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Implementation of Training Skills for Professional Development of Teacher

Bhawani Dhungel

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**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Bhawani Dhungel**

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal
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Thesis Submission: 04/03/2022**

Declaration

I hereby declare that to the best of my Knowledge, this thesis in original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 03/03/2022

.....

Bhawani Dhungel

Recommendation for Acceptance

This is to certify that **Mrs. Bhawani Dhungel** has worked and completed this thesis entitled **Implementation of Training Skills for Professional Development of Teachers** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 04/03/2022

.....

Dr. Tara Datta Bhatta (Supervisor)

Professor

Department English Education

Tribhuvan University, Kirtipur

Recommendation for Evaluation

This thesis has been recommended for evaluation from following **Research Guidance Committee**.

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Tara Datta Bhatta (Supervisor)

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Mr. Resham Acharya

Teaching Assistant

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 26/04/2021

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Anjana Bhattarai

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Expert

Dr. Tara Datta Bhatta (Supervisor)

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 17/03/2022

Dedication

Dedicated to

To my family, and my respected teachers who always encourage me to take challenges and inspire me for my betterment

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I am grateful to a number of people who helped me to make this collaborative journey. Here, I would like to acknowledge the help, support and encouragement of those generous souls whose collaboration made this journey possible.

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Bhawani Dhungel

Abstract

This study entitled, "Implementation of Training Skills for the Professional Development of Teachers" aims to explore the implementation of training skills by secondary level English teachers. I have adopted the narrative inquiry as the research design. The study was based on primary and secondary sources of data. The primary sources were the three ELT teachers teaching at three different public schools of Kathmandu valley. I have collected data through interview and observation. The collected data were first viewed historically then analyzed thematically. The research shows that all the teachers under study were well-qualified, long experienced and certified with TPD training. However, they did not reflect the learnt training and techniques in real ELT classroom. When I observed the classes of teachers their classroom behaviour displayed that they could not prove themselves as they were trained teachers. The classroom practice of training was found poor mainly in lesson planning, construction and use of ELT materials. The sampled teachers were found reluctant to implement the learnt skills and knowledge in the ELT classrooms due to lack of sufficient resource materials, unfriendly school environment and weak supervision and monitoring mechanism.

This thesis is organized into five chapters. The first chapter deals with the introduction of the study along with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms. The second chapter contains the review of related literature, implications of the review of the study and conceptual framework. Similarly, the third chapter includes methods and procedures of the study. Likewise, the fourth chapter deals with the results and discussion of the data. Finally, chapter five comprises the conclusion, implications and recommendation in the policy related, practice related and further researches. At the end, the references and appendices are included.

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List of Symbols and Abbreviation

EFA	:	Education for All
ELT	:	English Language Teaching
FoE	:	Faculty of Education
i.e.	:	That is
IoE	:	Institute of Education
MoE	:	Ministry of Education
MT	:	Mother Tongue
NCED	:	National Centre for Education Development
NESP	:	National Education System System Plan
RC	:	Resource Center
SSRP	:	School Sector Reform Plan
TL	:	Target Language
TPD	:	Teacher Professional Development
TSC	:	Teacher Service Commission
TU	:	Tribhuvan University
Viz.	:	Namely

Chapter I

Introduction

The present study is on the "Implementation of Training skills for Professional Development of Teacher". This introduction part includes: background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

Background of the Study

English is used as means of communication among people throughout the world. The rapid development of science and technology, in particular telecommunication tools, makes the mastery of English is essential. Harmer (2008, p. 23) views, "Good English as an entry requirement for much tertiary education in the global market where English gives the users a competitive advantage." English is one of the most powerful means to establish existence among the national and international fellows. It has become the language of global communication, commerce, education, technology, politics and publications. In terms of number, Crystal (1987) suggests that, there are currently around 1.5 billion speakers of English worldwide, of when only 329 million people are the native speakers. He further says that a quarter of the world's population speaks English.

Training is an inevitable part of teaching. As training is both science and art and it requires high level of skills techniques and strategies along with content knowledge. Teacher training is a strategy in which teachers are trained methods and techniques. It is an activity of preparing qualified and technical language teaching manpower. In this regard, Richards and Farrell(2008) write:

Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Teacher training also involves trying out new strategies in the classroom usually with supervision from others' practice (p. 31).

A research report entitled "Reflection of Training in Classroom Practices," carried out by NCED (2009) reported that trained teacher classroom performance seem very effective in comparison to other. The quality of teachers that work in a specific educational system help in the attainment of positive outcomes in school performance of teacher is partly dependent on their Pre-service training in addition to the in-service training given to the teachers. Training is provided to the teachers with the aim of enhancing the quality of education. School Sector Reform Plan (SSRP) has recommended a new model of in-service training to the teachers named Teacher Professional Development (TPD). TPD Training is a demand- based training. The teachers are clustered according to their subject. They sit together and discuss about their problems, difficulties, challenges etc. which they have faced during their teaching. This training helps to serve a long term goals and keep teachers up to date in their profession.

In the context of Nepal, some of the teachers are transferring the knowledge that they have learnt in training. They get ideas how to manage the diverse students' level. It helps to choose the best material for effective and productive teaching and learning. By using different techniques, that encourage the students to learn more easier way. Somehow, the effectiveness of teacher training has not reached inside the classroom. For that, teachers have to transfer their training knowledge Properly inside the classroom for students' effective learning. Training is most needed for all the teachers for their professional development and to transfer their knowledge properly to make teaching learning activities more effective and at the same time students' educational achievements.

According to NCED (2011), 98 percent teachers of government-aided schools are trained. However the existing quality of education is not satisfactory. The status of English is very poor. It presents that the teachers do not implement the learnt training in the classroom. It is very difficult to observe the real life practice of teacher training. In this regard, the present study aims to study and analyze the implementation of training for professional development of teachers.

Statement of the Problem

Various language scholars in the field of ELT supported the idea that the teachers are facing problems during their teaching. Some teachers do not have ideas, techniques and knowledge how to make the teaching learning process more effective, productive and fruitful. So that, they don't have any ideas about the different teaching methods, techniques and teaching material as well. Therefore, TPD training provides lots of ideas how to handle the ELT classroom where students are from different abilities, backgrounds, socio-economic status, interests and so on. Without Teacher Professional Development, a teacher can't stay interesting in his/her lifetime teaching career.

The constitution of Nepal, 2072 envisions that every citizen shall have the right to receive compulsory and free basic education. "The SSRP has launched different programme to implement the national policy of in the country. Nepal' commitment to Education for All (EFA) and Millennium Development Goals (MDGs) are based on the premises that education shall be the fundamental right to all the people" (MoE, 2012, p. 3). Besides these, Nepal Government, MoE launches enrolment campaign programme each academic year. These efforts have made considerable growth in the access to school education. Community based schools of Nepal get financial and technical assistance and support from Non- Government Organizations-NGOs and International Non- Government Organizations-In GOs for infrastructure development and educational resources. However, the quality of education and educational output is not satisfactory enough.

National center for Education development (NCED), an apex organization of the Government of Nepal for teacher training, has launched pre-service, induction, in-service and refresher training. Need-based TPD training is continuous for the teachers to update them with the innovation and changes in education. most of the government teachers have been certified with TPD. According to NCED (2011), almost all teachers in the community based schools are trained. They have got required academic qualification and teaching license. A huge amount of national budget and time has been invested in teacher training. But, it is found that the teachers from public schools are not developed as the professional teachers. The National

Assessment of Students' Achievement (NASA) reports and S.L.C results show that the students learning achieve is very poor.

Teacher training has a significant role to improve the quality of education in general and students' language achievement in particular. But the data and reports show that there is no match between teacher training and educational output. It is important to study how far the trained teachers transfer the learnt training in the ELT classes. Therefore, this study entitled, "Implementation of Training skills for Professional Development of Teacher" makes an attempt to find out the existing situation.

Objectives of the Study

The main objectives of this study were as follows:

- To explore the implementation of training skills for professional development of teachers.
- To suggest some pedagogical implication.

Research Questions

Research questions provide the guideline to process the study, data collection and data analysis. The given research question were formed to guide this study.

- How do teachers utilize their skills that they have learnt from training in their classroom?
- How does TPD Training help teachers for their professional development?

Significance of the Study

This research study will be significant and valuable to the ELT Teachers. It is in the sense that, they will perceive some insights and ideas through this study. In addition to this it will also be beneficial for those teachers and learners who have indulged in teaching and learning English as a foreign language. Not only the ELT Teachers and learners will be benefited by this study but also the policy makers, curriculum designers, planners, trainers and stakeholders who work at this particular

field. Furthermore, this research study will be significant for those who want to carry out further research in this particular area. Therefore, this study can have great significance.

Delimitations of the Study

This study was limited to the Kathmandu valley. The respondents were 3 ELT teachers of Kathmandu valley. This study was limited to the secondary level English teachers of Kathmandu valley. This study was limited to the semi-structured interview tool for data collection.

Operational Definition of the Key Terms

- **Teacher Professional Development:** A career path for the professional growth and development of the English Language Teachers.
- **Training:** The policies and procedures designed to equip the prospective teachers with knowledge attitudes, skills and behaviors they require to perform their task effectively in the English Language classroom.
- **Implementation:** A practice of transferring teacher training competence, skills and knowledge in the English language classroom.
- **Narrative Inquiry:** Teachers narratives are the stories of English teachers own experiences that they encounter during their personal and professional lives.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter includes review of related theoretical literature, empirical literature, empirical literature, implication of review for the study and conceptual framework.

Review of Related Theoretical Literature

The review of literature provides clear guideline about the research. From the literature review we can find out the gaps, issues, problems, challenges and new ideas to conduct the research successfully. This section includes the discussion on teacher professional development, teachers training, history of teacher training in Nepal. A number of books, related articles, and thesis and policy documents related to the study were reviewed under theoretical literature.

