

CHAPTER ONE

INTRODUCTION

The present study entitled **Perception of Teachers on Application of Teacher Training in the ELT Classroom** aimed at finding out the perceptions of teachers on application of teacher training in the English Language Teaching (ELT) classroom in Nepal. Teacher training is the process of increasing and improving the teaching capacity of the teachers and developing their professional. It is not only applicable for the teachers but also helps them to develop learning achievement of the students. So it is essences to study and to identify the application of the training in ELT classroom. This chapter consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Education is a continuous process. It begins as the life starts and ends with the death of human beings. It is always associated with social advancement, economic prosperity and employment. We are in the threshold of 21st century. One of the modes of education is training. Training prepares the person to do something as required. The way of doing something by a trained person and untrained may vary. The trained person can handle the same situation differently. In the teaching field, how a language teacher can handle different contents is difficult tasks. Teacher training is not for the sake of knowledge and certification only. It is to develop skills to be used in the real classroom. Every teacher gets theoretical knowledge from different sources, academic institutions and programs as well as workshops. But utilization of theoretical knowledge is not sufficient itself. The practical aspect in real classroom teaching is also important.

Teacher without adequate training and motivation are unlikely to help in improving the quality of education. To make teachers competent and qualified

training should be provided to them frequently to adopt the changing knowledge. In the field of language teaching, how the teachers involve students to practice different skills and aspects of that language is most crucial task. So, the need of teacher training appears unquestionable. Training is provided to enhance the quality of education. Therefore, MOE through NCED has made 98.2% of teachers of public schools trained (NCED, 2012). However, the existing quality level of community based (especially SLC level) school does not seem satisfactory. It is difficult to observe in real life practice of training. Teaching is the sum of the chain of skills. It is a complex activity which requires a sound theoretical knowledge, expertise, pedagogical knowledge and teaching strategies, curriculum institutions' rules and regulations, the way of handling the materials, child's psychology and subject matter knowledge. It requires the investment of great amount of social, intellectual and emotional energy on the part the teacher. Teachers are the ones to implement the educational act, policies and programs required to change their own behavior in the process of teaching. Teaching is professional activity that requires specialized knowledge that is acquired through training and experiences. The major utility of training is to bring about the change in behaviors. Training bridges the gap that exists between what we can do and what we have to do. It is learning experience that increases the working ability of teacher preparation teaching which is desirable for successful learning. While mentioning the types of teacher training, mostly we can find two types of teacher training, pre-service teacher training and in-service teacher training. Pre service training, by name is training for teachers before entering into the service. For this, government of Nepal has launched educational programs in the universities and HSEB Board as +2, B. Ed and M. Ed. The degrees in these levels are recognized as the level wise requirement of training for teachers. In spite of this, HSEB runs +2 Programs with faculty of education. When a candidate enters into the teaching profession and takes responsibilities and accountabilities to handle the job successfully and effectively needs training to

handle the teaching. The training for during teaching profession is technically known as In-service teacher training.

1.2 Statement of the Problem

Teaching learning activity is not an easy task in which a teacher must be able to transfer his/her knowledge to the students. Transferring knowledge from one's mind to other's mind is not just like copying program from one folder to another one of computer program. A teacher must be able to support his/her teaching using different methods, techniques and skills. Preparing appropriate teaching materials, using them in appropriate situation effectively, teaching the students by understanding psychology and teaching in accordance with the needs, interest and level of learners are some of the skills essential for the teacher.

Training is an important skill for quality education. Education for All (EFA) has made provision on teacher training that all schools teachers will get adequate training. Teacher training is such an educational program which enables them to maintain the skills which really scaffold the learning. National Center for Education Development (NCED) is responsible agency to provide the teacher training in Nepal. It has made policy to provide 10 months teacher training for all the teachers compulsorily. Even, all the teachers have got such opportunity to participate in training but in ground reality it lacks proper transfer of teacher training in classroom. According to NCED 2012, DOE report of 2011, the data shows that the trained teachers' classroom performance does not match with the purpose of training. Educational outcomes seem decreasing day by day, for this, there may be so many reasons behind it. One of the causes may be lack of proper transfer of the skills, techniques and knowledge of training.

