

Transfer of English Teacher Training Skills: Teacher Trainers' Observations

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Abstract

In order to prepare our country for the future, we need a good teacher education training program to help us grow. English language teaching (ELT) situation needs to be improved in Nepal and it is widely accepted that situation of ELT will be naïve unless we train the teachers in different ways. Most of the stakeholders believe that teacher training programs and the university curricula are more responsible for successful ELT classes. In such situation this paper intends to study and analyse the teacher trainers' views and attitudes towards training programs for teachers. It is based on the interviews of the teacher trainers who have been training the English teachers of Lumbini province. It was basically about the performance of secondary level English teachers in the class and the transfer of training in the actual classes. After the analysis and interpretation of the ideas expressed by the trainers, their attitudes, suggestions as well as the problems of transfer of training skills have been presented in this paper. The results show that the situation of ELT is gradually developing because of training programs and they were found to be hopeful for bright future of ELT. Thus, the conclusions and results from this paper are supposed to be helpful for the teachers, trainers and the policy designers and ELT authorities to develop the ELT situation in Nepal.

Introduction

Quality of education mainly depends upon the teachers' quality. Every nation is strong because it has good teacher who can provide them a good education. A teacher educator is a person who helps other people to acquire the knowledge, competence and attitudes they require to be effective teachers (Dange & Siddaraju, 2020). Teaching is a profession that requires particular specialized knowledge that comes from trainings and experiences. Without effective training of teacher, we

hardly imagine the meaningful learning and effective classroom delivery. So, teacher training plays an important role in preparing skilled teacher who plays a pivotal role in shaping the quality of classroom instruction (Thapa, 2012). This view clearly shows that teacher training is for building for skills not only for improving classroom delivery.

With various kinds of experiments on how to make teaching English more effective, the authorities have been changing the curricula, training the teachers, preparing the youths for teaching through different universities etc. With funding from the Asian Development Bank (ADB), the Ministry of Education (MOE) began the Primary Education Development Project (PEDP) in 1992 as a teacher-training initiative (NEC,1992). In 1993, PEDP assisted in the establishment of nine Primary Teacher Training Centers (PTTCs) across the nation, as well as the National Center for Educational Development (NCED, 2003). These days, these PTTCs are referred to as Educational Training Centers (ETCs). The project's goal was to give school teachers service training. National Centre for Educational Development (NCED) was established in 1993 (NCED, 2007). NCED issued the training policy in 2005. This policy provisioned that "All untrained working teachers in the school system will be trained in 10-month training at the earliest possible time line" (NCED, 2005). All these rigorous attempts to improve the ELT situation are not able to produce and develop English language teaching human capitals as the research results concluded.

Despite numerous efforts, the situation of English language teaching and learning in Nepal remains unsatisfactory and continues to attract criticism from various angles. One of the central concerns lies in the practical implementation of English teaching methods, where the effectiveness of teacher education and training programs is frequently questioned. The application of acquired training in real classroom settings, particularly in English language teaching at both school and university levels, is notably inadequate. In this context, Wagley (2009) quotes NCED reports 1996-2002 that "Nepalese teacher education program seems to have very little or no effect in classroom practice" (p. 35). It has been blamed that the supply based top down modality of teacher training has not met the real classroom needs of the teacher. Teacher training is more theoretical and oriented by one fits for all mentality rather than being context specific, need based and demand driven (Wagley, 2009).

Many Universities have been trying to educate the interested individuals who want to be in the field of teaching with bachelor, post graduate level and master level as well as M. Phil. and Ph. D. level in the education stream in Nepal which basically aim to produce quality teachers to fulfill the national requirement and their curricula have been designed that way. The government of Nepal has also invested much in different projects of teacher training to improve the teaching and the school education. Research study shows that Nepal's teacher training is not

being effective as expected. Thus, this study tries to explore and analyze the teacher trainers' views and attitudes towards training programs for teachers. The two main research questions the paper seeks to answer 'what are the attitudes of teacher trainers towards teacher training programs and how such views and attitudes affect the effectiveness of teacher training programs and consequently affect classroom instruction of language teachers'.

