

CHAPTER ONE

INTRODUCTION

This present study entitled **Implementation of TPD Training in English Language Teaching** aims at finding out the effectiveness of TPD training in English language teaching in Nepal. Teacher training is the process of increasing and improving the teaching capacity of the teachers and developing their professional skills. This section introduces the research in terms of its background of the study, statement of the problem, objectives of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

English is currently the language of worldwide communication. Thus, the work of teachers of English as a second / foreign language is increasingly visible and the education of teachers for English as second / foreign language (ESL/EFL) learners has gained prominence. Therefore, teaching of English may not be effective without learning different aspect of English language teaching (ELT) as it is done in order to manage and facilitate the learning process.

According to Kachru (2005) English language is an international language and used for global means communication in numerous dialects and also the movement towards and international standard for the language. Without being familiar with the English language, people feel uneasy to communicate wherever they go. So it is essential for an individual to survive in the society. Nowadays, English language becomes the language of education, business, media, and information technology and so on. Richard and Rodgers (2002) state “Whereas today English is the world’s most widely studied foreign language, 500 years ago; it was Latin, for it was the dominant language of education, commerce, religion and government in the western world”. The English language is available to us as a historical heritage in addition to our own language.

English language teachers' professional development refers to the process of developing professionalism in the English Language teachers. The teachers learn experience, practice, share and prepare themselves to face challenges and fulfill their responsibilities in their teaching career through this process. TPD training is a demand- based training. The teachers are clustered according to their subject. They sit together and discuss about their problems, difficulties, challenges, etc. which they have faced during their teaching. Then they prioritize and list out such problem, difficulties and challenges and make a package of a training to split such problems in order to run the classes smoothly, effectively, interestingly, successfully and purposefully. This training helps to serve a long term goals and keep teachers up to date in their profession.

Teacher education training and development are a means for professional upgrading which deal with all development functions directed at the maintenance and enhancement of their professional competence. The quality of teachers that work in a specific educational system help in the attainment of positive outcomes in school performance of teachers is partly dependent on their pre-service training in addition to the in-service training given to the teachers. A research report entitled "Reflection of Training in Classroom Practices", carried out by NCED (2009) reported that trained teachers classroom performance seem very effective in comparison to others. Ur (1997) says that teacher training is the "preparation for practice usually through formal courses at college or universities. It usually results in some kind of recognized accreditation, granting successful candidates as certificate and the right.

Teachers must make the best use of English to develop ourselves culturally and materially so that we can compete with the best human resource in the world of mind and matter. English functions as our window to the world.

1.2 Statement of the Problem

Various language scholars in the field of ELT supported the idea that all EFL/ESL teachers are facing problems during their teaching. Teaching is always tentative and incomplete. We never satisfy ourselves in teaching because teaching field is such filed we never stop learning.

Educational outcomes seem decreasing day by day, for this, there may be so many reasons behind it. One of the causes may be lack of proper transfer of the skill, techniques and knowledge of training .Furthermore, for the English language teachers it is necessary to study how teacher training helps for the professional development. A teacher training program that integrates a teacher model with a researcher model not only encourage but also sustainable speeds of the continuous renewable in education.

Thus, for the English language teachers it is necessary to study how teacher training helps for the professional development. It means how teacher training seems one of the significant components in the professional development needs to be studied.

1.3 Objectives of the Study

- i. To explore implementation of TPD training in English language teaching.
- ii. To suggest some pedagogical implications.

1.4 Research Questions

The present research attempt to find out the answer of following questions:

- i. How do teachers put their knowledge for training in classroom practice?
- ii. How does TPD training help teachers for their professional development?

1.5 Significance of the Study

Teaching is one of the most challenging jobs. Students have diverse capacity and interest. Every English language teacher should understand the fact that every classroom consists of students from different linguistics background. Teacher training brings change regarding the performance in the teaching learning activities.

Moreover, the teachers, teacher of teacher, institutional manager, administrators and language trainers etc. will also be significantly beneficial from this study. So, the findings of the study will have significant contribution to those who are interested in evaluating the role of teacher as a manager as well. Policymakers, community leaders, and parents have a responsibility to ensure that educators within their school engage in continuous professional learning and apply that learning to increase student achievement. It is also useful for he resource person, school supervisor, curriculum and other organizations which are concerned with the quality improvement in academic sectors.

1.6 Delimitation of the Study

The present study was limited to the following points:

- i. This study was limited to English language teachers who got TPD training.
- ii. Forty English language teachers teaching at secondary level in Gulmi district were the sample populations for this study.
- iii. Questionnaire was a single research tool for the data collection.
- iv. Sampling size was selected by random sampling procedure.
- v. This study was delimited to survey research design.

1.7 Operational Definition of the Key Terms.

The key terms will be used in this study are listed below:

Professional Development: Professional development is the strategy to ensure that educators continue to strengthen their practice throughout their career. In my research, it refers to the professional growth of the secondary level English language teachers.

Teacher Training: In this study ‘teacher training’ refers to that ten month in-service training provided by National Centre for Educational Development (NCED).

Teacher development: The noticeable and reformative change in teachers’ professional and personal life.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Related books, articles and research works have been reviewed in this section. This chapter includes theoretical literature about TPD training and professional development.

2.1.1 Teachers Professional Development

Teacher professional development should be seen as a collaborative activity as well as an individual activity. The particular needs of individual teacher meet by professional development; however this should take place in the context of collegial support, team building, and collaborative planning at school level. The more highly skilled, motivated and effective are English teachers, the more effective learning outcomes will be for students in English classroom.

English has been growing as global language. It has been used widely in every sector such as in the field of science, technology, commerce and international relation. Crystal (2003) presents that English has achieved popularity in the world being global language because it is used in various such as print and electronic media, field of medicine and field of science and technology. Most of the newspapers, books, managing have been published in English. Similarly, most of the scientist, experts, authors, teachers and professors use English to express their ideas. English language has also earned popularity because it is used as lingua-franca and international communication for business purpose.

Moreover, teacher professional development can be defined as an ongoing learning process in which teacher engage voluntarily to learn how best to adjust

their teaching and learning needs to their student. It is not a single and one size fits all events. They update new skills, knowledge, information and techniques in order to deal with the new experience, challenge, and opportunities in teaching profession. It is said that all types of professional require change and growth once they start their career. So, teacher development is always “bottom-up”. Head and Taylor (1997) mention: "Teacher development builds on past because recognizing how past experience have or have not been development helps to identify opportunities for change in the present and future, (p.1)

According to Underhill (1986, as cited in Head and Taylor, 1997, p.1), “teacher development is the process of becoming the best kind of teachers”. Teacher development draws on the teachers own inner resources for change. So, it is the process of developing professional excellence by learning, experiencing, practicing and preparing oneself for new challenge and responsibilities to be encountered in teaching. Once teacher starts teaching he/she always needs to struggle for keeping growing and this struggle requires his/ her voluntary will and effort.

