

CHAPTER-ONE

INTRODUCTION

This research study is on 'Transfer of Teachers' Professional Development (TPD) Training in the ELT Classroom'. This section discusses some basic things related to teacher training and professional development. It includes, general background, statement of problem, objectives of the study, research questions, significance of the study, and delimitation of the study.

1.1 Background of the Study

School is the second home of a student. A learner is expected to enhance his/her career development from school. A teacher bears a vital role for the overall development of a child. A teacher needs to play the different roles for the betterment of learner and the whole institution. A teacher needs to facilitate the learning process and provide necessary advice for the learners. He should play the role of care taker as well as controller. To play such roles a teacher needs to be well trained.

In the context of Nepal, teacher training was started formally only after the implementation of National Education System Plan (NESP 1971-1976). NESP brought a new impetus in teacher education for professional development. The policy created a favorable environment for the expansion of teacher education.

The history of teacher education in Nepal can be traced back to the establishment of Basic Education Teacher Training Center in Kathmandu in 1948 with a view of training the primary school teachers (Poudel and Gyawaly, 2011, p.23). In 1971, Institute of Education (IOE) of Tribhuvan University (TU) initiated B.Ed. program in education and it started to provide teacher education.

According to Poudel and Gyawaly (2011, pp.24-25), the programs run by IOE to enhance professionalism in teaching are as follows:

- Women teacher training (1971)
- Remote area teacher training (1973)
- On the spot training program
- Teacher training through distance learning (1976)
- B-Level teacher training program
- Human resource development in teacher education
- Vocational teacher training program

At present, National Center for Education Development (NCED) conducts teacher training program from the side of government. Apart from NCED, many other non-governmental organizations like: NELTA, American Embassy, and British Council are providing teacher education by organizing various workshops, seminars and so on. These organizations, also publish professional journals and newsletters which help for the professional development of teachers. Teachers can use various online resources for their professional development.

Tribhuvan University, Kathmandu University, Purbanchal University, Pokhara University and other private institutions are providing pre-service teacher education in Nepal. Among them Tribhuvan University is one of the leading universities which offers B.Ed. and M.Ed. programs on teacher education. In the 7th amendment of Education Act (2001), there is a provision of teaching license which means all the teacher must obtain a teaching license and training is mandatory for it. This shows that, the government of Nepal has given greater emphasis on teacher training for and to be a teacher.

In Nepal, training is taken mandatory for teaching, but still there are many issues beside teacher training.

Some of the major issues are presented as follows:

- Lack of consistent government policy on teacher education
- Lack of effective in-service teacher training
- Lack of research on teacher development
- Gap between training and implementation.
- Lack of professional spirit and innovation
- Lack of incentive to the teachers.
- Lack of proper monitoring and supervision.
- Lack of professional culture etc.

Teacher's professional development encompasses all types of facilitated learning opportunities ranging from college degrees to informal learning opportunities situated in practice. It is collaborative and intensive. Teacher professional development program is believed to fulfill teachers expressed needs, observed needs, and perceived needs. It aims to develop a teacher and the whole institution. Professional development, obviously, has an impact on the success of educational reform. All the stakeholders should help from their side for the successful implementation of Teachers' Professional Development (TPD) program which is being implemented in Nepal since 2011. Following Impey and Underhill (1994, p.73), the organization/institute can facilitate professional development program by providing the necessary investment, support, and condition under which people can develop their potential to the full. Hence, all the teachers, educational institution, society, government offices, and all related factors should provide necessary help for the professional development of teachers.

1.2 Statement of Problem

National Education System Plan (NESP 1971-1976) , had started teacher training in Nepal formally. It brought changes in teacher education and professional development. Many training programs were launched in different

time in Nepal. Institute of Education (IoE) of Tribhuvan University initiated B.Ed program in Education(1971), Teacher Training Through Distance Learning(1976), Seti Education and Rural Development Project (1980), and so on.

Apart from this NCED is providing training of different duration by different training centers. Tribhuvan University, Kathmandu University and others also provide pre-service trainings. NCED is conducting certification and recruitment training courses for the teachers. In this regard, School Sector Reform Plan (SSRP 2009-15) has included teachers' professional development program in it. It aimed to make a teacher perfect teacher.

SSRP started Teachers' Professional Development (TPD) Training. TPD training is one of the training given to the teachers to promote them with critical and creative ideas. It aims to develop a teacher as well as betterment of whole institution.

Although TPD training has given greater priority it is only limited inside training hall. Teachers do not seem to carry it inside the real classroom. The concerned authority does not plan for proper implementation and there is no observation on real field. No changes are realized in classroom after training.

So, this study aims to find out the effectiveness of TPD training in terms of transfer of knowledge and skills and classroom activities of a trained teacher in ELT classroom.

1.3 Objectives of the Study

The research study had the following objectives.

-) To find out the use of TPD training in ELT classroom by English language teachers.
-) To find out changes brought in ELT classroom by TPD training in teachers' teaching learning operation in terms of: Personal qualities, Planning of lesson, Classroom presentation, and Evaluation.
-) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

-) How is TPD training used by ELT teachers in EFL classroom?
-) What are the major changes brought by TPD training in their regular classroom activities?

1.5 Significance of the Study

Teaching is not an easy task. To teach something effectively, almost each and every teacher needs training. Training is an extra effort which facilitates teachers for successful learning. Participating in training only is not a great matter but implementing/transferring the learning of training in the classroom is very important matter. Every teacher needs to be able to implement their skills in real classroom. In the case of TPD training, teachers are expected to work actively to develop themselves and to develop the whole institution. This research study aims to find out how the teachers are using their skills and knowledge learned in TPD training into the real classroom.

The findings of the study will be beneficial for teachers, trainers, educational institutes, and policy makers. Apart from these people, text book (for training)

writers, syllabus designers, researchers, etc. will also be able to utilize this study for their own purposes. Teachers will find out the gaps of TPD training and try to fulfill it. Trainers, text book writer and syllable designers can use the recommendations of this study and design the course accordingly. Likewise, researchers can take some points and further research on them.

1.6 Delimitations of the Study

The study had the following delimitations:

- This study was only limited to twenty teachers.
- The teachers who have already received TPD training were selected for the study.
- Twenty teachers from secondary and lower secondary level were selected for the study.
- The study population was the teachers of English language only.

This study was only related to the transfer of theoretical knowledge of TPD training and classroom activities of the trained teachers in ELT classroom.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes Review of Related Theoretical Literature, Review of Related Empirical Literature, Implication of the Review of the Study, and Conceptual Framework.

2.1 Review of the Related Theoretical Literature

In this section, different topics related to theoretical literature are mentioned. The topics discussed under this section are: Profession, Teachers' Professional Development, Knowledge in Professional Development, Teacher Learning, Practice of Teachers' Professional Development in Nepal, and TPD Training in Nepal.

2.1.1 Profession

In traditional or narrow sense, profession and job are being used synonymously. People used to think profession as a job. All the occupations are not professions. Profession is an occupation where there is a sort of dedication to the welfare of others.

Following Wallace (2010, p. 5), "Profession is a word which can carry value judgment about the worth of person or activity referred to". Profession has a sense of doing well. Profession requires formal qualification, long and rigorous practice, training, academic study and so on. Wallace (ibid.) further says:

...any occupation aspiring to the title of 'profession' will claim at least some of these qualities: a basis of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standard of professional conduct, and the ability to perform some

specified demanding and socially useful tasks in a demonstrably competent manner.

Thus, profession is an occupation, which is not simply directed to for profit because it carries a sense of public service and personal dedication. Continuous learning, classroom practice focusing on improvement, culture of collegiality investigation (case study, research) etc. lead an occupation towards profession.

2.1.2 Teacher's Professional Development

Different scholars have defined teacher's professional development differently. Craft (1996, p. 6) says, "Professional development is sometimes used to describe moving teachers forward in knowledge or skills." Similarly, Richards and Farrell (2005, p. 1) say that, "Professional development is next step when once teacher's period of formal training is over."

Professional development, in a broad sense, refers adding professional knowledge and keeping up to date with theory and practice in related field. Teacher's professional development refers: improving teaching skills of a teacher to build confidence, understanding various principles and values, establishing self discipline, self regulation and high social status.

Teachers' Professional Development: An International Review of Literature, UNESCO (2012, pp. 14-16) has given the following characteristics of teachers' professional development:

- It is based on constructivism.
- It is perceived as a long term process.
- It takes place within a particular context.
- It is intimately linked to school reform.
- A teacher is conceived of as a reflective practitioner.
- It is a collaborative process.

Teachers, in teacher's professional development are treated as active learners who are engaged in the concrete tasks of teaching, assessment, observation and reflection. Professional development is a process of culture building and not of mere skill training. In professional development, teachers collaborate between colleagues, administrators, parents, society and other related factors.

Professional development encourages teachers to take new responsibilities and challenges. Teachers' professional development promotes institutional development, career development, and enhanced level of students' learning.

Teacher's professional development passes through various phases. At the beginning, teachers feel diffident, inadequate and ill prepared. They become busy in maintaining classroom discipline and establishing appropriate relationship with students. After some time they gain confidence in teaching and master teaching skills. They become flexible in classroom management. Their focus changes from self to students. They seek new challenges and conduct personal experiments using different methods, material and classroom management skills. Teachers' professional development is the growth that occurs as the teacher moves through professional cycle.

2.1.3 Knowledge in Professional Development

Teacher's professional development has a significant positive impact on teacher's beliefs and practice, student's learning and the implementation of educational reforms. Professional development needs some sort of skills and expertise on the part of language teachers.

Following Head and Taylor (1997), the sources of knowledge in professional development are:

- Formal training,
- Experiences,
- Socio-cultural context, and
- Relationship between people.

Not all the knowledge that teachers bring to their teaching has been learned from formal training, much of it accumulates from experience. The different teaching and learning situations that teachers have been in from childhood onwards, will all have left mark on the kind of teacher s/he is today. Teacher's understanding of him/herself is shaped by contact with people.

Hence, a teacher needs different kinds of skills and knowledge for professional development. Such skills and knowledge include general pedagogical knowledge, subject matter knowledge, knowledge of students' psychology, knowledge of strategies, tools and techniques to create favorable learning environment, knowledge of evaluation of learning, knowledge and skills on how to use/implement technology in the classroom and so on.