Many academicians have accomplished research on classroom interactions between teachers and students and reported different conclusions regarding what happens in the classes. A study conducted by the Research Center for Educational Innovation and Development (CERID) in 2003 identified that the instructional practices among trained teachers continued to be heavily teacher-centered and largely reliant on textbooks. The study highlighted several common instructional patterns: teachers often began lessons by requesting a textbook from students if they had not brought one themselves; they typically asked students to identify the current page or lesson based on the sequence of the textbook; reading activities were conducted either by the teacher or a student, often accompanied by the teacher's paraphrased interpretations. The study found that the choral repetition of the prescribed texts was dominant in the lower-grade classrooms. But in higher grades, the students were expected basically to memorize questions and answers given in the texts. The so called outdated grammar-translation method (GT Method) remained the major method of teaching English (CERID, 2003).

The teacher education by name serves in developing teachers professionally and it also enhances the students' learning outcomes in real classroom settings. It is in fact the process of making teachers competent at applying the knowledge and skills they have attained in the classroom practice as Panthee (2023) describes. The government investments in teacher education are ultimately aimed at improving instructional quality by creating a more effective and engaging learning environment for students in the English classrooms. Apart from skill development, teacher education is also intended to foster professional awareness, encouraging the teachers to strive for excellence in their classroom practices. Although teaching is inherently a demanding profession, it is often undervalued, with some perceiving effective teaching as a natural talent rather than a skill that can be cultivated. However, with appropriate training and education, teaching competencies can be significantly enhanced. The overarching aim of contemporary education systems is to ensure quality education, which fundamentally depends on the effectiveness of teacher training programs. In support of this, Hada (2008) underscores the importance of robust teacher education, asserting that many of the issues concerning educational quality can be addressed through high-quality teacher training. Similarly, Borko and Putnam (1996) found through the Cognitively Guided Instruction (CGI) Project a comprehensive, multi-phase professional development initiative that teachers' pedagogical content knowledge and beliefs can be

positively influenced through targeted professional development. These changes were shown to correlate with improved instructional practices and student learning outcomes.

In this regard, Reimers-Villegas (2003) argues that successful professional development experiences exert a significant influence on teachers' work, in and around the classroom, particularly in light of the fact that many teachers worldwide enter the profession without being well prepared or underprepared. In fact the professional development affects teachers' beliefs and behaviors related to teaching and classroom activities. But the relationship between the teacher beliefs and classroom practices is not straightforward. Instead, it is dialectical in nature, involving a continuous movement between changes in belief and changes in practice. In contrast, Subedi (2004) highlights the ultimate goal of teacher training, which emphasizes that transfer of training skills and competencies in the real classroom practices is a central concept in adult learning theories, as most education and training initiatives aim to achieve it. In the same way, Bhandari et. al (2024) note that the transfer of training is a continuous process of applying the content, instructional knowledge, and skills learned during the training session into the real classroom practice. Likewise, Cheng & Ho (2001) and Yang et al (2024) also clarify that the transfer of training is the application of pedagogical knowledge and skills learned during training to trainees' employment. Without transfer, the objectives of training and education remain unmet. Consequently, teacher training is always directed towards enhancing student achievement. Teacher education, training, and professional development activities, therefore, are not only intended to develop individual teachers but also to ensure the transfer of knowledge, skills, and attitudes to the next generation. The broader aim is to strengthen teachers' performance, so they can provide quality education, which in turn contributes to the development of a better and more civilized society.

