ENGLISH LANGUAGE TEACHERS' PROFESSIONAL DEVELOPMENT THROUGH SCHOOL-BASED TRAINING: A NARRATIVE INQUIRY

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AN ABSTRACT

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Teacher education programs are more than simply conducting trainings for teachers of a particular level and sharing the ways of classroom teaching. In the changing context, teacher training programs are necessary to organize at a particular school to equip its teachers with their required knowledge, skills, or attitude for life-long professional development and perform their everyday tasks effectively in a real context.

This research reflects the views of English language teachers about their professional development endeavors in reference to the school-based training and developing their professional skills as per their particular school context. The main purpose of this research is to explore the English language teachers' perceptions of the school-based training and how the school-based training assists the teachers to update their professional skills and apply them into real classroom practices.

For this, I adopted the interpretive paradigm of research where lived experiences of the four teachers from four different districts were elicited through a narrative inquiry method. The primary instrument used in this study was teachers' interview guidelines under which they were requested to recount their lived

understandings through in-depth interviews to reveal on their experiences and perceptions of their school-based training and develop their professional skills.

I applied the theory of socio-culture as the school-based training is contextual and social values matter in the learning process. Similarly, transformative learning theory was connected in terms of developing professional skills and updating some pedagogical knowledge with the school-based training.

The study provided teachers' perceptions of school-based training for their professional development as relevant and useful events. The findings show that school-based training is one of the best practices of teacher education which the participants well appreciate as it focuses on the teachers' needs of a particular school context. Results from this study explained the prospective link between teacher training and developing professional skills. This training model has helped the teachers' to develop their professional pedagogical skills and knowledge. The results may be utilized to provide insights for policymakers, administrators, and educators on how to increase such school-focused training programs to cater to the teachers' individual needs as well as for skills transformation into the real classroom setting. The results indicated a more positive attitude of teachers' perceptions of school-based professional development training programs.

_____ 14 February 2022

Khom Prasad Ghimire

Degree Candidate

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

_____ 14 February 2022

Khom Prasad Ghimire

Degree Candidate

DEDICATION

This dissertation is wholeheartedly dedicated to my beloved wife and adorable daughter.

And equally to all gurus and teacher educators who advocate school-based teacher training modalities.

This dissertation entitled *English Language Teachers' Professional Development through School-Based Training: A Narrative Inquiry* presented by Khom Prasad Ghimire on 14 February 2022.

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I understand that my dissertation will become part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

_____ 14 February 2022

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ABBREVIATIONS

AD	Anno Domini
COVID-19	Coronavirus Disease 2019
CERID	Research Centre for Educational Innovation and Development
EFL	English as Foreign Language
ELL	English Language Learners
ELT	English Language Teaching
HOD	Head of Department
ICT	Information and Communications Technology
INSET	In-service Training
NELTA	Nepal English Language Teachers' Association
KU	Kathmandu University
PD	Professional Development
PPT	PowerPoint Presentation
SBT	School-Based Training
SLC	School Leaving Certificate
SQC	Student Quality Circle
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
TESOL	Teachers of English Language to the Speakers of Other Languages
TU	Tribhuvan University

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CHAPTER I

INTRODUCTION

This chapter deals with the short introduction of the research journey with my personal experiences working as a teacher and teacher trainer as lived anecdotes to acknowledge how I got interested in carrying out this research on this topic. It is followed by further discussions on the rationale of the study, problem statement, the purpose of the study, research questions, delimitations of the study, structure of the report, and this chapter concludes with the chapter summary.

Relating to My Research Agenda

Right after the completion of my Bachelor's Degree, I ventured my journey into teaching career in 2006 AD. I joined as a Lower Secondary Level English Language Teacher in one of the private schools located in Kathmandu Valley. The school had a marvelous infrastructure. In terms of teaching and learning, the school had offered every facility for the teachers and students. The school library consisting of several books related to teaching techniques and skills assisted me a lot in selecting books and resources of my choice. As a novice teacher, I got ample exposure of learning from language and computer lab as well. The well-equipped classrooms provided me better learning atmosphere for using them as teaching resources. Besides this, the school frequently sent me to participate in many workshops and trainings where I got opportunities to develop my professional skills. Similarly, the school had a provision of organizing teacher training once a month in the school for having discussion about the problems and challenges the teachers faced during a month.

After this, I joined another well-known private school in Kathmandu Valley where I really got good exposure in learning different teaching-learning activities. The

school had a different philosophy than the previous one. The provision of professional learning networks with national and international organizations provided wonderful experience of meeting educators and exchanging teaching-learning ideas through conferences and workshops. The mentoring system adopted by the school obviously provided me with knowledge of guiding and supporting the novice teachers. A teacher had to visit another exemplary school once a month and she/he had to present their new learnings to his/her colleagues. That provided me an ample opportunity to learn better about the situation how and where the teaching-learning was being taken into.

Similarly, I joined another well-known school in Kathmandu and worked as a head of the department. The school had adopted ICT-based teaching learning support system such as the use of smart board in every classroom, digital library, e-learning facility, high-speed internet service, and a separate computer for individual teachers. In this way, every student had a computer with them so, I could provide their assignments through email, and they could respond either. The school had adopted integrated curriculum where students used to learn all the subjects better in thematic approach. I got great opportunities to participate in many trainings including British Council and US Embassy. Being a head of department, I had to carry out different duties such as checking the lesson plans of the colleagues, organizing weekly meeting and conducting monthly training. I had to organize training for the teachers of English department. The needs of the teachers especially within the classroom teaching to meet the curriculum objectives was highly prioritized. In course of my teaching journey, I worked as an English language teacher from basic level schools to Bachelor's level colleges in Kathmandu that provided me awesome opportunities to develop my professional skills.

Meantime, I joined a social organization working in the field of education as an English language trainer and traveled to many districts of Nepal to provide training to the English language teachers. For training purpose, I visited many districts of Nepal especially in geographically remote parts of the mountainous region. When I went beyond the Kathmandu Valley as a teacher educator, I learned that the outer world of teaching beyond the valley was quite different.

My own experience of working with English language teachers and learners in those remote parts of Nepal especially in the Himalayan region brought me to the definite sets of issues that teachers had to deal with within their daily performances in these situations. In need, teachers were threatened with several types of difficulties in their everyday works. There were so many neglected needs of teachers working in remote areas such as geographically hazardous regions, remote parts, low-resourced classrooms, large classrooms and no availability of any internet facility, no opportunity of trainings, poor infrastructure and so on.

When I reached the schools of such remote parts of our nation, I found quite pathetic situation in the teaching-learning field. The walls of the classroom were dirty and the floors in the classroom were full of stone and mud where teachers were teaching more than 50 students in a class. The whiteboard in the classroom were out of use because of its faded color. Students were attending schools without textbooks. Similarly, the teachers had no ideas of curriculum for teaching. The internet facility and e-learning resources for the learning process in such classes were beyond their imagination. When I asked them about the use of teaching-learning materials, they replied that they had no teaching materials in their schools. Due to the cold climate, schools were closed for almost three months. The teachers were found teaching English adopting the oldest lecture method. They rarely got the opportunity of

participating in any professional development programs. Teachers were found not much responsive about the latest trends and issues of ELT and innovative pedagogical practices when I discussed with them.

My wide-ranging experiences of working in some well-equipped classrooms in the most developed cities and as a facilitator, conducting training programs in such difficult zones made me realize the essence of dealing with the teachers differently like conducting such teacher training programs at an individual level. Teachers in mountain regions have comparatively inadequate opportunities for involving in in-service training. The teachers get rare chances for interaction with teachers from another schools, due to many reasons, consisting the constraint on geographic situation and transport, level of school, class, etc. Provided that there is a shortage of probabilities for obtaining new information and self-refinement, teachers' proficiencies could be thus exaggerated (Chan, 2012). Teachers and students in remote regions, there is a scarcity of resources, lack of encouragement of professional development, and obstacles due to remoteness (Hsu & Wu, 2014 as cited in Huang & Shih, 2017). There was a vast difference among the schools situated in urban and rural areas. Every individual school had its own problems and teachers' needs were varied accordingly. This situation eventually made me think about the essence of the development of individual teachers conducting training at their school so that this could help them to reform the learning process in accordance with their particular requirements of teaching in a particular context.

Thus, my professional experiences, working as a teacher trainer in diverse contexts of Nepal including rural and urban areas with teachers from various backgrounds, and teaching experiences with well-equipped classrooms of the most developed city like Kathmandu, ultimately led me to think about this research agenda.

Rationale of the Study

In the context of Nepal, the conventional in-service training rely on conducting training programs and workshops out of the school setting. To live sustainably in this globalized world, sustainable education should avoid the traditional teaching model and shift into a transformative model in the context of teacher education (Bell, 2016). Hence, there is dire need of school-based training, then accepting traditional way of training which, inclines to draw the attention of policy makers of education, school supervisors, and gain the attention of teachers and school principals as well.

School-based training can provide the teachers an opportunity to get a status at school after the completion of such type of training program and strengthen their relation with school. School-based training route alternatively tended a best approach that links school management with the direct supervision of teachers due to several factors on it which develops for continuity of life-long skills of school teachers (Erawan, 2015). Hence, it is believed that school-based teacher training offers a concrete underpinning for successfully implement the skills into the real classroom context.

To the in-service teacher training, the school-based training is considered one of the most acceptable programs for developing competent teachers in schools. It is found that the multiple ways of teacher development have been incorporated with school-based training such as peer coaching, providing feedback, observing the teachers, modeling, and mentoring to other teachers. Practice is enhanced in an on-going process when the continuing professional development of teacher offers richer professional development experiences than in the case with short-term teacher development (Kelly, 2006, as cited in Alkhawaldeh, 2017). This kind of programs can

enhance the skills of teachers in the profession; advance teaching ways; endorse the teachers' personal and professional wellbeing.

The training organized by the school can address the issues related to both institutional enhancement and individual improvement. Trainers can assist the teacher-participants bring changes in their philosophies about their old-practices. Salite (2015) mentions-

> Teacher education for sustainable development is an educational paradigm that considers life-long professional development and the learning of teachers as the main hub of teaching practice. The heart of the debate on the sustainable professional development of teachers, there is the shift from the traditional one to more school-based teacher professional development. (p. 24)

This study, principally, gives distinct prominence on the school as the crucial place for practicable professional development of teachers, envisages as new model of teacher training and teacher education program rather than following the traditional one-size fits all model which as per some research studies, is extremely impractical and theoretical in nature while the current trend gets much preferences connecting with sustainable education of teachers through school-based teacher training model.

This research is quite important in the sense that there are so many teacher training programs being conducted by the government or non-government agencies however it is often questioned that the skills learned by the teachers are not being transferred into the classroom. In other words, this research is a completely new phenomenon in the context of Nepalese educational research. There are so much intensive researches carried out on teachers training and teachers' development but there is no research yet done particularly in the area of professional development of English teachers along with the school-based teacher training.

Since there are no researches carried out on the particular concern area of this topic, this study can be valuable to the department of university itself. This study is also anticipated to be useful to the potential researchers who want to commence further researches about the professional development of teachers in such areas. The present study can be of great value to all concerned personalities who are really interested in the field of teaching English and in the sector of the academic world. Moreover, the study is mostly expected to be significant to all those who are in education sectors involved as English teachers, administrators, curriculum designers, materials producers, teacher educators, researchers, academicians, policy makers, etc. The researcher anticipates that the findings provide valuable support to the concerned authorities and raise awareness regarding the notion of school-based training and any effort to be made to improve the overall teaching learning process.

My Position as a Researcher

How and where one teaches or in what situation the teaching and learning process occurs matters a lot. So far as the teaching English language is concerned, it is a foreign language in the context of Nepal and it is a troublesome job for those who do not have taken any pre-service and in-service teacher training. Teaching English is difficult in the sense that every day many techniques and skills are being emerged in the field of teaching and learning English. So, the English teacher has to be updated with the latest trends and practices being applied around the world. Teaching is a challenging job because of not having the expected outcome. On one hand, teachers have to make teaching fruitful and easier, on the other hand, teachers have to be artful and skillful. Because of having such difficulties in teaching and learning, many teachers are having obstacles on the journey of teaching careers. Similarly, the

students of such atmosphere have not got better exposure to learning. So, this issue has become global in the field of teaching and learning especially in teaching English.

In terms of teaching and learning, it is quite easy to define professional development as teachers' improvement in the course of daily activities during teaching and learning. However, do we really want to transfer the teaching-learning process in a real classroom context? Is it passively accepting anything that comes along believing that it is a way of least resistance? Why the teacher training is often questioned as the skills are not being transferred in the classroom? These questions are still unanswered. Why is the notion of teaching and learning of individuals and particular organizations' context of teaching neglected? Do the concerned authorities turn deaf ears towards such situations? Are we able to create a better learning environment? Aren't we able to cope up the situation with an alternative training model? Can we create the teaching and learning situation better with a new approach of training? What about the teachers' role, activities, the process of learning and bringing change? Do EFL teachers have acquired any professional training? What kind of lacking do they have in their schools and facing the difficulties? Are these teachers aware of the process and developing the teaching profession? These are some of the burning questions that have risen in my mind created my position as a researcher.

Problem Statement

Basically in-service teacher training involves taking teachers out of their usual teaching atmosphere to undertake a training course. The most burning issue is the trainings are conducted for in-service teachers but the context is often neglected. It is usually expected that some kind of tangible changes will have taken place after the course when the teachers return to their own school, involving their skills, knowledge

and attitudes. Pre-service teacher training does not give teachers everything they need for a real classroom situation. Thus, teachers are given in-service trainings time and again to keep their knowledge fresh and lively. As Ur (1996) mentions “The pre-service course provided to the teachers is not enough to start teaching with confidence and competence. It should also give the teachers tools and understanding for further development” (p. 317).

The teacher training initiatives report that 99% of teachers are trained (NCED, 2009). Every year, a large number of teachers are given the training organized by the government and non-government sectors. Almost every year, new teachers are being involved in teaching profession and given training and most of such new teachers who join the teaching profession are dignified as competent teachers since all of them have already received teaching qualification from different universities. However, the students' learning achievement is quite below the considerable, which simply denotes that the training skills have not been applied into the classrooms practice. "There is no positive relation between the trained teachers in school and student's success rate and “no significant difference in the mean scores of students taught by trained or untrained teachers” (Education and Developmental Service Center, 2011, p. 14). This clearly depicts the scenario that there has not been much significant impact on the students' learning outcomes with the training programs launched for better teacher performance and students' improved learning achievement.

In the current teacher training programs, another issue is seen with the application of the teacher training skills into classroom practice. Nevertheless, none of the policies relate documents specify why and how such “under-trained” teachers are produced. Several research reports notify us that the training has not been transformed into the classroom context. The another problem is prevailing on regular follow up

and monitoring of teachers that exists in our teacher training programs since there is no provision of recognizing how the trainees are undertaking the learned skills into their real classroom after completing the training and going back to school (NCED, 1998).

Teacher training and learner-centered teaching-learning activities are often discussed and highly given priorities in the policy level documents and acts. However, the practitioners often question the implementation of such policies into practices. School Sector Development Plan (SSDP, 2016) states "School and district education officers will be encouraged to implement school and cluster-based teacher development activities ranging from mentoring to participation in professional forums" (p. 70).

Similarly, the evaluation report of SSRP (2015) recommends that there should be the separate delivery mechanism for curse design, recording, appraisal, and program delivery; expand TPD as school-based teacher training program for all teachers of a particular school at one stroke. Besides diversified mechanisms of continuous professional development, containing mobile-phone and online self-learning materials, short module courses, support for progress and provisions of subject teacher networks, and school-based professional development for secondary teachers will be introduced (SSDP, 2016).

"In-service teacher professional development will include mandatory induction training for all new recruitments (including PPC teachers) for 10 days followed by school-based learning" (SSDP, 2016, p. 70).

In course of conducting the training in the cascade model, this is often quite complex to be sure of what was expected by the trainer due to the various limitations between who design the training resources and the trainee-teachers of target school

level to access the required resources to the teachers from the training spot. “Trainees’ participation before the training is completely missing which hinders the transfer of training. Similarly, there is no contact between training stakeholders after the training. This is another reason for a low rate of transfer of training” (DOE, 2006, p. 23). This informs that the training was entirely top-down approach and highly urged up on as necessary rather than focusing actual needs. This has demonstrated out the loopholes in the planning of the training as the teachers’ involvement was imperfect in the planning of level of the training programs.

Several research studies are being conducted related to the teachers' professional development and teacher training. However, the researchers have not touched the studies on the school-based teacher training especially in the context of Nepal. As the different reports mention the prevailing situation as above, there is a dire need for teacher training programs that can enhance an individual teacher's professional development. On one hand, mostly the teacher training is taken place in hotels or in training centers especially in cities which is highly impractical since one size may not fit for all and in other hand, it is much difficult to remain absent for teachers in their class as they leave the students of their class while going to participate in such training. This type of training may offer one at a time and may not be in regular basis. Providing training taking them out of their real environment to the outer unfamiliar world would ultimately lead to decline quality of teachers and obviously the particular efficiency in students' learning achievement.

Purpose of the Research

The purpose of this research was to explore how the school-based training contributes to teachers' professional development. More specifically, the study intended to reveal how the English language teachers explore their perceptions

towards the school-based training and how the school-based training contributes to the professional development of English language teachers in the context of Nepal.

Research Questions

I formulated the following research questions to guide my entire research.

a. How do the English language teachers narrate their experiences of the school-based training with reference to their professional development?
b. How does school-based training contribute to the professional development of English language teachers?

Delimitations of Study

The present study was entirely related to the professional development of English language teachers. It was delimited to one of the teacher training modalities, school-based training. Principally, this research anticipated a latest teacher training and teacher education modality which gave distinct prominence at the school level training for better professional development of English language teachers rather than following the traditional approach of one-size-fits all model. The existing traditional training model is exceptionally speculative and theoretical in nature. However, this study highly emphasized this new approach as a new trend emerged for workplace-based professional development. This study attempted to explore the perspectives of teachers with such training modality and how it contributed to the lives of English language teachers in their professional development.

Structure of the Study

The structure of this layout provides an image of the overall research accomplished. The research consists of seven chapters. The first chapter introduces my research agenda whereas the second one reviews the related literature. The third chapter deals with the research methodology and the process of conducting the entire

study. Chapter IV presents a portrayal of the four research participants who had helped to set the prologue for the study. In chapter V, it presents the English language teachers' perception of the school-based training they have reflected. Similarly, in chapter VI, it discusses the contribution of the school-based training in the professional journey of the four respondents for their teaching-learning process. Finally, in the last chapter, chapter VII, it presents insights of my research study, conclusion, and overall reflection of the entire research journey.

Chapter Summary

The introductory chapter mainly discussed why and how I was motivated to carry out this research on school-based teacher training and professional development. I started this chapter with the background of my study outlining what made me think about the research issue. I explored how my experience of working in the schools of most developed cities with all facilities and working as teacher trainer in mountainous districts made realize the school-based training. I discussed the rational of the study as professional development and how the school-based teacher training modality contributed to the teachers' professional development. I mainly focused on teacher training based on school focused helped the teachers to identify the teachers' need and the context for their skills transformation into the classroom practices. I briefly highlighted how the school-based teacher training has got its space and come to the fore in teacher education. I presented the issue how the existing teacher education modality of Nepal is often questioned relating with different findings and framed the research questions: how the new trend of teacher training modality helps teachers in their capability enhancement. Finally, this chapter concluded with the delimitation of the study including its organization of the entire study.

CHAPTER II

LITERATURE REVIEW

This chapter deals with the various literature such as concepts, theories, or empirical literature that are quite relevant to the particular topic of this research. I reviewed related literature thematically, theoretically, and empirically along with the research gap. I uncovered the notion of school-based training, professional development, in-service training, and the process of professional development under thematic review. Likewise, I linked socio-cultural theory, transformative learning theory with my research work under theoretical review. Moreover, under empirical review, previous research studies related to English language teachers' professional development process along with school-based training have been discussed. I explored the research gap based on empirical study. And finally, I have presented the conceptual framework for this entire study.

Teacher Development

Teacher development plays a significant role in nourishing a teacher's knowledge base and teaching pedagogies. Richards and Schmidt (2002) define teacher development as *"*the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically" (p. 542). During the pre-service program, student teachers find a lot of opportunities to advance their knowledge base and teaching skills in the field. As student teachers graduate from the pre-service education course and involve the field of teaching, they converted novice teachers. Novice teachers may come upon many hindrances as they enter classrooms. After the pre-service course is accomplished, there are few opportunities for them to advance their teaching skills and language

awareness as the resources they gained during the pre-service program may not be accessible. Therefore, teachers have to strive for ways of enabling themselves in order to develop and sustain their existing knowledge, skills, and more significantly their language skills as language teachers through professional development. In fact, teacher development can be supportive for both novice and experienced teachers.

Avalos (2011), as it courteously reflects many related and appropriate titles that have been discussed in current years by different scholars in this area. As we go through the articulation of Avalos' definition, we can expect that the prominence given to the teachers' professional development needs to be visible seen in the students learning achievement.