Considering the importance of teacher training and implementation it is necessary to study how the training performance has been reflected in the classroom. To improve the students' achievement and develop quality

education we need to transfer training inside the classroom appropriately. Therefore, it is necessary to identify clear picture of application of teacher training in ELT classroom. Thus, I chose this very topic to study the real application of teacher training in ELT classroom.

1.3 Objectives of the Study

The present study had the following objectives:-

1. To find out the perceptions of teachers on application of teacher training in ELT classroom,
2. To suggest some pedagogical implications.

1.4 Research Questions

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

- a. What are the perceptions of teachers on application of teacher training?
- b. Do teachers applying the training knowledge and skills in ELT classroom which they acquire in training?

1.5 Significance of the Study

This study will be significant to the teachers who are working in the field of English language teaching. It aims to find out the perception of teachers on training skills and knowledge and its application inside the classroom. It will definitely arouse new interest among exports, curriculum developers, practitioners, teachers and even the university students who are going to involve their career in language teaching. It is also helpful for the educational administrators, policy makers, trainers and the person who are interested in carrying out research on different aspect of transfer of training. It is also useful for the resource person, school supervisor, curriculum and other organizations which are concerned with the quality improvement in academic sectors.

1.6 Delimitations of the Study

The present study was limited to the following points:-

- a) This study was limited to the secondary level community based schools.
- b) This study was limited to Bardiya district.
- c) This study was limited to survey research design.
- d) This study was limited to 30 secondary level English teachers of the schools for the study from Bardiya district as the sample population.
- e) The sample population was selected by using non-random sampling procedures.
- f) This study was limited to the questionnaire as a tool of data collection.

1.7 Operational Definition of the Key Terms

The following terms are taken as the key terms in this study and they are defined from operational perspective here in this section.

Training: - In this research 'training' means the process of learning the skills that we need to do job.

Teacher training: In this study 'teacher training' refers to that ten month in-service training provided by NCED.

Application of training skill: In this study 'application of training skill' is the reflection and impact of the training inside the classroom.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Every new task needs the knowledge of previous background which can help and direct to reach the new target for finding out new thing and ideas. Actually, many researches have been carried out related to this topic. However, an attempt was made here to review some of the literature related to this study. The review of related literature gives the crucial idea for the study. It is also important for collecting the information about the study in the same field conducted in the past. Some of the study reports related to this study were reviewed as follows.

2.1 Review of Theoretical Literature

In the context of Nepal, mainly National Center for Educational Development (NCED) is in existence for providing teacher training. Awasthi (2003,p.20) mentioned that “NCED was established in 1992 with a view to training manpower involved in the field of school education. NCED has nine well facilitated primary teacher training centers spread throughout the country. NCED also has a policy to allow the private agencies to run teacher training program”

2.1.1 Teacher Training

Teacher training is a learning process that involves the acquisition of knowledge, developing the skills, concepts and changing of attitude and behaviors to enhance the performance of teachers. Richards and Farrell (2005) say that training involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classrooms. From here we know that training involves trying out new strategies in the classroom.

In the words of Larsen Freeman, (2001, p. 72), “Second Language (L2) teacher education describe the field of professional activity through which individuals learn to teach English languages”. Bhatia (2005, p. 5) also writes:

Training is an act of increasing knowledge, skill and attitude of an employee for improving his performance on the job. Training is concerned with imparting specific skills for doing particular job. It is task oriented activity. It is for job related purpose and short- term.

From the above definition it can be said that any sort of training is very useful for acquiring practical knowledge in the education process. The scope of training is no more restricted only in the teachers who have recently entered into the teaching field but it also extends to train and educate the teachers of different phases of experience in their profession. Different modes of pre-service and in-service training may help teachers to up-date about their profession.