2.1.4 Teacher Learning

Teacher learning helps for the professional development of teachers. Teacher learning can be collaborative and/or self-directed. Learning with the help of other is collaborative learning. Teacher can collaborate with colleagues and experts for better understanding and meeting collective goals. Collaborative learning encourages greater interaction between teachers (mentoring, peer observation, sharing experience etc.). It provides new roles for teachers as leader, trainer, and critical friend. A teacher can share the experience of his/her teaching and other behavior with colleagues and get new experiences which are useful to reform behavior. In collaborative learning teachers can exchange ideas, experiences etc.

Self-directed learning encourages teachers to explore their own context and construct their own knowledge and understanding. This learning is based on constructivism. Here, teachers set their own goals for self development. It emphasizes action based and experiential learning. This type of learning can be long lasting. A teacher should have desire for learning and/or feeling of deficit

in knowledge or skill for self-directed learning. Action research can be taken as an example of self-directed learning.

As continuation to teacher training, it is necessary to motivate teachers towards teacher development. Teacher development and teacher training are not similar concepts, but most of the teachers take them synonymously. Teacher development is awareness based program. It helps the teachers to be aware. Wright and Bolitho (2007, p. 95) say that, "Increased awareness is probably the first step on the way to change in professional behavior". When a teacher becomes aware of his/her activities, s/he could reform his/her behavior. Head and Taylor (1977 p. 5) have presented the following differences between teacher training and teacher development.

| <i>Training</i> | <i>Development</i> |
|-----------------------------------|--------------------|
| - Compulsory | - Voluntary |
| - Competency based | - Holistic |
| - Short term | - Long term |
| - One off | - On going |
| - Temporary | - Continual |
| - Skill/Technique/Knowledge based | - Awareness based |
| - Product/Certificate weighted | - Process weighted |
| - Done with experts | - Done with peers |

Regarding training and development, Harmer (2007, p. 410) says, "At beginning of our careers, we go on teaching training courses where we are taught what to do. It is as our career develops, however, that instead of being trained, we should seek to develop ourselves and our teaching."

According to Richards and Farrell, (2005) the following activities/strategies can be used for teacher learning:

- Workshops
- Self-monitoring
- Teacher support group
- Keeping teaching journal
- Peer-observation
- Teaching portfolio
- Analyzing critical incidence
- Case analysis
- Peer-coaching
- Team teaching
- Action research

Apart from these strategies, teachers can learn by participating in various seminars, workshops, meetings, etc; reading various journals and publications, joining various professional organizations, using distance learning materials and so on.

2.1.5 Practice of Teacher's Professional Development in Nepal

Academic qualification and professional qualification for teachers was determined for the first time, in 1971, with the implementation of NESP. Until then the teachers were not trained. After the implementation of NESP-1971, only the person having both academic and professional qualification can become a teacher. In 1971, Institute of Education (IOE) of TU initiated B.Ed. program in education and started to provide teacher education to English language teachers.

The government of Nepal has conducted the following plans and projects for the professional development of teachers:

- Seti Education and Rural Development Project (1980)
- Primary Education Project (1985-1990)
- Basic and Primary Education Project/Program (1992-2003)
- Radio Education Teacher Training (1998)
- Science Education Project
- Secondary Education Development Project
- Primary Education Development Project (1992-1998)
- Education for all : National Work Plan (2001-2015)
- Teacher Education Project (2002-2009)
- Secondary Education Support Program (2003-09)

At present, National Center for Educational Development (NCED) is conducting different kinds of training programs. Since its inception, NCED is running different kinds of teacher training programs to school level teacher.

Currently NCED is running the following types of teacher training programs:

1. Primary Level teacher training program (10 months)

a. Pre-service primary teacher training program

First Semester - 5 months

Second Semester - 5 months

b. In-service primary teacher training program

First Phase - 330 hours

Second Phase - 660 hours (Distance mode)

Third Phase - 330 hours

2. Lower-secondary and secondary level teacher training program (10 month)

(For in service teachers)

First Phase (Module-I) -330 hours

Second Phase (Module-II) -660 hours (Distance mode)

Third Phase (Module-III) - 330 hours

Apart from NCED, other organizations like NELTA, American Embassy, British Council, and many more are supporting for the professional development of teachers by providing different trainings, seminars, workshops and so on.

The above mentioned trainings and other programs help teachers in understanding the subject matter, pedagogy and learners. Trainings conducted by NCED aim to provide various techniques to the teachers. It helps them to be updated with modern approaches and methods as well. Likewise, teachers get knowledge on planning of lesson, presentation of lesson and evaluation too. White et al. (2010, p. 112) assert that, "effective teaching involves understanding the learners, their background, their existing language level and preferences". Knowing about all the aspect of teaching and learning, and implementing them in real class room is the main aim of teacher development. It can enhance the level of learner, and teacher's professional development.

2.1.6 TPD Training in Nepal

Teacher's Professional Development (TPD) program is included in the School Sector Reform Plan (SSRP) 2009-15. NCED is conducting certification and recruitment training courses for primary and secondary level teachers through education training centers (ETCs) located at different places in the country and through other allied training-provider. Completion of a professional teacher training course has been made mandatory prior to entering the teaching

profession. The SSRP has given a highest priority to teacher preparation and its development.

Ministry of Education (MoE) has published Teacher Development Policy Guidelines-2011. This guideline has seven Policy Fields for the effective implementation of TPD program:

- Policy Field 1: Career preparation
- Policy Field 2: Qualification upgrading
- Policy Field 3: Professional development
- Policy Field 4: Teacher's accountability and career development
- Policy Field 5: Public private co-operation
- Policy Field 6: School leadership
- Policy Field 7: Arrangement of institutional capacity

Career preparation aims to make a teacher's presence or style better. It aims in individual development of a teacher. Qualification upgrading aims to make a teacher qualified. Professional development, teachers' accountability and career development aim to make a teacher professional and responsible. TPD further aims public private co-operation, school leadership and finally aims to develop institutional capacity.

From the description above, it shows that, the Ministry of Education has launched TPD program to promote teachers with critical and creative ideas. TPD aims to develop a teacher to bring changes in teaching to the betterment of whole institution. Teacher learning and training helps in the teachers' professional development.

Teacher Development Policy Guideline (2011) has given the following structure of TPD module:

Part I: Training workshop

It is conducted in face to face mode (teacher and trainer). It lasts for five days. After need analysis of teachers' the training is conducted. In this phase teachers are provided with necessary knowledge and skills. In this phase teachers can talk with one another and they can share their ideas and problems which could be the source of inspiration for the teachers.

Part II: Self study exercise

Teachers complete the assigned works in three days in their own school, with in the period of 20 to 30 days, after the completion of the first phase. In this phase, teachers study different materials to complete their assigned task. It makes teachers studious.

Part III: Instructional counseling

After the completion of the second part, the instructor goes to the school of participants for two days and evaluates the work of teacher. After that the instructor organizes a meeting based on the evaluation report of the completed task, and on the basis of that the instructor provides the certificate of the completion of TPD module. In this phase teachers get an opportunity to talk with the instructor in face to face mode. The teacher can get different knowledge in which s/he may have been in confusion during the period of training. So, it is taken as one of the important phases of TPD training.

NCED has made a claim that it has brought TPD program after a series of discussion and interaction with various stakeholders (TPD Policy Guideline-2011, NCED). TPD program should not be taken as an obligatory program than the necessity. It can play important role for the professional development of teachers in Nepal.

2.2 Review of the Related Empirical Literature

This section is an attempt to review the related studies, articles and reports. Those revised studies provide knowledge, skills and ideas necessary for the research work. Some of the previous thesis has been reviewed considering them as related literature and also as evidence to the present study.

Various research studies have been carried out in teacher training and professional development in the Department of English Education. Some of the studies related to the topic are observed as follows:

Giri (2007) carried out a survey study entitled, "Transfer of Skills: A Study on Trained English Teachers of Secondary Level" with the objective to find out the transfer of skills in the classroom. For this purpose he used observation technique as a tool. The finding of this study showed that ninety-seven percent of teachers used the skills learned in training in the classroom.

Basnet (2008) carried out a research work entitled, "Transfer of Teacher Training in Teaching Vocabulary". The main objective of the study was to examine the transfer of training in teaching vocabulary. She used two research tools, observation and questionnaire for data collection. The findings showed that teachers used explanation, translation, dictionary techniques while teaching vocabulary.

Regmi (2011) carried out research study entitled, "Role of NELTA in Developing ELT Situation of Nepal". The objective of the study was to find out and analyze the contribution of NELTA in terms of (a) Professional development of teachers and (b) Curriculum development and practices in ELT. She used questionnaire as research tools. The findings showed that more than eighty percent of the respondents had positive attitude towards NELTA and they said that NELTA had great contribution in developing ELT situation of Nepal by providing different seminars, workshops, trainings, and publishing professional journals.

Yadav (2012) carried out a study on "Perception of Students Towards Micro Teaching in Professional Development of English Language Teachers" with the main purpose to find out the students perception towards micro teaching for professional development of English language teachers. He used questionnaire as research tool. The findings showed that micro teaching gives basic ideas on teaching which helps in professional development of language teachers.

Khanal (2012) carried out a research study entitled "Inservice Teacher Training for Professional Development: Teachers' Perception", with the objectives to find out, how in-service teacher training contributes in the professional development of teachers. He carried out the study using questionnaire as research tool. Findings showed that in-service training promotes teachers professional development.

Although, many studies have been carried out on teacher training, to the best of my knowledge none of the studies in the Department of English Education have been carried out on TPD training. TPD training covers large area and is a new term in the field of teacher training. So, I am interested to carry out a research study on, "Transfer of TPD Training in ELT Classroom".

2.3 Implication of the Review for the Study

Through the intensive study of the aforementioned and other related literature, I found out the fact that previous research missed the investigation on the transfer of knowledge and skill of TPD training in ELT classroom. Thus, the review of the related literature made me feel the need to carry out this study.