Thus, professional development starts when a novice teacher enters into classroom i.e. setting when teacher face mixed ability student from multi-environment then teacher have to understand students, school environment, resource materials, language background, teaching methods and overcome these difficulties. It also concerns with understanding various principles and values of teaching. According to Richard and Farrell (2010, p.4), the following are examples of goals from a development perspective: understanding how the process of second language development takes place, understanding how our roles change according to kind of learners we are teaching, understanding the kinds of decision making that occurs during lessons, reviewing our own theories and principles of language teaching, developing an understanding of different styles of teaching, and determining learners’ perceptions of classroom activities.

The sole responsibility of imparting teacher education in ELT was given to FOE of TU until other universities started one or other kind of teacher education program in the late 90s. At present, four universities, HSEB and some professional associates, INGOs like NELTA are running ELT teacher education programs. SEDC (Secondary Education Development Centre), NCED (National Centre for Education Development), American Embassy, British Council etc. are also assisting a lot for the improvement of ELT methodology course for all levels of pre and in-service teachers.

2.1.2 Teacher Training

The term training refers to the acquisition of knowledge skills and competencies. Teachers are not born; they are made by trainings and practice of teaching. Teacher learning is the obligatory part on the teachers. It helps to develop professional skills. Furthermore, it is a continuous and essential process of teacher development. Richard and Farrell (2010) say that training involves understanding basic concept and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classrooms. From here we know that training involves trying out new strategies in the classroom.

In the words of Larsen Freeman (2001, p.72), “second language (L₂) teacher education describes the field of professional activity through which individuals learn to teach English language”. Bhatia (2005, p.5) also writes: Training is an act of increasing knowledge, skill, and attitude of an employee for improving his performance on the job. Training is concerned with improving his performance on the job. Training is concerned with imparting specific skills for doing particular job. It is task oriented activity. It is for job related purpose and short-term.

Teacher training fosters and promotes the dialogue between teachers and students about their practices and take into consideration. Regarding the word “training prepares anybody for a particular function or profession.” Likewise,

Adhikari (2003) writes, “training is a means by which a person intensifies his knowledge, studies and behaviors, it helps to remove weakness in ourselves.” The teacher training program currently awaiting approval is expected to introduce a similar shift in pedagogy and in the education theory syllabus, with results of research on classroom teaching included.

2.1.3 Challenges of ELT Teachers in Nepal

This history of teacher education in Nepal does not have a long history. Formally the school education was initiated with the establishment of “Durbar school” in 1910 BS. Before its establishment, the need for education was completed by Gurukul education, Gumba education etc. Some of the schools were established before the people revolution 2007. However, regarding the historical background in teacher education in Nepal can be traced back to the establishment of basic education teacher training center in Kathmandu in 1948 with a view to training the primary school teachers. This was the first effort. The second effort was the establishment of a National Teacher Training Centers (NTTC). At that time, few teachers were trained.

In the past time English teaching and learning was only limited in literature, translation, writing and grammar but there was not equal focus on language skill and language aspect. Nowadays, the English language teaching focuses each language skill and aspect of language. So, English language teaching and learning could not satisfactory from past to present time due to many reason. As mentioned by Awasthi (2003) there are various issues regarding ELT teacher education in Nepal, which are presented as below:

- a) The main issue of the English language teaching in Nepal is the lack of adequate English language proficiency of the English language teachers who are teaching primary level to university level.
- b) The class size of teacher training classroom is still large and this makes the training very theoretical.

- c) Both newly set- up primary teacher training centers and university campuses lack appropriate physical facilities. No teacher training institutions are equipped with even a language lab.
- d) The teacher education institutions lack adequate fund to carry out research in ELT classroom practices.
- e) The findings of the researches carried out so far, mostly of the students of masters' degree, have not yet been considered for implementation.
- f) There is lack of coordination between /among the in-service and pre-service teacher training programs run by different agencies and institutions.
- g) The government policy regarding the training of teachers has always been inconsistent because sometimes it is made obligatory and sometimes it is optional.
- h) There is no policy regarding the training of teachers for the higher educational level. As a result, the teachers teaching at the higher level classes are virtually untrained.
- i) Availability of materials and access to the electronic resources has been a luxury until now for a large majority of teachers.
- j) There is a lack of database of English teachers of all level of education.
- k) Refresher training for the teacher educators and trainers is more or less very infrequent.

Despite these challenges, the future of English language teacher is not bad. Many ELT training and English language teacher professional development programs are conducted in Nepal. This may improve the ELT situation of Nepal and then in spite of limited resources and salary of teachers, the numbers of professional teachers are increasing. This leads the extension of the scope of ELT in Nepal.

2.1.4 Types of Teacher Training

Training plays a vital role in effective teaching. It helps to set the educational plan. It helps to update the recent technologies and devices which can be used for the teaching-learning activities. As the School Sector Reform Plan (SSRP) targets to improve teachers capacity, the pre-service and in-service training for teachers and head teachers are the main interventions for teacher development in the country.

i. Pre-service Teacher Training

Pre-service teacher education is the educational training provided to student teacher before they have undertaken any teaching. For this government of Nepal has launched educational programs in universities and HSEB Board as +2, B. Ed and M. Ed. The degrees in these levels are recognized as the level wise requirement of training for teachers. In spite of this, HSEB runs +2 programs with Faculty of Education. According to Awasthi (2003, p.21), “pre-service teacher training is provided by Faculty of Education, Tribhuvan University, School of Education, Kathmandu University, Mahendra Sanskrit University, Purbaanchal University and higher Secondary Education Board (HSEB).”

Pre-service teacher training courses are helpful for teacher to their teaching assignment. The Education Act of Nepal 2028 adapted compulsory provision of teaching license. Those are pre-service trained teachers who have studied Education subject under Faculty of Education from different universities.

According to Flash Report 2069 published by NCED in Nepal at least ten month training is a pre-requisite to be a teacher.

ii. In-service Teacher Training

An in-service program is a professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group. The training for during teaching profession is technically known as in-

service teacher training. In the words of Perron (1991, p.69):In-service training is not seen as remedy for deficiencies in initial training but as the long term process part of continuing education that make possible acquired knowledge in the initial training and that can be defined as a variety of activities and practices in which teacher become involved in order to broaden their knowledge, improve their skill and access and develop their professional approach.

Teacher training refers to the process of educating teachers both in-service and pre-service teachers. It means that teacher training is a kind of training given to the teacher for their skill development. Teacher training should not be for the sake of just training and certification rather it is a learning process that involves acquisition of knowledge, development of skills and concepts. At the same time it is a process of changing attitude and behavior to enhance the performance of teachers. In this regard, Richards and Farrell (2005, p.3) write:Training involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Teacher training also involves trying out new strategies in the classroom usually with supervision and monitoring and getting feedback other on one's practice.”

In complement to pre-service training another type of training is required which is in-service training. They should be trained from time to time after they enter the real field. According to TPD Handbook (2066), “to bring drastic improvement on the quality of education, School Sector Reform Plan (SSRP) has been launched in Nepal from 2066 B.S. It has promulgated the proper plan and policy for TPD. As time passes, there are changes in every field along with the educational field. Truth, knowledge, technologies keep on changing. There is the need for in-service training in order to keep the teachers up to date.

