, and the National Centre for Educational Development (NCED).

Both NCED and HSEB are offering nationwide in-service teacher training programs. With the goal of providing teacher training, creating policies for teacher training, and creating and sharing curriculum materials for in-service training through the active participation of many institutions, NCED is regarded as an umbrella

organization. Training programs are launched by several universities. Among these, the education faculty at Tribhuvan University has started a four-year bachelor's degree to train secondary school teachers. For those who have earned a bachelor's degree from another university and wish to pursue a career in teaching, it also offers a one-year B.Ed. program. Similarly, other universities including Nepal Sanskrit University (N.S.U.), Purbanchal University (P.U.), and Kathmandu University (K.U.) provide bachelor's and degree programs as well as pre-service teacher training. Despite this, there are other NGOs and INGOs that perform in-service and refresher teacher training programs for working teachers, such as the British Council and the Nepal English Language Teachers Associations (NELTA). The main goal of the current study is to determine the effects of teacher training in ELT classrooms, in addition to implementing these training programs in the setting of Nepal.

Transfer of Teacher Training

Specialized knowledge gained by education and experience is necessary for the teaching profession. We cannot conceive how successful classroom delivery would be without properly prepared teachers; teacher preparation is a critical component in developing skilled educators who have a significant influence on the caliber of classroom delivery. The purpose of teacher training is to build classroom skills, not to acquire knowledge for the sake of a credential. During the training process, the trainee instructors have not yet come to understand that creating a conducive learning environment in the classroom and organizing lessons are key responsibilities. Therefore, it is necessary to set up the starting point of skills that have to be were transferred. Transfer of training knowledge is that almost magical link between training expectations and classroom performance. "Transfer of knowledge and skills depends on how the training is designed, delivered, and moreover, how the manager measures its effectiveness in real work situation" (Bhatia, 2005). First, there is no practice transfer of knowledge in the classroom. The teacher training program in Nepal has not been very effective and tolerable. If a teacher does not transfer his or her knowledge and skills that were acquired during training, a new teaching-learning scenario would begin in the classroom.

Review of Related Empirical Literature

Reviewing the relevant research that has already been done in the field is known as an empirical literature review. It is a written critique and synopsis of study on the specific topic or subject. Numerous studies have been conducted in the subject of teacher preparation; a few of the most significant ones that are relevant to this investigation which are reviewed as follows:

Joshi (2010) conducted research entitled “Transfer NCED ELT Training.” The main objective of the study was to find out the degree of skills acquired by trainees and effectiveness of ten months ELT training provided by NCED. The sample population was ten English teachers from Kailali district. He used observation as a tool for data collection for every detail of activities, procedures, comments and suggestions. Finally, he found that there were varieties of activities in classroom but the teacher could not make the activities meaningful, situational and real-life skills.

In the same way, Cheetri (2012) conducted research on “Classroom Performance of Trained Teacher of English at Primary Level”. The main objective of this study was to find out the classroom performances of the trained teacher of English at primary level and to explore their opinion towards teacher training. This study was carried out using both the primary and secondary sources of data. He used observation, checklist and semi-structured interview. The informants were twenty primary level English teachers of Syangja district and for interview he selected only ten teachers whose classes were to be observed. This study found that trained teachers were not entirely implementing their skills in that they had learnt from the training in the classroom. Their opinions towards teacher training found positive.

Similarly, Mahara (2012) carried out a research work on “Teacher’s Views on Teacher Training” the main objective of his research work was to find out the teacher views on ELT trainings for professional development. It was survey research. The main tool for the data collection was questionnaire. The sample of study included twenty trained secondary level English language teachers from Lalitpur district. The study showed that all the views of responded were positive on teacher training but lack of teaching materials hampered their performance.

Subba (2014) conducted research on “Application of Teacher Development Training in English Classroom”. The main objective of the study was to find out the

status of the application of TPD training by secondary level English teachers in classroom. From ten different secondary level public schools were taken as the sample by using sample random sampling method. He used questionnaire, observation and checklist as the tools of data collection. The study has concluded that the entire expected behavior of the teachers at the classroom was poor how it actually should be a trained teacher.

Jagari (2016) conducted research on “Teachers Perceptions on the Role of Classroom Observation for their Professional Development”. The main objective of the study was to find out teachers' perception on role of classroom observation for teacher professional development. For this purpose, he selected thirty secondary level English teachers from Nuwakot district and used questionnaires for collecting data as well as observation. The sample of population was selected by using judgmental non-random sampling procedure. The main finding of the study was classroom observation play effective role for teacher professional development. The teachers were motivated from feedback provided by observer. Classroom observation helps to maintain the discipline in the classroom and helps teachers engaging in problem solving that occur in the classroom and then applying the new ideas. Classroom observation also help to improve presentation in the class, making teaching materials, improve 30 the way of using visual materials in the classroom and developed the communicative competence of the teachers

Dhungana (2016) conducted research entitled “Role of TPD Training in Language Teaching”. The main objective of this research was to find out the role of TPD training program in teaching different language skills in English classroom management .the participants of the study were forty secondary and lower secondary level English teachers from Palpa, Syanja and Tanahu districts .A set of questionnaire was used as research tool .In this research where both types of questions is open-ended and close-ended were included. This research found that TPD training program was fruitful for the English language teacher in terms of teaching different skills and sub-skills management of language classroom, preparation and use of teaching materials and teachers professional Development.

Similarly, Wided (2016) conducted research on “The Efforts of Teacher Training on Students Academic performance” the main objective of the study was to find out the importance of training and its influence on teaching process and also the

role of training process in the enhancement of teachers' qualities. In order to test hypothesis, he investigated teacher of English language of MS3 of Iddrissi Mohamed. Teacher interview has been conducted to two teachers of English language. He found that any teaching carrier entails for taken the training process successfully to provide the notion with the good quality of teachers. on the other hand, it reduces the quality of all teachers who are always facing great challenges concerning their profession. Hence it would be purposeful process if all teachers adopt the training continuously. If there are trained teachers, the students learning environment will be improved.

Khadka (2017) conducted research on "Perceptions of English Language Teachers towards Ten Days TPD Training". The main objective of this study was to explore the perceptions of English language teachers towards Ten days TPD trainings perceived by the teachers. The researcher used survey research design and collected the data by using a set of questionnaires, the selected thirtythree secondary and lower secondary level English teachers from Dailekh district: are the sample of population. The sample sizes were selected by using non- random sampling procedure. It was found that almost all English language teachers have positive perception towards ten days TPD training. They argued that it helps them to update with newly emerged techniques and methods and helps for teacher professional development. They opined that Ten days TPD training helps to overcome the classroom problems, it develops confidence 31 level and it helps to choose appropriate methods and techniques as per the nature of the content.

Paudel (2017) conducted research on "Perception of Teachers on Application of Teacher Training in the ELT Classrooms". The main objective of the study was to find out the perception of teachers on application of teacher training in ELT classrooms and to find out the training is transferred by teachers or not. This research also makes an effort to find out the perception of teacher training skills and knowledge are really helpful for improving the teaching learning process of teacher and student or not which they acquired from the training. the research based on survey design. Thirty informants were selected using non-random sampling strategy. A set of questionnaires consisting of both close-ended and open-ended questions he used as a tool for collecting the data. the collected data were analyzed and described statically and descriptively. After analyzing and interpreting the data, he found that all the teachers are trained but the skills and knowledge obtained from the training are not

applicable due to the lack of proper management of the classroom and sufficient teaching and learning materials.

Upadhyay (2017) conducted research entitled “Impact of Teacher Training on Students’ achievements in mathematics of grade IX students of Kailali district. The objective of the study was to find out the impact of teacher training in learning strategy of mathematics and analyzed the activities of trained teachers in mathematics class. This study is based on mixed design and he selected 144 students from six community schools by convenience sampling method for this study. He collected the data from interview, questionnaire, class observation and annual results of school. The study showed significant differences between mathematics achievement of students taught by trained and untrained teachers.

Likewise, Bist (2019) conducted research entitled “Teacher Training for Classroom Management” The main objective of the study was to find out the roles of teachers training for classroom management. The research based on narrative inquiry research design and qualitative method in nature. He used four secondary level English teachers. He used depth-interview for the collection of data, and thematic approach was applied for the analysis and interpretation of the data. The study showed that teacher training program has brought positive change in the professional carrier of teachers. After attending the training program has brought positive change in the professional carrier of teachers. After attending the teacher training program, teachers are being able to design material, make use of the designed material in the class, use various techniques while teaching, prepare and use lesson plan and manage the classroom properly.

Implications of the Review of the Study

In particular, the review of relevant theoretical and empirical literature is essential to the success of this study. To identify the research topic, establish research questions, choose suitable procedures (research design, tools, etc.), and develop a creative conceptual framework related to the study and other significant aspects of research, the review work offers valuable insights. In other words, it aids the researcher in focusing and clarifying the study subject, methods, and contextualizing the results.

I have also benefited much from the literature review in terms of improving my methods, broadening my knowledge base in my field of study, and bringing clarity and emphasis to research challenges. And following my analysis of the gathered data, I was able to put the results in context. Likewise, the examination of empirical literature aided me in creating the proper methodology.