Javed (2023) examined educators' opinions and experiences emphasizing the influence of teacher training programs on their professional competencies', pedagogical approaches, and student achievement. She emphasized on problems teachers have when they try to use what they learned in real life classrooms and gives suggestions for making these kinds of training program more useful and relevant. Similarly, Murray (2021) argued that successful and good teachers are continually learning and that they need to keep studying to impart the intended high-quality education. This study highlighted that a teacher's disposition to learn, characterized by a growth mindset, is essential for their effectiveness and professional competence. Alruqi and Alharbi (2022) focused on the perceptions of English as a Foreign Language (EFL) instructors in Saudi Arabia regarding professional development (PD) training programs and the degree to which these courses have a beneficial impact on their teaching practices, beliefs, and student outcomes. The study emphasized on how important professional development is to

improving teaching methods and maintaining teachers' long-term development in the Saudi educational system.

Dange and Siddaraju (2020) pointed out that teacher training programs help improve the quality of education by giving teachers new teaching skills, helping them grow professionally, and making their classrooms more successful. The study also stressed how important ongoing professional development is for making teachers who can meet changing educational standards and student requirements. Similarly, Gautam (2016) critically examined the structure and effectiveness of both pre-service and in-service training programs, highlighting several systemic issues Training models, limited classroom application, correlation with student success. Gautam (2016) also argued that teacher training in Nepal faces deep-rooted challenges that must be addressed to truly enhance educational quality. Salmerón et al. (2022) maintained that teacher training is an important part of teachers' professional development. It is a planned and systematic way for teachers to keep learning and improving their skills and knowledge so that they can give their pupils a good education. García et al. (2022) claimed that effective teacher training for educational change must be practice-focused, emphasizing hands-on experience and it should be supervised by senior educators, with support from students and school leadership. They further focused that it is to be continuously updated, standardized to monitor and improve digital competence. They also highlighted the critical role of ongoing, structured, and collaborative professional development in preparing teachers for modern educational challenges.

Several studies conducted in the Nepalese context have consistently highlighted that English language education has yet to meet expected standards, largely due to the ineffective teaching practices employed by educators across different academic levels. These studies further emphasize that the impact of teacher training on actual classroom performance remains minimal, suggesting a weak transfer of training into the classroom activities and practices. The research works show that the studies are significantly carried out in the field of the issues, role, significance, perceptions and effectiveness of the teacher training programs in Nepal. However, there have been very less research works accomplished regarding the attitudes of the teacher trainers towards teacher training programs in Nepal specially focusing on the English teacher trainings in different situations.

Methods and Materials

This study adopted a descriptive qualitative phenomenological methodology to gain a comprehensive understanding of the attitudes of teacher trainers in Nepalese context. Qualitative method looks at complex things like how teachers feel and what they think about teacher training while providing profound insights into the contextual phenomenon that affects the efficacy of these initiatives (Creswell & Poth, 2017). To gather rich and relevant data, the study employed unstructured interview as a data collection technique. Four teacher trainers from four different

clusters who were training the English teachers of Lumbini province were interviewed to gather information about teacher training in Nepal, and their attitudes towards teacher training programs. The teacher trainers were purposively selected based on their scope and experience of training English teachers. Thus, the present paper is based on the qualitative data derived from the interview with the teacher trainers about their attitudes towards English teachers of Lumbini province.

Results and Discussions

The findings are presented thematically and discussed in relation to existing literature in English Language Teaching (ELT) and teacher education in Nepal. Thus, the attitudes can be presented as below.

