

CHAPTER ONE

INTRODUCTION

This section introduces the research in terms of its background of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Second language learning and language teaching is emerging as a global issue at the present time. Education is mainly related to the process of human development. It imparts the knowledge, skills and attitudes of the individual during different stages of life. It makes people aware about social values, customs and social life and prepares them for the socialization. Teachers play a significant role in interpreting curriculum, fashioning pedagogy and devising assessment activities. Teacher without sufficient training and motivation become reluctant to improve the quality of education in Nepal. In this way, teacher training is taken as one of the important aspect of professional development.

In our Nepalese context skill based education is required. These skill based education requires highly skilled and motivated teachers with in-depth understanding of the issue. Teachers are ones to implement the educational act, required to change their own behavior in the process of teaching. Teaching is professional activity that requires specialized knowledge that is acquired through training and experience. In this way, research report entitled, Reflection of training in Classroom practices, carried out by NCED (2009) found that trained teachers classroom performance seems very effective in comparison to others. In this regard, Ur (1997) says that teacher training is the “perception 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.” Moreover, in the

age of globalization, the concept of language teaching is becoming very vast. It is in the sense that learners from early days of their class they start to learn with computers which are the need of these days.

The term 'Teacher Professional Development' (TPD) has become a buzz-word. People who are working under the Ministry of Education (MoE) always produce this word as it is one of the crucial parts of the MOE's School Sector Reform Program (SSRP). TPD has already been implemented for three years. People working in the field have experienced both opportunities and challenges of this program. Currently more than 71% of the primary level teachers working in approved positions have been fully trained. Similarly, 55% and 79% of lower secondary teachers have been trained. The provision of pre-service teacher training for primary level was made through the privately established teacher training centers whereas it is offered through university campuses (faculty of education and higher secondary schools (education stream) in the case of secondary schools. The aim of teacher professional development component of the SSRP is to ensure that all teachers have the knowledge and skills required to effectively facilitate students learning process.

Training is used as a part of professional development. It is passive experience participation is limited with teachers having little or no time to meet. Teachers believe that their professional development activities with their colleagues related to discuss how to apply them to significantly improve their classroom strategies. Recently, the focus of teacher education in the Ministry of Education has shifted from teacher training to teacher professional development with the view to transforming today's schools from a place of knowledge-transmission to the knowledge-creating/generating space that considers classrooms as a learning-community. This means teacher professional development program has been introduced in our teacher education programs to promote teachers with creative and critical ideas and skills to bring changes in their teaching. Moreover, from this program we have high expectations from the teachers with regards to their personal and professional development. Our planners, who do

not have to train and teach, at the policy making level have envisioned bringing substantial changes in current educational scenario by implementing the teacher professional development program.

Teaching is a complex process and which is challenging too. To handle such challenging process, the teachers need their regular development and refresh of their knowledge. Teachers without adequate training and motivation are unlikely to help in improving the quality of Education. For making the teachers competent and qualified training should be provided to teachers frequently. Training is provided to enhance the quality of Education. Therefore, MOE through NCED has made 98.2% of the teachers trained (NCED, 2011). However, the existing quality level of community based (especially SLC level) has not seen satisfactory. It is somehow difficult to observe in real life practice of training. In this scenario, the present study seeks to analyze the impact of TPD training launched by NCED in the secondary level English classrooms.

TPD refers to the development of a person in his/her professional career. More specially, teacher development is equated with professional growth. For years, 'staff development' or 'in-service training, workshops, short term training courses' were only considered as the form of professional development. It is only in the few years that only considered as a form term process. Not only teacher's professional development can reform the education system but also the professional development of teachers-educators has been considered as an important element. The factors needed for professional development are: a culture of support from school and education system, the role of contest, the development of a school and education system level. Teacher educators need time both for their professional development and daily work. Financial resources are equally important. Recently, the use of technology in classroom has become a challenging practice. The role of teacher-educators has a strong influence not only on the work of teachers but also on research and their institutions, how to work in teams and collaborate in their work. Data were collected using survey questionnaires. The study found that there was no clear

contribution of the use of peer-observation to developing teaching skills and flaws were there in the process of conducting peer-observation.

1.2 Statement of the Problem

Training is an important effort for quality education. It is the process of facilitation learning or the acquisition of knowledge, skills, values, beliefs and habits. It has always been associated with social advancement, economic prosperity and self-dependence. Jomtien conference (1990) and Dakar conference (2000) adopted the slogan “Education for All” (EFA) concept which aims to educate all the people of the world with at least basic level within 2015 (Sharma, 2067). Community based school in Nepal received considerable supports in their physical infrastructures and education resources. However, government aided school faced severe problem of quality of physical infrastructure, over crowed classroom, unmanaged teaching learning activities and so on. In Nepal, English language at present is being taught from primary to university levels. There is also provision of pre-service and in-service training for English teachers from different governmental and non-governmental organizations, agencies, institution and offices for meaningful learning achievement in English language. TPD will be linked to career development made available through both short and long term training programs.

According to NCED (2069, p.75), Ministry of Education MOE and NCED have planned to cover approximately fifty thousand teachers under this program and expected that the teachers’ participation in such types of professional development program will bring observable positive change in classroom teaching and improvement in the performance level of student.

Development means change and growth. According to Head and Taylor (1997), "teacher development is the process of becoming 'the best kind of teacher that I personally can be" (p.1). District Education Office appoints teacher with Teaching License. Regarding training NCED launches in-service and refresher

teacher training like TPD. Most of the teachers have been provided with the TPD training certificates. The teacher training is provided to the teachers in different mode and phases to enhance the quality of Education but different governmental reports had proved that the teacher training could not be implemented properly in the classroom. As a researcher I want to investigate the perception of the teachers towards teacher training and practice of implementation of training in the classroom. So, it is necessary to study the perceptions of English language teachers on TPD training and it's classroom practice whether English teachers are benefitted by TPD training or not for their professional development.

1.3 Objectives of the Study

The study had the following objectives:

1. To find out the practices of TPD trained teachers in teachers' personal qualities, qualities of teachers' in language and contents, development and use of the lesson plan, use of the teaching materials and teachers teaching activities.
2. To suggest some pedagogical implications.

1.4 Research Questions

This study was oriented to find out the answers of the following research questions:

1. Has teacher training contributed to practices of classroom teaching?
2. Are the teachers implementing their skills by TPD training?

1.5 Significance of the Study

This study will reveal the practices of English language teachers towards TPD Trainings for teacher development as well as available environment in the institution to make the teaching learning more effective and practical. In addition, this research will try to show the mostly used strategies for teachers'

self- directed learning. Professionalism is now the buzz word everywhere. It has great significance in this context. It is not only important for the professions and novice teachers, researchers of this field, the student of teacher development but also for the professional related to other professions rather than teaching. As this study will explore the ways of effective delivery of training in the classroom, the teachers of English language in secondary level will be benefitted to adopt the ways for improving teacher training in teaching English at secondary school. Similarly, it will be useful for the professors, teachers and the students who are interested in teacher development and proper classroom practices.

1.6 Delimitations of the Study

The study had the following limitations:

1. The study was limited within the secondary level community based school.
2. The study included only 5 secondary level English language teachers of government aided school in Kanchanpur district as a sample population.
3. It was limited to analyze the practice of TPD Training only.
4. The study was limited to classroom observation and checklist as a research tool only.

1.7 Operational Definitions of the Key Terms

Some terminologies used in this research have different meaning depending upon the time, situation and the context of their use. So, some main terminologies used in this work can be defined below:

Classroom Practice: It refers to application of the knowledge gained by training in real classroom.

Development: An extension of the theoretical or practical aspects of the concept, design, discovery or invention.

Impact: The powerful effect of something

Profession: An occupation, practice or vocation requiring mastery of complex set of knowledge and skills through formal education and practical experience.

TPD Training: A mode of demand based refresher teacher training launched by NCED in Nepal

Training performance: The reflection and implementation of the training competence inside the classroom

CHAPTER TWO

REVIEW OF RELATED THEORETICAL LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is essential tasks for any researcher to acquire theoretical knowledge about related topic. This topic consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this topic.

2.1 Review of Related Theoretical Literature

Every researcher needs to observe the fundamental background of the related subject and the past studies. Though a number of research works have been carried out in the field of English language teaching, a very few of them have conducted in the field of teacher development. Theoretical knowledge is necessary for researcher to have enough knowledge about the selected topic of the research. The researcher cannot go further in the research process without theoretical knowledge and concept of the research topic. The theoretical concepts of the study were presented as follows:

2.1.1 English Language Teaching

English language has been widely used as a lingua-franca around the world today. Since the concept of global village is developing, it has been a means of survival skill and a versatile tool of social bond of people at every corner of the globe. Brown (1994, p.7) has said language teaching is “showing or helping someone of learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand.” The concept of language teaching is becoming very vast and complex. There is penetrating role of English in every sector of today’s society.

Nowadays, in Nepal English has been taught as a compulsory subject from grade one in government-aided schools as well. As student can earn university

degree in specialization in the English language, for the uplifting of society and for the promotion of professional growth, English language teacher should cope with new techniques and principals of language teaching according to the changing world.

2.1.2 Teacher Training

Teacher training is a learning process that involves the acquisition of knowledge, developing the skills, concepts and changing of attitude and behaviors to enhance the performance of teachers. Richards and Farrell (2005) say 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. From here we know that training involves trying out new strategies in the classroom. Specific training for teachers was originate in France by John Baptist de la sale in 1685. Then, teacher training spreads rapidly in Europe because of the work of August Herman Franke and Johan pestalozy though the influence of monitorial system. Similarly, Germany established the first curriculum for teacher training in the 18th century. From the Europe, the monitorial training method spread to the United States (1810).