2.1.2 History of Teacher Training

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

In the USA, New York’s Teachers College founded in 1888, was incorporated into the Columbia University in 1893, establishing its teacher training college is to afford opportunity, both sexes, for kindergarten and elementary schools

and secondary school's principals, supervisors and specialist in various branches of school work, involving normal school and colleges.

In England history of education and teaching in early 19th century, Joseph Lancaster, and Andrew Bell founded the Lancasterian teaching method of teacher training: in a monitorial system of teacher education and training senior student receiving teaching from tutors were teaching junior students, acting teachers. (Source: www.westernhistoryofteachertraining.com)

Regarding the history of teacher education in Nepal Awasthi (2003) says in his journal, it can be traced back to the establishment of Basic Education Teacher Training Center in Kathmandu in 2004 with a view to training the primary school teachers. This was the first effort. The second effort was the establishment of a National Teacher Training Centers (NTTC). At that time, few teachers were trained.

The National Educational System Plan (NESP-2028-32) brought a new impetus in teacher education making teacher training compulsory. All the institutions such as College of Education, National Teacher Training Centers came under the single umbrella called Institute of Education (IOE) under the Tribhuvan University (TU). Later, the Royal Commission for Higher Education 2039 BS converted IOE into Faculty of Education. So, now a day we have Faculty of Education under TU which is involved in preparing prospective teachers providing pre-service teacher education. Apart from TU, Nepal Sanskrit University, School of Education under Kathmandu University, Purwanchal University, Pokhara University and HSEB affiliated schools are conducting pre service teacher training.

National Center for Educational Development (NCED), after its expansion of scope to merge the then Secondary Education Development Center (SEDC) in 2061 BS has become the apex body for the development of skilled manpower under the Ministry of Education. NCED is providing the in-service teacher training programs.

Broadly speaking, the training programs conducted by the government of Nepal for the teachers what we see is all the training programs were conducted in project- based mode. Some of those project-based training programs were secondary Education Development Project (SEDP), Teacher Education Project (TEP), and Teacher professional Development (TPD) and so on.

2.1.3 Types of Teacher Training

Training for teachers is one of the main interventions for teacher development it is conversely related to quality education at school. As a basic indicator of teacher management, training plays crucial role in developing teacher's professional career. As the School Sector Reform Plan (SSRP) targets to improve teacher's capacity, the pre-service and in-service training for teachers and head teachers are the main interventions for teacher development in the country.

(i) Pre-service Teacher Training

Pre service training, by name is training for teachers before entering into the service. For this, government of Nepal has launched educational programs in the universities and HSEB Board as +2, B. Ed and M. Ed. The degrees in these levels are recognized as the level wise requirement of training for teachers. In spite of this, HSEB runs +2 Programs with faculty of education. According to NCED (2009), 99 private teacher-training centers affiliated to NCED have provided pre-service training for primary teachers with required qualification. Further, NCED itself has supported these centers with TOT, technical and materials support as well as access to professional development opportunities for teachers.

Pre-service teacher training courses are helpful for teacher to their teaching assignment. The Education Act of Nepal 2028 adapted compulsory provision of teaching license. Those are pre service train teacher who have studied education subject under faculty of education from different universities.

According to Flash Report 2069 published by NCED, in Nepal at least ten months training is a pre-requisite to be a teacher.

ii) In-service Teacher Training

When a candidate enters into the teaching profession and takes responsibilities and accountabilities to handle the job successfully and effectively needs training to handle the teaching. The training for during teaching profession is technically known as In-service teacher training. In the words of Perron(1991, p. 69):

In service training is not seen as remedy for deficiencies in initial training but as the long term process part of continuing education that makes possible acquired knowledge in the initial training and that can be defined as a variety of activities and practices in which teacher become involved in order to broaden their knowledge, improve their skill and access and develop their professional approach.

Teacher training should not be for the sake of just training and certification rather it is a learning process that involves acquisition of knowledge, development of skills and concepts. At the same time it is a process of changing attitude and behavior to enhance the performance of teachers'. In this regard, Richards and Farrell, (2005, p. 3) write:

“Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Teacher training also involves trying out new strategies in the classroom usually with supervision and monitoring and getting feedback from others on one’s practice.”