Supportive and Optimistic Attitudes

In the present study the trainers were found to be optimistic about teacher training program, the future of ELT and the development in English teachers. Teacher trainers expressed generally positive views toward the professional commitment of English teachers. They emphasized that many teachers actively engage in professional development by attending training programs, conferences, webinars, and workshops. In this regard participant A stated, *we found teachers to observe such activities helping teachers stay updated with new methodologies, ICT integration, and learner-centered pedagogies in teacher training programs*. This idea of the participant implies that teachers engage in innovative student-centered approaches, including the integration of technology and project-based learning. This perception of the participant coincides the view of Wallace (2010) who emphasized that teacher training is a wholistic process that fosters an active teaching style and helps teachers apply new techniques effectively in their classrooms. Another participant B claimed, *teacher training programs increased confidence in using interactive and multimedia resources, resulting in more dynamic lesson delivery*. This view is very similar to the idea that training builds confidence, commitment, and motivation among teachers by transforming negative attitudes into positive ones. This aligns with recent research in Nepal which shows that professional development activities empower teachers to adapt to new pedagogical demands and increase their confidence in classroom practice (Kshetree et.al 2024). Another participant C expressed the similar view who spoke, *teacher training programs like seminar, workshop motivate and develop confidence in teachers for designing interactive activities in the classroom*. This view of the participant is very similar to British Council (2022) that reported the exposure to continuous professional development has motivated many teachers to adopt more reflective and innovative classroom strategies. These different views of the trainers were found to have positive attitudes towards the teacher training programs as they were found to be supportive and optimistic towards the English teachers.

Conditional and Training-Dependent Change

The trainers expressed in such a way that they considered teacher change to be closely tied to the type and length of training programs. They differentiated between short-term refresher courses and longer Teacher Professional Development (TPD) programs, noting that the latter were more effective in promoting lasting pedagogical change. Participant A and C expressed the similar view who reported; *many of the teaching skills gained during long term training are applied in classroom practice, particularly when teachers have opportunities for practice, feedback, and collaboration.* This view of the participants supports that transfer of training is not very poor if the situation of the school environment is favorable. This observation resonates with a study by Maharjan (2025), which found that TPD programs of longer duration with sustained follow-up were more successful in changing classroom practices than short, one-off training sessions. Similarly, the Ministry of Education's reports on teacher education underscore that practice-oriented and collaborative training has a stronger impact on teaching effectiveness (British Council, 2022). During the interview when a question regarding the usefulness of short term or long-term training courses was asked, Participant B replied *long term courses go deep discussion that reflect the mind of the teachers and become more impressive than short term training courses.* This view of the participant is in harmony with the international studies on professional development further argue that sustained, practice-oriented training is critical for meaningful teacher change (Darling-Hammond et al., 2017). These arguments of the teacher trainers were found to believe that the transfer of training depends upon the durability of teacher training courses. If the training is long term and sustained, the skills acquired in the training will be applied in the classrooms but if the training is short term and not very effective and if the situation of the classroom is not favorable the skills acquired during training sessions will be too less applicable.

Implementation Gaps

Some of the existing training program centers do not provide adequate opportunities for the student teachers to develop competencies because the organizers of teacher's training program are not aware of the existing problems of the schools. Poor integration of skill development separated and unsuitable modes of teacher training program are hurdles in the quality aspects (Dange & Siddaraju, 2020). A very important idea expressed by all four trainers was that English teachers are changing and developing very slowly. Despite revisions in curricula and demands for more learner-centered methods, many teachers continue to rely on traditional practices such as grammar-translation and drills. The participant D reported, *teachers often assume that today's students are similar to those in their own school days, failing to recognize changes classroom contexts. Some teachers, according to trainers blame school circumstances and avoid experimenting with new*

approaches. This finding aligns with previous research indicating while curricular reforms in Nepal advocate communicative and student-centered approaches, classroom practices remain largely exam-oriented and teacher-centered (Maharjan, 2025). Despite some progress, trainers expressed their concern over the implementation gap in English language classrooms in comparison to what was expected from the teacher training programs. One of the participants reported: *many teachers continued to use traditional methods such as grammar-translation and drills, remained teacher-centered, and often entered classrooms unprepared even after they got refreshing training courses*. This participant clearly indicates that skills acquired are not practiced as expected by trained teachers. Participant B added in this context with the words: *some teachers blame contextual constraints and resist the application of newly learned methods which cannot be acceptable at any cost as the teachers are trained to teach effectively even in not very good situations as well*. These findings echo Hodges et al. (2022), who documented that after COVID-19, many Nepali teachers reverted to pre-pandemic traditional methods, showing limited sustainability of innovative practices. Kshetree et.al (2024) also observed that while teachers demonstrate awareness of modern ELT strategies, the translation of this awareness into classroom practice remains inconsistent. Thus, the trainers were in the view that though the teachers know what to do to be effective teachers they do not have the will power to transfer the training skills into the real classrooms which is really saddening part of teacher and teaching of English. The trainers showed the gap between what the English teachers do and what they know they need to do as well as the things they learn in the training sessions.