> […] professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change. (Avalos, 2010, p. 10)

The area of teacher professional development establishes a sphere of research study in its own right, with its own set of principles and models (Avalos, 2011). Teacher learning is considered as a rather conventional significance of certain procedures and conditions, which varies from single model to and multiple models rely on complex theories (Opfer & Peder, 2011), in which teacher learning is often organized as a rather uncertain outcome of recurring and vibrant progressions.

Teacher Professional Development

The concept of professional development is sometimes interpreted as individual teachers' endeavors in order to develop and advance professionally. However, it should rather be deliberated as a responsibility of teacher training or teacher education program to prepare teachers with both professional skills and knowledge more significantly to endorse professional evolution in teaching career. Lv (2014) argued that teacher professional development can be considered from the perceptions of teachers' individual psychology and teacher education, which is presumed to inspire professional development in their careers. Research on professional development can encompass views from both teachers and teacher education as the producer of teachers.

Teacher professional development explicitly focuses on developing learner outcomes that has a significant impact on learners' achievement (Cordingley et al., 2015). Hence, it is often believed that enhancing teachers' instructional practices involving effective professional development opportunities certainly enhances learner achievement. Such professional development activities provide teachers extra input that guides them foresting intrinsic motivation for their professional development. If it is done, teachers express much satisfaction in teaching when they have self-sufficiency with their professional skills. (Worth & Van den Brande, 2020).

It is noteworthy to look into professional development in both in-service and pre-service education. Pointed out that there is wide gap between in-service teacher development and pre-service teacher education, it is in the sense that when a novice teacher does not get chance to get expert teachers and learn

professional skills after joining a new school to initiate better career in teaching (Farrell, 2012).

Teacher professional development includes many procedures and activities, it has its own mechanisms that are certainly refereed by the social, cultural, political, and economic landscapes and circumstances of every specific environment (Tan & Dimmock, 2014). "In the frame of a multifaceted (situational, contextual, ecological) theoretical perception, our interest in this critique is to display the perspectives and methods to teacher professional development of definite nations profoundly dedicated to research and/or exercise in this arena" (Opfer & Peder, 2011, p. 201).

Countries around the globe are presently working on changing and bringing radical improvement in entire education system. One of the most considerable modifications familiarized recounts to the drastic transformation in the forms and way of learning consequences anticipated from students. Determined learning objectives, comprising both academic and non-academic consequences, have been established in several countries (Todd, 2010, as cited in Bautista & Ortega-Ruíz, 2015). The expectation is for schools to work fairly and competently for all students in everlastingly different classrooms, hereafter bringing change to an improved, more just and free professional development (Kaur, 2012). Transformation in this extent principally requires thoughtful renovations in policy document like curriculum and pedagogical practices, this is simply what and how teachers train to scholars (Bautista et al., 2015). Teachers in the 21st century are expected to play a crucial role in diverse aspects in schools. Gratifying these roles needs an extensive range of professional and personal proficiencies (Darling-Hammond et al., 2009). Hence, teachers are required to develop students' all-round development for which they need to be proficient enough to provide students meaningful learning and all types of opportunities.

After being a teacher, one needs to be competent enough to work collaboratively with students and other teachers to accept the opportunities that arrive as a part of learning inside and outside the school setting. Moreover, teachers require to retain definite personal ethics that permit them to perform as leaders of social transformation. They need to be capable to preserve high-standard subject knowledge incorporating social integrity supporting the student to recognize and undermine designs of discrimination and repression. Teachers need to have a belief that every individual learner differently (Darling-Hammond et al., 2009). Having such perception teachers are well equipped with this sophisticated assortment of competences such as professional skills and knowledge associated with all sorts of teaching content and pedagogy, leadership skills, cooperation, dedication in new learning, faithfulness and social transformation, etc. Currently, there is a common understanding quality of teacher is standard than the quality of an educational organization (Barber & Mourshed, 2007). For this reason, many countries across the globe are capitalizing in the incessant learning of their teachers as a foremost appliance for the development of both teacher proficiency and student educational achievement (Darling-Hammond et al., 2010).

The teachers also partner and collaborate with other organizations to create similar opportunities for teacher professional development. They learn by getting involved in activities in the field of ELT such as teaching, teacher training, lecturing, research, leadership and management, writing, and publishing (Gnawali, 2013). Providing teachers with professional development opportunities is essential since pre-service teacher education programs cannot provide them with all required competences in teaching, especially pedagogical instruction that can predominantly be developed in real-world settings (Knight 2002). Today's teachers are anticipated to

enhance their life-long education to be capable to determinedly acclimatize to new environments and react to the community's varying needs in classroom practices. Furthermore, giving teachers with professional development opportunities normally advances their career assurance and contentment, therefore teacher education or training courses for them are fairly essential to be updated in professionalism.

English Language Teachers' Professional Development

Professional development is the responsibility of all teachers to be professional teachers regardless of what discipline they teach. Language teachers' professional development is not just about "imposing fresh language teaching theories, methodologies, and teaching material on teachers" but also "a process of refreshing and reshaping teachers' existing knowledge, beliefs, morals, practices and reflection" (Guan & Huang, 2013, p. 2116).

Lv (2014) argued that foreign language teachers explicitly require to have adequate knowledge of the language which include pronunciation, vocabulary, grammar, and other related knowledge of the target language such as discourse, pragmatics, language acquisition, psycholinguistics, and the knowledge of the L1. The proficiency of using language and the knowledge of the target language are the two most important prerequisites for being qualified language teachers (Guang and Huang, 2013). They further claimed that English language teachers need to possess some theories and rules of language acquisition and language teaching including cultural differences between L1 and L2. Language teachers have to be aware that professional development can take many forms. One of the important responsibilities of the language teachers' is creating more communicative and interactive classrooms while teaching. English language teachers can obtain more confidence and competence to teach more effective through professional development activities.

Why Teachers' Professional Development?

Generally, teachers' quality is determined by the progression of students' learning. For improving the qualities of teachers and professionally developed teacher, they need to involve and enhance their quality of improving the classroom practices, constant learning, developing good curricula and curricular materials, increasing student learning, sharing knowledge, solving difficulties together, developing collegiality, and understandings among teachers and students, introducing various innovative works, proficiencies and competencies in teaching and so on. With this matter, the Australian College of Education (2005) clearly hexes out that teachers and co-teachers are necessary to enhance their professional development.

Pre-service education does not provide the adequate knowledge and skills required for the teachers in their real classroom teaching. As Ur (1996) mentions "The pre-service course provided to the teachers is not enough to start teaching with confidence and competence. It should also give the teachers tools and understanding for further development" (p. 317). Thus, in-service professional development activities are necessary for them.

Professional opportunities are often considered receiving from training programs that successfully lead to significant and lifelong changes in teaching learning, reflecting them more contextualized and prolonged involvement in professional activities with numerous opportunities for regular follow-up and support programs. Such professional development programs can be achieved with coordination internally or externally (Cordingley et al., 2015). The general understanding is that when teachers engage in professional development activities, the individual schools and the overall school sector can benefit through the retention of teachers in teaching profession that may contribute in elevation of school's fame

for effectively improved learning outcomes in students and the ways of changing teaching approaches to develop as professional development sharing best pedagogical innovation (Worth & Van den Brande, 2020).

The professional skills and knowledge related to language teaching and learning are not permanent enough. Every day new skills and approaches emerge in the field of teaching and the paradigm of language learning and teaching goes on shifting with the modification in the theories teaching. Head and Taylor (1997) say "Stale or narrowly subject bound teachers are menaced to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate" (p. 11). Thus, teaching learning process goes on for whole professional career.

The professional development trainings are often given to teachers within specific time bound however they have to carry out the learning things with professional improvement in their entire lives. Even after having long years of experience in teaching they feel the essence of refreshed themselves and attend some training courses for better teaching developing their professional efficiency in real context of teaching. A teacher simply cannot have a rest of thinking as how one has already acquired sufficient knowledge for teaching in the life and need not learn further. Being experienced only is not enough for teachers to meet students' needs and expectations.

Richards and Farrell (2005) - state,

> In most schools and organizations today, language teachers are anticipated to keep up to date with enhancement in the field, to incessantly review and evaluate their teaching skills and to take on new teaching errands according to the changing needs of the institution. (p. 13)

One of the most perplexing dynamics for teacher development in this technology-focused era is to be updated with new skills and knowledge. Highlighting the importance of being up to date Khaniya (2006) states,

> People do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left behind. For this purpose people involved in to be allowed to work for its development, advancement and continuous improvement. (p. 9)

Teachers need be acquainted with modern technology to hold the teaching profession sufficiently, then only they practice their understanding according to the need and interests of students. Not only that, s/he could be professional in his/her teaching business. Thus, it is dire need for one to be engage in constant professional development activities for the teachers to be updated.

The Concept of School-Based Training

The traditional route of in-service teacher training is simply conducting training courses or workshops for newly appointed teachers taking them out of their school environment. Those teachers are often expected to bring a kind of tangible changes into their classroom teaching after completing their training and going back to their school. Such type of training modality has recently considered as less favored alternation because of many limitations which is especially having inconsistency from training taken in one context and the system and culture of school instructions and its needs in other context. Thus, the school-based training is a crucial need for school and teachers rather than adopting the traditional way of in-service teacher training. Because of its bottom-up process in delivery and context-based nature, this modality of training inclines to get the alternative method drawing the attention of policy

makers to all education stakeholders including schoolteachers and principals (Alkhawaldeh, 2017). It has gained its popularity since it is the most possible way to teacher education program way to teacher training for better preparation in the real context-based learning for sustainable development of individual school and teacher.

School-based teacher training, as per the international literature, supports the teachers motivating towards the school-based culture and environment, especially in the area of system-driven modality. Generally, the teacher training conducted at school level bonds links with school culture and offers the teachers many opportunities to find them with suitable a condition after completing training in the same classroom context. It is assumed that school-based training program offers actual atmosphere and real context to succeed in applying the same in classroom. It is not good to assist the used practice of in-service teacher training as structures that need do with the school management and straight monitoring of teacher training and regularity of life-long skills, the scholar, alternately, inclined to prefer the school-based teacher training model (Erawan, 2015 as cited in Alkhawaldeh, 2017). The teacher education in relation to the perspective of context-lead approach has given a determination to the policy makers, educationists, and researchers of education filed to make this notion explicitly fair that the individual differences are there in the school and they may rely on the their own system and problem related cultural and global issues. Teacher education is being observed to take the lead and deliberate such concerns.

Teachers are often acclaimed to equip themselves with new skills and knowledge that are required for appropriate professional skills to commence new duties and responsibilities for developing sustainable education goal (Kabaday, 2016). For achieving the sustainable education, the concerned authorities need to avoid the

traditional way of teacher training and shift to transformative model of teaching-learning approaches to develop the responsible citizen account for the twenty first-century humanity needs for living in sustainable globalized world (Bell, 2016). Teachers are primarily requisite to expose their renewal and professionalism in teaching with this kind of new inclination in teacher education. Williamson and McDiarmid (2008) state, "The continuation of teacher education as well as teacher learning turns out to be obligatory in a lifelong learning progression which denotes the need for intensive teacher professionalism" (p. 52). It signifies that teacher education and teaching learning mostly required to sustain the lifelong teacher development implementing individual level of education and particular level of professional learning.

A new model began to be advanced in the early 1970s even though to some extent tentatively. The school-based model appeared to provide resolutions to the many implicit glitches in the course-based module. The advocates claimed that if school-based training in the sense of taking place physically within the school context would bring needs assessment easier, training would be equally suited to needs, and the obstructions to application might vanish. Some reports of school-based INSET (Pepper, 1972; Martin et al., 1973) establish that a school as a learning community, can perform better identifying and undertaking its own difficulties in an appropriate and professional mode. However, no less than the course-based model, the school-based training model has its intuitive limitations. When a school offers in-service training purposes completely with its own assets, there would be some challenges narrowness. It does not mean that a school can be realistically so valiant to acclaim that the school does not require to learn from other school, expert trainers, other researchers or educational leadership. In fact, the school-based training modality can

provide opportunity to teachers with broader educational domain in an ongoing process. However, it is obvious that a particular school needs to consider and identify what sort of problems are prevailing and what context needs to resolve it.

In-service Teacher Training and Ongoing Professional Development

Many research findings have given much importance in career-long professional learning and developing professional skills so that they can perform their excellence (Day, 2002; Niemi, 2015). The preliminary teacher preparation are regarded deficient in providing complete preparation where the ongoing professional development activities are necessary to advance professional skills and knowledge required in the particular field. Gnawali (2008) states "All types of professionals require change and growth once they start their career. The growth starts from the very beginning and continues until the retirement (professionally) and until the death bed personally" (p. 36). Hence, it is thought that the professional development activities is the process of on-going once joining the teaching profession. For attaining this process, the continuous help and support is necessary for an individual teacher to produce professional skills and apply the same into the classroom practices, the teachers need to adopt the contextual atmosphere and emerging teachers' skills (Evers et al., 2016). This means the development of the complete school atmosphere is required for continuous learning.

It is difficult to achieve consistency in school regulation, adopting own curricula, inquiry based learning practices, emphasized content without cooperative teachers (Badri et al., 2016). The need for dynamic and organized way of teacher preparation and improvement has received growing impetus as it is mentioned. When we discuss about the on-site professional development activities, this provides various ways of professional skills such as mentoring, peer coaching, modeling, observing

teachers, and providing feedback to other teachers. So far as the on-going professional development is the matter of discussion, it can be attained only after involving in continuous teaching learning process that could be short period of training course to longer period of professional activities that foster lifelong professional skills (Kelly, 2006). The current existing traditional way of professional development program does not promote the new practices of continuous development that can be enhanced by incorporating cooperative learning, peer-learning and getting peer feedback (Darling Hammond & Richardson, 2009). The collaborative learning within the same school context can develop professional knowledge required for career improvement relating to the evidence-based support by the colleagues to have ownership in their professional journey. According to Mohammadi and Moradi (2017), "On-going professional development is appreciated for teachers in applying sustainable education" (p. 54). Hence, the investigation of the insights of teachers would be a momentous endeavor in the area of professional development of ELT teachers, a new model of training for teachers.

Sociocultural Theory and Professional Development

It is claimed that individual's thought is created and advanced by involving in significant social events. (Vygotsky, 1978). It is believed that this theory gives emphasis on the social notion of development in which particular context itself is social practices or actions that are taken as phenomenon. A noteworthy influence of Vygotsky's sociocultural outlook to teachers' professional development is its prominence on the role of social context.

Wenger (2007) states-

> Learning in an educational context does not occur in a social vacuum but is seen as a set of social practices situated within a specific classroom. The

> teachers' psychological functions, skills, competence, knowledge, and attitudes toward learning are shaped in the context in which they are teaching. (p. 99)

Hence, when designing a training package of professional development, one should contemplate the prevailing circumstantial content. Vygotsky (1978) states that "learners' development can be developed effectively and promote the mature mechanism located within the zone of proximal development" (p. 57). Xu zhi xin (2015) states "Individual and group of teachers participates in activities and share different opinions within the group members to achieve the cross of the ZPD by the guidance of experts and excellent backbone teachers within their practice community" (p. 15). Zone of proximal development is an exciting and complex phase of development that attaches both the current state and the next. At this stage, the diving of ZPD visibly seen in person that transform external skills into internal skill by the supervision of another proficient guide to endorse the development of personal cognitive state.

McCafferty et al. (2006) state that teachers have their community of practices in their own schools where they receive and solve each and every problem they encounter, brainstorming and solving the problems. Similarly, the novice teachers are supported and guided by the experience teacher and transform them into expert teachers. Hence, the development and improvement of teachers' proficiencies cannot be detached from the help of institutions, collectives, and organizations.

This study applies that teachers' professional development activities like training are necessary to run in the school setting. Thus, ELT teachers may take support from experts or any others proficient teachers than them who can take role of a mediator to develop their new skills and knowledge. My study encourages teachers

and educators to work together in own school setting in order to increase their understanding level. Teachers can learn from experts out of their school or their experienced peers from whom they learn to be social and to grasp the knowledge for their professional development.

Transformative Learning Theory

Theory of transformational learning offers an individual to recognize, review, and change the organized thoughts, assumptions and beliefs that influence our predetermined actions, attitudes, values, assumptions and beliefs (Mezirow et al., 2009). Transformational learning theory is about change, a drastic and essential transformation in an individual, in how they observe the domain in which they remain, and what role they preserve within that world (Cafarella & Merriam, 2000). Therefore, transformational learning can be taken as: attaching a modest reform in assumption, thoughts or beliefs the fundamental transformation relating one's entire perception; learning may stand instantly or on-going learning to reconsider and re-story previous learning practice can push adults to have rational their practice and identify a fresh intellect of personality. Marmon (2018) adds, "Adults encounter something new… then they reflect and talk with others about the accuracy and adequacy of their assumptions being challenged. Insights often reveal the need for changing those assumptions and the attitudes, behaviors, and beliefs that accompany them" (p. 425). Transformational learning can be influential as it encounters learners' values and beliefs as formerly molded by the world around them.

This research study inspires the teachers to perceive the new understandings and skills they receive from the training and challenge their former perceptions updating new knowledge to bring paradigm shift in profession. This suggests that they are able to comprehend themselves, and their learning better. They are anticipated to

carry new changes in teaching-learning procedure directed by their past perception and the capability with the reference to the school-based professional development training.

Policy Review

After the National Education System Plan (NESP) initiative, several other policies have been implemented in Nepal. In 1993, National Centre for Educational Development (NCED) was established with a view to producing trained teachers for school education. The policy of Teacher Professional Development Implementation Guide (NCED, 2011) states that all the working teachers would be provided 30-day training within the next five years. In this training, the trainees would learn modules like classroom-based action research. However, the implementation of such training and the application of classroom research was rarely found being applied by the teachers in the real teaching-learning context. A similar intent was articulated in the School Sector Reform Plan 2009-2015 (Ministry of Education, 2009). The document stated that the teachers would be categorized into four classes: beginner, experienced, master and expert. To achieve promotion from one class to another, they would need to fulfill certain criteria.

Teacher Professional Development training would be one such criterion. For those teachers whose qualification needs to be upgraded, opportunities would be created in coordination with the Higher Secondary Education Board and the Universities. This policy indicated that the NCED was aware of the need for teacher professional development; however, there seemed to be a misinterpretation about the concept of TPD because it seemed more geared to be delivered in the form of school-based trainings. NCED's Teacher Development Policy Guide (NCED, 2011) states that teachers will have access to specialized training, not a one-size-fits-all type of

training (p. 21). It, however, does not aim beyond the training concept in matters of teacher development. Moreover, it makes a distinction between the teachers working in government schools and private schools. Neither could it provide the provision of conducting training as dividing the trainees into different categories and launched the program at the school site.

SSDP (2016-2023) mentions, "School-based and cluster level teacher development activities starting from mentoring to participation in professional setting will be implemented with the direct supervision of district and school officers" (p.70). Likewise, (SSDP, 2016) mentions as –

> In-service teacher professional development will include mandatory induction training for all new recruitments (including PPC teachers) for 10 days followed by school-based learning. During their tenure, teachers will return to the ETCs for in-service and refresher training at set times and will be linked with senior teachers to mentor and guide them in translating the obtained skills into practices in the classroom. (p.70)

Policy creator and administrators require to involve with the practitioners to critically overview on global practice and local reality in varied situation to recognize and address learners' needs through locally amenable context-based instruction Holliday (1992). However, we don’t see any relation between this SSDP policy and practices of the teaching learning process since the provision mentions are not being implemented.

Currently ETC centers are running training for the teachers. As an apex body of government, ETCs have to provide trainings to all types of teachers in Nepal. But it provides training only for the government teachers, especially for permanent teachers. The situation above indicates that this teacher training and development wing of the

Ministry is aware of the benefits that teachers can get by running training at school based. However, there is no clear policy on which professional body the teachers need to be members of and how the facilities would be administered. The existing policies do not suffice and the implementation in the bottom-up approach seems to be the need of the time as Shrestha (2008) expresses, “The teaching behavior of trained teachers in schools indicates that the existing pre-service and in-service training system needs a thorough reform” (p. 49). We can see huge a gap between the policy and the practice in schools of Nepal in terms of teachers' profession development activities and learner-centered teaching-learning activities. The implementation of such polices into practices is often questioned by the practitioners.

Empirical Review

Among the researches carried out so far, no study has been conducted on the teachers' professional development on school-based training so it has made the adequate availability of the literature difficult. Since the professional study is one of the potential areas of study for education. Regarding the studies on the teachers' professional development, an attempt has been made to elucidate the objectives, method of research, tools for it, and the findings of it are reviewed and presented below.

Al-Issa (2020) researched on Professional Development in Context: Investigating In-service Development Programs for Syrian English Language Teachers. The objective of this study was to investigate how English language teachers' in-service professional development programs affected during conflict in Syria and how English language teachers required such programs to assist the teachers to enhance their professional skills. For the data collection purpose the structured survey questionnaires and teachers' journal-logs were studied adopting a mix method

research. The study provided a concrete information that Syrian EFL in-service development programs were highly effective that addressed both the teachers' needs and the students' language-learning needs.