Teacher training is one of the aspects of teacher development. Envisioning this concept, the MOE, Nepal has launched different sorts of training programs, pre-service, in- service teacher training, refreshment teacher training and so on. One of them is Teachers Professional Development (TPD). The main function of the good education is to bring visualized improvement by simplifying, renewing, and updating the qualification and capability of the teachers and bringing fact, teachers are copying the strategies of regular self- study, achieving the access in the required skills and knowledge for classroom teaching, self-evaluation and so on for teachers' professional development. According to TPD Handbook (2066), to bring drastic improvement on the quality of education, School Sector Reform Plan (SSRP) has been launched in Nepal from 2066 B.S. It has promulgated the proper plan and policy for TPD. As the implementation of the organized plan and policy, every year around 60 percent teachers of community based schools are provided module of TPD for ten days.

From the foregoing discussion we can say that as school is the nucleus of education system and classroom is the heart of schooling. Training is necessary for continuous professional development of teachers. It is a continuous process. Thus, training once completed will always be incomplete during the course of time. Training for teachers is the backbone of quality education. That is why it is needed for;

-) Quality education for all through quality teachers
-) Quality teachers through quality training
-) Quality training thorough quality trainers and materials.

2.1.4 Aspects of Teacher Training Skills in the Classroom

Teaching is a complex process which can be conceptualization in a number of ways. Teacher training essentials concerns knowledge of the topic to be taught and the methodology for teaching. It emphasizes classroom skills. When

teachers in training are taught about lesson planning they are usually introduced to the notion of objectives of specifying the content of what they are teaching and blending that content into appropriate activities. Teaching learning activities must be grounded in the learners own experiences. MOE (2001), NCED (2009), have brought significant aspects needed for addressing trained teachers in their daily classroom performance which are as follows:

a) Classroom Management

Classroom management is a process of ensuring that classroom lesson runs smoothly for creating an environment which facilitates learning. Well classroom management reflects an underlying belief that a good rapport between students in the classroom. It leads to more effective and enjoyable learning and teaching environment. Good classroom setting, ideally managed furniture, proper use of instructional materials, well placement of students are symbol of well classroom management.

Classroom management is so important that it is virtually impossible to be a truly effective teacher without being an effective manager. Classroom management includes several issues ranging from physical infrastructure to discipline and management dynamics. Wragg (1991, p.7) defines classroom management as “what teachers do to ensure that children engage in the task in hand, whatever they may be”. Here, he focuses on teacher’s activities in managing classroom. How the teachers manage their classes depend upon what activities they do apply in the classroom. Successful and goal oriented learning is always directed by the activities that are implemented in the classroom. The activities that the implement in the classes not only to achieve the goal of learning, but also help to manage the classroom.

b) Pedagogical Knowledge

The teachers are supposed to be key agent for the transformation of knowledge skills, methods and strategies. Trained teacher could provide students with practice in topics such as lesson basic troubleshooting, classroom arrangement

techniques etc. Teaching learning becomes effective when a teacher accumulates his/her content knowledge with pedagogical perspectives in the classroom pedagogical knowledge includes knowing what teaching approach fit the content and knowing how elements of the content can be arranged. It also includes the pedagogical techniques. Knowing of what makes techniques, knowing of what makes concepts difficult or easy to learn, knowledge of students prior knowledge and their present needs and interest are the other aspects involved in it.

c) Using Contextual Behaviors

Harmer (2003) says a trained teacher has to be more contextual. S/he should be creating a welcoming classroom environment. Trained teacher should move from the traditional teaching method of rote learning to discovery and innovation explanation. There are some contextual behaviors to be reformed in the classroom (www.Nelta.chautari.com) 2016 are as follows:

-) Provide constructive feedback
-) Explore the use of natural supports and enhance opportunity for all learners
-) Design teaching methods and consider diverse learning style, abilities and way of knowing and previous experience knowledge
-) Create multiple ways for students to demonstrate their knowledge
-) Promote interaction among and between faculty and students

Teacher should realize that a misbehaving child is only a discouraged child trying to find his space; he is acting on the faculty logic that is misbehavior will give him the social acceptance which he desires.

d) Discovery Techniques

Trained teachers use this technique in daily classroom teaching where students are given examples of language and told to find out how they are used. The aim

of discovery technique is to give students the chance to be involved active and thoughtful and involve them to use their reasoning power.

e) Using Project Works

The project work is one the most important aspects of training skills which should be transferred in the classroom activities. Most of the works take place outside the classroom. It emphasizes group centered activities and it is collaborative than competitive. It is important aspect of teacher training skills applied in the classroom.

