

CHAPTER ONE

INTRODUCTION

The research on “Implementation of Teacher Training in ELT Classroom for their Professional Development.” Of this section of research consists of background of the study, statement of the problem, objectives of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Teachers are supposed to be a responsible agent for the transformation of the knowledge. They play a significant role in interpreting curriculum, fashioning pedagogy and devising assessment activities. Furthermore, teachers can change the world by their innovative knowledge and methods. Teachers need some specific skills, knowledge training and qualities that recognize teaching as different profession. Teaching is an art that requires continuous training. Therefore, teacher training is important for making teacher professionally competent and professional.

Teacher training is a learning process that involves the acquisition of knowledge, developing the skills, concepts and changing of attitude and behaviors to enhance the performance of teachers. Richards and Farrell (2005, p. 3) state, “Training refers to activities directly focused on a teachers’ present responsibility and is typically aimed at short term and immediate goals.” Teacher training empowers the teacher and aware them about innovative techniques and teaching methods. Similarly, Hills (1982, P. 273) says:

“Teacher training is a process using a wide range of techniques to modify attitudes, knowledge or skills, behaviors so as to achieve effective performance in a particular task or set of tasks. It tends to

be results-oriented, although within this constraint much training emphasizes the development of individual abilities.”

From the above-mentioned definition, teachers can assume that teachers’ training is a set of systematic activities, which are also directed toward certain expected learning outcomes. The teacher training covers the areas of Information Technology (IT) literacy, child-centric interactive teaching learning activities and integration with the Information Communication Technology (ICT) teaching context. Its ultimate goal teachers training can develop teacher professional career and change of the teachers’ teaching behaviors.

Teachers need to update of the current knowledge that is they were aware about new contents and trends of teaching called teacher professional development. Richards and Farrell (2005, P.1) assert “Teacher professional development is next step when once teachers’ period of formal training is over.” Teacher training is planned activity of the professional development provides an education and skills of teaching. Similarly, Victoria H. (as cited in Burns, 1999, P.216) argues, “Professional development or growth means enabling teachers to generate their own ideas about classroom practice.” By considering these ideas about teacher professional development, it will be fruitful to mention. From the definitions, we can assume teacher professional development is the development of a person in his or her professional role. The teacher who has knowledge of how to teach language items or teaching contents as specified in the syllabus, methods and techniques of teaching those specified contents materials to make the teacher professionally developed. If teacher is professionally talent, she/he has knowledge about teaching learning and context in which she/he will be professionally developed. The overall development of teacher is teacher professional development.

Teacher training is important to acquire knowledge for professional development. Teacher training helps to use different kinds of techniques to solve some pedagogical problems. It provides knowledge and art for teaching. The research deals with an implementation of training of teaching career and provides strategies of using teacher training of their professional development. It is considered one of the crucial components in ensuring effective classroom teaching. Training for teacher is the selection of quality education.

1.2 Statement of the Problem

Due to the rapid growth and development of science and scientific technologies, new knowledge is growing up and expanding the whole scope of knowledge. Because of this, the teacher needs to know the scope of the current and widening knowledge. It is in fact, possible only through the means of adequate training. Thus, the significance of training for a teacher in teaching.

A huge amount of national budget and time effort has been invested in the to train teachers related schools level. Teacher training made teachers qualified and experienced as well. However, some national level studies (National Aeronautics and Space Administration-NASA-1997, 2003, 2008, 2011) show the poor level of learning achievement in the schools. Further, students' overall performance is also not so satisfactory.

Considering these facts, it is necessary to study an application of the training contents in the classroom teaching. Thus, the study was carried out to find out the status of how well the training performance of the TPD training is disseminated in a language classroom of a trained teacher. As a good teaching reflect the application of training which was learn in the institute. This study is a survey on the application of the training's reflection in the English language classroom context.

In this situation, I would like to conduct the research study entitled implementation of teacher training in ELT classroom for their professional

development. Teacher follows different strategies and teachers for their professional development. In our context, the governmental and many non-governmental bodies have been practicing on the field of teacher professional growth and ELT teaching. The research deals with to find out how the teacher implement their training skills of their ELT classroom for their professional development and what kinds of techniques, methods and strategies are used by the teachers in the real classroom setting. My study also investigates how teacher implement their knowledge into the classroom and how they develop their skills of teaching.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out implementation of teacher training in English language classroom for their professional development.
- b. To identify ways of implementing teacher training in ELT classroom.
- c. To suggest some pedagogical implication.

1.4 Research Questions

The research questions of the study were as follows:

- a. What are the implementation of teacher training in the English language classroom?
- b. What are the ways of implementing teacher training in ELT Classroom?
- c. What can be the pedagogical implications of the research?

1.5 Significance of the Study

The study is significant to transfer teacher training in the classroom teaching and learning. It provides some insight into the practical aspects of the implication of training in the real life classroom. As Government of Nepal (GoN) has made provisions of a special training course for teacher's

professional development, the status of the application of the training in the real life practice in the classroom is needy to study.

This study was beneficial for all stakeholders to make them aware of an implementation of teacher training in ELT classroom of their professional development. The findings and suggestions derived from this study had useful for all the teachers, students, school administrations, course designers, textbook writers and policy makers. This study helped to find the ways of teacher training in actual teaching and learning of English language. It had been fruitful to any ELT practitioners who wants set of his/her life in a teaching profession. The study was helpful for English teachers to adopt new approaches and methods teaching English language through teacher training. In this regards, teachers learn lesson that they should be updated according to time and situation to be competent teacher. Moreover, they had been aware about the strategies of use of training in class of their teacher development.

1.6 Delimitations of the Study

The research had following delimitations:

- a. The study was limited to secondary level of public school.
- b. The data was collected through class observation and observation dairy.
- c. The study was limited to purposive non-random sampling procedure.
- d. The study of population was to ten English language teacher class.
- e. The population of the study was limited ten secondary school teachers of Kathmandu district.
- f. The researcher observed four classes of teacher.
- g. The study was limited to classroom observation checklist and diary writing tools for collecting the data.

1.7 Operational Definitions of the Key Terms

ELT Classroom:	Compulsory English teaching classroom where teachers implement new method that learn from training.
Teacher Training:	One of the aspects of teacher professional development which is required for effective teaching.
Teacher Professional Development:	It includes all formal and informal activities the teachers do or receive for the in-service professional growth. It refers to the continuous learning of teachers that focuses on improving classroom practice and increasing students learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is about the theoretical and empirical bases of the research. It includes four sub-sections, viz, review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Theoretical knowledge is necessary for researcher to have enough knowledge about the selected topic of the research. The researcher cannot go further in the research process without knowledge and concepts of the research study. The theoretical concept of the study has been presented as follow:

2.1.1 Teacher Education

Teacher education is a life-long process, which starts from the time of recruitment to retirement of teachers from education. Teacher education prepare the teacher for teaching. Similarly, Asia and the Pacific Program of Educational Innovation for Development (APEID) (1990, p.2) provisions, “Teacher education refers to both pre-service and in-service programs which adopt both formal and informal approach”. Teacher education is the key for the improvement in education. It is the formal setting for teaching and learning activities and teacher is the main element of the program, which plays crucial role for the improvement in education. The change and advancement in education is the result of teacher education and to bring change in education, it is necessary to develop teacher professionally. Similarly, Agrawal (2017, p.1) states “Teacher is the key of educational enhancement which should have strong subject and pedagogic context knowledge, possess effective classroom management skill, readily adopt new technologies, and be inclusive and

sensitive to the diverse needs of their students.” Thus, teacher education aims to draw attention to the importance of the professional development of teacher. It means to say that providing education is the process of enhancing knowledge, skills for all. Therefore, teacher education is the overall development of teacher which makes teacher more critical and innovative. Teacher training provide for the teachers assimilate educational environment also help to change the class room situations. The Ministry of Education in Nepal is rendering to legitimate programs in improving the quality of teachers' education by formulating and implementing various planned program for teacher professional development.

2.1.1.1 Teacher Development

Development refers to the development of a person in his or her professional role through experience, observation, training etc. Effective professional development engages teacher in learning opportunities that are supportive job embedded, instructionally focused, collaborative and ongoing. Underhill (1986 as cited in Head and Taylor 1997, p.1) writes teacher development as "the process of becoming the best kind of teacher that a teacher can personally be". Similarly, Bell and Gilbert (1994 as cited in Evens 2002, p.3) write, "Teacher development can be viewed as teacher learning rather than as other getting teachers to change. In learning, the teachers will be developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing". Furthermore, Evans (2002, p.9) defines “Teacher development as the process whereby teachers' professionalism and or professionalism may be considered to be enhanced.” So, we can say that teacher development is the process of making a best kinds of teacher.

Teacher development is a life- long process. It is a process of development what they have needed in teaching career. Aryal and Pant (2014, p.33) argue, “Teacher development aims to develop all essential perspectives of effective teaching to teacher. By which teacher asks question himself how can I be a

good teacher? How can I make my teaching more joyful? How can I feel I am supporting my pupils learning?” The teacher development is that process to be a best kind of teacher and that is developing a capacity to solve problems raise on teaching.

Teacher development very crucial thing to ensure quality education on the part of learners and we need to encourage and inspire our teacher to involve and engage in their development. Teacher development will be the aspect that identify their own potentialities and problems and finds their ways forward.