In the same way, Oxford Advanced Learner's Dictionary define the term "training is the process of learning the skills that somebody needs to do a job". From the aforementioned definitions, we come to know that training involves trying out new strategies in the classroom usually with supervision and mentoring.

Bhatia (2005, p.5) states:

Training is an act of increasing knowledge, skill and attitude of an employee for improving his performance on the job. For example, a clerk an typing. It is a task-oriented activity. It is for job related purpose and short term.

Any sort of training is very useful to acquire practical knowledge in the education process. It is useful to handle the classroom and the activities as they happen in it.

Freeman (2001, p.72) says:

Second language (L2) teacher education describes the field of professional activity through which individuals learn to teach second languages. In terms commonly used in the field these formal activities are generally referred to as teacher training.

2.1.3 History of Teacher Training

The history of teacher training, history of education, teaching theories, education of teachers, modern history of education begin in early 18th century in Germany. In English speaking countries, history of education and teaching, formal teacher education and training begin with the University of Edinburgh creating a chair in education with St. Andrews in the USA's history of education e.g., Henry Bernard, Nicholas, Murray butler and so on. In teacher education and training, first training college in and French history of education and history of teaching began 18th century.

In the USA, New York's teachers' college founded in 1888 was incorporated into the Columbia University in 1893, establishing its teacher training college is to afford opportunity, both sexes, for kindergarten and elementary schools and secondary school's principles, supervisors and of schools and specialist in various branches of school work, involving normal school and college.

In the context of Nepal education is a vital part of a child's development. To educate a child effectively, it is required to have teachers who are qualified and skillful.

The first effort to formal teacher training program in Nepal dates back to 1947 A.D. It was started by the basic teacher-training program based on Gandhian philosophy of self-support. Phuyal (1999, p.1) says, “organized teacher training programs were started in Nepal with the establishment of ‘Basic Teacher Training Centre’ in the late 1940s. This institution provided training to primary school teacher”. Similarly, in 1954 National Education Planning Commission was established for giving some basic training to the primary school teachers as in-service course. Teacher training did not remain confined within primary school teachers only, it goes spread to all the teachers. Bista (2059, p.64) says, “teacher training got more priority during the implementation of National Educational System Plan (NESP) in 1971”.

After establishment of the college of education in 1956, the trend of teacher training was started. All institutions such as college of education, National Vocational Training Centers and primary school teacher training centers came under the single umbrella of the institute of education (IOE) under Tribhuvan University (T.U). This institute was solely entrusted to conduct both pre-service and in-service teacher training with long-term academic and short-term professional training programs. Institute of education runs some training programs like as, women teacher training, remote area teacher training, on the spot training, human resource development in teacher education, etc.

Regarding the training institutions, there are mainly three existing training institutions in Nepal. They are:

1. National Centre for Educational Development (NCED)
2. Department of Education at universities.
3. Higher Secondary Education Board (HSEB)

NCED launches training to both in-service and pre-service teachers. Different universities run different programs as pre-service teacher training and both pre-service and in-service training programs are run by HSEB.

Apart from NCED, HSEB and different other universities, teacher training programs have been run by both sector non-government organizations (NGOs)

and international non-governmental organizations (INGOs) like Nepal English Language Teacher Association (NELTA).

2.1.4 Types of Teacher Training

Training for teachers is one of the main interventions for teacher developments it is conversely related to quality education at school. As a basic indicator of teacher management, training plays crucial role in developing teacher's profession career. Here, the term 'teacher development' refers to teacher's professional development, which is further related mainly to training and partly to other pedagogical activities. As the school sector reform plan (SSRP) targets to improve teacher's capacity, the pre-service and in-service training for teachers and head teachers are the main interventions for teacher development in the country. In the context of Nepal, government of Nepal has made provision of pre-service and in-service training for teacher with separate packages.

Pre-service training

As its name suggests the pre-service teacher training is the training which the teachers participate before they go to the real classroom.

At this phase, teacher as a student receives professional knowledge, especially theoretical knowledge which serves as the foundation for teaching. This training program is for those, who are not directly involved in teaching, but aspire to be a teacher in near future. This training is conducted by private primary teacher training centers (PPTTCs), affiliated to NCED. There are around 146 such centers at present. Similarly, according to NCED (2009), private teacher training centers affiliated to NCED have provided pre-service training for primary level teachers with required qualification.

Pandey (2009,p.7) writes,“ In Nepal, at least ten months training is a pre-requisite to be a teacher but the Seventh Education Act 2008 B.S adapted compulsory provision of teaching license.” Those are the pre-service trained

teacher who have studied education subject with hundred full marks through SLC to Masters level. Pre-service teacher training course are helpful for teacher to their teaching assignment.

In-service teacher training

In-service teacher training typically, involving teachers out of their normal teaching environment to undergo a training course. Since, the 1980's the importance of the in-service training in the professional development and specially in education is accepted by all.

This programme is for those teachers, who are involved in teaching, especially in the public schools. When a candidate enters into the professional and takes responsibilities and accountabilities to handle the job-description for being successful and effective s/he needs training of different types. Training of teachers on the job is called an in-service teacher training. The in-service teacher trainings are understood as a tool to professionalized teaching improve quality and efficiency of the new educational systems and promote the scientific and technological innovation. In relation to education field what we can say here is in-service training.

Both of them are necessary for teacher development as for school education in Nepal is concerned NCED is responsible for teachers' training. Under in-service teacher training program NCED launches two types of training program:

i. Ten Month Teacher Training Program

At present National Centre for Educational Development (NCED) functions as a leading institution under MOES with the responsibilities of capacities building of all level human resource as well as determining training policy in the education sectors. NCED design various types of training as required develops training materials and implements the training programs. Among

several training programs conducted by NCED ten month teacher training is one of them. It is also known as competency based training.

NCED was established in 1992 under the Ministry of Education (MOE), as an apex body for human resource development. Since then, the centers is undertaking activities related to teacher development of educational personnel under the Ministry of Education and conduction of research activities in education. In the past, the training programs were conducted by different institutions/organizations and avoiding duplications. As a result, it was realized that the integrated and coordinated approach and efforts could be more realistic, effective and efficient. Therefore, previous Distance Education Centre and Secondary Education Development Centre were merged with NCED in 2004 to form a greater NCED which deals with all aspects and levels of teacher training, and management and professional trainings. The Council for Educational Human Resource Development, headed by the Minister of Education, provides policy guidelines to NCED. And secondary education Development Project (SEDP) was established in 1993 to train primary and lower secondary level in-service teachers. Later in 2004, the government merged SEDP into NCED. At present, NCED (2004) has 34 Educational Training centers (ETCs) with A, B and Educational training sub centers (ETSCs). The ETCs and ETSCs under the NCED conducted 10 months teacher training and different types of short term training as well. NCED has provided English language teaching (ELT) training to in-service English language teachers from the side of government. NCED training curriculum has been designed to fulfill the needs of Secondary English language teachers.

ii. The One Month TPD Training program

The current program offered by the NCED provides 30 days professional development training over 5 years to all teachers in Nepal. This training is being implemented in 3 phases of ten days within 5 years.

2.1.5 Teacher Professional Development: Need and Importance

Teacher Professional Development (TPD) is related to continuous growth of teaching skills and adoption of new pedagogical techniques to enhance students' quality of education. Teacher training, teachers' life-long learning, use of pedagogical learning, use of pedagogical research and use of Information Communication Technology (ICT) in teaching learning process are the major ingredients of TPD.

Professional Development comes in the form of pre-service or in-service professional development. Professional development includes formal types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential requires to obtain or relation employment (TPD online-offline, 2068, p. 2). Sharing their experiences to each other is important in TPD that encourage and motivate the teacher for their learning. Similarly, professional development is defined as "next step when once teachers' period of formal training is over" (Richards, 2005).

Teacher is an important aspect that influence directly and indirectly in qualitative education. Students learning and achievement depends upon the teacher development. Teacher Development is life-long and continuous process of teacher. Similarly, it aims to develop all essential perspectives of effective teaching to teacher. Teacher Development raises the question about teacher themselves: how can I be a good teacher? How can I make my teaching more joyful? How can I feel I m supporting my pupils' learning?

Teachers have different need at different times during their careers and the needs of the schools and institutions in which they work also change over time. The pressure for teachers to update their knowledge in areas such as curriculum trends, second language acquisition research, composition theory and practice, technology, or assessment in intense and it is the school and the classroom that provide a major source for further professional development. Professional development is a key factor to bring the positive effect on the educational products. Emphasizing the importance of updating oneself in the teaching

profession, Similarly, Khaniya (2006, p.9) states “people who do not update themselves find it difficult to cope with emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left far behind. For this purpose people involved in it should be allowed to work for its development, advancement and continuous improvement.”

2.1.5.1 Assumptions of Teacher Professional Development

NCED (2066) has given following assumptions about Teacher Professional Development:

1. In any school or education institution, there are teachers of different levels of experiences, knowledge, skills and expertise. Multiple sharing of knowledge and experiences is a valuable source of professional growth.
2. Teachers are generally motivated to continue their professional development once they begin their careers.
3. Classroom is not only place where students learn, it is also the place where teacher can learn.
4. Knowledge about language teaching and learning is always in a tentative and incomplete state and teachers need regular opportunities to update their professional knowledge.
5. Teachers can play an active role in their own professional development this means individual's interest in lifelong learning and increasing their own skills and knowledge is at heart of professional development.