2.1.5 Teacher Training and Teacher Development

Training and development can be thought of as processes designed to enhance the professional knowledge, skills and attitudes of educators so that they might

in turn improve the learning of students. Training and development are important part of teacher preparation programs, especially for those conception, but there are many other important aspects of teaching that can be nurtured through reflective strategies and experience. According to Dhami (2069, p.142), “Training is a passive experience, while professional development is an active and personal awareness activities that help to develop the best kind of manpower.”

Gilbert (1994) says teacher development can be viewed as teacher learning rather than as others getting teachers to change. In learning the teacher will be developing their beliefs and ideas and developing their classroom practice, and attending to their classroom practice, and attending to their feelings associated with changing situations. They identify three main types of development within teacher development: personal, professional and social.

Talking about the field of language teaching training refers to those activities which directly focus on teachers’ present responsibilities and is typically aimed a short term or immediate goals. Regarding the teacher training Richards and Farewell (2010, p.3) states, “Training involves undertaking basic concepts and principles and practice in the classroom.” Therefore, teacher training is important in the sense that it addresses how level of confidence of understanding curricular goals.

To be clear about teacher training and professional development, Woodward (1991, as cited in Head and Taylor, 1997, p.9) has made the following distinctions between them.

Teacher Training	Professional Development
Compulsory	Voluntary
Competency based	Holistic
Short-term	Long-term
One off	On going
Temporary	Continual

External agenda	Internal agenda
Compulsory for entry to profession	Non-compulsory
Skill/ knowledge and technique based	Awareness based, angled towards person growth development of attitudes or insights
Top down	Bottom up
Product/ certification weighted	Process weighted
Means you can get a job	Means you can stay interested in your job
Done with experts	Done with peers

In this sense, it is clear that both of these emphasize skill and techniques of the teaching learning activities to the teachers.

2.1.6 Transfer of Teacher Training

Teacher training is an important fact of teacher development. It helps teacher to be professionally strong and basis teacher in the sense of effective presentation. Teacher training is mainly related with methodology, skills and techniques that enhance teachers to be capable with the contents to be taught. A teacher needs to be up to date with the new innovations to be successful. Head and Taylor (1997, p.11), “stale or narrowly subject bound teachers are a menace to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers are proliferate.” Hence, learning to teach is a lifelong process.

Regarding transfer of training Bhatia (2005, p.4) states, “transfer of knowledge and skills depends on how the training is designed, delivered and more over how the manager measure effectiveness in real work situation.” Training is useful in every part of teaching learning process. Transfer of training has the close relation and connection between the theoretical aspects and their implementation in the classroom. So, the main and first place of practicing

transfer of knowledge and skills gained in the training program is the classroom. Teaching is a professional activity that requires specialized knowledge acquired through training and experience. Skills what they learn and their use in teaching are very challenging as well as very important. In the study trained teacher means the teacher who has get ten months training from NCED or who belongs to education faculty.

2.1.7 Teacher Training Courses/ TPD Module

The need based TPD is one-month (30) days capacity building program in three stints of 10/10 days and each five years for every teacher. These TPD phases go through a cycle of need collection, clustering, filtering and verification of the needs, prioritizing the needs, designing the training package, delivering training, providing feedback and providing certificates to the teachers.

According to the Teacher Professional Development Guideline (2011), the structure of TPD module has the following three phases.

Phase-1: Training Cum Workshops

This part is of five working days in which the training package is delivered to the prospective teacher in a face to face mode. It is run at the respective local resource centers where the trainers and trainee teachers meet together on workshop. The practicing teachers share, interact and approach their problems and try to find out the solutions in a collaborative manner.

It is an instructive phase of the training. The trainer instructs the English language teachers on various components, of language teacher activity, such as the planning the lesson construction and use of teaching materials, warming up the students, delivery of the contents, interaction with the students, grouping and assigning the students, assessment of students' works and providing feedback to the students. The teachers listen and note all these instructions.

Phase- 2: Self-study Exercise

When the training workshop is over, the trainee teachers are assigned to carry out any two project works such as case study. Action research book review, students result analysis during self-study exercise part. This part is of three working days which runs in the respective schools of the trainee teachers. The

trained teachers implement all the skills, knowledge and techniques learnt in the training in actual English language classroom. It is practical phase and implementation of training.

Phase-3: Instructional Counseling

When the self-study exercise part is over, then there will be instructional counseling. At this part, the teacher trainers from the TPD needs visit the schools of the trainee teachers and conduct two days counseling seminar and meeting. They observe the classroom performance of the trained English language teachers to find out how far they implement the learnt training in the actual ELT classroom. They evaluate the teachers' project work and teaching activity and provide required feedback for their betterment. The trained teachers are certified with the TPD.

2.1.8 Application of training in real classroom practice

Training is an inevitable part of teaching learning process. Teacher training essentials concern & Knowledge of the topic to be taught and the methodology for teaching. If emphasizes classroom skills. When teachers in training are taught about lesson planning they are usually introduced to the notion of objective of specifying the content of what they are teaching and blending that content into appropriate activities.

The school sector reform program(SSRP) has recommended a new model of in-service training for teacher, named teacher professional development according to the SSRP core documents the TPD is demands based training for teachers in which the training packages are developed according to their needs. Certain training related factors seem responsible for not applying training skills in the classroom. Application of training has the close relation and connection between the theoretical aspects and their implementation in the real class room. Skills like; presentation of the students, practice and evaluation system they learn and their used in the classroom play vital role in shaping the quality of the classroom delivery.

Training is useful in every part of teaching learning process. It's impact in classroom situations brings a good result in all teaching learning process and

students overall development. The effect of training in teaching and learning denotes the betterment of overall situation of classroom activities. So, this article highlights on the existing situation of teaching training skills in the classroom.

2.2 Review of Empirical Literature

A number of research works have been carried out in the field of teacher training and professional development. Some of the related major research works and articles have been reviewed here.

Awasthi (2003) presented an overview of teacher education in Nepal with special reference to ELT teacher education. He described the development and expansion of the teacher education programs in different periods. He raised some issues in the Nepalese ELT teacher education and suggests some pedagogical implications for the future course of action.

Gyawali (2007) carried out the research entitled “A Comparative Study of Trained and Untrained Teachers.” The main purpose of the study was to find out the role of training in teaching the English language and to compare the teaching situation of trained and untrained teachers. Observation and interview were the major tool for data collection. Thirteen teachers were selected as sample. He sampled the population purposively. He found the trained teachers competent in subject knowledge. His findings also suggested that trained teachers were in motivating students and education skill than the untrained teachers.

Joshi (2010) carried out a study on “Training of NCED English Language Teaching Training”. The main objective of this study was to find out the degree of skills required by trainee and effectiveness of ten months ELT training provided by NCED. The sample population was ten English teachers from Kailali district. He (ibid) used observation as a tool of data collection for every detail of activities, procedures, comments and suggestions. Finally, he found

that there were varieties of activities in the classroom but the teachers could not make the activities meaningful, situational and real life like.