2.1.1.2 Teacher Professional Development

Teacher professional development or teacher professionalism is an innovative concept in the field of English language teaching in Nepal. Teacher professional development is related to continuous growth of teaching skills and adoption of new pedagogical techniques to enhance quality of education, it is more than having sound knowledge and skills in the subject matter in the respected profession. It is also including teacher training, teachers lifelong learning, use of pedagogical research and use of information communication technology in teaching learning process. In the word of Bell and Gilbert (1996, p. 15), teacher professional development as “A part of teacher development that involves not only the use of different teaching activities but also the development of beliefs and concepts underlying the activities.” It has described as teachers acquiring or adopting new knowledge beliefs and skill in order to change their educational practice. Professional learning involves not only the development and use the teaching activities in the classroom but also the personal view and conception. Richards and Farrell (2005, p. 1) put forwarded that “teacher professional develop mentis next step when once teachers’ period of formal training is over.” Teachers are generally motivated to continue their professional development once they begin their careers.

Everyone could be developed their professional if they have hungry of knowledge. This approach has selected to improve the quality learning teaching overtime. Teacher development is lifelong process in which teachers keep themselves engaged in learning and expanding their expertise. If he /she update with new information, methodology because every seconds information can be explosion which are related to related field. It is their own understanding of how they go on learning and becoming better at what they are doing. Galthon (1995) views it differently, as professional development being broader than career development which states the growth that usually occurs as a person moves him/her thought the professional career (as cited in Villedgeas-Reimers, 2003, P.11) TPD includes wide varieties of activities that teachers employ either individually, collaboratively, formal or informal expertise.

2.1.1.3 Teacher Training

Teacher training is a process of making teacher more competent for their work. According to Lang (2003, p. 19). “Teacher training is a developing knowledge about the process of becoming a language teacher.” Similarly, James (1995) says, “Training is a way of helping people to do things that they could not before they trained. It is regarded, pre-required phenomenon for handling any responsibility for anybody.

Teacher training is one of the most important aspects of teacher professional development, which helps the teacher to make more skilled and innovative. Pant (2007, p.10) argues, training is way of process to update of modern teaching techniques and learner centered teaching. Teacher training is intended activities that give education and teaching skills. Similarly, Bhatia (2005) states, training is an act of increasing skill and attitudes of an employed improving his performance on the job. Training is concerned with imparting specific skill for doing particular job, for example, a clerk on typing. It is for job related and short term. It is careful to develop knowledge and skills and

attitudes to accomplish an action. It changes the way of thinking and responding.” Likewise, Richards and Farrell, (2003, p. 3) says, “Training involves understanding basic concept and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practice in the classroom.” Training could aware to the teacher about an innovative methods and approaches of language teaching. Ur (1997, p.1) states, teacher training is the “preparation for professional practice usually through formal courses at college or universities. It usually results in some kinds of recognized accreditation, granting successful candidates as certificate and the right.”

Form aforementioned definitions we can say that teacher training is very essential to acquire practical knowledge in every field like in education sector. Training makes teacher professionally confidence and competent in his/her field. To sum up training is concerned with imparting specific skills for doing particular job. It changes the behavior of teacher.

2.1.2 Benefits of Teacher Training

Teacher training program offer teachers' new way to keep their classroom and curriculum fresh, exciting, and highly educational. They also provide access to new teaching styles and offer different techniques. Renick (2016, p.1) writes, “Teacher training program improve teachers' general skill, improve overall organization, time management, educational technological knowledge, and learn better ways to motivate students.” He further says that all these aspects have been shown to result in better students' grade and a higher level of classroom interest. It means to say that providing training to teacher means facilitating the teaching, motivating the students toward the teaching learning activities and developing teachers' professional skills. Providing training means continuing teachers' own education gain the new skills and methodology, develop the teaching materials, critical thinking and they must able to help students truly succeeded. Therefore, teachers training facilitates the process of

linking theory and practice. Kelly (2017, p.2) presents some importance or benefits of effective teacher training, they are:

a. Helps Prevent Failure

According to Kelly Novice teachers, have many challenges that they face every day in their professional life so the effective teacher training helps to avoid all challenges and it can help them feel more confident about many common problems that arise for teachers each day. Without this background, teachers might feel like failures as eventually give up.

b. Helps Avoid Teacher Burnout

Effective teacher training programs will address teacher burnout. First, it helps new teachers to understand what can lead to teacher burnout. In some cases, this is just the stresses daily teaching. However, it can also be caused by not varying the information and methods of teaching enough. Teacher training program that focus on particular subject areas like social studies or mathematics can help students learn about different ways in which a subject can be presented.

c. Provides an Understanding of the Benchmarks for Achievement

Many inexperienced teachers focus on getting students to memorize and regurgitate success. However, does this show true student achievement? Without a background to what does and does not constitute authentic student learning new teachers, sometimes create lessons that do not lead to the results they were expecting. However, teacher preparation programs can help students understand how to find and apply effective benchmarks for students' achievement.

d. Provides Supported Practice in Controlled Environment

When it comes to teaching, reading a book is not enough. Even hearing teachers talk about teaching methods is not enough. Now teachers need practice teaching combined with effective mentoring in order to help them understand what is required from them in their new position. This happens through student teaching in classroom setting. However, it is an imperative that student teachers are placed in appropriate classes that meet their interest. Further, the supervision teacher must be involved and provide feedback each day to help student teachers learn.

e. Stops Costly Experimenting on Students

While all teachers experiment with new lessons and techniques, from time to time teachers without proper training will often try things that education might have taught them would not work. This experimenting comes at a cost in terms of student learning.

2.1.3 Practices of Teacher Training in Nepal

Nepal has made nearly seven decades of long history in teacher training and professional development. Teachers are the implementers of the national educational policies and curricular values. That is why teachers' qualities and personalities obviously influence the educational system as a whole. Trained and professionally developed teacher may contribute for the succession in educational programs conducted into nation. Therefore, Nepal also had implemented different teacher training and teacher professional development programs.

a. Basic Teacher Training Center (BTTC) 2004 B.S.

Basic teacher training center (BTTC) was established in 2004 B.S. (1947 A.D.) and took the first initiation to prepare the trained teacher for the basic school. Many research shows that BTTC was the first and most important teacher-training program in the Nepalese educational development. Phuyal (1999, p. 1) says, "Organized teacher training program was started in Nepal with the establishment of BTTC in the late 1940s. This institution provided training to the basic school teachers. The concept of training program designed by BTTC was based on Gandhian philosophy of self support. According to NCED (2010, p. 17), "BTTC was established to train primary teacher in the work of implementation of Basic Education in the country." So, we can say that BTTC was the first attempt for teacher training in Nepal. However, the center short lived and was discontinued because the program could not sustain longer as Rana regime.

b. Nepal National Education Planning Commission 2011

After the advent of the democracy in 2007 B.S. the expansion and establishment of the school took speed across the country. The need for teacher training was also realized immediately after the political change. It was clearly enunciated in the report of the Nepal National Education Planning Commission (NNEPC) of 1954 A.D. on the recommendation of the commission report National Teacher Training Center was established for providing Basic Teacher Training to the primary school teachers as in service course. According to NNEPC (2011, pp. 157-158). The major purposes of teacher training were to provide competent teacher to staff the schools of Nepal, both by training new teachers and by upgrading existing teachers and the development of common curriculum and common method in our schools, with appropriate adoption to local condition.

As suggested by NNEPC, the curriculum of teacher training was included general education, craft education, professional education and personal development of teachers as pre need. According to NCED (2010, p. 19),

College of Education was established in 2013 B.S. with the substantial financial assistance of the USA, Normal School program was launched and Mobile Normal School Network was set up in different part of country in the same date with the prime purpose of producing trained teacher.

C. All Round National Education Committee 2018 B.S.

All Round National Education Committee (ARNEC) was set up in 2018 B.S. to recommend reform in education and make it suitable to the changed context of the *Panchyat* Policy. According to NCED (2010, p. 19), “The primary teacher training center were established in selected parts of country discontinuing the mobile normal school network after the adoption of ARNEC.” Shortage of trained teachers posed a serious problem in the expansion of education facilities at that time. This shortage was identified mainly in the areas of Science, Mathematics and English teacher, female teachers and teachers especially in the primary school of the remote area. Furthermore, NCED (2010, p. 19),

A variety of training programs like Science Teaching Environment Program, Program for the Revision and Improvement of Mathematics Education, Teacher Educators Program, etc. were also initiated apart from regular program of College of Education and Normal School to address the shortage of teachers.

d. National Education System Plan 2028 B.S.

National Education System Plan (NESP) 2028 B.S. was one of the apex body for educational development in Nepal. The plan was primarily aimed at counter

acting the elitist bias of the inherited system of Education by linking it more effectively to productive enterprises and egalitarian principles. In brief, the committed to tackle irrelevant and disorganized varieties of education that still exist in the country. The plan calls for unifying education into one productive system that serves the country's' needs and aspirations. The concept of education as an end to white colors job is being replaced by a new concept that regards education as an investment in Human Resources for the development of the country.