Resource-Conscious and Realistic Attitudes

In the present study the trainers highlighted that meaningful pedagogical change is constrained by resource availability as there are many schools which cannot provide sufficient resources to English teaching not even the tape recorder to practice listening. In this regard, participants A & C expressed the similar views as they responded regarding the question about the availability of resources, *some schools have problem of resources like ICT tools, free internet etc. and teachers are not trying to use the ICT tools or any kind of online resources though they are given much idea about the use of those resources*. These participants emphasized the need using ICT tools, free internet, e-resources for the transfer of learning of training programs. Another participant D in this context stated, *Teacher training is not enough if access to teacher guides and curriculum materials in all the schools for effective teaching and learning of English are not available*. This participant emphasized the role of resources available in the school like reference materials, teacher guides for the transfer of learning. Similarly, another participant B also pointed out: *the access to e-resources, internet connectivity, curriculum guides, and digital platforms such as Mero Shiksha, CDC's e-library, and British Council's online resources plays a great*

role in the effective application of teacher training knowledge and skills. While they acknowledged initiatives by the Curriculum Development Centre (CDC) NELTA, and the British Council in providing digital platforms and virtual classes, they noted that the and impact of such resources remain limited in the English teachers of the province. In this regard, Gautam (2023) similarly reported that while ICT training has expanded in Nepal, uneven access to resources has hindered effective integration, especially in rural schools. Trainers' concerns thus reflect a pragmatic recognition of infrastructural barriers that slow down pedagogical transformation. The trainers do not just blame the teachers only as the general publics do and their voice was to try to create favorable environment with necessary resource availability.

Emphasis on 21st-Century Skills

The trainers were found to be forward-looking in their aspirations though the training programs are criticized of being traditional practices. With the change in time and development of ICTs, there has been a recurrent theme in trainers' interviews that was the aspiration for English teachers to prepare students for the demands of the 21st century. The present education needs to develop the youth to be ready to face the global competitions and develop 21st century skills. They highlighted the importance of equipping teachers to address the '4Cs' of 21st-century education: creativity, collaboration, communication, and critical thinking. Participant A reported, *English teachers need to become research-active, digitally literate, and reflective practitioners to cope up with 21st century skills.* This view of the trainer encouraged teachers to view learning as a lifelong process, advocating for continuous engagement in professional development and self-directed learning. These aspirations are consistent with Shrestha's (2022) policy review, which advocates aligning teacher development with 21st-century competencies and integrating ICT and collaborative learning into ELT practices in Nepal. The trainers were in the view that the teaching and learning of English needs to integrate ICT skills and prepare the learners for 21st century. They also echo international calls for teacher education to prioritize higher-order skills such as digital pedagogy (OECD, 2019). Another participant C stated: *Teachers learn communication, digital and overall 21st century critical and collaborative skills from teacher training.* This concept implies the idea expressed by Wallace (2010) that trained teachers are crucial in English teaching programs, ensuring the delivery of quality education in both foreign language and second language contexts. The trainers were found to have positive attitudes towards teachers as many of the teachers now a days like to change and develop with time and availability of the modern resources like ICT devices, online resources etc. Participant C stated, *many English teachers are motivated and willing to change, a minority of them remain reluctant for changing and developing.* These teachers tend to resist new techniques and methods of teaching English, blame the unfavorable school conditions, or remain demotivated