Khadka (2010) conducted a study on “Classroom Performance of Trained Teacher of English at Secondary Level.” The prime purpose of this study was to find out the classroom performance of the trained teachers of English at secondary level. He used twenty secondary level English teachers of community school as a sample .He used observation as a tool to collect data. This study found that a trained teacher is believed to have more knowledge about the teaching method, techniques, classroom management, teaching materials and so on. More importantly, he (ibid) suggested language teachers actually needed training for their better performance.

Khatiwada (2010) carried out a study on “Transfer of Training in Teaching Reading Skills”. The main objective of this study was to identify and describe the teaching activities of trained teacher in terms of motivation, presentation and practice and evaluation system of teaching. The informants were ten English teachers from Illam district. He used observation as a tool of data collection. Most of the teachers are successful in transferring their training. The status of trained teachers in all aspects of language teaching from motivation to evaluation system has been in found good.

2.3 Implications of the Review for the Study

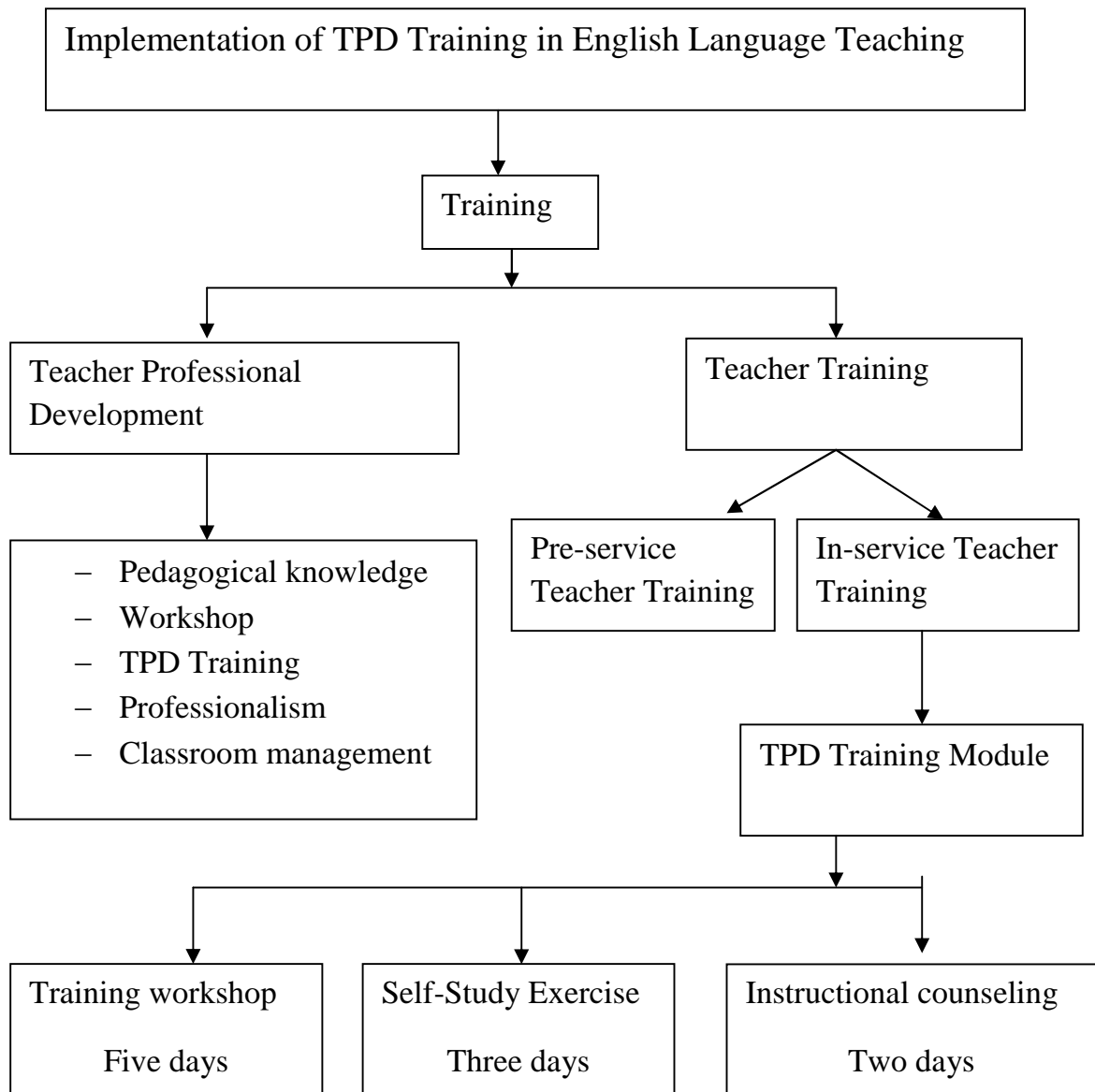
I have reviewed different previous research works related to my research work to same extent these entire source helped me to bring the clarity and focus on the research problem. Improving the methodology and contextualize the findings. I have got lots of ideas regarding the impact of training.

For my research on “Implementation of TPD Training in English Language Teaching”, I reviewed some researches and articles related to teacher training. To be specific, the study, Joshi (2010) helped me to the get knowledge on impact of English language teacher training on English language teaching. Similarly, from the study of Khatiwada (2010) I got insights on the trained

teachers use of motivation, presentation and practice and evaluation system of teaching. Likewise, the study of Gyawali (2007) supported me compare the teaching situation of trained and untrained teachers. From, the study of Awasthi (2003) I got the theoretical ideas on the issues of English language teaching in Nepal. Likewise, the study of Khadka (2010) supported me to have more knowledge about the teaching methods, techniques, classroom management, teaching materials and so on. The studies mentioned above have analyzed the professional development through teacher training :perspective of secondary level EFL teachers. After reviewing these research works, I got ideas on the process of survey research design. In the similar way, they have used questionnaire as the tool of data collection and I also used same types of tool for data collection .The most important of these reviews of related literature is that I found a gap between findings of the researchers and reality of teaching learning activities and decided to collect this research.

2.4 Conceptual Framework

The study on “Implementation of TPD Training in English Language Teaching” will be based on following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter presents the methodological procedure of the study, which involves the design of the study, population, sampling procedure of the study, data collection tools, sources of data and data collection procedure. It also explains the data analysis procedure. I adopted the following methodologies for this research work.

3.1 Design of the Study

I followed survey research design. Typically, survey gathering data at a particular point of time with the intention of describing the nature of existing condition, or identify standard against which existing condition can be compared, or determining the relationship that exists between specific events. Survey design is one of the most commonly used methods of investigation in educational researches which may ranges from small scale to large scale investigation. Hence, a survey research is the most common and widely used design in educational research by selecting an appropriate sample from the large universe to get the people opinions or attitudes on a particular event or issue.

Nunan (1992) states surveys are widely used for challenging data in most areas of social inquiry from politics to sociology from educational to linguistics. The purpose of survey research is generally to obtain the snapshot of conditions, attitude or to identify most standard one against the existing situation (p.140).