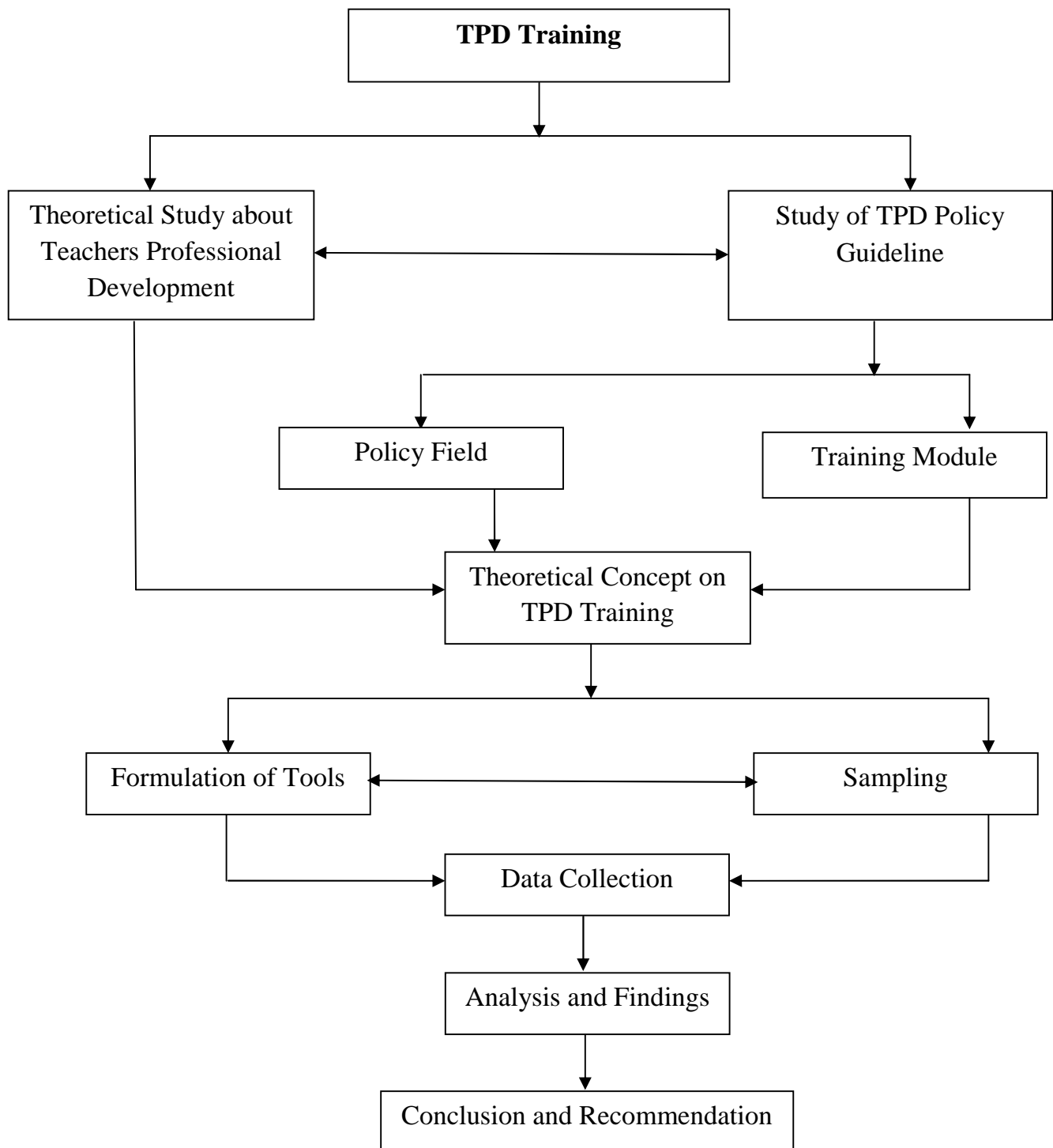
At the same time, after reviewing all those research works, I developed a concept on research process and methodological tools which are very beneficial to my research work. These studies helped me to get concept on how to analyze obtained data, presentation of data and conclusion and many more.

All the above Giri (2007), Basnet (2008), Regmi (2011), Yadav (2012) and Khanal (2012) research had been carried out to find out transfer of pre service and in service training in classroom. The researchers found that in service training promotes teachers' professional development, training increases teachers' knowledge etc. I have reviewed the guideline of School Sector Reform Plan published by NCED, books related to training like Wallace (2010), White (2010) and so on provided me a lot of knowledge about teachers' training and professional development.

Hence, this present study tried to find out transfer of TPD training in ELT classroom. Therefore, this research work is different from aforementioned research in the sense that it aimed to find out the transfer of training in the class as well as in whole education system.

2.4 Conceptual Framework

For the systematic completion of this research study, I followed the following conceptual framework.



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

I adopted the following methodology to fulfill the objectives of the study.

3.1 Design and Method of the Study

This study is a survey research. Survey research is used to find out public opinion on certain issues.

Hutton (1990) defines survey research as "the method of collecting information by asking a set of pre-formulated questions in a pre-determined sequence in a structured questionnaire to a sample of individuals so, as to be representative of a defined population" (Sapkota, 2012, p.138). Survey research is one of the cross sectional studies. "Cross sectional studies are known as one shot or status study" (Kumar 2007, p.93). In survey research, data is collected only at a single time. Rosiers (1988) opines that "Survey research in education involves the collection of information from members of a group of students, teachers, or other persons associated with the educational process; and the analysis of this information to illuminate important educational issues... " (as cited in Sapkota, 2012, p.137).

Hence, survey research is one of the important research method used in educational investigation. It is mainly carried out to find out people's attitudes, opinions and the specific behaviour on certain issues and events. The finding of survey is generalizable to the whole group.

The process of survey research can be listed in following points (Sapkota, 2012):

- a. Writing research proposal,
- b. Preparing research tools,
- c. Going to the field,
- d. Contacting the selected authority, population, or informants, and getting permission from authority and building good rapport with informants,
- e. Implementation of research tools,
- f. Collecting the data,
- g. Analyzing the data,
- h. Calculating and listing the findings.

In this way, in survey research the researcher needs to visit informants, build good rapport, and elicit information from them on the specific issues.

3.2 Population, Sample and Sampling Strategy

The total population of the study was all the English teachers (who received TPD training) of Arghakhanchi district. To carry out the research, I selected ten English teachers from secondary level and ten English teachers from lower secondary level, who had got TPD training. Then, they were given questionnaire to fill up. Similarly, from the twenty, five teachers from secondary level and five teachers from lower secondary level were selected and two classes of each were observed using observation check-list. The teachers were selected using purposive sampling as it was difficult to find all teachers who received TPD training.

3.3 Study Area

I tried to find out implementation of TPD training inside the classroom. Apart from this, transfer of knowledge and skill in teaching as well as the changes

brought in English teaching classroom in terms of planning, presentation and evaluation were also the area of this study.

3.4 Data Collection Tools and Techniques

A set of questions and checklist for observation (*as mentioned in appendices*) were the tools for the data collection.

After preparing questionnaire and observation check list, twenty teachers were provided with questionnaire and twenty classes of ten teachers were observed.

3.5 Data Collection Procedures

The following process of data collection was used in the study:

- I visited the concerned authority and took permission from authority.
- I visited informants and established good rapport.
- I made the informants know about the research.
- I distributed the questionnaire for informants requesting them to return on the fixed date.
- I observed the class of the teachers using check list. Two each classes of ten teachers were observed.
- I collected the questionnaire and thanked the informants.
- I analyzed the collected data, and used secondary sources of data in necessary.

3.6 Data Analysis and Interpretation Procedure

The obtained data were analyzed and interpreted using simple statistics tools such as tables and percentage for closed ended questions. Open ended questions were analyzed qualitatively.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

The data obtained from questionnaire and observation check-list are analyzed and interpreted statistically and qualitatively under this section.

4.1 Analysis of Data and Interpretation of the Results

This section includes analysis and interpretation of data obtained from questionnaire and observation check list.

4.1.1 Analysis of the Data Obtained From the Questionnaire

Under this section the responses obtained from secondary and lower secondary English teachers are analyzed and interpreted. Twenty teachers were provided a set of questionnaire which consist eight close- ended questions and eleven open ended questions as group A and B respectively, with the aim to find out different opinions and facts in transferring Teacher's Professional Development (TPD) training inside the classroom. The responses are analyzed and interpreted statistically (close-ended questions) and qualitatively (open-ended questions).

4.1.1.1 Teachers' Beliefs on Teaching English

Each and every teacher keeps belief in teaching. As English is one of the international languages, its importance is increasing day by day. Every teacher may have different belief about teaching English. In this study 20 teachers were asked the questions. In the question there were four alternatives given i.e. to provide general information about English, to make the students having proper English, to make them hold a better job in future, and all of above.

The responses are presented in the following table.

Table No. 1: Teachers' Beliefs on Teaching English

| Aspect | Responses | No. of Teachers | Percentage |
|---------------------------------------|--|-----------------|------------|
| Teachers' beliefs on teaching English | To provide general information about English | 5 | 25 |
| | To make students having proper English | 1 | 5 |
| | To make them hold a better job in future | 0 | 0 |
| | All of above | 14 | 70 |
| Total | | 20 | 100 |

The table shows, among the twenty teachers, 20 percent teachers keep belief in teaching English to provide general information about English, 5 percent to make students having proper English and 70 percent of them keep belief in teaching English to the first three points, i.e. they responded the option 'All of above'. The data showed majority of the teachers (70 percent) want to provide general information about English, make the students having proper English and make them hold a better job in future.

4.1.1.2 Teacher Training as an Effective Means

Training is an act of increasing the knowledge and skill. Every training aims professional development. Teacher training is also an act which aims increasing knowledge, skills, attitudes which are necessary for a teacher to teach effectively, and it aims teacher's professional development too. This question was asked to the teachers to find out their view regarding the relation between training and professional development. As this is also one of the close

ended questions there were four alternatives: strongly agree, agree, disagree and strongly disagree. The responses are presented below.

Table No. 2: Teacher Training as an Effective Means

| Aspect | Responses | No. of Teachers | Percentage |
|--|-------------------|-----------------|------------|
| Teacher training as an effective means | Strongly Agree | 19 | 95 |
| | Agree | 1 | 5 |
| | Disagree | 0 | 0 |
| | Strongly Disagree | 0 | 0 |
| Total | | 20 | 100 |

Above table shows, 95 percent of the teachers strongly agreed and 5 percent of them agreed to the statement: Teacher training as an effective means. None of them disagreed with it. It shows that teacher training helps for teacher's professional development.

4.1.1.3 TPD Training as a Remedy for Deficiencies in Initial Training

There are many government and non-government organizations in Nepal which provide training to the teachers. NCED is one of the leading organizations which is providing short term and long term trainings to the teachers. NCED says, most of the teachers in Nepal are trained. They have got different kinds of training: short term training and long term training. TPD training is one of the training which aims the overall development of a teacher as well as whole education system. None of the training is complete itself. The initial trainings may have some deficiencies. So, this question was asked to find out if TPD training is a remedy for those deficiencies.