2.1.5.2 Objectives of Teacher Professional Development

In order to bring drastic positive change on the quality of education the following objectives has been mentioned as the objectives of TPD program [source: TPD hand book (2066)]

1. To make teachers able to solve the pedagogical problems that they are facing.
2. To ascertain the excellence in teaching with teacher professional developments.

2.1.5.3 Significance of TPD

The planned TPD Program plays vital role to make satisfy the students, teacher, guardians, school management too by addressing their needs, in this regards, TPD handbook(ibid) encapsulated the significance of TPD Program in following points:

1. To increase the Teachers professional accountability.
2. To ascertain the Learners autonomy
3. To establish good relationship among schools, resource center and educational training centers

In conclusion, TPD in general and English teacher professional development in particular is a very broad concept. In the field of language teaching different issues has been arising; for example, child friendly education, critical thinking, local curriculum etc. are emerging day by day.

2.1.6 Characteristics of Teacher Development

Teacher development is a continuous process of growth and improvement of the teacher in their profession. Development can happen in different ways. It seems that certain characteristics emerge when teachers are asked what they think about teacher development. They are as follows:

1. Teacher development is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse-from confidence building to language awareness or technical expertise.

2. Teacher development is related to new experience, new challenges and opportunities for teachers to break their repertoire and take on new responsibilities and challenges.
3. Teacher development is not just to do with language teaching or even teaching It's also about language development, counseling skills assertiveness training, confidence building, computing, meditation, cultural broadening almost anything in fact.
4. Teacher development is 'bottom up' process. It is not something that we are prescribed by others (experts...) to do instead what we experience and think to be done is important in teacher development.
(as cited in Head and Tylor, 1997, p.4)

2.2 Review of Empirical Literature

We have a number of these literatures in the field of professional development. Some articles, books, magazines have also been published on the very matter professional development of teaching.

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

Bhatta (2009) did a research on "classroom observation and feedback for Teachers Professional Development." The main purpose of his research was to find out whether secondary level English language teacher conducted the classroom observation and got feedback for their professional development in Nepal or not. His research primarily concerned with classroom observation and feedback to develop professionalism.

Adhikari (2010) conducted a research entitled "Collaborative Learning for Teachers Professional Development" the main objectives of the research were

to find out the attitude of secondary level English language teachers towards collaborative learning and practicing collaboratively. English language is taught as foreign language in Nepal. Most of the teachers are non-native of English. So, the teaching learning could not be effective in Nepalese context. Training is one of the ways of teacher development. The teachers have been provided with various types of trainings such as short term, long term, TPD etc. Although most of the teachers are trained, the skills, new methods, techniques and procedures they have learnt in training are not utilized in classroom properly.

Joshi (2010) carried out a study on “Transfer of NCED English Language Teacher Training” which aims at finding out the degree of skills required by trainee and effectiveness of ten month ELT training provided by NCED. The sample population was ten English Teachers from Kailali district. He used observation as a tool of data collection for every detail of activities, procedure, comments and suggestions. 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. Though a number of research works have been carried out in the field of English Teaching, a very few of them have been conducted in the field of transfer of training in classroom practices. But there is not any research in “Classroom practices of teachers with TPD training.” So it is the research work in this topic.

Khadka (2010) conducted a study “On Classroom Performance of Trained Teachers of English at Secondary Level”. The main 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 sampling procedure. 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.

Dhakal (2012) carried out a research work entitled “Existence and Need of Mentoring for Professional Development of Teachers”, the main objectives of her study were to identify the existence and need of mentoring and practice of mentoring for professional development of teachers’ professional development, the findings showed that, though, there is no formal institution for mentoring, most teachers were aware of the effective role of mentoring in their profession.

Khanal (2012) conducted a research entitled “In-service teacher training for professional development: Teachers’ Perception” the main objectives of the research were to find out the perceptions of English language teachers towards INSET for their professional development, the role of stakeholders in the professional development of trainees and to list some pedagogical implementations. He has used survey while conducting research. Primary and secondary data were collected. The Population of the study was the secondary level English language teachers and stakeholders. He used non-random judgmental sampling procedure to select the secondary schools from Khotang district.

Budhathoki (2017) carried out a research on “Teachers’ perceptions towards teacher training for professional development”. The objectives of that research were to identify teachers’ training for professional development and the role of teacher training to enhance teachers’ professional development in terms of motivation, presentation, using ICT, teaching technique and evaluation and to suggest some pedagogical implications. Primary and secondary data were collected under survey design by using questionnaire. Population of the study was all the English language teachers of Salyan district teaching at secondary level. He used judgmental sampling which is one of the useful non-random sampling. He also found that the study as TPD is on-going activity, a majority of them supported that in-service training is more effective training in comparison to pre-service one in terms of TPD.

Every researcher needs to observe the fundamental background of the related subject and the past studies. Though a number of research works have been carried out in the field of English language teaching, a very few of them have been conducted in the field of teacher development. English language is taught as a foreign language in Nepal. Most of the teachers are non-native of English. So, the teaching learning could not be effective in the Nepalese context. Training is one of the ways of teacher development. The teachers have been provided with various types of trainings such as short term, long term, TPD etc. Although most of the teachers are trained, the skills, new methods, techniques and procedures they have learnt in training are not utilized in the classroom properly.

Though the above studies are related to profession and professional development of teachers, there is not enough research in the field of professional development of teaching professionals. All the above-mentioned reviewed studies are somehow related to the professional development of teachers. Although, a number of studies have been made to find out the attitude of teachers towards the different aspects of TPD.

2.3 Implications of the Study

As a researcher, I have reviewed several interrelated studies related to this study. It is useful for the sake of academic purpose but also for further research. It is useful for teachers, researchers and administrators. The above review of literature helped me to understand the topic more clearly. It helped me to establish the link between the related studies and develop critical thinking about the findings and methodology. All the research studies mentioned above are conducted in the field of English language learning. The researcher observed the fundamental background of the related subject and other past studies. A number of research works have been carried out by my research is also in the same field of language teaching and learning but very few of them have been conducted in the field of professional development. Among them Khanal (2012) carried out the research entitled "In service teacher training for

professional development: Teachers' Perceptions" in order to identify the role of in-service training for professional development of teachers. It facilitates me in selecting methodology and I have got lots of ideas regarding the study.

Similarly, Budhathoki (2017) will help me to select the research design and research tools. The main objectives of the research were to find out the teachers' perceptions towards teacher training for professional development. He has used survey design while conducting research. He found that the study as TPD is majority of them supported that in-service training is more effective in comparison to pre-service one. From this study I have taken more information about teacher professional development. It helps me more to conduct this research.

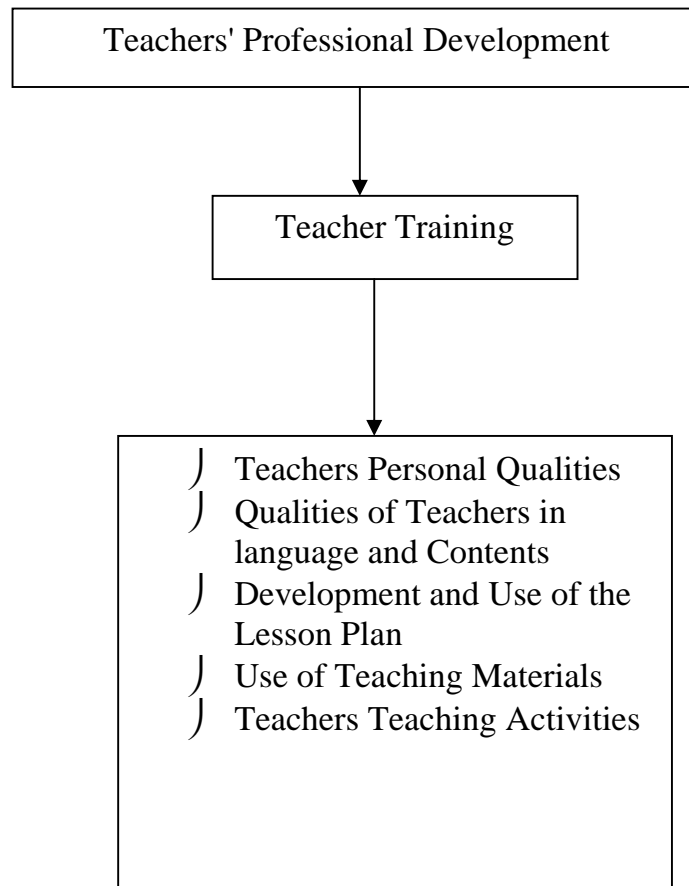
For my research classroom practices of teachers with TPD training, I reviewed different related books, articles and thesis. The literature review helped me to integrate my study with existing body of knowledge. It supported me to establish theoretical base for my study, clarify my ideas and refine my research methodology. The review become essential to examine and evaluate what has been said before on the topic and what has not been said yet for finding new area for further research. Really, the aforementioned studies have their own value and importance in their respective field.

I have drawn following points of implications for my study.

-) The reviewed studies encouraged me to read other related researches, which provide the advanced knowledge and recent innovations in the field of professionalism and teachers professional development.
-) They became useful to me to update the teachers existing knowledge and skills and their knowledge and skills and their teaching vocation into a profession.
-) It provided information about the mean of professional development of related field to obtain more knowledge.

2.4 Conceptual Framework of the Study

The study “Classroom Practices of teachers with TPD Training” was based on the following conceptual framework.