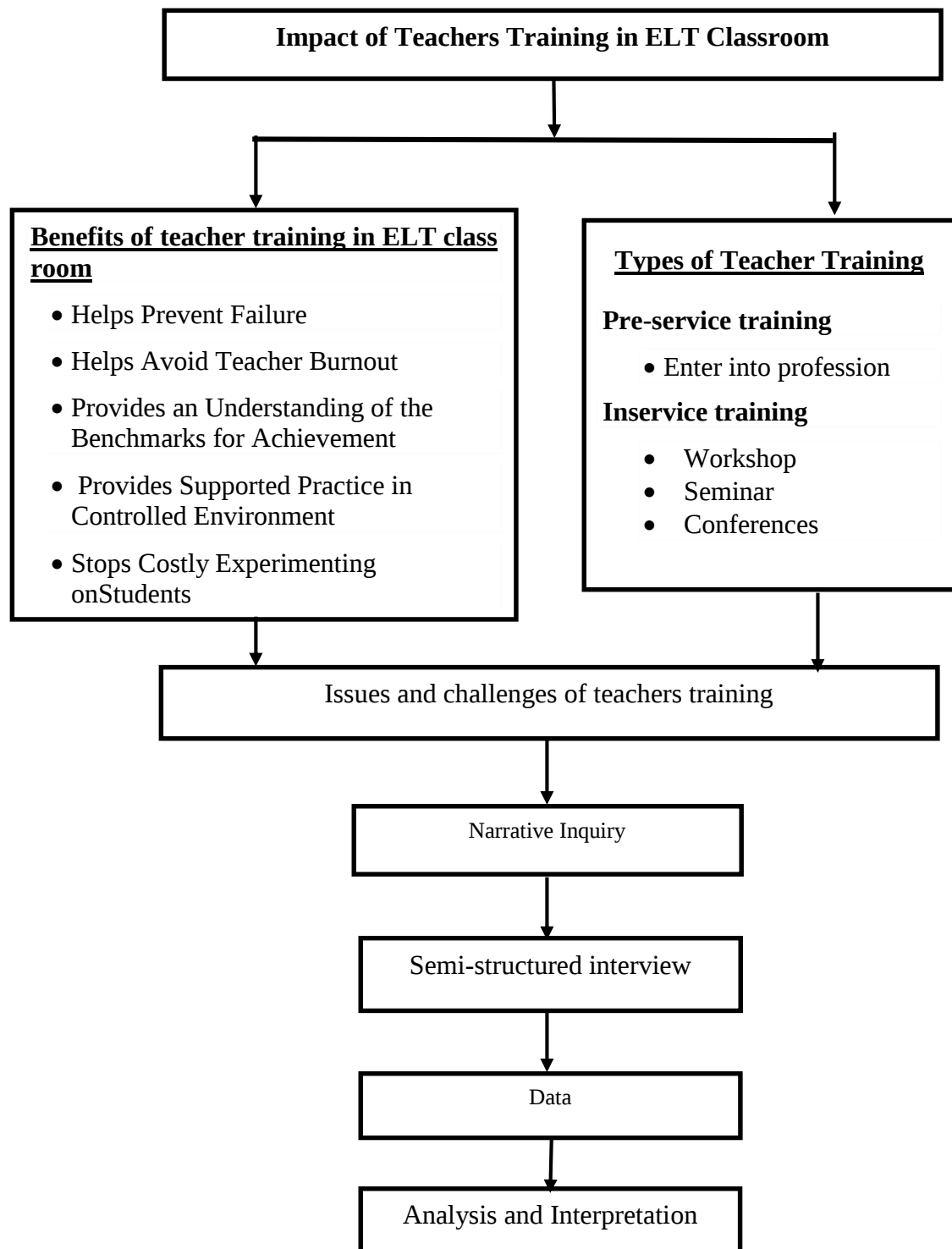
While reviewing theoretical literature, I read a variety of books, essays, and journals. Likewise, I had read a lot of empirical research that was quite comparable to what I was studying. Following my literature evaluation, I discovered some implications for finishing my research.

These reviews were extremely detrimental to my research. They helped me choose the best research methodology and gave me the theoretical underpinnings for my investigation. It assisted me in determining the right sample size. It also assisted me in choosing and creating the best research instruments and sampling strategy. Similarly, from the previously mentioned studies, I learned about the actual results of their research.

Therefore, I was able to confirm the study's professional knowledge and support how the study's findings aligned with the body of existing information by reviewing relevant theoretical and empirical literature.

Conceptual Framework

In research, a conceptual framework is a written or visual model that lists the main ideas, variables, and connections between them. By outlining what will be looked at and how, it aids in directing the research. It gives the research process structure and aids in the development of questions, hypotheses, and the overall research design. It is based on theory or previous research. My study's conceptual framework is shown in the figure below.



Chapter III

Methods and Procedures of the Study

Research methodology and procedures offer precise guidelines for carrying out any study in an organized manner. The strategies, procedures, or techniques used in the gathering of data or evidence for analysis are known as research methodologies. A research approach is the fundamental idea that will direct the complete study, claims Dawsoa (2019). The study's design, population, sample, and sampling strategy, research instruments, primary and secondary data sources, data collection methods, data analysis and interpretation processes, and ethical issues are all covered in this chapter.

Research Design

The general approach used to identify solutions to the research problem is known as research design. It is an organized, methodical approach to knowledge discovery that directs our study at every stage. It directs the research, especially in the areas of theory, analysis, and practice, which give the study its structure. According to Creswell (2004), the research design is, "the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data" (p. 31). The research can be conducted in a variety of ways and designs. In order to finish this study, I used a qualitative research approach in general and a narrative inquiry model in particular. The best research design for interpretative studies that focus on individuals experience is narrative inquiry. "The interdisciplinary study of the actions involved in creating and evaluating stories of life events is known as narrative inquiry" (Pandey, 2025, p.117). By sharing their lived experiences or telling stories, researchers can gather data for their studies. This is known as narrative inquiry.

As a research design, narrative inquiry emphasizes its capacity to uncover personal narratives and experiences. The goal of narrative inquiry, a qualitative research approach, is to better understand people, communities, and society by gathering and examining narratives. Participants lived experiences and the significance they assign to them are highlighted. For my research, I used the narrative inquiry research design to examine the "Impact of Teacher Training in ELT Classroom."

Background of the Respondents

In this narrative inquiry study, the participants were interviewed in their natural setting. The study focused on three English language teachers who were teaching English in the secondary level in two different schools in Kirtipur municipality, Kathmandu. To maintain anonymity and for the ease of data analysis and interpretation, the participants have been pseudonymized as A, B and C. The backgrounds of the teachers have been briefly presented below.

A: For the past sixteen years, she has been teaching in different schools in Nepal. Currently, she is forty-three years old who engaged in teaching English at secondary level in Mangal Secondary School, Kirtipur. Her academic journey includes the successful completion of a master's degree in English Education from Tribhuvan University. Furthermore, she has also accomplished different TPD trainings related to English language teaching.

B: She has been instructing English at Secondary level for 9 years in Mangal Secondary School. Furthermore, she is 45 years old who successfully completed her master's degree in English Education from Tribhuvan University. As she mentioned she has taken different trainings related to TPD provided by local government, NGOs and INGOs.

C: He is a forty-seven years old English teacher teaching at secondary level in Kirtipur Secondary School. As per his account, he successfully attained his master's degree in English Education from Tribhuvan University. According to his testimony, he dedicated two years to instructing English in various private and public schools before assuming his current role as an English Language teacher at this school, where he has been teaching for a span of ten years. He has also shared that he has taken different trainings related to teachers' Professional Development such as TPD training, refreshment training, pre-service training.

Population, Sample and Sampling strategy

A population is the total set of people or environments that researchers are interested in examining. The population of this study consisted of all English language instructors who had taken part in official teacher preparation courses. A wide range of educators from elementary, secondary, and university schools are included in this.

More precisely, three English language teachers who have been teaching the English language in two different schools in Kirtipur municipality for more than ten years and who have taken part in and finished various formal teacher training programs were purposefully chosen as the sample population for this study in order to gather detailed narratives. Therefore, secondary level English language teachers were selected as the sample for data collection, and in-depth interviews using a semi-structured questionnaire were carried out in the school with this group. Participants in my study were chosen based on some criteria that is; participants are actively teaching in an ELT classroom at the time of the study and their completion of formal teacher training programs.

Sources of Data

For the study, data from primary and secondary sources were consulted. Secondary data helped to facilitate the study, and primary sources were employed to gather the data.

Primary Sources of Data

The main sources of data are the study's fundamental components. The study's main sources of data were interviews with three English teachers at the secondary level, and my analysis of the data took into account their individual experiences receiving teacher preparation in an ELT classroom.

Secondary Sources Data

Secondary data sources included already completed empirical study, theoretical research, articles, journals, magazines, theses, dissertations, and other academic ideas published via the internet or in printed form.

Research Tools

My primary method for gathering data for this study was interview with semi-structured questionnaire. A prepared set of fundamental questions served as the main guideline questionnaire, and additional questions were posed in response to participant responses. The purpose of the interview was to examine how teacher preparation benefits ELT classrooms.

Data Collection Procedures

I followed step-by-step methodological processes in order to collect data. First and foremost, I selected the tool, went to the school administration, obtained verbal consent, and established a rapport with both teachers and school administrators. Semi-structured interviews were used to gather data during actual conversations between the researcher and informants. During these interviews, the researcher explained the goal of the study and informed the participants regarding confidentiality and privacy. I next conducted interviews with the chosen samples and collected information using a methodology I had already created before speaking with the respondents. With their consent, I recorded the data. I had finally expressed my gratitude to everyone.