Teachers professional development. Teachers professional development is a process of developing professionalism in the English language teachers. It is a process of improving and increasing capabilities. The professional development should be seen as a collaborative activity as well as an individual activity. The particular needs of individual teacher meet by professional development. However this should be take place in the contexts of collegial support, team building, and collaborative planning at school level. Howell(1996) says that professional development activities are varied because they have to serve teachers and administrators not only at different level of instruction or management but also at different point in their career development. It involves a wide variety of subject and activities to insure that teachers acquire and maintain the competencies required to face the diverse challenge involved in teaching and learning.

Moreover, teacher professional development can be defined as ongoing learning process in which teacher engage voluntarily to learn how best to adjust their teaching and learning needs to their students. Head and Taylor(1997) mention: "Teacher development builds on past because recognizing how past experience have or have not been development helps to identify opportunities for change in the present

and future,(p.1). Similarly, according to Underhill (1986, as cited in Head and Taylor,1997,p.1), "teacher development is the process of becoming the best kind of teachers". Teacher development draws on the teachers own inner resources for change.

Thus, professional development starts when a novice teacher enters into the classroom i.e. setting when teacher face mixed ability student from multi-environment then teacher have to understand students, school environment, resource materials, language background, teaching methods and overcome these difficulties. Richard and Farrell (2010, p. 4) state that the professional development is a process that take place over time starts and ends with normal training of graduate education. This is a process along a continuum of learning and is about on-going professional development.

Teachers training. Teacher training refers to the policies and procedures designed to equip the prospective teachers with knowledge, attitude, skills and behavior they require to perform their task effectively in the classroom. it is a learning process through which teachers get prepared for handling the responsibilities in their professional career. The term 'training' basically addresses the practical aspects of knowledge and developing specific skills which help to accomplish their job confidently and perfectly. Teachers are not born; they are made by trainings and practice of teaching. Teacher learning is the obligatory part of the teachers. It helps to develop professional skills. Furthermore, it is a continuous and essential process of a teacher development. In this sense, Richards& Farrell(2008) say that training involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principle and practice in the classrooms. Training is a part of teacher development which helps the trainees to grow professionally. Bhatia (2005) writes:

Training is an act of increasing knowledge, skill and attitude of an employee for improving his/her performance on the job. Training is concerned with improving his performance on the job. It is for job related purpose and short-term (p 15).

Teacher training fosters and promotes the dialogue between teachers and students about their practices and take into consideration. Similarly, Adhikari (2003)

writes, training is a means by which a person intensifies his knowledge, studies and behaviors, it helps to remove weakness in ourselves".

From the aforementioned definitions, it is clear that training is a practice based and skill oriented education which helps to improve the classroom performance of the teachers and works for their professional growth and development.

Types of teacher training. Teacher training is important for both experienced and those teachers who are novice to the teaching profession. Teacher training is essential to the teaching- learning process, especially regarding the professional development of teachers. It helps to set the educational plan. Training helps the teacher to update the recent technologies and devices which can be used for teaching- learning activities. As the School Sector Reform Plan (SSRP) targets to improve teachers' capacity, the pre-service and in-service training for teachers and head teacher are the main interventions for teacher development in the country.

Pre-service teacher training. Pre –service teachers education is the education and training provide to students teachers before they have undertaken any teaching. It is an initial training course for teachers before entering into the service as a fully responsible teacher. It includes all the academic and professional knowledge which the student teachers receive during their college/university period. Nepal has launched educational programs in universities and HSEB Broad as + 2 B. Ed and M.Ed are the pre-service courses for the prospective teachers. In spite of this, HSEB runs +2 programs with Faculty of Education. According to Awsathi (2003, P.21), "Pre-Service teachers training is provided by Faculty of Education, Tribhuvan University, School of Education, Kathmandu University, Mahendra Sanskrit University, Purbaanchal University and Higher Secondary Education Board(HSEB).

Pre-Service Teachers training courses are helpful for teachers to their teaching. They provide theoretical knowledge which serves as the fundamental for teaching. To support this, Education Act, 2008 adopted compulsory provision of teaching license. Those are pre-service trained teachers who have studied Education subject under Faculty of Education from different universities. According to Flash Report 2069 published by NCED in Nepal at least ten months training is a pre-requisite to be a teacher.

In service teacher training. In service teacher training is provided to the practice teachers for their professional growth and development. When a candidate enters into the profession and takes responsibility and accountability to handle the job description successfully and effectively, training of different types related to reaching which is generally known as in-service teachers training. In the words of Perron (1991, p.69); In-Service training is not seen as remedy for deficiencies in initial training but as the long term process part of continuing education that make possible acquired knowledge in the initial training and that can be defined as a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and access and develop their professional approach.

Teacher training and teacher development. Training and development can be thought of as process designed to enhance the professional knowledge, skill and attitudes of educators so that they might in turn improve the learning of students. Both training and development are effective for their purpose. Training can ensure a minimum standard, whereas self-guided development is needed for consistent, long-term improvement. They are the part of teacher preparation programs, especially for those conceptions, but there are many other important aspects of teaching that can be nurtured through reflective strategies and experience. Dharmi (2009, p. 142), defines, "Training is a passive experience, while professional development is an active and personal awareness activities that help to develop the best kind of manpower".

Teacher development draws on the teachers' own inner insight for change which is centered on personal awareness of the possibilities for change. It can be viewed as teacher training. In learning the teachers will be developing their classroom practice and attending to their feeling associated with change. There are three main types of development with teacher development: personal, professional and social.

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

NCED (2011, P. 11) states that, "TPD is professional growth, a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically". Professional development is an active and personal awareness activity that helps to develop the best kind of manpower. Thus, training is one of the strategy and pre-requisite to professional development.

To be clear about the concept of teacher training and teacher development, Head & Taylor (1997, p. 5) have given the following distinctions;

Distinction between Teacher Training and Teacher Development

Teacher Training	Teacher Development
Compulsory	Voluntary
Competency-based	Holistic
Short-Term	Long-Term
One off	On-Going
Temporary	Continual
Still and technique based	Awareness based
Product weighted	Process weighted
Done with experts	Done with peers

(Source: Head & Taylor, 1997)

History of teacher training in Nepal. Nepal does not have a long-rooted history regarding teachers training. It was just started seven decades ago. Awasthi (2003) says, "The first attempt can be traced back to the establishment of Basic Education training Centers (BETCs) in 2004 B.S. with the view of training primary level teachers". The second effort was the establishment of National Teacher Training Centers (NTTC). At that time, very few teachers were trained. However, the center had to continue its functions by the recommendations of Nepal National Education Planning Commission (NNEPC) in 210 B.S. for the establishment of college of Education to provide two years and four years teacher education programme to the prospective teachers of lower secondary and secondary level (Awasthi, 2003, p.17). As a result, College of Education was established in 2013 B.S. with the financial assistance of the USA. The purpose was to produce trained teachers. Due to the

growing interest of the primary level teachers to be trained even outside the Kathmandu valley, Mobile Teacher Training centers (MTTCs) were established.

National Education System Plan (NESP, 2028-32) brought a new impetus in teacher education making teacher training compulsory. This policy created a favorable environment for the expansion of teacher training institutions throughout the country. All the institutions such as College of Education and National Education Training Centers came under the single umbrella called Institute of Education (IoE) under Tribhuvan University. Later, the Royal Commission for Higher Education-2039 B.S. converted IoE into Faculty of Education (FoE). Today, we have Faculty of Education under T.U. which is involving in preparing prospective teachers providing pre-service education.

National Center for Education Development (NCED) is an apex body for the development of educational manpower under MoE, is involving for the in-service teacher training programme. Exactly saying about the training programme conducted by NCED, the Government of Nepal for the teachers what we see is all the training programmes are conducted in project based mode.

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

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

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

Teacher training courses/TPD module:-The need based TPD is one-month (30) days capacity building program in three stints of 10/10 days and each five years for every teacher. These TPD phases go through a cycle of need collection, clustering, filtering and verification of the needs, prioritizing the needs, designing the training package, delivering training, providing feedback and providing certificates to the teachers. According to the Teacher Professional Development Guideline (2011), the structure to TPD module has the following three Phase.

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

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

Self-study exercise. When the training workshop is over, the trainee teachers are assigned to carry out any two project works such as case study. Action research book review, students result analysis during self-study exercise part. This part is of three working days which runs in the respective schools of the trainee teachers. The trained teachers implement all the skills, knowledge and techniques learnt in the training in actual English language classroom. It is Practical phase and implementation of training.

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

Teacher training in school sector reform plan-SSRP. School Sector Reform Plan, a seven year strategic plan of the Government of Nepal was started from the fiscal year 2009/10 and ended in 2015/16. According to MoE (2008,p.18), the SSRP has the following aims.

- Expand access and equity o school education system.
- Improve quality and relevance of education
- Strengthen the institutional capacity of the entire school education system to improve system performance.

SSRP has made special teacher preparation course compulsory as an independent professional qualification on top of the minimum academic qualification to enter to teaching profession. In this regard, MoE(2008,p.35) states, "Teacher Professional development will be linked to career development and such opportunity will be available through long and short term means". SSRP has envisioned that there will be two separate professional career path for both basic and secondary teachers. "There will be four stages of teacher development: Beginner, Experienced, Master and expert. Provisions will be made to upgrade teachers based on indicators such as time or task, seniority, qualification, training, students achievements in their respective career path"(MoE,2008,p.35).

The main goal of SSRP is to ensure all teachers have knowledge and skills required to effectively facilitate students training process. In this connection, (MoE,2008,p.17) states the following goals of SSRP regarding teacher training.