2.1.5 Transfer of Teacher Training

Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Only understanding basic concepts and principles are not sufficient, transfer of skills in the classroom delivery is the hall mark for a teacher training activity to have any impact. Transfer of training knowledge is that, almost magical link between training expectation and classroom performance the first place no practice transfer of knowledge is within the classroom. Teacher training program in Nepal have not been very effective and tolerable. If teacher does not transfer his/her knowledge and skills which acquired from training into classroom, new teaching learning situation would start from scratch. Some of the trained teachers fail to realize the importance of “task variation” within the classroom that their ability to transfer knowledge seems poor.

Defining transfer of training, Bhatia(2005,p.45) states, “transfer of knowledge and skills depends on how the training is designed, delivered and moreover, how the manager measures its effectiveness in real work situation.”

Training is useful in every part of teaching learning process. Transfer of training is the close connection between the theoretical aspects and their implementation in the classroom, so, the main and first place of practicing

transfer of knowledge and skills gained in the training program is the classroom. Teaching is a professional activity that requires specialized knowledge acquired through training and experiences. Skills what they learn and their use in teaching are very challenging as well as very important. In the study trained teacher means the teacher who has get ten months training from NCED or who is belonged to education faculty.

2.1.6 Practices of Teacher Training in Nepal

According to the training institutions, there are mainly two existing institutions in Nepal. They are: a) National Center for Educational Development (NCED) b) Different universities

NCED (National Center for Education Development) came into existence in 1953 as a part of the primary education development project (PEDP, 1992-98). Since then it has been involved in designing and implementing training programs for school teachers and educational managers. NCED is considered as an umbrella institution with the mandate of delivering teacher training, formulating teacher training policies developing and disseminating in-service training curriculum and training materials by active involvement of different institutions. It launches training to both in-service and pre-service teachers. In the same way, different universities run degree program as a pre-service teacher training.

In addition to NCED, HSEB and different universities run teacher training programs from the both sectors Non-Governmental Organizations (NGOs) and International Non-Governmental Organizational (INGOs) like: Nepal English Language Teachers' Association (NELTA), British Council, etc. the different NGOs, INGOs run mainly in-service teacher training programs which run to give training to the working teachers.

From the existence training institutions as mentioned above there are mainly two types of trends in teacher training in-service teacher training programs and pre-service teacher training programs. From the very beginning, in-service

teacher training has been conducted by the different universities for both has primary and secondary level teachers. In regard to in-service teacher training, it has been conducted through faculty of education under TU and the NCED under the ministry of Education for both primary and secondary school teachers.

2.1.7 NCED and Ten Month In-service Teacher Training Program

At present, National Centre for Educational Development (NCED), an organ of Ministry of Education (MOE), functions as a leading institution with the responsibility of capacity building of all level human resource as well as determining training policy in the education sector. NCED designs various types of training as required, develops training materials and implements the program. NCED emphasizes its role on coordinating at centre and regional level for providing training and creating country wise institutional network through local institutions under the partnership concept for delivering the training program at the local level.

Among several training program conducted by NCED, 1ten month in-service teacher training program is one of them. This ten month training is also known as competency based training.

