CHAPTER:ONE

INTRODUCTION

This is an introductory chapter of the thesis. This chapter includes the background of the study, review of related literature, objectives of the study as well as the significant of the study. For the convenience of the presentation, they have been dealt with different sub-headings as below:

1.1 General Background

English is the most widely used language in the world, and is the language of international communication, politics, commerce, education and technology. This is why; English language teaching is important in the international discourse. One in every seven human being speaks English. More than half of the world's books are written in English and three-quarter of international mails are in English.

Language teaching is not restricted within the four walls of classroom or within the boundary of a school; it goes beyond that. The main purpose of teaching English is to develop communicative competence in the learners and to enable them to communicate in the English language. The immediate aim of language learning is to increase interacting skill of the language system so that the long-term aim of improving productive and receptive skills can be achieved.

Language learning is the process of internalizing a language with the integration of the four skills viz. listening, speaking, reading, and writing. Thus, language learning means getting mastery over these skills.

Teachers are one of the key stakeholders and conductors of the entire teaching-learning process. The teacher facilitates the teaching and learning activities in the class. This is why; the teaching depends upon the quality of the facilitator in the ways in which s/he facilitates the class. It is generally said that a good teacher is born, not made. It means the teacher should have some special qualities, which makes him/her really a good teacher. The profession of a

teacher is an art, a skill and a science of knowledge. The profession of a teacher is to teach the pupil however, it does not just refer to teach about the contents to the students but it is more than a set of methods. Every teacher tries to do his/her work better every day.

By this, the interest and responsibility of teachers to their students drive them to a constant search for more motivating activities, more efficient teaching methods and better-designed materials for their classes. Teacher should spend a lot of time, inside and outside their classes, thinking about how to help their pupils. In this regard, Miller (1987) mentions four areas related to the characteristics of a (good) teacher as affective characteristics, skills, classroom management techniques, and academic knowledge (pp. 40-41).

The affective characteristics include enthusiasm, encouragement, honor, interest in the student, availability and mental health of the teacher. Creativity and challenging qualities are related to skills. The qualities of classroom management include all the managerial characteristics including peace and fairness especially in the class. Academic knowledge refers to the teacher's knowledge of content, language and grammar.

Miller (1987, p. 42) suggests the following ten characteristics of a teacher:

- A teacher should have contagious enthusiasm for his teaching.
- A teacher should be creative.
- A teacher should offer challenges.
- A teacher should be encouraging.
- Teacher should focus on student's participation.
- A teacher should take an interest of the students.
- A teacher should know grammar well.
- A teacher should take a minute to answer a question after class.
- A teacher treats the student as a person on an equal basis with all the members of the class, regardless of sex, marital status and race.

ﻻ Finally, a teacher should leave his emotional baggage outside the classroom.

A language teacher has to be qualified educationally in order to deliver the quality education. Professionally, a language teacher should have a sound knowledge of subject matter, skills in using modern technology, effective communication, love for the profession, professional efficiency, good human relations, good leadership, sound knowledge of theories, approaches, methods and techniques and the ability to create good classroom environment (Miller 1987, p. 46).

If a language teacher has aforementioned personal, professional and educational qualification, s/he can play a significant role in teaching a language. A teacher has many roles. A teacher can be father, mother, judge, salesperson, technician, librarian and more within the role.

In support of this opinion Allen and Vallette (1974) write, "The success of a course depends on several factors, the most important of which is the teacher. The schedule of the classes, the outward form of the instructions, and the basic programs used are of secondary importance" (p. 3). It shows that a qualified teacher is essential for efficient functioning of educational system and for enhancing the quality of learning. The actions taken in the classroom by a teacher play a vital role in rousing effective and efficient learning on the part of the students learning.

Training is an inevitable part of teaching learning. As teaching is both the science and art, it requires a high level of skillful techniques and strategies. The development of this part in a teacher needs adequate training. The training for teachers can be pre-service, in-service and/or refresher (or all of these at all). Whatsoever the nature of the training is, it is the fundamental aspect of teachers' professional development.

The School Sector Reform Program (SSRP) has recommended a new model of in-service training for teachers, named Teachers Professional Development

(TPD). According to the SSRP core document, the TPD is demand-based training for teachers in which the training packages are developed according to their needs.

1.2 Statement of the Problem

The scope of the knowledge is very wide and it is widening day by day. Due to the rapid growth and development of science and scientific technologies, new knowledge are 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 can never be exaggerated.

According to National Center for Educational Development (NCED) (2010), almost all the teachers in schools are trained. Further, there are different packages of training for them who are still not trained (if any). A huge amount of national budget and time effort has been invested in the trainings of the teachers in schools. The teachers are 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 the 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 denotes the reflection and the application of the training contents in the classroom, this study is a survey on the application of the training's reflection in the English language classroom instruction.

1.3 Rationale of the Study

The teachers' professional development training package in Nepal is a new and innovative demand based package, which is more practical rather than theoretical. It mainly focuses on the practical aspect of the teaching and learning and tries to solve the day-to-day problems of the classroom instruction.

It is a refresher package for teachers that help them to refresh with the practical problems of classroom instruction with adequate amount of the required knowledge. What is more important than just the training is the classroom reflection of the training performance by the teachers so that the students can easily achieve the expected learning goals of the curriculum. However being a highly qualified, experienced and trained teacher, s/he could not be so until those competencies are not reflected in the real life classroom instruction. Thus, the classroom reflection of the competencies, skills and the art of the theory and practice are the prerequisite for any classroom instruction to be a sound instruction.

The prompt study is an attempt to explore the status of training implementation in the classroom. The rationale of the study lies in the reflection of the training contents in the real life practice in classroom. As the effectiveness of the training depends on how it is reflected in the real life practice, it is necessary to assess the real status of the practice of the training. Thus, this study justifies the rationale to study in this area of the issue.

1.4 Objectives of the Study

The study had the following objectives:

1. To find out the status of the application of TPD training by secondary level English teachers in classroom teaching
2. To suggest some pedagogical implications

1.5 Research Question

The study sought the answer of the following research questions:

1. What is the status of the application of TPD training by secondary level English teachers in classroom teaching in terms of use of techniques, materials, classroom management, and students' motivation?
2. What are the challenges to apply the knowledge, and skills achieved in the training?
3. How can the application of TPD training be improved?

1.6 Significance of the Study

The study is very important, as it will deal with the ways related to training for teachers in teaching. It will provide 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.

Thus, the findings of the study will be very important for the teachers of English Language Teaching (ELT) as it may function as a pathfinder for their academic journey. Further, its findings and recommendations of the study will be helpful to the trainers, textbook writers, curriculum designers, language planner and policy maker, researchers, and the students of language teaching. It will also be helpful for all the others who use English as a second or foreign language and are directly and/or indirectly related to teaching of English language at secondary level schools in Nepal.