Survey research studies a large population by selecting representative sample and the findings are generalized to the entire population. Generally, survey is carried out in a large number of population order to find out the public opinion on certain events, issue or situation at a specific time.

3.2 Population, Sample and Sampling Procedures of the Study

All the secondary level English teachers of Gulmi district were the population of the study. Among them 40 teachers were selected by using random purposive sampling strategy as a sample.

3.3 Research Tools

I used questionnaire with open- ended and close-ended questions as a major tool for data collection.

3.4 Sources of Data

I used both primary and secondary sources of data to collect the information.

3.5 Data Collection Procedures

First of all, I prepared a set of questions to find out the implementation of TPD training in English language teaching. Then, I got request the permission from the authority to consult with the selected respondents of the study and inform to them about the confidentiality of the information collected through questionnaire. Then, I handed over the questionnaire to each respondent and get the required information accordingly. Finally, I got give thanks to them for kind support.

3.6 Data Analysis Procedure

After collecting the required data through questionnaire, they were analyzed in a narrative way with description presenting in different tables.

3.7 Ethical Considerations

This part should be taken into account while conducting a research on any event or issue. Therefore, I have got consider the following ethics throughout my whole study:

- i. I took permission of selected school and the participants and give due respect to the selected site without thinking of the short-term benefits of the study.
- ii. I selected a problem that were as much as practicable to the participants and give them freedom to fill the questionnaire by respecting their effort.
- iii. I have only collected the necessary information from the participants and the information collected from them were not be used for other purpose rather I used them for this study purpose only.
- iv. I have respected the information based on logical evidence and facts including authentic citation in a research.

CHAPTER – FOUR

ANALYSIS AND INTERTRETATION OF DATA

It was the core part of research and deal with analysis and interpretation of the information and data obtained from the informants. The data were collected from forty secondary school of Gulmi district. The main objective of this study was to explore and analyze the implementation of TPD training in English language teaching. The close-ended and open-ended questions were developed and asked to the teachers to get the information from the teacher's to meet the objects of this study. All the information collected from the respondents had been analyzed and interpreted descriptively under the following heading and sub heading.

4.1 Analysis of data and Interpretation of close- ended questions.

In this section, 13 questions were asked to know the implementation of TPD training in English language teaching teachers. These were about phases of in service teacher training . The responses give by the informants to those questions were analyzed under the following Sub headings.

4.1.1 TPD Completed by Teachers Phases of Training

Teacher training is one of the aspects of teacher development. The training is required for any specialized profession, teachers need it too. In this section, the question was asked related with the TPD completed by teachers' phases of training. The question was "How many Phases of training have you completed?" Responses made by the teacher after this close-ended question has been tabulated and interpreted below:

Table 1
Phases of teacher training

S.N.	Responses	No. of Teachers	Percentage (%)
1	First	12	30
2	First and Second	4	10
3	First and third	0	0
4	All three	24	60

The present table shows that out of 40 respondents, 12 teachers (30%) completed the first Phase only, 4 teachers (10%) completed first and second phases but no result found in the option of the third and 24 teachers (60%) completed all the phases of training of TPD. This shows most of the teachers completed all the phases of training of TPD.

4.1.2 Teaching Learning Process bring change activities

Teaching and learning is a process that includes many variables. These variables interact as learners work towards their goal and incorporate new knowledge behaviors and skills that add to their range of teaching learning experiences. The second question deals that training is helpful for bringing changes in teaching learning process or not. The question was “Does the training bring any positive change in your teaching learning activities?”. Responses made by the teachers after this close-ended question has been tabulated and interpreted below.

Table 2

Teaching learning process bring change activities

S.N.	Responses	No. of Teacher	Percentage (%)
1	Yes	40	100
2	No	0	0

Teacher training is really helpful for bring the change in teaching learning process. I found that out of 40 respondents, 40 teachers (100%) responded positively. But no result found in the option second.

4.1.3 Relationship between Teachers satisfaction and Training

The satisfactions of teaching extend beyond the academic. Teachers were seemed satisfy with knowledge, skill and technique which are gained from the training. Here, the question was asked to perceive the views of teacher they are

satisfied with the knowledge, skill and techniques and gained from the training or not. The question was "Are you satisfied with what you have gained from the training?" Responses made by the teachers after these closed-ended questions have been tabulated and interpreted below:

Table 3

Relationship between Teachers satisfaction and training

S.N.	Responses	No. of Teachers	Percentage (%)
1	Yes	33	82.5
2	No	7	17.5

The teachers seem satisfy with the training knowledge, skill and techniques. It showed that out of 40 respondents 33 teachers (82.5%) seemed satisfy with training knowledge, skill and techniques and 7 teachers (17.5%) did not seem satisfy with the training knowledge, skills and techniques.

4.1.4 Help of Training in Improving Teaching Skills

Teaching is an art. Training is good patience. Strong Content knowledge and most importantly the right delivery and tone. The question was "Does the training help in improving teaching skills?" Responses made by the teacher after these closed-ended questions have been analyzed based on four different statements which are as followings.

Tablet 4

Help of Training in Improving Teaching skills

S.N.	Responses	No. of Teachers	Percentage (%)
1	Yes	30	75
2	Partially	10	25
3	No	0	0
4	If others , specify	0	0

The data collected from the respondents, this table shows that out of 40 respondents, 30 teachers (75%) responded ‘yes’ training is fully helpful, 10 teachers (25%) responded training is partially helpful in improving teaching skill but no result found in the option (iii) and (iv). In such a case, most of the respondents felt that training is really helpful in improving teaching skills.

4.1.5 TPD Towards Teacher Training

Training is an essential component of professional development of teachers. The question was “what is your perception towards in-service teacher training phases of TPD?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below.

Table 5

TPD Towards Teachers Training

S.N.	Responses	No. of Teachers	Percentage (%)
1	It is really helpful for developing the teaching learning process.	29	72.5
2	It is partially helpful for developing the teaching learning process.	11	27.5
3	It is not helpful for developing the teaching learning process.	0	0
4	If others, specify.	0	0

This table shows that out of 40 respondents, 29 teachers (72.5%) Presented teacher training is really helpful for developing the teaching learning process 11 teachers (27.5%) presented teacher training is partially helpful for developing the teaching learning process but not result found in the option (iii) and (iv).

4.1.6 TPD Training of Necessity for Teaching Skills

In – service teacher training is necessary for developing the teaching skills. In this section, the question was asked to the respondents related to the necessity of training for developing teaching skills. The question was “Why is the training necessary for teaching developing?”. Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 6

TPD Training of Necessity for Teaching Skills

S.N.	Responses	No. of teachers	Percentage (%)
1	Because it provides sufficient knowledge and skill to tackle with the abstract.	6	15
2	Because it provides the knowledge to find out the difficulties while teaching.	9	22.5
3	Because it provides the opportunity to share, interact and approach their problems with the participants and also helps to find out solution too.	24	60
4	If others, specify.....	1	2.5

The given table shows that out of 40 respondents, 6 teachers (15%) responded that training is necessary because it provides sufficient knowledge and skills to tackle with the abstract, 9 teachers (22.5%) responded that training is necessary because it provides the knowledge to find out the difficulties while teaching , 24 teachers (60%) responded that training is necessary because it provides the opportunity to share, interact and approach their problems with the participants and also helps to find out the solution too and 1, teacher (2.5%) responded that training is necessary because it provides the current trends of teaching and helps the teachers to become update.