The curriculum structure of ten months certification (competency based) training program according to Lower Secondary/Secondary Teacher Training Curriculum is presented below:

Table 1

The Structure of Curriculum and Training Hours

	Training	Duration (in Month)	Full Marks	
			External	Internal
1.	a. Training Centre Based	1	50	50
	b. School Based	1.5	-	100
2.	Distance Learning	5	50	50
3.	a. Training Centre Based	1	50	50
	b. School Based	1.5	-	100
Total		10	150	350
			500	

This ten month certification training program has been divided into three modules. The first and the last modules are face to face mode and training centre plus school based whereas the second module is entirely distance mode based. The duration of first, second and third module is two and half, five, two and half month respectively. So, altogether, the duration of training is ten months. The first and third modules are further divided into two halves-one month and one and half months. The first half is training center based and the second half is school based. In the school based part of the training, the trainee teachers have to involve in the practice teaching in the real classroom. In the second module of five months, the trainee teachers have to study self-instructional materials developed on the basis of the training curriculum prepared by the NCED. For assessing the trainees, two separate tests, internal and external are conducted with the full marks 150 and 350 respectively. The examinees should score at least 60 percent marks in each test in order to pass.

In the ten months training, the trainees have to obtain pass marks in the both internal and external tests separately. The trainees who have passed the training center based internal test will only be involved in the external test.

The assessment system of the training mentioned in the Lower Secondary/Secondary Teacher Training Evaluation manual (2063) is presented below:

Table 2

Percentage of Marks	Division
90 percent above	Distinction
80 percent above and 90 percent below	First
70 percent above and 80 percent below	Second
60 percent above and 70 percent below	Third
60 percent below	Fail

Thus, the trainees who score at least 60 percent marks separately in the both types of test will be declared as ‘passes’. In this way, the training course of ten months will be complete and they will be trained. They will get the certificate of being trained after completing the training.

In-service Teacher Training Phase of Teacher Professional Development

This is the phase of the real action of the training. The training package is implemented in the following phase:

a) First Phase: Training-cum Works

The teachers who are enlisted in the need profile, are invited to the TPD hub for the training cum workshop (TW) part. This part of training is 5 of days. According to Aryal (2071, p.124), “The TW part of training is also known as workshop module and the training package is delivered in a face to face mode”. It is very important for the teacher for development of overall skills based on their demands made in school. It will provide the participants with sharing, interacting and approaching their problems among participants as per

the demands made in the schools and also promotes collaborative learning environment in the center.

b) Second Phase: Self-Studying Exercise

When the TW part is over at the training hub, the trainee teachers are assigned to prepare and implement the Teaching Improvement Plan (TIP) and to carry out any two project works. According to NCED (2011, p.13), “The trainee teachers have to carry out any two project works such as case study, action research, student result analysis, book review etc. during the Self-Study Exercise (SSE) part”. This part of training runs in the respective school of trainee teachers for 20 to 30 days and credited as 3 days. After attending the five days’ workshop the teachers go to their school to do project work for a month. Within one month, they prepare the project work and try to implement the skills learnt in workshop. SSE is the practical phase and implementation of training. According to Aryal (2071, p.124), “It has not only promoted the skills of developing the project work and working with their colleagues at school but also made them engage in consulting the textbook, materials and mental exercise for the development of project work”.

c) Third Phase: Instructional Counseling

When the SSE part is over, then there will be Instructional Counseling (IC) part of training. According to NCED (2011, p.2), “The teacher trainer from the TPD hub visits the school of the trainee teachers and conduct two days’ counseling seminar and meeting”. The RT and RP provide the feedback for improving the teachers’ performance. Furthermore, according to Aryal (2071, p.125), “The counselors manage time to provide the counseling on the issues where the teacher experiences difficulty while transferring their learnt knowledge to the classroom practices as per the developed project with this visit”.

2.1.8 Current Practices and Policy Provisions of Teacher Training in Nepal

Training is an essential component of professional development of teachers. The trained teachers, who are competent and committed to their profession should keep themselves informed new approaches and developments in teaching. For this purpose, training has been an essential component of continuous professional development of teachers. In Nepal, National Center for Educational Development (NCED) is responsible for organizing mainly in-service teacher training program.