Hartono (2016) carried out a qualitative study on EFL Teachers' Perceptions and Experiences of Professional Development. The objective of his study was to observe the perception of six EFL Indonesian university teachers on professional development and their experiences with it. The data were gathered through interviews and analyzed using thematic analysis. The results informed that the professional development activities of the participants were mainly determined with engaging activities such as pedagogical practices, attending professional programs and practices. The participants were highly engaged in the pedagogical practices for their professional development.

Gnawali (2013) carried out a qualitative study on "English language teacher development through professional associations". The purpose of this research was to explore the strategies of 10 English language teachers employed through teacher association for their professional development. The data were elicited through interviews and examined using thematic analysis. It was found that the professional development activities included organizing events, publishing, running blogs, maintaining mailing lists, and providing opportunities for foreign exposure and higher studies. It was also concluded that the EFL teacher associations are learning organizations that build their strengths through their members: the better the mechanism of the associations, the better the learning for the members and the associations.

Sharma (2012) conducted a research "Effectiveness of school-based teacher professional development programs." The purpose of this research was to inspect the

effectiveness of the school-based professional development of teachers. For eliciting data, mixed-method was employed with the two selected school for case study interference to the professional development. Survey questionnaires, semi-structured interviews were the dominant instruments adopted to elicit the data from the field. The findings of the research concluded that the school based-professional development activities for teacher can be effective if the planning and procedures are well structured. The proper planning with strategic vision and mission working strictly focusing the prescribed curriculum and materials by the ministry of education can lead to develop the professional development of teachers in school level.

Rijal (2011) researched “Opportunities and practices of teacher professional in school setting". The prime objective of his study was to explore the different strategies and methods of teachers practice for their professional development, various opportunities the school offers for their teachers’ professional development, and how the teachers mark the most out of it. The findings of the research suggested that there are school-initiated activities and teacher-led activities that benefit the teachers. English teachers share a common understanding that teacher professional development is an ongoing process that is meant to make teacher better in what they do.

Evans (2010) conducted qualitative research on Teachers’ Perceptions of School-based Professional Development. The aim of this study was to observe teachers’ attitudes over school-based professional development and the transfer of professional development practices into classroom pedagogy. The primary instruments used in this study were a teacher survey and a teachers’ interview guide which asked teachers to reflect on their experiences and perception of their school-based professional development experience. The finding of this study was the

effective professional development can indeed have an impact on student achievement and change teacher practice.

From the afore-mentioned description, it is known that a number of research studies have been conducted in the area of teachers' professional development centering on different issues, aspects, and effectiveness of teachers' professional development programs. However, particularly, the research study about the teachers' experiences of their professional development with the school-based training is not done. Hence, this research will attempt to get the new experiences of studying the new area.

Research Gap Analysis

I went through the dissertation by Al-Issa (2020) on Professional Development in Context: Investigating In-service Development Programs for Syrian English Language Teachers. It was highly focused on the impact of in-service professional development programs for Syrian EFL teachers. Hartono (2016) on "EFL Teachers' Perceptions and Experiences of Professional Development". He highlighted how the EFL university teachers explore their perception of professional development activities in their professional practices. Similarly, I went through the next research by Likewise, the study by Gnawali (2013) on "English language teacher development through professional associations:" mostly focused on the process of how teachers' association can contribute many ways to the professional development of English language teachers. Another research by Sharma (2012) on "Effectiveness of school-based teacher professional development programs gave emphasis on identifying the usefulness of professional development activities by the school-based engagement.

Then I went through the research by Rijal (2011) on "Opportunities and practices of teacher professional in a school setting". It highlighted the school-

initiated activities and teacher-led activities that benefit the teachers in professional development. Finally, I went through the dissertation by Evans (2011) on Teachers' Perception of School-based Professional Development. Research highlighted teachers' attitudes toward school-based professional development and the transfer of professional development experiences into classroom instruction using the mixed method.

In the above numerous researches, I did not see any of them was exploring the school-based teacher training for the professional development of English language teachers. I, therefore, am very keen to carry out research exploring how the school-based training helps the English language teachers in improving their professional skills linking sociocultural theory to explore how social involvement plays an important role in the improvement of intellect. Moreover, I incorporated Transformative Learning Theory to explore how teachers are able to focus on their former perception and view new skills in order to experiment their prior beliefs. This helps them to bring new changes in teaching-learning process guided by their past perspective and the ability with the reference to the school based professional development training.

However, my study explores how the new model of school-based training contributes to the English language teachers developing their teaching-learning skills for their professional development.

Conceptual Framework

This section simply synopsizes the conceptual framework of the entire study. It relates to different components of school-based training that assisted me to gaze over the roadmap to construct a new body of knowledge.

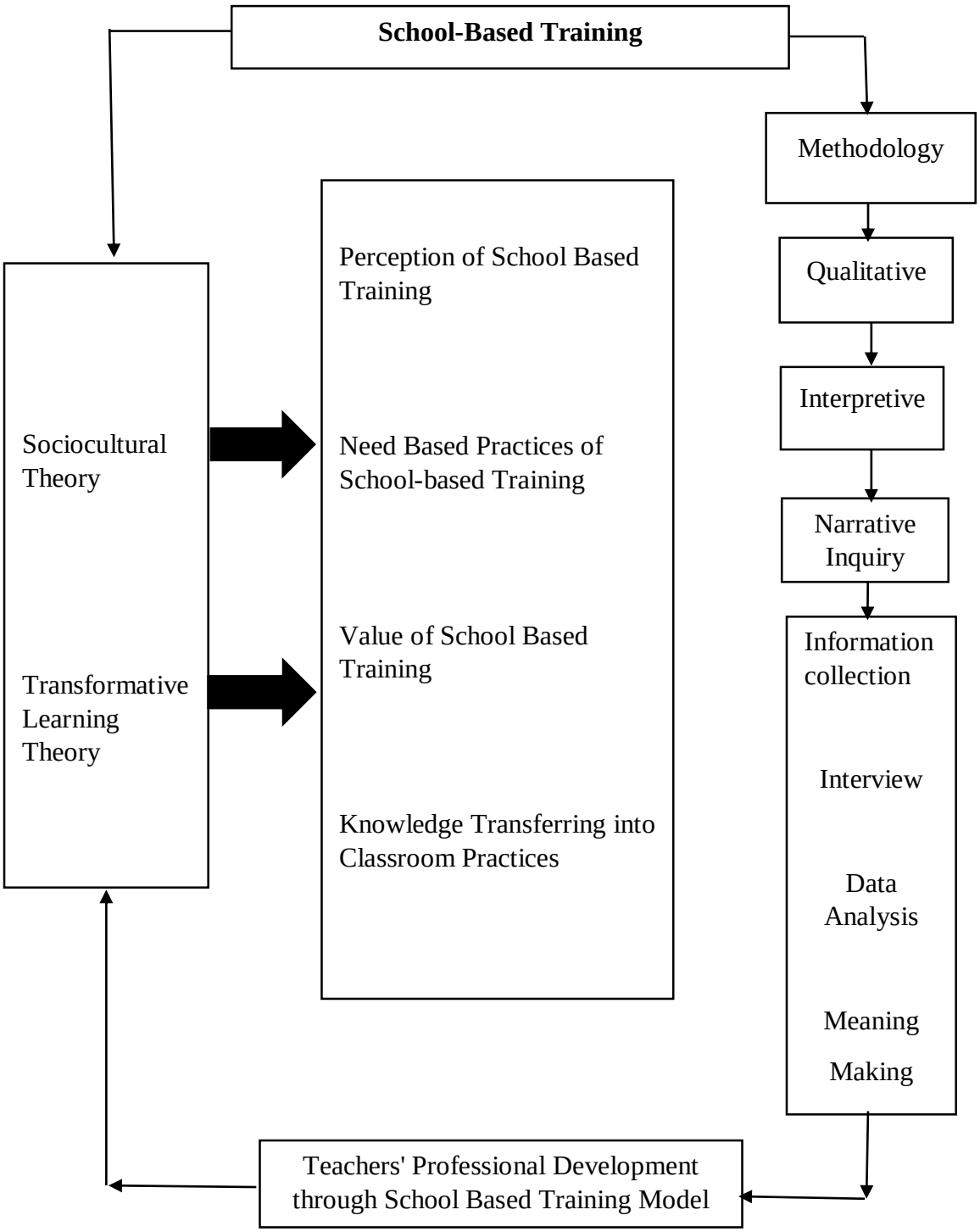

Figure 1: Conceptual Framework

Chapter Summary

In this chapter, I reviewed available literature thematically, theoretically and empirically. Firstly, I reviewed teacher education as a part of professional development teacher development, teacher professional development, language

teacher professional development, why professional development, the concept of school-based training, in-service training, and professional development under thematic review in this study. Under thematic review, I attempted to clarify what is school-based training and how it supports teachers' professional development activities.

Secondly, I incorporated socio-cultural theory and transformative learning theory to connect the theoretical issues of this research. Lastly, I reviewed some previous related researches carried out by other researchers to support my themes as an empirical review and witnessed the research gap to acknowledge how my research was different from the studies conducted by other researchers. Finally, I concluded this chapter with the conceptual framework to show how my research has been guided forth.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodological procedures that I applied while carrying out this study as a road map (Porta & Keating, 2008). It begins with an interpretive paradigm to shape philosophical foundations: ontology, epistemology, and axiology. Then it follows how narrative inquiry as a research method is applied in this study. In the same way, it portraits the description of the meaning making process adopted in this research applying thematic, structural and performance analysis by Riessman (2008). Finally, the chapter concludes with the quality standards and ethical considerations employed in this study.

Philosophical Assumptions

This section reflects the ontological, epistemological, and axiological assumptions of research concerning the professional development of English language teachers through school-based training.

Ontological Assumptions

In interpretive research, the nature of reality is subjective. As Neuman (2016) presents positions of ontology namely realist and nominalist. Therefore, being as an interpretive researcher, my perception and feeling is nominalist i.e., relativist where I aim to experience the real world through the scheme of interpretation and inner subjective analysis. I believe that every teacher views differently on the same concept. Here, I mean to say, the perceptions and practices of English teachers on school-based training are quite different and these realities are interpreted and analyzed using social conditioning approach. I explored the narratives of English language teachers through multiple realities (Creswell, 2007). Most of the English language teachers involve in

different activities like attending seminars, workshops, training, and conferences to develop their professional skills. Moreover, they were engaged in different professional activities like preparing lesson plans, classroom organization, applying learner focus teaching, developing and applying materials after receiving the school-based training in their workplace which helped them develop their professionalism.

Epistemological Assumptions

The epistemological assumptions in my research study were deeply rooted in ontological assumptions. Epistemology explores how I know and what I know (Kafle, 2013). In this case, there is an empirical world along with interpretation and subjective understanding. The epistemology can be different from participant to participant with reference to my study. The knowledge on my research study was assembled through inter-subjectivity i.e. through interaction with self and others i.e. acquiring the experiences, feelings, perception, and meaning within relative context. To achieve it, as Creswell (2008) asserts one maintains closeness and collaborates with participants. Therefore, I inspected my participants and asked them report their lived experiences in the form of their stories. My role was an active listener and my participants were active storytellers to explore it to my readers (Chase, 2008). Since my research design is qualitative and the paradigm is interpretive, my repertoire of knowledge was built through my personal experiences, knowledge gained reading different literature, and the participants' experiences, views, opinions, and beliefs acquired through the research. My epistemological beliefs are relying on subjectivity. Every participant had their own untold stories of training and teaching (Costa, 2005) to share with me. While searching them with different queries based on the interview guidelines, they recounted their lived experiences with me.

Axiological Assumptions

The philosophy of axiological assumptions is actually related to value. I often believe that teachers' knowledge over professional development is really important. Axiology, in this case, refers to my values of carrying out this research. It is the science of how humans value and make a value judgment. It is related to personal truth. In this study, the participants were the narrators who shared their lived experiences as a form of a story. I acted the role of an active listener to jot down the narratives they shared with me and converted it into academic research. After collecting the information, I transcribed, verified, and interpreted it with the help of supportive literature. I explored the 'new dimensions of their genius and insights' (Kincheloe, 2008) by interpreting them based on my understanding. The overall development of education can be achieved if we give more importance to this particular issue.

Interpretive Research Paradigm

To carry out this research, I used my lens for looking at the world view was none other than Interpretive Research Design. I selected interpretivism as a research paradigm to carry out this study as it is "associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructionism, phenomenology, and hermeneutics; approaches that reject the objectivist view that meaning resides within the world independently of consciousness" (Collins, 2010). As Neuman (2015) emphasizes the social reality is what people perceive it to be, I planned to use it to produce meaning and actions of English language teachers from my research site who joined school-based training. In this connection, I gave much emphasis to the principle of inter-subjectivity. It claims that the researcher as participants and other participants as respondents had interaction

and brought the ground reality on what and how aspects. It means, I used my standpoint along with participants' perspectives to generate meaning.

Being a researcher, I took a subjective standpoint that seeks knowledge as something generated through the interaction between the world and the individual. Similarly, my research is not a plastic version (Cohen et al., 2011). I gathered the different understanding and perspectives from the different participants and elicited the real perception on my research agenda. Therefore, my role as a researcher and research participant was as states observing phenomena inside the system because the situation that I went to study was crucial and critical, that may develop possible thinking deep (Williman, 2011; Saldana, 2015) for meaning and sense-making. In other words, I went for prolonged engagement by generating context-based understanding of participants' thoughts, beliefs and actions associated with the social actions (Taylor, 2014) as how that shaped their mindset to bring new changes.

I believe in multiple realities while carrying out the research. Therefore, this study does not claim a single reality. I assumed different people have different beliefs, thoughts, and assumptions. Qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study (Lodico, 2010). Hence, I explored the perceptions and practices of my four participants, thematized, and interpreted them with the help of the literature available. Usually, these relative realities are a source of knowledge to understand how English language teachers develop their professional skills with school-based training. I gave more emphasis to the narratives of everyday lives and their actions (Denzin & Lincoln, 2011) in the classroom and outside the classroom to explore their multiple realities. I chose this paradigm to unpack the narratives of English language teachers regarding their views and understandings of how they develop their

professionalism. Initially, I collected information through phone calls and got recorded as it was not possible to meet them in person during the pandemic situation. Later I visited them in person.

This paradigm helped me make meaning out of their lived experiences. The repertoire of knowledge was built through my personal experiences, classroom observation, and interview with my participants. While going through it, I had prolonged interaction with research participants standing in their shoe and looking through their eyes on their real practices or involvement for developing professionalism with school-based training. In this way, interpretive controlled my research project as I explored the lived experiences of English language teachers from the respective research site.

Narrative Inquiry as a Research Method

Narrative inquiry is a paradigm of research, which focuses on the study of experiences understood narratively. A narrative is regarded as a story, a process of recognizing, creating meaning, and presently as an approach of inquiry (Barrett & Stauffer, 2009). It is a method of thinking about and studying the experience. Saldana (2015) states-

> A narrative is a storied account of events, a symbolic representation of knowledge and experiences. It documents, in written, visual, or oral form, participant actions, and emotions, yet does so in such a way as to grab the reader's or listener's attention and engagement with the tale. (p. 169)

Storytelling, therefore, is also regarded as therapeutic and helps one identify oneself. So, in my present research, I focused on understanding the experiences of the participants i.e. my focus was on how EFL teachers receive training and develop their teaching profession after receiving school-based training. In educational research, this

principle resolves that human are storytelling living beings who have personally, socially untold stories with them. Therefore, this is a study of how people experience the world. I believed that English language teachers are storytellers and characters in their own way and the story of others. I lived with my participants' stories to construct and reconstruct narrative plots (Cennelly & Clandinin, 1990). I then generated themes and analyzed them with the support of literature.

I collected the data in the form of the story which is considered as the raw data in narrative inquiry. I take this method to study more about the historical experience, culture, culture and lifestyle of my participants. I generated data as a form of narratives for which I used interviews that implored stories of my research participants (Butina, 2015). I shaped the atmosphere to explore internalized, developing and integrative stories of my participants (McAdams, 2008). I generated themes on the basis of the narratives. I indorsed credibility by sharing interview transcription and the draft of the final report to make sure I represented them in their ideas accurately.

I applied a narrative inquiry as a formation of the remarkable world in which experience is arbitrated by the story (Xu, 2009). I used this method to explore the personal narratives of my four participants (Chase, 2008). As my research objective was to explore the experiences of English language teachers, I used a narrative method to uncover lived experiences of my participants. This method represented as a suitable tool for evolving an in-depth understanding of English language teachers' who attended the school-based training (Merriam, 1998). This approach also provided me an opportunity to interview, transcribe and make me carve the whole story. I collected information through the collaboration between me as a researcher and English language teachers as my participants (Clandinin & Connelly, 2000). My

participants shared their untold success and sad stories about their experiences with me in chronological order as a friend. I collected information in a form of words, texts and stories rather than statistical data (Clandinin & Connelly, 1990). While interviewing my participants, I established a good rapport among them. I had generated diverse themes and different strategies of professional development as my participants were from diverse institutions, ages, levels, and they were affiliated with different professional organizations (Benson, 2004). I enquired about their past experiences, the present situations, and the plans for the future as well. While studying their professional development experiences with school-based training, I focused on finding intended and implemented, felt and seen, conception and perception in the form of meaning-making process during the interaction with them.

Selection of Research Site and Participants

Since my study is related to English language teaching and developing professional skills with school based-training, for the successful completion of my research initially I had to find the appropriate participants which was the most difficult task to meet such participants. Through the rigorous process of finding the suitable participants for my study at the beginning, I started taking narratives from two (1 male and 1 female) participants who had already attended the school-based training. As per the nature of qualitative research, the number of participants could be flexible. I kept on adding the participants until my data got saturated. According to Creswell (2008), the small size is useful for analyzing the data properly. Therefore, by the end of my research journey, I selected four participants (2 male and 2 female) altogether who had already participated in the school-based training and had got much experience from institutional schools representing from Lalitpur, Nuwakot, Kavre and Kathmandu districts of Bagmati province having experience from four to seventeen

years in teaching. I chose Bagmati province for my research site as I could easily meet my research participants and interact frequently as per my need. I set some criteria to select my research participants. Teachers teaching English language from grade 6-10 in institutional schools and attended at least 2 school-based trainings were the criteria of selection.

Firstly, I started with one male participant, Bipin [a pseudonym] based on purposive sampling. I generated his narratives through interview, and recorded them with his prior consent. I listened to his narratives several times and transcribed them without excluding any hidden meanings. I modified, added and edited some questions before I went to the second participant, [Ritika]. As the data was not enough to analyze and make meaning, I had the second participant share her personal stories. I was not happy even with her narratives. I was not rigid in terms of participants' selection as I followed the qualitative research design. Finally, I happened to interview the four participants until my data got saturated. The four participants who supported me a lot to elicit the data were; pseudo named as (Bipin, Ritika, Diwash, Anupa). While selecting the four participants, I tried my best to make gender balance. I took both male and female participants for my research. Though initially, I desperately wanted to meet my participants in person, it was not possible due to the global pandemic spreading throughout the world. However, after the pandemic situation was normal, I got the opportunity of visiting them in person for my third interaction with them. I took the interview by contacting them on the mobile phone earlier in the first and the second interview. But when I realized my data were not enough, I visited third and fourth times to my all participants after the Covid-19 situation got normal. Even I contacted my research participants time and again until my queries were satisfied via phone too.

Information Generation Strategies

For the information generation process, I collected through an interview applying certain strategies used at the discretion of the user and matched to the task at hand (Corbin & Strauss, 1998). According to Kvale and Brinkmann (2009) the qualitative researchers use interview as an attempt to understand the world from the subjective point of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations (p.1). The interview is a common technique to collect data in qualitative research. Cohen et al. (2011) define "An in-depth interview as a two-person conversation initiated by the interviewer for the specific purposes of obtaining research relevant information as content specified by research objectives of systematic description, prediction or explanation" (p. 351). That's' why, I chose to use the interview tool to elicit the teachers' situation regarding their involvement in school-based training programs and their ways of developing professional skills along with it.

Thus, in order to get participants' experiences, I built rapport with teachers and with the management of the school as well. After this, I made an appointment with teachers as my participants for data collection. I first developed some interview guidelines related to my research topic. Then, I went to the participants with those guidelines and took the interview. Only open-ended questions were asked to collect information from the participants. With the consent of my participants, I recorded the interview on my device for future purpose. I listened to the interview several times and transcribed them without losing their meanings.

I went through all of the interview transcriptions and generated themes in the margin of all of the transcripts to assist understanding the overall meaning of the information process. Saldana (2016) states "Coding is thus a method that enables you

to organize and group similarly coded data into categories or “families” because they share some characteristic – the beginning of a pattern" (p. 9). I color the coded texts within different sections and fragmented the texts into several parts by cutting and pasting sentences onto cards to support locating the text passages and to track files proficiently. Creswell (2013) stated that qualitative researchers make notes in the borders of transcripts to record overall thoughts about the data at this stage. While transcribing the data, I maintained the clichés and grammar rules. Finally, I got the data verified by letting them read the transcription which led me to maintain the authenticity of the collected data.