- A teacher enables a child to enjoy learning and engages him/her in creative work utilizing his/her full potentials.
- A teacher has a pursuit of learning and updates his/her knowledge and skills.
- A teacher delivers lesson in a creative and lively way to ensure children's learning.
- A teacher demonstrates a role model for behavioral transformation.
- A teacher is regular and punctual in his/her class.
- A teacher never applies corporal punishment.
- A teacher respects children's integrity, identity and individuality.
- A teacher appreciates and applies children's culture and languages.

SSRP has proposed two types of teacher training. They are briefly introduced below.

Demand driven short training. Demand driven and refresher teacher training are developed and implemented for all teachers working at various levels over five years of period of time. In this regard, MoE (2008,p.35) states that, "In order to keep abreast of few developments in teaching and learning practices, teacher must acquire one month in-service training in at least every five years".

Monitoring and post-training support. NCED will monitor the implementation of training program at lower levels to ensure compliance of the professional standards. Regarding the training monitoring mechanism, MoE (2008,p.30) states, "A review of office will be formed as an independent body. It will carry out functions like setting standards in technical areas such as learning competencies under the curriculum development center framework, teacher qualification standards for basic and secondary levels". Similarly, Teacher Support Mechanism (TSM) is also developed to provide the post training supports to the trainee teachers in the local levels. the teacher supports to schemes will be developed based on the findings of monitoring and reviews and will be delivered through teacher forum. In this connection, MoE(2008) states:

Professional support and monitoring will be provides by head-teachers, supervisors, experts, resource person etc. Additional support for professional development will be made available through various schemes such as service

training, technical supervision, on-line courses, self-learning materials etc. (p.35).

Teacher training programme. TPD has become a buzz-word in the field of education. In the word of Richards and Farrell (2008,p.1), TPD is the next step when once teachers' period of formal training is over". Professional development means enabling teachers to generate their own ideas about classroom practice. In this regard, Reimers- Villegas (2003) says:

In a broad sense, professional development refers to the development of a person in his/her professional role. More specifically, it is the teachers' professional growth achieved as a result of gaining increased experiences and examining his/her teaching systematically. It includes formal experiences such as attending workshops, professional meetings, monitoring and informal experiences such as reading professional publications, watching TV documentaries related to academic discipline (p.11).

Objectives of the teacher training programme. To bring noticeable changes in the quality of education, the following objectives have been mentioned as the objectives of teacher training programme. (Source: NCED,2067)

- To make teachers able to solve the pedagogical problems they are facing.
- To ascertain the excellence in teaching with teacher professional development.
- To develop teachers' professional ability.

Significance of the teacher training programme. Teacher training program plays vital role to satisfy students, teacher and school management by addressing their needs. it has the following significance. (Source: NCED, 2067)

- To increase the teachers' professional accountability.
- To increase the learner autonomy.
- To establish good relationship among schools, resource centers and educational training centers.

Novice and experienced teachers. Whereas. Experienced teachers are those who have required knowledge in a particular field. “The identification of expert teacher is more problematic, it is much harder to identify an expert teacher. In all studies of novice and expert teachers, teaching experience is one of the criteria for selecting expert teacher”” as cited in Tsui (ibid). There is huge difference between a novice teacher and an expert teacher in terms of content knowledge, classroom dynamics, lesson planning, methods and techniques. The main concern of novice teacher is how to survive in the new teaching environment. Therefore, novice teacher are optimistic towards the students. In this regard Tsui (2003, p. 245) mentioned the following differences between novice and an expert teacher:

- A richer and more elaborate knowledge base
- Ability to integrate and use different kinds of knowledge
- Ability to make sound intuitive judgement based on past experience
- A desire to investigate and solve a wide range of teaching problems
- A deeper understanding of students and student learning.
- Awareness of instructional objectives to support teaching.

Hence, we can say that, experienced teachers have better understanding and use of language learning strategies, greater awareness of the learning context, greater efficiency and effectiveness in lesson planning and greater fluidity and automaticity in teaching. Because of the fact that teachers face with various kind of learner groups, institutions, programs, curricula, materials, policies, and the socio- cultural environment from the beginning of their career, there is an inevitable process of complying with all these challenges.

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

The School Sector Reform Program (SSRP) has recommended a new model of in-service training for teacher, named teacher professional development. According to

the SSRP core documents the TPD is demand based training for teachers in which the training packages are developed according to their needs. Certain training related factors seem responsible for not applying training skills in the classroom. Application of training has the close relation and connection between the theoretical aspects and their implementation in the real classroom. Skills like; presentation of the students, practice and evaluation system they learn and their used in the classroom play vital role in shaping the quality of the classroom delivery.

Training is useful in every part of teaching process. Its' impact in classroom situation brings a good result in all teaching process and students overall development. The effect of training in teaching and learning donates the betterment of overall situation of classroom activities. So, this article highlights on the existing situation of teaching training skills in the classroom.

Review of Related Empirical Literature

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

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

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

Joshi (2010) carried out a study on "Training of NCED English Language Teaching Training". The main objective of this study was to find out the degree of skills required by trainee and effectiveness of ten months ELT training provided by NCED. The sample population was ten English teachers from Kailali district. He (ibid) used observation as a tool of data collection for every detail of activities, procedures, comments and suggestions. finally, he found that there were varieties in the classroom but the teachers could not make the activities meaningful, situational and real life like.

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

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

Pangeni (2012) carried out a research on "a case analysis for teachers' professional development". The objective of this study was to find out the teachers practice of case analysis for their professional development. He selected 40 secondary level English teachers as sample from Palpa district using non-random sampling procedure. Under tools of data collection questionnaire was used to elicit the required information from the present study. The questionnaire consisted of both close-ended and open-ended questions. The findings of his study showed that majority of the teachers were aware of the case analysis and professionalism. Most of the teachers believe that action research is a very effective strategy of case analysis for teachers'

professional development. They viewed that it provided authentic account of one's teaching and helpful for planning on future.

Khatri (2013) carried out a research entitled "self-directed learning for teacher professional development". The main objective of this study was to find out the awareness of the English language teachers towards self-directed learning and the practices of self-directed learning adopted by the teacher for professional development. This research was limited to the Kathmandu valley questionnaire (both close-ended and open-ended) were used as research tool. Thirty higher secondary English teachers were the sample of that study. The finding of that study showed that most of the teachers were aware of self-directed learning. They viewed that self-directed learning is personal approach to learning for professional developments and most of teachers evaluate their own teaching.

Wright (2015) conducted a research on 'Secondary teachers' experiences of sustained application of professional development' at Unitec University of Technology, London. The aim of this research was to examine the relationship between teachers' experiences of 'professional learning and development and their tendency to make sustained changes to their practice, from the point of view of the teachers. He applied the purposive sampling model to the selection of both the research settings and the interviewees. Qualitative data was gathered by way of individual interviews of six teachers, and two managers responsible for professional learning, in two randomly selected Auckland state-funded secondary schools. The findings indicate that PLD programmes that promoted sustained improvements to practice gave specific attention to establishing a culture of professional learning based on the teaching-as-inquiry model. Similarly, PLD programmes are more likely to achieve sustained improvements to practice if they promote opportunities for teachers to negotiate the theories that they apply in their practice, enable teachers to confront their personal pre-existing beliefs through enactment of changed practice, and situate these processes in professional communities.

Khanal (2017) conducted a research entitle "strategies for professional development: A case of secondary level English teacher". The objective of this study was to identify the strategies used by secondary level teachers of English for their professional development. His study was based consisted on six English language

teachers. He selected sample population using non-random procedure. Under the tools of data collection, observation and interview were used. The finding of this study showed that the strategies used by teacher having below five years of experiences were self-monitoring, workshop, conference and seminars for their professional development whereas experienced teachers used different strategies in the classroom where the teachers having the experience below five years faced problem or they were less skilled.

Gaire (2021) carried out a study entitled ‘Affecting Factors of Teachers’ Professional Development’ to find out the factors that affect English language teachers’ professional development. To meet the objectives of this research, she selected 30 lower secondary level English teachers using purposive sampling the teaching at different schools in Palpa district. A set of questionnaire containing close-ended and open-ended questions were used as the tool for data collection. The finding of the study shows that maximum (90%) teachers agreed individual, social and institutional factors affect the teachers’ professional development. It was also found that other factors such as teachers’ belief, family support, action research, punctuality, culture of society, geography, social status of teacher, school culture, government policy, fairness in evaluation and promotion, permanency of job, access of ICT and teacher salary directly and indirectly affect the teachers’ professional development.