Data Analysis and Interpretation Procedures

Using a semi-structured interview, I collected the data and then used a thematic approach to analyze and interpret it. This means that after interviewing the chosen sample, the recorded data were transcribed, coded, categorized, and key themes were created, interpreted, and discussed under various headings. As previously mentioned, nine open-ended questions were asked during the semi-structured interview employed in this study.

Ethical Considerations

The term "ethical consideration" refers to the principles that a researcher must uphold throughout the research process, such as obtaining consent from relevant parties, protecting participant privacy, and preserving and validating data while conducting the study. Any research project should carefully adhere to the principles of justice, privacy, human rights, and individual diversity in terms of opinion exchange. Researchers should treat research subjects with respect and secrecy, and they shouldn't expose them to harmful influences. Respondents' responses to the survey were kept confidential, and no personal bias was introduced. The data and conclusions obtained from the chosen respondent were only utilized for this planned study. When responding to the researcher, each person's right was fully recognized and respected without interference or coercion. The results were accumulated systematically, with all required citations and references included.

While conducting my research, I had carefully considered various ethical considerations. I used the collected information strictly for the objectives of this study and have preserved confidentiality with all participants. Throughout the research process, I made every attempt to prevent plagiarism and made sure the data was accurate, truthful, and honest. Pseudonyms have been employed to safeguard the participants' identities. Instead of altering the information gathered, I have concentrated on deriving significance theme from the participants' answers.

Chapter IV

Result and Discussions

This chapter contains the interpretation and discussion of the result derived from the primary and secondary sources of data which I have used in this study. Here, I have interpreted the collected data descriptively. The results of the study are presented mainly in different themes and followed by descriptive discussion.

Improved Teaching Methods and Pedagogical Strategies

The ability of instructors to implement contemporary teaching strategies, like task-based learning and communicative language instruction, is greatly improved by teacher training programs. According to research, well-crafted teacher preparation programs give educators a variety of creative approaches that better suit the needs of a wide spectrum of students. Teachers who have received training in modern techniques are better able to use adaptable teaching strategies that include students and promote active learning (Kang and Kwon, 2020). In ELT, where the aim of instruction is successful communication, this is particularly significant in instructional activities.

Regarding the role of training to improve teaching methods, respondent A shared;

I have known that implementing fresh techniques like task-based learning and formative evaluations has significantly enhanced my instruction after going through teacher training. My kids' performance has increased and they are more involved, particularly in speaking and reading comprehension exercises. Their participation has significantly increased, and they feel more comfortable speaking English in everyday contexts. Their learning has changed significantly as a result of these techniques.

This evidence shows that teacher training helped teachers to use new methods that made their students more active, improved their English skills, and made them more comfortable in speaking every day.

In the same way, participant C shared:

I have noticed a significant increase in my kids' interest when I began implementing the strategies I learned in teacher training, such as differentiated instruction and task-based learning. In class, they are more engaged, particularly when it comes to reading and speaking exercises. They

are clearly becoming more comfortable speaking English thanks to these techniques, and their performance has undoubtedly improved in overall. Their learning and my teaching both benefited from the training.

The evidence highlights that training helped to use new strategies that made students more interested and confident in speaking English, which improved both their learning and teachers' teaching.

In the similar vein respondent B also shared:

I learned new techniques throughout the teacher's training, such as incorporating real-world scenarios into classrooms and utilizing communicative exercises. I now create classes that incorporate more pair work, debates, and problem-solving exercises than I did in the past, when I mainly followed a set textbook routine. Due to these modifications, my classes are now more engaging and participatory. My pupils are more engaged and more at ease using English. Additionally, I've learned how to modify my instruction to accommodate varying learning levels, which has really aided in keeping all of my students engaged and advancing.

This excerpt indicates that teacher training helped teachers to make lessons more interactive and flexible, which has made students more comfortable, engaged, and better at learning English.

Respondents A, B, and C specified confirmation that teacher training programs greatly improve the efficacy of English language teaching (ELT) by providing teachers with modern and innovative, student-centered approaches like task-based learning, communicative activities, and differentiated instruction. These methods have raised student participation, given them more self-assurance when speaking and reading, and helped them perform better in critical domains like speaking and understanding. In order to create more dynamic classrooms and improve learning results, teachers reported a change from strict textbook-based instruction to more participatory, flexible, and inclusive methods. All things considered, the answers highlight how important teacher preparation is to creating creative, responsive instruction and encouraging language acquisition success for students.

Increased Teacher Confidence and Professional Growth

Teachers who receive training are more likely to say they feel more confident about their ability to teach. Enhancing self-efficacy through teacher training is essential for raising the caliber of instruction. Teachers are more inclined to try out novel techniques and foster a supportive learning atmosphere when they are satisfied. Data shows that possibilities for professional development increase confidence in classroom management and student needs adaptation (Pishghadam and Ghaffar, 2021). Similar to this argument, respondent B shared;

I felt much more comfortable teaching after finishing the program. I began implementing fresh techniques, such as speaking exercises and group projects, which increased my pupils' interest and willingness to participate. I also discovered fresh methods for evaluating their development, which let me provide better assistance. This has not only improved my kids' performance but also increased my confidence as a teacher.

The result of the interview shows that teacher training program helped to become a more confident and effective teacher by using new methods that made the students more engaged and improved their learning.

In the same way, teacher C stated:

I felt much more confident after receiving teacher training. I was more at ease experimenting with novel teaching strategies, such as interactive exercises, and it truly helped in the classroom. My pupils' involvement increased and their proficiency increased. In order to provide more focused support, I also improved my methods for evaluating their development. It's been a fantastic experience for my professional growth as well as the education of my students.

It shows that teacher training boosted teacher's confidence, helped teachers to use new teaching methods, and improved both students' learning and teachers' own professional growth.

Furthermore, respondent A shared:

I felt encouraged to experiment with new methods in the classroom because of the training I got. Before, I was unsure of what would work, so I would only follow the textbook. However, I feel better equipped and willing to try new

tactics, such as games and pair work. I feel more in control and productive as a teacher now that I know how to modify my lectures to accommodate various learning preferences. I feel more motivated at work and have developed professionally as a result of this.

It clearly demonstrates that teacher training gave the confidence to try new teaching methods, making lessons more engaging and helping to grow as a better teacher.

It is clear from all the evidence that teacher training greatly boosts teachers' self-esteem and advances their careers. Following training, respondents A, B, and C all said they felt more confident in their ability to teach, enabling them to implement innovative teaching techniques such as group projects, personalized assessments, and interactive exercises. With greater self-assurance, they were better equipped to oversee classes and meet the demands of a wide range of students, which resulted in more interesting and successful teaching methods. Student learning results and teacher satisfaction both increased as a result. Overall, the results show that professional development increases teacher self-efficacy, which in turn promotes creativity, flexibility, and continuous improvement in instructional strategies.

Improved Classroom Management Skills

Programs for teachers training greatly improve their capacity to effectively run classrooms. Effective classroom management is crucial to establishing a positive learning atmosphere. Providing instructors with the skills they need to stop disruptive behavior and keep the classroom focused is the main goal of training programs. Formal training improves the ability of teachers to manage student relationships, which reduces disruptions and increases teaching effectiveness (Bennett et al., 2022). Emphasizing the role of training to improve classroom management skills, respondent A shared;

My classroom management has significantly improved as a result of my teacher training. I gained knowledge about how to gently deal with disruptive behavior and maintain pupils' attention. I occasionally had trouble keeping the class on track before the training, but now I feel more assured and in charge. I also gained ideas from the course on how to create a respectful and upbeat learning environment in the classroom.

This evidence from the interview indicates that teacher training improved classroom management by helping teachers handle disruptions calmly, keep students focused, and create a positive learning environment.

Likewise, respondent C shared:

I gained more potent classroom management skills via teacher training. It used to be difficult for me to manage children who were rowdy or distracted, but these days I have defined procedures and guidelines that make things go more easily. Additionally, the program taught me how to remain composed and approach issues constructively. Students are now more attentive and my classroom is better structured.

Above evidence shows that teacher training helped to manage classroom in better way with clear rules making students more focused and the class more organized.

Similarly, respondent B also shared:

My classroom management has changed significantly as a result of my teacher training. From the beginning, I learnt how to establish clear expectations and maintain consistency with the standards. Additionally, rather than only responding to issues, the program taught me how to employ positive reinforcement to reward positive conduct. My class feels more orderly and manageable now.

Based on this excerpts it is known that teacher training gives the idea to set clear rules and use positive rewards, making classroom more orderly and easier to manage.

From the empirical evidence that has been presented, it is clear that teacher training is essential to enhancing classroom management abilities. It was frequently acknowledged by respondents that they had learned useful techniques such applying positive reinforcement, procedures, and clear expectations. These methods have produced classrooms that are more focused, orderly, and courteous. Overall, instruction increases instructors' self-assurance and efficacy in handling misbehavior.

Enhancement of Assessment Practices

Effective assessments of pupils' language proficiency are made possible by teacher training programs. A competent educator may create tests that support learning goals and help students achieve. According to recent studies, teachers who participate in professional development are better able to use formative and summative assessments, which enable them to give more accurate feedback that enhances students' learning (Jang & Lee, 2021).

Supporting this, respondent B shared:

My ability to evaluate my students has greatly improved as a result of my teacher training. I gained knowledge on how to design assessments and exercises that accurately reflect my lessons. In order to verify comprehension, I also began utilizing a variety of evaluation methods, such as quick tests and group projects. I can now provide students with more insightful feedback and meet their requirements.