Meaning Making Process

After collecting information from the participants through the in-depth interview, I attempted to match the interview with the written transcriptions. The collected information through the in-depth interview was analyzed, interpreted and discussed systematically. At first, I transcribed the recording data of participants and analyzed them. Then, the data was tabulated to the respective categories on the basis of key focusing questions, and coding was made both in terms of themes and participants. I paid much attention to the participant's information while analyzing the data to mark the varied situations. Then data was studied and analyzed thematically based on transcribed interviews followed by interpretation. I tried to maintain dialogic and presentational writing. It helped me to put reflection in the form of a narrative description. To backing the major themes, I generated sub-themes and analyze those themes applying Riessman’s (2008) method of thematic analysis to interpret and analyze the narrative data. Setting the context, I presented data and interpreted them with the appropriate meaning-making themes. Then I sketch the narratives for a storyline. I planned to write each teacher’s narrative under separate topics as each

narrative stands as individual teachers' narrative of school-based training as their lived experiences and the sense they make with experiences.

Quality Standards

So far as the quality standards are concerned, actually, in qualitative research, there are no permanent quality standards. Therefore, Guba and Lincoln (2005) say universal criteria are problematic, if not fruitless. As a qualitative researcher, in this study, I wore a lens of a multi-paradigmatic paradigm. It is very important to maintain quality standards while doing research work. It helps to authenticate research work. While carrying out this research work, I followed trustworthiness and authenticity (Guba & Lincoln, 1989) as my quality standards.

Trustworthiness

In qualitative research, the trustworthiness of the study is often being questioned by positivists researchers as the perceptions of legitimacy and consistency may not be articulated in the similar way in positivists' nature (Shenton, 2004). However, I tried my best to ensure quality standards letting my participants verify their information narrated by them in the form of a story (credibility), internalizing their thoughts and making some editions and modifications without losing their meanings and interpreting those texts with the help of literature (transferability). The information generated from the participants and the interpretation made by me with the help of the literature was generalized in different contexts (Given, 2008). For establishing credibility, prolonged engagement was made between the researcher and the participants. I measured similarities between constructed realities and reconstructed attributions (Guba & Lincoln, 2005) for ensuring quality standards. I talked to the participants informally in the beginning to make them feel comfortable

and narrate their lived experiences. I took consent from my participants to record their voices for future interpretation.

Authenticity

For authentication, I collected lived experiences of English language teachers teaching in the institutional schools (Given, 2008). I built a good rapport with them to ensure trust among the participants. I made a prolonged engagement with them. I followed fairness and ontological authenticity (Taylor, 2014) as my standard qualities. I included the original voices of my participants without affecting their intended meanings. An in-depth interview was conducted to generate information from the participants.

Ethical Considerations

Ethics refers to a professional code of conduct or norms for conducting any research that designates between what is acceptable and what is not. This present research project too, represented the actions that I did from the preliminary stage of thinking of the research topic to the last stage of analyzing and interpreting the collected data along with presentation. To quote Walliman (2006) “Value of research depends on its ethical veracity (Genuineness, objectivity, exactness truth) as on the novelty (newness) of its discoveries” (p.146). Therefore, in this regard, here, I strongly say that I was abiding by ethical authenticity i.e., genuineness or truthfulness. But I cannot claim that I have objectivity and accuracy in my research since I have subjective multiple realities. However, I maintained my professional qualities in reporting, giving credit, avoiding plagiarism even in authenticity. Similarly, I maintained ethical issues particularly from the viewpoint of my respondents without making them harm or giving psychological torture (Kumar, 1995). Therefore, I did not carry out any kind of activities that might harm my participants psychologically

and emotionally. I did not think of discriminating among my participants concerning their professional activities (McByrney, 2007). I was aware of taking the consent from the participants (Creswell, 2011) to record their lived experiences in the form of stories on my device. I assured them to maintain the confidentiality of everything that I had recorded from them. Before I took an interview with them, I unfolded the purpose of my research clearly. Furthermore, I used privacy, anonymity, and confidentiality as ethical standards. Further, I tried to be away from academic misconduct rejecting plagiarism, falsification faulty data gathering, and misleading production.

Privacy and Confidentiality

As a researcher, I was aware of maintaining confidentiality about the information collected from my participants thinking that the information they shared with me was sensitive. I had already made it clear to them that I would not disclose their information at any cost for other purposes except using them in my research and so I maintained. The information they shared with me was solely their personal views and matter. Therefore, I did not disclose their information to any other colleagues before making it available to the readers. The participants were informed about privacy, using pseudo names and pseudo school names in disseminating information (Cohen et al., 2011). When I was too close with them while conducting the information, I came to know that they were being threatened by the school administration, seniors and colleagues as well.

In addition, I used the pseudo names of the people they mentioned while narrating the stories so they would have no problems. Hence, I retained the ethical considerations as my responsibility ethically (Fraenkel & Wallen, 2009). I did not reveal their personal matters without their consent.

Anonymity

I followed anonymity to make my narratives more natural. The use of pseudo names kept them anonymous. I coded their real names and replaced them with pseudo names. I did not use any information about my participants so that they could be easily identified by the readers. I tried my best to hide their real identity to demonstrate how they were constructing their identities.

Fairness

As I chose the participants from various zones and as far as inclusiveness, I did not discriminate against any of them on the basis of their race, age, gender or qualification. I gave equal significance to all the participants and made sure that everyone had a voice in my research work. I behave all research participants fairly by including all their views and perceptions.

Chapter Summary

In this chapter, I adopted an interpretive paradigm to look at ontological, epistemological, and axiological considerations as philosophical considerations. I chose narrative inquiry (which helped me generate data in the form of a story and make meaning out of the stories) as a method of my study to explore the processes of professional development of English language teachers. I took participants' narratives as my information generating approach as stories are used as the raw data. I developed themes and sub-themes on the basis of the narratives collected from my participants. For collecting data, I selected my participants from Nuwakot, Kavre, Kathmandu and Lalitpur, districts of Bagmati province as the research sites. I started with two participants in the beginning and came up with five participants until I got my data saturated. I followed trustworthiness and authenticity as quality standards and used privacy, anonymity and fairness as ethical considerations of my study.

CHAPTER IV

PARTICIPANTS' VIGNETTES

This chapter presents the narratives of my four research participants collected from field research. All the teachers have their own untold stories related to their professional experiences in the journey of teaching since they are quite different from each other. These differences can be varied from each other because of their individual beliefs, thoughts, schooling, home environment, the culture they follow, social norms and values, ethnicity, gender, age, educational qualification, etc. Therefore, in this part, I have portrayed the individual profile of my four research participants.

While presenting their stories, I have used pseudo names as (Bipin Bhatta, Ritika Shrestha, Diwash Limbu and Anupa Sharma). The experiences they gained from their personal practice are associated with their professional achievements and success. The narratives of each participant are also presented based on those themes generated respectively. In the course of this analysis, I have found interesting stories and experiences of school-based training with them.

Bipin Bhatta

Bipin [a pseudonym] was born as the second child of a middle-class farming family in a remote area of the far western Nepal in Baitadi District in 1990 AD. His parents used to work in farm and in a small grocery shop owned by them in village to educate them. He was an introvert since his childhood. Remembering his childhood days he said that he did not use to talk much with senior people in family and society as he was taught not to speak much with respected people for being a disciplined one. He used to speak and play with his friends once after getting much aquatinted. He was

always cooperative and social from his early age. He was an average type of student in the class as his position was often the second or third when his academic result published in his early grades. However, he improved his performance in his higher educations since he got first divisions in every result after he completed his +2 level. He had a strong zeal to bring some changes if he found something important and new for him around his home, school, and society. His grandfather and father used to teach him some religious books like Ramayan, Mahabharat about the good morals and characters that ultimately led him to become a change agent of society.

Getting Educated

He was sent to a government school, Bijaya Primary School (pseudo name) in his village which was half an hour far from his home at the age of 5 with his elder sister. He completed his primary level education in 2001 from the same school then went to Bhanu Secondary School for his grade 6 onwards study walking an hour far from his home. He accomplished his SLC in 2006 with the second division from the same school. After the completion of his SLC he joined plus 2 in education stream with English as a specialized subject even though there were options for science and education stream. Remembering those days he further shared,

> *When I passed my SLC in 2006, I had only two options, whether I had to go in science stream or education stream. And I was not interested in science as many of my friends said that it was difficult to pass so I joined in education. I chose English as a specialized subject to be able to speak English. But I didn't have any idea about education stream that it was for the teaching profession. But after a few months later, I realized that studying the education stream was especially for teachers and then I started focusing my efforts towards becoming a teacher.*

He completed his the then +2 education from the same school in 2008 securing second division. Then he was admitted for bachelor's degree in education majoring English in Bhanu Multiple Campus affiliated to Tribhuvan University located nearby in the same school. He accomplished his bachelor's degree in 2011with first division. After this, he went to Kathmandu to join his master's degree in Tribhuvan University since some of his friends planned to go to Kathmandu and his parents also permitted him to go to better place for higher studies. He attended the entrance exam where he secured his first position as a topper at the merit list then he joined the department of English language education at TU. He was the first batch student of the semester system implemented in TU. His class could not run regularly due to students' agitation against the university's decision of implementing semester system. He said that his class started 6 months later only. During that gap, he, along with his friends, used to go Tahachal Campus for study. He accomplished his master's degree in 2015 with a 3.65 GPA since he put more effort in his study.

Early Days in Teaching

When I asked him about his teaching career, he replied to me that he began it in 2014 from one of the private schools in Kathmandu. He shared his past experience:

> *Theoretically, I had completed my master's degree after two and half years of study from the central department of English education, TU. Then I started searching for a teaching job thinking as thesis writing would take time to complete. One of my teachers informed me to visit a private school located at Kirtipur. They asked me for a demo class in grade 10 when I went the school. The Principal gave me the poem "Stopping by Woods on a Snowy Evening." I had received positive feedback from the students. The next day I received a call from the school to join from the next day. I was given to teach English*

from grade 6-10. I completed one session as a secondary teacher in that school. My journey of teaching began from there.

He left the first school and moved to Bidhur, Nuwakot district for teaching English as a secondary level teacher in a private school. I asked him the reason of leaving the first school then he replied to me that he left since the school could not fulfill his demand of salary. He worked at Bidhur for around 6 months and moved to Chitwan for working in a government school as a secondary level teacher located at Bharatpur. After one year's service, he left that school and again moved to Nuwakot to join in one of the private schools located at Bidhur for teaching English for grade 8-10 at day shift and for grade 11 and 12 in morning shift. I asked him the reason of leaving the government school and he replied to me that it was for contract position funded by the province which was not extended further.

I asked him about his classroom practice and learning, he replied that he did not have much experience before starting teaching at school except teaching practice in B.Ed. and M.Ed. study. However, he had theoretical knowledge as he had completed all level of study from the education faculty. He had strong belief and assumption in him that he had great knowledge so he could do great in teaching at the beginning. He further shared,

In the initial days, I got some problems in teaching like I wanted to become much closer to the students but they did not obey me. Hence, I became a bit strict and used to give minor punishment to the students. I found they were not much attentive to me but I did not notice that it was due to my same way of teaching. I had a lot of problems with communication while teaching English in my early days. However, I tried hard effort to improve those shortcomings.

He faced a lot of problems during his early teaching career such as lack of self-confidence, students' behavior management, class noise, fear of committing a mistake, observation by other teachers and the principal while teaching, questions raised by the students, etc. In the initial years of teaching he did not teach listening and speaking skills to the students. He solely used textbook- teaching since there was a culture of course completion. When I asked him about his participation in training programs, he replied that he wanted to participate in some workshops, training, or seminars related to teaching issues as he was having problems with classroom management, teaching pronunciation, and many more. However school administration rarely provided such opportunities to teachers. He used to ask other experienced teachers and his colleagues when he face some problems. He said that he did not receive any training when he taught in Kathmandu but he attended some school-based trainings organized by his school and Bidhur Municipality later on. He further said,

> *After attending those trainings I received some techniques and methods of teaching such as classroom management, behavior management, student-centered teaching, designing materials, lesson planning, etc.*

He shared that some of the techniques like classroom management and teaching using materials really worked a lot for his everyday teaching.

In the Recent Years

He likes to learn the changing trends of teaching and learning around the world so he often attends conferences organized by British Council, NELTA, and other training programs for his professional development. He participated in two school-based professional development trainings organized by his school and other 3 trainings by Bidhur Municipality and compared his past days with current professional skills. He gradually began using some materials in the classroom like

displaying some pictures and asking them to narrate scenes. He applied the learned skills from trainings in classroom management simply as rotation wise seat planning, mixing the weak and strong students, devising the students into the group. He recalled his school-based trainings and its application in teaching. He further said,

> *When I attended the school-based training first time in 2018 at my school, I learned some techniques of classroom management. I used to give punishment to the students when they made noise and I used to ask questions to control them but after attending the training, I learned that it was not only the solution. Sometimes, I have started using locally available materials such as newspaper cut out, photos, real objects, etc. so far as practicable. I activate my students through group work, pair work, interaction and discussion.*

He shared the positive impact on his teaching after receiving the school-based trainings. Participating in all the programs run by his school helped him a lot in bringing some changes and improvement for his professional skills. Nowadays, he often attends conferences, training whether that is school-based or outside. He finds himself refined in his teaching and learning activities in comparison to his bygone. Moreover, he shared that he would like to be a professionally renewed teacher and teacher trainer strengthening his professional skills in the days to come.

Ritika Shrestha

Ritika [a pseudonym] was born as the first child of her parents at Thasikhel, Lalitpur of central Nepal in 1987. She was quite good student in terms of her study from her early grades as almost all the times she used to get third or fourth positions in her study. She used to make her friend circle with the disciplined and studious friends only thinking that she would be good at her study. She was a much disciplined and obedient child from her early days because of her father and grandfather's social

recognition. Thus, she said that her family background and culture taught her many things to become a good character. She had a strong passion for serving the nation either being a nurse or being a teacher since her childhood. She got a wonderful environment with her family and friends that ultimately led her to be a good teacher. Now, she is living with her husband and a daughter in her family.

Getting Educated

She was sent to a private Montessori-based pre-school named Riddi English School nearby her home at Thasikhel in 1991. As her family shifted to Lubhu from Thasikhel after she completed her pre-primary school, she went to the next private secondary school, Laxmi English School located at Lubhu which was just 5 minutes far from her house. She completed her primary level of education (grade 1-5) from that school. Since one of her relatives established a secondary school at her locality, she got admitted at grade 6 in that school. She studied from grade 6-10 and completed her school level certification course from the same school in 2001 securing the first division. After this, she was admitted to a TU affiliated campus. Remembering her bygone she further shared her experience as:

> *At that time we had two options for the proficiency level of study; either at TU or at plus 2 level. My family asked me to join a plus 2 college. But since most of my friends were making a plan to join IA (TU) thinking that there would be more flexibility in study. We thought plus 2 means the same as school, not a campus. So, I got admitted to I.A. majoring in English and economics at TU affiliated campus at Lalitpur.*

She chose English and economics as specialized subjects in her IA as she was most fascinated with the English language teacher at her school. He was the ideal person to her as she was much impressed with his personality and the way of his

speaking and fluency. Hence, her dream was to become an expert English teacher like him. Similarly, her family members suggested her to take economics for getting banking jobs in the future. She completed her proficiency level in 2003 with second division since she felt economics as much difficult. She joined her bachelor's degree in humanities majoring in English and economics at Patan Multiple Campus. She completed her bachelor's degree majoring in English and economics from Tribhuvan University in 2006. She joined her master's degree majoring in English at RR Campus, Kathmandu affiliated to Tribhuvan University. She completed her master's degree in English literature securing first division in 2011.

Early Days in Teaching

Ritika started her teaching career in 2004 right after she completed her proficiency level as a primary teacher from the same school where she had accomplished her SLC. She had morning class during her bachelor's degree study at Patan Campus and at day time she used to work as a teacher. Remembering her teaching experience, she further shared as,

> *I was hardly 18 years then when I started teaching as a primary level teacher in the same school from where I completed my SLC. And after completing my bachelor's level, I was promoted to a lower secondary level English teacher. I continued my teaching there for around eight years. When I was studying for my masters' 2nd year I just got a break in teaching thinking that I would not get good marks if I continued teaching and also because I was married.*

And when her thesis of master's degree was yet to be done she got a job in an NGO, as an educator where she had to teach girls in the morning and in the evening. She worked there for a year. She had a baby, then she took a break for a year. And after completing her master's degree, she again restarted teaching English for plus 2

level in a college located in Lalitpur. While she was working there she got an offer from a school and in day time she started teaching as a secondary English teacher in a private school located in Lalitpur. She discontinued that school after serving for two years since the school shifted to next place. But immediately she got an offer from another school located at Jawalakhel and worked there for around one year. Again she left that school and joined next private schools in Lalitpur as a secondary level English teacher since she was given more facility in terms of salary and position.

While talking about her professional development activities and teaching-learning styles, she shared that she had started teaching without any pre-service training. She had learned from her school teachers that if the teacher was strict and commanding in subject matter, traditionally the teacher was considered the best teacher. She further shared her experience as,

> *Oh let me share. In our time there was a perception that if a teacher showed strictness in the class, that teacher would be a good one. At that time I had no ideas about teaching methods, preparing materials, designing tasks, etc. I was quite strict in the class. Generally I used to read the text, write the meaning of some vocabularies on the board. I used to write the answer to questions and ask them for the next day. If students could not answer I sometimes gave punishment as well.*

She received her first teacher training at the second year of her teaching journey. She shared her first training experience as,

> *School sent me to participate in a two days training in one of the schools located in Satdobato. It was organized by Ekta Publication about how to teach Symphony English. I learnt about how to divide the whole chapter into different areas of language and teach accordingly from that training.*

She indicated that teaching without any training for her was a huge burden, she had faced a lot of problems in teaching. Although teaching was a challenging task, she took it excitingly, which incited her to find a new way out.

Recent Years in Teaching

Currently, she is working in one of the private schools in Lalitpur where she finds the most wonderful working environment and professional networks of school and teachers. While working in this school, she has received different trainings including school-based, online and outside. Before the pandemic, she participated in a 3-day training given by Rato Bangala Foundation in her school in 2019. She said,

> *That training helped me a lot to groom my teaching. I started teaching by fully preparing the lesson pan. Every week on Sunday, I have to submit my lesson plans to my Principal. I learned about designing different materials and their use like instructional materials and using the worksheet, etc. Equal participation and interactive way of teaching and peer assessment have become my choice of classroom implementation.*

According to her, she is participating in some trainings and conferences to meet new knowledge and solve the problems she encounters in the classroom. She suggested that teachers should not neglect students' talents and should give them the opportunity and voice to express their ideas. Last year, during the Covid-19 pandemic she participated in more than a dozen of trainings organized by many different organizations virtually. She learned some students centered skills of teaching and started to divide her class into small groups of four to five students depending on the type of activity.

> *My school has a system of department-wise sharing programs. I received many trainings at schools. I think it allowed me to improve my interpersonal*

skills. I tried to use various ways to get to know each student as an individual through their work in my class or their lives outside of it. I learned and applied about to use the formative assessment system as a part of reward and penalties which I was totally unaware about to apply it in teaching. I believe that it avails me the opportunity to improve my organizational and managerial skills as I try to organize them creatively.

With passing of time, she felt that she needs to learn more about her issues in the classroom with the latest pedagogy, and the use of ICT. She is regularly attending the school-based trainings conducted at her school and outside seminars and searching books regarding her challenges in the classroom. She was much excited to explore more ideas in pedagogy and she pleaded with me to help her out in order to go academically ahead.

Diwash Limbu

Diwas [a pseudonym] was born as the first child of his middle-class farming family in the eastern region of Nepal, Jhapa District in 1986. He had four family members; his father, mother and his younger brother. His father and mother worked in the farm to earn their living and educate them. He was much social and cooperative from his childhood since he used to play and study making good friends. He said that he never fought with his friends and was much aware of the bad practices from his early ages. He was much gentle and diligent kind of student even in his class as well. As he was born in a farming family he found teachers as a role model for him since they used to wear neat and tidy dresses and he also thought that all the people make greetings to the teachers. So he was much impressed with teachers from his early age. He had no ways of getting a good suggestion of what to be in his future as he had no educated parents and guardians in his family.

Getting Educated

He received his basic level education from the then Manmohan Lower Secondary School (pseudo name) located in the southern part of Jhapa district at the age of 6 in 1992. The school was just 15 minutes walking distance far from his home. He completed his grade I-VII study from the same school in 1999. After that, he was admitted in grade VIII to the next secondary community school of the same village located at Pathariya which was 45 minutes far in walking distance and 15 minutes far in a bicycle from his home. He completed his SLC from the same school securing 2nd division in 2003. Then he went to next the then higher secondary school located in the next neighboring village, Baniyani, and got admitted in education stream at grade XI majoring in English. He chose English in +2 because he was much impressed with the news and advertisement broadcasting in English through radio or Television. He used to think about how he could speak English like that.

He accomplished his +2 level education with the second division in 2005. When he passed his plus 2, he came to Kathmandu for his bachelor's level study as there was no campus nearby his home. As some of his relatives were in Kathmandu, he came to Kathmandu with their advice and started living with his maternal uncle's house in Kapan. Then he was admitted to education faculty at Pashupati Multiple Campus, Chabahil majoring in English in 2005. He was admitted an evening shift at the campus and started working in a private school at day time. It used to take him around 20 minutes to reach his evening campus from his school after his class was over by a public bus. He was laborious student, as a result, he passed his B.Ed. securing 2nd division in 2009. Similarly, he admitted his master's degree in education majoring in English from Mahendra Ratna Campus, Tahachal affiliated to TU and completed his master's degree securing second division in 2015.