NESP strongly put forward the logic that whoever involved in teaching should be trained. It says that training is main part of educational development and teacher professional development. According to Hada (2070, p. 200), “The NESP made teacher training mandatory and differentiated for trained and untrained teacher.” It means to say that the teacher training is necessary for in-service and pre-service teachers. Without training, teaching cannot be effective and goal oriented so, the concept of teacher professional development was applied by the policy of NESP in 1971, which required professional qualifications of teachers in addition to academic qualification. NESP was the first policy, which adopted the policy of academic qualification and professional qualification for the first time in Nepal. It made Ten Months Teacher Training compulsory along with the academic qualification for school level (NCED, 2015 p. 2). Apart from these different types of training program Radio Education Teacher Training Program, Four Year Remote Area Teacher Training Program, On the Spot Teacher Training Program, Seti Education and Rural Development Project, etc. are mainly implemented at that time.

e. National Education Commission 2049 B.S.

After the restoration of democracy in 2046 B.S. education system of Nepal was restructured according to report of the National Education Commission (NEC) 2049B.S. According to NECD (2010, p. 25), NEC was set up to suggest appropriate education system in the changed political context or the country

and reviewed the education system in which teacher training was included as an essential component." The NESP was replaced by the new education system recommended by NEC report and different projects and programs were launched to train in-service teachers.

According to NCED (2010, p. 2) "A Ten-month Teacher Training program was introduced in 1992 under the two projects i.e. Primary Education Development Project (PEDP) and Secondary Education Development Project (SEDP) for untrained primary and secondary teachers respectively." Thus, the report was very helpful for teacher training for both levels. The NEC, report recommended a need of national level apex institute, which is responsible for development of teacher, managers and all other types of human resources working in the public sector. NEC (2049, p. 51) has adopted the different national policy for governing teacher training that, to make teacher training obligatory for taking up teaching profession at school level, to increase the salaries of trained teacher in proportion to their level of training and give preference to women teachers in all training programs.

f. National Center for Educational Development

National Center for Educational Development (NCED) was established in 1993 A.D. under the Ministry of Education, Nepal with the purpose of providing teacher professional development opportunity to the teachers as an in-service teacher training program and contemporary training courses. According to SSRP (2009-2016, p. 37),

"NCED is conducting certification and recurrent training courses for primary and secondary level teachers through Education Training Courses (ECTs) located at different places in the country and through other allied training providers. Completion professional teacher training courses have been made mandatory prior to entering the teaching profession."

According to NCED (2067, p. 3), “Education for All (EFA), National Plan for Action was launched in 2001 A.D. and targeted to make 99% primary teachers fully trained and NCED training policy implemented in 2005 A.D. and aimed to provide Ten-months in-service training for all teachers till 2009 A.D.” To meet the goal of EFA and Training Policy, NCED has established an Extensive Training Network for all over the country and launched the training program under the Teacher Education Project in 2002 A.D. and Secondary Education Support Program in 2003 A.D. NCED also able to provide Ten-months in-service training for 98.2% of total in-service teachers from the public school of Nepal at the end of 2009 A.D. (NCED, 2010, p. 3). Thus, it is an apex body for all training program at all level.

g. School Sector Reform Program (SSRP, 2009-2015)

School Sector Reform Program (SSRP) was a long-term strategic plan to achieving the goals and objectives of Basic and Secondary Education that the Government of Nepal (GoN), Ministry of Education (MoE) has envisioned for the years 2009-2015. SSRP offered two separate professional career paths: one for basic level (Grade 1-8) and another for secondary teachers.

There were four stages in the teacher professional career paths: beginners, experienced, master, and expert for the both basic and secondary level teachers (SSRP, 2009-2015, p. 39). SSRP also determined the minimum qualification for teachers, they are: higher secondary education or equivalent with relevant teacher preparation course for basic education and M.Ed. or equivalent with relevant teacher preparation course for secondary level. Furthermore, SSRP purposed one-year teacher preparation course in addition to minimum academic qualification.

The SSRP has given a highest priority to teacher preparation and its development and the plan purposed the policy that teacher must acquire one month's in-service teacher training at least once in every five years to link this

training with teacher career development. Similarly, the next provision made by SSRP for teacher development was Lead/Research Centre (L/RC)-based demand driven refresher teacher training. According to this provision, for all teachers working at various levels (ECED to Grade-12) over five-year period of time, L/RC-based demand driven and refresher teacher training implemented. And job induction training was another provision to novice teachers for 7-10 days. Thus, the program has highest contribution for teacher training and their professional development. SSRP implemented TPD program as a new roadmap to develop teachers' competency from their daily experience (NCED, 2015).

Training of 30 days over five years' period of time. To implement this provision in practice, three stages of Ten/Ten days TPD models were prepared. These states were designed according to the need of teachers.

h. School Sector Development Plan (SSDP, 2016-2023)

The School Sector Development Plan (SSDP) is one of the recent program for educational development in Nepal. It has been developed with a participatory and inclusive approach with continuous consultation and validation of stakeholders and beneficiaries within Nepal's Education sector. As such, the SSDP has been developed on a strong evidence based foundation. The seven-year plan and five-year program focus around the dimensions of supporting the country's ambitions to graduate from the status of least developed country by 2022 through the strengthening the access and quality of education, while recognizing the diversity in context and need within the country. It aims to equitable and inclusive quality education and promoting lifelong learning opportunities for all, as well as it aims to provide for the development and delivery of centralized in-service training programs through ECTs and L/RC (SSDP 2016-2023, p. 87).

SSDP is considered an important vessel to enable to achieve Sustainable Development Goals and to reach the goal of becoming a middle-income country by 2030. The main drivers of the plan's content are the achievement, lesson learnt and unfinished agenda of the Education for All Program (EFA) 2004-2009 and the School Sector Reform Plan (SSSRP) 2009-2016 under the Education for All National Plan of Action (2001-2015). Ensuring the quality and need-based teacher professional development and performance-based and accountable teacher management is one of the main elements in SSDP's theory of change.

To sum up, with regard to the teacher professional development the SSDP program aims to provide for the development and delivery of centralized in-service teacher training program through ECTs and L/RC based program. The continuous professional development will also be introduced including online and mobile phone based self-learning resources, short modular courses, support for development and substance of subject teacher networks and school based professional development for teachers.

2.1.4 Goals of Teacher Training

Teacher training is important aspects of teachers' professional development. It is mainly concerned with the current innovations, practices and methods related to the teaching field. It is also the areas of teacher education and learning of teaching art. According to Richards and Ferrell (2005, p. 3) the goals of Teacher training are:

a. Learning how to use effective strategies to open a lesson.

Good planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experiences. The development of interesting lessons takes a great deal of time and effort.

b. Adopting the textbook to match the class.

The way of using a text book in language classroom is very important techniques. The adoption of textbook involves teachers methods that enhance students learning of text materials. That combination of classroom environment and textbook enhance the teaching learning activities.

c. Learning how to use group activities in a lesson.

Group activities enable students to discover meaning in the content and improve thinking skills. The most effective use of group work in a lesson is that which engages student within positive meaningful lifelong learning.

d. Using effective questioning techniques.

Asking the right question is the heart of effective communication and information exchange. By using right questions in particular situations, we can improve a whole range of communication skill, comprehension skill and confidences level of the students. Furthermore, asking questions to the students means evaluate student's preparations, to develop critical thinking and review the lesson.

e. Using classroom aids and resources (e.g. Video)

Teaching aids are an integral component in any classroom. The many benefits of teaching aids include helping learners, improve reading comprehension skill, illustrating or reinforcing a skill or concept differentiating instruction and relieving anxiety or boredom by presenting information in a new and existing way using aids and resources in classroom also engage students' other senses since there are no limits in what aids can be utilized when supplementing lesion.

g. Techniques for giving learners feedback on performance.

There are different techniques and ways to give feed of the students' performance. However, the focus of the feedback should be based essentially on what the students is doing right. It moots productive to student's learning when they are provided with an explanation and examples as to what is accurate and inaccurate about their work. It should give in a timely, which motivates the student toward positive learning.

2.1.5 Benefits of Teacher Training

Teacher training program offer teachers new way to keep their classroom and curriculum fresh, exciting, and highly educational. They also provide access to new teaching styles and offer different techniques. Renick (2016, p. 1) writes, "Teacher training program improve teachers' general skill, improve overall organization, time management, educational technological knowledge, and learn better ways to motivate students." He further says that all these aspects have been shown to result in better students' grade and a higher level of classroom interest. It means to say that providing training to teacher means facilitating the teaching, motivating the students toward the teaching learning activities and developing teachers' professional skills. Providing training means continuing teachers' own education gain the new skills and methodology, develop the teaching materials, critical thinking and they must able to help students truly succeeded. Therefore, teachers training facilitates the process of linking theory and practice. Kelly (2017, p.2) presents some importance or benefits of effective teacher training, they are:

a. Helps prevent failure

The novice teachers have many challenges that they face every day in their professional life, so the teacher training helps to avoid all challenges and it can help them feel more confident about many common problems that arise for

teachers each day. Without this background, teachers might feel like failures as eventually give up.

b. Helps Avoid Teacher Burnout

Effective teacher training programs will address teacher burnout. First, it helps new teachers to understand what can lead to teacher burnout. In some cases, this is just the stresses daily teaching. However, it can also be caused by not varying the information and methods of teaching enough. Teacher training program that focus on particular subject areas like social studies or mathematics can help students learn about different ways in which a subject can be presented.