It indicates that teacher training improved assessment skills, helping teachers to use different methods and give clearer feedback to better support for students.

In this regard respondent C also shared:

After experiencing teacher training, I came to see how crucial effective assessment is to students' learning. I gained knowledge about how to assess progress using both official exams and easy classroom exercises. I now use short assignments during classes to gauge how well my pupils are doing in addition to final exams. This aids me in modifying my instruction and providing more insightful feedback.

It clearly declared that teacher training taught teachers how important good assessment is. Teachers can use both tests and quick class activities to check student progress and give better feedback for getting better learning outcomes.

Furthermore, respondent A shared:

My attitude to evaluation has altered significantly as a result of teacher training. I now employ a variety of techniques, including project-based work, peer evaluations, and observations, in addition to the written exams I once

relied on most. I learned how to properly track student progress and align evaluations with my lecture objectives thanks to the training. It also taught me how to provide more insightful, lucid criticism that enables pupils to recognize their areas of strength and growth. My instruction is now more successful, and my pupils are more engaged in their education as a result.

This evidence highlights that teacher training helped teachers use different ways to assess students and give clear feedback, making teaching better and students more engaged.

The information listed above makes it very clear that teacher preparation greatly improves language instruction assessment procedures. The ability to create and administer a greater variety of assessment techniques such as quizzes, group projects, peer evaluations, and project-based evaluations that are more closely matched with educational objectives was reported by respondents A, B, and C. Teachers are now able to give more focused, insightful criticism and track students' development more precisely because to these advancements. As a result, assessment is used to actively assist learning and direct instruction in addition to grading. All things considered, the results show that professional development gives instructors the ability to use assessment more skillfully, which enhances student outcomes and enables them to teach more responsively and intelligently.

Promotion of Cultural Awareness in Teaching

Teaching becomes more inclusive when teachers receive training that increases their cultural sensitivity and awareness. Cultural sensitivity is crucial in schools with a varied group of pupils. Teachers can better address cultural diversity in the classroom and create an inclusive atmosphere by incorporating cultural sensitivity into their teacher training programs. Research indicates that when educators receive cultural sensitivity training, children feel more valued and involved in the educational process (Baker and Jackson, 2020).

This connection between training and classroom inclusivity is evident in the experience of Participant C, who shared:

I am now better able to appreciate and comprehend the many cultures in my classroom due to teacher training program. I now understand how a student's

tradition might influence their communication and learning styles. I now make an effort to incorporate cultural diversity into my courses and give relatable examples to all of my students. In addition to making them feel seen and appreciated, this makes the classroom a more friendly and courteous place for all students.

This response from the respondent shows that teacher training helped to understand and appreciate students' different cultures. Teachers can include their traditions in the classroom to make everyone feel valued and create a kind, welcoming classroom.

In the same vein respondent A also shared:

I learned how crucial it is to comprehend the cultural backgrounds of my kids during my teacher preparation program. I didn't always consider how a student's culture can influence their behavior or preferred method of learning before. In order to incorporate their cultures into my lessons, I now try to learn about them. It fosters trust and increases inclusivity in the classroom.

The above excerpt presents that understanding students' cultures helps teachers to teach better, build trust, and create a student friendly classroom.

In the same way respondent B shared:

I now have a greater understanding of the value of cultural diversity in the classroom because to my teacher training. These days, I try to incorporate cultural allusions that are relevant to my students' backgrounds, which gives the courses greater significance. I can modify my teaching methods to create a more inclusive and courteous classroom where all students feel appreciated and involved by being aware of these variances.

This evidence highlights that teacher training helps teachers appreciate cultural diversity and use it to create more inclusive and respectful classrooms.

To sum up, teacher preparation is essential to fostering inclusivity and cultural knowledge in the classroom. Training promotes the incorporation of various cultural viewpoints into classes by assisting teachers in acknowledging and respecting the cultural backgrounds of their students. This promotes a polite, friendly atmosphere where each student feels appreciated, which raises engagement and improves learning

results. The teacher's capacity to modify their teaching strategies and guarantee that each student's needs are satisfied is strengthened by the constant emphasis on cultural sensitivity.

Encouragement of Reflective Teaching Practices

Reflective teaching techniques are fostered by teacher training. The use of reflective teaching is essential for ongoing development. Educators who participate in reflective practices following training are more capable of assessing and adjusting their methods. By assisting educators in pinpointing areas for growth and putting evidence-based tactics into practice, reflective practices have been linked to improved teaching effectiveness, according to recent studies (Tuna, 2021).

In this regard respondent B shared:

Using reflective teaching has enabled me to make my lessons better. After training, I began to consider what works and what doesn't work. For instance, I found that my classes were more engaging when I used technology and student-centered exercises. I now consider my lessons in order to improve my planning for the future. Both my students' learning and my own teaching have improved as a result of this.

In this evidence teacher clearly gives his reaction that reflective teaching helps teachers improve their lessons and student learning by thinking about what works better in teaching either using technology or student-focused activities.

In the same way respondent C shared:

Reflective teaching has grown to be a significant component of my professional development. Following my training, I started going over my lessons to see where I might make improvements. Students seemed more engaged when I explored new techniques like group projects and interactive exercises. By thinking back on these developments, I am able to modify and enhance my teaching style every day.

This evidence highlights that reflective teaching helps teachers improve by reviewing lessons, trying new ideas, and making classes more engaging for students.

Moreover, respondent A also shared:

Since taking part in teacher training, I've incorporated reflection into my lesson plans on a regular basis. After every lesson, I now pause to consider what worked and what could be done better. My awareness of my pupils' responses and learning requirements has increased as a result of this. For instance, if a class doesn't go as expected, I try to determine why and change for the next time. I've also started writing down effective teaching techniques in a journal, particularly those that use technology and student involvement. This kind of reflection has improved the effectiveness of my lectures and aided in my professional development.

From this excerpts it is known that teacher training encourages regular reflection, helping teachers understand student needs better and improve their lessons and skills during teaching.

The evidences clearly demonstrate that teacher training effectively encourages the adoption of reflective teaching practices, which are essential for ongoing professional growth and instructional improvement. Respondents A, B, and C all emphasized that, after training, they began regularly evaluating their lessons to identify strengths and areas for improvement. This reflection led them to adopt more effective strategies, such as incorporating technology, student-centered activities, and group work, resulting in more engaging and impactful lessons. By making reflection a consistent habit, these teachers became more responsive to student needs and better equipped to adjust their approaches. Overall, the findings highlight that teacher training cultivates a reflective mindset, empowering educators to continuously refine their practices and enhance the quality of learning in their classrooms.

Integration of Technology in Language Teaching

Teacher training programs that emphasize technology integration improve teachers' ability to use digital tools effectively in language instruction. The integration of digital tools into ELT can greatly enhance student engagement and learning

outcomes. Research indicates that teachers trained in technology use more dynamic teaching methods, such as interactive exercises and multimedia resources, to support language acquisition (Lam & Lawrence, 2020).

Supporting this respondent A shared:

I absolutely believe that integrating technology into language instruction would be simpler with greater resources and assistance available. In addition to training, we can apply what we've learned with the support of continuous coaching and mentoring. When utilizing technology in the classroom, tools such as lesson plans, interactive exercises, and audio-visual materials are essential. We could also execute digital initiatives more easily if we had dependable tools like projectors, speakers, and fast internet. We could also become more accustomed to utilizing new technology in our instruction by working with other educators or watching them in action.

This response shows that using technology in language teaching works best with enough resources, ongoing support, reliable equipment, and learning from other teachers.

Similar to this view respondent C shared:

I agree that the key to successfully integrating technology into language instruction is having access to resources and ongoing support; collaboration with other educators and mentorship would facilitate the adoption of new technology strategies, and more resources such as lesson plans, interactive exercises, and improved technology infrastructure would facilitate the integration of digital tools.

From this evidence it is clear that successful use of technology in language teaching needs good resources, ongoing support, and teamwork among teachers to help everyone learn and use new tools.

In the similar vein respondent B shared:

Integrating technology into language education has become a significant aspect of my profession, and teacher training has played an important part in that. However, I've found that continual assistance and access to the correct resources are just as crucial as the first training. I can engage students more successfully when I have prepared digital resources like interactive lesson

plans, audio-visual aids, and online exercises. It's also difficult to put what we've learnt in training into practice without dependable equipment and internet connectivity. Collaboration and mentoring, such as exchanging ideas with coworkers or seeing others utilize technology, are, in my opinion, quite beneficial for fostering practical skills and confidence. The smoother and more effective incorporation of technology in language classrooms is achieved through ongoing assistance.

This response presents that teacher training helps with using technology in language teaching, but ongoing support, good resources, and teamwork are also needed to use technology effectively in the classroom.

The responses from teachers clearly demonstrate that teacher training helps teachers learn how to use technology in language teaching, but training alone is not enough. Respondents A, B, and C said that having the right tools like lesson plans, videos, internet access, and classroom equipment is very important. They also mentioned that working with other teachers, getting support, and seeing how others use technology makes it easier to apply what they learned. In short, while training is helpful, teachers need ongoing support, good resources, and teamwork to use technology effectively and make learning more fun and engaging for students.