Early Days in Teaching

He started his teaching career 15 years ago with a private school named Alece English School (pseudo name) when he came to Kathmandu. He remembered his past experience as:

> *When I came to Kathmandu, I started teaching at a private school located in Kapan at day time and studying bachelor's in the evening class in 2005 as the condition of my family was not so strong to support my study. I was given teaching English and social studies from grade 1-4 at that school.*

According to Diwash he left the first school after completing a session and started working in another private school, Pragya Niketan located at Kapan. I asked him the reason for leaving the previous school and he replied as; he felt as he was dominated and considered as a junior teacher by the school admin. Besides this, he also shared that he got an opportunity of teaching English from grade 1-8 in the new school as he had completed his bachelor 2nd-year. He further shared as,

> *I worked completely for two sessions at that school until I completed my bachelor's degree. After I completed my bachelor's degree, I went to work in a community school located in a remote village of Dolpa district. I saw a vacancy published in a national daily with a handsome salary and I applied. The written exams and interview were taken in Kathmandu. I got success in all types of tests taken to me. The school was funded by some foreign donor agencies as well. I completed one academic session there and returned to Kathmandu as there were no facilities such as; telephone, radio, TV, etc., and I thought I could not upgrade my knowledge and carry my further study staying there, so I left.*

When he returned from Dolpa, he started working in another private school, Scholars Academy as a Secondary Level teacher located at Sukedhara.

When I asked him about the early days of his teaching experience he shared that it was much hectic and stressful job for him. He said that as he had received all his school-level education from Nepali medium, his English was not so good. Remembering his initial years of teaching he shared his experience as:

> *At the beginning of my teaching career, I did not have fluency in English. I used to read books and consult dictionary at home before I teach. I guess I could not make the students understand better from the English medium at that time. So the most burning problem I had experienced was classroom control. I had many problems with pronunciation and word meaning. The students were not motivated with my teaching. Some of them used to pretend as they were sick and remained passive while teaching. I used to punish them if they didn't submit their assignment. I often got complaints from parents and the management. Later, I gradually coped up with my hard work and diligence after gaining experience of one academic session.*

When I asked him if he had received any school-based or outside training in his early days of teaching, he replied to me that he had been involved in teaching without any training. He had no ideas about participating in the training at the early days of teaching. He further shared his experience,

> *There was not a system of frequent teacher training at private schools at that time. I had studied theoretically about teaching materials, teaching techniques, lesson plans, child psychology, activity-based teaching as I was studying education. But practically I didn't apply any of them until the 2/3 academic sessions. First time I attended one-day seminar organized by*

Kathmandu PABSON in 2008. It was about classroom management. I learned some skills on how to manage my classroom.

It shows that in his early days of teaching he faced many troubles in teaching, he had not got any opportunity of participating in any training. He worked hard himself as he was much dedicated in his profession from his early days of teaching. He realized that training provided some skills required in teaching.

Recent Years in Teaching

Despite all those problems he faced, he paid much dedication and devotion to his teaching profession. He learned many things like learning by doing and asking with his senior friends. He started applying the theoretical knowledge that he received from bachelor's or master's level into his classroom teaching. He began to participate in some trainings, workshops, and conferences of English around Kathmandu. In 2018, he received one school-based training organized by his school inviting an expert from Kathmandu University. Then he started telling stories as,

The training was just for 2 days only. But I learned about warm-up activities, preparing a lesson plan, and teaching students identifying their interests. I learned from the training that if the students receive individual attention and feedback from the teacher, the learning process becomes effective. So I tried to capture the students' attention first.

It shows the evidence that he found changes in his teaching-learning process himself while applying such techniques and skills after participating in school-based training. When I asked him about the ways of his professional development activities, he replied that he regularly attended NELTA conferences from 2013. He had participated in some school-based trainings as well organized by his school, CTF Nepal, PABSON, etc. He participated in more than 15 trainings including school-

based trainings. Hence he started applying new techniques in classroom. That habit has made him creative as well. He further shared,

> *From a few years back I started motivating the students towards study. I started telling stories in class. I learned to develop the competition among the students in class. The issues often come and goes but as a teacher, we have to become critical behind one issue that arises. Yes, actually this profession makes me a lot of fun. When I take part with the students especially interacting with them I feel very much comfortable. I feel very much feasible when I go to the classroom.*

This indicates that he gradually learned the ways of teaching from experience and some ways of learning from different professional development training, seminars or conferences. Recently he has been promoted as a Principal of his school as well. He also teaches English for secondary level just for 2 periods in grades 9 and 10. Now, he can teach any type of lessons focusing on all the language skills. He really enjoys the teaching profession. He keeps on searching that if one strategy does not work he starts for alternatives.

Anupa Sharma

Anupa [a pseudonym] was born as the 10th child of her parents in Kavre district of Bagmati Province in 1988. She said that she grew up in a joint family. Her mother and elder brothers used to work in the farm but her father was the staff of Nepal Police. Recalling her childhood she said that she could be happier if her father stayed at home because hardly he used to visit home once a year. She could be so happy when her father brought chocolates to her. She had 3 brothers and seven sisters. She was fond of studying from her early age. She shared that she was playful, helpful, and quite social from her childhood. She said that she was a talented student from her

early grades because she always got the first position from grade 1-10. At school, she used to help her friends by solving students' problems during break time. She was appointed as the chair of the children's club when she was studying at grade nine.

Getting Educated

Anupa got her basic level education from a community school named the then Shree Moti Primary School nearby her home at the age of 5 in 1993. She completed her primary level of education in 1998 from the same school. She shared that she was much interested in learning English from early grades. She further added:

> *My favorite subject was English from my primary level because my head teacher used to teach English. I wanted to speak English like him. Next thing, my brother was sent to study at a private English school, Nepal Police School. So I felt a bit jealous like I could also speak English like him though I was admitted to government school.*

She went to another community school named the then Jana Bikash Secondary School at grade 6 which was 30 minutes far from her home. She said that she studied up to grade 10 and completed her SLC from the very school securing 1st division with 68% in 2003. She further informed that as there was no plus +2 program at that school she had to go a bit far for further study. According to her, all six sisters were studying management but she did not like that stream. Remembering that moment she shared her story as,

> *At that time I had passed my entrance in nursing college at Banepa but my father did not want me to be a nurse. Then I joined in humanities stream majoring in English and economics at Kavre Multiple Campus which was an hour far from my home. I completed my IA with second division securing 58% in 2005.*

According to her, when she was doing her IA she had already started teaching as a primary level teacher in a private school at Banepa. Her two sisters and some of her friends were also working as a teacher. Her father also wanted her to become a teacher. Then with their suggestion she admitted at Chaitanya Multiple Campus, Banepa, in education faculty majoring in English. She completed her bachelor's from the same campus with the second division in 2009. After that, she joined at Tribhuvan University, department of English education in 2010. She said that she joined at TU but she did not attend her regular class as she was working in a school at Kavre. She graduated with her master's degree with a second division in 2015.

Early Days in Teaching

According to Anupa, she started her teaching career at a private school named Gitanjali Secondary English School located at Banepa as a primary level teacher in 2004. She informed me that as she was appointed as a basic level teacher where she had to teach English, social and science subjects for grades I-IV. After she completed her IA she was given English subject to teach up to grade VII. In her early days, she struggled a lot for developing her communication skills. She further remembered her teaching as a novice teacher in her early years and shared her stories as:

> *I was new in teaching field and moreover I was from an arts background. I had learned only how my school teachers taught me when I study. Some students were talented but some were weak in study. I had no idea rather than taking a book to teach the lesson and doing exercises. I followed such way of teaching for 2/3 academic sessions. Neither had we learned the way of lesson plan nor the teaching methods. Later, after I joined B.Ed. program, I learned some ways to deal in teaching.*

After working for 2 academic sessions, she went to Banepa Secondary school as a lower secondary level English teacher in 2006. When I asked her the reason of leaving the previous school, she said that new school offered her to teach up to grade VIII and she was given a bit more salary there. She regularly worked there for 5 years. She said that she also got the opportunity to occasionally participate in training as well. After that, she also started working at Modern High School as part-time teacher for grade 8-9 in the morning shift. She informed me that she went to a remote village of Kavre and started working there in a government school in 2012. She worked there for 3 years.

Again I inquired of her to share some of her teaching experience from the beginning. In response, she shared that when she first entered the class, she had a lot of difficulties, like handling students or managing the class, no idea of proper teaching techniques. There was no proper training based on teachers' needs. She had a major issue of teaching English in her class was to specifying each student's level and what he/she needed. Similarly, she had the problem of using materials while teaching English in her class. She shared me as,

> *I faced so many challenges in teaching because of not having materials related to information communication and technology at that school. So, the teacher you know in this case has to face so many challenges and then they are highly blamed for not giving good results at the end, so this is the main challenge for the teachers.*

Moreover, she said balancing teaching materials and teaching techniques to meet the needs of the students of all levels was a huge issue of teaching. She struggled with bringing level-appropriate teaching materials and activities to meet the needs and the level of the students.

Recent Years in Teaching

Anupa shared with me that she left the government school because she got health issues after getting married and having a baby in 2015. Besides this, it was also a contract position. After a year gap, she again started working at a private school as a secondary level teacher at Banepa. When I asked her about how she got professional skills of teaching then she shared with me that she gradually learned about using activity-based instruction, applying teaching materials, preparing lesson plans and identifying the students' individual problems from the school based trainings. She tried to have more interactive classes by putting her students into groups and asking them to discuss the topics related to the class activities. She shared her experiences as,

> *I received some trainings organized by Modern English School such as; SQC training when I was there. While working in a government school I received some trainings from the education training center, Dhulikhel such as on critical thinking, teaching poetry, action research, case study, ICT based teaching, etc.*

Once, she participated in a teacher training program run by SOS School Kavre. Then she got some new concepts of classroom management and activity-based teaching. Besides this, her own school also conducted one training related to student-centered teaching where she got a lot of ideas of teaching English and student-centered techniques. She also participated in some virtual trainings during the pandemic situation.

Nowadays, she emphasizes teaching for practical tasks and involving students in activities so far as possible. She says that she tries to focus the needs of the students based on the availability of the resources at her school. When I asked her experience of taking school-based trainings and changes she brought in teaching, she shared as:

As a novice teacher, earlier, I used to follow a single technique for teaching my students. For example, introducing the lesson in the beginning, but now I do have so many techniques, for example, warming up; if I have to introduce for my students, I can provide some activities, interaction, group works, pair work, question-answer and initiate the class with so many questions until they get a clear concept which I learned from the school-based training.

She applied a variety of teaching activities depending on the needs and circumstances of the class. Moreover, nowadays she helps her students to have feedback from a peer on each other's papers too which has become an effective way.

Chapter Summary

In this chapter, I presented the personal profile of my four participants working as English language teachers in different schools. I explored their individual profile as they shared. I also discussed the narratives told by my participants about how they struggled to become transformed teachers and are attached to this profession till now. In this chapter, I have discussed the narratives of the EFL teachers, social status, economic condition, individual/personal growth, cultural background, and political consciousness/ awareness. This chapter was an introductory section that portrays the stories of my four participants about their teaching English and learning with school-based training. The narrative was chronologically mentioned. The narrative of Bipin was presented in the very beginning. Ritika, Diwas and Anupa were presented respectively in the following section. The fact was that this chapter basically didn't answer any research question; it's just for the background information to explore their teaching and learning experiences for their professional development in response to their school-based training.

CHAPTER V

PERCEPTIONS OF THE SCHOOL BASED TRAINING

This chapter predominantly deals with the first research question of this study: how English language teachers perceive school-based training as a part of the professional development. Every participant in this study expressed their understanding and benefits of participating in the school-based training for their professional development. This chapter presents the critical analysis of the participants' stories. It begins with a theme of how the school-based training is contextual and addresses the needs of the teachers. Then it discusses the advantages and the significance of school-based training. Another analysis of a theme generated from the transcribed data as the limitation and challenges observed by the participants is also presented analytically. I have critically analyzed the narratives of the participants on the school-based training in the professional development of teachers.

School-Based Training as Contextual and Need Focused

An Ecological perspective is an approach that primarily focuses on the context-based learning opportunity to learn something within the teachers' workplace in the educational experiences in general. Therefore, it can be said that learning is more crucial and expected better outcome with the boarder perspective of ecology in learning dynamics with the relationship of the physical, social and symbolic world in human learning. An ecological method to pedagogical resolution making involves reviewing conditions ‘‘locally’’, in their own words, and working towards local beliefs. Elliott (1993) and Tudor (2002) state that an ecological approach thus respites on the perception of local consequence. This study denotes that school-based training states to language teaching and learning

are often lived out ‘‘locally’’, in the specifics of a given situation, needs to be a local phenomenon in terms of school context, local and based on particular needs individually. The sociocultural theory defines knowledge as “situated in specific cultural contexts created and developed overtime to solve real life problems that occur within that culture and society” (Eun, 2010, p. 405).

English language teachers involved in this study have different views and understandings regarding school-based training in Nepal. Bipin, one of the participants, emphasized the school-based training addresses the needs of the teacher from the particular school as he said,

> *As I mentioned to you earlier, the trainers asked us to write our needs and paste it on the wall individually before they begin training. The trainers asked us to share orally if we had some problems of teaching in our school. The trainers conducted training based on our needs. Priority was given to the similar problems we faced. Trainers asked each teacher to make a plan to teach in real class and assisted on problematic issues. They gave feedback to teachers to improve their shortcomings after their class. Similarly, the trainers themselves gave some model classes. I learned the easiest way to teach essay writing in that training. If we conduct training at a school level all the teachers from the same school with common problems gather and it helps them to solve those common problems together. So it is contextual.*

Bipin's narrative indicated that he found the school-based training relevant and need focused since he and his colleagues shared their own problems with the trainers before conducting the training where the trainers identified the school's context and the particular problems the teachers were facing in their own school.

He believes that the training conducted at his own school supports in identifying teachers' needs as trainers observe their classroom teaching process as well. His experiences align with the views of (Bell, 2016) who explained that for the sustainable education and developing the global citizen of 21st century humankind, the school has to abandon the used-form of teacher training model and shift to a transformative modality. When I asked to Bipin, how it is contextual and he further continued:

> *It is contextual because one teacher may come from the school where there are even not proper desks and benches or materials and another teacher comes from the school where there are multimedia projectors and all the teachers learn the same skills and strategies at out of school training. So only a few of them can implement that in a real classroom situation. Next problem is that we don't have real students at out of school training if we want to apply our learning in the classroom setting.*

His experiences indicated that the training conducted at the school level provided new experiences to the teachers as they have their real classroom context and they may get trainer, teacher and students together. If they have some problems that can be solved with the implementation of the pedagogical practices by the trainers in a real classroom setting. In a similar way, Ritika, the next participant of this study has expressed her experiences with school-based training conducted in her own school as,

> *Yeah, I have participated in some school-based trainings. Let me share the latest one. A few years back, it was provided by an American couple. That was just two days training. It was conducted in our own school. In those trainings, we were asked to share our school's needs and individual needs. Normally, we*

all have the same problems. I still remember, the training they provided us was related to the method of dealing with the children of the 21st century. It was really beneficial because the way they taught us really worked a lot to manage our class and students. And the teaching-learning method was different than that of the one I was doing. I think the training can be fruitful if it is given after getting the situation or the teaching context of teachers in the school. Because they know how the teaching-learning goes on, how different the infrastructure is, how differently the facilities are provided to the students and teachers.

Ritika's story indicated that the teacher training programs based on the school were highly focused on the needs of the particular school and individual teacher. Before conducting the training the trainers collected the teaching problems and delivered training activities. Her narratives reflect that having teacher training based on teachers' own school provides practical knowledge and skills since the teachers share their own problems with the trainers. From her narrative, I reflected that for the professional development of teachers this teacher training gives distinct importance on the school as the best spot rather than following the traditional form of one item for all approach.

While listening to Ritika's narrative, I remembered Kabadayi (2016), who explained that in-service training packages put forward a useful approach designed on their needs analysis to achieve professional development. He emphasized that effective training has to be based on identifying the contextual needs of the teachers for their better professional skills. Ritika's story reflected that participating in the school-based training provided her opportunities in developing her professional skills since the training went based on teachers' needs.

Diwas, another participant in this study, had similar experiences of having the school-based training based on the contextual needs of the teachers in his own school. He shared his own experience in this way:

> *Yes, I have participated in several trainings. Among those trainings, I found school-based training quite effective and helpful in my career because the trainer was informed about the situations of the school such as level of teachers, level of students and parents, the locality of school, the problem with the school, and the need of the school and so on before training. And when the trainer came to the school he made some discussion with the teachers. He found out the real problem what was going on in our school. So that the training conducted inside the school premises was more relevant, and more problem-based than the training that we take out of the school. And the second one is the school management also knows what problems the teachers are facing in our school context.*

Diwas's narrative, as such Ritika, indicated that the trainings conducted on the school-based were more helpful and practical for the teachers of English language since the teachers' needs were addressed based on the context of the particular school and the teachers. His experience reflected that the training was highly practical, relevant and problem-oriented since the school's needs were at the center. He also adds that if the training is conducted within the school, the school administration understands the needs of the teachers as well. When listening to his narrative, I recalled Alkhawaldeh and Qualter (2004), who explained that the school can be the best spot to run school-based training because the training conducted in the school provides the better learning atmosphere for the teachers because the results of the training can be directly measured and

regular follow-up a real classrooms setting. From my experience of being a teacher trainer, I understand that training can be more contextual, need based and the training skills can be transferred into the classroom, if the training is run school-based. In the same way, Anupa, another participant of my research project, shared her story about the school-based training as,

> *First time I participated in school-based trainings in my school. At that time our school invited some of the experts from Kathmandu. Those experts launched the SQC training. It was one of the effective trainings on the part of the teachers for our professional development. They asked us the problems of teachers which appeared while teaching and focused how to solve those sorts of problems using materials. In that training they also involved the students with the teachers. They observed our classes and identified the problems and provided feedback to the individual teacher. All the teachers cooperatively participated in that training and got the ways of teaching skills. No one hesitated to take a further class. We all the teachers of our school got the ideas about how to use materials in teaching from that training.*

Anupa's narrative indicated that school-based training was more relevant and contextual in the sense that it mostly emphasized on the school's particular needs where the teachers got more benefit with a practical base. Her expression reflected that training taken outside would not be relevant since the verities of contexts and the teachers from different contexts have different needs that would be impossible to meet. Her expression resonated with the view of (Starkey et al. 2009) stated that the application of a new modification provides the result explicitly that the activity applied in a school provides teachers and schools a lot of benefits from outer help in numerous steps, containing recognizing their own

needs. Starkey et al. emphasized that the view of teacher learning and teacher professionalism can be achieved only if the teachers' needs are focused in local context means at school-based. Knowledge is often observed as a human construction rather than a provided fact and it's situated in the social and cultural setting of learning not just in the mind of the learner (Eun, 2010). Socio-cultural theory reflects human can practice and learn better to generate knowledge in the particular context.

School-Based Training as Collaborative Practice

Collaborative practice among the teachers is an important aspect of teachers' professional lives through which teachers learn continuously and reflect to improve their practice of teaching. In collaborative practice, teachers share their knowledge, reflect practices, receive and provide constructive feedback by their peers and they collectively design teaching methods. Opfer & Pedder (2011) stated that school context relevant for teacher learning simply refers to cultural and structural help that exist at the school level. Vygotsky (1978) highlights the significance of the Zone of Proximal Development that occurs with social interactions in the ongoing development of a person throughout their life. This indicates that collaborative learning at school level has great significance as teachers are quite familiar with the particular culture and context. One of the participants, of this research Diwash shared his story about how school-based training as a part of collaborative practice:

> *Department wise, we all subject teachers from pre-primary to secondary level gathered at school and discussed about the problem we faced in particular issue. Depart head conducted training and senior teachers assisted other teachers on how to take their classes, how to divide the lesson, issues of textbook, and curriculum, materials they need to prepare, they often suggest*

regarding those things. And I myself guide the teachers time and again about their teaching styles and how to conduct the classes. We have discussion system among all the teaching staff and we plan for a month.

From the above excerpt shared by Diwas indicated that his school had the system of collaborative learning with the form of conducting training once a month at his school. In such kind of monthly gathering and sharing events, teachers discussed about how to plan and implement the teaching learning process systematically. Hence, the teachers learn better in collaborative practice. While listening his story, I recalled the view of Opfer and Pedder (2011) who mentioned that in order to support teachers' learning the activity needs to be aligned with the nature of teachers and the school context the teachers group can collaborate for better learning and continuous development. He emphasized that collaborative practice within the particular school and same characteristics of teachers and school culture certainly lead them for continuous professional development. Likewise another participant of the study, Anupa shared her story as:

At t the end of every month generally on last Sunday one training was often conducted for all subject teachers. We were given trainings by inviting resource person out of the school or sometimes our Principal himself used to give trainings to us. And within an academic year, the school brings different resource persons. When we gathered all the English language teachers from junior grades to senior grades together, we had wonderful discussion about the issues that we were facing. Most of the teachers shared their problems and their success events as well. So we used to learn from our other friends too.