1.7 Delimitations of the Study

The study will be limited only to:

i. The secondary level English teachers from Ilam district

ii. The public schools of secondary level under Adarsha Higher Secondary School Resource Center

iii. The sampled ten teachers

1.8 Operational Definitions of the Terms Used

⟩ *Teachers' Professional Development*: A career path for the professional development of the teachers like- training, workshops, qualification upgrading etc

⟩ *English Language Classroom:* The classroom of English language as a foreign/second language

⟩ *Package:* A set of training modules like TPD

⟩ *Training Programs:* Programs for professional development of the employee

CHAPTER:TWO

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related literature along with its implications in the study. It also presents the theoretical as well the conceptual framework. For the ease of the presentation, these four main ideas have been presented separately in the sections below:

2.1 Review of Related Theoretical Literature

English language teachers are by no means an exception and their key role in effective language learning cannot be overlooked. Special attention must be paid to this link between teachers and learners as language learning happens mainly in formal classroom setting. It is mainly due to the teachers, as the main source of language input to students, who affect their learning directly.

The trained teachers handle the classroom dynamics interestingly and make students learn the subject matter easily and effectively. In this regard, Crawford et al. (2005) say:

> Teaching, well, means addressing a set of objectives for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting. It means finding a balance between direct instructions and orchestrating the activities of individuals and groups of students. It means developing students' skills and strategies for learning. At the same time they learn the content of the curriculum. (p.10)

According to them, "artful teachers approach the subject matter not as static knowledge or inert ideas, but as ways of knowing" (p.10). Here using ways of knowing means thinking within a discipline to command a set of concepts and

a set of strategies for asking questions and creating knowledge. For Crawford et al. (2005, p. 16),

> Effective teaching in general may share some characteristics however; there are certain qualities that differ among them depending on the subject matter they teach. It is the nature of the subject matter that makes language teachers different from the teachers of other fields.

However, diverse subject matter cannot only be the distinction between teachers of various subjects, rather a teacher's beliefs, perceptions and assumptions about teaching and teachers efficiency affect the way he/she understands and organizes instructions.

It is hard to find why some teachers are considered as special by the students and some are not. There are some teachers that many students adore and expect them in their classroom more than other teachers. It is generally believed that good teachers are those who can acknowledge the problems and difficulties of the students. To quote Crawford et al. (ibid) "many teachers are seeking to change their practices to support skills of English language. They want to challenge their students not just to memorize, but to question, examine, create, solve, interpret, and debate the materials in their courses." Such teaching is now widely recognized as a best practice in the field of ELT.

Active classes, so long as they are purposeful and well organized, are often the ones in which students learn the materials most fully and usefully. Learning fully and usefully means that students can think about what they learn, apply it in real situations or toward further learning, and can continue to learn independently.

Therefore, a teacher needs to understand the demand of students so that they can learn effectively and easily. According to Piaget's thought of learning (1968), learners learn by making the sense of the world in terms of the concepts

we already have. In addition, in the process of making sense of the world, they change their old concepts, and thus expand their capacity for making even more sense of their future encounters with the world.

The teachers therefore, should begin a lesson by drawing out students' prior concepts, and getting them ready to learn by asking questions and setting purposes of learning. Since students learn by making sense, that is, by exploring and inquiring-teachers should encourage students to inquire. Moreover, since inquiry is an activity that one can get good at, teachers should show how to inquire, question, seek and examine information.

2.1.1 Importance of the English Language Education

English is an international language and lingua franca in the world today. In this regard, Crystal (1997, p. 360) says:

> In the mind of many people, there is no longer an issue. They argue that English has already become a world language, by virtue of the political and economic progress made by English speaking nations in the past 200 years and is likely to remain so, gradually consolidating its position…survey of range of use carried by UNESCO and other world organizations reinforce the general statistical impression.

This shows that the English language has flourished in the world as a dominant language due to the development of those countries where English is spoken as a major language. The linguistic development went alongside the physical development and the use of the English language is widened all over the world. Crystal (1997) writes supporting this point:

> English is used as an official or semi-official language in over 60 countries, and has a prominent place in a further 20. It is dominant and well established in all six –continents. It is the main language of books,

newspapers, airports and air-traffic control, international business and academic conferences, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. Over two thirds of the world's scientists write in English. Three quarters of world's mail is written in English.

Of all information in the world's electronic retrieval system, 80 percent is stored in English. People communicate on the internet largely in English. English radio programs are received by over 150 million in 120 countries. Over 50 million children study English as an additional language at primary level; over 80 million study it at secondary level. This is why English is now one of the dominant languages of the world.

Highlighting the need and importance of the English language even in the period of war, Asher (1994) writes:

Since the first world/third world development gap appears to be widening, this function of English will probably continue to grow. Improvements in the technology of travel brought commerce and tourism to a point where a single common language was needed, and the world chose English. Advances in electronics produced global networks for sound world's news: in repressed societies British, American and Australian news in English was relied upon its accuracy. Politically English became the international language of protest and economic development (p. 1121).

In this way, we find different uses and importance of the English language in the present day era. So far, the use of language in international discourse is

concerned; it has covered almost half of the total discourse in use. It has now become such a versatile part of life that the lack of the knowledge of English means the lack of the understanding of the world and world activities.

2.1.2 English Language Teaching in Nepal

The English is taught in Nepal as a foreign/second language as an international language, and is learnt for the purpose of communication with foreigners and academic growth of the learners. It is usually taught as a school subject and rarely used as a language of communication. ELT in Nepal is important because of the development of science and technology. Teaching of English in Nepal was first started in 1910 B.S. Now-a-days, it is taught as a compulsory subject from grade one to bachelor level and as a major subject from plus two to master level at the faculty of Education and Humanities and Social Sciences but the ELT situation in Nepal is not to the mark as it is expected.

The outcome of teaching and learning English could not have gained the expected goal, developing communicative competence in the language because Nepalese learners lack sufficient practice in learning the English language. There is no proper balance among all the four skills of language while they are being taught.

Nepal is a country of linguistic mosaic. National census of 2011 has noted down 123 different indigenous and vernacular languages in Nepal. Despite its small size, Nepal accommodates amazing cultural and linguistic diversity. There are more than 115 languages spoken as mother tongue and English has the status of foreign language. It is hard to find out a particular speech community as such that uses English for day-to-day communication. The status of English in the education sector is given high priority.

Since the importance of English in Nepal has assumed greater importance in view of the development needs of the country. The educated mass of the present day Nepal consists of people with two types of schooling background with Nepali and English mediums and three types of schools at each level of

school education namely government aided (public schools), community schools and private schools. The product of English medium schools feel more comfortable in using English for personal development, and communication to modern scientific inventories such as email and internet due to their English language competency. They are expected to get better jobs with handsome salary and search for a new life in the world. Among them, all children are not equally capable of achieve up the opportunities around them.

Difference emerges due to the different facilities they get and the socio-economic background they come from. There are different problems of Nepalese children. Children issues were not of the greater importance to Nepalese Government till 1980s. Children as development concern was only included for the first time in seventh plan (1985-90). Nepalese children are facing various difficulties due to social beliefs persistence of poverty, gender discrimination, and illiteracy relation to their development. Due to the persistence poverty children's labor forms part of the family support for their subsistence.

According to the national Census (2011), about 29 percent of children in the age group 10-14 are economically active and among them about 62 percent are engaged in agriculture related activities. Gender discrimination among children can be seen glaringly in Nepalese society from the time immemorial. This is true for most ethnic groups in Nepal. This discrimination causes girls doubly disadvantaged as family faces difficulties arising from economic hardships and related problems such as poverty, disability, homelessness etc. These all show that the status of English education in the country is not in a harmonious and developed way.