Increased Teacher Motivation and Job Satisfaction

Training for teachers increases motivation and job satisfaction. More motivation and job satisfaction are frequently reported by teachers who take part in training programs. According to studies, professional development helps teachers feel more upbeat by giving them new knowledge and abilities that they can use in the classroom to enhance instruction and student results (Ming & Tan, 2021).

This positive impact is reflected in the experience of Respondent B, who shared:

Due to the training opportunities I've had, I feel more driven and content at work. I can acquire new teaching techniques and more effective approaches to classroom problems via training. It makes my work more engaging and helps me feel like I'm making progress. Being a teacher has given me more self-assurance and support.

It is clear that training helps teachers feel motivated and confident by giving them new skills and ways to solve classroom challenges related to teaching.

Similarly, respondent A shared:

I strongly believe that teacher preparation makes a difference. It helps me feel more confident in my ability to teach and keeps things interesting. Acquiring new abilities and concepts makes me feel accomplished. Because I'm constantly developing and getting better at my career, I feel more driven and content.

Above response demonstrates that teacher training helps teachers feel more confident, stay motivated, and keep getting better at their job.

Furthermore, respondent C shared:

My motivation and overall satisfaction with my job have greatly grown as a result of my teacher training. My teaching practice is kept interesting and rewarding by the chance to pick up new techniques and acquire new perspectives. I get a genuine sense of accomplishment from every training session since it feels like a step forward in my career development. Enhancing classroom methods is only one goal; another is to feel more secure and encouraged in my work as a teacher. I'm more excited to teach now that I know I'm always improving, and I've seen that my kids benefit from this newfound enthusiasm as well. All things considered, training is essential to my continued motivation, involvement, and dedication to giving my all in the classroom.

This excerpt shows that teacher training boosts teachers' motivation, confidence, and job satisfaction, helping them grow professionally and bring more energy to the classroom.

The reflections of teachers A, B, and C clearly demonstrate that teacher training significantly boosts motivation and job satisfaction. Based on the responses of teachers A, B, and C all reported feeling more confident, motivated, and fulfilled in their roles after participating in training. They emphasized that learning new teaching strategies and gaining fresh insights not only improved their teaching practices but also gave them a sense of professional growth and achievement. This sense of progress and the opportunity to tackle new challenges made their work more engaging and enjoyable. Overall, the excerpts highlight that teacher training plays a vital role in

enhancing teacher morale, fostering continuous development, and ultimately improving the quality of education provided to students.

Shift Toward Student-Centered Learning Approaches

Training for teachers promotes a change in teaching methods from teacher-centered to student-centered. Students take a more active part in their education while using a student-centered learning strategy. This method has been connected to better language acquisition and student engagement, and teacher training supports educators in implementing it. Students are more motivated and engaged in their own learning when teachers prioritize individual needs, according to research (Lo & Lee, 2021).

This shift toward student-centered learning is clearly reflected in the experience of Respondent B, who stated:

I've observed that my transition to more student-centered teaching methods has been greatly aided by teacher preparation. New techniques and resources that motivate students to participate more actively in their education are presented to us during these trainings. Lessons that prioritize the needs, interests, and engagement of students are more important than merely teaching knowledge these days. My lessons have grown more interesting as a result of this strategy, and I've noticed an increase in student motivation and involvement. Our confidence to experiment with new tactics and better oversee diverse classrooms is also bolstered by training. All in all, it has aided me in developing a more vibrant and welcoming classroom where students take greater ownership of their education.

In this statement teacher clearly gives his perception that teacher preparation helps teachers use student-centered methods, boosting engagement, inclusion, and student ownership of learning.

Respondent C shared:

My teaching style has changed as a result of my teacher training. I now pay greater attention to the needs and learning styles of my students. Pupils like learning more and participate more actively in class. I now have new tools and ideas thanks to the training that make classes more engaging, understandable, and student-centered.

This response also shows that teacher training helps teachers adapt their teaching style to focus on student needs, making learning more active, engaging, and student-centered.

Similarly, respondent A shared:

After completing teacher training, I've concentrated more on students' desires and needs. The training provided me with new ideas to make lessons more fun and engaging. Students are more involved and like learning. They take more responsibility for their progress. I felt more comfortable implementing new techniques and running a more inclusive classroom as a result of the training.

Based on this response it is clear that teacher training helps educators focus more on students' needs, use creative teaching methods, and create inclusive classrooms where students are more engaged and responsible for their learning.

In conclusion, teachers A, B, and C collectively underline the transforming impact of teacher training in supporting student-centered learning practices. Across all responses, teachers noted a clear shift from content delivery to approaches that promote student needs, interests, and active participation. This pedagogical change promoted increased learner autonomy and inclusiveness in addition to improving lesson engagement and student motivation. The training gave teachers the creative tools, techniques, and self-assurance they needed to modify their teaching approaches for a variety of classroom situations. These results demonstrate how important professional development is in preparing teachers to design inclusive, dynamic, and responsive learning environments that promote better learning outcomes.

Facilitating Collaboration Among Educators

Teacher training programs foster collaboration and networking among instructors. Training programs give chances for instructors to cooperate, share information, and tackle common classroom difficulties. Collaborative learning spaces have been found to promote teaching effectiveness and foster professional growth (Reed & O'Neill, 2022). Teachers that work together can also share resources, making their teaching more efficient and successful.

This collaborative aspect of teacher training is well illustrated by Respondent A, who shared:

In my experience, fostering collaboration among educators is greatly aided by teacher preparation. These initiatives provide us with priceless chances to interact, exchange ideas, and work together to overcome shared obstacles. Together, we can gain knowledge from one another's experiences, develop fresh approaches to teaching, and establish a nurturing atmosphere that advances our professional development. The administration at our school is quite supportive of this, pushing us to go to trainings and even setting up some on campus. We also collaborate effectively as a team, sharing resources frequently, talking about classroom management techniques, and encouraging one another. This type of cooperation enhances our instruction and fortifies the learning environment for our kids as a whole.

This excerpts clearly mention that teacher preparation programs help build strong teamwork among educators by giving them chances to share ideas, learn from each other, and improve their teaching together, which supports both their growth and student learning.

Respondent C shared:

Working with fellow teachers has become a crucial aspect of our professional development, and training programs strongly promote this type of cooperation. These meetings allow us to network with other educators, exchange teaching experiences, and come up with workable answers to common problems in the classroom. It fosters a strong sense of continuous learning and teamwork. The administration at our institution is really helpful; they assist us in scheduling trainings and occasionally even hold them on campus. There is a cooperative culture among the employees. We frequently support one another, share resources, and communicate ideas, so that we improve our ability to teach and maintains a vibrant and productive classroom environment.

Above evidence shows that working together through training programs, with support from school leaders, helps teachers share ideas, solve problems, and improve their teaching in a friendly and supportive environment.

In the similar vein respondent B shared:

In my experience, teacher training programs encourage cooperation and teamwork among educators. We get to meet, exchange ideas, and work through problems in the classroom together thanks to these programs. In order to strengthen our teaching abilities and strengthen our bonds as colleagues, we frequently take part in training sessions at our school. We help each other try new teaching techniques and exchange lesson plans and resources. Our students' learning eventually benefits from the positive atmosphere that this teamwork fosters.

This response highlights that teacher training programs help teachers work together, share ideas and resources, try new teaching methods, and create a positive environment that helps students learn better.

The evidence makes it frequently visible that teacher training programs are essential for promoting collaboration among educators. Teachers A, B, and C all emphasized how these programs give teachers the chance to connect, share ideas, and work together to address common challenges; collaborative environments allow teachers to learn from one another's experiences, find new teaching strategies, and share resources, which ultimately improves teaching effectiveness and fosters professional growth; supportive school administrations that support collaboration and provide training time further amplify the positive effects of these programs; and teachers' responses indicate that teacher training not only improves individual teaching practices but also builds teamwork, creating a more effective and encouraging learning environment for both teachers and students.

Long-Term Impact on Student Learning and Achievement

Teacher training has a lasting positive impact on student learning and language ability. Research regularly reveals that teachers who attend professional development increase their teaching quality, which translates into greater student performance. Increased language competency and a better capacity to use language learning in authentic situations are among the long-term advantages (Hernandez & Gutierrez, 2022).

In this description, respondent B has shared:

I think that student learning and accomplishment are significantly and permanently impacted by teacher training. Teachers that engage in continuous professional development improve their teaching strategies, which benefits students' performance, particularly in terms of language competency and application of language skills in authentic contexts. By introducing educators to fresh concepts, instructional resources, and cooperative methods, teacher preparation also fosters professional development. This gives them more self-assurance and makes it easier for them to lead diverse classrooms. Students gain from more interesting, student-centered learning opportunities that promote their long-term academic achievement as a result.

This evidence clearly indicates that teacher training boosts student achievement by enhancing instructional methods, teacher confidence, and classroom engagement, leading to lasting language and academic growth.

Similar to it, respondent C shared:

In my opinion, pupils' academic progress over time clearly shows the long-term advantages of teacher preparation. Learning environments become more dynamic and sensitive to the requirements of students when teachers are armed with the most recent information, practical tactics, and cutting-edge resources. Teachers can better serve different learners and give instruction greater meaning when they engage in this type of professional development. As a result, students gain the confidence and capacity to use what they have learned in authentic situations in addition to improving their language proficiency. These gains lead to long-term academic success and personal growth in addition to improving test scores.

According to this response teacher training leads to dynamic, responsive classrooms that enhance student confidence, language skills, and long-term academic and personal growth.