Anupa's story indicated that her school had a culture of sharing and conducting training at the end of a month to all the teachers. This expression reflected that she

was much benefited from the school-based training as it provided the opportunity of sharing their problems and success stories among the teachers. That provided her wonderful experience and opportunity learning together within her own school culture. Her narratives aligned with the view of Beausaert & Marz (2019) who explained that collaborative practices among the teachers in school level seem more effective for teacher learning and their professional development as they actively participate in-depth discussions about teaching methods and students' learning, their success incidents that are relevant in their context. This indicates that when teachers from the same school gather for discussing on the particular issues and success they have, this provides the teachers quite fruitful situation as they learn from each other within their own school context which the school-based training can be a landmark for developing teachers' professional skills at school together with peers.

Advantages and Significance of School-Based Training

The prime objective of conducting and receiving the teacher training is to develop the skill required for the work place. If teacher join professional development training, it is expected that the individual school and teacher of the particular school get much benefited which helps them to retaining in the profession (Worth & Van den Brande, 2020). This is accepted that teachers will become energetic curriculum designers at schools and will have the abilities to convert from 'cook' to 'chef' in teaching if they are equipped with acceptable professional knowledge and individual practical skills. In this research, the participants have experienced some positive aspects and importance of the school-based training for their professional development. The participants benefit from professional development by “learning about new ideas, implementing them, and reflecting upon such innovative practices (Kırkgöz (2013). This study implies that the school-based training has obviously some

important aspects and teachers can be much benefited from it if they apply them within an organization and they received skills in their respective fields.

The research participants involved in this study have their different narratives and understandings regarding the advantages and the significance of the school-based training they have received. Bipin, one of the participants, emphasized the school-based training as an opportunity to learn as he said,

> *One of the advantages of school-based training was we had real students, we learned together with the trainer as he gave model class. We are in regular teaching, we don't know what new skills are evolving in the field of teaching. Another benefit was that we got refreshed after the training. In school-based training we got an opportunity to interact with other teachers from junior to senior class. We got many practical techniques and skills of teaching with it. Normally, trainings are conducted out of school context. And there are very few trainings that are at school level. The trainer gave training along with the students so we got practical ways of teaching. If we want longer training, especially for a new course that training out of school is good but for short course and for the training of need-based, school-based training is beneficial. Training taken at school-based was more beneficial because we learned real situations and practical ways for the implementation of new skills and strategies. If we can manage our trainers, regular trainer, for example, who visits our school after six months or one year, it will be more fruitful.*

Bipin's expression reflected that he was much benefited from the school-based training as he got the opportunity of taking the training along with the students and teacher. He has got the experience of participating in the out-of-school training but he shared that taking training at the school level along with the

real student at own working place was much fruitful. Besides this, his narrative reflected that in the school-based training the trainer demonstrated the class in real context along with students that motivated all the teachers and they got more practical ideas of teaching. Similarly, his story indicated that the school-based training could be more applicable if there was a regular follow-up by the same trainer. His experiences can be provocative but also he reflected the most burning reality of the training context in Nepal. There is no strong monitoring and supervision after the training is conducted. His narratives align with Erawan (2015) who explained that after the training is over, if there is no strong supervision and monitoring by the same trainer, it lacks solidity of life-long learning which inclines to favor the school-based teacher training has more acceptability of it. The next participant, Ritika shared her experiences about the importance of the school-based training as:

> *So, it's likely to carry out regular activity in our classes. It was a kind of reminder as I said earlier. One important thing is that it will be good for the teachers if they are regenerated time and again. And for newcomers as they encounter with many technical aspects in new circumstances since the new school becomes different for them. So to learn and cope with that situation it would be too difficult if school-based training was not provided to them. So for making teachers carry out the activities, dealing with the children, dealing with the parents' activities, etc. school-based trainings are to be given time to time. To identify the school's philosophy, aim, or strategy only the school- based training is required, I think. For making children able in accordance with the expectation of school, parents and teachers such trainings are must for the teachers at school level only.*

> *Moreover to carry out the teaching-learning thing easily and in better ways in the class as I said the way of making plans, the way we have been doing can be different than that of the way school's need, it is highly necessary. If the training provided to the teachers at school level only such things can be identified easily at school.*

Ritika's expression reflected that she experienced the significance of the school-based training a lot for the teachers. She shared that the school based training is much essential for the teachers to identify the school's philosophy, aim, and expectations of the school and parents. Such trainings were conducted time and again at the school level for the teachers in her school. So that the new comers and other regular teachers did not have any problems for carrying out the thing easily. While listening to her narrative if there was no school-based training it reminded me (Guang & Huang, 2013) and Ferrell (2012) who explained that teachers can learn better through questioning their own teaching experiences, teachers recognized the students, contexts, and teaching functions and responses and they identify the professional development framework, that 'Three-way collaboration' among novice teachers, second language educators, and school administrators can help prepare novice teachers to face the challenges in classrooms.

Likewise, another participant of this research project Diwash shared his narratives on the advantages and the significance of the school-based training as,

> *We need specific training for getting new updates on teaching English. While conducting the school-based training, it helped much to find real needs of a school and its teachers. A trainer found out what was the needs of the school and in which locality the school was situated. That's why the training*

conducted in the school is more important than the training that we take outside of the school premises. So trainers found out the actual needs of the school. And they found out the strengths and drawbacks of school. Hence, the trainer can hit on those lacking points and the school can uplift a teacher and teachers can update their ways of teaching or the school can uplift its standard as well. And the second thing was the school management also got opportunity to know what problem the teachers had in our school. So, it was a very good lesson and feedback for the school management that on what areas they had to improve.

Diwash's narratives indicated that the genuine problems faced by the teachers of a particular school can be identified much better through the school-based training program. He also insisted that the important aspect of the school-based training was the school management also could recognize the needs and the problems of their teachers. Trainers conducted the trainers training recognizing the strengths and lacking areas of his school. His reflection resonated with the findings of (Canh & Minh, 2012) who emphasized that the school culture has to support teacher learning because teacher learning can be "influenced by the school context at various levels such as intrapersonal, interpersonal, institutional and cultural and more importantly, the concept of teacher learning should be encouraged through professional activities so teachers become more empowered teachers. While listening to his narratives I reflected that the training conducted at the school level can enhance the ability of teachers to understand the problem and culture. The school has to create such events for better professional skills empowerment of individual teachers.

Similarly the next participant, Anupa shared her understanding about the importance and advantages of the school-based training she experienced as,

Because mainly it fulfilled teacher's needs. Sir, it was in two ways; firstly, we easily shared the problems that we were facing in our school with the trainer. Next was, we sat together and discussed the common issues we faced while teaching with our colleagues. In this way, when a trainer conducted training based on the teachers' needs it developed our competence level in many ways. So I feel school-based training is quite important. In my opinion, school-based training is important because it is practical since the teachers take the class at the level of students. Trainers also take the model live class. We get feedback from the trainer during class observation. So from this part, we can say the school-based training is very essential to us.

From Anupa's narratives, it can be reflected that she found it was important since she got the feedback from the trainers and also she got the opportunity of learning with the live demonstration class from the trainers. Besides that, she also noticed that she learned the way of sharing the common problems with the trainers. Her reflection probably resonated with (Gall and Acheson 2011) who suggested that observing teacher's class is a phase in the course of recognizing modifications that teachers may need to design in which observers might be other expert or peers who may be more experienced and knowledgeable, principals, supervisors, or government officials. Evidence-based feedback is particularly useful. While listening to her reflection I recalled other findings with Tenjoh-Okwen (2003) who explained that feedback after observations helps teachers to replicate on what went well, what did not, and what they need to change, is next significant component in the teacher transformation process.

Gall and Acheson's findings suggest that observing the live class of the teacher by the exert works a lot for bringing the professional development of teachers.

Similarly, another scholar, Tenjoh-Okwen's findings informs that the observation may help the teachers to modify their way of teaching if something is lacking with them.

Recognizing Limitation and Challenges of School-Based Training

Teacher trainings are often conducted for the professional development of individual teachers thinking that they bring a kind of tangible changes in their classroom. The participants of this research project have experienced some limitations and challenges of the school-based training as well. The specific parameter of particularity needs that any language pedagogy must be profound to a particular teachers' group teaching a particular group of learners following a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu (Kumaravadivelu, 2003). If we need effective professional development of individual teachers then the specific attitude of teachers, their beliefs, organizational structures they work in, biographies of school has to be taken into consideration.

Guskey (2002) states that professional development is not often linked with the teachers' needs and the transform of the professional activities in the classroom practices is always difficult measure. This study implies that the training and learning process might affect some local context-based issues on a particular school. One of the participants Bipin shared his experiences of issues with school-based training as,

> *And in school-based training, there are some logistical problems. The major problem was the management of the hall, as I already mentioned. I don't have any research base data but I think there are no halls for conducting trainings in most of the schools in our country. Even during that training we wasted few hours let's say around half day in searching of proper room for the conduction of training. And sometimes our students keep disturbing us while we are under training. And another problem was that we did not have sufficient materials at*

the school level, especially for training. We had teaching materials especially daily used materials like whiteboards, markers only for that school-based training as well.

Bipin's narratives reflected that he had experienced some logistics issues while conducting the training. Due to not having proper-setting of training hall the students distracted the learning. He believes that a separate training hall, and context-based necessary materials are to be provided at the school for better learning at school-based training. It reminds me Gnawali (2018) who identified the situation of teaching English in under-resourced parts of Nepal – he indicates that teacher trainers need to redefine the way they think about pedagogy especially in rural community schools to understand the local realities and address them in the training program. Ritika, another participant has similar experience of the issues she had faced during school base training. She shared as,

No, I don't think there are any disadvantages of being a participant in training. Actually there was no such difficulty apart from the timing. The training took a long time and it was very difficult for me to travel at night. Oh, well, I remembered then let me say a few things whether that was a problem or not. It could be interesting if the facilitator was called out of school but when we got training from our school's senior teacher it was not so interesting. I mean not fun. Next, for generic training to all the teachers of our school, there was no proper space for training. We used our library room for the training. Due to the small place, we could not enjoy all activities nicely. While next thing was, we did not get a certificate of the training. Likewise, we did not enjoy as like going outside training as we could meet new friends, new places. Otherwise, both the training were so practical.

Ritika's experience reflected that she also faced the same types of problem of not having a proper training hall as Bipin faced. She shared other issues that she was not given the training of participation. These were only a few issues she had experienced during the school-based training. Similarly, she insisted that the training was practical. But she got the training from the library which she means was not for training. Besides that, she also expressed that if she had gone out of the school training she would have made her new professional circle than being in the same school. Her narratives align with Borg (2014) who explained that attending the training and conferences shows the benefits of networking with other ELT professionals and enhanced professional confidence. Another research participant, Diwas shared his experiences of attending the school-based training differently as,

> *Definitely training itself is a weapon for the teachers to make the teaching effective. But I felt, the training inside the school premises was a bit monotonous for the teachers because that was in the same classroom and same area, same trainer with same friends. And another thing, the training that was taken outside helped to develop the network of the teachers. I could make good relation with the teachers from out of school training. I think in my point of view, it may not be more motivating and interesting for the teachers. Outgoing training is a part of motivation and refreshment for teachers. But the training that we take inside the school was more problem-based and need based. But this kind of problem won't be identified if we go to take training outside the school. If the teacher doesn't share their outcome of the training to the school, then the outgoing training is one way effective for others.*

Diwas's story indicated that the school-based training program is not the exception of having some issues with it. He received the problems of not having a

proper training hall. He also shared that the training was a bit monotonous since there were the same friends, same class and the same school context. He also expressed that the out of-school training could be a part of the motivation for teachers. However, he expressed that the training was much focused on the teachers' need and school-based context. From his narrative, I reflected that the school-based training had no such problem except having some local issues of not having proper spacing and good arrangement of the hall. It is obviously identified that the training was much fruitful for the teacher.

While listening to Diwash I remembered Alemu (2013) who suggested that institutions should arrange professional development training and workshops on ELT for English teachers including local and context-based requirements to stay updated with the current development in the field. Likewise, my next participant, Anupa expressed her story of having different issues with the school-based training as,

> *Ok. Let me share some problems I faced during school-based training. I felt a bit bored when the training was given always by our school teachers. Sometimes teachers were not interested in participating in school-based training because we only had the same friends, same class, same school, same students or even same trainers from our school. When I get training like from Rato Bngala, at this time I feel more excited going out, meeting new friends and learning new things or having good experience and knowledge. Sometimes the outgoing training had also a negative part as I observed like the feeling of biased. For going out of school training, mostly the Principal sends his own best teacher. But that teacher does not share the ideas he/she learns outside training. But school-based training is practical because we discuss our problems in our group, we give our problems to the Principal or*

coordinator and they sometimes invite trainers at school so we get many ideas at this time.

Anupa had some similar and some different stories than the other three participants. She reflected her story of participating in the school-based training as she had some problems as well as some benefits with trainings. She expressed that if the training was given by her school teachers and by the same trainer she was a bit bored. The teachers wanted to go out of school training for better exposure. However she also did not forget to share that the school-based training is more practical as they lean in the group. She also shared that the one who receives training out of school has to share the skills while coming back to school with another teacher. Her story indicated that there was a system of providing training from in two ways either inviting experts out of school or sometimes the internal teacher used to give training as a part of school-based training. Her expression resonated with the view of Alemu (2013) who emphasized the importance of collegiality as a professional development activity to facilitate junior and senior faculty members to collaborate and discuss issues related to teaching and learning. Alemu emphasized that the learning among the faculties all junior and senior in collaborative ways together on the issues related to similar can work out and bring professional development. Vygotsky (1978) defined ZPD as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (p. 86)"

Chapter Summary

Every participant shared that the school-based training has been contextual and need-focused learning since the trainers identified the school-related teachers'

contextual needs and asked for their problems as teachers' need before starting sessions. Their narratives indicated that the training helped them to identify their needs based on their particular school and individual teacher. The participants perceived that the training conducted at their particular school helped them a lot to groom up in their learning. Such type of training program has many positive aspects than taking training out of the school context. They agreed that it is focused practical ways of learning at the practice level.

Ritika's narrative, on the limitation and challenges of school-based training raised a question of logistic problems in the school for running the training programs as they are not having proper materials, training hall and matter of always same place or friends. Participants' narratives indicated that the schools in Nepal do not have their proper training-related assets but if the training is conducted at the practice level teacher get much benefit from this type of training in local contexts.

However, participants agreed that the school-based training could be one of the best practices since the training focuses on the practice level. In fact, they agreed that this type of training focuses on the bottom-up approaches in the field of teaching and training for the professional development of English language teachers.

CHAPTER VI

CONTRIBUTION OF SCHOOL-BASED TRAINING

This chapter deals with the second research question of this study: how school-based training contributes to the professional development of English language teachers and teachers narrate the experience. Every participant in this study expressed their experiences on the value of the school based training for their professional development. This chapter presents the critical analysis of the participants' stories. It begins with a theme of how the school based training helped them to design and develop appropriate teaching materials for their professional skills. Then it follows how the participants developed their teaching skills in terms of teaching methods, use of materials, classroom management, preparing a lesson plan for the English language-teaching learning process after receiving the school-based training.

Teacher training is often conducted in order to develop the professional skills of an individual teacher who is often expected to bring a kind of tangible changes in the working environment as well as in the organizational growth with the learned skills they transfer in the real classroom situation. "Included in that growth of interest is the concept of transformative learning, a teaching approach based on promoting change and challenging learners to "critically question and assess the integrity of their deeply held assumptions about how they relate to the world around them" (Mezirow & Taylor, 2011, p.xi). Cranton (2016) argued that learning emphases on creating meaning out of a person's previous understandings, opinions and assumptions, and perplexing prospects that have been advanced based on those pre-existing thoughts.

All the participants in this research study have learned some professional skills after participating in the school-based training. Their stories are presented in the

categorization of sub-skills of their professional learning. It also critically presents how that brings the effects in their learning. In this section, I present how English language teacher experienced their professional skills while participating in the school-based training programs launched in their schools.

Learning to Design and Develop Appropriate Teaching Materials

There are different types of learners in the classroom and their learning style varies. Some are visual learners, some are auditory learners and some are kinesthetic. That's way to cater to the learning styles of the learners we need to use appropriate teaching materials in teaching. The students will learn better if audiovisual materials are provided them for realistic exposure. The materials related to audio-visual do not simply provide visual configuration it also provides aural representation (Ciara, 2016). My research participants shared the story about the learning skills for using teaching materials after participating in the school-based training. As the learners vary in one classroom, their need interests and learning styles need to be addressed. After participating in the school-based training they learned how to design and develop and use level-based teaching materials while teaching in the classroom. One of the participants, Bipin shared his narratives as,

> *One of the most important skills that I learned from the training was the preparation of teaching materials with the things available around the school. Particularly the skills of preparing teaching material available in the school like cardboard paper, copies, papers and the things that were available like real objects as well. Those were low-cost and no-cost materials. Besides that we also learned about how to integrate the ICT-related materials in English language teaching like the use of multimedia, projectors, different videos, etc. for teaching listening and speaking. I loved the ways of using mobile phones*

used for teaching speaking and listening. Previously I had no idea of designing level-appropriate materials. I am preparing and using materials so far as I get time in my class.

Bipin learned the ways of designing and using materials from the school based training. He also insisted that he learnt about using the ICT-based materials while teaching English. He also did not forget to share with me that nowadays he is preparing the teaching materials based on the level of the students in his classroom whenever he has time. His narratives reflected the importance of locally available teaching materials as the students are familiar with them and it can be more practical as well. His argument aligns with the view of Kumaravadivelu's (2001) post method pedagogy in which he focused on the teaching L2 to be influenced by the context's particularities, specific needs, requirements, and conditions. The locally available materials are the need of culturally and linguistically appropriate for their context. Another participant, Diwash shared his learning from the school-based training as:

During the first session of the training, we were taught to make a lesson plan along with the teaching materials that were quite fruitful. And, after the training, I started taking my class with the help of visual presentation with some extra materials rather than the daily used materials like posters, charts, and cards. We learned that we should enter inside the class with the teaching materials; it should be entertaining ways to use the modern equipment gadgets to teach the students. So, I also learned to use technological devices in my classroom, after the training. We wanted to present all types of materials or technologies in the class but there was the problem of using them because the school had not provided all projector, multimedia enough for teachers. But

also I am using whenever they are not used. Students are benefited and the classroom has become easier to teach.

Diwash learned the ways of preparing the audio-visual materials for teaching English language after taking the school-based training. His narratives reflected that the trainers provided the ways of preparing lesson plan and designing the materials along with the lesson plans. As he said it was most fruitful for him. He also learned from the training how to integrate technological devices into teaching. He also shared that his school has some problems of not having enough ICT-related materials to use. However, he has been using the available materials, those audio and visual materials in his classroom after taking the training. Nowadays he enters the classroom only after taking the materials. His narratives reminded me the views of Krcelic and Skledar Matijevic (2015) who explained that today's students get much acquainted with visual world, exposed to the devices, technology and an excess of digital impetuses. He emphasized that in today's teaching and learning the students learn better if the teachers can adopt ICT related materials and other materials in teaching. According to Wong (2015) the adaptation of English language learning materials can be created to develop teachers' own teaching needs, interests, and aptitudes for their learners.

Anupa, another participant shared her experiences of participating in the school base training and learning the ways of designing and applying teaching materials as,

Before the school-based training I had never got any outdoor training nor any school-based training. So I did not have any idea of using any materials for teaching for particular level and context. I learned different kinds of materials for teaching listening, speaking, reading, writing and many activities. We learned to use proper materials for our lesson plan in the classroom while

teaching. But due to lack of materials I have been unable to apply the proper materials in the class. I could involve the students in pair work for picture describing so successfully. I knew how to design and use posters which make the students much involved in the tasks. Even I used PPT slides for describing the pictures. It was one of the very effective techniques that I learned. I learned how to design handouts in the class to raise much interest in students. I even learned about using audio-visual materials and ICT materials if it was available in school. We also learned the use of the mobile phone as well for teaching listening. Hence, compared to my past days of teaching I can say that the school-based training has helped me a lot and my teaching has been changed. I cannot say, I am better teacher but I think my level is increased as I am trying my best to apply the available teaching materials in my classroom.

Anupa's narratives indicated that the school-based training was focused on designing the materials for the appropriate level and appropriate context. She expressed that she learned about how to use posters and PPT slides for describing the pictures and conducting pair works for the students while teaching. Even nowadays she is using her mobile phone for teaching English language skills. She also learned how to design, develop and use some handouts for teaching English from the training. Her story reflected that she has improved a lot her teaching skills in terms of using materials than before taking the school-based training. Her reflection resonated with the view of Wong (2011) who urged that to involve in professional development activities means to update knowledge due to changes in society or the field this includes the use of materials and other technology in language classrooms which may require some training. He emphasized that in order to develop professionally the

teacher can learn themselves about applying teaching-learning materials to develop students learning experience from any kind of training.