All the four skills of language are equally important however, listening is a prerequisite for learning other skills, as conscious effort is needed for the perception and comprehension of the language items to develop communicative efficiency in language. Students need to understand the

listening text. They should understand how sounds are made and how stress and intonations are used.

As the teaching and learning trend of English in Nepal is concerned, listening and speaking skills were ignored and reading and writing were emphasized in the past. Now a days it is realized that teaching the English language means to enable the students to communicate in that language. Therefore, all four language skills are being logically emphasized and the ways of teaching the English language have been changing day by day.

Listening and speaking are emphasized as listening skill has special consideration in school level curriculum and evaluation of the listening skill in SLC examination was started in 2057 B.S. Despite these efforts, the students' competence is weak and is unable to gain the objectives of the listening skill because of rarely practice of those skills in those classes. What is satisfactory is that all the four language skills have gained equal priority in both the policy and practice.

2.1.3 Language Teaching at School

It is generally believed that the natural order for the first and/or second language learning is listening, speaking, reading and writing. A child starts to learn his first language from his/her early childhood when s/he listens to the language used by his family, friends, and relative and comprehends it. Then s/he starts to speak. A completely deaf child can never speak because s/he cannot listen and no listening results no comprehension of language. So the natural order of the language learning must be considered in mind while teaching language skills.

As the purpose is concerned, listening and reading are the receptive whereas speaking and writing are the productive skills, among four language skills. If we divide them according to the natural order of the language learning, listening and speaking are primary skills and reading and writing are secondary. It is because every normal human can listen and speak, who may

not have learnt the skill of writing and reading. Therefore, while teaching language, all the language skills should be taught in a balanced way. The teacher should follow the natural order of the language learning as a child learns following the natural order while s/he acquires her/his mother tongue. Generally, this trend is followed in teaching at classroom.

2.1.4 Teacher Development

Teacher development is related to quality education at school. As a basic indicator of teacher management training plays crucial role in developing teachers' professional career. Here, the term teachers' development refers to teachers' professional development, which is further mainly related to training and partly to other pedagogical 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. Thus, an attempt has been made here to analyze the status of training for teachers in Nepal

2.1.4.1 Teachers' Training

Training for teacher is directly related to the quality of education disseminating in the classroom. Thus, training for them is a crucial need. Regarding this, the government of Nepal has made provision of pre-service, in-service, and refresher trainings for teacher with separate packages. An attempt has been made here to discuss some of them in brief.

(a) Pre-service Training to Teacher

The pre-service training for teachers can be studied categorizing into two separate headings based on the level of the schools.

(i) Primary Level: According to the National Center for Educational Development (NCED) source, the pre-service training for primary teacher with required qualification are provided through 99 private teacher training center (PTTCs) affiliated with NCED. NCED provides those PTTCs with

various kinds of technical support such as training materials, training of teachers (TOT), and access to various professional training workshops at the educational training centers (ETCs). However, the quality of training by many of these PTTCs was found less satisfactory. NCED has annulled the affiliations of about 51 PTTCs for this reason (NCED 2009). Further, as SSRP has set the criteria of basic education teachers as intermediate or higher secondary, education gradates; higher secondary education board (HSEB) is responsible for delivering this training. The HSEB has incorporated 10 months training used for in service program into the regular grade-12 education course for teacher candidates (NCED 2009).

(ii) Lower Secondary and Secondary Level: As the basic qualification of teachers in lower secondary and secondary level are intermediate or higher secondary and bachelor level education respectively in the education law, the HSEB and universities were responsible for pre service of the teachers. The faculty of education (FOE), Tribhuvan University and private universities affiliated to it, are conducting pre service training for this level. Under the SSRP, master degree is criteria for teaching in secondary level. Hence, pre service training is responsible of the HSEB for lower secondary (grade 6-8) and for secondary level (grade 9-12).

According to Shakya (2012), there are total of around one lakh and 10 thousand students appearing in I. Ed, B. Ed and M. Ed examination in the year 2008/09. However, the pass rates prove low efficiency of these institutions. All of the levels in education faculty show pass rates below 50 percent from 2062 to 2065 (2005/06-2008/09). The classes are reported to be crowded, following traditional chalk and talk method, lack effective practice teaching and have high absenteeism of students and teachers (Shikshak, 2010). Better practice teaching should be considered, because it will not only improve practical teaching but also reduce problem of crowded classroom at least during the practice teaching.

(iii) Teacher preparation course (TPC): According to Shakya (2012, p. 19), the SSRP targets to develop one year, additional TPC in addition to basic qualification required for basic and secondary teachers of non-education faculty. This target if fulfilled under a three-year special collaboration between NCED and FOE (FY 2064/65-2066/67). These courses are available in Mahendra Ratna campus and Gorkha campus. According to SSRP, the TPC targets to prepare the teachers for:

) teaching all subjects at the foundation grades (grade 1-3) with option for specialization in multi grade teaching and ate least three subjects of the basic education (grade 4-8).

) Teaching at least two subjects at the secondary education (grade 9-12)

) Provisions will be made to prepare specialized teachers for multi grade classes and special needs education (MOE 2009).

The SSRP targets to improve competencies of 7000 as it was in the teacher groups, however there is no fellowship for these candidates as it was in to teacher education project (TEP). However, in current fiscal year (2011/12), NCED has allocated a quota of 175 for teacher preparation class for empowering women, which is still not implemented. To meet further targets of SSRP, fellowship quotas in NCED, TPC courses and other education faculty level are required.

(b) In-service Training for Teachers

According to NCED (2011), it is responsible for training of teachers. It has a network of nine educational training centers (ETC) as, 20 ETC 'B's and five sub centers across the country covering 29 districts. In other 46 districts training are conducted through lead resource centers. There are three types of in-service training for teachers in Nepal as discussed below:

(i) Backlog Clearance: According to MoE (2011), NCED with 66 partner institutions called Alternative Providers (APs) has been providing in service training for backlog clearance. After almost a decade long effort by GoN under

ADB funded teacher education project (TEP, 2002-2009), only 1.6 percent of primary teachers remain untrained. The in service training provided by NCED was 10 month training with in-out model. The training was related to education and development, professional studies and subject teaching practicum. With the phase out of TEP, the role of APs has terminated.

According to the Flash Report of DOE (2011/12), the 94.1 percent primary teachers have completely finished 10 months training, while 4.3 percent have finished part of it and 1.6 percent have not taken any phase. 79.9 percent of lower secondary, 90.1 percent of secondary and 62.5 percent of higher secondary teachers have finished 10 month training. According to Shakya (2012), the partially trained primary teachers have finished the whole module in current fiscal year and untrained 1.6 percent of teachers are in distance mode. The SSRP targets to clear 10,000 primary and secondary teachers' backlog is reached, as there were 123,662 total full trained primary and secondary teachers in 2009, while it has increased to 171924 in 2011.