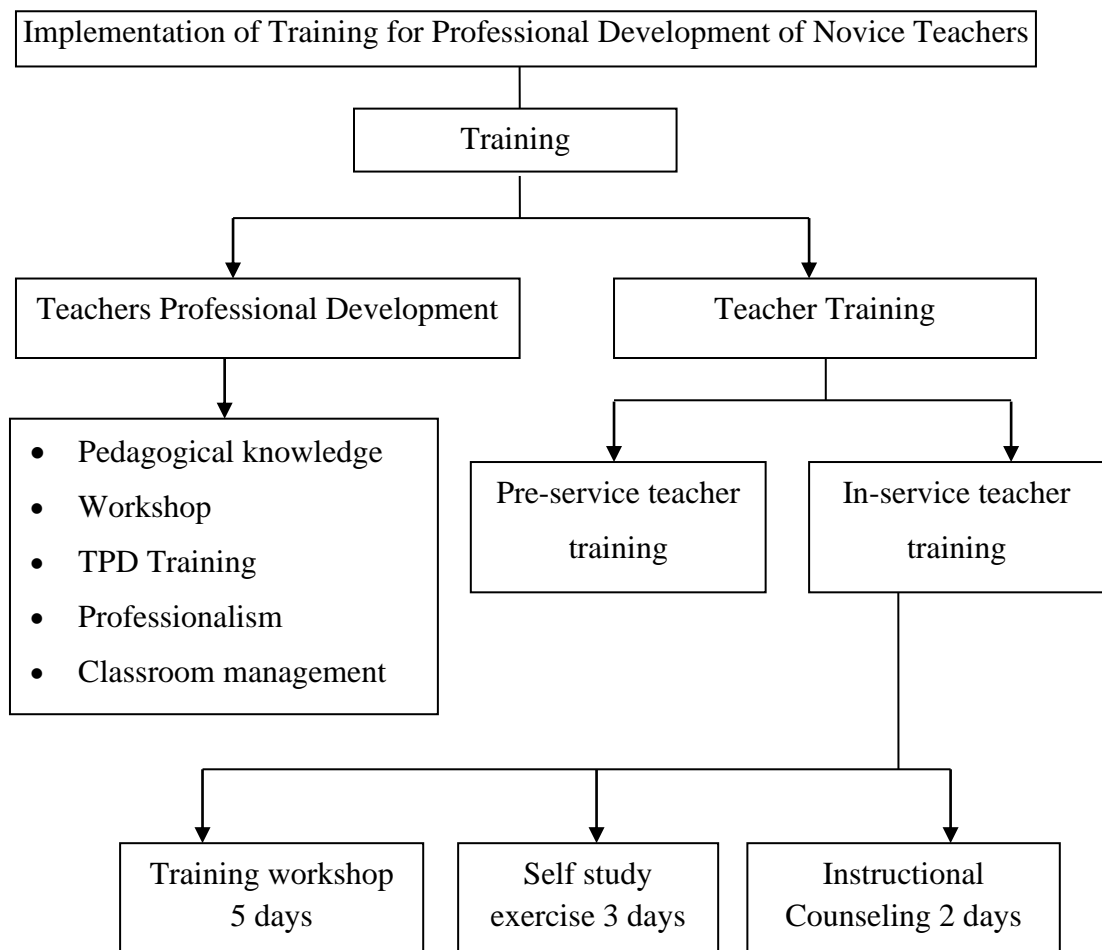
Implication of the Review for the Study

Theoretical review refers to the theories build by the authority or researchers, who had done the research on related field and prepare the theories. From the theoretical review we obtain the essential information regarding the topic. In this study I have collected the relevant information and ideas from books, articles, journal, internet and so on. These entire sources helped me to generate different ideas for my study. I reviewed some researches which were already done that helped me to know the gap between what has already been found or yet to be found out.

The above reviewed literatures are related to my present study to some extent. They have provided me lots of ideas and insights for my study. I have got lots of ideas regarding the impact of training. I reviewed some researches and articles related top teachers training. The research work conducted by Joshi (2010) helped me to get the

knowledge on impact of English Language teacher training on ELT. Similarly, from the study of Khatiwada (2010) I got insights on the trained teachers use of motivation, presentation and practice and evaluation system of teaching. From the study of Awasthi (2003) I got the theoretical ideas on the issues of English Language teaching in Nepal. The study of Gyawali(2007)supported me to compare the teaching situation of trained and untrained teachers. Similarly, the study of Khadka (2010) supported me to have more knowledge about the teaching methods, techniques, classroom management, teaching materials and so on. These studies analyzed the professional development through teacher training.

Conceptual Framework



Chapter III

Methods and Procedures of the Study

This section deals with the methodology and procedure adopted by the research while carrying out the research to achieve the set of objectives of this study. The research adopted the following research methodology to carry out the research. It helps in my theoretical as well as empirical literature.

Design of the Study

While carrying out research, I have to follow certain research design. There is different research design such as; experimental, quasi experimental, survey, historical, ethnographic, case study, action research co relational and so on.

I explored the implementation of training skills for professional development of teachers. My research design was narrative research. The term narrative comes from verb “to narrate” or “to tell (as story) in details” (Ehrlich, Flexner, Carruth and Hawkins. 1980, p. 442 as cited in Creswell 2012). In narrative research designs, researchers describe the lives of Individuals, collect and tell stories about people’s lives, and write narratives of individual experiences (Connelly and Clandinin, 1990 as cited in Crrswell 2012). As a distinct form of qualitative research, a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Creswell. 2012).

Qualitative approach is an approach of research in which we obtain data through open-ended and conversational communication. This method is not only about what people think but also why they think so. Therefore, the qualitative research methods allow for in-depth and further probing and questioning of respondents based on their responses, where the interviewer or researcher also tries to understand their motivation and feelings. The results of qualitative research are more descriptive. Today, our world is becoming more complicated and it is difficult to understand what people think and perceive. Qualitative research method makes it easier to understand that as it is more communicative and descriptive, conducting in –

depth interviews is one of the most common qualitative research methods. It is a personal interview that is carried out with one respondent at a time. This is purely a conversational method and invites opportunities to get details in depth from the respondent. Narrative inquiry can also be best conducted using in- depth interview.

Narrative inquiries are the process of gathering information for the purpose of research through storytelling and explore one's experience. Narrative inquiry is research methodology that is growing in acceptance with and practice in such disciplines as nursing, medicine, law. Organizational studies, therapy in health fields, social work, counselling, psychotherapy, and teaching for sharing human stories of experience (Webster and Metrova. 2007). Like other methodologies used by social science researchers, narrative inquiry inquiries into or asks questions about and looks for deeper understanding of particular aspects of life experience, in the present case, the life of teachers. Experience is meaningful and human behaviour is generated through this meaningfulness. There is an interacting connection between meaning and it's expression in language (Polkinghorne, 1988) which is a central focus in narrative inquiry.

Teachers Narratives are the real stories of the teachers which try to explore their real reflection in their personal, social and academic lives. Mainly, two major types of teacher narratives: oral and written were taken into consideration (Johnson and Golombek, 2002). Firstly, oral narratives basically dealing with participants' socio-cultural background without any intervention were explored. The major ideas were noted down in the diary. After eliciting the basic grounds of Teachers' background several questions were formulated, and interviews were taken. I recorded the interview using a audio-recorder and transcribe the data for the analysis.

The narrative inquiry gathers lived experiences and in –depth data from the participants. Narrative inquiry is a research design from which I collected information from the defined small population using unstructured research tools. It is the best research design to find out in depth of the study. Through narrative inquiry, I explored whether the teachers have implemented the training skills or not in the real classroom.

Population, Sample and Sampling Strategy

The population of this study refers to the whole area of study. All the secondary level English teachers of Kathmandu valley were the population of the study. Among them 3 ELT teachers were selected by using non-random purposive sampling strategy as a sample.

This study was related with ELT teachers of public school which mainly examining whether the trained teachers implement their training skills in their class or not.

In choosing my candidates, I have used purposive sampling which focuses on the small size that is useful for analyzing the data properly, Creswell(2007). So I have chosen the participant who taught in public school in Kathmandu valley. It was difficult for me to find out the participant who was willingly taken part in this study. Thus I became worried about the expected participant for my research. Then I began to asking my relatives friends and even school head teacher for providing the information for my requirement. Finally, I visited some schools around valley and met teachers and talked to them informally about my research objectives. Finally, I found some of the trained teachers and took interview with them and observed their classroom.

The collection of data therefore started from the selection of interested participants from different school for my research study. When I took permission from them we exchanged our number to each other. The following day, I provided them the consent letter including required information to them. After 1 week, they provided time for collection required information for my study. Some of them called me at their own home, some of them in school, coffee shop and so on. During our ongoing conversation, we met each other in many times and exchanged information on face book and cell phone as well.

Study Area and Field

I selected the area of Kathmandu valley for the purpose of carrying out the research.

Sources of Data

For my research study, I used the primary and secondary sources of data. The primary sources of this study were semi-structured interview with lived experiences. In the similar way, I used journal articles of TPD training, books, previous researches and the other published and unpublished materials as secondary sources.

Tools for Data Collection

Data collection tools and techniques are used to find the detailed and relevant information about the phenomena. In this study entitled **Implementation of Training skills for Professional Development of Teacher**, I used semi-structured interviews, informal conversation and classroom observation as a research tool to collect data.

Data Collection Procedures

Data collection is considered as the important part in the sense that without data the whole activity will be incomplete. The researcher should focus on the certain and systematic procedures while collecting data.

For collecting data, I used face to face interview with semi-structured questionnaire. I took the formal and informal interview with participants after we fixed our time and exchanged our phone number. After one week of our first meeting, they informed me about their free time.

I started the interview by asking the general background of their personal lives. Gradually, I entered to their personal and professional lives in follow-up interviews. They shared their stories randomly. I mean they shared the event they remembered during the interview. Sometimes, I jumped and asked more about the challenges, classroom management of trained teachers. In our story sharing, they knowingly and unknowingly raised the personal issues regarding the training and so on. In our different visit, when I was talking to them, I myself feel comfort with them because I was not only taking their stories but exchanging my feeling. My purpose of sharing with them was just to make them feel comfortable. However, I mostly conscious my role as a researcher in this study. Throughout the discussion with the participated teacher what I noticed is that with these three trained teachers.

Though, I felt some difficulties while collecting data, I found the participant trained teachers were very co-operative and supportive. When I needed further information, I called them. So, the informal conversation on social site and phone contact were made the research more interesting and fruitful.

Data Analysis and Interpretation Procedure

In this section, the research was mainly concerned with the systematic procedures of analysis and thematic interpretation. To fulfil the objectives of my study, the analyzed data was presented thematically. I used thematic approach to determine what stories was told and what stories revealed about each individual teacher and the implication of training skills for professional development of the teachers. On the other words, the narratives was first viewed holistically and then analyzed thematically. A thematic analysis helps to identify patterns of themes in the interview data. In thematic approach, the similar ideas are kept in a single category making a theme. This approach helps to manage the huge numbers of data effectively and helps to provide the shape of research findings.