CHAPTER THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

3.1 Design of the Study

To find out the impact of TPD training in classroom I will follow mixed research design in general and survey research in particular. In survey research, researcher visits different fields to find out the existing area. Survey research studies large or small population by selecting and studying sample chosen from the population. Similarly, Cohen et al. (2010) write the survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation. Likewise, Nunan (2009, p.140) states “survey is widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistic”. Each and every research is systematic and has certain processes. According to Cohen, et al (2010), survey research has the following processes to be followed while carrying out any study:

-) Define the objectives
-) Decide the kind of survey required
-) Formulate research questions or hypothesis: the null hypothesis and alternative hypothesis
-) Decide the issue on which to focus
-) Decide the information that is needed to address the issues
-) Decide the sampling required
-) Decide the instruments and the metrics required
-) Generate the data collection instrument
-) Decide how the data will be collected
-) Pilot the instruments and refine them
-) Train the interviewers
-) Collect the data

-) Analyze the data
-) Report the result

Research is a systematic process of investigating. We cannot conduct research haphazardly. Instead to conduct the research, researcher has to follow the systematic process. Otherwise there might be the possibility of obtaining fake data. As a result, the effort made by the researcher goes in vain.

3.2 Population Sample and Sampling Strategy

All of the secondary level English Teachers of Nepal were population of the study. Five secondary level English language teachers of Kanchanpur district were the sample of the study. And, six classes of each teacher were observed. I used purposive non-random sampling procedure to select the some schools and English language teachers.

3.3 Research Tools

I used classroom observation checklist as the tool in my research.

3.4 Sources of Data

The primary and secondary data were collected.

3.4.1 Primary Source of Data

Secondary level English teachers of Kanchanpur district as a primary source of data.

3.4.2 Secondary Source of Data

The secondary sources of data were mainly different books, journals, thesis and internet. Some of the secondary sources were Adhikari (2010), Awasthi (2003), Bhudhathoki (2017), Dhakal (2012), Joshi (2010), Khadka (2010) etc.

3.5 Data Collection Procedure

After preparation of the research tools, I visited the field and took permission from the required authority to consult the English teachers. I selected 5 teachers as a sample population. I took the permission from class teacher to observe their classes. Then I observed on the basis of the checklist.

3.6 Ethical Considerations

While carrying out research, the researcher should pay attention in different ethical considerations. During my study, I took consent with respondents and I maintained confidentiality regarding the information of respondents. Similarly, I did not use the data except my study without permission of respondents and I did not make manipulation in the collected data. In the same way, I did not harm any informants while collecting the data and analyze them objectively. Finally, I paid attention on accuracy, honesty, truthfulness of the data in my study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the data collected. Data were obtained through the classroom observations with checklist of the secondary level English teachers who had trained by the TPD training. The collected data were analyzed using simple statistical tools using tables and descriptively with the help of data.

4.1. Analysis and Interpretation of the Five Categories about Classroom Practices of Teachers with TPD Training

The collected data is analyzed by the use of table and statistical tools. The classroom observation checklist was categorized in to five different categories. There has the use of table, frequency and percentages.

4.1.1 Teachers Personal Qualities

Teaching profession is renowned and most prestigious profession. In this profession, teachers should always maintain own personal qualities: personalities in dress-up, communication, discussion, and so on. The frequency and percentage of the different areas of teachers are used in the observation checklist are presented in the following table:

Table No.: 1

Teachers Personal Qualities

Statements	Teacher A		Teacher B		Teacher C		Teacher D		Teacher E		Total			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes		No	
											Freq.	%	Freq.	%
	1	4	2	1	5	4	2	4	2	5	1	18	60	12
2	6	0	4	2	4	2	5	1	6	0	25	83.33	5	16.67
3	3	3	4	2	4	2	4	2	4	2	19	63.33	11	36.67
4	3	3	3	3	5	1	4	2	3	3	18	60	12	40
5	5	1	2	4	3	3	5	1	2	4	17	56.66	13	43.34
6	4	2	5	1	3	3	5	1	2	4	19	63.33	11	36.67
7	3	3	5	1	3	3	3	3	4	2	18	60	12	40
8	4	2	4	2	5	1	4	2	4	2	21	70	9	30
9	5	1	3	3	4	2	3	3	2	4	17	56.66	13	43.34

Six classes of each five teachers were selected as the data for the research by the use of the classroom observation and checklist tools. From the five categories of the study, there are other sub-areas for the observation of the teacher after getting the TPD training. In the above category, it is analyzed about the teachers' personal qualities. I researched to the five English teachers. And, I observed to each teacher with their six classes. Altogether, thirty classes of English teachers were observed with the observation checklist. The analysis can be conducted by the following ways:

1) Active participation in classroom

The above data shows that 'Teacher A', 'Teacher C' and 'Teacher D' actively participated in 4 classrooms out of the 6 observed classes. And, 'Teacher B' actively participated in only in 1 classroom out of the 6 classes. Similarly,

'Teacher E ' was actively participated in 5 classrooms but not in 1 classroom, that was comparatively good rather than other teachers' classroom.

2) Good confidence in teaching contents

The above data shows that 'Teacher A' and 'Teacher E' had the good confidence in teaching contents all the observed classroom, where as 'Teacher B' and 'Teacher C' had the confidence only in 4 classroom out of the 6 classrooms teaching. Similarly, in 5 classrooms, 'Teacher D' had the good confidence in teaching contents.

3) Fluency in speaking English

From the observed classrooms of the five teachers in thirty classrooms, it was found that 'Teacher B', 'Teacher C', 'Teacher D' and 'Teacher E' had the fluency in speaking English in only 4 classrooms out of the 6 observed classrooms. Similarly, in only 3 teaching classrooms, 'Teacher A' had the fluency in speaking English.

4) Eye contact with students

Research found that 'Teacher A', 'Teacher B' and 'Teacher E' had the good eye contacts with students only in 3 teaching classrooms out of the 6 teaching classrooms. Similarly, 'Teacher C' had the good eye contact in 5 teaching classrooms. Like this way, 'Teacher D' had the eye contacts with students in 4 teaching classrooms.

5) Voicing

It was found that the voice of 'Teacher A' and 'Teacher D' is audible in 5 teaching classrooms' out of the 6 teaching classrooms. Similarly, the voice of 'Teacher B' and 'Teacher E' was audible only in 2 classrooms which was not appropriate in teaching classrooms. The 'Teacher C''s voice was audible in only 3 teaching classrooms.

6) Clarity in Language speaking

It was found that the clarity in language speaking of 'Teacher B' and 'Teacher D' was appropriate in 5 out of the 6 teaching classrooms. Similarly, 'Teacher A' used clear language while speaking in 4 out of the 6 teaching classrooms. And, 'Teacher C's clarity of language speaking was good in only 3 classrooms out of the 6 observed classrooms. Like this way, the 'Teacher E' used clear language while speaking only in 2 classrooms out of the 6 teaching classrooms.

7) Appropriate language structure

From the observed classrooms of the five teachers in thirty classrooms, it was found that 'Teacher A', 'Teacher C' and 'Teacher D' used appropriate language structures only in 3 out of the 6 teaching classrooms. And, in 5 classrooms out of the 6, 'Teacher B' used appropriate language structures. Similarly, in only 2 teaching classrooms, 'Teacher E' used the appropriate language structures out of the 6 teaching classrooms.

8) Content delivery of the teachers

It was found that the content delivery of the teachers to the students needs were appropriate only in 4 classrooms out of the 6 teaching classrooms of 'Teacher A', 'Teacher B', 'Teacher D' and 'Teacher E'. Similarly, 'Teacher C's content delivery was good according to the pace of the students in 5 teaching classrooms out of the 6 classrooms.

9) Use of the humor and jokes related to the topic

The above data shows that 'Teacher B' and 'Teacher D' used the humor and jokes related to the topic of teaching in 3 teaching classrooms out of the 6. Similarly, 'Teacher A', 'Teacher C' and 'Teacher E' used humor and jokes related to the topic respectively, only in 5, 4 and 2 teaching classrooms out of the 6 classrooms.

Similarly, from the above discussion and analysis of the data statistically, in the first statement "active participation in classroom", 60% teachers were active participant and 40% teachers are not. And, in the second statement, "Good confidence in teaching contents" 83.33% teachers were positive. The third statement, 'fluency in speaking English' shows that 63.33 % teachers were fluent in speaking. Similarly, the fourth statement about the eye contact with the students shows that 60% teachers had the audible voice. In the fifth statement 'voice was audible' 56.66% teachers had the audible voice. Like this way, the sixth statement, 'clarity in language speaking' 63.33% teachers had the clarity in speaking and 36.67% teachers did not have the clarity in speaking. Besides these, the seventh statement about the language structure shows that 60% teachers had the good language structures and 40% teachers did not have. And, the eight statement 'the delivery was paced to students needs' 70% teachers had positive result and 30% teachers had the negative result. Finally, the ninth statement 'teacher uses humor and jokes related to the topic', 56.66% teachers used the humor and jokes and other 43.34% teachers did not use in their language classroom.