(ii) Qualification Upgrading: Shakya (2012) writes that SSRP has raised the criteria of teacher qualification to intermediate level for basic and master for secondary level, current teachers fall under qualification in both levels. Only 46% of the teachers in basic level fulfill the criteria, while only 30% fulfill in secondary level. Following the condition of under qualification, NCED and faculty of education, Tribhuvan University (FOE, TU) in July 2011, have signed a special collaboration document. Teachers with qualification lower than the new criteria were recommended to upgrade their qualification voluntarily by the earliest time.

The special grade-12 education program under HSEB will be continued for working teachers with only school leaving certificate (SLC) and 10 month training. Professional bachelor degree (P. B. Ed) of 5 year will be developed for I. Ed passed teachers and professional master degree (P. M. Ed) of 4 years will be made for B. Ed passed teachers. The courses will be comparable with similar degree in terms of professional and academic strength, financially

affordable and viable for working teachers. The courses are under the process of curriculum making and will be available from FY 2012-13.

The upgrade courses are not mandatory for teachers who will not be subject to dismissal or demotion for non-participation. However, teacher without upgraded status by 2015 will be confined to teach initial grades of each level. This policy might result in less qualified and less motivated teachers in initial grades, which is crucial for whole students' life.

(iii) Teachers' Professional Development (TPD): According to Shakya (ibid), The SSRP targets to train 750 master trainers for TPD, however NCED already trained 4243 master trainers. The master trainers have started to train teacher for TPD and in three years, there are 110,853 basic and 13646 secondary teachers with the TPD experience. As this year's training is still in ongoing process. The TPD experienced teachers will be around 179746 basic and 24768 secondary teachers. At this pace, all basic and secondary teachers will have experience of TPD within SSRP period.

However, these are the number of teachers who have received at least one module. At present, there are no teachers who have finished all three modules of this training. Though the demand driven TPD courses are viewed positively by almost all stakeholders interviewed (NCED, DEO, local NGO, RPs, HT, teachers), there are several problems claimed. Lack of specific needs, difficulty in needs clustering, incapability of trainees to conduct self-study and action research was pointed out to be major problems in the process. CDC official claimed the lack of connection of TPD with national curriculum framework. The demand based TPD has not provided considerable support to teachers, to see their needs in certain critical areas, such as the new curriculum, literacy enhancement of equity.

Shakya (2012) writes that TPD is based on reflection of teachers. However, problems in TPD show that teachers are resistant to reflect their practice. Nepali teachers do have subject wise networks like science, math or English

forum and associations, which are organizing various seminars. It might be better to encourage these subject forums for further frequent reflection of teachers' problems. There is an effort required to connect pedagogy and local context through discussion among the teachers, for which these forums and associations might be useful.

Structurally, RCs are responsible for training basic level teachers i.e. primary and lower secondary, while ETC for secondary level teachers. However, RPs and NCED officials claim that there is a low priority for training lower secondary teachers. RPs reported that roster trainers were not confident to train subject teacher of lower secondary level. Revision in TPD process and responsible actors would help to enhance its effectiveness. Particularly, ETC has capability to deal with extra responsibility, as the work load is low, due to phase out of 10 month training for primary level. Further development could include TPD according to the career stages i.e. beginner, intermediate, expert and master. For example though the manual for head master to deal with novice teacher is being developed, there is no job induction to teachers including mentoring.

Effective management training programs for head teachers can lead to noticeable improvements in teacher behavior and performance. The target to train 4050 head teachers is also in process. This program was initiated in 2010, NCED has trained 902 head teachers, and 1875 is targeted in 2011. The target to train 4050 head teachers by 2015 will be reached at this pace. The TPD module structure has been set as below:

1. **Part -1: Training cum workshop**

It is a face-to-face event to be conducted at the training hub (RCs for basic level and ETCs/RCs for secondary level) runs for 5 days.

2. Part-2: Self study exercise

School based event upon completion of the part -1 course runs for 30 days gross period by engaging the participants independently in the structured sets of assignments and counted towards credits of 3days equivalent.

3. Part-3: Instructional counseling

School based event upon completion of the part II runs for two days under complete guidance of the same set of trainers invariably mobilized to check and collect the assignment and to provide onsite professional support. The same structure of the 10 days module will be followed for all three modules and whole module combines input training event (part 1) followed by application and constructive learning (part 2) and on site follow up support (part 3).

2.2 Review of Related Empirical Literature

Teacher training in Nepal does not have very long history. With the implementation of NESP (2028), the concept of pre-service training was introduced. The concept of TPD training is relatively new. The research study on this particular area is still due but the studies on other types of training are reviewed below:

Adhikari (2011) conducted a research entitled 'the problems of teacher management at community schools in Nepal'. His main aim of the study was to find out the problems in teacher management in Nepal. Both primary and secondary sources of data were used in the study. The study was qualitative in nature. The teachers of primary level from Ilam district were randomly sampled as informants for the study. His study found that training for teachers is one of the most important interventions for quality education at school. However, in the lack of effective training and its effective implementation in the classroom, the quality of education cannot be fostered in a great deal. His study showed that 94.5 percent teachers at schools in Nepal are trained. Those who were trained were not employing the knowledge and skills (they gained in training)

in the real life teaching in the classroom. The main reason behind happening this situation is according to him, the lack of proper monitoring and evaluation of teacher's classroom behavior.

Sapkota (2011) carried out a research entitled Perception of Primary Level Students towards Qualities of English Language Teachers. The aim of the study was to find out the perceptions of primary level students towards qualities of English language teachers. The secondary level English teachers were randomly sampled from Nawalparasi district to include in the study as informants. The study was both qualitative and quantitative in nature. The study found that teachers have different personal, social and professional qualities. Among them neat and clean with smiling face, impressive personality with smart and healthy body, healthy and sound both physically and mentally, fluent with sweet, simple, polite and clear language, patient, punctual, hard working, responsible and self confident, creative, high moral character, etc. are some of the personal qualities that the students preferred most. The study found on the basis of students' opinion that frank, friendly and helpful, proud of his/her teaching profession, leadership capacity, skill to cooperate between and among the teachers, students, parents and other stakeholders of the school and the society etc. are some of the social qualities of teacher. It is also found that competent with the adequate knowledge of the subject matter, recognize all the students and should call them directly by their name are the good professional qualities of a teacher. Similarly, familiar with the teaching approach, methods, techniques, materials and trend, responsible, accountable, honest and laborious in the profession, knowledge of testing and evaluation, knowledge of classroom management etc. are the good professional qualities of a teacher.

Shakya (2012) carried out a study entitled 'Teacher Development and Management' in the process of the mid-term evaluation of SSRP. His main objectives of the study were to find out the status of teacher development and management in Nepal. According to the study, trainings and other professional development opportunities were provided to the teachers for their development.

Among them, Teachers' Professional Development (TPD) is one of the in-service training for teachers, which can be evaluated for its need based approach. According to him, though plans for TPD also emphasize training for inexperienced teachers, there is tendency of more permanent teachers to attend trainings. As RPs prioritizes permanent teachers for training, these trainings were related to their promotion. Community funded teachers were their least priority as there is a high turnover of these teachers, once they find more appropriate jobs.