Learning New Skills and Changing Teaching Styles

Teachers' professional development programs are run in order to bring any changes in teachers' working environment and personal teaching skills. It may not be easy to clearly see the impact of professional development in classroom performance especially when it comes to a short–term professional development such as attending a conference. "With suitable educational input, transformative learning can begin with people first looking at old things in new ways, then moving through a process of looking at new things in new ways, and finally doing new things in new ways" (The E, 2010, as cited in Schnepfleitner, et. al,. (2021). It is often anticipated that professional development provides a positive impact on teachers' growth. In discussing the learning new skills all the participants particularly emphasized attending the school-based training has given them new learning about new methods that these participants revealed. The participants revealed that by participating in school-based training they gained new teaching skills, strategies and innovation for their classroom practices. Professional skills are highly required for bringing any sort of positive changes in teachers' particular classroom setting and such professional development program especially the school-based training has helped the four participants to learn and develop some particular skills and strategies after participating in them. Starrett (2014) revealed that as a result of the professional participation, their participants “not only gained confidence, but also expertise in pedagogy” (p. 8). All the four participants of this research project agreed that they have learned some new skills, strategies and ways of teaching from the school-based

training and they have brought a kind of changes in their teaching in comparison to their previous teaching styles.

One of the participants, Bipin shared his experiences about the different teaching skills learned from the school-based training and brought his new style of teaching after receiving that as,

> *Before taking that training, I used to tell some jokes, stories for warm-up activities but I realized that it was not related to my lesson. And after that training, I learned the ways of connecting with the lesson. I used to explain more than a demonstration or involving students in activities. And after that three days school-based training, I started involving students in the activities and I started to talk less in the class. Before training I used to ask any topic to speak for students but after training I started giving students some situations and asking them to communicate. For example, one student, as a shopkeeper and another as a customer, and asking them to communicate well, or bargain about the price of something. Almost all the skills and aspects were focused like I started providing clues and samples to write a similar paragraph about their friends. For few days, I tried to use some of the teaching materials. But after sometimes, we didn't have any material because those were used up waited two or three months and our school didn't buy any new ones. And so we couldn't apply that.*

Bipin learned many different ways of teaching skills in the training and changed his teaching styles. He believed that after taking the school-based training he started involving the students in activities where he used to explain and take much time to explain himself. Similarly, he started giving some examples and samples before providing any writing piece. He also added that he

started providing some situations for his students before asking them to speak. He believed that all those skills and strategies he had learned from the school-based training. His experiences align with the views of Hansen-Thomas, et., al. (2013) who suggested that teachers learn better when they are eagerly involved in exploration of their regular practice in teaching and learning and only the professional development activities can contribute to their daily work.

Another research participant, Ritika of this study revealed her experiences of learning new skills and bringing new teaching styles in her classroom after attending the school-based training as:

> *As I told you earlier the American couple provided a lot of tips on how could we manage or control the noise in the classroom to grab the attention of the students towards us. I used to deal with the noise, I mean such situation previously in different ways but I started changing the ways as they instructed that I could handle it with kind of creative activities like connecting their activities with formative assessment. They also provided the phonetics of English for teaching pronunciation. I was really impressed with that and started relating to teaching my students. It really worked. I can proudly say that I guess it was 40% the activity-based and 60% the lecture method earlier. But then after receiving the training, I started teaching 90% activity-based and just 10% in rare cases in lecture method. All year it was like get inside the classroom, opening the book, starting giving the lectures and anything else. But then gradually after being trained, I started making a plan even for the five minutes activity. I just make a plan like this five minutes, I'm going to do this this 10 minute I'm going to do this. So in that way I have started working.*

Ritika's shared that she learned about how new teaching skills on dealing with students' noises and classroom management skills with the trainers, the American couple. Before the training she used to treat the students differently which was not working at all. But after the training that really worked. Similarly, she learned the ways of using activity-based teaching in her class after the training. She agreed that before receiving the school-based training her teaching was mostly lecture method but after that she started using activity-based teaching. She also provided the assuming data as she has started using 90% activity-based and 10% lecture method after attending the training. Before school-based training she did not use to make any plan but she started preparing the planned way of teaching. Her narratives reminded me of the view of Lin (2013) who explained that teachers could learn more new teaching methods and advance more professional knowledge if the participants were more resourceful and better empowered through a professional development program. He highlighted that one can learn new skills and methods and become more resourceful and empowered better after participating in any professional development program.

Another participant, Diwash of this research project revealed his experiences of changing his teaching styles after participating in the school-based training as,

> *I used to take the classes as I was instructed before, but after that training conducted in this school, I started using projector and YouTube when it is available at school. Sometimes I brought my laptop to my class as well. So, after school-based training I tend my way of teaching and I was much loved by my students as well as by the school management. So after the training, I focus equal time on listening, speaking, reading and writing. Previously I used to skip listening and speaking. So that was the practical implementation through this school-based training. I was really impressed with the innovation in*

teaching at the school-based training because I used to teach with an old method that mostly we used to have chalk and talk method, lecture method. And I also used to apply the same method, but after the training I started more group discussion, and game-playing after that training. Before the training, my teaching was solely teacher centered but after the training, I learned to involve the students.

Diwash's story reflected that he learned various ways of teaching students from the school-based training. He shared that before training he had no idea of using PPT and YouTube kind of modern technology-related materials to adopt in language teaching. He started bringing the projector and other gadgets whenever available at school. He also started giving equal emphasis to listening and speaking section after the training. He began using students centered teaching-learning from the training. His narratives resonated with the views of Hansen-Thomas, et. al., (2012) who suggested that transference and transformation of knowledge and experience is the ability to transfer what participants learned from the professional development program and transform it into classroom practices.

Another research participant, Anupa shared the similar narratives she experienced and changed her ways of teaching style after the training she received in her school as:

Personally, I developed myself that as competent in my subject of delivery in classroom teaching. But I did not have many skills and strategies for teaching. In my experience, I used to feel difficulty in teaching poetry. At that time when I got training, it made me very easy. Easy, not only for me easy to understand for students also. Before school-based training, I used to follow the textbook only, I had no idea about using curriculum. But the school-based training

motivated me not to depend on the only textbook. I found that something really changed in my teaching style. Like I started teaching slow and fast learners dealing differently. I regularly started making lesson plan not in detail but just in brief. I also learnt how to use drama for teaching speaking. Yes, I started in activity-based teaching, provided group work, changed in providing assignment, like project work to the students which also I have learned from the school-based training. I also learned that I can teach grammar through games activities and I applied it.

Anupa's narratives indicated that the school-based teacher training programs provided her different knowledge and academic skills to design and deliver her classroom much better so she changed her ways of teaching. Her narratives reflected that having practical knowledge and skills she received from the training prepared her much confident teacher. Previously she used to feel much difficulty in dealing with teaching poetry and she always used to depend on the textbook but after attending the school-based training she got the ideas about using the curriculum. She also started providing project-based teaching, providing group work and teaching grammatical items with games and activities. Her narratives indicated that her English language teaching knowledge and skills were highly supported from the training and she has brought changes in teaching.

When listening to Anupa’s narrative, I remembered (Murray, 2010) who insisted that the professional development experience is fruitful as the teachers can increase their confidence and gain new insights for their classroom attending in professional development programs that can build teachers’ confidence in their profession as a teacher. This in turn will also affect their classroom practice as they bring new ideas to their class. Anupa’s story reflected that gaining knowledge and

skills after participating in school-based training develops the personal and professional confidence that ultimately changes the classroom teaching practice better.

Updating Pedagogical Knowledge and Implementing the Skills

Learning new skills, strategies, or any methods with the professional development programs and applying these into the real classroom is often expected from the participants in their work place. Many often are being able to apply and some cannot due to many reasons. Choy et al. (2013), Nind and Lewthwaite (2018) state that skills related to the pedagogical practices often reflected in teachers who adopt appropriate lesson plans, handles own classes appropriately, selects and applies suitable teaching learning methods and supports the learners to develop their learning better, etc. Mohammadi and Moradi (2017) state that for applying sustainable education, the professional development is much esteemed for all the teacher. Hence, it is a great significance that the refection of understanding into their classroom practices make huge impact in students' learning. All four participants of this research study have shared their updated skills, knowledge and practices in terms of their teaching and learning with the reference of participating in the school-based training. My one of the research participants shared his experiences on updating the pedagogical practices as,

> *The main thing that I began planning for student-centered activities like teaching English through games and activities, Simon Says, Hang Man games and there were many others. I started to motivate the students before starting class. Motivating students before we start our lesson with warm-up activities. And indeed using the techniques that involved the students in the activities rather than teacher talking all the time. Regarding the implementation of skills*

that I learned in training, I began involving students in activities in the classroom or involving them in different games that there was not much difficulty with. But as far as those skills which was required a lot of teaching materials, I couldn't implement all because our school couldn't afford those teaching materials. Because every day you cannot buy a paper from the market cardboard paper and cut these out and make teaching materials. We don't have these multimedia projectors, too. So those videos and pictures, let's say, so we couldn't implement those skills.

Bipin shared that participating in the school-based trainings helped him a lot to boost up his pedagogical knowledge update his teaching skills and activities. His narratives indicated that he began teaching in a planned manner with the support of the school-based training. He begins class by warming up activities connecting to the class topic. Providing activities, designing simple materials and allocating some tasks for the students have become his practice in classroom teaching. However, he also shared that his school could not provide all the materials as he required so he could not implement them in teaching. His story aligns with the view of Wong (2011) who suggested that professional development activities are related to raising one's awareness and assisting one to reflect critically upon one's teaching in order to make changes and improve the teaching skills. He emphasized that professional development activities are highly related to transferring the skills into the classroom practice where the teachers can bring changes. Similarly, he related to the problem of applying the skills due to lack of resources reminded me of the view of Gnawali (2018) who explained that due to lack of teaching materials teachers cannot apply their learned skills in their real classroom situation.

Ritika, the next participant of this research study shared her similar experiences about updating new skills and implementing them in her classroom teaching after the school-based training as:

> *In addition, I developed my skills in dealing with individual teaching and learning because there are a few students who need more counseling or more help in academic behavior. Besides these, I planned different techniques of teaching vocabulary, teaching reading skills, teaching grammar through activities and games, teaching paragraph and essay writing. Those skills which I learned in the training have been so supportive for me to help my teaching. If I got 30 minutes I started categorizing time for activity, interaction, feedback, etc. and I implemented which has become successful. I started implementing those games for teaching grammar in the class creating a kind of fun learning. Actually the way of carrying out the lesson plan is like how to first deal with the vocabulary then go to the text exercise given in the book. I prepared some questions beforehand myself which I implemented.*

Ritika's narratives reflected that the training had become more supportive to her to update herself in dealing with the overall classroom teaching and learning process. She began her class by dealing with the students individually after the training. She updated her teaching skills on teaching grammar as she could apply game-based teaching. She got the ideas about preparing lesson plans and devising tasks for the students. Mostly her teaching started planned way and structured applying learned skills and approaches from the training. His story aligns with the findings of Katuuk & Marentek (2014) who explained that participating in any professional development program enables teachers to review, renew and extend their knowledge, skills, and attitudes linked with the enhancement of student learning and

performance. His findings suggest that one can update professional skills and knowledge after participating in any professional development program and apply that in classroom practice and improve the students' learning.

Diwash, another participant in this study, had similar experiences of participating in the school base training updating the pedagogical skills and applying them in a real classroom setting. He shared his different stories as,

> *Applying the new skills in my day-to-day classroom such as stress management, classroom management, identifying the interests of the students, motivating the learners have become an integral part of my teaching. Identifying the learning styles of the students in a particular classroom was another most important topic we learned. Nowadays, our seating arrangement is completely different than before. Before training, we used to do that talented students and the fast learners used to be in front of the room, and those slow learners used to be at the back. My communicative style of teaching has become an important method of teaching rather than the lecture and explanation method. I learned to fragment my content of teaching listening, speaking, reading and writing. I have been able to apply other all skills except preparing full lesson plans. So, a teacher is assigned five to six periods a day, and preparation of complete lesson plans of six subjects and their teaching materials is not possible. Hence, in audio-visual classes and listening, I try to develop their listening skills through playing audios to them, and giving some pictures with these to describe. Hence, I tried to improve their communicative skills where the students were lacking.*

Diwash's narratives indicated that he received various ways of professional skills from the school-based training that he had updated his pedagogical knowledge

that was needed for his classroom practices. He shared that he has been updated with the pedagogical skills, knowledge and practices that are required in the field of teaching and learning with the support of the school-based trainings. He learned the ways of applying the communicative methods, classroom management skills, skills of stress management, identifying the learning styles were the major pedagogical skills she earned after participating in the school-based training and applying the same in every day classroom situations. However, his story also reflected that out of the skills learned in the school-based training and during the implementation of them in practical classroom, the application of the complete lesson plan could not be successful due to having more than 5/6 periods of class regularly in the class. His narrative resonated with the findings of Wichadee (2011) who urged that providing teachers a training course and seminar or any other professional development programs are best way to support EFL teachers to receive more techniques of teaching where they can share more knowledge ideas in teaching. His findings suggest that professional development programs like training can update their professional knowledge and bring change in their teaching skills.

Likewise, another participant of this research study, Anupa revealed her story about updating her professional skills and pedagogical knowledge from the school-based training differently as,

> *The most important pedagogical skill that I learned was some strategies like engage activate and enable the students in designing activities. I learned like how we could make the students engage and activate providing lots of activities to do and see the outcomes. I began using brainstorming before writing how that can help the students to develop their writing paragraphs. I started providing clues before writing; if possible a sample. Next, I started*

using the most important methods of teaching English like interaction and discussion. The wonderful knowledge that I received from the school-based training was effective classroom management. I don't feel any stress like in my beginning days of teaching.

Anupa's story indicated that she was much benefited from the school-based training and was well received the skills and knowledge for teaching. She shared that she got the most important pedagogical knowledge about engaging, activating and enabling from the training. She also shared that brainstorming, interaction, discussion methods and effective classroom management skills have been influential skills she acquired from the training. While listening to her narrative I remembered the findings of Armour et al. (2017) who explained that it is quite rational to assist the situation as professional development courses like training can develop the teachers' pedagogical practices according to the requirement of their time and socioeconomic condition. His findings suggest that training can enhance the pedagogical skills of the teachers as per the need, time, and circumstances so the learning at school-based can be the appropriate place to update new pedagogical knowledge. Transformative learning plays an active role in contrast to "the teacher-centred learning wherein the teacher remains at the center of the learning process" (Sherine, 2015, p. 242).

When I asked her about why implementation of such pedagogical skills while teaching in her real context, she replied:

Much failure I have become while implementing in the real class is group work because there is no more space in my class. When I started using discussion method, students started making much noise. Next thing I learned few techniques about teaching pronunciation but I could not make the students' pronunciation better. While teaching students felt much difficulty in

recognizing phonetic transcription, sir. Also, few learned skills I could not apply all the materials due to lack of material available at school.

Her narratives reflected that during the course of training she learned many teaching skills and pedagogical ideas for teaching however she could not apply some of them due to some unavoidable circumstances especially the physically assets of her school environment. Her narratives resonated with the view of Islam (2019) who explained that due to the unfavorable teaching-learning environment of the school, in reality the only choice for teaching the old-fashioned lecture method prevails that may offer less opportunity to adopt any innovative teaching-learning approaches. His finding depicts the reality of the teachers at the workplace that sometimes they cannot apply the leaning skills due to physical structure or lack of materials.

In this regard, Gnawali, (2018) points out that teacher-training courses should inform teachers about the local realities of schooling so that they are better prepared for the conditions they will have to face rather than idealize imported pedagogy. Therefore, schools require abundant resources so that teachers can apply the updated knowledge and skills after the training programs over.

Chapter Summary

This chapter presented the emerging themes based on the narratives shared by the four research participants of this study. This chapter actually revealed the information of the participants with the reference of the second research question set for this study. I explored the themes as the professional skills learned with the school-based training, skills transformed into the real classroom or changed in teaching style, updating the professional skills or the problems faced by the teachers during the implementation of those learned skills based on the thematic analysis of the transcribed data in this study. In this chapter, I presented the experiences of the

participants as a part of learning new skills, updating pedagogical knowledge, and applying them into the real classroom setting with the support of the school based training. The participants' experiences indicated that teachers acquired many skills and changed their ways of teaching styles in comparison to their earlier days for teaching English language after attending the training program launched in their school. The narratives of the participants disclosed that the participants recognized the process of designing, developing and applying the contextual low cost and no-cost materials for the particular classroom and level based students. They started developing, and using material mostly audio visual and digital materials. While listening to the narratives of participants, I wonder if the school provided sufficient teaching-learning material for the teachers in their school. Because Bipin and Anupa shared that their school cannot provide sufficient materials for teaching so that they are not being able to apply all the materials in their workplace.

In the meantime, the participants also shared that the school-based training helped them a lot to improve their teaching-learning strategies and skills. That's why they shared that their teaching-learning styles have been totally changed after participating in the school-based training. Likewise, Anupa's story of her school-based training experiences indicated that there was a gap between the training and the skill practice in the classroom as the physical structure could be a barrier for the teachers to understand apply the learned pedagogical skills and methods. It is a challenge for the concerned authority to understand training and transfer the skills in that circumstances. Therefore, the teachers not only reflected on the experiences of participating the training and applying the learning new skills into their real classroom but also they realized the problems of implementing some of the strategies, techniques or the materials due to difficult circumstances.

CHAPTER VII

INSIGHTS, CONCLUSION, AND REFLECTIONS

This chapter recapitulates my research journey that germinated right from the time of identifying research issues to the end of the drawing conclusion. It presents my experiences on how this research issue emerged and what obstacles I faced from the beginning to the end journey of this research. Further, it follows the key insights as to how the research questions-based findings are made with the shared narratives of the participants. Then it presents conclusions drawn from the research. Besides this, it also consists of the major implications drawn with the findings to the different levels from policy to practice. The final part of the chapter describes the reflection on my entire journey of this research project.

Key Insights

I spent more than two years on this journey to accomplish my dissertation. During this expedition, I stumbled upon many hurdles and learned a great lesson from those obstacles. I faced problems of sticking with an issue I was raising for the dissertation. Despite dilemmas, I continued my voyage with the support of my tutors, especially my supervisor. As I was facilitating teacher training programs for basic and secondary level English language teachers in different districts of mountainous regions of Nepal as a teacher trainer, I had a strong zeal to explore more about teacher training programs and teacher education in the part of their professional development.

After a prolonged engagement with my research participants, more than five follow-ups, several steps of analysis of the collected (recorded/transcribed), their narratives really made me think, realize and act upon the school-based training and its practices and transferring the learned skills into the real classroom context. Research

depicted that when we cultivate our intelligence for context-positioned teacher training, it envisioned that there is a long route left to struggle and explore to achieve a perfect idea of launching teacher education programs in Nepal leading some barriers to implementing the skills into real context. The research showed that the teacher education programs need the context-based and situational approach for the successful implementation of the training skills into the classroom practices.

Having long formal as well as informal interactions with the participants, and visiting and re-visiting the field prior to and after transcribing and coding the data enabled me to anatomize the perspectives of my participants on the school-based training and develop their professional skills after participating in it. It made me realize more to act on identifying all the issues emerging in the field of teacher training and teacher education programs in Nepal and the issues of transferring the skills into the classroom or implementation of updated knowledge in a real classroom context. At the end, it provided me a realization of professionalism, devotion, understanding the situation of the particular school context or classroom has a paramount significance.

For this research study, two research questions were set to guide the overall research process. Pertaining to the first research question the participants of this research project noticed the essence of the school-based training in the context of Nepal. The four research participants revealed various untold stories and from those interesting stories, I generated themes such as school-based training as contextual, need-focused, collaborative practices, advantages and significance, limitation and challenges in chapter-V. The participants shared that the school-based training model primarily focused on the context-based learning which provided an opportunity to learn better within the teachers' own workplace. Participants shared that the training

conducted at the school level provided new experiences to the teachers as they had their real classroom context and they got trainer, teacher, and students together. They also shared that teachers' problems were provided to the trainers and the trainer took some demonstration classes in a real classroom setting as well. The views of teacher learning and teacher professionalism can be achieved only if the teachers' needs are focused in local context means at school-based. What I came to realize from their sharing is this types of teacher training model gives much importance on the school as a pivot spot for the professional development of the teachers rather than following the old on-size fits-all conventional modality since it accepts the bottom-up approach in teacher education as well.

Similarly, my research participants revealed that the school-based training is much essential for the teachers to identify the school's philosophy, aim, and expectations of the school and parents. Participants shared the important aspect of the school-based training as the school management also could recognize the needs and the problems of their teachers. I realized that the training conducted at the school level can enhance the ability of teachers to understand the problem and culture.

Two participants' shared that their school had a provision of providing training in two ways either inviting experts from out of school or sometimes by the Principal as a part of school-based training. They emphasized the importance of collegiality as a professional development activity to facilitate junior and senior faculty members to collaborate and discuss issues related to teaching and learning. It gives me an insight that the learning among the faculties all junior and senior in collaborative ways together on the similar issues can work out and bring better professional learning exposure.