There were four alternatives in answer of this question. The responses are presented here.

Table No. 3: TPD Training as a Remedy for Deficiencies in Initial Training

| Aspect | Responses | No. of Teachers | Percentage |
|---|-------------------|-----------------|------------|
| TPD training as a remedy for deficiencies in initial training | Strongly Agree | 4 | 20 |
| | Agree | 16 | 80 |
| | Disagree | 0 | 0 |
| | Strongly Disagree | 0 | 0 |
| Total | | 20 | 100 |

Above table shows, 20 percent teachers strongly agreed and 80 percent of them agreed the statement: TPD training is a remedy for deficiencies in initial training. It obviously shows that TPD is remedy for previous deficiencies.

4.1.1.4 Uses of TPD Training

Every training aims to increase certain things, for example knowledge, skills, and attitudes. After getting training one increases/develops his idea, belief, behavior, and way of doing something and so on. In this question the teachers were given five alternatives to express their views: knowledge, skills, attitudes, all of above and none of above.

The data obtained from the questionnaire is presented in the following table.

Table No. 4: Uses of TPD Training

| Aspect | Responses | No. of Teachers | Percentage |
|----------------------|---------------|-----------------|------------|
| Uses of TPD training | Knowledge | 3 | 15 |
| | Skills | 6 | 30 |
| | Attitudes | 0 | 0 |
| | All of Above | 11 | 55 |
| | None of Above | 0 | 0 |
| Total | | 20 | 100 |

It shows, majority of the teachers, 55 percent stated that TPD training increase knowledge, skills and attitudes. Likewise, 30 percent of them stated it increases skills and 15 percent stated that TPD training increases knowledge. It shows that TPD training helps to increase knowledge, skills as wells as attitudes which a teacher needs for effective teaching.

4.1.1.5 Usefulness of TPD Training

Training becomes successful only when it is useful to the related field. Usefulness is one of the qualities which is necessary to be of every training. Training needs to be useful and related to the wish of trainee. If any training fulfills or solves the problems or helps to solve the problems it automatically will be successful. In this regard, the view of teachers on usefulness of TPD training was obtained by providing them four alternative choices: very useful, useful, little useful, and useless.

The responses were as follows.

Table No. 5: Usefulness of TPD Training

| Aspect | Responses | No. of Teachers | Percentage |
|----------------------------|---------------|-----------------|------------|
| Usefulness of TPD training | Very Useful | 15 | 75 |
| | Useful | 5 | 25 |
| | Little Useful | 0 | 0 |
| | Useless | 0 | 0 |
| Total | | 20 | 100 |

Above table shows, among the twenty teachers none of them stated that it is little useful or useless. 75 percent of them stated it is very useful and 25 percent stated it is useful. It shows that TPD training helps to solve day to day problems, so it is useful for teachers for meaningful teaching learning process.

4.1.1.6 Transfer / Implementation of Knowledge and Skills

One of the important aspects of training is its implementation. Unless the knowledge and skills are implemented the training is unsuccessful as well as useless. If the teachers cannot transfer their training into the classroom it is just waste of investment. I, here, tried to find out the degree of transfer of knowledge and skills that the teachers had learnt in training to the classroom. For this question five alternatives were given to them.

The responses are presented below.

Table No. 6: Transfer/Implementation of Knowledge and Skills

| Aspect | Responses | No. of Teachers | Percentage |
|---|--------------|-----------------|------------|
| Transfer/ Implementation of knowledge and skills | Always | 10 | 50 |
| | Frequently | 10 | 50 |
| | Occasionally | 0 | 0 |
| | Rarely | 0 | 0 |
| | Never | 0 | 0 |
| Total | | 20 | 100 |

All of the teachers stated that they transfer their knowledge and skills in some extent. Among the teachers 50 percent teachers responded that they transfer it to the classroom always and 50 percent stated that they transfer their knowledge and skills frequently. It shows that teachers make use of knowledge and skills that they learnt in TPD training to ELT classroom.

4.1.1.7 Changes in Professional Behavior

Every training aims to bring some changes in the behavior of the trainee. Training needs to be able to bring some changes in the style/manner of teaching learning process. This question was asked to the teachers to know whether TPD training bring some changes in their professional behavior. The teachers' responses were as follows.

Table No. 7: Changes in Professional Behavior

| Aspect | Responses | No. of Teachers | Percentage |
|--|--------------|-----------------|------------|
| Changes in professional behavior | Yes | 20 | 100 |
| | No | 0 | 0 |
| | I don't know | 0 | 0 |
| Total | | 20 | 100 |

The table above shows, none of them stated No or I don't know. That is to say all of them (100 percent) responded Yes. It shows TPD training has brought some changes in the professional behavior of teachers. They are using the training in day to day activities.

4.1.1.8 Lesson Plan

Lesson plan is a road map to the teachers. Lesson planning prepares teachers mentally and psychologically in teaching. Lesson plan helps for effecting teaching. It helps the teachers to be confident and helps in completing the planned course in time limit. Lesson plan shows the path to the teachers. It tells the teachers about when and what to do. In this regard, the teachers were asked whether they make lesson plan to teach or not. For this they were given two alternatives: Yes and No. The obtained information was as follows.

Table No. 8: Lesson Plan

| Aspect | Responses | No. of Teachers | Percentage |
|-------------|-----------|-----------------|------------|
| Lesson plan | Yes | 16 | 80 |
| | No | 4 | 20 |
| Total | | 20 | 100 |

The table shows, 80 percent respondents responded that they make lesson plan and 20 percent stated that they do not make lesson plan. It shows that majority of the teachers (80 percent) make lesson plan in teaching.

4.1.1.9 Use of Innovative Teaching Techniques

TPD aims to develop a teacher to bring changes in teaching. Use of innovative teaching technique is also a change. Innovative technique refers new style / technique. Teacher should use new technique to fulfill the goals of curriculum. To find out the use of innovative teaching technique in teaching, twenty teachers from secondary and lower secondary level were asked an open ended

question. All of the teachers responded that they use innovative teaching techniques. Majority of the teachers stated that they use student centered techniques, they make use of teaching materials, create friendly environment in classroom. They also use group work as well as pair work. Some of them stated that they use new evaluation techniques as well. Their teaching is activity oriented.

It shows that teachers follow student centered techniques, activity oriented teaching and they try to make classroom environment friendly. They make use of materials as well.

4.1.1.10 Use of Innovative Evaluation Materials

Evaluation is one of the important aspects of teaching. Evaluation helps to find out the degree of learning that learner has learnt. The goal of teaching is make students learn. Unless the students learn there is no use of teaching. To find out students learning teacher can make use of different evaluation materials.

Traditionally, students used to be evaluated by using of summative evaluation, i.e. final exams. Now-a-days different innovative evaluation materials are in practice. In this regard the teachers were asked their views. 95 percent of teachers responded that they use it. They responded that they use the following evaluation materials to evaluate the students:

-) Class work, home work, class room participation.
-) Observation, students records, check list.
-) Oral question-answer.
-) Unit tests, weekly tests, monthly tests.
-) Continuous Assessment System (CAS).

It shows that teachers make use of different innovative evaluation materials which help the students to form their habit of learning. It helps to get the objectives of the course.

4.1.1.11 TPD Training as a Remedy for Deficiencies in Initial Trainings

TPD training program aims to promote teachers with critical and creative ideas. It tries to make a teacher perfect. There may be some deficiencies or lacks in any programs. Teachers in Nepal has got different kind of training in different times, however they may have some lacks. In this regard the teachers were provided a question. All of the teachers responded -Yes. They have given different reasons how TPD training is a remedy for deficiencies in initial trainings. Most of them stated that it helps to analyze previous knowledge and it refreshes the teachers. They stated TPD training provides ideas for action research and it gives concept of Teaching Improvement Plan (TIP). They further stated it helps teachers to be studious and at the time of training there can be discussion among teachers and it brings new ideas. They stated that it provides ideas on recent techniques and styles.

The above responses show that TPD training makes teachers refresh and helps to be updated with modern trends and methodologies. It provides new ideas to the teachers. So, TPD training is a remedial training.

4.1.1.12 Teachers' Professional Development and TPD Training

The goal of TPD training is teachers' professional development. It aims to improve teachers' ability and guides teachers for professional excellency. TPD program is included in the School Sector Reform Plan (SSRP) 2009-15. SSRP has given highest priority to teacher preparation and its development. In this regard the teachers were asked how TPD training helps in professional development. All of them responded teachers professional development can be enhanced by TPD training.

They further stated the following points to justify their response:

-) TPD training helps to refresh knowledge, skills and helps or guides to implement knowledge and skills in classroom too.
-) TPD has the provision of research like activities.
-) It provides knowledge on new methods and techniques.
-) It provides knowledge which helps in instructional counseling.
-) Discussion with colleagues helps to develop professionally.
-) It makes teachers active and studious.
-) It helps to be creative and problem oriented.
-) It makes familiar with changes in teaching styles and techniques, and it gives direction to reach the target.

It shows that TPD training provides knowledge, skills and techniques necessary for a teacher. It makes teachers active, studious, creative, and problem oriented. Finally, teachers' professional development can be enhanced by TPD training.

4.1.1.13 Changes in Professional Behavior

The main aim of training is to bring change in behavior. After getting a particular training a trainee shows/brings some changes in his/her behavior. 'Change' here refers for newness. In this study, all of the teachers stated that TPD training has brought some changes in their professional behavior. The changes that most of the teachers has brought are: use of lesson plan, use of student centered technique, use of new methods and styles, and use of text related materials. Apart from this some of the teachers focus on students' participation, focus on learning rather than teaching, use of continuous assessment system, the role the teacher as a facilitator and so on.

It shows that TPD training has brought some changes in the professional behavior of teachers. Instead of traditional way of teaching, new methods and techniques are being used.

4.1.1.14 Further Effectiveness of TPD Training

Although, there may be many strength of a program it may have some lacks. None of the program/activity is complete itself. In another side, there may be some drawbacks or incompleteness in any programs. In this regard the teachers were asked how TPD training can be made more effective. Most of the teachers responded giving focus on its implementation. Unless the program is implemented it would not be effective. The views of teachers to make TPD training more effective are listed:

-) It should totally be implemented inside the classroom.
-) It needs to be able to solve the real problems seen in teaching learning process.
-) There needs to be regular observation from concerned authority.
-) Financial support needs to be provided to teachers.
-) It needs to be made longer.
-) Favorable environment should be created for successful implementation.