in their profession and professional growth and development. This ambivalence is similar to the findings by Maharjan (2025), who reported that teacher responses to TPD are heterogeneous, with some teachers quickly adopting innovations and others applying them only superficially or abandoning them altogether. Another participant D responded: *the majority of the English teachers are gradually changing and developing with time applying the available resources which reflects the hope for the better ELT situation in Nepal.* In this way, the attitudes of teacher trainers in Lumbini Province suggest a cautious optimism: teachers are increasingly exposed to professional development opportunities and resources, yet their pedagogical practices are changing slowly. Trainers highlighted that sustained TPD, ICT integration, adequate resources, and alignment with 21st-century skills are crucial for bridging the gap between awareness and classroom implementation. Similarly, Kshetree et.al (2024) emphasized that although teachers are aware of the need for methodological shifts their practices frequently reflect older pedagogical traditions, suggesting a slow and uneven pace of change as there is no any significant change seen in the classroom practices of the teachers in the English classrooms in Nepal.

Training as Triggering for Professional Growth

Teacher training is one of the many ways of professional development of the teachers which equips the teachers with the required skill and ideas of teaching English. It encourages the teachers for changing their classroom practices and developing the effective techniques and methods of teaching English in their classes. But in our situation the transfer of training skills is not as much as expected, and the teachers, trainers and training programs are criticized for not being effective. Despite concerns over resistance participant A stated: *trained teachers recognize that many English teachers actively engage in professional development. Training programs such as Teachers' Professional Development (TPD), refresher courses, induction training, mentoring, and action research, workshops etc. serve as catalysts for teacher motivation and growth.* It indicates that teachers who participate in such programs often demonstrate greater confidence, self-awareness, and professional commitment. This idea of the trainers is supported by recent scholarship showing that professional development in Nepal contributes to improved teacher confidence, pedagogical awareness, and motivation (British Council Nepal, 2022; Gautam, 2023). Shrestha (2022) expresses that the training is not only a means of updating teachers on methodology and ICT but also provides platforms for collaboration and sharing of success stories, which in turn foster a stronger professional identity. Regarding the significance of training to the teachers participant B&D responded: *Training programs provide sufficient pedagogical trainings to create skillful and competent teachers for shaping the future generation. A teacher is supposed to teach not only the syllabus but also life skills and values useful in the 21st century life.* This view of the participant implies the fact that present teacher education training system is capable of generating the competent

teachers according to the demands of 21st century. Role of teacher training program is most important factor in developing a sustainable nation (Dange & Siddaraju, 2020). These views clearly indicate that teacher training programs play the role of catalyst for teacher development.

Conclusion

Nepal urgently needs a high-quality teacher education training program to develop a good citizen to improve the quality of education. This study concludes that attitudes of teacher trainers in Lumbini province suggest a cautious optimism: teachers are increasingly exposed to professional development opportunities and resources, yet their pedagogical practices are changing slowly. The analysis and interpretation of the trainers' attitudes reveal a spectrum of perspectives on secondary English teachers in Lumbini Province. The trainers highlighted that sustained TPD, ICT integration, adequate resources, and alignment with 21st-century skills are crucial for bridging the gap between awareness and classroom implementation. While acknowledging slow change and persistent reliance on traditional methods, trainers also recognized positive trends such as teacher engagement in training, ICT awareness, and growing interest in professional development. Their views underscore the conditional nature of training impact, the importance of resources, and the need to foster 21st-century competencies. As Kshetree (2024) and Gautam (2023) argue, professional development is most effective when it is continuous, context-sensitive, and resource-supported. The whole situation, this way, suggests that teacher education in Nepal requires a multi-pronged approach like sustained professional development, resource provision, and supportive school environments to ensure meaningful pedagogical transformation.

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