Ethical Considerations

Ethical aspects play important role while doing a research. So, while conducting research, the researcher should be conscious about ethical issues. To maintain the ethicality, at first, I informed the respondents about the purpose of the study. After that, I conducted my research by taking permission of the participants. And I kept the responses of the respondents confidential. I did not use the data for any other purpose except for my study without permission of the respondents. I gave proper credit to the authors of books, Journals, articles and research works to avoid the risk of plagiarism. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research.

Chapter IV

Results and Discussion

This chapter is one of the core parts of the research which consists of the analysis and interpretation of data obtained from the sample. The main objective of this study was to explore the implementation of training skills for professional development of teachers. This chapter contains the analysis of lived experiences of three ELT teachers. The information found in this section was obtained from face to face interview.

Analysis of Data and Interpretation of the Results

I have used thematic approach to determine what stories were told and what stories revealed about each individual teacher and what kind of challenges encountered during their professional life. On the other words, the narratives were first viewed holistically and then analyzed thematically. Thus, I have carried out the following major themes:

Implementation of training skills for teacher professional development.

After analyzing the data, I came to know that teacher training skills plays the crucial role in teacher professional development. Teaching profession is really tough job. To be a good and perfect teacher one should have different teaching skills and these skills come from training.

Overview of participant trained teachers. A total of three trained teachers were selected for the interview from various government schools of Kathmandu valley. They were asked to explain about their experiences in their professional life. The general overview of the participants has been presented in table below:

Table 1**General Overview of the Participants**

S.N	Name	Age	Academic qualification	Teaching school	Teaching experience
1.	A	38	M.Ed	X	11 years
2.	B	30	M.Ed	Y	7 years
3.	C	35	M.Ed	Z	10 years

Brief Overview of Participants' Profile***Teacher A***

He was born in Panchthar. He is only son of his parents. There were three children actually but his two sisters were died in their early ages due to pneumonia .So, he is only son remaining in his family. He completed M.Ed. from Tribhuvan University, Kirtipur and started to teach in government school. It has been 11 years he has been teaching in government school as a secondary level English teacher. His parents live in Panchthar (village) but he, his two children and wife live in Kirtipur, Kathmandu because his school is in Kirtipur He is grateful towards tis wife because she is the one who advices him to be the part of TSC and today he is doing good in his career.

In 11 years' time, he got many trainings. Among them TPD training is the most interesting training that he ever got in his life.He is very thankful to the organizer of TPD training because he is satisfied with his career due to the training that NCED provided to him. TPD training has really been beneficial for him to change teaching methods and to control the large classroom. It teaches him how to carry action research to solve the classroom problems and how to use various teaching materials inside the classroom to make the students able to get the ideas clearly. It is an opportunity to participate in TPD training because it has made him a confident and professional teacher.

Teacher B

Teacher B is from Chabahil, Kathmandu. He is 30 years old. He is living with his family. He has two elder brothers and one younger sister. He completed B.Ed. with first division with English major subject. He completed M.Ed. from Tribhuvan university Kirtipur, Kathmandu. After completion of SLC he wanted to study management but his elder brother insisted him to study major English so he accepted the decision of his brother and started his journey towards Education. Now he feels proud that he accepted his brother's decision and became a teacher in government school. He loves students therefore he is enjoying his career. His brother suggested him to take part in TSC examination so he is grateful towards his brother. He has been teaching in a government school as a secondary level English teacher for 7 years.

For the professional development, he has taken several trainings. He is satisfied with TPD training because he learnt many strategies, techniques, methods in that training. He used to use lecture method but these days he has been using child-centered method. He argues that TPD training is a challenge for the teachers in the process of implementation. He has learnt many strategies in the training but to apply to each and every strategies in the classroom is really challenging due to large class, limited time and physical infrastructure of the school.

Teacher C

Teacher C is 35 years old having two children. He is from Parbat and now stays permanently in Kirtipur. His father was a government employ. His motivation makes him teacher. He shared that He loved English from his school days. He participated in speech competition, spelling contest, essay writing during school days. The early experiences lead him to become a English language teacher. He completed M.Ed. from Tribhuvan University Kirtipur, Kathmandu. After completion of his study, he participated in the exam of Teacher Service Commission (TSC) and his name appeared in the list. He finally got permanent job and its been 10 years that he is working as a permanent secondary level English teacher at government school.

His teaching career is being successful and easy with the help of his father. In the ten years period, he took part in TPD training many times. He shared that, TPD

training helped him to bring new method, new techniques and new strategies to utilize in the diverse classroom. He argues that TPD training enhanced to reduce the lecture methods while teaching in the classroom.

After analyzing the above qualifications of all the teachers I came to know that all the teachers were well trained and experienced regarding teaching.

Teacher professional development. Teacher professional development is ongoing learning process. It helps them to be updated and motivated in the field of teaching and learning. In this research I have asked several questions regarding teacher professional being based on following variables.

Pedagogical Knowledge for Teacher Professional Development.

Pedagogical knowledge is important thing for teacher professional development. It helps teachers in several ways, such as understanding the theoretical aspect of teaching, making good lesson plan, preparing instructional materials and so on. During the time of interview, Teacher A shared that:

Pedagogical knowledge helps me how to teach the students in systematic and scientific way. It is related to art of teaching, it makes me easy for preparing the lesson plans, developing the teaching instructional materials.

Similarly, Teacher B shared that:

having a sound pedagogical knowledge enhances my teaching strategies. It provides us the theoretical knowledge regarding teaching materials, it provides the ideas how to make lesson plans teaching materials. More importantly, it helps me to understand about different teaching techniques such as group discussion, peer teaching, students centered techniques etc. I try to implement but it is not possible to implement all the techniques in the real teaching classroom. Lack of proper infrastructures and good co-ordination among teachers and school administration.

If we analyze the interview it can be said that pedagogical knowledge is important thing for teacher because it promotes the teaching strategies and techniques.

To make teaching learning process more effective and productive one should have good pedagogical knowledge.

Workshop for teacher professional development. Workshop is the staple of teachers professional development programme across the globe. It is taken as corestone of teacher professional development. In workshop teachers shared their teaching techniques, ideas methods, and specially their teaching experience which helps teachers to get many more ideas about teaching.

In the interview, one of the teacher B said that:

workshop is the place where many teachers gathered together and shared their experience regarding teaching. I learned new ideas techniques, methods, and how other teacher teach. In some extend I tried to use but its time consuming and difficult to implement within 45 minutes time period.

Similarly, teacher C articulated that:

In the workshop experienced teachers shared their own teaching experience with the novice teaches. It's more difficult to use all the skills and techniques in the real classroom because of proper infrastructure and environment. In the workshop I have learned that teaching learning process will be fruitful and interesting if we can teach students by using projectors but here is no any projector so how can I use all the skills in the classroom.

After analyzing the stories that the teacher revealed I came to know that workshop is place where untrained teachers get ideas, skills and strategies about teaching. It makes teacher more efficient, diligent and productive. The trained teachers have skills but they do not use all the skills in the classroom because of poor infrastructures.

TPD training for teacher professional development. TPD training plays the significant role for teacher professional development. It insights a lots of skills and strategies which are important to be a good teacher. In the interview, Teacher B articulated that:

TPD training attempts to promote the professionalism and expertise of teachers to make teaching learning activities result oriented and productive. Well, it makes me familiar with different language skills and sub skills, management of language classroom, preparation and use of teaching materials and so on. In some extend I try to use the techniques and skills that I have learned in the TPD training. It's not possible to use all the techniques and skills due to poor physical environment of schools.

Likewise, Teacher C articulated that:

TPD Training provides me a lots of ideas, techniques, skills which helps me how to motivate the students? Similarly it helps me to make teaching learning activities more fruitful and productive. But, it is difficult to implement all the training skills because of poor school environment.

After analyzing the above mentioned statements I came to know to know that TPD training is the important part of effective teaching. Without TPD training teacher may not teach in a systematic way. It gives several ideas, strategies, techniques regarding teaching which makes teaching learning process effective. Similarly, it was found that due to insufficient instructional materials and poor coordination among the teachers and administration.

Professionalism for teachers professional development. Professionalism includes personal appearance and dressing appropriately. It includes how to tack and act both inside and outside school. Professionalism teaches the teachers to be well mannered regarding get up, code of conduct, punctuation and so on. In this regard one of the participant shared that:

Professionalism is an important part of teacher professional development. It provides me different insights regarding professionalism such as how to behave with student? , what types of behavior attracts the students toward learning activities? I use the characteristics of professionalism in the classroom.

Similarly, Teacher B shared that:

Professionalism refers to the behavior attitude, thoughts regarding profession. It includes responsibility, respect and risk taking. Professionalism enhances me to be responsible in own task. Showing respect to the colleague and students and ready to adopt the changes. It is the core thing of of TPD. In some extend I follow the characteristics of professionalism.

From the lived story of teacher A and B I assume that, professionalism is very much necessary for teacher. It helps teacher to be competence, Knowledgeable, respectful confident, and well mannered. These all qualities support the teachers in the teaching career which is directly concerned with TPD.

Classroom management for teacher professional development. Being a teacher is not easy task. Teaching profession is really challenging profession because teacher has to face different problems among them classroom management is one of the important is one of the important problems of teacher. In the classroom there are a lot of student from different interest, socio-economic background, levels, physical abilities, linguistics background etc. In such cases teacher must have good knowledge about classroom management. In this regard, teacher A shared that:

Classroom management is an important thing to make effective learning process. We can only be good teacher if we can manage the diverse classroom. Teacher should focus on physical environment of classroom that appeals the students towards learning. But, it is really tough to manage the classroom in the scenario of Nepal where, students are from different ethnic groups, linguistics background, socio-economic background. I try to implement the classroom management skills which promote the teacher professional development.