4.1.2 Qualities of Teachers in Language and Contents

Teacher is a role model for the students and the resource person of the information and knowledge. Teachers should have the good knowledge in the teaching contents and fluency in language speaking because that motivates the students for the further learning. The frequency and percentage of the different areas of the teachers are used in the observation checklist are presented in the following table:

Table No.: 2**Qualities of Teachers in Language and Contents**

Statements	Teacher A		Teacher B		Teacher C		Teacher D		Teacher E		Total			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes		No	
											Freq.	%	Freq.	%
1	2	4	5	1	4	2	4	2	4	2	19	63.33	11	36.67
2	4	2	3	3	4	2	4	2	6	0	21	70	9	30
3	4	2	5	1	2	4	0	6	2	4	13	43.33	17	56.67
4	4	2	5	1	4	2	6	0	4	2	23	76.66	7	23.34
5	4	2	3	3	3	3	5	1	4	2	19	63.33	11	36.67
6	4	2	3	3	2	4	5	1	4	2	18	60	12	40
7	4	2	3	3	4	2	3	3	4	2	18	60	12	40

Six classes of each five teachers were selected as the data for the research by the use of the classroom observation and checklist tools. From the five categories of the study, there are other sub-areas for the observation of the teacher after getting the TPD training. In the above category, it is analyzed that whether the teachers have or have not the good qualities in language and contents while teaching English language in the classroom. The analysis can be conducted by the following ways:

1) Topic discussion

Research found that the topic was well discussed in 4 classrooms out of the 6 observed classrooms by 'Teacher D' and 'Teacher E'. Similarly, 'Teacher A' discussed the topic appropriately only in 2 classrooms out of the 6 observed classrooms. And, 'Teacher B' discussed topic in 5 teaching classrooms. Like this way, 'Teacher C' appropriately in only 4 classrooms out of the 6.

2) Commanding in content/topic

It was found that the commanding of the teachers in contents or topics were appropriate only in 4 classrooms out of the 6 teaching classrooms of 'Teacher A', 'Teacher C' and 'Teacher D'. Similarly, the quality of commanding in content of 'Teacher B' while teaching was appropriate only in 3 classrooms. Like this way, it was good that in all of the observed classrooms of 'Teacher E' used the good command about the contents or topics of teaching.

3) Use of the English language

The above data shows that 'Teacher A', 'Teacher B', 'Teacher C' and 'Teacher E' completely used the English language respectively in 4, 5, 2 and 2 teaching classrooms. But, 'Teacher D' used the English language in all the classrooms that were observed.

4) Use of the mixed language (English and Nepali)

It was found that about the use of the mixed language (English & Nepali), 'Teacher A', 'Teacher C' and 'Teacher E' used in 4 classrooms out of the 6 observed classrooms. Similarly, 'Teacher B' used mixed language in 5 classrooms while teaching out of the 6 classrooms. Like this way, it was not good that in all of the observed classrooms of 'Teacher D' used the mixed language while teaching English language.

5) Is the presentation psychological?

It was found that the teachers' presentations were psychological to the students' level and interests only in 4 teaching classrooms of the 'Teacher A' and 'Teacher E'. Similarly, only in 3 classrooms of 'Teacher B' and 'Teacher C' the presentations were psychological. Like this way, it was good rather than the other teachers that 'Teacher D' used psychological presentation in 5 classrooms of English.

6) Are illustrations appropriate?

It was found that the teachers' illustrations were appropriate to the students' level and interests only in 4 teaching classrooms of the 'Teacher A' and 'Teacher E'. Similarly, only in 3 classrooms of 'Teacher B', the illustrations were appropriate. Like this way, the illustrations of 'Teacher C' and 'Teacher D' were appropriate to the students respectively only in 2 and 5 teaching classrooms out of the observed classrooms of English language.

7) Is the presentation logical?

Research found that the presentations were logical only in 4 classrooms out of the 6 observed classrooms by 'Teacher A', 'Teacher C' and 'Teacher E'.

Similarly, the presentations of 'Teacher B' & 'Teacher D' were logical only in 3 classrooms of English.

Similarly, it was also found that in 19 classes (63.33%), teachers discussed the topic appropriately and in 11 classes (36.67%) teachers did not discuss the topic appropriately in the classroom. In the second statement 'Good command in content/topic', 21 classes (70%) teachers had the good command in content and other 9 classes (30%) teachers did not have. Similarly, from the third statement 'Teacher uses English language completely', it was found that 13 classes (43.33%) teachers used the English language completely whereas in 17 classes (56.67%) teachers did not use the English language completely. In the fourth statement 'Teacher uses mixed languages (English and Nepali)' it was found that in 23 classes (76.66%) teachers used mixed language and other 7 classes (23.34%) teachers did not use. Like this way, in the fifth statement, 'Is the presentation psychological?', 19 classes (63.33%) teachers presentations were psychological, whereas 11 classes (36.67%) teachers presentations were not psychological. And from the sixth statement 'Are illustration appropriate?', it was found that in 18 classes (60%), teachers' illustrations were appropriate and in 12 classes (40%) teachers' illustrations were not appropriate. Finally, in the seventh statement 'Is the presentation logical?' it was found that in 18

classes (60%) teachers' presentations were logical and in 12 classes (40%) teachers' presentation were not appropriate.

4.1.3 Development and use of the Lesson Plan

Lesson plan is one important tool for the effective teaching. It guides the teacher and completely leads the teaching activities. Basically, lesson plan is a plan that includes teaching materials, teaching learning activities and so on. The frequency and percentage of the different areas of the teachers are used in the observation checklist are presented in the following table:

Table No.:3

Development and use of the Lesson Plan

Statements	Teacher A		Teacher B		Teacher C		Teacher D		Teacher E		Total			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes		No	
											Freq	%	Freq	%
1	0	6	0	6	0	6	0	6	3	3	3	10	27	90
2	0	6	0	6	0	6	0	6	1	5	1	3.33	29	96.67
3	0	6	0	6	0	6	0	6	1	5	1	3.33	29	96.67
4	3	3	3	3	4	2	2	4	3	3	15	50	15	50
5	2	4	2	4	5	1	5	1	5	1	19	63.33	11	36.67
6	0	6	0	6	0	6	0	6	0	6	0	0	30	100
7	3	3	2	4	4	2	3	3	3	3	15	50	15	50

Six classes of each five teachers were selected as the data for the research by the use of the classroom observation and checklist tools. From the five categories of the study, there are other sub-areas for the observation of the teacher after getting the TPD training. In the above category, it is analyzed that whether the teachers use the lesson plan or not while teaching English classroom. The analysis can be conducted by the following ways:

1) Relevancy of lesson plan to the curriculum

In the observation of the English teachers in 6 classes, it was found that the used lesson plans of 'Teacher A', 'Teacher B', 'Teacher C' and 'Teacher D' were not relevant to the curriculum. But, only the 3 lessons plans out of the 6 of 'Teacher E' were relevant to the curriculum.

2) Relevancy of lesson plan to textbook

In the observation of the English teachers in 6 classes, it was found that the used lesson plans of 'Teacher A', 'Teacher B', 'Teacher C' and 'Teacher D' were not relevant to the textbook. But, only the 1 lessons plans out of the 6 of 'Teacher E' were relevant to the textbook.

3) Relevancy of lesson plan to students level and interest

In the observation of the English teachers in 6 classes, it was found that the used lesson plans of 'Teacher A', 'Teacher B', 'Teacher C' and 'Teacher D' were not relevant to the students level and interest. But, only the 1 lessons plans out of the 6 of 'Teacher E' were relevant to the students' level and interest.

4) Coverage of subject matter

It was found that the lesson plans that were used in teaching, fully covered the subject matter only in 3 teaching classrooms of the 'Teacher A', 'Teacher B' and 'Teacher E'. Similarly, only in 4 classrooms of 'Teacher C', the lesson plans were fully covered the subject matters. Like this way, used lesson plan by 'Teacher D' fully covered the subject matter only in 2 classes out of the 6 observed classrooms.

5) Is the starting of the lesson interesting?

It was found that the starting of lesson plans were interesting only in 2 classes out of the 6 observed classes of 'Teacher A' and 'Teacher B'. Similarly, the starting of lesson plans was interesting only in 5 classes out of the 6 observed classes of 'Teacher C', 'Teacher D' and 'Teacher E'.

6) Is the lesson objectives clear to the students?

It was found that the lesson objectives used by the 'Teacher A', 'Teacher B', 'Teacher C', 'Teacher D' and 'Teacher E' were not clear to the students.

7) The opening outlined the topic and purpose of the lectures

It was found that the opening of the classroom presentations did not outline the topic and purpose of the lectures in 3 classes of 'Teacher A', 'Teacher D' and 'Teacher E'. Similarly, the opening were outlined the topic and purpose of the lectures of 'Teacher B' and 'Teacher C' respectively in only 2 and 4 classes out of the 6 observed classes.

Similarly, from the above presented data with table, it was found that only in 3 classes (10%) teachers used lesson plan was relevant to the curriculum but other in 27 classes (90%) teachers lesson plan did not matched to the curriculum. In 1 class (3.33%), teachers had the lesson plan relevant to the text book and in 29 classes (96.67%), teachers did not have the lesson plan relevant to the text book. Similarly, in the third statement 'lesson plan is relevant to students' level and interest' only in 1 classes (3.33%) had the appropriate lesson plan to the students level and interest and other 29 classes (96.67%) teachers did not have that type of lesson plan. In the fourth statement 'coverage of subject matter satisfactory', it is found that in 15 classes (50%) teachers' lesson plan was satisfactory in covering the subject matter and other 15 classes (50%) teachers' lesson plan was not satisfactory. Like this way, in the fifth statement, 'is the starting of the lesson interesting?' 19 classes (63.33%) teachers way of starting the lesson plan was interesting, whereas 11 classes (36.67%) teachers did not have the interesting. And from the sixth statement 'is the lesson objective clear to the students?', it was found that all 30 classes (100%) teachers did not have the clear lesson objectives to the students. In the seventh statement 'the opening outlined the topic and purpose of the lecture' it was found that in 15 classes (50%) teachers did not have the appropriate and in 15 classes (30%) teachers did have.