DoE (2012) carried out a national level study entitled 'the status of teacher management in community schools in Nepal.' The main objectives of the study were to find out the status of teacher management in the schools. The study also attempted to explore the status of teacher training in the teachers working at the schools. The study was both qualitative and quantitative in nature. Seventy-five schools of different levels from 15 different districts of Nepal were randomly selected for the study. According to the study, approximately 94 percent of the total teachers working at the country were trained. They were trained with both pre-service and in-service trainings. Among the in-service training, TPD is one of the most important and commonly (compulsorily) practicing training for teacher's professional development. As it has three different modules, the training is conducting in its second module. That is none of the teachers have completed the TPD training yet. However, the effectiveness of the training seems not as satisfactory as its classroom implementation by the teachers does not find satisfactory.

Shrestha (2013) conducted a research entitled the use of thematic approach in pre-primary class. The objective of the study was to find out activities and challenges of using theme-based approach in teaching at pre-primary classes. It further aimed to explore the use of different activities related to teachers' training in the teaching with thematic approach along with the challenges of using the approach in the class. The study found that the teachers while teaching the young children at the junior classroom used fifteen different

activities. Among them, listening activities, picture drawing, field trips, project works, ordering and sequencing, role play, drama, strip story, songs, rhymes, poem, painting, making models, puppets, and masks, making graphs and charts, using map, playing games, and sorting and measuring etc. are the major activities used by the teachers while teaching at classroom.

According to the study, the teachers understudy was found trained with general teaching methodology. As the training is concerned, seventy-five percent of the total respondents were found trained with Montessori based child friendly training. Similarly, ninety percent of them were found trained with theme-based teaching methodology. Above all, eighty percent of the total respondents were found trained with the training of the progressive use of the materials. The teachers were also found having all sorts of pre-service, in-service and redresser teacher training regarding theme-based teaching. Relia, visual aids, audio aids, audio-visual aids, field trips, free play, project work, role play, local materials, pictures, graphs, charts, and web-technique were some of the teaching materials that the trained teachers were using.

2.3 Implications of the Review for the Study

As far as the literature reviewed above is concerned, most of the studies are related to the problems of teacher management, teachers' quality in terms of training, teachers' development, and the background information of the training for teachers at schools. This is why; the reviews are the empirical support for the current study as they have functioned as the backbone for this research.

However, this study is different from the aforementioned reviews in a sense that this study only intends to find out the status of the classroom application of TPD training for secondary level English teachers. Furthermore, the scope of this study was also limited as the purpose of study was only for academic degree, and conducted within the limited time of three months.

2.4 Conceptual Framework

The following figure represents the conceptual framework of the study:

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┌─────────────────────────────────────────┐
│  Quality improvement in teaching learning │
│       through teacher's development        │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────────────────────────┐
│        ┌─────────────────────────────┐                        │
│        │   The TPD Training Package   │                       │
│        └─────────────────────────────┘                        │
│                                                               │
│  ┌──────────┐        ┌──────────┐         ┌──────────────┐   │
│  │  Skills  │◄──────►│ Learning │◄───────►│  Language    │   │
│  │          │        └──────────┘         │  Functions   │   │
│  │ ⟩Listening│             │              └──────────────┘   │
│  │ ⟩Speaking │             ▼                                  │
│  │ ⟩Reading  │       ┌──────────────┐                        │
│  │ ⟩Writing  │       │ Application  │                        │
│  └──────────┘        └──────────────┘                        │
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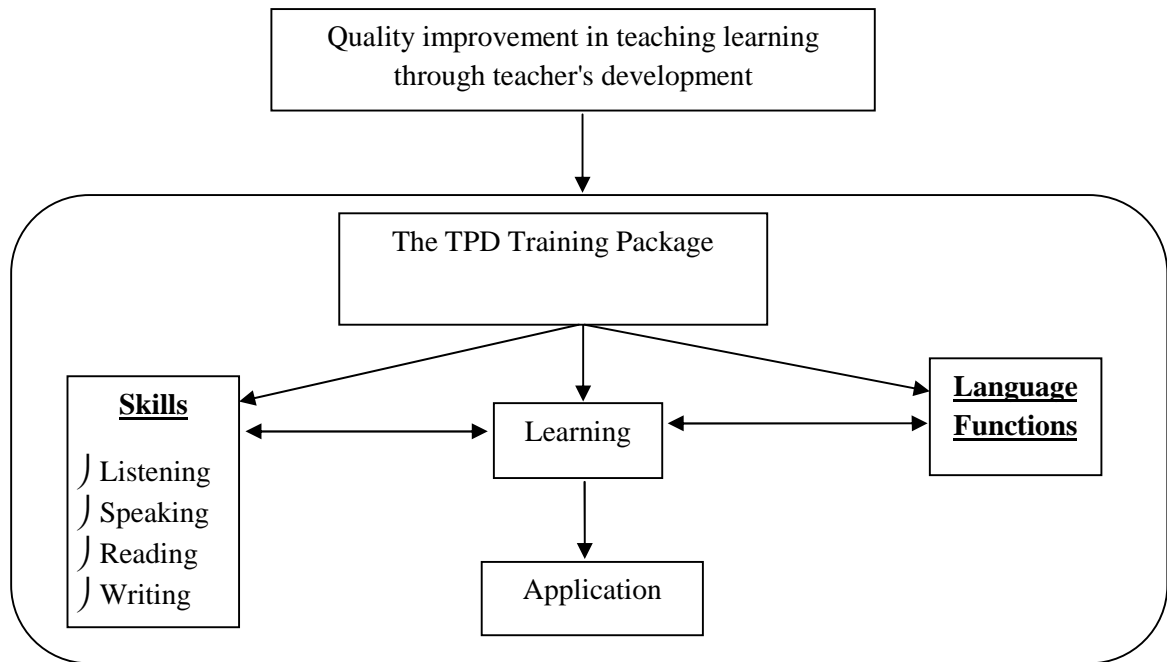
CHAPTER:THREE

METHODS AND PROCEDURE OF THE STUDY

The following methodological strategies have been used to achieve the proposed objectives of the study:

3.1 Design of the Study

The study is descriptive, and analytical in nature. The study has been conducted incorporating both the qualitative and quantitative mixed research designs as both the qualitative and quantitative data were used in it. However, the focus of the study has been laid in the qualitative approach of inquiry.

3.2 Population and Sample

The secondary level English teachers of community schools in Ilam district were the population of the study for this research work. Ten secondary level English teachers from ten different secondary level public schools of Ilam district were taken as the sample for the study.

3.3 Sampling Procedure

The study was carried out using simple random sampling method to select the sample (i.e., ten schools and ten teachers). The researcher observed four classes of each sampled teachers so altogether, 40 classes were observed in the study while collecting primary data.

3.4 Tools for Data Collection

The researcher designed a comprehensive questionnaire as a tool to collect data from the teachers. Further, an observation checklist was designed and used while observing the classes of them. The questionnaire and the checklist were based on the TPD training for the teachers conducted by NCED. Secondary data were collected through document study. The checklist was used by the researcher in the classroom within the class of the teacher and was tried to find

out the fact and real data of application of the TPD from trained teacher. Questionnaire was given to the teachers who were selected as the sample in this research, they were asked to just fill up the ideas and to share the personal information about them and ideas about the teaching profession and various problems in teaching profession, effect and of TPD training and the application of TPD in the language classroom after the training.