Similarly, teacher C shared that:

Classroom management indicates the actions that teachers take to establish and sustain an environment that fosters students' academic achievement as well. Teacher should have the different skills and strategies regarding

classroom management. The success of teaching depends on classroom management. It is very much necessary to motivate the students in teaching classroom. I faced a lots of challenges while managing the classroom environment. As can I do I manage the classroom very well. It doesn't help only beautiness of classroom but also in productive learning.

The interview shows that classroom management is the integral part of teaching learning process. The success rate of teachers depend on how well they manage the classroom. After analyzing the shared stories of both teacher A and C I came to know that classroom management is very tough and challenging task but if we can manage it in proper way it supports for productive, effective and fruitful teaching and learning.

Teacher training for teachers professional development. Teacher training provides policies and procedures designed to equip the prospective teachers with knowledge, attitude skills and behavior they require to perform their task effectively in the classroom. Training addresses the practical aspects of knowledge and developing specific skills which helps to accomplish their job confidently and perfectly. In this regard, Richards and Farrell(2008) say that training involves understanding basic concepts and principles as pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. It indicates that teacher training helps teacher to apply theoretical knowledge into practical. In this regard, Teacher A articulated that:

I am a teacher of secondary level. I have been teaching in this school since 2012. I have participated in teacher training two times. It helps me how to make teaching learning process more interesting and effective. Teacher training is a dominant part of teacher professional development. Teacher training helps me to implement different methods, techniques, skills and so on.

Likewise, teacher B shared that:

I am a teacher of secondary level. I have been teaching here since 2014. I have participated in teacher training program one time. Teacher training plays crucial role for teacher professional development. It promotes teaching

skills, attitude strategies that help in real teaching classroom. I implement the training skills in the classroom. It fosters the students' knowledge in the effective way. Before taking training I don't have idea how to use different the theoretical aspects into practical one. Training provides several strategies that helps for teacher professional development.

Pre-service teacher training. Pre-service teacher training is an initial training course for the teachers before entering into the service as a fully responsible teacher. The knowledge that the student- teachers receive during their college and university level is known as pre- service teacher training. In the context of Nepal, educational program launched in the universities such as 10+2 in education, B. Ed and M. Ed are the pre-service courses for the prospective teachers. In this regard, teacher A shared that:

I am a secondary level English teacher. I have done my graduate level from education faculty taken major subject as English. During my I.Ed and B.Ed programme, I have learnt different theoretical aspects of teaching. I have obtained a lots of information from the course programme related how to teach? Mainly these course helps me to build up the theoretical as well as practical aspects. I have done one month teaching practices in intermediate level and one month teaching practice in bachelor level. These training practices teach me how to tackle real classroom situation.

Teacher C shared his experience:

I was the student of education faculty. I have done my graduate level taken major subject as an English. During the period of study, I have gained a lots of teaching skills, strategies, techniques. During the time of teaching practices I got several ideas such as how to manage the diverse classroom? What types of techniques, strategies, and skills do the students prefers. These types of courses and teaching practice helps me a lot.

After analyzing the above mentioned narration or teacher A and C I came to know that, pre-service teacher training courses are helpful for the teachers in their teaching. They provide theoretical knowledge with serves as a fundamental teaching.

Those teachers who have done their graduate and post-graduate level from education faculty have more teaching skills and strategies.

In-service teacher training. Training that starts at the time of entry and ends in retirement is known as a in-service teacher training . In-service teacher training is provided to the teacher for purpose of updating their curriculum knowledge improve their pedagogical skill and implementing a new program in an institutional level. In service teacher training plays crucial role for professional development. Novice teachers or untrained teachers don't have enough ideas regarding teaching so it provides several skills techniques strategies and so on. In the interview teacher B said that:

The training given to the teachers after entering in the teaching profession is called teacher training. Teacher training is an integral part of teacher professional development. without having proper training skills the teachers could not make teaching activities productive. training provides me different ways of teaching which helps to make learning process result oriented. It is very much difficult to implement all the teaching skills and strategies in the classroom because of poor co-ordination among teachers and administration and more importantly, proper infrastructures. The duration of in-service teacher training is 10 days. Within 10 days, five days are separated for training workshop, 3 days are separated for self study and 2days for instructional counseling.

Similarly, teacher C articulated that:

In- service teacher training is ongoing process. TrI implement the teaching skills in thaining provides different skills, attitudes and strategies to the teachers. To be a successful teacher one must have taken part of teaching training. It supports to foster the knowledge, skills and attitudes. Training helps the teacher to be updated with the new techniques and methods. I implement the teaching skills in the classroom but it is not possible to use all the skills because of weak physical environment. The time period of in-service teacher training 10 days within 10 days 5 days are separated for training

workshop, 3 days for self study exercise and 2 days for instructional counseling.

By the above mentioned lived stories I came to know that teacher receives training related to teaching from requirement to retirement is known as in-service teacher training. Teacher training is essential for teachers to be updated with the current methods, techniques and skills. Training helps teachers for motivating towards teaching profession. The teaching and learning process is only be meaningful if the teacher can implement the training skills successfully. But in our context, the teacher don't use the training skills because of poor infrastructures lack of coordination among parents, teachers and school administration.

TPD modules. According to (SSRP) teacher professional development training has three modules. It has been categorized into three phase which are given below:

Training –workshop (5days). In training workshop expert or experienced teachers shared their teaching experiences. The expert teachers provide different teaching skills which is useful for teacher professional development. In this regard, teacher A shared that:

Training workshop is very much useful for teachers. Untrained teachers get opportunities to learn several techniques, strategies and skills from trained teacher.

Similarly, teacher B articulated that:

Training workshop is an important phase of TPD training. The success of other 2 phases depends on training workshop. In this phase experienced teachers shared their experience with newly appointed teachers. It is good opportunity for untrained teachers.

As teacher A and B revealed their stories, training workshop is an important phase of TPD module. The novice or untrained teacher get chance to learn several teaching skills from experienced teacher. In this phase experience teacher shared their own teaching experience with untrained teacher.

Self-study experience (3 days). Self study exercise is the another phase of TPD training. After completing the first phase of training. The teacher implement the training skills that they have learned from experienced teacher. In this regard, teacher B articulated that:

Self study exercise is the practice of training in the real classroom. The training skills is implemented in their own teaching classroom

Similarly, teacher C articulated that:

It is the real practice of the concepts that the teachers has learned from the experienced teacher. In this phase the teacher implement the teaching skills and strategies in the classroom.

By observing the above statement it can be said that in this phase teachers implement the training skills in their own classroom. The time period of this training is 3 days.

Instructional counseling. It is the third phase of training. In this phase the trainers go to participated teachers and evaluate the task of the teachers and provide the certificate. In the interview teacher A articulated that

In this phase trainer evaluate the participant teachers teaching strategies and skills whether teachers have implemented the teaching skills in the classroom or not.

Likewise, teacher B shared that:

In this phase trainers come to the participated teachers schools and evaluate the implementation of teaching skills, techniques and strategies. On the basis of evaluation trainers gives the certificate to the teacher about their training performance.

By observing the above lived stories I came to know that in the last phase trainer go to the participated teacher schools and evaluate their teaching skills. On the

basis of the implementation of training skills certificate is provided to the participated teachers.

Interpretation of the Classroom Observation

Interpretation of Teacher 'A' Classroom Observation

The class of teacher 'A' was started at 11:00 AM. I was sitting on the last bench of the classroom and observing the activities of the teacher 'A' and the students. The teacher entered into the classroom and greeted to the students by saying good morning class and students stand up and greeted to the teacher by saying good morning sir. I have observed the teacher 'A' classroom being based on the following criteria.

After greeting the teacher ask some questions about the previous lesson to attract the attention of the students. This revision technique motivate the students towards learning. Then the teacher write today's topic on the top of white board. The topic was 'present tense', which belongs to grammar exercise the teacher asked the formula of simple present tense and write down the formula of simple present tense and write down the formula of simple present tense (S+v1/v5+ob). He used deductive method to teach grammar. After that teacher asked the students to create sentences being based on the structure of simple present tense. Then students tried to make sentences of simple present tense and showed to the teachers. Then teacher checked the students made by students and write down some examples on the white board to make it more clear.

After observing the class of teacher 'A' being based on pedagogical knowledge I came to know that teacher had not made lesson plan as he mentioned in the interview. He tried to motivate the students by using revision techniques. He used to motivate the students by using revision techniques. He used deductive method of grammar teaching which makes students little bit passive but he used questioning technique time and again which helps the students to be more active. It was found that he asked some questions to check whether the students have understood the topic or not.

The teacher was active and cheerful while teaching the students in the classroom. Sometime he visited the last benches and the weak students and they tried to support in learning. As he mentioned in the interview he was polite in the classroom. Students are asking same confusing questions to the teacher and the teacher was responding with polite and friendly manner.

By observing the activities of the teacher 'A' it was found that as he said in the interview. He was polite, friendly and cooperative.

After entering into the classroom I observed the classroom management factors. The white board was placed in front of the classroom and it was clearly seen from the back side too. Four students were sitting in each bench. The students were sitting in a comfortable way. During the discussion students were divided into different groups. Teaching materials were not used in proper way. Teacher used flash cards where the different structure or tenses and examples were written. It was not clear to see from the backside.

By the above observation it was found that there was not proper management of classroom. Students were not treated as their level, interest and ability. There were no sufficient instructional materials. The classroom was crowded and it was difficulty to the teacher to handle the classroom.