4.1.4 Use of Teaching Materials

The use of the teaching materials in language classroom is an essential and important for the effective teaching. These materials help to shorten teaching

learning time and reduce the monotony of practice work by creating a variety of classroom activities. Similarly, teaching materials are also useful to contextualize teaching learning environment. Regarding this, the frequency and percentage of the different areas of the teachers are used in the observation checklist are presented in the following table:

Table No.:4

Use of Teaching Materials

Statements	Teacher A		Teacher B		Teacher C		Teacher D		Teacher E		Total			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes		No	
											Freq.	%	Freq.	%
1	0	6	3	3	1	5	0	6	4	2	8	26.66	22	73.34
2	0	6	1	5	0	6	0	6	2	4	3	10	27	90
3	3	3	4	2	1	5	3	3	5	1	16	53.33	14	46.67
4	6	0	4	2	3	3	5	1	3	3	21	70	9	30
5	3	3	3	3	3	3	6	0	2	4	17	56.66	13	43.34
6	3	3	4	2	5	1	6	0	4	2	22	73.33	8	26.67
7	3	3	5	1	4	2	5	1	4	2	21	70	9	30
8	3	3	4	2	3	3	3	3	4	2	17	56.66	13	43.34
9	1	5	0	6	0	6	0	6	1	5	2	6.66	28	93.34

Six classes of each five teachers were selected as the data for the research by the use of the classroom observation and checklist tools. From the five categories of the study, there are other sub-areas for the observation of the teacher after getting the TPD training. In the above category, it is analyzed on the use of the teaching materials. Which teaching materials are used? Whether the ICT is used or not? etc. The analysis can be conducted by the following ways:

1) Use of Audio materials as ICT tool

The above presented data shows that 'Teacher A' and 'Teacher D' never used the audio materials as ICT tool in their observed classes. Similarly, 'Teacher B',

'Teacher C' and 'Teacher E' used the audio materials respectively in 3, 1 and 4 classrooms of English teaching.

2) Use of video materials as ICT tool

The above presented data shows that 'Teacher A', 'Teacher C' and 'Teacher D' never used the video materials as ICT tool in their observed classes. Similarly, 'Teacher B' and 'Teacher E' used the video materials respectively in 1 and 2 classrooms of English teaching.

3) Use of teaching materials (E.g. pictures, charts, tables, cards, etc)

It was found that the 'Teacher A' and 'Teacher D' used those teaching materials (E.g. pictures, charts, tables, cards, etc) only in 3 classes out of the 6 classes. Similarly, 'Teacher B', 'Teacher C' and 'Teacher E' used those teaching materials respectively in 4, 1 and 5 classes.

4) Text book as teaching materials

It was found that only one 'Teacher A' used the text book as only the teaching materials in all of the observed classrooms. And, 'Teacher B' used the text book as only the teaching materials in 4 classes. Similarly, only in 3 classes, 'Teacher C' and 'Teacher E' used the text book as only the teaching materials. Like this way, 'Teacher D' used the text book only as teaching materials in 5 classes out of the 6 observed classes.

5) Appropriate size and clarity of materials

It was found that the used teaching materials of 'Teacher A', 'Teacher B' and 'Teacher C' were appropriate in size and clarity in only the 3 classes out of the 6 observed classes. And, the used teaching materials of 'Teacher D' were not appropriate in size and clarity in all the observed classes. Similarly, the used teaching materials of 'Teacher E' were appropriate in size and clarity in only the 2 classes.

6) Teaching materials related and appropriate to the teaching content

From the research found that the used materials of 'Teacher D' were 100% related and appropriated to the teaching content. Whereas, 'Teacher A' used the materials related and appropriated to the teaching content only in 3 classes out of the 6 observed classes. Similarly, other teachers: 'Teacher B', 'Teacher C' and 'Teacher D' used materials that were related and appropriated to the teaching content respectively in 4, 5 and 4 classes out of the 6 classes.

7) Proper use of teaching materials

The above presented data shows that 'Teacher B' and 'Teacher D' used the teaching materials properly in 5 classes out of the 6 classes. Similarly, 'Teacher C' and 'Teacher E' used the teaching materials properly in 4 classes out of the 6 classes of English teaching. Like this way, 'Teacher A' used the teaching materials properly only in 3 classes. Although, using and handling the teaching materials are essential skills of the perfect teachers.

8) Good way of using materials

The above presented data shows that 'Teacher A', 'Teacher C' and 'Teacher D' had the good quality of using materials that showed in 3 classes out of the 6 classes. Similarly, 'Teacher B' and 'Teacher E' had the good quality of using materials that showed in 4 classes out of the 6 classes.

9) Use of Projector (Power Point)

The above presented data shows that 'Teacher A' and 'Teacher E' used the projector (Power Point) material as ICT tool in only 1 classes out of the 6 observed classes. Similarly, 'Teacher B', 'Teacher C' and 'Teacher D' never used the projector (Power Point) material as ICT tool.

Similarly, in 8 classes (26.66%), teachers use the audio materials as ICT tool and in 22 classes (73.34%), teachers do not use. In the second statement 'use of video materials as ICT tool', 3 classes (10%) used and other 27 classes (90%)

do not use. Similarly, in the third statement ' use of teaching materials e.g. pictures, charts, tables, cards, etc.' 16 classes (53.33%) use that type of materials and other 14 classes (46.67%) do not use those materials. In the fourth statement ' the text books are only used as teaching materials' it is found that in 21 classes (70%) teachers used only the text book as the materials and other 9 classes (30%) teachers used other materials with the text book. Like this way, in the fifth statement, 'appropriate size and clarity of materials', 17 classes (56.66%) had the appropriate size and clarity of material, where as 13 classes (43.34%) did not use. And from the sixth statement 'related and appropriate to the teaching content', it was found that in 22 classes (73.33%) teachers used the appropriate and related materials to the teaching content and in 8 classless (26.67%) teachers did not used. In the seventh statement 'proper use of teaching materials' it was found that in 21 classes (70%) teachers use the appropriate materials and in 9 classes (30%) teachers did not use. In the same way in the eight statement ' good way of using materials' it is proved that in 17 classes (56.66%) teachers did not have the good way of using teaching materials and 13 classes (43.34%) teachers did not have the appropriate way of presenting. Finally, in the ninth statement 'use of projector (power point)', 28 classes (93.34%) teachers did not use the projector and 2 classes (6.66%) teachers used projector.

4.1.5 Teachers Teaching Activities

Teacher's activities are central to the teaching learning process. The goal of teaching learning mainly depends on how the teacher presents the subject matter in language class. Regarding this fact, the classes were observed to see how the teacher shows his/her activities in the language classroom. The frequency and percentage of the different areas of the teachers are used in the observation checklist are presented in the following table:

Table No.: 5**Teachers Teaching Activities**

Statements	Teacher A		Teacher B		Teacher C		Teacher D		Teacher E		Total			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes		No	
											Freq.	%	Freq.	%
1	4	2	5	1	5	1	4	2	5	1	23	76.66	7	23.34
2	4	2	4	2	6	0	4	2	5	1	23	76.66	7	23.34
3	5	1	3	3	5	1	2	4	2	4	17	56.66	13	43.34
4	5	1	5	1	5	1	1	5	5	1	21	70	9	30
5	4	2	5	1	4	2	3	3	5	1	21	70	9	30
6	3	3	5	1	4	2	5	1	6	0	23	76.66	7	23.34
7	2	4	5	1	2	4	4	2	1	5	14	46.66	16	53.34
8	2	4	1	5	1	5	4	2	4	2	12	40	18	60
9	4	2	3	3	4	2	4	2	4	2	18	60	12	40
10	2	4	3	3	1	5	4	2	4	2	14	46.66	16	53.34
11	3	3	5	1	4	2	4	2	5	1	21	70	9	30
12	2	4	5	1	4	2	3	3	6	0	20	66.66	10	33.34
13	2	4	4	2	5	1	5	1	6	0	22	73.33	8	26.67
14	4	2	3	3	5	1	6	0	5	1	23	76.66	7	23.34
15	5	1	1	5	3	3	4	2	6	0	19	63.33	11	36.67
16	5	1	5	1	5	1	4	2	4	2	23	76.66	7	23.34
17	4	2	3	3	3	3	3	3	3	3	16	53.33	14	46.67
18	5	1	6	0	4	2	4	2	5	1	24	80	6	20
19	4	2	5	1	3	3	4	2	4	2	20	66.66	10	33.34
20	4	2	5	1	4	2	4	2	2	4	19	63.33	11	36.67
21	3	3	5	1	4	2	4	2	5	1	21	70	9	30

Six classes of each five teachers were selected as the data for the research by the use of the classroom observation and checklist tools. From the five categories of the study, there are other sub-areas for the observation of the teacher after getting the TPD training. In the above category, it is analyzed that whether the teacher teaching activities are good and appropriate to the students or not; whether the classroom are students centered or not. The analysis can be conducted by the following ways:

1) Teachers' priority in students participation in learning

The above presented data shows that 'Teacher A' and 'Teacher D' gave priority in students' participation in learning only in 4 classes out of the 6. That is not the really appropriate because students' active participations is essential in teaching. Similarly, 'Teacher B', 'Teacher C' and 'Teacher E' equally gave the priority in students' participation in learning in 5 classes out of the 6 observed classes.

2) Use of the Teacher centered technique

The above presented data shows that 'Teacher A', 'Teacher B' and 'Teacher D' maximally used the teacher centered technique instead of student centered technique in 4 classes out of the 6. But they neglected teacher centered technique in 2 classes. Similarly, 'Teacher C' fully used the teacher centered technique in all the 6 observed classes. And, 'Teacher E' used in 5 classes.