4.1.7 Pedagogical Knowledge gained from Training

Pedagogic knowledge is the knowledge of how to manage a classroom how to attract and hold the attention of the class, and how to manage instructional materials and resources. All these knowledge can be gained through teacher training. In this section, the question was asked related to the pedagogical knowledge gained from training. The question was "How are you getting pedagogical ideas or knowledge from the training?" Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 7

Pedagogical knowledge gained from Training

S.N.	Responses	No. of Teachers	Percentage (%)
1	I have most of the ideas about it.	16	40
2	I have got only major ideas about it.	24	60
3	I have not got any idea.	0	0
4	If others specify....	0	0

Above table shows that out of 40 respondents, 16 teachers (40 %) responded that they have got most of the pedagogical idea from training, 24 teachers (60 %) responded that they have only got major ideas how to teach the learners from training and techniques of teaching from training but no result found in the option (iii) and (iv).

4.1.8 Students behavior understanding the influencing factors

Training is helpful for understanding the influencing factors to the students' behavior. In the training teaching got the opportunity to gain how to understand the influencing factors of students' behavior. The question was "In which way does the training knowledge help you to understand influencing factors to the students' behaviors?". Responses made by the teachers after this close-ended question has been tabulated and interpreted below.

Table 8

Students' behavior understanding the influencing factors

S.N.	Responses	No. of Teachers	Percentage (%)
1	Training knowledge is fully helpful.	20	50
2	Only few ideas are useful.	20	50
3	I have not learnt any ideas about it.	0	0
4	If others specify.....	0	0

The training related to the influencing factors of students behavior. Focusing on this table out of 40 respondents, 20 teachers (50 %) responded that training knowledge is fully helpful or provides the sufficient knowledge for student, 20 teacher (50%) the responded that training only few ideas are useful for understanding the influencing factors to the students' behaviors but no responses found in options (iii) and (iv). The students behavior of respondents

about the full help of training and few ideas are useful of training learning process was equal.

4.1.9 Training Package to Teachers' Expectation

To get responses regarding teachers expectation full filled from the training .The question was "Did you have the training package to you expectation?" Responses made by the teachers tabulated and interpreted below:

Table 9

Training Package to Teachers Expectation

S.N.	Response	No. of Teachers	Percentage (%)
1	Yes	40	100
2	No	0	0
3	If not why	0	0

The above table shows that out of 40 respondents, 40 teachers (100%) responded yes the training package was to their expectation but no responses found in option (ii) and (iii). It was helpful in knowing teaching skills, style and way of managing classroom. The training was according to the demands collected from teachers.

4.1.10 Course Content of the Training

To know teachers view about the course content of the training, teachers were asked to respond to the question. The question was "How was the course content of training? Responses made by the teachers after this closed-ended question has been tabulated interpreted below.

Table 10

Course Content of the Training

S.N.	Responses	No. of Teachers	Percentage (%)
1	Theoretical as well as practical	16	40
2	Loss theoretical more practical	19	47.5
3	More theoretical less practical	5	12.5

On the basis of responses collected from the respondents, the above table shows that out of 40 respondent, 16 teachers (40%) found content of training theoretical as well as practical, 19 teachers (47.5%) responded that they found less theoretical more practical and 5 teachers (12.5%) responded that the content was more theoretical less practical..

4.1.11 Knowledge of Conducting Project Work

This question was asked related to the knowledge of conducting project work. The question was “Do you learn any ideas regarding conducting project works during training?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below.

Table 11

Knowledge of conducting project work

S.N.	Responses	No. of Teachers	Percentage (%)
1	Yes, I have learnt many ideas about the project work	27	67.5
2	I have learnt ideas but not practiced in the classroom	7	17.5
3	Ideas related to the project work were not included in training	0	0
4	If others specify	6	15

Above table shows that out of 40 respondents, 27 teachers (27.5%) responded that they have learnt many ideas about how to conduct the project work from training, 7 teachers (17.5%) responded that they have learnt ideas but not practiced in the classroom which was gained from training and 6 teachers (15%) responded that they have got few ideas or knowledge how to conduct project work but no result found in the option (iii).

4.1.12 In the Learning Perception Towards Discovery Techniques

The aim of discovery techniques is to give students perception of their learning environment, in the study varied according to their academic level. In this section, the question was asked to the respondents related to the perception towards discovery techniques. The question was “What is your perception towards the discovery techniques learnt in the training?” Responses made by the teachers this close-ended question has been tabulated and interpreted below.

Table 12

In the learning perception toward discovery techniques

S.N.	Responses	No. of Teachers	Percentage (%)
1	It is really helpful in teaching and learning field.	36	90
2	It was not included in the training sessions that I participated.	0	0
3	Only few ideas were discussed.	4	10
4	It others, specify	0	0

On the basis of responses collected from the respondents,36 teachers (90%) responded that discovery techniques is really helpful in teaching and learning

field among 40 respondent, 4 teachers (10%) responded that they got only few ideas about discovery techniques but no responses found in the option (ii) and (iv).

4.1.13. Contextual Behaviors of the Learner in Training Knowledge Applicable

The response on the question “How is the training knowledge applicable to identify the contextual behaviors of the learning?" Responses made by the teachers after this close-ended below:

Table – 13

Contextual behaviors of the learner in training knowledge applicable

S.N.	Responses	No. of Teachers	Percentage (%)
1	It is full applicable.	13	32.5
2	It is partially applicable.	26	65
3	Training knowledge is not useful.	1	2.5
4	It other specify.....	0	0

Regarding the responses collected from the respondents, this table shows that out of 40 respondents 13 teachers (32.5%) responded that training is fully applicable to identify the contextual behaving of the learners and 1 teacher (2.5%) responded that the training knowledge is not helpful for identify the contextual behaviors of the learners but no responses found in the option (iv)

In conclusion, on the views of more that 60 percent respondents was that the knowledge of identification of the learners, contextual behavior learnt from the training is partially applicable not fully.

4.2 Analysis and Interpretation of Open-ended Questions

In this, eight questions were asked to know the teachers TPD training in English language teaching. They were about teachers views on teacher training

and implementation teaching learning activities after training, ignorance of training skills inside the class room, teacher training difficulty in the application of skill problem should be avoid, TPD training help teacher students, learning achievements using different training content and feedback for better management further training program. The responses given by the information to those questions analyzed under the following headings.

4.2.1 Teachers' Views on Teacher Training Implementation in Classroom.

The first question was related to the TPD training implement in classroom the question was "How does TPD training implement in English language teaching classroom?". A teacher is expected to have more knowledge of teaching methods, techniques, classroom management, teaching materials and various methods of evaluation. Considering this fact trained teachers were asked to put their view on teacher training and implementation of teacher training.