It shows, there are still many things to change for effectiveness of TPD Training. Concerned authority needs to be careful on it.

4.1.1.15 Post- TPD Training Changes

As mentioned in previous topics, a training should bring changes. The goal of TPD training is to bring changes in traditional teaching style which may not fulfill the goal of education. All of the teachers responded that they have brought changes in their teaching. Most of them are using student centered techniques. Teachers were asked to list down the areas in which TPD training brought changes. They have listed the following points:

-) Language skills: listening, speaking, reading and writing.
-) Language aspects: grammar, vocabulary
-) Literature: poem, drama, stories etc.
-) Teaching techniques.
-) Methods and approaches and so on

The teachers further stated that they try to understand the needs and interests of students and teach accordingly. They follow innovative evaluation techniques and they make use of authentic materials. They said, they teach grammar inductively and focus on communicative activities. It shows, teachers brought changes in teaching after getting TPD training.

4.1.1.16 Techniques Used in TPD Training: Effectiveness for Classroom Context

Each and every things of TPD training cannot be useful in English language classroom. Teachers learn different things in the period of training. They are given five days training/work shop in group. Subject experts/roster trainers provide training to the participants. After that trainee does self-study exercise. Participants can learn different things in this phase too. Teachers were asked what things can be implemented from the knowledge of training in class. Some of them answered that they can implement 'All' the things. Most of them stated that they follow student centered techniques. Apart from these they follow new methods and techniques, activity oriented teaching style, inductive way of teaching, the role of teacher as facilitator, use of authentic materials, continuous assessment system, construction of Teaching Improvement Plan (TIP) and so on. It shows that teachers are following or transferring their theoretical knowledge into classroom in practice.

4.1.1.17 Any Topic 'Missing' From TPD Course

There may have some weaknesses of any program. Although, TPD training aims for overall development of a teacher and whole school, it may have some topics missing. Regarding this the teachers were asked the question. 90 percent of the teachers stated that there was nothing missing, and only 10 percent of them stated there was something missing. They stated that TPD program should include or give priority to generic part and pronunciation as well.

It shows that TPD program is fulfilling the needs and interests of trainee. But it lacks generic parts and low priority is given to pronunciation.

4.1.1.18 Role of School for Effective Implementation of TPD Training

The place to implement TPD training is school. School needs to provide favorable environment for teachers to implement their skills in classroom. It is necessary encourage the teachers and provide reward for new works. The teachers were asked what role the school should play for effective implementation of TPD training. The opinions of the teachers are listed in common as follows:

-) School administration should provide opportunity to implement training inside the classroom.
-) There needs to be friendly and co-operative environment.
-) Teachers need to be encouraged.
-) There should be the provision of necessary materials.
-) There should be sufficient / necessary budget.
-) Support from administration needs to be provided.
-) Teachers need some time for preparation.
-) Positive thinking is also necessary.
-) Provision of reward, for those who try to do things newly is also necessary.
-) SMC should support the administration and teacher.

It shows that school's role is very crucial for the implementation of training. If school environment is positive, teachers can implement new things inside the classroom which may promote students' learning.

4.1.1.19 Transfer and Obstacle of TPD Training

Transfer is the most important phase of training. If teachers cannot transfer their knowledge inside the classroom, there will be no use of training. Under this topic the teachers were asked two questions. The first was related to the transfer of training inside the classroom. 50 percent of the teachers responded that they were able to transfer it inside the classroom and 50 percent of them stated that there are some obstacles which hinder the transfer of training, so they are unable to transfer it.

In another part they were asked for obstacles. 50 percent of the teachers stated 'nothing' and 50 percent stated some factors which are causing problem in transfer of training. The obstacles that the respondents stated are:

-) Lack of necessary materials.
-) Students from different language background
-) Lack of financial support
-) Large class size
-) Lack of proper environment
-) Non-English environment of schools
-) Lack of co-operation
-) Distance between school's reality and training
-) Lack of school's administration's help and so on.

It shows that only 50 percent of trainees are able to implement their training skills effectively in class. Those schools which are economically and socially strong, it was easy to implement training skills.

4.1.2 Analysis of Data Obtained From Observation-Check List

This section deals with the practical observation of twenty classes of ten secondary and lower secondary level teachers. On the observation check list three rating scales were used: outstanding (Good), competent (Average /

Tolerable), and Inadequate (Poor) to analyze the teachers' performance. The topics used in observation check list were: Personal qualities (qualities of the teacher), planning (plan of lesson), Implementation (real class room teaching, pre and while teaching activities) and Evaluation (evaluation of students' learning and teachers' teaching). Each topics with their aspects are analyzed and interpreted on the basis of obtained information using simple statistics tools such as percentage and tables.

4.1.2.1 Personal Qualities

Apart from educational and other qualities a teacher needs personal qualities to be a successful teacher. Career preparation is one of the policy fields of seven which is included in Teacher Development Policy (MoE-2011). TPD training also focuses on personal qualities of teachers. In this regard some of the necessary personal qualities that an English teacher needs to be are observed under this topic. The aspects are analyzed in this section.

Presence / Style

Presence or style is one of the qualities of a teacher. Presence here refers for impression of people by their appearance and manner. A teacher needs to have good style to impress the students. The following table shows the presence / style of teachers whose classes were observed.

Table No. 9: Presence/Style

| Aspect | Rating | No. of Classes | Percentage |
|---------------------|-------------|----------------|------------|
| Presence / Style | Outstanding | 19 | 95 |
| | Competent | 1 | 5 |
| | Inadequate | 0 | 0 |
| Total | | 20 | 100 |

From the above table, 95 percent teachers were outstanding, and 5 percent teachers were competent in their presence / style.

It shows majority of the teachers (95 percent) were found having outstanding presence / style.

Voice

A teacher should have clear and commanding voice. If the voice is not clear the students may not get the things which the teacher tries to deliver. Voice may be low or high but it needs to be commanding and clear. The following table shows the voice quality of teachers:

Table No. 10: Voice

| Aspect | Rating | No. of Classes | Percentage |
|--------|-------------|----------------|------------|
| Voice | Outstanding | 6 | 30 |
| | Competent | 12 | 60 |
| | Inadequate | 2 | 10 |
| Total | | 20 | 100 |

In the above table, it was found that 30 percent of teachers were outstanding, 60 percent were competent and 10 percent were inadequate in their voice.

The data shows that majority of the teachers (60 percent) were competent in their voice.

Rapport

Rapport refers for good relationship between a teacher and the students. A teacher and students need to have a good relationship to get success. A teacher needs to be able to make a rapport. Teachers were observed to find out their rapport with students.

The following table shows the details:

Table No. 11: Rapport

| Aspect | Rating | No. of Classes | Percentage |
|---------|-------------|----------------|------------|
| Rapport | Outstanding | 2 | 10 |
| | Competent | 16 | 80 |
| | Inadequate | 2 | 10 |
| Total | | 20 | 100 |

From the above table, among the twenty teachers whose classes were observed, 10 percent were outstanding in building rapport, 80 percent were competent and 10 percent were inadequate.

It shows that most of the teachers (80 percent) were competent and only few (10 percent) were outstanding to built rapport with their students in classroom.

Clarity

Clarity refers clearness and simplicity in the delivery of subject matter. A teacher should be clear in delivering the idea and knowledge to the students. Students need to understand the teacher. The students learn only after the teacher teaches clearly. In this regard twenty classes were observed and they are displayed.

Table No. 12: Clarity

| Aspect | Rating | No. of Classes | Percentage |
|---------|-------------|----------------|------------|
| Clarity | Outstanding | 5 | 25 |
| | Competent | 15 | 75 |
| | Inadequate | 0 | 0 |
| Total | | 20 | 100 |

Above table, shows 25 percent teachers were outstanding and 75 percent were competent in the term of clarity. None of the teacher was inadequate.

It shows that most of the teachers (75 percent) are competent in clarity.

Confidence

Confidence is also one of the qualities that a teacher requires. Confidence is generally described as the state of being certain. If the teacher himself is not confidence, he cannot teach effectively and students cannot learn. To be confident in related topic a teacher should practice it before entering to class. Different trainings help to develop confidence. The data collected on this topic are displayed in the following table.

Table No. 13: Confidence

| Aspect | Rating | No. of classes | Percentage |
|------------|-------------|----------------|------------|
| Confidence | Outstanding | 16 | 80 |
| | Competent | 4 | 20 |
| | Inadequate | 0 | 0 |
| Total | | 20 | 100 |

Above table shows 80 percent of the teacher were found outstanding in confidence in their teaching and 20 percent of them were found competent. None of them were inadequate in terms of confidence.

It shows majority of the teachers (80 percent) are outstanding in confidence.

4.1.2.2 Planning

Planning is one of the important phase of teaching. A teacher should plan a lesson before teaching it inside the classroom. Planning helps for better teaching and learning. A teacher should plan a lesson, s/he should determine goals and objectives, activities. Teachers need to take care of materials as well.

TPD training also focuses on planning of lesson. In this regard, some of the aspects related to planning were observed. These aspects are analyzed and interpreted in this section.

Lesson Plan

Lesson plan is a road map for effective teaching. Lesson plan includes objective, materials, activities as well as evaluation and homework. Lesson plan helps to manage time and it makes teacher confidence in teaching. The collected data in regard of lesson plan are presented in the following table.

Table No.14: Lesson Plan

| Aspect | Rating | No. of classes | Percentage |
|-------------|-------------|----------------|------------|
| Lesson plan | Outstanding | 1 | 5 |
| | Competent | 13 | 65 |
| | Inadequate | 6 | 30 |
| Total | | 20 | 100 |

It shows, 5 percent of teachers were outstanding in planning a lesson, and 65 percent of them were competent. 30 percent teachers were inadequate in the planning a lesson.

Thus, only few of the teachers (5 percent) are outstanding in planning lesson and most of them are competent and inadequate.

Shape and Balance of Activities

Activities are important things that help to increase learning of students. A teacher should use as many activities as possible. But there should be balance of activities with objectives. All students should get chance to participate. In this regard, twenty classes of teachers were observed and found differences in shape and balance of activities.

The data have been presented in the following table.