3.5 Process of Data Collection

First, I visited all the selected schools and met the concerned head teachers. A good rapport was established and the purpose and process of research were explained. The English teacher of secondary level from the schools were consulted and explained about the purpose and process of the research work. Then, the questionnaire was administered to the teachers. After their responses on the questionnaire, their classes were observed by the researchers regularly for four times. Finally, the responses of the teachers as well as the result of their class observation were analyzed and interpreted to derive the findings.

3.6 Data Analysis and Interpretation Procedure

As the study contains both qualitative and quantitative data, the data were analyzed and interpreted differently. That is, the qualitative data were described and analyzed in narrative style. Quantitative data were analyzed and interpreted statistically with the help of simple statistical tools like percentage and were presented and displayed in different tabular form.

CHAPTER:FOUR

RESULTS AND DISCUSSION

This chapter deals with the result and discussion of the study based on the analysis of the collected data. As the collected data were both quantitative and qualitative in nature, qualitative data were analyzed and interpreted descriptively in a narrative form. The quantitative data were analyzed using simple statistical tools. The researcher has presented the facts in different tables as needed. For the convenience of presentation, the data has been presented in different related sub-headings. The results and discussion have been presented separately as below:

4.1 Results

The study found that all the teachers under study were qualified with the required minimum level of academic qualification (B. Ed.) set for the secondary level. Further, many of them had the qualification above the minimum qualification, too. Almost all the teachers involved in the study were experienced in teaching with not less than three years to more than fifteen years. Among them, only 30 percent of them were permanent. That is, 70 percent were not the permanent teachers. Regarding training, the teachers received the opportunity of TPD training as well.

In relation to the application of TPD training in the classroom, some specific classroom behavior of the teachers were observed and analyzed. In this context, the study found that the teachers under study were good in subject matter. Their presentation was in sequence and their teaching was based on the context along with the use of appropriate examples. By this, the use of the teachers' skills on subject matter was found good in average.

In relation to the use of language in the classroom, some of the teachers were found using English language in the class however, in many cases, they were found of using Nepali language in class as medium of instruction. Regarding

the teaching learning process of the teachers, the teachers' performance in evaluating the students' learning achievement was found weak. Rest of the activities (like students' participation, teachers' role, teaching strategies, systematization of the methodology as well as the way of providing feedback) was found good. Classroom management was not very good; however, the classroom environment was managed in advanced.

Regarding the use of teaching materials, none of the teacher was found using visual aids in the classroom. As least number of teachers were using teaching materials in the classroom, the preparation of materials was poor. Further, the use and appropriateness as well as the sufficiency of the use of the materials in the classroom was also not found good enough to manage and conduct the class effectively.

The teachers were not found interested in teaching and the students were not interested in learning 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 as expected from a trained teacher.

4.2 Discussion

The following pages present the discussion on the aforementioned results of the study. For the ease of the presentation, the results of the study have been discussed within different subheadings based on the objectives and results of the study.

4.2.1 Teachers' Background to Teaching

Teachers' competencies and capacities of teaching as well as the skill of classroom management play crucial role in delivering the quality contents to the students. In this regard, the academic qualification of the teachers, working experience, the position of the job, as well as the training status are the key

variables to study in order to explore the background information. This is why; these variables have been dealt here separately in brief.

4.2.1.1 Academic Qualification of the Teachers

Teachers' academic qualification is one of the important aspects that directly affects the way of teaching and determines the level of the learning achievement of the students. Considering this fact in central focus, the data related to their academic qualification was taken as an important variable. Thus, during the period of field survey, an attempt was made to explore the facts related to the teachers' academic qualification. The following table presents the information related to the teachers' academic qualification.

Table No. 1

Academic Qualification of the Teachers

SN	Academic Qualification	No. of Teachers	Percentage
1	MA/M. Ed	2	20
2	MA/B. Ed	3	30
3	M. Ed	3	30
4	B. Ed	2	20
Total		**10**	**100**

Source: Field Survey, 2013

The data presented in the table above shows that all the teachers under study were qualified with the required minimum level of academic qualification (B. Ed.) set for the secondary level. Many of them had the qualification above the minimum qualification, too. By this, the teachers, with their level of academic qualification, were found appropriate and good enough to teach at the secondary level.

4.2.1.2 Job Position of the Teachers

The status of the job has direct relationship with the in-service training of the teacher as the permanent teachers, in many cases; they are recommended for

the participation in the training. This is why; an attempt was made here to explore the job position of the sampled teachers. The result has been found as below:

Table No. 2

Job Position of the Teacher

S.N.	Category	No. of Teachers	Percentage
1	Permanent	3	30
2	Temporary	2	20
3	Rahat	3	30
4	Private	2	20
Total		**10**	**100**

Source: Field Survey, 2013

The data presented in the table above exhibits only 30 percent of them were permanent at school. That is, rests of them (70 percent) were in other position. Among the non-permanent teachers, there are three types (categories) of their job position. That is, 20 percent of them were temporary and other 30 percent of them were privately appointed. Similarly, rests of 20 percent were in the position of rahat teachers. By this, it is clear that there are four types of teachers working at the schools based on their job status. Among them, the number of non-permanent teachers was higher.

4.2.1.3 Status of the Training for the Teachers

The training status of the teachers is also a significant aspect related to the quality of education, as the job status. The quality of education, firstly, depends on how trained the teachers at schools are. This is why; an attempt has been made here to explore and exhibit the data related to training status of the teachers understudy in the following table:

Table No. 3

Status of the Training for the Teachers

S.N.	Trained	Untrained	Total	Percentage
1	10	-	10	100

Source: Field Survey, 2013

The data presented in the table above shows all the teachers understudy were trained. The national data of NCED (2012) shows that there are more than 98 percent trained teachers at the schools in Nepal. However, the current data is more than the national data. While studying the details of their training, the following data of the trained teachers was explored and exhibited:

Table No. 4

Training Details of the Trained Teachers

S.N.	Training Description	No. of Teachers	Percentage
1	Backlog clearance	1	10
2	Qualification upgrading	1	10
3	TPD	10	100
4	Backlog clearance and TPD	4	40
Total		**10**	**100**

Source: Field Survey, 2013

The data in the table above shows that all the teachers understudy were trained in one or other package. Among the total teachers, ten percent of them were trained with ten month's backlog clearance training. The study shows that other 10 percent of the total teachers understudy received the opportunity of upgrading their academic qualification. According to the research, the teachers understudy had received the opportunity of TPD training while they were in the service. Similarly, forty percent of 10 teachers were trained with both the backlog clearance and TPD training.

4.2.1.4 The Work Experience

Like qualification, job position and the training status, the work experience of the teachers is also an important variable to study. This is why; another attempt was made to search for the working experience of the teachers at schools. The following table exhibits the related data in comprehensive way:

Table No. 5

Working Experience of the Teachers

S.N.	Working Experience	No. of Teachers	Percentage
1	Less than three years	1	10
2	Up to five years	1	10
3	Up to ten years	2	20
4	Up to fifteen years	4	40
5	More than fifteen years	2	20
	Total	**10**	**100**

Source: Field Survey, 2013

As the data presented in the table above is concerned, twenty percent of the total teachers understudies were teaching at schools for more than fifteen years and other forty percent were teaching for fifteen years. According to the data, twenty percent of them were teaching for ten years. Out of the rest twenty percent, half were teaching for five years and remaining half were teaching for less than three years. This data showed that almost all the teachers involved in the study were experienced in teaching.