Classroom Observation of Teacher B

It was 1:00 P.M. when I entered into the classroom getting permission by class teacher. After entering into the classroom students greeted the teacher by saying good afternoon class and the teacher also greeted back and said the students to sit down. After that the teacher asked to the students to show their homework and checked the homework randomly. Some students had not done their homework and teacher punished them.

The teacher write down the topic on the board the title of the topic was "knowledge" which belongs to poetry genre. Then the teacher asked students to predict about what the poem about students responded and the responses were written in the board by the teacher. After that the teacher described about the book ground of

writer (poet) and main them of the poem. Then teacher started to read the poem line by line and explained the meaning of it. Some students were gossiping in the backside of the classroom. As the teacher was questioning to the students time and again that helped to attract the attention of the students. After finishing the lines of poem the teacher described about the poem verbally. Then teacher write down question on the board "why poet compared our mind with medow? Are the students farmers? Then teacher left the classroom. After analyzing the classroom I found the following things.

- The motivation factor was good. The teacher had tried to motivate the students by asking questions.
- Teacher revised the previous lesson as he told in interview.
- Teacher had not prepared the lesson plan and had not followed it too.
- The teacher used both students and teacher centered techniques and methods while teaching.
- It was found that teacher is so cooperative and polite.
- The classroom was not managed property the board as not in right place where all the students were not seeing it, what is written there.
- Teacher didn't use any instructional materials.
- It was found that the classroom was interactive.

Classroom Observation Teacher 'C'

It was 11:00 A.M. the teacher entered into the classroom. I was already there in the classroom talking with students. The students stood up and greeted to the teacher by saying good morning and teacher also greeted and said to sit down. The teacher write down the topic on the board and topic was 'reported speech' which belongs to grammar.

The teacher told that we have already studied about reported speech in class 9 so hope you have some ideas about it. Then teacher write down the one example on the board. Ram said, "I am happy". Then the teacher asked the students which reported speech is it direct or indirect? And then asked them to change in into indirect speech. After that students tried to change it into indirect speech, some students responded correctly. Then the teacher showed the flashcard with some examples of

reported speech. After that teacher write down the points to considered while transferring the direct speech into indirect speech.

Teacher write down the more some examples of direct speech in the board and students were divided into different groups and asked to solve the questions by discussion. After few minutes the teacher asked to each group to stand up one student as a representative of one group and tell the answer. Then teacher asked some more questions about the topic speech to check the comprehensive level of students. If the students feel doubt the teacher had mode it clear. After that teacher left the class. By the observation of class of teacher C I came to know that

- Teacher C had prepared the lesson plan and followed it.
- It is found that the teacher motivate the students towards teaching by question answer techniques.
- The classroom management was not good as teacher told in interview.
- Teacher used instructional materials which makes the teaching learning more productive and meaningful.
- The teacher used inductive methods of teaching grammar (first examples then rules)
- Teacher used group discussion technique which promotes the cooperative and helpful behaviour of the students.
- It was found that teacher was also so cheerful and friendly.
- The performance of teacher 'C' is found better in comparison of teacher 'A' and 'B'

The result of the classroom observation is near to interview though it is not found totally similar as they told in the interviews. In the interviews all the teachers have showed that they try to use the instructional materials while teaching but when I observed the classroom they didn't use the instructional materials. After analyzing the interviews and classroom observation it was found that they did not use all the training skills, techniques, and strategies in the real teaching classroom.

Findings

The findings are listed based on the data analysis and interpretation. The findings of the study are as follow:

- Teachers viewed that pedagogical knowledge is important as it enhances teacher professional competence.
- Through workshops teachers learnt new ideas techniques and methods which could be adopted in the classroom.
- Teachers have good knowledge about lesson plans but they did not prepare the lesson plans and follow it.
- TPD training provided a lots of ideas, skills which helped teachers to make teaching and learning productive.
- Teachers found that professionalism helps teachers to be competence, knowledgeable, well mannered and so on.
- Teachers argued that, the classroom management is very tough and challenging tasks and management supports for effective teaching and learning.
- The observation of teaching classes showed that teachers had not pay attention in classroom management.
- The classroom was not found so interactive and students centered.
- Regarding the use of students centered techniques like, group work, pair work, group discussion it was not found satisfactory.
- It was found that due to the poor physical infrastructure or school teacher were unable to use all the training skills while teaching.
- Teachers have good knowledge of different teaching strategies, skills and techniques but it was found that they didn't use all the training skills.
- The teachers viewed that, lack of coordination between teachers and administration hinders to implement the training skills successfully.
- Regarding students' motivation techniques it was found satisfactory.
- The observation of teaching classes showed that teachers had not pay attention in classroom management.
- It was found that teachers were lazy to implement the new techniques, strategies and skills in the classroom.

Chapter V

Conclusion and Implications

This is the final chapter of this research study which deals with conclusion implications and recommendations on the basis of analysis and interpretation of the data.

Conclusion

The analysis and interpretation of collected data and major findings of the study helped the researcher to draw conclusion of the research. Teacher training refers to the policies and procedures designed to equip the prospective teachers with knowledge, attitude, skills and behavior they require to perform their tasks effectively in the classroom. Training is not only a part of teacher's professional development; it is a skill-based education which helps to improve classroom performance of the teacher. This is why; the students could be benefited by the training that the teachers have received. ELT classroom is the ultimate place where the English language teachers should deliver the competencies that they have learnt in ELT training. If the trained teachers become reluctant to transfer the learnt training in the ELT classroom, the efforts made by the BCED and the budget invested by the Government of Nepal will go in vain. ELT teacher training should help to develop linguistic proficiency in the students in particular and improve quality in education in general. Therefore, the classroom implementation of the training is the most crucial.

Training is very important for effective teaching. But, the research shows that the expected behavior of the trained teachers in the classroom was not satisfactory. All the teachers under study were well-qualified, long-experienced, well-trained and certified with TPD training; however, their classroom reflection of training was not good enough. In the real classroom performance, they could not prove themselves as the trained teachers. They did not put the learnt training into classroom practice. The main reason behind it is that they might have misunderstanding on the essence of training. They take training just for the sake of formality, not for classroom practice. The teachers have an attitudinal problem that they do not want to change with the

changes seen in the field of ELT. They teach in the classroom adopting the old-fashioned style of teaching mainly chalk and talk.

The research found that the classroom implementation of training by the teachers was very poor mainly in relation to lesson planning, construction and use of ELT materials, interaction in TL, teaching methods and techniques, activating students on their learning, concluding the lesson and integration of the language skills. As the sampled teacher were asked, “What are the challenges to apply learnt training in the classroom?”, they replied that they cannot disseminate the learnt training in the classroom due to lack of supervision and monitoring mechanism at school level. In addition to this, there is no post training support and favorable environment to the teachers. There should be the provision of reward and punishment so that the teachers apply the learnt training in the classroom. Furthermore, there is problem in the implementation of training due to school culture, classroom diversity and lack of sufficient ELT materials and aids.

Recommendations

Based on the aforementioned findings and conclusion of the study, some recommendations have been made. For convince, the recommendations have been presented in three different areas as follows:

Policy related

- TPD training should be offered to teachers periodically.
- Training should be made more practical-driven to the teachers.
- Post training support should be provided to the teachers along with periodical evaluation.
- There should be the policy of providing basic ELT materials and reference materials to the trained teachers after completion of the training.

Practice related

- Teachers should be committed on their profession and develop positive attitude towards training that it is for classroom implementation.

- School administration, school management committee and other concerned authorities should create friendly environment and manage required ELT materials and resources for complete implementation of training in the classroom.
- There should be proper monitoring and supervision by the RP and SS at school level. The better practitioners should be rewarded and worse ones have to be punished.

Further research related. A research is a systematic study which is limited in terms of purpose and scope. Teacher training is a wide discipline and covers many aspects. The present study was confined within classroom implementation of training by secondary level English teachers only. Some researchers have already been carried out on teacher training at the Department of English Education, T.U., Kritipur, Kathmandu. The other researchers can carry out further researches on the similar area. Some of the research titles can be as follows:

- a) Teacher Training as the Revenue for Teacher's Professional Growth and Development
- b) Teacher's Perception on ELT Teacher Training
- c) Challenges of Implementing ELT Teacher Training in the Classroom
- d) Relationship between ELT Teacher Training and Students' Linguistic Proficiency

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Appendix I

Dear Sir/Madam

The interview questionnaire has been prepared to collect information for the research work entitled, "Implementation of Training skills for Professional Development of Teacher" under the supervision of Dr. Tara Datta Bhatta, Professor, Department of English Education, T.U., Kirtipur, Kathmandu. Your cooperation in responding the questionnaire and your response will have a great value to accomplish my research. I appreciate your perception and assure you that your response will be completely anonymous. Please, feel free to put your response as required by that the response made by you will be used only for the present study and will remain confidential.

Researcher

Bhawani Dhungel

Department of English Education

T. U. Kirtipur, Kathmandu

Appendix II

Classroom Observation Guidelines

The researcher is going to carry out a research on "**Implementation of training skills for professional development of teachers**" under the supervision of **Dr. Tara Datta Bhatta, professor**, Department of English education, Tribhuvan University, Kathmandu. So, your coordination will be helpful for the research. I assure you that whatever I will observe in your classes will be no harmful effect for you as well as others and I will use this observation to study your classes on the basis of following parameters:

1. Pedagogical Knowledge

- Motivation
- linkage to the previous lesson
- questioning
- relevance to the students' needs, interests and level
- Use of methods and techniques
- aspects of language teaching
- evaluation

2. Professionalism

- Politeness
- Co-ordinations with students
- Sociable
- Cheerful
- Friendly

3. Classroom management

- Use of black/white board
- Placing the teaching materials
- Students grouping
- Sitting arrangements

- Students teachers talk
- Use of modern technology
- Teachers voice
- Students' behavior, problem management

Appendix III
Model of Classroom Observation

Model-1

Name of school:.....	observation Date.....
Teacher's Name:	Period.....
Qualification:.....	Class.....
No. of students.....	