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d. Provides Supported Practice in Controlled Environment

Only books reading is not enough for teacher professional growth. Even hearing teachers talk about teaching methods is not enough. Now teachers need practice teaching combined with effective mentoring in order to help them understand what is required from them in their new position. This happens through student teaching in classroom setting. However, it is an imperative that student teachers are placed in appropriate classes that meet their interest. Further, the supervision teacher must be involved and provide feedback each day to help student teachers learn.

e. Stops Costly Experimenting on Students

While all the teachers experiment with new lessons and techniques from time to time teachers without proper training will often try things that education might have taught them would not work. This experimenting comes at a cost in terms of student learning. As most teachers know, it is very easy to lose your student at the beginning of a term. If you do exhibit competence, fairness, and consistency from the beginning, you risk losing respect and interest. The ultimate cost of this failure is in what the student will not achieve in the classroom.

2.1.6 Issues and Challenges of Teacher Training

Training refers to activities directly focused on a teachers' present responsibilities and is typically aimed at short term and immediate goal (Richard and Ferrell, 2005, p. 3). They further say that training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and ability to demonstrate principles and practices in the classroom. So, teacher training address every possible area such as its goals, technological aspects, school working environment, teachers' expectation and so on. Dalogle (2004 as cited in Koc 2015, p. 460) mentioned that identification of needs is most important issue for the success of program. Therefore, the issue of teacher training is related to different areas like as selection problem, poor academic background of student teachers, copycat mentality, and teaching condition. Likewise, Chanda (2015) writes the major issues of teacher training are working of teacher education institution, erosion of value, structure of program, realization of constitutional goals, developing creativity and developing live skills are the issues of teacher training. Similarly, Vazir and Retallick (2004, p.4) present the following issues and problems of teacher training. They are:

- Heavy theoretical training,

- Imbalance of distribution of staff with particular references to male and female and rural and urban distribution,
- Inadequately staff managed, equipped and monitored institutions,
- Lack of optimizing lessons and gains from foreign aided programs,
- Insufficient and loose collaboration, co-ordination and communication among various departments, and
- Lack of policy analysis and strategic planning, implementation and evaluation.

Similarly, Paudel (2014, pp. 2-3) presents some issues and challenges of In-service teacher training in the context of Nepal.

a. Copycat Mentality

Copycat Mentality is one of the major issues that strives on imitation of what happens in the western (Paudel, 2014, p. 2). All the curriculum pedagogy, pedagogical approaches, assessment method, teaching style, culture, philosophy, education systems are copied from the west. So, we people lose our culture sensitive pedagogy method, teaching method, curricula, teacher training method. Therefore, the need for culture sensitive pedagogy in teacher training program is crucial.

b. Shortage of Trained Trainers and Trained Teacher

The Government of Nepal claims that 97.3% teachers in primary, 86.6% in lower secondary and 95.3% in secondary level has trained teaches. (Flash Report 2015-016, p.113). However, many places of the country have faced the problems of well-experienced and appropriately-trained teachers. Trained are namely trained but not professionally. They always use traditional method while teaching and learning. So, the achievement is going to low rate. Therefore, it is one issue in our context.

c. Teaching Condition

In the context of Nepal, teachers are underpaid but over worked. Unreasonable demand and pressures are laid at their shoulders, more so when they get transferred to rural communities where the living standard is generally lower than in urban centers. He says policy makers need to ensure that teachers are treated equally so that they could contribute the best in term of effort and outcome in the classroom and communities. Therefore, their teaching conditions need careful re-evaluation (Paudel, 2014).

d. Ongoing Professional Development

Educators need ongoing training to keep up to date with rapid changes in educational technology. Yet when planning for system wide transition, leaders often beget for infrastructure and equipment but overlook the need for professional leaning but it lacks in our context.

e. Shifting from Knowledge to Practice

Teacher trainings require a shift of focus from what teacher trainings require a shift of focus form what teachers do in the classroom, there teachers often had difficulty implementing them in ways that made them feel successful or worked for their students. Paudel (2014 cited Freeman, 2001, p. 73) states that as there are many problems with this knowledge-transmission view. It depends on the transfer of knowledge and skills form the teacher education to the classroom in order to improve teaching.

2.1.7 Role of Teacher Training for Teachers' Professional Development

Main role of teacher is to make classroom delivery more effective. Teacher should be a multi-dimensional personality using perfect classroom setting, working as classroom manager, facilitating students as mentor, reflecting own

teaching practices and promoting continuous professional development. So it is clear that teacher training is a preparatory work that every prospective teacher should go through before she/he starts teaching. Nunan, (1992) says that, “teacher training basically involves understanding basic concepts and principle as a pre-requisite for applying them to teaching and ability to demonstrate principles and practice in the classroom practice.” Likewise, Robert, (1998) views that “each teacher’s practice and beliefs lead them to professional development.” It means to say that teacher training foster the teacher professional development. Thus, from the above mentioned definition we can say that teacher training is the process of teacher professional development. Training helps the teacher to know different kinds of techniques, methods and strategies which are applicable in their professional life. Teacher training try to join external agenda to the internal agenda. So that training is one of the most important aspect of teachers’ professional development.

2.2 Review of Empirical Literature

As other researchers, I have observed the fundamental background of the related subject and other past studies. A number of researchers have been carried out in field of English language teaching and learning but very few of them have been conducted in the field of teacher professional development and no research have been carried out in the field of “Current Practices of Teacher Training for Teachers’ Professional Development” in the Department of English Education, Tribhuvan University. Some research studies related to my research study are reviewed in the following manner.

Bhatta (2009) carried out the research work entitled “Observation and Feedback for Teacher Professional Development”. The main objective of the study was to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. The researcher used set of questionnaire, observation and checklist while collecting the data and used the non- random purposive

sampling. The finding shows that very few being involved in classroom observation. The reason for this was the fear of being criticized and commented negativity and having their weaknesses exposed.

Khadka (2009) conducted a research on “Classroom Performance of Trained Teachers’ at Secondary Level”. The main objective of the study was to find out the classroom performance of the trained teachers of English at Secondary Level, on the basis of student motivation, presentation in the class, practices, methods and techniques used in the evaluation of the students. The researcher has used questionnaire, observation and checklist for collecting the data by using non-random purposive sampling. Descriptive and statistical way of data analysis was followed in the research. It was found that most of the teachers did not make students participate in communicative activities. 50 percent of the teachers hardly made their students participate in such activities. It shows that only trained teachers use the student fronted method while teaching.

Joshi (2014) conducted a research entitled “Teachers view on the Role of Workshop for their Professional Development”. The main objective of this study was to find out the English language teachers view on the role of workshop for developing their professional development. The researcher collected the data by using questionnaire and collected data were analyzed and interpreted descriptively with the help of simple statistical tools. In order to fulfill the objective of this study, fifteen schools were selected using non-random purposive sampling procedure from three different districts of Kathmandu valley. Three teachers were selected from each of the schools purposively and hence, altogether forty- five respondents were the sample of this study. The major findings of this study were that teachers and positive attitude toward the role of workshop and reported workshop as one of the most commonly offered forms of Professional development. Moreover, they considered the workshops as a vital tool for developing professional knowledge and skills. So the workshops are helpful tools to enhance the existing body of knowledge.

Rai (2014) conducted a research entitled “Teachers Perspectives on Primary Teacher Training”. The main objective of this research study was to find out the teachers' perspective on applicability and usefulness of English language teaching skills obtained from the teacher training. The researchers used survey research design for this purpose; the study was carried out by using both primary and secondary sources of data by using set of questionnaire while collecting the data. The researcher purposively selected thirty-five primary teachers trained under National Centre for Educational Development (NCED) training program. The researchers were selected from different 35 primary schools of Solukhumbu district and 35 respondents were the sample of this study. It was found that majority of the respondents were not satisfied with the training system. They argued that Ten months' teacher training program was too long which created monotonous feeling on the trainee and remained the relationship with the students and their parents. Through they were satisfied with the skills provided in teacher training. They opined that duration of the training should be reduced and refresher training should be conducted time to time.

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

the way of using visual materials in the classroom and developed the communicative competence of the teachers.

Pahadi (2016) conducted a research entitled “Teachers’ Perception towards Role of Monitoring and its Practice for Professional Development”. The main objective of this study was to find out the teachers’ perception towards role and practice of mentoring in ELT for their Professional development in the context of Nepal. The researcher collected the data by using set of questionnaire, the English medium schools of Kathmandu and Lalitpur districts of thirty secondary and lower secondary level teachers were taken as the sample of the study using random sampling procedure. The researcher interpreted the data by using simple statistical tools and the results were matched and compared to determine the teachers’ perception toward role and practice of mentoring and arrived at the finding. It was found that almost all respondents agreed that monitoring helps to maximize learning potential. None of the respondents were support rest of the options. It can be conducted that most of the teachers support mentoring is important for making teaching learning process more effective.

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

level and it helps to choose appropriate methods and techniques as per the nature of the content.

Paudel (2017) carried out a research on “Teachers’ Perceptions on Teachers’ Professional Development Training and its Classroom Implications.” The main objective of this study was to find out the perceptions of basic level English language teachers TPD training. The researchers collected the data by using set of questionnaires. Thirty respondents were the sample of the study. The researcher used non-random purposive sampling procedure. The data were analyzed and interpreted descriptively with the help of simple statistical tools. The research showed that TPD training is essential in English language teaching. It has played a significant role for professional development of teachers’. The research found that teachers believed that it is difficult to apply the knowledge and skills gained from training inside the classroom due to heterogeneous classroom, lack of sufficient teaching materials, work load, lack of proper supervision and unsupported school environment.