4.2.2 The Application of TPD Training in the Classroom

According to the objectives of the study, an attempt was made during the field study to observe the reflection of training in the classroom teaching. For this, an observational checklist was developed and the classes of sampled teachers were observed with the help of the checklist. The brief summary of the status of the class observation of the sampled teachers mainly concerning to the

classroom behavior of the trained teachers has been presented in the following pages.

4.2.2.1 Teachers' Skills on Subject Matter

As observed in the class, the following status of the used of the teaching skills by the teachers was found:

Table No. 6

The use of the teachers' skills on subject matter

SN	Skills on subject matter	Result (in %)	Remarks
1	Presentation	64.6	Good
2	Sequencing	66.33	Good
3	Exemplification	54	Poor
4	Contextualization	69	Good
5	Summarization	64	Good

Source: Field Survey, 2013

The result of the study has been categorized as Best (80%), Better (70%), Good (60%), Poor (50%), and Poorer (40%), for the convenience of the study and its presentation. The data presented in the table above showed that the teachers understudy were good in subject matter. That is, they have sufficient amount of the contents to be taught. The data show that their presentation was in sequence and their teaching was based on the context along with the use of appropriate examples. While observing the classes, most of the teachers were found summarizing their lesson at the end of the class session. By this, the use of the teachers' skills on subject matter was found good in average.

4.2.2.2 The Use of Language by the Teachers

Like the skills on subject matter, the use of the language in the classroom was also regarded an important issue to study mainly concerning on how the teachers used the language. The following table has presented the data related to the use of language at class:

Table No. 7

The use of language by the teachers

SN	Use of language	Result (in %)	Remarks
1	Target language by teacher	61.33	Good
2	Target language by students	46	Poor
3	First language by teacher	49	Poor
4	First language by students	43.68	Poor

Source: Field Survey, 2013

In relation to the use of language in the classroom, most of the teachers were found using English language in the class however, in many cases, they were found of using Nepali language in class as medium of instruction. Due to this, their students were found using Nepali language in the English classroom. The observation shows that the teachers cannot create habit of their students in using the English language in the classroom.

The teachers argued that most of their students do not understand only the use of English language as medium of instruction. Due to this, they were compelled to use the Nepali language as medium of instruction. However, their argument was logically disapproved and found just unproved because not almost all of the teachers are found using any of the teaching materials in the classroom, which can help them to bring ease in the classroom presentation. By observation, it was found that it is not the students, but the teachers who cannot make their students understand the contents in the target (English) language.

4.2.2.3 Teachers' Classroom Behavior on Teaching Learning Process

The role of teachers in the teaching learning process was regarded as another important classroom behavior of the trained teacher and an attempt was made to study the same. The table below shows the facts related to it in a comprehensive way:

Table No. 8

Teachers' classroom behavior on teaching learning process

SN	Teaching Learning Process	Result (in %)	Remarks
1	Students' participation	61.00	Good
2	Teacher's role	59.00	Good
3	Teaching strategies	62.66	Good
4	Systematization	64.66	Good
5	Teaching methodology	66.66	Good
6	Reinforcement and feedback	62.33	Good
7	Evaluation	59.33	Poor

Source: Field Survey, 2013

The data presented in the table regarding the teaching learning process of the teachers, the teachers' performance in evaluating the students' learning achievement was found week. Rests of the activities like students' participation, teachers' role, teaching strategies, systematization of the methodology as well as the way of providing feedback were found good, while observing the class.

As same as teaching learning process, the classroom management by the teachers was also studied during the field study. The following table has presented the related data on classroom management.

Table No. 9

Classroom Management by the Teachers

SN	Classroom Management	Result (in %)	Remarks
1	Classroom environment	63.00	Good
2	Classroom management	61.66	Good
3	Physical aspects	58.00	Poor
4	Setting	58.00	Poor

Source: Field Survey, 2013

As the classes of the teachers were good arranged and managed, their managerial skills were found good. In relation to creating the classroom environment during teaching learning, they were found good, as they set the class based on individual characteristics of the students. However, the physical aspect and the setting of the classes were poor and unmanaged.

4.2.2.4 The Use of Aids and Materials in the Classroom

The teaching aids and materials are the very important helping hands for a teacher to teach in the classroom. As they make the teaching-learning lively and students feel ease to internalize the concept delivered by the teachers, the teaching aids and materials have significant role in teaching. Further, they help teacher speak less and engage the students more on activities. This is why, during the period of the field study, another attempt was made to explore the status of the use of teaching aids and materials by the teachers in the class. The real picture of using them was recorded in the observational checklist. The following table has presented the data related to the use of teaching materials and aids by the teachers in the classroom:

Table No. 10

The use of aids and materials in the classroom

SN	Use of teaching aids and materials	Result (in %)	Remarks
1	Preparation of materials	53.66	Poor
2	Visual materials	41.00	Poor
3	Visual aids	-	No
4	Audio-visual aids	40.33	Poor
5	Supplementary materials	42.66	Poor
6	Appropriate use of materials	41.00	Poor
7	Sufficiency of materials	40.00	Poor

Source: Field Survey, 2013

As far as the use of teaching aids and materials in the classroom is concerned, it did not show the satisfactory result. None of the teacher was found using visual

37

aids in the classroom. As some teachers were using teaching materials in the classroom, the preparation of materials was poor. Further, the use and appropriateness as well as the sufficiency of the use of the materials in the classroom was also not found good enough to manage and conduct the class effectively.

4.2.2.5 The Attitude of Teachers and Students

Same as earlier, another attempt was on the exploration of the attitudes of the teachers and the students on teaching and learning which is presented as below:

Table No. 11

The attitude of teachers and students

SN	The attitude of teachers and students	Result (in %)	Remarks
1	Interested to teach	59.33	Poor
2	Interested to learn	53.66	Poor
3	Eye contact	56.00	Poor
4	Class control	58.33	Poor
5	Expected behavior	57.33	Poor

Source: Field Survey, 2013

The data in the table above showed the facts related to the attitude of the teachers and the students in teaching and learning. 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.

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.

4.2.3 Challenges in the Implementation of Training Contents

As each variable in research are associated with the others, an attempt was made during the field study to explore the challenges of the teachers related to the implementation of the training contents and skills in the classroom. It is not only the training but also something else, which is responsible to determine and limit the overall effectiveness of the training. That is, there were some problems faced by the teachers so they were unable to disseminate their full potential in the classroom. Some of such factors due to which the classroom performance of the teacher seems weaker and least performed were listed below:

- The teachers do not leave their traditional style of presentation due to weak monitoring and no implementation of the 'reward and punishment' system
- 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 are 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.

Similarly, financial difficulty to prepare and use the materials in the class was also the problem, which had back warded the entire encouragements and enthusiasms of the teachers having willingness as well. What is found most difficult is that the teachers do not want to leave their traditional style of presentation and teaching (due to weak monitoring and evaluation) no matter how trained and well educated they were.