Teacher entered in the classroom. Students greeted him saying “good morning sir.” He replied “good morning. How are you?” Students said “we are fine and how are you sir?” He responds “me to fine.”

Teacher roughed the white board. The white board was placed appropriately on the wall. But the ‘white board was shining from the back.

Teacher did not ask any question related to previous. Motivation techniques were not used at all. He asked the students “where we reached yesterday? Hami page no kati pugeka thiyau” One of the student responded him “Aaja page no 56 ho sir.” Teacher turned the page no. 57 of the teaxtbook and asked “student turn the page no.57.” Last bencher students were gossiping. Teacher said, “Yo lesson grammarko present continuous related raichha. So, let’s discuss about it.” He wrote topic on the board and asked have you any idea about tense? Few students said, “yes sir tense vaneko present, future and past tense ho sir.” Teacher smiled and asked again “do you know the formula of simple present tense?” All students remained silent. He presented the rues of grammatical item with examples and explained. Like this,

Sub + V1/V5 + obj.

He/she/it= goes, eats, runs (V5)

I= go, eat, play (V1)

We/They= go, write, eat (V1)

Examples,

We play volleyball.

He play volleyball.

They eat rice.

I sing a song.

We write a letter

I write a poem.

Then, teacher asked students to rote the structure with examples. After memorizing rule and examples he requested students write the structure of simple tense with ten examples. Bell rang and he said, "Complete the classwork as the homework."Teacher leaved the class.

The following parameters have been considered while observing the classroom:

Motivating the students;

Yes

No

Revision of previous lesson

Yes

No

Use of teaching materials

Yes

No

Use of lesson plan

Yes

No

Sitting arrangement of the students

Good

Bad

Not so bad

Students talking time

Frequently

Sometimes

Placing the teaching materials

appropriate

inappropriate

Teachers voice

Audible

inaudible

Teachers' feedback

during the teaching

✓ After finishing the teaching

Coordination between teachers and students

Yes

✓ No

Use of students centered techniques

Good

✓ Satisfactory

Bad

Appendix IV

General Interview Guiding Questions

The interview questionnaire has been prepared to collect information for the research work entitled, "Implementation of Training skills for Professional Development of Teacher" under the guidance and supervision of Dr. Tara Datta Bhatta, Professor, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. I hope the informants will co-operate by providing invaluable information to accomplish my research.

Questions

1. Namaste, Your good name, please?
2. How are you?
3. Could you please tell me why you choose this job?
4. Could you please share your opinion about Teacher Professional Development?
5. Have you ever attended any TPD training? If yes what type of training did you get?
6. As English language teacher how do you feel yourself in teaching profession?
7. How pedagogical knowledge helps you for your professional development?
8. In what aspects pedagogical knowledge supports for teaching and learning programme?
9. What is workshop?
10. What did you learn from workshop?
11. I learned different methods, ideas, techniques from other teachers how they teach in classroom?
12. How workshop helps for your professional development?
13. In what extend do you implement the training skills that you have learnt from training?
14. How TPD training enhances professional development of the teachers?
15. Why you don't implement all the training skills in the real teaching classroom?

16. Why professionalism is important for teacher professional development? Do you follow it's characteristics?
17. What is classroom management in your opinion?
18. How TPD training helps for your professional development?
19. What are pre-service teacher training? How does it help for your professional development?
20. What is in-service teacher training? How does it help for your teaching career?
21. How training workshop helps for you?
22. What is self study experience? What do you do in this phase?
23. What did you do in the last phase of TPD modules, instructional counseling?

Appendix V

This interview has been conducted to collect the visible insight for the research work entitled, "Implementation of Training skill for Professional Development of teacher " under the guidance and supervision of Dr. Tara Datta Bhatta, Professor, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. I hope the informants will co-operate by providing invaluable information to accomplish my research work.

Sample Interview Transcript

Researcher: Namaste, Your good name, please?

Respondent: Namaste, myself.....

Researcher: How are you?

Respondent: Fine

Researcher: My name is Bhawani Dhungel from T U Kirtipur. Today I am here for interview with you regarding my Master's Degree thesis in Teachers Professional Development. My research seeks the trained informants and you are the best informant for my research. Could you please tell me about your personal background?

Respondent: Originally, I am from Lalitpur district.

Researcher: Could you please tell me why you choose this job?

Respondent: My father who was born in Terai, was a school teacher whose enthusiasm and motivation made me to study Education English in higher study. I impressed with my father's prestige and evaluation of time contribution to my family i.e. my children can study with me in the same school during my office time so that I can look after them. Therefore, I choose this job.

Researcher: Well... Could you please share your opinion about Teacher Professional Development?

Respondent: Ok. In my opinion TPD is a process of improving and increasing capabilities in teaching. It is a long term process.

Researcher: Have you ever attended any TPD training? If yes what type of training did you get?

Respondent: Yes, I have attended TPD training two times. But here I cannot get such opportunity. As you know it is the time of science and technology I have talk to the administration now, I hope next time I will get the chance. I learned teaching methods, classroom management, techniques, how to do action research? and so on.

Researcher: As English language teacher how do you feel yourself in teaching profession?

Respondent: After engaging in teaching field, we have to be more serious. As an English teacher, there should be a good English exposure at school. If we get the opportunity to involve in the training it helps to get different ideas regarding teaching.

Researcher: How pedagogical knowledge helps you for your professional development?

Respondent: Umm... Pedagogical knowledge helps me how to teach the students in systematic and scientific way. It is related to art of teaching.

Researcher: In what aspects pedagogical knowledge supports for teaching and learning programme?

Respondent: It makes me easy for preparing the lessons plans, developing the teaching instructional materials.

Researcher: What is workshop?

Respondent: A workshop is a period of discussion or practical work on a particular subject in which a group of teachers shared their knowledge or experience.

Researcher: What did you learn from workshop?

Respondent: I learned different methods, ideas, techniques from other teachers how they teach in classroom?

Researcher: In what extend do you implement the training skills that you have learnt from training?

Respondent: It's more difficult to use all the skills and techniques in the real classroom because of proper infrastructure and environment. If I use the projector, teaching and learning process will be more interesting and fruitful but here is no any projector so how can I use all skills in the classroom.

Researcher: How TPD training enhances professional development of the teachers?

Respondent: TPD training attempts to promote the professionalism and expertise of teachers to make teaching leaning activities result oriented and productive. Well, it makes me familiar with different language skills and sub skills, management of language classroom, preparation and use of teaching materials and so on.

Researcher: Why you don't implement all the training skills in the real teaching classroom?

Respondent: In some extend, I try to use the techniques and skills that I have learnt in the TPD training .It's not possible to use all the techniques and skills due to poor physical environment of schools.

Researcher: Why professionalism is important for teacher professional development? Do you follow it's characteristics?

Respondent: Professionalism is an important for teacher professional development. It provides me different insights regarding professionalism such as how to behave with students? What types of behavior attracts the students toward learning activities? I use the characteristics of professionalism in the classroom.

Researcher: What is classroom management in your opinion?

Respondent: Classroom management is an important thing to make effective learning process. We can only be good teacher if we can manage the diverse classroom.

Teacher should focus on physical environment of classroom that appeals the students towards learning. But, it is really tough to manage the classroom in the scenario of Nepal where, students are from different ethnic groups, linguistics background, socio-economic background. I try to implement the classroom management skills which promote the teacher professional development.

Researcher: How TPD training helps for your professional development?

Respondent: I am a teacher of secondary level. I have been teaching in this school since 2012. I have participated in teacher training two times. It helps me how to make teaching learning process more interesting and effective. Teacher training is a dominant part of teacher professional development. Teacher training helps me to implement different methods, techniques, skills and so on.

Researcher: What are pre-service teacher training? How does it help for your professional development?

Respondent: I am a secondary level English teacher. I have done my graduate level from education faculty taken major subject as English. During my I.Ed and B.Ed programme, I have learnt different theoretical aspects of teaching. I have obtained a lots of information from the course programme related how to teach? Mainly these course helps me to build up the theoretical as well as practical aspects. I have done one month teaching practices in intermediate level and one month teaching practice in bachelor level. These training practices teach me how to tackle real classroom situation.

Researcher: What is in-service teacher training? How does it help for your teaching career?

Respondent: In- service teacher training is ongoing process. TrI implement the teaching skills in thaining provides different skills, attitudes and strategies to the teachers. To be a successful teacher one must have taken part of teaching training. It supports to foster the knowledge, skills and attitudes. Training helps the teacher to be updated with the new techniques and methods. I implement the teaching skills in the classroom but it is not possible to use all the skills because of weak physical

environment. The time period of in-service teacher training 10 days within 10 days 5 days are separated for training workshop, 3 days for self study exercise and 2 days for instructional counseling.

Researcher: How training workshop helps for you?

Respondent: Training workshop is very much useful for teachers. Untrained teachers get opportunities to learn several techniques, strategies and skills from trained teacher.

Researcher: What is self study experience? What do you do in this phase?

Respondent: It is the real practice of the concepts that the teachers has learned from the experienced teacher. In this phase the teacher implement the teaching skills and strategies in the classroom.

Researcher: What did you do in the last phase of TPD modules, instructional counseling?

Respondent: In this phase trainer evaluate the participant teachers' teaching strategies and skills whether teachers have implemented the teaching skills in the classroom or not.

Researcher: Thank you for providing your valuable time.

Respondent: You are welcome.