Table No. 15: Shape and Balance of Activities

| Aspect | Rating | No. of Classes | Percentage |
|---------------------------------|-------------|----------------|------------|
| Shape and balance of activities | Outstanding | 5 | 25 |
| | Competent | 12 | 60 |
| | Inadequate | 3 | 15 |
| Total | | 20 | 100 |

Above table shows, 25 percent teachers were outstanding, and 60 percent of them were competent in the terms of shape and balance of their activities 15 percent teachers were found inadequate.

It shows majority of the teachers are competent (60 percent) in the term of shape and balance of activities.

Aims and Objectives Specification

Before teaching a lesson, a teacher should specify aims and objectives of the lesson. Without aims and objectives none of the class can be successful. The data collected for this topic are presented in the table below:

Table No. 16: Aims and Objectives Specification

| Aspect | Rating | No. of Classes | Percentage |
|-----------------------------------|-------------|----------------|------------|
| Aims and objectives specification | Outstanding | 8 | 40 |
| | Competent | 8 | 40 |
| | Inadequate | 4 | 20 |
| Total | | 20 | 100 |

Above table shows, 40 percent teachers were outstanding in determining aims and objectives of the lesson, and the same were competent. 20 percent of

teachers were found inadequate in the term of aims and objectives specification.

It shows majority of the teachers are outstanding and competent in aims and objectives specification.

Aid / Materials and Method: Suitability

Materials and method, both are important things which help in meaningful learning. Materials and method should be suitable for the lesson. Different methods can be used in teaching different topics. Materials should be impressive as well as related to the lesson. In this regard, the collected data is presented here:

Table No. 17: Aid / Materials and Method: Suitability

| Aspect | Rating | No. of Classes | Percentage |
|---|-------------|----------------|------------|
| Aid / Materials and method: suitability | Outstanding | 5 | 25 |
| | Competent | 8 | 40 |
| | Inadequate | 7 | 35 |
| Total | | 20 | 100 |

It shows, 25 percent teachers were outstanding in using suitable material and method, and 40 percent of them were competent. 35 percent teachers were inadequate in the term of aid / materials and methods: suitability.

From this, it is found only few teachers (25 percent) are able to use suitable materials and method in English language teaching classroom.

4.1.2.3 Implementation / Classroom Teaching

Classroom teaching is the stage of teaching and learning. Every qualities and planning are implemented inside the classroom teaching. Classroom teaching can be made more effective using various techniques and methods. Classroom

teaching is a stage where a teacher can use his / her knowledge, skills and so on that he / she learnt from different sectors.

Implementation is important phase of training. In this topic, some of the aspects related to implementation of training were observed. The collected data are analyzed and interpreted using tables.

Relationship Between Curriculum and Textbook

Curriculum is an overall plan. A textbook is designed on the basis of curriculum. In the classroom, a teacher needs to take care of curriculum and teach accordingly. As textbook is a reference material, a teacher should match curriculum to a textbook. In this regard, twenty classes were observed to find out the match between teachers teaching with curriculum. The obtained data are presented below:

Table No. 18: Relationship Between Curriculum and Textbook

| Aspect | Rating | No. of Classes | Percentage |
|--|-------------|----------------|------------|
| Relationship between curriculum and textbook | Outstanding | 12 | 60 |
| | Competent | 8 | 40 |
| | Inadequate | 0 | 0 |
| Total | | 20 | 100 |

The above table shows, 60 percent of the teachers were outstanding in making relation between curriculum and teaching, and 40 percent of them were competent. None of the teachers were inadequate.

It shows, majority of the teachers (60 percent) are able to match relationship between curriculum and textbook and teach according to it.

Context Setting

Context setting is one of the pre-teaching activities. A teacher should make students prepared to the topic / lesson. A teacher should use various activities for this. The classes were observed to find out suitable context setting.

The collected data are presented in the following table:

Table No. 19: Context Setting

| Aspect | Rating | No. of Classes | Percentage |
|-----------------|-------------|----------------|------------|
| Context setting | Outstanding | 4 | 20 |
| | Competent | 16 | 80 |
| | Inadequate | 0 | 0 |
| Total | | 20 | 100 |

Above table shows, 20 percent of the teachers were outstanding in context setting, and 80 percent of them were competent. None of them were found inadequate.

It shows, most of the teachers (80 percent) are tolerable (competent) in context setting.

Preparation and Use of Materials

Materials are the important things which create motivation for students in learning. Materials help to make the class interesting and learning becomes sustainable. A teacher can use different materials which he / she can prepare him / herself or buy from the market. Materials should match the lesson along with need and interest of the students. In this regard, the classes were observed to find out preparation and use of materials by teachers.

The obtained information is presented below:

Table No. 20: Preparation and Use of Materials

| Aspect | Rating | No. of Classes | Percentage |
|----------------------------------|-------------|----------------|------------|
| Preparation and use of materials | Outstanding | 5 | 25 |
| | Competent | 9 | 45 |
| | Inadequate | 6 | 20 |
| Total | | 20 | 100 |

From the above table, 25 percent of teachers were outstanding and 45 percent of them were competent in the preparation and use of materials. Likewise, 30 percent of them were found inadequate.

It shows, there are some teachers (20 percent) who do not prepare and use materials in teaching learning process.

Use of Role Play, Dialogue and Conversation

Role play, dialogue and conversation are communicative activities which aim to develop students' communicative skills. These activities make students speak in target language, which helps to develop the students' fluency as well as accuracy in target language. Twenty classes were observed to find out whether the teachers are using role play, dialogue and conversation in their class.

Collected data are presented below:

Table No. 21: Use of Role Play, Dialogue and Conversation

| Aspect | Rating | No. of Classes | Percentage |
|---|-------------|----------------|------------|
| Use of role play, dialogue conversation | Outstanding | 1 | 5 |
| | Competent | 10 | 50 |
| | Inadequate | 9 | 45 |
| Total | | 20 | 100 |

Above table shows, that only 5 percent of the teachers were outstanding and 50 percent were competent in using role play, dialogue, and conversation inside the language classroom. 45 percent of them were inadequate in the case of use of role play, dialogue and conversation. It shows, little more than 50 percent of teachers are outstanding and competent and a little less the 50 percent teachers do not use role play dialogue and conversation effectively in teaching learning activities.

Activity for Addressing Diversified Students.

In a language classroom there can be the students of various levels. A teacher should address such diversified students. Various techniques such as grouping the students according to their level, providing them with different materials etc can be done for this.

In this regard, twenty classes were observed and findings are presented in the following table.

Table No. 22: Activity for Addressing Diversified Students

| Aspect | Rating | No. of Classes | Percentage |
|---|-------------|----------------|------------|
| Activity for addressing diversified students. | Outstanding | 1 | 5 |
| | Competent | 7 | 35 |
| | Inadequate | 12 | 60 |
| Total | | 20 | 100 |

Above table shows that 5 percent teachers were outstanding and 35 percent of them were competent in designing activity addressing for diversified students. 60 percent of them were inadequate.

It shows that majority of the teachers do not try to design activity for addressing diversified students.

Use of Game

Game is an effective means to motivate students. Students learn easily if teachers can make use of games in teaching learning activities. The classes were observed to find out use of games in language teaching classroom.

The obtained information is as follows:

Table No. 23: Use of Game

| Aspect | Rating | No. of Classes | Percentage |
|-------------|-------------|----------------|------------|
| Use of game | Outstanding | 2 | 10 |
| | Competent | 3 | 15 |
| | Inadequate | 15 | 75 |
| Total | | 20 | 100 |

From the above table, 10 percent of teachers were outstanding and 15 percent of them were competent in using games. Most of them, i.e. 75 percent of them were found inadequate in using games.

It shows majority (75 percent) of the teachers do not use games (properly) in their classroom.

Construct and use of Innovative Teaching Techniques

There are many methods and techniques in practice. Every method or techniques can not be suitable in every situation. A teacher can develop his own technique suitable to students and lesson. Teachers should select appropriate technique. In this regard, twenty classes were observed and obtained data is presented below:

Table No. 24: Construct and use of Innovative Teaching Techniques

| Aspect | Rating | No. of Classes | Percentage |
|--|-------------|----------------|------------|
| Construct and use of innovative teaching techniques. | Outstanding | 8 | 40 |
| | Competent | 11 | 55 |
| | Inadequate | 1 | 5 |
| Total | | 20 | 100 |

Above table shows, 40 percent of teachers were outstanding and 55 percent of teachers were found competent in construct and use of innovative teaching techniques. Likewise, only 5 percent of them were found inadequate.

So, majority of the teachers (55 percent) are competent in construct and use innovative teaching techniques in language classroom.

General Class Management

Classroom management refers creating supportive atmosphere inside the classroom. A teacher needs to be able to arrange the classroom for effective learning of the students'. The classes were observed to find out the classroom management done by teachers. The following table shows the obtained data:

Table No. 25: General Class Management

| Aspect | Rating | No. of Classes | Percentage |
|--------------------------|-------------|----------------|------------|
| General class management | Outstanding | 14 | 70 |
| | Competent | 6 | 30 |
| | Inadequate | 0 | 0 |
| Total | | 20 | 100 |

Form the above table, 70 percent of teachers were found outstanding and 30 percent of them were competent in the general class management. None of the teachers were found inadequate in this aspect.

It shows, most of the teachers (70 percent) manage the classroom effectively in their teaching learning process.

Introduction and Presentation Technique

Before presenting the materials (lesson) to the classroom a teacher should introduce it. In giving introduction, a teachers needs to use effective techniques. Presentation is the main phase / stage of teaching. In this phase a

teacher needs to be very careful. S/He should present the lesson using various techniques so that students achieve the goals. In this regard twenty classes were observed and obtained data is presented in the following table:

Table No. 26: Introduction and Presentation Technique

| Aspect | Rating | No. of Classes | Percentage |
|---|-------------|----------------|------------|
| Introduction and presentation technique | Outstanding | 10 | 50 |
| | Competent | 9 | 45 |
| | Inadequate | 1 | 5 |
| Total | | 20 | 100 |

Above table shows that 50 percent of the teachers were outstanding and 45 percent were competent in teaching introduction and presentation technique. Only 5 percent of them were found inadequate.

It shows that 50 percent of the teachers are able to use introduction and presentation technique effectively inside classroom.