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 schoolteachers 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.

The study showed that the government should manage and use the basic and needy teaching materials at the schools. The workload of teachers can be

reduced to give them the opportunity to think creatively and critically for better classes. In such situation, some fund can be managed (locally) to prepare the materials and use them in the classroom daily for better quality of school education. Further, the strict implementation of the notion of no class without plan and materials can help to overcome some of the major problems. Strictly, implementation of the reward and punishment system for good and not good practices respectively can function as milestone to improve the quality of school education as this establishes the self-disciplined in the students.

Finally, it is 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

SUMMARY, CONCLUSION AND IMPLICATIONS

This chapter has dealt with the summary, conclusion and implication of the study. The conclusion of the findings and recommendations of the study were drawn after the detailed analysis and interpretation of collected data. For the convenience of presentation, the summary, conclusion, and implications of the study were presented separately in three different sub-headings as below:

5.1 Summary

The study entitled the application of teachers' professional development training in the English language classroom aims to find out the status of the application of TPD training by secondary level English teachers in classroom teaching. In order to achieve this objective, the study was conducted in the mixed of qualitative and quantitative research designs as both the qualitative and quantitative data were used in the study. The secondary level English teachers of community school in Ilam district were the population of the study from which ten secondary level English teachers (from ten different secondary level public schools) of Ilam district were taken as the sample for the study. The sample was selected using simple random sampling method. A comprehensive questionnaire and an observational checklist were used to collect data as research tools. As the data were both qualitative and quantitative in nature, the qualitative data were described and analyzed in narrative style. Quantitative data were analyzed and interpreted ststistically with the help of simple statistical tools like percentage and were presented and displayed in different tabular form.

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. However, in their position only 30 percent of them were permanent at school. In relation to teaching experience, the teachers had three years to more than fifteen years of teaching experience.

The teacher's skills on subject matter were observed well however, the use of language was not appropriate as they were using mother tongue in teaching second language. In relation to teaching learning process, there was good student participation but student evaluation was poor. The teachers had managed the classroom in an appropriate way but they were not using sufficient teaching aids and materials. Above all, both the teachers' and students' attitude towards teaching and learning was not so active.

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.

5.2 Conclusion

Training is not only a part of teachers' development but is a way to skill development for teaching. This is why; the students should be benefited by the training that the teachers received. The only means of disseminating the training competencies by the teachers is the delivery of its skills in the classroom. That is, the classroom reflection of the training is very crucial.

The study showed that the expected behavior of the teachers in the classroom was not 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 insignificant 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.

Further, the teachers also have some problems with the implementation of the training contents. That is, there were some problems faced by the teachers so that they were unable to disseminate their full potential in the classroom. Among them, the traditional style of teaching that the teachers adopted is one of the most serious one, which the teachers generally do not want to change. Thus, there is an attitudinal problem with teachers to change their behaviors. Similarly, teachers' monitoring and evaluation by the RPs and SSs is weak in one hand and the other hand, there is no sufficiency of teaching materials at schools. Teachers do not have sufficient time to prepare teaching materials due to overload of the classes at schools. In addition to this, the teachers have financial difficulty to prepare and use the materials at class in the lack of sufficient financial support for material preparation. Only a few teachers disseminated the knowledge and skills of training in the classroom due to no practice of 'reward and punishment' system.

5.3 Implications

Based on the aforementioned summary and conclusion of the study, the study recommends the following pedagogical implications for the further betterment of the study. For the ease of presentation, the implications have been given in the following three levels:

5.3.1 Policy Level

i.   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.

ii. 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.

iii. 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

i. 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.

ii. It is recommended to implement the reward-punishment system for good and not good practices respectively strictly in the practice by the implementing agency.

iii. 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.

iv. Teachers' problems regarding the ineffectiveness of the dissemination of the training performance in the classroom can be improved-

    a. by providing them some basic and needy teaching materials by the government,

    b. reducing the work load of teachers to whom the work load is more,

    c. managing some fund (locally) to prepare the materials, and

d. implementing strictly the notion of "no class without lesson plan and material"

5.3.3 Further Research

As a limited study in terms of both the purpose and the scope, this study has not covered many aspects of the TPD training. That is, the conclusions and implications may not be generalized in the whole spares. This is why; it is suggested to the further researchers to carry out further researches in the field like-the problems of teachers with TPD training implication; the challenges of implementing the TPD training in the classroom; and teachers' perception towards TPD training.

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APPENDIX

THE APPLICATION OF TPD TRAINING IN ENGLISH CLASSROOM

Appendix-1: Observational Checklist

School's Name:

Address:

Name of the Teacher at Class:

Observed Class:

Date of Observation:

Signature of the Observer:

Official Seal:

[Please indicate the best answer in the 'number 5' column and others are accordingly in the descending order]

S.N.	Activities	Result					remarks
		1	2	3	4	5	
1	**Subject matter**						
	Presentation						
	Sequencing						
	Exemplification						
	Contextualization						
	Summarization						
2	**Use of language**						
	Target language by teacher						
	Target language by students						
	First language by teacher						
	First language by students						
3	**Teaching learning process**						
	Students' participation						
	Teacher's role						

	Teaching strategies						
	Systematization						
	Teaching methodology						
	Reinforcement and feedback						
	Evaluation						
4	**Classroom activities/management**						
	Classroom environment						
	Classroom management						
	Physical aspects						
	Setting						
5	**Use of aids and materials**						
	Preparation of materials						
	Visual materials						
	Visual aids						
	Audio-visual aids						
	Supplementary materials						
	Appropriate use of materials						
	Sufficiency of materials						
6	**Attitudes of teachers and students**						
	Interested to teach						
	Interested to learn						
	Eye contact						
	Class control						
	Expected behavior						

APPENDIX

THE APPLICATION OF TPD TRAINING IN ENGLISH CLASSROOM

Appendix-2: Questionnaire for the Informants (Teachers)

School's Name:

Address:

Head Teacher's Name:

Name of the Informant (Teacher):

Service Year:

Date of Filling up of the Questionnaire:

Signature:

Official Seal:

Please, kindly answer the following questions.

1. Please, tick your job status in the following box.

Permanent		Temporary		Rahat		PCF		Private		Others	

2. Please, tick your training status in the following box.

Fully trained		Partially trained		Untrained	

3. As a language teacher, what different means of teacher development are you getting entertained?

4. What pre-service trainings for teaching do you have? Mention them.

5. What in-service trainings for teaching do you have? Mention them.

6. Do you have the opportunity of TPD training?

7. Are you familiar with TPD? How do you perceive this training?

8. How many module of TPD did you have yet?

9. What is your attitude towards TPD training mainly in relation to classroom practice and implication?

10. What are your logics to prove these attitudes?

11. Are you satisfied with TPD training to develop teacher's professional skills?

12. What problems are associated with TPD training and its classroom implication?

13. How can those problems be solved?

14. How effective is the training in line with its pedagogical implication?

15. What should be done to make the training more effective mainly in the classroom teaching?

16. How do you use the contents of the training in the classroom?

17. Why do many of the teacher's training performance seem week in the classroom?

18. How can this be improved?

Thanking You