Supporting it respondent A shared:

In my experience, teacher effectiveness and long-term student achievement are significantly influenced by teacher training. Teachers who participate in ongoing professional development not only improve their instructional

strategies but also gain self-assurance and flexibility in the classroom. This directly affects how well students learn, especially when it comes to language development. I've seen that when teachers use the most recent techniques, they've learned in training sessions, pupils become more motivated, engaged, and able to use English in everyday contexts. Additionally, training exposes us to collaborative teaching methods, inclusive practices, and new digital technologies that help us better meet the diverse needs of our students. This leads to pupils' critical thinking, communication, and language skills to noticeably develop over time. More significantly, these enhancements lead to long-term academic progress and equip students with the confidence to utilize English outside of the classroom. Continuous teacher training, in my opinion, is crucial to laying solid groundwork for both student achievement and excellent instruction.

This response shows that ongoing teacher training enhances teaching quality and boosts student language development by promoting effective, modern strategies. This leads to greater student engagement and long-term academic success.

In conclusion, above excerpts strongly indicates that teacher training has a profound and lasting impact on both teaching effectiveness and student achievement. teachers A, B, and C all highlighted that ongoing professional development equips teachers with up-to-date strategies, tools, and teaching methods, which directly improve student learning, particularly in language proficiency. These improvements are not short-term; they contribute to long-term academic growth and the development of real-world language skills. Teachers who engage in training are better able to create dynamic, student-centered learning environments, address diverse classroom needs, and foster student engagement and motivation. Ultimately, the long-term benefits of teacher training led to stronger academic performance and increased student confidence in applying their language skills outside the classroom. Thus, ongoing teacher development is crucial for sustained teaching excellence and student success.

Chapter V

Findings, Conclusions and Recommendations

This section of the study consists of findings of the study, conclusions and recommendations of the study on the basis of what was found.

Findings

The major focus of the study was to explore secondary level English teachers' perceptions of teacher training in ELT context. Moreover, the study focused to find out the challenges of teacher training in Nepali context. On the basis of analysis and interpretation, the findings of the study can be stated as below;

- Teacher training equips educators with modern, student-centered strategies like task-based learning, communicative instruction, and differentiated teaching, resulting in more effective and engaging lessons.
- Training leads to increased student participation and noticeable improvements in language skills, particularly in speaking and reading comprehension.
- Professional development boosts teacher confidence, enabling them to experiment with new methods and better address diverse student needs.
- Teachers gain effective management techniques such as setting clear expectations and using positive reinforcement, fostering a more respectful and focused learning environment.
- Training helps teachers effectively implement both formative and summative assessments, allowing for more accurate tracking of progress and meaningful feedback.
- Teachers become more sensitive to students' diverse backgrounds, promoting inclusivity and mutual respect in the classroom.
- Training encourages ongoing self-evaluation and adjustment of teaching methods, leading to improved lesson quality and student engagement.
- Teachers learn to integrate technology more effectively into instruction, especially when supported by adequate resources and mentorship.
- Training increases motivation by providing new strategies to overcome challenges, contributing to higher job satisfaction.

- There is a clear shift toward creating more inclusive, engaging, and responsive classrooms tailored to individual student needs.
- Training fosters collaboration among educators, enhancing idea sharing, problem-solving, and continuous instructional improvement.

Conclusion

This research was carried to explore secondary level English teachers' perceptions of teacher training in the ELT (English Language Teaching) context, to identify the key challenges faced in the Nepali context, and to suggest useful pedagogical implications that can support teachers in the classroom. To achieve these goals, a qualitative research method was used. Data were collected through semi-structured interviews with English teachers working in secondary schools. This approach helped gather real-life experiences and honest opinions from teachers about how training affects their teaching and what improvements they believe are needed.

The findings of the research show that teacher training plays a very important role in improving the quality of English teaching. Teachers shared that effective training helps them stay updated with the latest teaching methods and builds their confidence in using them. Many teachers mentioned that training introduced them to modern, student-centered approaches like communicative language teaching, task-based learning, and project-based learning. These techniques help make lessons more interactive, enjoyable, and meaningful for students. Teachers felt that when they use these methods, students are more active in class, better at using English in real life, and more motivated to learn. The study also found that teacher training increases teachers' confidence to try new ideas, use technology in the classroom, and manage students with different needs. However, many teachers in Nepal face challenges such as limited access to high-quality training, a lack of practical focus in existing programs, and a shortage of resources. Some training programs were found to be too theoretical and not linked closely enough to real classroom situations.

Based on these findings, several important implications and future actions are suggested. First, teacher training in Nepal should be treated as an ongoing, long-term process rather than a one-time event. Training programs must be updated regularly to include new research, technology, and teaching methods. They should be practical, hands-on, and closely linked to the daily challenges teachers face in Nepali classrooms. For example, training could include demonstrations of low-cost teaching materials, use of mobile apps, or strategies for managing large and mixed-ability

classes. Teachers should also receive guidance on inclusive education so they can support students from different backgrounds and with different learning styles. Educational leaders and policymakers must invest in making professional development accessible to all teachers, especially in rural or under-resourced areas. When teachers are well-trained, they become more confident and effective, and students benefit from better learning experiences. Overall, this study shows that strong, relevant, and continuous teacher training is a key step toward improving English language education in Nepal and building a stronger education system for the future.

Recommendations

Based on the findings and conclusion of the study, following recommendations have been made:

Policy Related

- i. **Mandatory and Continuous Professional Development (CPD):** Governments and educational authorities should regularly participate in CPD programs for teachers, focused on the latest research in language acquisition, teaching methods, technology integration, modern ELT strategies, and classroom management. This ongoing training ensures teachers stay updated and improves the quality of language instruction.
- ii. **Support for Teacher Training Programs:** Policymakers should fund high-quality, accessible teacher training programs for both pre-service and in-service educators, prioritizing support for underfunded schools to ensure equal professional development opportunities for all teachers.
- iii. **Evaluation and Monitoring of Teacher Training Effectiveness:** Policymakers should set up a system to check how well teacher training works. This should include feedback from teachers and students, and look at how teaching improves before and after training. Regular checks will help make training better and keep it useful.
- iv. **Collaboration with Higher Education Institutions:** Policymakers should promote cordial teamwork between schools and universities to build strong teacher training programs. Colleges should lead in creating training based on research, mixing theory with real teaching practice to prepare teachers for today's ELT classrooms.

Through the implementation of these policy recommendations, educational institutions and governments can greatly enhance the quality of English language instruction. In addition to improving teachers' professional abilities, these regulations would enhance student learning settings and promote long-term language acquisition success.

Practice Related

- i. Teachers should engage in ongoing professional development programs that focus on modern ELT methodologies, technological integration, and classroom management skills. This will ensure that teachers remain updated with the latest teaching strategies and can apply them effectively in their classrooms.
- ii. Foster cooperation between teachers by establishing communities of practice where they can exchange tactics, resources, and experiences. Teachers can improve their methods and share their accomplishments and concerns with one another through peer observation and criticism.
- iii. Training programs for teachers should be customized to the unique circumstances and difficulties encountered in the classroom. Including student demographics, cultural factors, and local language requirements in the training can increase its relevance and effectiveness in enhancing instructional strategies.
- iv. Technology use in ELT classrooms should be emphasized in teacher preparation programs. Teachers can improve student engagement and make learning more dynamic by becoming familiar with tools like digital whiteboards, online collaborative platforms, and language learning applications.
- v. After training sessions, regular evaluations of teachers' instructional strategies combined with helpful criticism can assist gauge the program's efficacy and pinpoint areas in need of development. To guarantee continued development and adaption of the instructional strategies acquired throughout training, this should be a continuous procedure.

Further Research Related

- i. To monitor how teacher preparation affects classroom performance over the long run, future researchers should carry out longitudinal studies. Researchers can offer more profound understandings of the sustainability of training interventions by investigating the long-term effects of training on instructional strategies and student outcomes.
- ii. Research that examines the efficacy of teacher preparation programs in various educational contexts (such as private versus public schools or urban versus rural areas) can assist in identifying context-specific elements that affect training success. Such research could guide more flexible and individualized training methods.
- iii. Further study ought to examine the impact of teacher preparation on the academic achievements and motivation of students. The total efficacy of professional development programs can be better understood by recognizing the direct relationship between student accomplishment and teaching practices influenced by training.
- iv. As technology becomes more prevalent in education, studies should examine the effects that digital platforms for teacher training like MOOCs, online workshops, and e-learning tools have on instructors' methods and students' participation in ELT classes. This may uncover novel and expandable approaches to teacher professional development.
- v. Future studies might look into how teacher preparation programs incorporate non-cognitive abilities like emotional intelligence, classroom management, and teacher-student interaction. More comprehensive teacher preparation programs may result from an understanding of how these abilities affect classroom dynamics and instructor efficacy in ELT environments.

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Appendix I

Questionnaire of the Interview

Teacher Training in ELT Context: Secondary Level Teachers' Perceptions

1. Have you ever taken teacher training?
2. What is teacher training? What is role of training in teacher profession?
3. How do you realize your training has impacted student learning outcomes in your English language classes?
4. What types of training did you attend in your career?
5. In your opinion what roles does teacher training play for developing teacher's performance?
6. Could you please share your training experiences and the practices of learning in ELT classroom?
7. Have you found any particular advantages or disadvantages of the teacher training?
8. What sorts of challenges are you facing while participating in training?
9. What additional support or resources would help you better implement the training strategies in your classrooms?
10. In what way do your school administration and other teachers support you to maintain teacher training environment inside and outside the classroom?