3) Students active participation

From the research it was found that 'Teacher A' and 'Teacher C' actively participated the students in activity in 5 classes. And, 'Teacher B' made the students participation in students learning activity in 3 classes. Similarly, 'Teacher D' and 'Teacher E' created the classroom students participative only in 2 classes.

4) Teachers' activation in delivery contents

The research found that maximum teachers were active in their delivery contents. For example: 'Teacher A', 'Teacher B', 'Teacher C' and 'Teacher E' were active 5 classes out of the 6 observed classes in delivering the contents. Similarly, 'Teacher D' was active only in 1 teaching classes.

5) Use of the lecture method

From the research it was found that 'Teacher A' and 'Teacher C' used the lecture method in 4 classes where as 'Teacher B' and 'Teacher E' used only in 5 classes. Similarly, 'Teacher D' used the lecture method in 3 classes out of the 6 observed classes.

6) Teacher use question- answer method

From the research it was found that 'Teacher B' and 'Teacher D' used the question-answers method in 5 classes whereas 'Teacher E' completely used the question- answer method in 6 classes out of the 6 observed classes. Similarly, 'Teacher A' and 'Teacher C' used the question-answer method respectively in 3 and 4 classes .

7) Teacher use the demonstration technique

The research found that maximum teachers did not use the demonstration technique while teaching. 'Teacher A' and 'Teacher C' used only in 2 classes. And, 'Teacher B' and 'Teacher D ' used 5 teaching classes. It was not the appropriate that 'Teacher E' used only in 1 classes out of the 6 observed classes. Teachers' discussion with the students

8) Teacher discussed with students

The research found that maximum teachers did not discuss with students. For example: 'Teacher B' and 'Teacher C' did not discuss with students in only 1 classes teacher provided an opportunity. And, 'Teacher A' discussed with the students in only 2 classes. Similarly, 'Teacher D' and 'Teacher E' discussed with students in group discussion in 4 classes.

9) Students participation in group discussion

The research found that maximum students did not get an opportunity to participate in group discussion. For example: 'Teacher B' and 'Teacher C' did

not give an opportunity to participate in group discussion, in only 1 classes teacher provided an opportunity. And, 'Teacher A' used the students' participation in only 2 classes. Similarly, 'Teacher D' and 'Teacher E' provided an opportunity to students in group discussion in 4 classes.

10) Focuses of small group work

The above presented data shows that 'Teacher A', 'Teacher C', 'Teacher D' and 'Teacher E' focused the small group work in 4 classes out of their 6 observed classes whereas 'Teacher B' used only in 3 classes of observation.

11) Providing students opportunity to mention problems

The above presented data shows that 'Teacher D' and 'Teacher E' provided student s opportunity to mention problems in 4 classes out of the 6. Similarly, 'Teacher A', 'Teacher B' provided students opportunity to mention problems respectively in 2 and 3 classes. It was the lowest used i.e. only in 1 classes out of the 6 by 'Teacher C'.

12) Teacher clarify students' points

The above presented data shows that 'Teacher B' and 'Teacher E' focused on clarification of students points in 5 classes out of the 6 classes. Similarly, 'Teacher C' and ' Teacher D' focused on clarification of students points in 4 classes. Finally 'Teacher A' focused on clarification of students points only in e classes.

13) Teacher listens students' points

The research found that maximum teacher listened students points. For example: 'Teacher E' completely concerned on the students points in all 6 observed classes where as 'Teacher A' listened only in 2 classes. Similarly, 'Teacher B', 'Teacher C' and 'Teacher D' focused on listening of students points respectively in 5, 4 and 3 classes out of the 6 observed classes.

14) Teacher solve disciplinary problems

The research found that maximum teacher solved the disciplinary problems. For example: 'Teacher C' and 'Teacher D' solved the students' disciplinary problems in 5 classes out of the 6 observed classes. And, 'Teacher E' 100% solved the students' disciplinary problems. Similarly, 'Teacher A' and 'Teacher B' solved the disciplinary problems respectively in 2 and 4 classes out of the 6.

15) Teacher uses non- verbal communication

The research found that maximum teacher used non-verbal communication in their teaching. For example: 'Teacher C' and 'Teacher E' used non-verbal communication in their 5 teaching classrooms out of the 6 observed classes. And, 'Teacher D' 100% used non-verbal communication in their teaching classes. Similarly, 'Teacher A' and 'Teacher B' used non-verbal communication respectively in their 4 and 3 teaching classes.

16) Teacher's explanations are clear to students

The research found that the explanations were 100% clear to the students of 'Teacher E'. Similarly, in 'Teacher B' classes, explanations were clear to students only 1 class. Like this way, the explanations of 'Teacher A', 'Teacher C' and 'Teacher D' were clear to students respectively in 5, 3 and 4 classes out of the 6 observed classes. Examples, metaphors and analogies are appropriate

17) Use of the examples, metaphors and analogies

It was found that 'Teacher A' used the appropriate examples, metaphors and analogies in 4 classes. Similarly, 'Teacher B', 'Teacher C', 'Teacher D' and 'Teacher E' used the appropriate examples, metaphors and analogies in only 3 classes.

18) Teacher motivates students in learning

The above presented data shows that 'Teacher A', 'Teacher B' and 'Teacher C' motivated students in learning in 5 classes out of the 6 observed classes.

Similarly, 'Teacher D' and 'Teacher E' motivated students only in 4 classes.

19) Rewarding in right answers

The above presented data shows that 'Teacher A', 'Teacher D' and 'Teacher E' rewarded students in their right answers while learning in 4 classes out of the 6 observed classes. Similarly, 'Teacher B' and 'Teacher C' rewarded in right answers in 5 and 3 classes.

20) Punishing in mistakes answers

The above presented data shows that 'Teacher A', 'Teacher C' and 'Teacher D' punished in students' mistakes answers while learning in 4 classes out of the 6 observed classes. Similarly, 'Teacher B' and 'Teacher E' punished in students' mistakes answers while learning in 5 and 2 classes

21) Summarizing the lesson and giving assignments

The above presented data shows that 'Teacher B' and 'Teacher E' summarized the lesson and gave assignment in 5 classes. Similarly, 'Teacher C' and 'Teacher D' summarized the lesson and gave assignment in 4 classes. Like this way, 'Teacher A' summarized the lesson and gave assignment in only 3 classes out of the 6 observed classes.

Similarly, from the above presented data with table, it can be proved that in the first statement 'Students participation in learning is given priority', 23 classes (76.66%) teachers gave priority in students participation and in 7 classes (23.34%), teachers did not give the priority of students' participation. In 23 classes (76.66%), teachers use the teacher centered technique and in the 7 classes (23.34%) teachers used the students centered technique while teaching the English language. Similarly, in the third statement 'students get actively

participate', 17 classes (56.66%) were the activities of students' participation, whereas 13 classes (43.34%) were not the activities of students' participation. In the fourth statement 'teacher is active in delivery contents', in 21 classes (70%) teachers activation were found in delivery of contents and in 9 classes (30%) teachers activation were not found. Like this way, in the fifth statement, 'teacher uses lecture method', 21 classes (70%) used the lecture method where as 9 classes (30%) did not use. And from the sixth statement 'Teacher uses question answer method', it was found that in 23 classes (76.66%) teachers used the question- answer method and in 7 classes (23.34%) teachers did not used. In the seventh statement, 'Teacher uses the demonstration technique', it was found that in 14 classes (46.66%) teachers applied the demonstration technique where as 16 classes (53.34%) did not applied the demonstration technique. In the eighth statement 'Teacher discuss with the students', in 12 classes (40%), teacher discussed with students and in 18 classes (60%), teachers did not discussed with the students. Similarly, in the ninth statement 'The teacher focus small group work', the study found that in 18 classes (60%) teachers, focused on small group where as in 12 classes (40%), teachers did not focused. In the tenth statement 'The teacher provides students opportunity to mention problems/ concerns with the class' in 14 classes (46.66%), teachers provided the students opportunities to mention problems where as in 16 classes (53.34%), teachers did not provided. And, it was also found that in 21 classes (70%), teachers clarified the students' points where as in 13 classes (30%) teachers did not clarify the students' point. It was also found that only in 20 classes (66.66%), teachers listened to students' opinion and other in 10 classes (33.34%) teachers did not listen to students' opinion. Similarly, in the thirteenth statement 'teacher solve disciplinary problems', 22 classes (73.33%) teachers supported and solved the disciplinary problem and other 8 classes (26.67%) teachers did not. In the same way, in the fourteenth statement 'teacher uses non-verbal communication', it was found that 23 classes (76.66%) teachers used the non-verbal communication and in other 7 classes (23.34%) teachers did not use. In the fifteenth statement, the research study found that in 19 classes

(63.33%), teachers' explanations were clear to students and in 11 classes (36.67%) teachers' explanations were not clear. In the seventeenth statement 'Examples, metaphors and analogies are appropriate', only 16 classes (53.33%) used the appropriate examples, metaphors and analogies whereas 14 classes (46.67%) did not use. Similarly, it was also found that in 24 classes (80%) motivates students in learning whereas only 6 classes (20%) did not motivate. And, only in 20 classes (66.66%), teachers rewarded in right answer of the questions, other 10 classes (33.34%) teachers did not. In the twentieth statement 'teacher punishes in mistakes answer' 19 classes (63.33%) teachers punished in students' mistakes answer and 11 classes (36.67%) teachers did not do. Finally, in the twenty first statement 'teacher summarizes the lesson and gives assignment' it was found that in 21 classes (70%) teachers summarized the lesson and gave assignment whereas only in 9 classes (30%) teachers did not summarize and gave assignments.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter deals with findings, conclusion, recommendations and pedagogical implications of the study.