The research studies, mentioned above are only related to the perception, role of teacher training for teacher professional development as well as many of them are related to the different teacher training strategies like, workshop, supervision, feedback etc. these studies are only related to the teachers view and they are not related to the ways of practical learning and related to what the strategies implemented by teacher in their ELT classroom. But here my research study focuses on the practical aspects of teachers and the implementation of teacher training for their professional development. It also finds the different skill of teachers while teaching in the classroom as well. So my research was directly related to practical learning of English language teachers by observing their real classroom activities in deeply. Therefore, my research study is totally different from these researches.

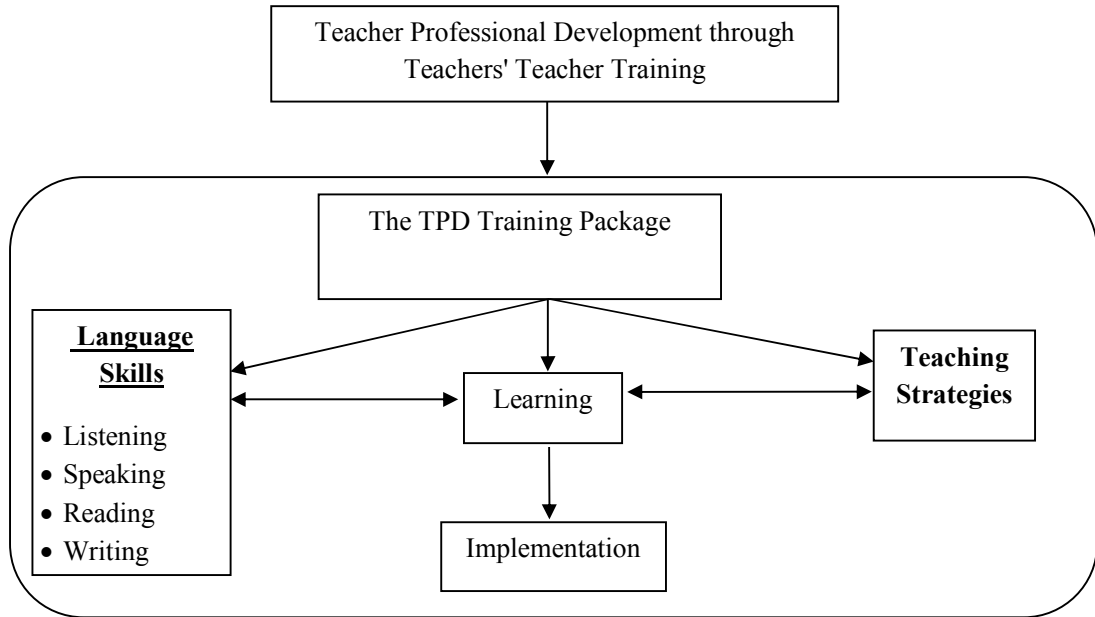
2.3 Implications of the Review for the Study

Above reviewed literature (theoretical and empirical) is similar and helpful for the study. This review of the study obtained information from different books, theses, and internet and so on. The entire sources helped me to bring clearly and focus on the research problems, challenges, improving methodology and contextualize the findings. The review became essential to examine and evaluate what has been said before on topic and what has not been said yet for finding new area for further research. Really, the aforementioned studies have their own values and importance in their respective fields.

I got much information from reviewing of literature topic implementation of teacher training in ELT classroom for their professional development by Richard and Farrell (2005). Similarly, the study of Hill (1982), Lang (2003), provide me information regarding the teacher training. Likewise, the study of Aryal and Pant (2014) gave me information regarding the teacher development. Similarly, exploring challenges in-service teacher training by Paudel (2014). Likewise, Kelly (2017) and Nunan (1992), and Wallace (1991), Ur (1997) provided me lots of ideas and information about theoretical knowledge of teacher training and professional development and defining the key terms related to the study. Similarly, Bhatta (2009), Jagari (2016), Joshi (2014), Khadka (2009), Khadka (2014), Khadka (2017), Neupane (2014), Pahadi (2016), Paudel (2017), and Rai (2014) studies gave me ideas about the study. Some other materials such as articles, books were helpful to make theoretical base of my proposal study.

2.4 Conceptual Framework

Conceptual Framework of the proposal study is presented as following diagrammatic Form:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with research design and method of study, population, sample, sampling strategies, sources of data, data collection procedures, data analysis and interpretations as well as giving great concern about ethical considerations.

3.1 Design and Method of the Study

Among research design observational ethnography research design is one of the most important design in which researcher observed within a specific research field. According to Cohen, Manion and Morrish (2011, p. 396) writes, “Observation provides a reality check; observation also enables a researcher to look a fresh for granted, expected or go unnoticed.” It means to say that, observational research is a field research in which a researcher observes ongoing behavior. Observational ethnography research design refers to the in-depth study of the acquisition of different linguistics patterns in relation to socio-cultural behavior of the participants of a group as well as it will provide appropriate information with rich insight into the real life situation. Therefore, I would like to investigate different skills and techniques of teachers used by their professional life. The research, implementation of teacher training in ELT classroom for their professional development is directly related to the classroom qualitative analysis.

3.2 Population, Sample and Sampling Strategy

The population of the study English language teachers from Kathmandu district. Among them ten teachers were selected from different ten schools. The samples were selected according to thesis purpose. In this research, I used Purposive non-random sampling strategy.

3.3 Research Tools

Classroom observation and diary writing tools of the data collection for my study. After classroom observation I took ten minute interview with the teachers.

3.4 Sources of Data

The study was based on both primary and secondary sources of data. As primary sources of data collection, I collected data from secondary level English language teachers of Kathmandu district through classroom observation. As a secondary source, I collected secondary data from, articles, journals, books, and other sources which have been related to this study.

3.5 Data Collection Procedures

At first, I visited the selected schools of Kathmandu, Kirtipur and established rapport with school family and English teachers of those schools. Then, I met the authority and informed about my purpose and took permission to observe of their classes.

3.6 Data Analysis and Interpretation Procedures

The obtained data had been analyzed descriptively and interpretation qualitatively.

3.7 Ethical Considerations

Ethical consideration was the most important aspect to be considered while doing a research work. To be ethical, the researcher's study should be more reliable and valid. I had kept the response of the respondents confidential. All the ideas generated in this research are my own except from the cited one. Similarly, I had tried to my best to keep it safe from plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

The chapter deals, the data had been analyzed and interpreted following descriptive way. The data from classroom observation and interview were analyzed and draw out theme.

4.1 Analysis of Data and Interpretation of Results

The present study was conducted to find out the Implementation of Teacher Training in ELT Classroom for their Professional Development. To achieve target goal of the study, the researcher had used classroom observation and diary writing of English language teachers from the selected schools of Kathmandu district. The researcher has classified the data into different topics and sub topics and draws out theme from the data analysis.

4.1.1 Preparation of the Lesson plans

Lesson planning is a vital component of the teaching- learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, helps students reach objectives more easily and manage. The better prepared the teacher is the likely she/he will be able to handle whatever unexpectedly happens in lesson. Planning lesson is the previous sketch of the lesson in which teacher prepare and develop all related teaching materials and design. An effective lesson practice of teacher planning has a significant growth teacher development as well as students learning. Lesson planning provides a coherent framework for smooth efficient teaching and helps the teacher to be more organized. Lesson planning makes teacher more confident and a proof that teacher has taken a considerable amount of effort his/ her teaching. Preparation of the lesson plan makes the teacher to think deliberately about their choice of the lesson, objectives, the sequences of the activities, the selection of the teachings materials.

From observation, teacher did not use printed model of lesson plan although, their presentation was systematic because they follow teaching procedures step by step that is present the objectives, present content and then started discussion about of the topic and so on. I found teachers always used as usual teaching materials. Before enter the lesson teachers given a frame work what would they do further verbally. Even they have trained how to planning the lessons in training. The aim of my observation is that either they have prepared the lesson plan or not. One of teacher wrote, on the white board; topic: grammar if clause, objectives, students will able to make a sentences using if clause, student role is to practice and draw out structure and teacher's role to present to comments the students' presentation. when, class was over I had asked one of the teacher the question, what do think lesson plan was necessary in the classroom teaching? he argued,

Of course, planning lesson is very important to get target goal of teaching language. The lesson plan is the skeleton of whole classroom teaching and learning. To complete course in time, to prepare teaching aids, to evaluation of the students achievement students and to provide feedback of the students we need lesson. The lesson plan is the foundation of professional growth although some teachers feel that lesson planning takes too much time. I assume that lesson plan can serves as evidence of teacher's professional performance.

In this way there were a numbers of benefits to prepare a lesson plan. Furthermore, regular practice of lesson plan gives the sound in professional development. The lesson planning allows the teachers to evaluate their own knowledge on content and planning. While analysis the data from observation and conversation I came to conclusion, teachers got training of that how to prepare and practices of planning the lesson in classroom teaching. well planning the lesson is the key of the teachers' professional development. One of the common assumptions among the participants that presentation of lesson in the classroom accelerated the teacher professional development. In which,

teachers learnt theoretical knowledge of preparing lesson plan in the training center and implement of that theoretical in the context of classroom teaching. Teacher training indicates to make strengthen the teachers' skill of designing lesson plan.