Appendix II

Teacher Training in ELT Context: Secondary Level Teachers' Perceptions

Interview Transcription 1

Interviewer: Good morning, ma'am. May I know your good name please?

Interviewee: Good morning, my name is A.

Interviewer: How are you?

Interviewee: I am fine and what about you?

Interviewer: I am also fine. Let me introduce myself. I am Binita Koirala from Tribhuvan University, Kirtipur, Kathmandu. I am here to take interview to complete my thesis.

Interviewee: Ok

Interviewer: Ma'am my thesis topic is about Teachers Training in ELT Context: Secondary Level Teachers' Perceptions. Ma'am may I ask some questions?

Interviewee: Of course.

Interviewer: Ma'am how long have you been teaching here?

Interviewee: I have joined this school since this session only. Earlier I have been teaching at Satdobato, for 12 years.

Interviewer: 12 years Oh! so long. Is teaching interesting for you?

Interviewee: Of course, it's interesting.

Interviewer: Could you tell me your qualification, please?

Interviewee: I have completed M. Ed. in English.

Interviewer: May I know your teaching experiences?

Interviewee: 12 years.

Interviewer: Have you ever taken part in training?

Interviewee: Yes, I do.

Interviewer: Where did you take it?

Interviewee: I took TPD training in Kathmandu.

Interviewer: Are you satisfied with it?

Interviewee: Yes, I am satisfied because it provides new teaching technique that I have not experience before.

Interviewer: In your opinion what is training?

Interviewee: Teacher training refers to the process of acquiring the skills, knowledge, and attitudes necessary to effectively teach students. It includes pre-service education (before becoming a teacher) and ongoing professional development after entering the profession. Role of training: Equips teachers with updated teaching methodologies and subject knowledge, enhances classroom management and student engagement skills, builds confidence and professionalism, helps teachers adapt to diverse student needs and educational technologies, ultimately improves student learning outcomes.

Interviewer: How do you realize your training has impacted student learning outcomes in your English language classes?

Interviewee: The impact of teacher training on student learning in my English language classes is evident in several ways. I notice increased student engagement and participation during lessons, as well as measurable improvements in their language skills such as speaking, listening, reading, and writing. Training has encouraged me to incorporate more interactive and communicative teaching methods, which have helped students retain language more effectively. Positive feedback from students and improved results in assessments further confirm that my training has enhanced the learning environment.

Interviewer: Training is taken by most of the teachers on these days. Are they really satisfied with the training and what about you?

Interviewee: While I'm not sure how other teachers feel about the training, I can say that I am quite satisfied with the programs I have attended. The training has been instrumental in enhancing my ability to recognize and respond to the specific needs of my learners. It has provided me with practical strategies and insights that I can apply directly in the classroom, which has improved my teaching effectiveness and student engagement. Overall, these experiences have contributed positively to my professional development.

Interviewer: What types of training did you attend in your career?

Interviewee: Throughout my career, I have attended various types of training, including workshops on ELT methodologies, seminars on classroom management, and courses on integrating technology into teaching. These training sessions have also covered formative assessment techniques, curriculum design, and improving language proficiency. Each has contributed to my professional growth by broadening my teaching strategies and enhancing my classroom practice. During my career, I've attended training on ELT methods, classroom management, technology integration, formative assessments, and curriculum design. These have helped me expand my teaching skills and improve my classroom effectiveness.

Interviewer: What is the role of training in teaching for solving classroom problem?

Interviewee: Training is essential in helping teachers address classroom challenges by equipping them with new knowledge and skills. It keeps teachers informed about current teaching methods and encourages flexibility and creativity in problem-solving. Through training, teachers also develop the habit of reflecting on their practices, which helps them identify issues and find better ways to support student learning.

Interviewer: Does teacher training support for your classroom management?

Interviewee: Definitely, the training has greatly helped me improve classroom management. It introduced me to different methods for maintaining student attention and dealing with interruptions in a respectful and effective way. These strategies have made it easier to create a calm and focused atmosphere, allowing teaching and learning to happen more smoothly. The confidence I gained from the training has been very helpful in managing challenging classroom moments.

Interviewer: Could you please share your training experiences?

Interviewee: After attending teachers training, I have experienced that in the ELT classroom have been very practical and transformative. For example, learning task-based language teaching enabled me to create more student-centered lessons that promote interaction. Training on formative assessments improved my ability to provide timely feedback, boosting students' writing skills. Additionally, workshops on using multimedia resources have made my classes more engaging by incorporating videos and audio materials. Collaborating with other teachers during training has also enriched my professional knowledge through shared best practices.

Interviewer: Have you found any particular advantages and disadvantages after attaining training?

Interviewee: Yes, I've found both benefits and drawbacks from attending teacher training. It has definitely enhanced my teaching methods, encouraged professional growth, and offered opportunities to exchange ideas with peers. On the downside, some sessions are heavily focused on theory with limited practical application. Also, without ongoing support and given the workload, it's sometimes difficult to apply what I've learned in everyday teaching.

Interviewer: What sorts of challenges are you facing while participating in training?

Interviewee: Challenges I face during training include balancing the time commitment alongside my teaching responsibilities, sometimes lacking resources to apply new techniques, and experiencing resistance to change within my school environment. Additionally, some training content does not always align perfectly with the realities of my classroom, making adaptation necessary. The absence of continuous mentoring after the initial training can also make it difficult to maintain momentum.

Interviewer: What additional support or resources would help you better implement the training strategies in your classrooms?

Interviewee: To better implement training strategies, additional support such as access to teaching aids and digital tools would be helpful. Continuous mentoring or peer support groups could provide valuable guidance and encouragement. Follow-up workshops and refresher courses would also reinforce learning, and having dedicated time during school hours for professional development would make participation easier. Administrative support is critical in encouraging experimentation with new teaching methods.

Interviewer: In what way do your school administration and other teachers support you to maintain teacher training environment inside and outside the classroom?

Interviewee: My school administration and fellow teachers support a positive training environment by allowing time off for training and encouraging collaboration through peer observations and joint lesson planning. The school also organizes in-house professional development sessions, recognizes efforts to implement new strategies,

and provides access to necessary resources. This collective support helps maintain an ongoing culture of learning both inside and outside the classroom

Interviewer: Now I want to asked all the questions but if you want to add something that I have missed then you can tell without hesitation.

Interviewee: Oh! Um.... no, I don't have any question.

Interviewer: Thank you so much to co-operate with me. I am grateful to you but I will again meet you if I need further information to accomplish my research.

Interviewee: Sure, call me before you come.

Interviewer: Thank you, ma'am.

Interviewee: Welcome.

Appendix III

Teacher Training in ELT Context: Secondary Level Teachers' Perceptions

Interview Transcription 2

Interviewer: Good morning, ma'am. May I know your good name please?

Interviewee: Good morning, my name is B.

Interviewer: How are you?

Interviewee: I am fine and what about you?

Interviewer: I am also fine. Let me introduce myself. I am Binita Koirala from Tribhuvan University, Kirtipur, Kathmandu. I am here to take interview to complete my thesis.

Interviewee: Ok

Interviewer: Ma'am my thesis topic is about Teachers Training in ELT Context: Secondary Level Teachers' Perceptions. Ma'am may I ask some questions?

Interviewee: Of course.

Interviewer: Ma'am how long have you been teaching here?

Interviewee: I have joined this school since 2079.

Interviewer: Is teaching interesting for you?

Interviewee: Of course, it's interesting.

Interviewer: Could you tell me your qualification, please?

Interviewee: I have completed M. Ed. in English.

Interviewer: May I know your teaching experiences?

Interviewee: 15 years.

Interviewer: Have you ever taken part in training?

Interviewee: Yes, I do.

Interviewer: Where did you take it?

Interviewee: I took TPD training in Kathmandu.

Interviewer: Are you satisfied with it?

Interviewee: Yes, I am satisfied because it provides new teaching technique that I have not experience before.

Interviewer: In your opinion what is training?

Interviewee: To me, teacher training means building the foundation and continuously strengthening the skills needed to teach effectively. It starts with pre-service education and continues through regular professional development. Training helps teachers stay updated with new approaches, manage classrooms efficiently, and respond to students' diverse needs. It plays a vital role in improving both teaching quality and student achievement.

Interviewer: How do you realize your training has impacted student learning outcomes in your English language classes?

Interviewee: The influence of my training on student learning in English classes is clear through various signs. I observe greater student involvement and enthusiasm in lessons, alongside noticeable progress in their speaking, listening, reading, and writing abilities. The training motivated me to use more interactive and communicative approaches, which have boosted students' language retention. Additionally, positive student feedback and higher assessment scores reinforce that the training has made a meaningful difference in the classroom.

Interviewer: Training is taken by most of the teachers on these days. Are they really satisfied with the training and what about you?

Interviewee: Although I'm unsure about other teachers' opinions, I'm satisfied with the training I've received. It has significantly improved my skills in recognizing student needs and adapting my teaching methods accordingly, which has positively impacted my effectiveness in the classroom.

Interviewer: What types of training did you attend in your career?

Interviewee: Over the course of my career, I have participated in a diverse range of training programs such as workshops focused on English Language Teaching approaches, seminars addressing effective classroom management, and courses dedicated to the use of technology in education. Additionally, I have engaged in sessions on formative assessment strategies, curriculum development, and advancing

language skills. These experiences have significantly enriched my professional expertise, expanded my instructional toolkit and improved my effectiveness in the classroom.