Implementation of teacher training directly related to objectives of teachers training data obtained from the respondents regarding implementation of training skills obtained from the training mentioned that they are getting difficulty in applying the training. Generally they do not apply some of the skill because they do not get enough teaching materials. On the other hand some respondents mentioned that day easily apply TPD training various opinions given by teacher on implementation of teacher training are as follows:

- Many ideas which are learnt from training are shared in classroom
- By using different modern techniques that are learnt from training
- By playing group work, pair work, role play, lots of discussion in teaching learning activities.
- By applying ICT based teaching
- Use of teacher training skills to make teaching learning effective.
- In training teachers become familiar with method, approaches, and techniques of teaching.

4.2.2 Following- up Support and Practice after Training

Teachers should be supported in use of skills in practical classroom setting. For the second question “Did you get follow-up support in the use of ideas and practices after your training?” Some of the respondents mentioned that they got follow up support after training but some respondents do not follow – up support in the use of ideas and practices expect the training session.

4.2.3 Ignorance of Training Skills inside the Classroom

Training for teachers is one of the main interventions for teacher development as it is conversely related to quality of education at school. For this question "It is said that most of the trained teacher do not apply their training skills and knowledge inside the classroom, do you agree or not? Why? some of the respondents mentioned that they agreement and some they are unable to apply their training skill and knowledge due to the different. The major reasons for ignorance of training skills inside the classroom by trained teachers are mentioned below.

- Poor physical facilities.
- Unsporting environment.
- Training remains in training centers does not enter in the real classroom.
- Lack of supervision system from government.

In the other hand, some respondents mentioned that they tried their best for apply their training skills and knowledge inside the classroom. Traditional methods of teaching have become outdated now days.

4.2.4 Teacher Training Difficulties in the Application of Skills

There are various reasons of having difficulties for application of training skills obtained from the teacher training. The sample respondents were asked this question" What is the main reason of having difficulties in the application of skills obtained from the teacher training?" The responses mentioned by the teachers are given below.

- Lack of teaching materials while teaching.
- 45m of time cannot be sufficient to manage everything.
- Some teachers don't get updated with the development of science and technology.
- Lack of supervision of the teachers.
- Poor physical facilities.
- Exam-oriented education system.
- If the teacher does not finish the course on time, the society school management, administration blame for teacher.
- Lack of teacher motivation.

4.2.5 Problem should be avoid

This question "What should be done to avoid these problems?" was asked for the suggestions to avoid the problems that faced to apply training skills to the teachers. The teachers mentioned the following solutions.

- Training should be based on practical activities rather than theoretical teaching.
- Regular monitoring activities should be done.
- Proper use and availability of teaching materials in school.
- Regular supervision should be done and provide necessary suggestion.
- Managing favorable environment.
- Being wiliness and motivated to apply skills.
- Be prepared about the content.
- Conduct awareness program regularity among the parents.

4.2.6 Professional Development TPD Training Help Teacher

The question "How does TPD training help teacher for their professional development?" was asked to perceive the teacher feeling towards the training help teacher for their professional development by using different training

content. The teachers mentioned following TPD training help which are given below:

- Providing knowledge related to child's psychology, teaching learning methodologies.
- Updating them in their knowledge and skills.
- Increasing will- power.
- They get chance to share their ideas about the teaching and learning activities.
- It provides some theoretical as well as practical knowledge about the content helps in designing teaching materials.
- Proper use of communicative technique.
- By providing some marks in the teachers professional increment.
- By providing sound knowledge, ideas, tricks, techniques as well as practical work.

4.2.7 Students Learning Achievement Using Different Training Content

The question "Do you feel any improvement on students' learning achievement using different training content successfully ? " that was asked to perceive the teachers feeling towards the improvement of students' learning achievement by using different training content. They mentioned that they are contributing in teaching after attending training program by involving the students learning achievement using different training content successfully. They further clarified that they mainly focus on student centered teaching which is really making the students active and creative. Use of teaching materials is really making enhancing the teaching learning activities.

4.2.8 Feedback for Better Management of Further Training Program

All the programs have the weakness. For improve those weakness we used to ask the suggestion for its betterment. In this section the question " Finally,

What specific suggestions do you want give to make teacher training program more selective inside the classroom?" was asked to collect the suggestions for better management of further training program. The responses mentioned by the teachers are as followings.

- Training activities should be carried out based on new technology.
- Traditional way to training session should be improved.
- It should be run /conducted time and again.
- Teacher training program should be easily applicable inside the classroom.
- It should address all types of students
- Must manage the classroom environment is friendly for the learners.
- By thinking teachers profession positively.
- School administration should provide full support to the teachers.
- Teachers shouldn't think that they're doing their duty. Teaching profession is more than duty. There should be the system or monitoring from concerned authorities time to time.
- The teachers should be more serious and honest for his| her professional development through different types of trainings.
- There should be fair judgment and avoidance of political interference well as the provision of reward and punishment.

CHAPTER – FIVE

FINDING, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the findings, conclusions and recommendation of the study on the basis of presentation analysis and interpretation of the collected data. The following conclusion and recommendations have been drawn on the basis of analyzes data.

5.1. Summary of Findings

One the basis of analysis of the data and interpretation of the result from ended and close-ended questions, I have drawn findings of my research. So under this section, summary of the findings is presented on the basis of my research objectives.

One of the objectives of the study was to explore the implementation of TPD training in English language teaching. For this questionnaire was formulated and distributed to the ELT teachers of secondary level. After analyzing and interpreting the data it was found that all the teachers are trained but the skills and knowledge obtained from the training are not applicable due to the lack of proper management of the classroom and sufficient teaching and learning materials. Some of the findings of the study are summarized below.

- In the case of Gulmi district, most of the teachers i.e. 60% completed all the phases of in-service teacher training of TPD.
- It was found that in majority of teaching learning activities i.e. 100% gave their positive view on the training which is really helpful to bring positive change.
- If has been found that most of the teachers used different techniques e.g. case study and action research to solve the students problem after training. Similarly after training teachers tried to use interaction activities but these were not completely successfully because of physical and other facilities of the classroom.

- It was found that most of the teachers supported training center based module because they could share their knowledge with the master trainer and other trainees to make concept clear. In the same way, teacher realized that the content of training was able to address classroom problem and almost all of the trained teacher thought that training helped to great extent to their professional development.
- Most of the teachers i.e. 82.5 responded that satisfy with training knowledge, skill and techniques.
- Majority of teacher responded that they got improve teacher training skill.
- After training teacher changed their teaching method, they included the students in group work, pair work, individual work, project work to develop their sharing and gaining knowledge ability.
- It was found that heavy work load, lack of monitoring, supervision, teaching materials and modern trends of teaching, mixed ability of the students, laziness and carelessness of the teachers and inappropriate class ignorance to apply the training skills inside the classroom.
- Majority of the teachers responded that they did find the training to their expectation.
- It was found that majority of teacher have positive perspective toward student countered techniques and methods.
- While talking about course content of training, majority of teachers, i.e.40% responded that the course of training was theoretical as well as practical 47.5% responded that it was less theoretical that it was more theoretical less practical.
- Significant number of teacher responded that working conditions are satisfactory here from the point of view of our welfare and convenience.