4.1.2 Strategies for Opening the Lesson

Opening of the lesson is crucial because the important part of a lesson occurs during the first five minutes. If teachers manage to engage students right away and catch the attention, then there is a good chance he or she will not suffer from indiscipline and the delivery of the lesson will go smoothly. It is very important for teacher to start their lesson in a way that attracts students' attention and get them ready for the different points teachers want to teach. When teacher enter into classroom at that time students' have diverse concentration and they need to motivate towards lesson. Teacher started the lesson by telling jokes, asking questions singing a song, reading poems to motivate students' attention. The popular statement that 'first impression is the last impression' that means to say better opening of the lesson was the better end of the lesson. Teachers train how will start lesson and how end the lesson effectively. Students' engagement is very important to complete the learning cycle beginning to end. Without engagement many students would not tuned in to rest the lesson, and some wind up being left behind.

From the classroom observation, teachers tell jokes and demonstrate different cartoons, pictures and video. Teachers ask questions for the students to share the yesterday's taught lesson and asked some conformation check questions. These activities made students motivated and inspired to learn. Some teachers started the lesson without motivating students that made class some chaos. While observing, T2 class he shows the pictures and asks the students 'what do you see?' this strategy made the class silent and the students looked towards the poster. Teachers usually ask the questions related previous lesson. I found some teachers give the special duties for them to engage students for example,

'go in front and tell asks the questions for any one which do not you understand.' From the observed classes I found, teachers linked the topic with current events for examples; tell the news story with related topic. In this topicT10 argued,

From Training we learn different strategies that how to start the lesson more effectively with motivating students. There we know new types of strategies as well they are related with modern technology or device. Such as use mobile phone to play music and to play different alert tone, can use computer to show video clip and so on.

From the data, meaningful starting of the lesson was an art of a successful teacher. Teacher followed different ways and strategies at beginning of the lesson to make teaching and learning meaningful as well student centered. Professional sound teacher has had more strategies to open the lesson. That is to say, to learn better way of starting the lesson is the key element of teacher professional development.

4.1.3 Use of Innovative Techniques

The use of innovative method in the classroom has the potential not only to improve language learning but also empower students strengthen governance and galvanize the effort to achieve the human development goal for the country. Teacher need to update innovative of the current methods and techniques and implement on the classroom teaching. Problem based learning is the becoming increasingly popular in classroom as a tool to address the adequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge. One of the fundamental matters of teacher in the language teaching is to have sound knowledge on methods and methodology. In case of teaching English, there were several methods and techniques from Grammar Translation to past method era. Ever English teacher

should have the knowledge and ideas of using methods of language teaching. Always the same method or approach did not working. Teacher should change the methods and strategies with demand of time and nature of subjects. In the language teaching and learning, there have been accomplished many research in ESL/EFL context. Those researches had introduced current approaches, methods and techniques of language teaching. The method which apply in the classroom should be fulfill the today's demand of language teaching that is to say teacher use students center approach into classroom for language teaching.

As mentioned in previous topics, a training should bring changes. The goal of teacher 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

Still teachers use of the same GT (Grammar Translate) method in their teaching English language. The process of using grammar translate method in the classroom at first teacher read English texts and equivalently translate into Nepali. That was there used Nepali as the means of teaching methods. Furthermore, teachers used ICT in their teaching because of the use of technology teacher in ordered to change their methods of teaching language in the classroom. I found, grammar lessons were taught through deductively in which teacher presented the rules on the board and students practiced examples. The listening texts read by the teacher and students solved the problems. In some classes teacher were tried to make the classroom interactive by the asking the questions. After classroom observation, I had asked one of the teacher, you might aware of current approaches, methods and techniques of language teaching even why do you follow out dated same GT method and he pointed out the obstacles of adopting the same method English language teaching in context of Nepal. He further added,

Because of, lack of physical facilities, lack of students' linguistic diversity problems, large content and other management problems create difficulties to apply other techniques in teaching. There are multilingual students that we have taught, though other methods may not equally address linguistic background of the students.

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. I had interpreted that teachers were aware about different innovative techniques in training but they did not use in the classroom teaching. Though it could be said that, know about the implementation procedures of new methods and techniques was means of teacher professional development. The same teaching procedures did not work all the time. Although, teacher use same methods form the generation to generations because of teachers' attitudes towards their profession, lack of physical facilities, large classes.

4.1.4 Prepare and Use of Teaching Materials

Teaching materials can support students learning increase students' success Teaching materials are beneficial for the language teaching and learning. Teaching materials improve comprehension, reinforce students learning, deliver concrete knowledge, and make class real life learning. Teacher uses different teaching materials in the classroom teaching because materials make the learning easier and faster which associates the cognitive development of the students. teacher used different types of teaching materials as, audio, video and audio video according to the context of teaching and subject matter. Now a day, teachers use ICT (Information Communication Technology) related materials in the classroom teaching such as laptop, computer, OHP, mobile.

From observation, teacher used daily useable materials maximum in language classroom. Sometime teacher used word cards, sentences cards and pictures in the language teaching. Furthermore, students seem interested of learning while using teaching materials in the classroom teaching. Teacher and students both actively participate in developing materials that means sometime teacher allowed to the students to develop the teaching materials. Students prepared a group work cards and traffic cards and teacher prepared group sentence cards etc. Such as projector, computer, speaker, mobile were used in classroom in the conversations In the follow up conversations, T6 argued that,

We have learnt many techniques of using and developing teaching materials in teacher training but we could not use those techniques in the classroom teaching due to different problems. We are the teachers not only the responsibility of teaching instead we bear the responsibility to manage the administration and so on. Some time we give the student a work to prepare teaching materials.

Teachers depend on daily used teaching materials language teaching. They should not spend time to develop teaching materials use in the classroom teaching. Teachers' assumption was to consumed time in development of teaching materials takes a long time though. Other hand there was the lack of teaching materials in language teaching and it is difficult to use in teaching situations. The development and preparation of teaching materials was part of teachers' professional development.

4.1.5 Use of Modern Technology in the Classroom

In the present globalized word, English language teachers have to be familiar with modern technologies to adapt the trends. For accomplishing and adapting new ELT trends, English teacher should have 21st century skills that is information communication Technology (ICT). Now days teaching without technological literacy makes no sense in the language classroom. In addition to,

English teacher should be aware of modern technologies such as mobile, internet, multimedia if he would be a successful teacher. The ICT information helps the teacher to adopt various instructional materials like audio and video clips, images and so on for. Teaching lack such ICT skill, they cannot make their teaching effective.

I found many teachers do not using teaching materials in the classroom. they came in the classroom with text book teach. During my observation teacher, used teacher used computer in their teaching and many teachers use laptop in their classroom teaching. They have used power point in the classroom teaching. Mobile was used for search new vocabulary and teaching listening texts. Teachers used internet to search more contents and to solve own confusion. I talked one of the teachers and T2 argued,

New technology are play important role in language teaching. Teacher can develop a face book group and solve the students' questions. Furthermore, students can also use different mobile apps, like Hello English, English grammar for improve and learn language etc. I think the successive use of technology in classroom key foundation of teachers' professional development. Teacher professional development covers digital literacy as well.

Form the obtained data the ability of using modern technology in the classroom was the one of the skill and knowledge of professional development. All teachers had a mobile phone with internet access, so it assumed that they could use their mobile phone as a means of materials and by using teaching materials. As far as teachers would be professional, they have an ability to assimilate with new innovative technology in the classroom teaching.

4.1.6 Use of Improved Testing Tools and Students Assessment

Test as tool for an evaluation that provides the raw data for judgment the students' performance and achievement. Students, assessment function as

component of evaluation and are constituted of varied ways exploited for collecting information about learners and their ability and achievement. As language learning assessment is associated the performance and competence of language learning. Traditionally, students used to be evaluated by using of summative evaluation, i.e. final exams. Now a days, different there were practice many innovative evaluation materials, testing tools were in practice which are might respect students capacity and ability.

In my classroom observation maximum teachers use same paper pencil test, although, they have focused on the testing tools like, Class work, homework, class room participation, observation, students records, check list, oral question-answer, unit tests, weekly tests, monthly tests and continuous Assessment System (CAS). T5 shared of his bitter experience that was, *in such modern world, there have been used technological tools in testing students but still we adapt paper pencil test for testing students' achievement.* As the similar T4 argued,

Only three hours test tool could not judge students all achieved knowledge and skills. Teachers use such defined tool which can be able evaluate all four language skill of students. Which we have learn from teacher training we should not use in the classroom although, skills about testing tools as the means teacher professional development.

Teachers were trained about different innovative tools of testing students achievement from the training. Teachers were given assignment for the students in their project work. Furthermore, the teacher introduced about continuous assessment system that is to say a single annual exam could not judge of the diverse abilities. Teacher training helped the teachers to develop relabel testing tools to evaluate students' ability.

4.1.7 Use of Student Motivation and Feedback

The motivation is the internal drive do something. It plays crucial role in learning language. However, the focus of the feedback should be based essentially on what the students is doing right. It moots productive to student's learning when they are provided with an explanation and examples as to what is accurate and inaccurate about their work. It should give in a timely, which motivates the student toward positive learning.