Interviewer: What is the role of training in teaching for solving classrooms problem?

Interviewee: Professional development plays a crucial role in enabling educators to effectively tackle challenges within the classroom. It provides them with updated insights and practical skills, ensuring they stay current with modern instructional strategies. Additionally, training fosters adaptability and innovation when facing problems, while promoting a reflective mindset. This ongoing self-assessment empowers teachers to recognize obstacles and continuously improve their approaches to enhance student outcomes.

Interviewer: Does teacher training support for your classroom management?

Interviewee: Yes, teacher training has significantly supported me in managing my classroom more effectively. Through the training, I learned practical techniques to keep students engaged and focused during lessons. It also provided me with strategies to address disruptive behavior in a calm and constructive manner, which has helped create a more positive and productive learning environment. Overall, the training boosted my confidence in handling various classroom situations.

Interviewer: Could you please share your training experiences?

Interviewee: The training I attended has greatly influenced my classroom practice. For example, I learned how to design activities that encourage student participation and collaboration. Workshops on formative assessment helped me track student progress more effectively and give helpful feedback. Using multimedia in lessons has also made learning more interesting for my students. Additionally, working alongside other teachers during training allowed me to gain new ideas and insights.

Interviewer: Have you found any particular advantages and disadvantages after attaining training?

Interviewee: Yes, I've experienced both advantages and disadvantages from teacher training. On the positive side, it has expanded my teaching skills, introduced me to innovative strategies, and allowed me to collaborate with fellow educators. However, some training sessions are too theory-based and lack practical classroom relevance.

Additionally, the absence of follow-up support and the demands of a tight schedule often make it challenging to implement new ideas effectively.

Interviewer: What sorts of challenges are you facing while participating in training?

Interviewee: It's hard to join training while also managing my regular teaching work. Some training ideas don't match what really happens in my classroom, so I have to adjust them. I also don't always have the tools I need to use the new methods. After training, there's not much support, and some teachers are slow to accept changes.

Interviewer: What additional support or resources would help you better implement the training strategies in your classrooms?

Interviewee: To enhance the implementation of training strategies in the classroom, I believe having greater access to instructional materials and updated digital resources would be beneficial. Ongoing mentorship or regular collaboration with peers would also support the practical application of new methods. Periodic refresher sessions or follow-up training would help reinforce what we've learned. Moreover, allocating specific time during the school schedule for professional development would ease the pressure of balancing training with teaching duties. Strong backing from the administration, especially when trying out innovative strategies, would make a significant difference in sustaining these efforts.

Interviewer: In what way do your school administration and other teachers support you to maintain teacher training environment inside and outside the classroom?

Interviewee: At my school, there is a strong emphasis on professional growth, and both the administration and my colleagues contribute actively to this environment. The leadership team supports us by approving leave for external training and encouraging us to share insights afterward. Teachers are also invited to engage in collaborative practices like co-teaching, planning sessions, and informal peer mentoring. Regular on-site training workshops are organized, and there is a genuine appreciation shown for teachers who integrate new methods into their classrooms. Additionally, we have access to updated teaching materials and digital tools, which further support ongoing development both within and beyond the classroom setting.

Interviewer: Now I want to ask all the questions but if you want to add something that I have missed then you can tell without hesitation.

Interviewee: Oh! Um.... no, I don't have any question.

Interviewer: Thank you so much to co-operate with me. I am grateful to you but I will again meet you if I need further information to accomplish my research.

Interviewee: Sure, call me before you come.

Interviewer: Thank you, ma'am.

Interviewee: Welcome.

Appendix IV

Teacher Training in ELT Context: Secondary Level Teachers' Perceptions

Interview Transcription 3

Interviewer: Good morning, ma'am. May I know your good name please?

Interviewee: Good morning, my name is C.

Interviewer: How are you?

Interviewee: I am fine and what about you?

Interviewer: I am also fine. Let me introduce myself. I am Binita Koirala from Tribhuvan University, Kirtipur, Kathmandu. I am here to take interview to complete my thesis.

Interviewee: Ok

Interviewer: Ma'am my thesis topic is about Teachers Training in ELT Context: Secondary Level Teachers' Perceptions. Ma'am may I ask some questions?

Interviewee: Of course.

Interviewer: Ma'am how long have you been teaching here?

Interviewee: I have joined this school since 2075. Earlier I have been teaching at another school, for 4 years.

Interviewer: 11 years Oh! so long. Is teaching interesting for you?

Interviewee: Of course, it's interesting.

Interviewer: Could you tell me your qualification, please?

Interviewee: I have completed M. Ed. in English.

Interviewer: May I know your teaching experiences?

Interviewee: 11 years.

Interviewer: Have you ever taken part in training?

Interviewee: Yes, I do.

Interviewer: Where did you take it?

Interviewee: I took TPD training in Kathmandu.

Interviewer: Are you satisfied with it?

Interviewee: Yes, I am satisfied because it provides new teaching technique that I have not experience before.

Interviewer: In your opinion what is teacher training?

Interviewee: In my view, teacher training is a continuous learning process that prepares and supports educators in their teaching journey. It involves both initial preparation and ongoing development to enhance teaching skills, update subject knowledge, and improve classroom strategies. Training also helps teachers stay current with new methodologies and technologies, manage diverse classrooms effectively, and ultimately ensures better learning experiences and outcomes for students.

Interviewer: How do you realize your training has impacted student learning outcomes in your English language classes?

Interviewee: For me, training has clearly improved student engagement and language skills in my English classes. By using more interactive, student-focused methods, I've seen better assessment results and positive feedback, showing the training has had a strong impact on their learning.

Interviewer: Training is taken by most of the teachers on these days. Are they really satisfied with the training and what about you?

Interviewee: I really don't know about other teacher but I am satisfied with it because it developed my skills to identify the needs of the learners.

Interviewer: What types of training did you attend in your career?

Interviewee: Throughout my career, I have attended various types of training, including workshops on ELT methodologies, seminars on classroom management, and courses on integrating technology into teaching. These training sessions have also covered formative assessment techniques, curriculum design, and improving language proficiency. Each has contributed to my professional growth by broadening my teaching strategies and enhancing my classroom practice.

Interviewer: What is the role of training in teaching for solving classrooms problem?

Interviewee: Teacher training plays a significant role in developing a teacher's performance by keeping educators updated with the latest educational research and trends. It fosters creativity, adaptability, and motivation, all of which contribute to more effective teaching. Training also encourages reflective practice, helping teachers continuously evaluate and improve their approach to teaching.

Interviewer: Does teacher training support for your classroom management?

Interviewee: Yes, teacher training really helped me to improve how I manage my classroom. I learned strategies to keep students focused and handle disruptive behavior simply.

Interviewer: Could you please share your training experiences?

Interviewee: My training experience has been quite positive and has brought noticeable changes to my teaching. For instance, learning about communicative language teaching helped me make my lessons more interactive and student-focused. Training in assessment techniques has guided me in giving more effective feedback. I also benefited from sessions on digital tools, which made my lessons more dynamic. Sharing ideas with colleagues during training was another valuable part of the experience.

Interviewer: Have you found any particular advantages and disadvantages after attaining training?

Interviewee: Absolutely, there are both strengths and limitations to teacher training. It has helped me improve my teaching strategies, stay updated with new methods, and build a network with other teachers. However, some training programs are too theoretical and not directly applicable to real classroom situations. The lack of continued support and time constraints also make it hard to fully integrate new ideas into daily practice.

Interviewer: What sorts of challenges are you facing while participating in training?

Interviewee: One of the main challenges I face during training is managing my time effectively while still meeting classroom responsibilities. At that time, I find it difficult to implement new strategies due to limited resources or lack of follow-up support. There's also occasional resistance to change among staff, which can hinder

progress. Some training sessions feel disconnected from the day-to-day realities of my students' needs, requiring significant adjustments to make them practical and relevant.

Interviewer: What additional support or resources would help you better implement the training strategies in your classrooms?

Interviewee: Implementing training strategies would be more effective with better access to modern teaching tools and learning resources. Support through ongoing peer collaboration or mentorship would help sustain momentum. Refresher workshops and follow-up sessions are essential to reinforce key concepts. It would also be helpful to have scheduled time during the workday for development activities. Administrative encouragement to try new approaches would build confidence and foster a more innovative teaching environment.

Interviewer: In what way do your school administration and other teachers support you to maintain teacher training environment inside and outside the classroom?

Interviewee: The school administration and fellow teachers play a significant role in fostering a supportive teacher training environment. They provide opportunities for professional growth by allowing time off for training and encouraging active participation in workshops. Peer collaboration is strongly promoted through activities such as joint lesson planning and classroom observations, which facilitate shared learning and reflective practice. Additionally, the school regularly conducts in-house professional development sessions and acknowledges teachers' efforts to adopt innovative teaching strategies. Access to relevant resources is consistently provided, ensuring that both in-class and out-of-class learning environments remain conducive to continuous teacher development.

Interviewer: Now I want to ask all the questions but if you want to add something that I have missed then you can tell without hesitation.

Interviewee: Oh! Um.... no, I don't have any question.

Interviewer: Thank you so much to co-operate with me. I am grateful to you but I will again meet you if I need further information to accomplish my research.

Interviewee: Sure, call me before you come.

Interviewer: Thank you, ma'am.

Interviewee: Welcome.