5.2. Conclusions

The present study investigates that the implementation of TPD training in English language teaching. In this study, the researcher tried to explore the

present situation of teacher training and training implementation. Along with this it surveyed the teachers, perception in teacher training.

After the analysis and interpretation of the data, results are included in chapter four and summary of findings have been submitted in chapter five. On the basis of those findings regarding the implementation of TPD trainings it can be concluded that teacher effective that it is essential program for developing the teachers' skills and improving learning out come. Though, this program was felt necessary they got it difficult to discuss in the classroom.

Similarly for the teacher, TPD training contributed in a significant in the development of teachers competence and performance. It helped for better learning in the classroom. There should be the provision of training for all the basic level English language teachers. Training is not only a part of teachers Professional development but it is also a way to skill development for teaching. In conclusion, TPD training itself is an excellent programmer lunched by NCED in Nepal. However due to perception, practice and implementation it is being less effective than of expectation. So to make this programmed more effective concerned authorized body i.e. trainers, trainees, Supervisor and so on should be more responsible and aware to make it fruitful.

5.3 Recommendations

Some recommendations have been made on the basis of the findings obtained from the analysis of data.

5.3.1 Policy Level

1. Decision has to be made on after successful completion of the training trainers should be provided with basic materials, reference materials and modern technologies at policy level. In order to implement training inside classroom effectively the resource materials are essential. But teachers are not getting supportive materials. So, programmer should be made for this policy level.

- The government should provide adequate training to ELT teachers according to their need and interest.
- Teachers face several problems such as lack of adequate preparation and use of instructional materials during their training session. So, they should be provided with opportunity to devise and constant instructional materials from the school. The government needs to increase budget given for quality enhancement.
- The teacher trainer should help the teachers to develop their teaching ideas, skills and strategies as they required.

5.3.2. Practice Level

- TPD is a need based program for teachers where trainee teachers should have to explore their training content according to their needs. However, it was found that all of them were not able to explore and share their needs and problems among colleagues and experts. So, training contents of TPD training should prescribed in accordance with the classroom observation report from school supervise or at policy level.
- There should be proper monitoring supervision and control for the effective implementation of the training during and after the completion of the session. Better should be awarded and worse should be punished.
- They should utilize their training what they learn, sometime they discusses their problem among the staff.
- Trainers should be committed on their profession that they should manage the training according to its spirit.

5.3.3. Further Research Related

- The study was limited to the forty secondary level English teacher of Gulmi district. It is prepared for the academic purpose. Therefore, the researcher did not claim that it is not complete in itself. Some implications for further researches have been suggested as follows.

- First, the sample population of the study should be large so that there will be high chances of obtaining real findings. It is suggested that more informants should be included to perceive the perception of teachers. Therefore, valid and reliable result will be derived.
- Second, this study was to find out the implementation of TPD training in English language teaching. So more studied could be conducted at lower secondary.
- Third, it is suggested that the following research title could be useful to analyze the other aspects of TPD training.
 - Impact of TPD training use class room performance.
 - Importance of training in language classroom.
 - Teachers' use of training knowledge for their professional development.

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APPENDIX-I

Dear sir /Madam,

This structured questionnaire is for getting information for my research entitled **‘Implementation of TPD Training in English Language Teaching’** under the supervision of **Bhim Prasad Wasti, Reader**, Tribhuvan University, Kirtipur. Your kind Co-operation in responding the questionnaire and classroom performance will have a great value in accomplishing my research. I appreciate your perception and assure you that your responses as required by the questionnaire. I honestly assure you that the responses made by you will use only for the present study and remain confidential and anonymous.

Researcher

Gita Bhandari

Department of English
Education

T.U. Kirtipur, Kathmandu

APPENDIX-II

Questionnaire for Teachers

Name of the Teacher:

Age:

Name of School:

Qualification:

Address:

Experiences:

Training:

Set 'A':- Close-ended Questions Tick () the best option which is appropriate.

Phases of In-service Teacher Training of TPD

1. How many Phase & training have you completed?

- i. First
- ii. First and second
- iii. First and third
- iv. All (three)

2. Does the training bring any positive change in your teaching learning activities?

- i. Yes
- ii. No

3. Are you satisfied with what you have gained from the training?

- i. Yes
- ii. No

4. Does the training help in improving teaching skills?
 - i. Yes
 - ii. Partially
 - iii. No
 - iv. If others, specify.....

5. What is your perception towards in-service teacher training phase of TPD?
 - i. It is really helpful for developing the teaching learning process.
 - ii. It is partially helpful for developing the teaching learning process.
 - iii. It is not helpful for developing the teaching learning process.
 - iv. It others, specify....

6. Why is the teacher training necessary for teaching developing?
 - i. Because it provides sufficient knowledge and skill to tackle with the abstract.
 - ii. Because it provides the knowledge to find out the difficulties while teaching.
 - iii. Because it provides the opportunity to share, interact and approach their problems with the participants and also helps to find out solution too.
 - iv. If others, specify....

Pedagogical Knowledge

7. How are you getting pedagogical ideas or knowledge from the training?
 - i. I have most of the ideas about it.

- ii. I have got only major ideas about it.
 - iii. I have not got any ideas.
 - iv. If others, specify...
8. In which way does the training knowledge help you to understand influencing factors to the students' behaviors?
- i. Training knowledge is fully helpful
 - ii. Only few ideas are useful
 - iii. I have not learnt any ideas about it.
 - iv. If others, specify....

Training Design

9. Did you have the training package to you expectation?
- i. Yes
 - ii. No
 - iii. If not why?
10. How was the course content of training?
- i. Theoretical as well as practical
 - ii. Loss theoretical more practical
 - iii. More theoretical less practical

Using Project Works

11. Do you learn any ideas regarding conducting project work during training?

- i. Yes, I have learnt many ideas about the project work
- ii. I have learnt many ideas but not practiced in the classroom
- iii. Ideas related to the project work were not included in training
- iv. If others, specify....

Discovery Techniques

12. What is your perception toward the discovery techniques, learnt in the training?

- i. It is really helpful in teaching and learning field.
- ii. It was not included in the training sessions that I participated
- iii. Only few ideas were discussed
- iv. If others, specify....

Using Contextual Behaviors

13. How is the training knowledge applicable to identify the contextual behaviors of the learners?

- i. It is fully applicable
- ii. It is partially applicable
- iii. Training knowledge is not useful
- iv. If others, specify....

Set 'B':- Open-Ended Questions

14. How does TPD training implement in English language teaching classroom?

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15. Did you get follow-up support in the use of ideas and practices after your training?

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16. It is said that most of the trained teachers do not apply their training skills and knowledge inside the classroom, do you agree or not? Why?

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17. What are the main reasons of having difficulties in the application of skills obtained from the teacher training?

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18. What should be done to avoid these problems?

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19. How does TPD training help teacher for their professional development?

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20. Do you feel any improvement on students learning achievement using different training content successfully?

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21. Finally, what specific suggestions do you want to give to make teacher training program more effective inside the classroom?

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THANK YOU