I found all the teachers motivated and provided the feedback in their class. That was when student replies and teacher said '*well done, good, keep it up*'. These exponents were the form of motivation. Different motivated stories and examples they presented inside the class to motivate them. Similarly, some teachers provided feedback to correct their mistakes. There used of different strategies to give motivation and feedback for accelerate the students' language learning level. Teachers learnt different strategies of giving motivation and feedbacks to the students for teacher training. After students, assessment students need to provide motivation and feedback for further additional learning. T2 argued that, *students' motivation and feedback could accelerate the students' language learning*.

Students' motivation and feedback made the students to engage and involved in the classroom activities. Similarly, motivation is equally important to the students for enhancing their self-confidence, so they are not afraid to ask questions. Additionally, teacher did not ask about instruction Checking Questions (ICQ) and Concept Checking Questions (CCQ) to their students during my observation.

4.1.8 Teacher and Student Interaction

The purposeful communication between teacher and students in specific topic is teacher students' interaction. It is a strategy which, to develop the communicative competence in language learning. The more interaction

between teachers was beneficial for the student competency from it. The facilitation role of the teacher is also similar to the teacher and students interaction method. The teacher would be capable to manage effective interaction.

The focus of the observation was to make an overview of their classroom behavior. The result shows that the teachers were not found interested to teach as same as the students who were not interested to learn with active participation in the classroom. The control of the class and the eye contact to the students by the teachers was also poor. As a whole, the entire expected behavior of the teachers at the classroom was not found satisfactory how it actually should be as a trained teacher. The teacher provided a chance to ask confusion to students that was interactive situation of the teacher and students. It added in the topic of teacher and student interaction has *dual beneficial that are to get communicative competency in students and make good relations between teacher and students.*

By this presentation and analysis, the expected behavior of the teachers in the classroom was not found satisfactory mainly in relation to the reflection of the training in the classroom. The teachers were trained however; their classroom reflection of the training was not good enough to prove the trained status of the teachers. The main reason behind this to happen was the negligible understanding of the essence of the training by the teachers in one hand. In the other hand, the teachers did not become serious to disseminate the training performance in the classroom, what they have learnt, mainly due to weak monitoring and evaluation, and partly due to the lack of implementation of the 'reward and punishment' system in teaching at school level.

The teacher students' interaction was very effective in the language teaching. Teacher were trained from teacher training that how to create a meaningful communication in the language teaching. Teacher diagnoses the individual's weakness and motivate them involved on interaction. Teacher and students' interaction increase the students' performance and confidence level. Such

interactive situation students are high-risk taker for the language learning. Thus, an ability of the teacher to create an interactive environment in the language teaching leads professional growth of teacher.

4.1. 9 Group Formation and Classroom Management

Group formation is a united group with common goals. It is a process of organizing more than one person with the common goals. It is a way in which every person of the group takes equal responsibility. In communication skills, the researcher observes that group formation is essential and an effective way in teaching learning process. Classroom management is the process to manage the classroom as like language learning. the teacher consider the environment in the classroom such as, physical management, student psychological or conflict management and materials management come under classroom management. Teachers learn different ways from training how manage the classroom and group formation.

The researcher observed teacher assigned each student, a role to perform as caption, monitor, recorder and reporter. For the reading text teacher handed the role of a group members as, discussion director who design and discuss the questions, passage master who notes the important points from the passage, connector who relates the text with real life and word wizard who define a difficult words. Teachers were conscious about the diverse formation of group and evaluation of group members' contribution in that learning process. In this context T6 argued,

Teachers have different ways of students grouping. The group should be representative the diversity of classroom. We also manage the class for effective language. Class management means arrangement physical infrastructure and students learning management. Form training we learn how to manage the classroom effectively and we try to apply those techniques in the classroom teaching. Next, we form different

participatory groups for group work I believe that group will be representative of the classroom heterogeneity.

In this ways, classroom management and group formation were the basic skills for teacher professional development. Teacher should have the knowledge, strategies of classroom management and group formation. Teacher should know that how were effective setting arrangement of the students and what should be changed the structure of the classroom and how manage students learning? Teacher should be the skill of these aspects.

4.1.10 Action Research

Action research is a major avenue of TPD, which refers to self-reflective inquiry that seeks to clarify and resolve practical issues and problems of language teaching. It is a deliberate and salutation oriented investigation. It is a type of applied research in a form of inquiry where teacher as a researcher carries out with the aim of solving problem, improving practices, and enhancing understanding. Action research makes teacher as the producer of knowledge rather than only the consumer of knowledge. It is the best tool to meet the local needs and by facing local problems.

Teacher training helped the teacher how to conduct a research in the classroom. From the action research teacher learnt new ways of solving problems, teaching strategies, and understand students' psychology. Though, an action research was the strategies of teacher professional development. During my class observation teacher, focused some particular students into the class. Those students were must talent, weaker students, or different able students. T3 stated of our conversation, *action research is the best way of learning new techniques of teaching language. If teacher want to do something in their professional career they do the action research and dissemination for others as well.*

Action research is that particularly focus on the specific problems of the students or teaching. It helps the teachers to generate innovative ways to solve the problems. It is the problems centered research in which teacher find out the root cause of problems and determines the ways of solution. Though, it increased the horizon of knowledge for the teachers.

4.1.11 Use of Game in the Language Teaching

Most of teachers would agree that boredom and anxiety are the chief enemies of learning and that enjoyment and relaxation can help to penetrate what has been called "affective filter" thereby allowing learning and acquisition. The game has a motivational value in language learning classroom because that create romantic environment of teaching and make learning sustainable. Additionally, using game in the classroom teaching makes learner autonomous in which they learns or their self-attempt by playing.

National center for Educational Development (NCED) provision many training package for secondary level teachers for their professional growth. Especially, English teachers have been trained about different type language games that would use in the language teaching. During my class observation teacher used some short games of their teaching, such as Board Race, Simon says, Word Jumble Race, Hangman, Pictionary, Where shall I go. These games were used in their teaching for teaching different language aspects and language functions. I asked one of the teacher how language games were related with your professional development? T4 replied,

Of course, language games add the contribution of professional development. Professional development is the process to make our job effective, so ways of using games in classroom increase the creativity and aware about new techniques of teaching language such multi diverse class.

From the interpretation of presented data, using games in the language classroom was the strategies of teacher professional development. Teachers aware about different techniques of using games in the language teaching and make class effective and get effective result in language learning

4.1.12 Changes in Professional Behavior

Changing in professional behavior means after the teacher training teacher should do different from before what they do. Moreover, teachers apply new ideas in the English class. 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 that is, use of lesson plan, use of student centered technique, use of new methods and styles, and use of text related materials modern technology, use improved students' evaluation tools. 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.

During my classroom observation, I found teacher use communicative method that teacher could allowed. Students asked about confusion at the end of the discussion and teacher gave response clearly. After the classroom presentation one of the teacher shared own experienced, how he was teach before training and what were changed on his teaching behavior, T8 added,

I think the good class should be silent and he was a success teacher who was keep classroom peace. Now my perception is changed is that for the effective learning we encourage students participation and we listen them what they want.

According to the above discussion TPD training has brought some changes in the professional behavior of teachers in attitude, behave and thinking ways and

presentation in the classroom. I insist that classroom should be democratic because of application of teacher training in the language teaching.

4.1.13 Challenges in the Implementation of Training Contents

As each variable in research are associated with to explore some kind of challenges of the teachers related to the implementation of the training contents and skills in the classroom. There was a mega challenges to implement teacher training in the classroom teaching and learning. Taking training and training implementation is different dimension. In my classroom observation and dairy wring, I have analyzed following challenges related to the implication of teacher training in the classroom teaching.

- Teachers' monitoring and evaluation by the RPs and SSs is weak due to heavier cluster schools under the resource center
- There is no system of using locally available materials. Further, there was no sufficiency of adequate teaching materials at schools like teachers' guide, curriculum and other supplementary materials
- Teachers do not have sufficient time to prepare teaching materials due to overload of the classes at schools as many of the teachers had 6-7 periods class per day
- As the schools were not expending on purchasing required teaching materials, the teachers have financial difficulty to prepare and use the materials at class
- Only a few teachers disseminate the knowledge and skills of training in the classroom due to no practice of 'reward and punishment' system

As the aforementioned points were taken into consideration for analysis and discussion, the problems are more related to the teachers and thus, they can solve them as well. While analyzing the views of the teachers regarding the problem they are facing in teaching at school, the main problem is the lack of

adequate teaching materials at schools. Due to financial problem, the schools are not capable of managing the teaching materials in the sufficient way as required. Teachers can use the locally available materials free of cost as well however, the lack of sufficient time to prepare teaching materials is another problem due to the over load of the classes at school.

The study shows that only a few of the teachers disseminate the knowledge and skills of training in the classroom with full potential. Some of the school teachers were not aware of their professional development and career as well. By this there are some specific problems faced by the teachers while teaching at the school. However, these are not only the problems for problems' sake. That is, these problems can be overcome by using the means for recovery, which were given in the recommendation section of the study.

Finally, it was seen necessary to make the teachers aware and train with both the contents and methodology so that their internal capacity can be enhanced. Strengthening the monitoring, supervision, and evaluation system as well as influentially conducting the classroom observation and feedback system can easily bring the track of the system for good practices. As a whole, the willingness of the teachers towards the change is the sole property in order to maintain the quality of teaching learning in the classroom.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings

On the basis of analysis and interpretations of the data, following findings about an implementation of the Teacher Training in ELT Classroom for their Professional Development.