5.1 Findings

On the basis of the presentation, analysis and interpretation of the data, the major findings of the study have been summarized as follows:

5.1.1 Regarding to the Teacher's Personal Qualities

1. It was found that in maximum classroom teachers' personal qualities were not equal to each and every classroom. They changed their personal qualities like in eye contact, voicing, and clarity in language and fluency in speaking.
2. It was found that in 60% classroom, teachers were actively participated, their eye contacts were good with the students and teachers' language structures were appropriate. Only in 56.66% classroom, teachers used the humor and jokes related to the topic. And, 83.33% teachers had the good confidence in teaching English.

5.1.2 Regarding to the Qualities of Teachers in Language and Contents

1. Similarly, in the aspect of the qualities of teachers in language and contents, most of the teachers did not have the good content and language knowledge.
2. Only in 60% classes, teacher's illustrations were appropriate and presentations were logical. And only in 70% classrooms, teachers had the good command in contents/ topic. Similarly, in 43.33% classes, teachers used English language completely. In 63.33 % classes, teachers' discussions about the topic were good.

5.1.3 Regarding to the Development and Use of the Lesson Plan

1. On the category of the development and use of the lesson plan, it was found that most of the teachers developed and used those lesson plan but they were not the relevant to the curriculum, text books and students' interest and level.
2. In the same way, in maximum classes (90%) teachers used lesson plan were not relevant to the curriculum and also the (96.67%) lesson plan was not relevant to the student level and interest. And, 100% used lesson plans were not clear to the students. Only in the 63.33% classroom, starting of the lesson plans were interesting.

5.1.4 Regarding to the Use of Teaching Materials

1. Only in the few classrooms (26.66%), teachers used the audio materials and among them only in 10% classroom teachers used the video materials as ICT tool.
2. Similarly, it was the good results that in 73.33% classroom, teachers used and handle the teaching materials appropriately. And, only in 56.66% classroom teachers used the projector and used materials were appropriate in size and clarity.

5.1.5 Regarding to the Teachers' Teaching Activities

1. It was the highest that in 80% classroom, teachers motivated in learning and it was the lowest that only in 40% classroom, teachers discussed with students. It was good that in 76.66% classrooms, students participated in learning and gave priority. Similarly, in 70% classroom, teachers used the lecture methods.
2. Similarly, in 63.33% classroom, teacher punished in mistakes and 53.33% teachers used appropriate examples, metaphors and analogies. In the same way, 76.66% teachers used the questions answer method in English language classroom.

5.2 Conclusion

Teacher Professional Development (TPD) refers to the development of a person in his/her professional career. More specially, teacher development is equated with professional growth. TPD training is a very crucial part for the teachers. Ministry of Education (MoE) always focuses on the TPD training as the crucial parts of the SSRP. People working in the field have experienced both opportunities and challenges of this program. Currently, more than 71% of the primary level teachers working in approved positions have been fully trained. Similarly, 55% of Secondary and 79% of Lower secondary teachers have been trained. Training is used as a part of professional development. TPD program has been introduced in our teacher education programs to promote teachers with creative and critical ideas and skills to bring changes in their teaching.

I selected five English teachers who had achieved the TPD training. And I observed six classes of each teacher. Altogether, I observed thirty classes. Being based on the research, it is concluded that majority of the teachers were not aware of their roles in teaching classroom and did not follow the knowledge and skills that they had learnt from the TPD training. Government of Nepal and other national and international organizations have provided the opportunities for Teacher Professional Development training, but teachers are not utilizing those learnt skills and knowledge. The theories and practice were not matching in the real teaching. In private sectors and government sectors, majority of the teachers were not using the audio-video tools and projector as ICT tools. Similarly, they were not using the appropriate and effective lesson plans while teaching on the base of the curriculum, students' levels and interests.

Most of the teachers' teaching strategies were not clear and good to the students, although they have taken the TPD training. In TPD training, they were trained focusing on the students' centered teaching, but in practical and

real teaching they taught the students by teacher centered teaching. Similarly, in the teachers teaching activities, it was found that majority teachers were not actively implementing the learnt activities that discussion with the students and questions answers method were not effectively implementing. It is also found that most of the teachers' personal qualities were not matching properly. Such as: fluency in speaking English was not appropriate; voice was not audible; confidence of the teacher was not in speaking English etc. On the basis of above findings, it can be concluded that the trained teachers were not implementing what they have learnt from the training in the classroom. Their opinions towards training of teachers were good and they accepted it as an indispensable part of language teachers. There are some problems while implementing the training skills especially in government- aided schools such as crowded classes, lack of physical facilities, poor economic condition of the schools, etc. However, the teachers were found trying their best to training skills in to the real teaching.

5.3. Recommendations

Every teacher should be familiar with the ideal behavior of the teachers, students, school and its environment. Teaching is a great challenging job which should be handed keeping in view the factors like time, interest of learners and demands of textbook. Thus, teachers should be provided with the effective teaching training. Similarly, in Nepal, most of the teachers are provided by the TPD training. But, in my observation, I found that most of the teachers are not implementing the knowledge, skills, methodologies etc. For this, there can be various problems and difficulties situations in the implementation. That means problems can be in the government polices level, school administration, schools providing the teaching materials, teachers personal qualities and interests.

On the basis of the findings and conclusion, I have outlined the main recommendations and pedagogical implications based on the study on three different levels as below:

5.3.1 Policy Related

Making policy is very important for the effective implementation of the selected aims and goals. When I observed the trained teachers' classroom, I did not find that teachers were not implementing the training knowledge.

Because, there can be the problems in the policy level. So, on the basis of findings derived from analysis and interpretation, I would like to recommend the following policy related recommendations:

1. Ministry of education and other national and international organizations should emphasize the practical part of the training than the theoretical part and should make strict policy about practicing and utilizing the skills and knowledge of the TPD training.
2. The school administrators should highly encourage their teacher to attend different teachers' professional development training and to apply those knowledge and skills to the classroom teaching.

5.3.2 Practice Related

Making policies on the TPD is not sufficient, those policies should be implemented. However, it was found that in majority of the classroom, teachers were not implementing the training skills. So on the basis of findings derived from analysis and interpretation, I would like to recommend the following practice related recommendations:

1. Teachers should be provided with the supportive and favorable school environment required for teaching effectively.
2. Teachers should have the inner motivation and commitment on using the knowledge and skills by TPD training.

5.3.3 Further Research

The present research is unable to occupy several area related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of selected area, population, sample data, collection tools etc. thus, the further researcher can conduct the research concerning the limitation of the research. Here are some of other related areas that are recommended for further research:

1. Challenges for the teachers in practicing the TPD training.
2. Teachers' perceptions on TPD training.
3. Teachers' belief on TPD training and their practice in classroom teaching.
4. Comparative study of the TPD trained teachers and novice teachers.

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APPENDICES

CLASSROOM OBSERVATION FORM

Check the indicators whether the text has included or not

Name of the Teacher:

No of students:

Name of the school:

Standard:

Teaching Items:

Date:

S. N.	Classification	Areas	Yes	No
1	Teachers Personal Qualities	– Active Participation in classroom		
		– Good confidence in teaching contents		
		– Fluency in speaking English		
		Z Eye contact with students		
		Z Voice is audible		
		Z Clarity in language speaking		
		Z Language structure are appropriate		
		Z The delivery is paced to students needs		
2	Qualities of Teachers in Language and Contents	– Topic is well discussed		
		– Good command in content/topic		
		– Teacher uses English language completely		
		Z Teacher use mixed languages (English and Nepali)		
		Z Is the presentation psychological?		
		Z Are illustration appropriate?		
		Z Is the presentation logical?		
3	Development and Use of the Lesson plan	Z Lesson plan is relevant to the curriculum		
		Z Lesson plan is relevant to textbook		

		Z Lesson plan is relevant to student level and interest		
		Z Coverage of subject matter satisfactory		
		Z Is the starting of the lesson interesting		
		Z Is the lesson objective clear to the students		
		Z The opening outlined the topic and purpose of the lecture		
4	Use of Teaching Materials	– Use of Audio materials as ICT tool		
		– Use of video materials as ICT tool		
		– Use of teaching materials (Eg. pictures, charts, tables, cards, etc)		
		Z The text books are only used as teaching materials		
		Z Appropriate size and clarity of materials		
		Z Related and appropriate to the teaching content		
		Z Proper use of teaching materials		
		– Good way of using material		
		– Use of projector (PowerPoint)		
5	Teachers Teaching Activities	– Students participation in learning is given priority		
		– Most of the time teacher use teacher centered technique		
		– Students get actively participate		
		– Teacher is active in delivery contents		
		– Teacher uses lecture method		
		Z Teacher uses question answer method		

		Z Teacher uses the demonstration technique		
		Z Teacher discuss with the students		
		– Students participation in group discussion		
		Z The teacher focus small group work		
		Z The teacher provides students opportunity to mention problems/concerns with the class		
		Z Teachers clarify students points		
		Z Teacher listen to students' opinion		
		Z Teacher solve disciplinary problems		
		Z Teacher uses non-verbal communication		
		Z Explanations are clear to students		
		Z Examples, metaphors and analogies are appropriate.		
		Z Teacher motivates students in learning		
		Z Teacher rewarded in right answer		
		Z Teacher punishes in mistakes answer		
		– teacher summarizes the lesson and gives assignment		