Awareness and Treatment of Errors

Errors are committed by learners due to lack of knowledge. A teacher needs to be aware of the errors committed by the students, and treat them in favorable time by using various methods of treatment of errors (error correction). The classes were observed to find out the teachers' awareness and treatment of errors committed by the learners. The obtained data is presented below:

Table No. 27: Awareness and Treatment of Errors

| Aspect | Rating | No. of Classes | Percentage |
|-----------------------------------|-------------|----------------|------------|
| Awareness and Treatment of errors | Outstanding | 6 | 30 |
| | Competent | 9 | 45 |
| | Inadequate | 5 | 25 |
| Total | | 20 | 100 |

From the above table, 30 percent of teachers were found outstanding in the awareness and treatment of errors. Likewise 45 percent of teachers were found competent and 25 percent of them were inadequate.

It shows, although they are not effective majority of the teachers are aware of some errors and try to treat them.

Smoothness or Flow

Smoothness is one of the qualities of language teachers. The presentation needs to be smooth so that students can learn easily. Twenty classes were observed to find out the smoothness or flow of the teachers. The obtained information is presented in the following table.

Table No. 28: Smoothness or Flow

| Aspect | Rating | No. of Classes | Percentage |
|-----------------------|-------------|----------------|------------|
| Smoothness or Flow | Outstanding | 9 | 45 |
| | Competent | 10 | 50 |
| | Inadequate | 1 | 5 |
| Total | | 20 | 100 |

Above table shows, 45 percent of teachers were outstanding and 50 percent were competent in the smoothness. Only 5 percent of them were inadequate in term of smoothness.

It shows that, majority of the teachers' smoothness or flow is appropriate according to the level of students.

Students' Motivation

Motivation is one of the important tools which help the students to learn. A teacher needs to be able to motivate the students towards learning. Motivation is one of the pre-teaching activities which encourage the students towards

learning. In this regard, the classes were observed of find out students' motivation towards learning. The findings are presented below:

Table No. 29: Students' Motivation

| Aspect | Rating | No. of Classes | Percentage |
|----------------------|-------------|----------------|------------|
| Students' motivation | Outstanding | 9 | 45 |
| | Competent | 8 | 40 |
| | Inadequate | 3 | 15 |
| Total | | 20 | 100 |

Above table shows that 45 percent of the teachers were found outstanding in creating motivation in students towards learning. Likewise, 40 percent of them were competent and 15 percent of them were found inadequate.

It shows that, majority of the teachers are able to motivate the students towards learning.

Command of Subject Matter

A teacher needs to have command of subject matter. If the teacher him/her self is confused he cannot teach effectively and students cannot learn too. To develop the command of subject matter a teacher needs to be studious.

Different training can be useful in this aspect. Regarding this, the classes were observed to find out the command of teachers in their subject matter. The findings are presented below:

Table No. 30: Command of Subject Matter

| Aspect | Rating | No. of Classes | Percentage |
|---------------------------|-------------|----------------|------------|
| Command of subject matter | Outstanding | 13 | 65 |
| | Competent | 6 | 30 |
| | Inadequate | 1 | 5 |
| Total | | 20 | 100 |

From the above table, 65 percent of teachers were found outstanding, 30 percent of them were found competent, and 5 percent inadequate in their command of subject matter.

It shows that, most of the teachers (65 percent) have good command of their subject matter.

Use of Communicative Activities

Communicative activities are useful to develop fluency as well as accuracy on target language. A teacher should select different activities on the basis of level, need and interest of the students. The classes were observed to find out the use of communicative activities. The findings are presented below:

Table No. 31: Use of Communicative Activities

| Aspect | Rating | No. of Classes | Percentage |
|---------------------------------|-------------|----------------|------------|
| Use of communicative activities | Outstanding | 3 | 15 |
| | Competent | 6 | 30 |
| | Inadequate | 11 | 50 |
| Total | | 20 | 100 |

The above table shows that, only 15 percent of the teachers were outstanding, 30 percent were competent and 55 percent were inadequate in use of communicative activities.

It shows most of the teachers do not make use of communicative activities in language teaching classroom effectively.

Emphasis on Individual Learner

Every learner is different in their need and level. A teacher should emphasis on individual learner to make the classroom teaching effective. Some learners may seek-care of teacher. In this regard, the classes were observed to find out

teachers' emphasis on individual learners. The obtained data is presented below:

Table No. 32: Emphasis on Individual Learner

| Aspect | Rating | No. of Classes | Percentage |
|---------------------------------|-------------|----------------|------------|
| Emphasis on individual learners | Outstanding | 2 | 10 |
| | Competent | 13 | 65 |
| | Inadequate | 5 | 25 |
| Total | | 20 | 100 |

Above table shows that, 10 percent of the teachers were found outstanding and 65 percent of them were competent. 25 percent of them were found inadequate in term of emphasis on individual learners.

It shows, although it is not sufficient majority of the teachers give emphasis on individual learners.

Liveliness of Class

In monotonous classroom students cannot learn effectively. A teacher should try to make the class live. To make it, students should be made active, meaningful voice should be welcomed and many others techniques should be followed. Twenty classes were observed to find out their liveliness. The obtained information is presented below:

Table No. 33: Liveliness of Class

| Aspect | Rating | No. of Classes | Percentage |
|---------------------------------|-------------|----------------|------------|
| Use of communicative activities | Outstanding | 6 | 30 |
| | Competent | 11 | 55 |
| | Inadequate | 3 | 15 |
| Total | | 20 | 100 |

Above table shows 30 percent, 55 percent and 15 percent of teachers were found outstanding, competent and inadequate in their liveliness of class respectively.

It shows majority of the classes seem to be live.

Encouragement to the Learners

Learners sometimes may not be encouraged towards their learning due to different factors such as low level of knowledge, individual problems etc. In such cases and all the time a teacher should encourage the learners towards their lesson. Regarding this, the classes were observed to find out encouragement to the learners. The findings are presented in the following table.

Table No. 34: Encouragement to the Learners

| Aspect | Rating | No. of Classes | Percentage |
|-------------------------------|-------------|----------------|------------|
| Encouragement to the learners | Outstanding | 7 | 35 |
| | Competent | 10 | 50 |
| | Inadequate | 3 | 15 |
| Total | | 20 | 100 |

Above table shows, 35 percent of the teachers were outstanding, 50 percent were competent and 15 percent were inadequate in terms of encouragement to the learners toward learning.

It shows majority of the teachers encourage their students towards learning.

4.1.2.4 Evaluation

Evaluation is a tool which helps to find out effectiveness of the program. Evaluation helps to find out strengths and weaknesses. It helps to analyze /

know how much the students achieve of the presented lesson. Under this section different aspects related to evaluation are observed and analyzed.

Construct and Supply of Evaluation Techniques

Evaluation is not an easy job. A teacher needs to be very careful for it. Different technique can be used in evaluation process. The classes were observed and the findings related to construct and supply of evaluation techniques are collected.

The data are presented below.

Table No. 35: Construct and Supply of Evaluation Techniques

| Aspect | Rating | No. of Classes | Percentage |
|---|-------------|----------------|------------|
| Construct and supply of evaluation techniques | Outstanding | 7 | 35 |
| | Competent | 12 | 60 |
| | Inadequate | 1 | 5 |
| Total | | 20 | 100 |

Above table shows, 35 percent of the teachers were found outstanding in constructing and supplying evaluation techniques. Likewise, 60 percent were competent and only 5 percent were inadequate.

It shows majority of the teachers construct and supply effective evaluation techniques.

Achievement of Aims and Objectives

Final destination of teaching is achievement of aims and objectives. For this the teacher should use various methods and techniques in presenting lesson to the students. In this regard, the classes were observed to find out achievement of aims and objectives. The obtained data is presented in the following table.

Table No. 36: Achievement of Aims and Objectives

| Aspect | Rating | No. of Classes | Percentage |
|------------------------------------|-------------|----------------|------------|
| Achievement of aims and objectives | Outstanding | 8 | 45 |
| | Competent | 11 | 55 |
| | Inadequate | 1 | 5 |
| Total | | 20 | 100 |

Above table shows, 40 percent of the teachers were found outstanding in achieving aims and objectives of the lesson. Similarly 55 percent were competent and 5 percent were inadequate.

It shows most of the teachers (55 percent) are in competent (tolerable) level in terms of achievement of aims and objectives.

Ability to Evaluate own Performance

A good teacher needs to be able to evaluate his / her own performance. Self evaluation helps in improvement. Self evaluation can be done using various tools like: record, writing a note etc. A teacher should evaluate himself / herself and bring changes. In this topic, teacher's ability to evaluate their own performance was observed. The obtained information is presented below:

Table No. 37: Ability to Evaluate own Performance

| Aspect | Rating | No. of Classes | Percentage |
|-------------------------------------|-------------|----------------|------------|
| Ability to evaluate own performance | Outstanding | 2 | 10 |
| | Competent | 13 | 65 |
| | Inadequate | 5 | 25 |
| Total | | 20 | 100 |

Above data shows, 10 percent of the teachers were found outstanding and 65 percent of them were found competent in evaluating own performance. 25 percent of them were inadequate.

It shows majority of the teachers try to evaluate their own performance.

Students' Evaluation

Students' evaluation is necessary to find out their learning. After completing the lesson some of the students can be asked / evaluated. There are different evaluation techniques of which a teacher needs to be careful. The classes were

observed to find out whether the teachers evaluate their students and how effectively. The obtained data is presented below:

Table No. 38: Students' Evaluation

| Aspect | Rating | No. of Classes | Percentage |
|----------------------|-------------|----------------|------------|
| Students' evaluation | Outstanding | 8 | 40 |
| | Competent | 11 | 55 |
| | Inadequate | 1 | 5 |
| Total | | 20 | 100 |

From the above table, 40 percent of the teachers were found outstanding and 55 percent of them were found to be competent in students' evaluation. 5 percent of them were inadequate on it.

It shows majority of the teachers evaluate their students effectively.

Overall Impression of the Lesson

A lesson needs to be impressive. A lesson becomes impressive only when there is a match / link between objectives, material, evaluation and students' learning. The overall impression of the lesson was found as presented in the following table:

Table No. 39: Overall Impression of the Lesson

| Aspect | Rating | No. of Classes | Percentage |
|----------------------------------|-------------|----------------|------------|
| Overall impression of the lesson | Outstanding | 5 | 25 |
| | Competent | 13 | 65 |
| | Inadequate | 2 | 10 |
| Total | | 20 | 100 |

Above data shows 25 percent of the observed lessons' overall impression was found outstanding. Likewise, 65 percent of them were competent and 10 percent inadequate.

It shows majority of the lessons' (65 percent) overall impression is competent.