Implementation of Teacher Training in ELT Classroom for their Professional Development

The research finds out how the teacher training became a part of teacher professional development. While teacher apply in the language-teaching classroom what they have learnt in the training that accelerated the teachers' professional development.

- The research found that the teachers were made skilled in preparing lesson plan and designing teaching learning materials in training however, they did not time to prepare lesson plan used in the classroom teaching.
- In my research, teachers were used different strategies while start the class or lesson. I was found teachers have had strong belief, while begin the teaching, teachers need to motivate students towards lesson which was created inclusive teaching and learning environment.
- The teachers used Grammar Translation Method while teaching language.
- Teacher used daily used materials in language class. Sometime teacher asked for the students to prepare group work cards and traffic cards and sometime teacher prepared group sentence cards, word cards and

mange, computer, mobile. Such as projector, computer, speaker, mobile were used in classroom for group discussion.

- All teachers have had mobile phone with internet access, so it could assume that they could use their mobile phone as resource to enhance their professional expertise.
- Teachers would change the evaluation system class work, homework, class room participation, observation, students' records, check list, oral question-answer, unit tests, weekly tests, monthly tests and continuous Assessment System (CAS)
- Giving feedback to the students in the classroom during the teaching has been proven to increase learning and improve student outputs.
- From the teacher and students interaction teacher diagnoses an individual weakness and motivate them to involve on interaction. Teacher and students' interaction increase the students' performance and confidence level.
- Teachers were focused on group formation because the effective group formation and class management leads effective language learning.
- Teachers were believed on an action research the teaching related problems. However, it increases the horizon of knowledge on teachers related in language teaching field.
- The research found that the using games in the language classroom was effective of teaching language. There could be used different language games and teachers follow strategies using game in language class.
- The research generalized, teacher training has brought some changes in the professional behavior of teachers in attitude, behave and thinking ways and presentation in the classroom. Classroom should be democratic because of application of teacher training in the language teaching.

5.2 Conclusions

The study entitled the application of teachers' Implementation of Teacher Training in ELT Classroom for their Professional Development aims to find implication of teacher training for professional development. In order to achieve this objective, the study was conducted in qualitative in nature and research design was observational ethnography. The secondary level English teachers of community school in Kathmandu district were the population of the study from which ten secondary level English teachers (from ten different secondary level public schools) of at the same district were taken as the sample for the study. Classroom observation was the main tool of data collection and i collected data from dairy writing and follow up conversation.

The study showed that all the teachers understudy were qualified with the required minimum level of academic qualification (B. Ed.) set for the secondary level, so they were trained as well. In relation to teaching experience, the teachers had three years to more than fifteen years of teaching experience. The researcher observed classroom activities with help of different variables the while teaching while teaching language. The research, draw out the conclusion based on implication of teacher training in the classroom teaching and which add on the teacher professional development.

By this, there were many challenges of implementing the training contents in the classroom by the teachers. As the teachers do not leave their traditional style of presentation due to weak monitoring and no implementation of the 'reward and punishment' system, the RPs and SSs were weak due to heavier cluster schools under the resource center. There was no system of using locally available materials. Further, there was no sufficiency of adequate teaching materials at schools like teachers' guide, curriculum and other supplementary materials. Teachers did not have sufficient time to prepare teaching materials due to overload of the classes at schools as many of the teachers had 6-7 periods class per day. As the schools were not expending on purchasing

required teaching materials, the teachers have financial difficulty to prepare and use the materials at class.

5.3 Recommendations

Every research study should have its recommendations in one way or another. So, this research work has also some recommendations. It was hoped that the findings as summary and the gist as conclusions would be utilized in the following mentioned levels. The recommendations in these areas have been presented separately below:

5.3.1 Policy Related

Regular observation from concerned authority is required for effective implementation of training in the classroom teaching.

- Teachers' training should not only focus on the teaching methodology but also on the contents of the related course and syllabus. For this, the government of Nepal should make a comprehensive policy of teacher training including both the contents and methodology at once.
- In order to strengthen the monitoring supervision and evaluation system, the policy should be formulated by the government of Nepal (Ministry of Education) provisioning extra incentives and performance based payment to the staffs working in the very field.
- In order to influentially conduct and operate the school visit, classroom observation, feedback, and model teaching, the policy should form by the Government of Nepal provisioning the monitoring of the monitoring agencies so that it could achieve the expected result.

5.3.2 Practice Level

- As the reflection of the training in the classroom is not found satisfactory, it is recommended to develop self-responsibility culture in the teachers. For this, the RP and SS should strengthen the monitoring, supervision and evaluation system.
- It is recommended to implement the reward-punishment system for good and not good practices respectively strictly in the practice by the implementing agency.
- It is suggested to develop the positive attitude to the teachers thinking training not as a burden but as the mean to professional development. For this, an attempt has to be made to develop culture of self-responsibility, and accountability in the teachers.
- Teachers' problems regarding the ineffectiveness of the dissemination of the training performance in the classroom can be improved-

5.4 Further Research Related

Teacher training aims overall development of institution as well as in teacher profession. There are many points for further research on teacher 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, teacher training followed by monitoring using action research can be conducted.

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Appendix: I

Part: A

Checklist for Classroom Observation

Name of the Teacher's:

Date:

Name of the School's:

Class:

Observed Items	Running Commentary
<p>Organization</p> <ul style="list-style-type: none">• Presented overview of lesson.• Paced• Lesson appropriately• Presented topics in logical sequence• Related today lesson to previous lesson• Summarized the points of the lesson	
<ul style="list-style-type: none">• Presentation• Explained major/ minor points with clarity• Defined unfamiliar items, concepts and principles• Showed all the steps in solutions to homework problems• Varied explanations for complex or difficult material• Emphasized important points• Write key terms on black board or OHP.• Integrate materials• Active, collaborative learning favored over passive learning	

Interaction

- Actively encouraged students questions
- Asked questions to monitor students understanding
- Waited sufficient time for students to answer questions
- Listened carefully to students questions
- Responded appropriately to students questions
- Restated questions and answer when necessary
- Demonstrated respect for diversity and requires similar aspects in classroom

Content knowledge and relevance

- Presented materials an appropriate level for students
- Presented materials appropriate to the purpose of the course.
- Demonstrated command of the subject matter.

Appendix: I

Part: A

Researcher: way is teacher training?

Respondent: *Teacher training is the training provided by NCED with in different packages. The purpose of teacher training is to update new innovative techniques of teaching and content. The training may be in service.*

Researcher: Is lesson plan necessary in the classroom teaching?

Respondent: *Of course, planning lesson is very important to get target goal of teaching language. The lesson plan is the skeleton of whole classroom teaching and learning. To complete course in time, to prepare teaching aids, to evaluation of the students achievement students and to provide feedback of the students we need lesson. The lesson plan is the foundation of professional growth*

Researcher: How do you start lesson? Are there any strategies to open the lesson?

Respondent: *Yes, the better opening of the classroom may give the better results. Moreover, it is crucial that teacher motive students towards lesson when inter the classroom. Training provides us different strategies that could use in the classroom before presentation. There we know new types of strategies as well they were related with modern technology or device. Such as use mobile phone to play music and to play different alert tone, can use computer to show video clip and so on.*

Researcher: What is the method do you follow in classroom teaching?

Respondent: *We adopt same GT(grammar translate method)because of, lack of physical facilities, lack of students' linguistic diversity problems, large content and other management problems create difficulties to apply other techniques in teaching.*

Researcher: How and what are the materials uses in the classroom?

Respondent: *We have learnt many techniques of using and developing teaching materials in teacher training but we could not use those techniques in the classroom teaching due to different problems. We are the teachers not only the responsibility of teaching instead we bear the responsibility to manage the*

administration and so on. Some time we give the student a work to prepare teaching materials.

Researcher: Do you use technological materials do you use in the classroom?

Respondent: *New technology are play important role in language teaching. Teacher can develop a face book group and solve the students' question. Further more students can also use different mobile apps, like Hello English, English grammar for improve and learn language. I think the successive use of technology in classroom key foundation of teachers' professional development. Teacher professional development covers digital literacy as well.*

Researcher: How do you assess of the students achievement?

Respondent: *still teachers have been used paper pencil exam to test students' achievement. All four skills of language try to evaluate from the same written tools.*

Researcher: does motivation improve students' language learning?

Respondent: *students' motivation and feedback could accelerate the students' language learning.*

Researcher: How do manage or grouping our classroom?

Respondent: *Teachers have different ways of students grouping. The group should be representative the diversity of classroom. We also manage the class for effective language. Class management means arrangement physical infrastructure and students learning management. Form training we learn how to manage the classroom effectively and we try to apply those techniques in the classroom teaching. Next, we form different participatory groups for group work I believe that group will be representative of the classroom heterogeneity.*

Researcher: Is action research develops the teacher knowledge?

Respondent: *Action research is the best way of learning new techniques of teaching language. If teacher want to do something in their professional career they do the action research and dissemination for others as well.*

Researcher: What are the language game uses in our teaching?

Respondent: *Of course, language games add the contribution of professional development. Professional development is the process to make our job effective, so ways of using games in classroom increase the creativity and aware about new techniques of teaching language such multi diverse class.*

Researcher: What are the challenges to implement of teacher training?

Respondent: *There were many challenges to apply teacher training in the classroom teaching. Adopting innovative, teaching methods, using teaching materials were major challenges.*