Participants also shared some limitations and challenges of the school-based training as they experienced some logistics issues such as not having a proper training hall, essential materials such as ICT and distraction of the students for the conduction of training materials in comparison to the out of school training. Some participants shared that the training was a bit monotonous since there were the same friends, same class and the same school context. One participant, Diwash also expressed that the out-of-school training could be a part of the motivation for teachers. From their story, I realized that the school-based training program is not the exception of having some issues with it. It is learned that a separate training hall and context-based necessary materials are to be provided at the school for better learning during school-based training.

Pertaining to the second research question the participants of this research project noticed some visible changes in pedagogical updates and professional skills learning from the school-based training. I generated themes such as learning about designing, developing, and applying the appropriate materials, learning new skills and changing the teaching styles and updating pedagogical knowledge, and becoming a professional teacher in chapter-VI.

Participants shared that they learned about using the digital materials, preparing materials based on the level of the students, use of audio-visual materials, preparing lesson plans, using a mobile phone, developing handouts, etc. as major skills from the school-based training. They shared that the locally available materials were the need of culturally and linguistically appropriate for their context. Participants also shared that some of their schools did not have enough materials to apply and practice in the classroom. The major insights can be taken as the importance of locally available teaching materials as the students are familiar with them and it can be more

practical as well. It is also learned from their story that due to lack of materials they could not apply their skills in teaching.

The participants shared their narratives that they learned many skills, methods and practices from the school-based training and they changed their teaching styles. Their narratives indicated that the school-based teacher training programs provided them different knowledge and academic skills to design and deliver the classroom practice much better to change ways of teaching. They started providing project-based teaching, group work, and teaching grammatical items with games and activities. Participants reflected that gaining knowledge and skills after participating in school-based training developed the personal and professional confidence that ultimately changed the classroom teaching practice better. It is learned from their story that the school based training programs supported them to develop pedagogical skills as well as professional experience. They shared training was fruitful as the teachers were able to increase their confidence. It can be realized from this that the school based professional development programs can build teachers' confidence in their profession.

All the participants shared their experiences that the ways of applying the communicative methods, classroom management skills, skills of stress management, identifying the learning styles, and many more skills were the major pedagogical skills earned after participating in the school-based training and applying the same in everyday classroom situation. They shared that training enhanced the pedagogical skills of the teachers as per the need, time, and circumstances so the learning at school-based could be the appropriate place to update new pedagogical knowledge. They also shared that out of the skills learned in the school-based training and during the implementation of them in the

practical classroom, the application of the complete lesson plan could not be successful due to having more than 5/6 periods of class regularly in the class. The insight can be taken from this that teacher were given more class so they could not prepared all lesson plan in their class. All the participants shared that the school-based training brought positive changes in their classroom setting and develop some particular skills and strategies after participating in such programs but failed to apply some due to unavailability of materials. From their narrative, it can be realized that the schools lacked the necessary teaching materials because of that teachers were unable to apply their updated knowledge in their real classroom.

With the reference of narratives from the participants, I came to realize that things seem to be easy on conducting teacher training and updating knowledge or applying those skills into the classroom. However, during the application of those skills it is often questioned due to many factors. There is an incongruity of the teacher education programs in Nepal.

Learning about the provision of teacher education programs, professional development activities, and most importantly the school-based training and its essence in particular contexts, such as rural settings or in the urban context, the training needs to be provided at the local context. The ELT interviewees' narrated perspectives, understandings of their school-based training, and their professional development skill for required pedagogical knowledge have revealed certain issues that I personally found significant to know as a teacher training programs in a developing country like Nepal.

The school-based training programs identify the particular context of school, their facilities, level of teachers, their actual problems and what the particular school expects the facilitator, etc. Therefore, training provided out of school may not be

relevant for the individual learning needs can be varied from school to school and person to person. This could create the personal attachment among the learners associated with the socio-cultural lenses of Vygotsky.

This study also revealed that running any professional development programs out of school context leaves the teachers to recognize their contextual realities. Training in the real practice field energies the teachers to meet their lacunas in teaching-learning process. Asking some problems of the teachers and providing some demonstration classes by the trainers along with the real students and teachers may create the atmosphere of better learning identify the gaps within the teachers to be improved themselves. It is most difficult to visibly identify the professional growth of a teacher from single research work.

During my research, I found that the teachers with their diverse cultural backgrounds and practices have invested a major part of their experience in participating in the school-based training. Therefore, they perceive their participation in school-based training and transferring the pedagogical skills into their real classroom context with different perspectives and varies the professional skills as per the context and particular needs. The experience of teachers, their understanding of the world, and associated stories have given a sense of verisimilitude in perceiving the situation of school-based training and their contextual relevancy in the context of Nepal.

Conclusion

As I continued with the research process I have woven my findings through narratives leading to analysis and conclusion of the research. Research is a systematic and scientific process of finding the truth. Moreover, it is a process of illuminating the realities based on truthful stories shared by the participants.

This research presents that the teacher training programs conducted in the local context more specifically in the particular school are highly beneficial to the teachers for their professional development since the needs of the particular school and context differ. The findings vividly depict that a facilitator identifies the real needs of the teachers while visiting the particular school for training. With the evidences gathered from the participants, it can be concluded that the individual school located in different geographies and its teachers has their own culture, belief, philosophy, aim, system, etc. Hence, the problems from school to school or geography and context differ. If the expert trainer provides any demonstration class along with the teacher and real students, the teachers get ample opportunity of learning from the facilitators. Besides this, it can be concluded from the evidence of research that observing the classes of the teachers by the trainers and providing necessary feedback during the training provides lifelong learning for teachers. That's why all the participants of this research study have shared the importance of school-based training in comparison to the training out of the school context. It is concluded that conducting or participating in the school-based training recognizes the strengths and weaknesses of an institution, individual which brings the positive impact in schools' environment, and their sociocultural background. Hence, observing through Vygotsky's socio-cultural theory, it suggests teachers can practice and learn better to generate knowledge in particular context (school-based training).

The participants have experienced the school-based training as one of the best models of professional development practices for improving the professional skills of teachers. As per the participants, the school-based training is found as the button-up approach in the field of teacher education programs. Research reveals that when a school invites an expert teacher trainer at school or gives training by the mentor of the

same school, it provides the tranquil atmosphere for understanding the real context, problems, and the strategies to adopt for better learning. Such training programs have given a huge impact on the lives of the teachers.

The study reveals that the school-based training provides the better learning atmosphere in school through collaborative practices since all the participants from the same school gather together with similar problems and expect to learn together exchanging their problems and ideas. The findings of the research depict that the sharing culture among the teachers raises a kind of awareness of teaching-learning after participating in the school-based training. Teachers cultivate the values of earning with each other for better learning. They learn the value of design, develop and apply the locally available materials in their particular context. Participants identify the different types of teaching materials for teaching language skills and aspects respectively according to the nature of the text. Mostly the locally available visual materials designed during school-based training at their own school have brought a huge impact on their professional learning and teaching.

The research findings show that the professional development programs in the school context have helped the teachers to update their pedagogical skills. Participants after receiving the school-based training have been able to apply basic pedagogical knowledge and skills into their classroom such as classroom management, stress management, activity-based teaching, student-centered teaching, identifying the learning styles and psychology of the students, group work, pair work, interaction, etc. while teaching. The research reveals that the participants after attending the school-based training changed their ways of teaching styles adopting new techniques and methods comparing to their previous years. With the findings of the research it can be concluded that their teaching-learning styles, methods and skills have been

easier and they have changed their ways of classroom delivery focusing student-centred approaches in these days. Based on the Minzaro's transformative learning theory the participants have been able to play active role in changing their old beliefs and adopt new learning for applying those learned skills into their classroom practices.

Besides some positive aspects of the school-based training in terms of experiences and learning pedagogical skills, the research findings identify some of the issues with the school-based training too. The findings reveal that the schools do not have proper physical facilities such as appropriate training hall, proper required training and learning equipment which has affected their learning. It is also concluded that the participants are not being able to apply some of the pedagogical knowledge, skills they learned into their classroom practices due to the lack of teaching materials in their school especially ICT-related materials. Besides this, research reveals that school do not have the provision of monitoring and supervision of the teachers' after training program is over. With the findings of the research it can be concluded that due to lack of strong monitoring and regular follow-up programs the application of the learned skills from the trainings into the classroom are not being much effective.

Hence, this research study has become an eye-opener and a gateway to the concerned institutions, authorities, or the educators who advocate to bring change and provide professional development skills among the teachers to bring innovations into their teaching, teacher education programs change their minds and redirect their programs towards a more contextualized implementation of the training to assist the school and individual teacher for bringing transformative learning to uplift the education. The finding of this research, therefore, clearly shows that the seriousness of such an issue can be varied from context to context.

Implications

This dissertation certainly implies people explore how the school-based training assist the teachers to groom up and enhance their professional skills. These research findings attempt to draw the attention of the policymakers, government agencies, concerned authorities, teacher educators, practitioners, and further researchers of the education field. It has suggested many crucial issues for the entire education practices in the existing situation of Nepal.

The existing teacher education program in Nepal is often found organized at the out of school context such as a hotel, banquet or training centers. This research finding suggests that teachers are the knowledge creators. So, efforts and adjustments in teacher education programs are required to prepare prospective teachers so that they can fit in the framework. For this, the government agencies need to restructure the teacher education programs in order to respond to the particular location or the geographical contexts where the teachers exist. So, rather than adopting predetermined and preselected state of knowledge out of school contexts, teacher educators need to adopt a bottom-up approach in which teacher educators understand particular school-based context better. Therefore, the program developers of the teacher education program are expected to pay much more attention and modify it to provide the teachers a clear idea of the classroom context.

It is shown that many trainings are conducted for the professional development of teachers whether school-based or of out of school context. However, the research showed that those teacher training programs lack the provision of regular follow-up and supervision in Nepal. The monitoring and the supervision of the teachers' teaching once or twice by the same trainer after providing training can be an

effective model of supervision to identify the implementation and transfer the learned skills into the classroom practices.

Teachers are found highly motivated towards the school-based training and taken it as one of the best models of teacher education as they have shared many positive aspects and supportive assets for them to learn better at their workplace. The findings of this study depict that the teachers are struggling much to apply some of the skills into their real classroom situation. The main reason for not transferring the skills completely from the training hall to the classroom is due to lack of availability of the materials, especially the ICT-related materials which is the dire need of the 21st century even in language teaching. Hence, to provide adequate resources, any administrations are responsible. Then the teachers fully apply and transfer the updated pedagogical skills into the classroom practices.

The research findings show that the need for collaborative learning and collegiality is the need for better learning. Every school needs to begin a mentoring program so that all the teachers get support from the mentors whenever they face any problems. Moreover, those who are involved in the teacher development program, need to think of the lacunae between the theoretical and real classroom situation. The principal/head teacher, coordinator or the head of the department, and school administration are expected to guide them in every activity they undertake inside the classroom as well.

Teachers participate in training for developing their professional skills and they may change their mindset, either individually or in groups to apply the updated pedagogical knowledge. For this organization of in-service training, workshops, and seminars that disseminate practices have been successful in particular contexts. This

kind of experience gives teachers various opportunities to adapt and improve their teaching and bring changes in the quality of education.

The implication can be made for further research as well. Participatory action research (PAR), can be conducted to explore, understand and suggest to improve our practice of teacher education programs. It gives the value of conducting teacher education participating with the teachers on their particular issues for exploring and moving on to show how this can contribute to appropriate forms of action for change.

Reflections

This research is a product of my inquisitiveness on how the school-based training contributes to teacher education and can be an alternation of the existing teacher training program in Nepal. As I was working as a teacher trainer for more than 5 years facilitating the English language teachers for basic and secondary level, I had a strong passion to research the area of professional development of teachers. Before joining the teacher training career, I worked in some of the well-known schools and colleges in Kathmandu valley where I had gained the experience of receiving the school-based training. During my teacher training and facilitating phase I noticed the essence of the school-based training in the changing context. So, this context and my interest led me to carry out the study on this topic.

After I completed my masters' degree I started working as a teacher trainer for 4 years visiting some mountainous districts of Nepal. I still remember that while I was working as a teacher educator, I saw Laxman Gnawali sir sharing a notice about the admission in MPhil at Kathmandu University in December 2017. Having seen the advertisement for admission, I sent a message via Facebook messenger to Prof. Laxman Gnawali as he was already my Facebook friend. He informed me to visit his office at day time. So, I went to meet Professor Gnawali at the University for getting

detailed information about the admission procedure. When I talked to him he encouraged me to join M. Phil journey if I could spare my four hours daily. Then I filled out the form for the entrance and submitted it. I attended the entrance examination and interview process and was successfully selected for the M.Phil journey.

When I joined my M.Phil. in ELE (2018 batch), everything was new for me. I still remember the orientation program at the auditorium hall about the introduction of course, tutors, modality of evaluation, and many more. From the next day, our class began formally. The first day was the academic writing class by Prof. Dr. Laxman Gnawali. He shared with us the various types of academic writing. My prime interest in joining M.Phil was to develop my academic writing and research skills. I learned to write from paragraphs to publishable articles academically from his class. Prof. Dr. Jai Raj Awasthi provided me with knowledge on the recent trends of English language teaching and teacher development which was much helpful for me as I was working in the same area. It helped me a lot to develop my training skills theoretically and practically at the same time. I reviewed all the ELT teaching methods to up-to post methods or critical pedagogy. Asst. Prof. Dr. Tikaram Poudel provided insightful knowledge of critical discourse analysis, discourse and applied linguistics, and the world English. Application of the critical theories in different contemporary eastern and western novels helped me a lot to build the theoretical knowledge binding into practice.

Similarly, I got a chance to learn more about the language planning procedure from Dr. Lava Deo Awasthi that really helped me a lot on how language planning is done and the importance of it in socio-political context in any territory. Likewise Asst. Prof. Dr. Suresh Gautam provided the basic fundamental knowledge about the

research methodology. Similarly Prof. Dr. Bal Chandra Luitel provided knowledge about the advanced research methodology for qualitative research. The theories I learned in his class in the second semester still flash in my mind. Being based on the theory he taught me, I framed my entire study. Within three semesters, different professors took different subjects. These all academic experiences on writing, many assignments, and presentations on seminar papers, research papers, book reviews or program evaluation were really contributed a lot to shaping my research knowledge and updating my academic writing skills.

While studying the first-semester Asst. Prof. Dr. Suresh Gautam asked the area of interest in research to all of us in the class as he was taking research methodology course. I shared my interest in teachers' professional development especially in the mountainous region since I was working there. Sowing the seed of the dissertation I gained the basic knowledge of research in the first semester. Dr. Suresh Gautam planted the seed of the research in me and it germinated slowly. It took about six months to crawl and learn to walk slowly. It was not possible without the help of Dr. Gautam. He encouraged me to explore the issues and my area of interest. After finalizing the topic, he suggested to me to start writing a proposal. With his continuous support, I was able to develop a wonderful piece of the proposal and submitted it to him via Moodle.

In the second semester, Prof. Dr. Bal Chandra Luitel provided such intuitive skills of research methods that really helped to improve the theoretical foundation of the research with the advanced knowledge of research methodology. From his guidance, I got insightful knowledge of the research methodology. I redesigned my first draft of the proposal with the theoretical framework and presented the submission in his class and he appreciated my work. His continuous help, feedback, and guidance

helped me to prepare a nice piece of the proposal. In the third semester, Prof. Dr. Jai Raj Awasthi helped me a lot to work on my proposal and finalize it for the defense. Within the entire third semester, I started reviewing, modifying, substituting or even deleting some unnecessary portions with the research proposal. He handed me many latest books, articles, journals related to the professional development of ELT learners of different context. His immediate response and guidance led me to successfully defend my proposal in the second row in our ELE batch 2018.

After defending the proposal, I had to collect data from the field. However, immediately after completion of my third semester, I could not work on my dissertation as I started working in an organization in Kathmandu and I had to go to the mountain region to collect the data. I was involved in teacher training programs in the last decade in different contexts of Nepal. I wanted to research the professional development of the teacher. Initially, I was planning to carry out the professional development of teachers from the mountainous region but due to the global pandemic of the Corona Virus, it was not possible to visit the mountainous region. So, with the consultation of my supervisor, I changed the research site and started working on the research from nearby Kathmandu Valley.

When I reflect back, I framed research questions several times and finally came to conclude with two research questions with the help of my supervisor. Once I finalized the research questions, I did the review of related literature. The review of related reviews helped me to expand my horizon of knowledge in the area. Literature reviews provided me an opportunity to go through the wide area of researches and literature which provided me to frame my research. I went through different literature on the professional development of English language teachers. Going through researches, journal articles, books, reports, newspaper columns, and dissertations, I

found myself empowered and enriched my horizon of knowledge and perspectives towards professional development with the school-based training. I divided the literature review into four different parts: thematic, theoretical, and policy followed by the review of the previous study. The review of literature not only helped me to go through the professional development but also provided me with scholars' views on the school-based training.

Regarding theories, I had used only a socio-culture theory for the entire research study. But later while transcribing the data from the participants I used transformative learning theory as well that provided a strong connection between the participant's view and related literature. The theory of transformative learning provided me insightful learning how teachers change their professional skills and teaching styles or update new pedagogical knowledge. Similarly, the theory of socio-cultural builds a strong connection with the needs of the contextual practice in the education for better learning. Next while analyzing the policy review I went through the constitution of Nepal, Education Acts, laws, and by laws which supported me to find the current status of the teacher education program and a wide gap between policy and practices.

After finding the four participants who had got the experience of participating in the school-based training, I tried to build a good rapport with them. I took consent with their school administration and with them as well and had interviews initially through the telephone. As it was an in-depth interview the prepared interview guidelines and telephone conversation of the single interview could not help me. So, I met them in person. I conducted interviews more than four/five times with my participants. Collecting the stories of the teachers who were involved in school-based training more than four times having experience of four to seventeen years helped me

to understand the views and professional changes of teachers with this type of the training program.

I transcribed data and thematized it under different headings and subheadings. Based on my participants' life stories with the focus on professional development with school-based training, seven themes represent their voices. The analysis began with a portrayal of four participants. I analyzed the data with the help of available literature and finally combined it with the theory of socio-culture and transformative learning. I sent it to my supervisor, Prof. Dr. Laxman Gnawali. He addressed his comments time and again. I never felt bored while working under him. His positive comments paved on the right path. I am really grateful for his prompt response even at night. I feel sorry for disturbing him every time visiting his office and calling several times for my personal work. He equally deserves the share for preparing this dissertation. Finally, I produced a beautiful piece of dissertation with the support of the Head of Language Department, Prof. Dr. Laxman Gnawali. I will never forget their support, input, and guidance while preparing this final product of dissertation.

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APPENDIX

English Language Teachers' Narratives: Interview Guidelines and Protocol

Date…….

Time……..

School……..

Name of interviewee …….

Signature……..

Statement for interviewee,

I express my gratitude to you for sincerely participating in my research. I am pretty sure that your valuable information will help to shape this research and supports to draw the attention of the concerned agencies for professional learning. The purpose of this research is to explore teachers' perceptions of English language teachers on the school-based training and its contribution in your professional development to help everyday classroom practices. The expected length of the interview will be around 30–45 minutes long for all these open-ended questions based on two research questions. Your confidentiality and privacy will be guaranteed.

Rapport Building Questions

- Could you please give me your short introduction?
- Would you tell me your experience of teaching English?
- Please share your story of teaching career.
- What PD activities have you participated in? Please share your experience.
- What motivated you to participate in PD programs?
- Have you ever participated in school-based training?

- Have you attended any trainings, conferences, workshops and seminars yet? (If yes, did you learn anything new from these programs?
- Please share your experience of the last school based training in which you engaged?

RQ: 1: How do the English language teachers narrate their experiences of the school-based training with reference to their professional development?

Interview Questions:

- Please share your experience of participating in the school based training?
- Did you find any differences between training taken out side and training taken in your own school? Share your experience, if any.
- What were some positive and negative features of the school based professional development training you have observed? Share your experience.
- How did school-based professional development training help you to meet your teaching needs?
- What specific skills and strategies you received from the school-based training that helped you support your students?
- Were there any difficulties or problems that you received while participating in school-based training? How do you narrate it?
- What successes and or failings did you experience while implementing the skills that you learned in training?

RQ: 2: How does school-based training contribute to the professional development of English language teachers?

Interview Questions:

- Do you see any specific significance of school-based training for English language teachers? Please share it based on your experience.

- How do you narrate the situation of your teaching styles before taking school-based training and the improvement that you observed in course of teaching after such training?
- To what extent do you think this type of training program was useful for you to enhance English language teaching skills?
- How were you benefitted from such types of training programs? Will you share some skills that enhanced your teaching the English language?
- In what ways has school-based training helped you in professional development to become a better teacher? Tell your story
- Will you give some academic success examples about your own teaching students with the SBT program?
- How do you say this training program has helped you to boost up your teaching skills so that your everyday teaching-learning practices have been a successful journey?
- Finally, will you participate in any professional development training if it is available in future? Why or why not?

Reviews

Will you please tell me more…

This is really interesting, could you please give me an example …

Closing

Thank you very much for agreeing and taking participation in interview process. Your all information given for this study will be confidential. I will visit you again if I require your more clarification to review for my research.