Students' Learning

Students' learning is one of the important aspects of teaching. The final goal of teaching is students' learning. Regarding this, the classes were observed to find out students' learning and findings are presented in the following table.

Table No. 40: Students' Learning

| Aspect | Rating | No. of Classes | Percentage |
|--------------------|-------------|----------------|------------|
| Students' learning | Outstanding | 5 | 25 |
| | Competent | 12 | 60 |
| | Inadequate | 3 | 15 |
| Total | | 20 | 100 |

Above data shows that, in 25 percent of the class students' learning was found outstanding. Similarly students' learning was found competent and inadequate in 60 percent and 15 percent of the classes. It shows that in most of classes (60 percent) students learning is competent.

4.2 Summary of Findings

The major concern of this study was to find out the transfer of knowledge and skills that teachers learnt in TPD training to the classroom. Similarly it also tried to find out the factors affecting in transferring TPD training skills in the classroom. The major findings of this study are listed below:

-) Only 50 percent of the teachers were able to transfer knowledge and skills of TPD training inside the classroom teaching. The teachers stated that various obstacles hinder proper transfer of training.

-) The obstacles: lack of necessary materials, students from different language background, lack of financial support and proper environment, large class size, lack of co-operation, lack of regular observation, and distance between schools' reality and training, hinder the proper transfer of TPD training into classroom.
-) TPD training has brought some changes in the professional behavior of all 20 teachers. Teachers use innovative teaching methods and evaluation techniques after TPD training.
-) After TPD training all the teachers brought changes in teaching language skills, aspects, and literature.
-) All of the teachers make use of knowledge and skills that they learnt in TPD training to ELT classroom.
-) Three of the teachers stated that TPD training helps to increase knowledge, six of them stated it helps to increase skills, and 50 percent of them stated it helps to increase knowledge, skills as well as attitudes which a teacher needs for effective teaching.
-) More than 50 percent teachers stated TPD training makes teachers refresh and helps to be updated with modern trends and methodologies.
-) TPD training can be made more effective by implementing it inside the classroom, making it problem oriented, doing regular observation from concerned authority, providing financial support and co-operation.
-) In TPD training generic part has given less emphasis.
-) Majority of the teachers were found outstanding in their presence (95 percent) and confidence(80 percent), competent in their voice (60 percent), clarity (75 percent) and building rapport with students (80 percent)
-) Majority of the teachers (70 percent) were found to make lesson plan before teaching.

- J Majority of the teachers were found competent in terms of shape and balance of activities (12 of 20 teachers), aims and objectives specification (80 percent), and materials and methods' suitability.
- J 12 of the 20 teachers were able to find out the relationship between curriculum and textbook.
- J A few teachers (20 percent) were found not to prepare and use materials in teaching learning process.
- J 45 percent of teachers did not use role play, dialogue and conservation in their teaching.
- J Majority of the teachers (60 percent) were inadequate in designing activities for addressing diversified students.
- J Only few teachers (2 out of 20) made use of games in teaching appropriately.
- J More than fifty percent teachers were able in effective classroom management and introduction and presentation techniques.
- J Although they were not effective majority of the teachers (75 percent) were aware of some errors and tried to treat them.
- J More than 10 of the teachers' smoothness was found appropriate according to the level of students.
- J More than 80 percent of the teachers were able to motivate the students towards learning.
- J 65 percent of the teachers had command of their subject matter.
- J Only few teachers (15 percent) made use of communicative activities and they were competent in emphasis on individual learners.
- J 55 percent of the classes seem to be lived.
- J Majority of the teachers (55 percent) were tolerable in terms of achievements of aims and objectives and they tried to evaluate their own performance.
- J The data showed majority (13 lessons) of the lessons' overall impression and students' learning was competent.
- J Majority of the teachers (14 of 20) want to provide general information about English, make the students having proper English and make them hold a better job in future.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATIONS

On the basis of analysis and interpretation of the collected data, and summary of findings the following conclusions and recommendations have been made:

5.1 Conclusions

The study found out that 50 percent of the teachers were able to transfer knowledge and skills of TPD training inside the classroom teaching. 70 percent of teachers keep belief in teaching English to provide general information, to make students having proper English, and to make them hold a job in future. 95 percent of teachers agreed to the point that teacher training is an effective means. Teachers stated that TPD training is a remedy for deficiencies in initial trainings and they found it useful. Teachers have brought changes in their personal qualities, planning of lesson, presentation and evaluation as well. Majority of teachers use student centered techniques, they make use of teaching materials, they try to create friendly environment in classroom after getting TPD training. They follow continuous assessment system as well.

This thesis is organized into five chapters. The first chapter deals with the general background of the topic, statement of the problem, objectives of the study, significance of the study and delimitations of the study. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The third chapter covers all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results. The fifth chapter includes conclusions and recommendation followed by references and appendices.

Teachers stated that the obstacles like lack of necessary materials, students from different language background, lack of financial support and proper

environment, large class size, lack of co-operation, lack of regular observation, distance between schools' reality and training hinder the proper transfer of training into classroom.

5.2 Recommendations

On the basis of the above findings and conclusions, the following recommendations have been made. The recommendations are listed in three different categories.

5.2.1 Policy Related

The following are policy related recommendations:

-) Regular observation from concerned authority is required for effective implementation of TPD training.
-) Financial support and co-operation needs to be provided to the teachers.
-) Provision of rewards and punishments is required.
-) Trainings content needs to be appropriate and contextual and sufficient.
-) Trainings need to be need based and frequent.
-) TPD training needs to be able to solve the real problems seen in teaching learning process.

5.2.2 Practice Related

The following points are listed as practice related recommendation:

-) Schools' environment needs to be positive.
-) The school should encourage the teachers to implement innovative styles inside the classroom.
-) School Management Committee should provide necessary materials.
-) Teachers need to be given some time for preparation.
-) Teachers should plan a lesson before teaching.

-) Teachers should use communicative activities as far as possible.
-) Teachers should be aware of diversified students and errors. S/He should treat them necessarily.
-) Teachers should try to motivate and encourage students by using various techniques.

5.2.3 Further Research Related

TPD training aims overall development of institution as well as teachers. There are many points for further research on TPD training. The further researchers can explore researches on TPD as action research, or other designs of research. They can even relate the co-relational research practices. Furthermore, TPD training followed by monitoring using action research can be conducted.

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Appendix A

Appendix I Questionnaire

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled "**Transfer of TPD Training in ELT Classroom**", under the supervision of Mr. Ashok Sapkota. This study is for the partial fulfillment of M.Ed. in English. Your co-operation in responding the questionnaire and your responses will have great value in accomplishing my research. I appreciate your honest opinion and assure you that responses made by you will be exclusively used only for the present study and remain confidential.

Thank You !

.....

Prakash Mani Ghimire
Research
er

Teacher'sName:

School:.....

Qualification:

Experience:

Training(s):.....

Group 'A'

Put a tick (✓) on the box to the alternative that best indicates your response.

1. Being an English teacher what kind of beliefs have you kept while teaching English to your students?

- To provide general information about English.
- To make the students having proper English.
- To make them hold a better job in future.
- All of the above

2. Teacher training is an effective means of teacher's professional development.

- Strongly agree
- Disagree
- Agree
- Strongly Disagree

3. TPD training is a remedy for deficiencies in initial training.

- Strongly agree
- Disagree
- Agree
- Strongly disagree

4. TPD training increases

- Knowledge
- Skills
- Attitudes
- All of the above
- None of the above

5. TPD training is:

- Very useful
- Little useful
- Useful
- Useless

6. How often do you use the knowledge and skills that you learnt in TPD training?

- Always Frequently Occasionally
 Rarely Never

7. Did TPD training bring some changes in your professional behaviour?

- Yes No I don't know

8. Do you make lesson plan to teach?

- Yes No

Group 'B'

1. After getting TPD training do you make use of innovative techniques in teaching? If yes, how?

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2. After getting TPD training do you make use of innovative evaluation materials?

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3. Do you think TPD training can be a remedy for deficiencies in initial training? If yes, how?

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4. Do you think teachers professional development can be enhanced by TPD training? If yes, how?

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5. Did TPD training bring any changes in your professional behavior? If yes, list them down.

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6. How can TPD training be made more effective?

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7. In which area of your teaching, TPD training brought changes? List them down.

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8. What things can English language teachers implement in class after TPD training?

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9. Looking back, was there any topic or area 'missing' from your TPD course? List down if any.

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10. What role should school play for effective implementation of TPD training in classroom?

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11. Are you able to implement/transfer your training in classroom? If not what things are disturbing you for successful implementation? List down.

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Thank You for your co-operation!

Appendix II

Observation Check-list

Teacher's Name Date..... Time:-
 School's Name.....

| | Outstanding | Competent | Inadequate | Remarks |
|---|-------------|-----------|------------|---------|
| 1. Personal Qualities | | | | |
| a. Presence/Style | | | | |
| b. Voice | | | | |
| c. Rapport | | | | |
| d. Clarity | | | | |
| e. Confidence | | | | |
| 2. Planning | | | | |
| a. Lesson plan | | | | |
| b. Shape & balance of activities | | | | |
| c. Aims & objective specification | | | | |
| d. Aids/Materials/Method: Suitability | | | | |
| 3. Implementation | | | | |
| a. Relationship between curriculum and textbook | | | | |
| b. Context setting | | | | |
| c. Preparation & use of materials | | | | |
| d. Use of role play, dialogue & conversation | | | | |
| e. Activity for addressing diversified (talent, slow learner, cultural aspects) | | | | |
| f. Use of games | | | | |
| g. Construct and use of innovative teaching techniques | | | | |
| h. General class management | | | | |
| i. Introduction and presentation techniques | | | | |
| j. Awareness/ Treatment of errors | | | | |
| k. Smoothness or flow | | | | |
| l. Students motivation | | | | |
| m. Command of subject matter | | | | |
| n. Use of communicative activities | | | | |
| o. Emphasis on individual learner | | | | |
| p. Liveliness of class | | | | |
| q. Encouragement to the learner | | | | |
| 4. Evaluation | | | | |
| a. Construct & supply of evaluation techniques | | | | |
| b. Achievement of aims & objectives | | | | |
| c. Ability to evaluate own performance | | | | |
| d. Students evaluation | | | | |
| e. Overall impression of the lesson | | | | |
| f. Students' learning | | | | |

Note (if any)

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 Researcher

Source:- Wallace(2010), TPD Programme Implementation Book(MoE)