There was not any practice for teacher professional development in Nepal before 2004 B.C. National Teacher Training was established in September 9, 1954 in Nepal. The main objective of that training center was to train all the teachers in the country. Firstly the duration of training was 3 months, after one year training time duration was increased from 3 to 6 months. Later one year training was provided to them who teach having passed eighth grade and two year training was provided them, who teach having failed in eighth grade. Later in 2012, training center provided 10 months training to all the level teachers. This training center trained more than 625 primary teachers within two years. In the past, different training programs were practiced for professional development of the teachers, they are listed below:

A-Level Training program

In 2028 B.C, Many colleges were lunching two year intermediate classes under education faculty. At the time, semester system was running in those colleges. Four semesters were conducting to run intermediate level. Among those four semesters, first two semesters programs were named A-Level training. This training was conducted in many of the education colleges to train in-service teachers. The roster trainer should have minimum B.Ed degree to give the training and the trainee should have passed SLC level to participate in this

program .This training program was lunching only to train the teachers no for upgrading the level of qualification.

B-Level Teacher Training program

This training program was lunching to train those who were under SLC but have involved in teacher service. It was 10 month program. The main objective of this program was to provide training for those who are under SLC, also working in teaching. According to the Flash Report of 2032, there were 14,260 untrained teachers working in teaching. This training provides the knowledge, skill of teachers. Two type of B-Level trainings were provided; first for those who failed in SLC but also working in-service and another for those women who have passed eighth grade but have not got the chance to involve elsewhere at all.

Remote Area Teacher Training Program (RATTP)

There are many remote districts in our country Nepal like Humla, Jumla,Mugu, Kalikot , Dolpa,etc. It was very difficult to provide teacher training in those district. Remote Area program was established to provide training for Primary teachers in Karnali zone.

On The Spot Teacher Training Program (OSTTP)

This training was introduced from 2029; Shrawan to train those teachers which is impossible through college based training. The training centers are located at suitable place, accessible to the teachers from different corners of the district.According to the Flash Report 2011-2012 there are 222,562 teachers at the Basic Education Level and 53,120 teachers at the Secondary Level, in community and institutional schools. Teacher Professional has included the participation of female teachers in schools. Female teachers constitute 33.9 percentages of all the teachers at the Basic Level in community schools and 14.3 percentages in Secondary Level. It also has included the Dalit teachers, Janajati teachers as well. The current TPD program offered by the NCED

provides a 30 days professional development opportunity over five years to all teachers in Nepal .In Nepal, National Center for Educational Development (NCED) is responsible for organizing mainly in-service teacher training programs. The program offered in three stints of 10 days each is a mix of face to face, self-study exercise and instructional counseling, and is offered by the RP and roster trainers.

In the current existing system or practice of TPD training, a teacher should play the role of 3 modules for professional development within 3 years. Specially 30 days or one month training is providing teachers to develop their qualities by the roster trainer .These 30 days training program has divided in to 3 different modules , under which , one module consists 10 days training in a year. Face to face training is conducted in first 5 days by the roster trainer. For the Primary level they provide training in Resource Center and for the Secondary and Higher Secondary level in District or Leading Resource Center. And then, trained teachers go to practical field (classroom) for implement the knowledge learn in training session. The minimum days for practical are 10 to 20 days which are counted as 3 days training. A roster goes to observe the classes whether teachers are applying learnt knowledge or not. This is a counseling phase which comes under 2 days training. In this phase, the observer checks the classes and prepares reports then he organizes meeting with School Management Committee (SMC) members and teachers. And find the conclusion the trained teachers are succeed or not. This is the first module of TPD training within a year .Likewise, he or she should play role for two other modules. For primary level teacher, they should train by different subjects with in 3 modules and for higher secondary level teachers , it will be the same subject .This is all about 10 days training in a year .Likewise more 20 days training will provide with two same modules with in a two years . Then the teachers will be capable to develop their profession.

2.1.9 Application of Training

Application of training is the process at which trainees apply to their jobs the knowledge, skills behaviors and attitudes they gained in training. Application of training is the link between training expectations and classroom performances. The first place to application of knowledge is within the classroom. Training is taken as the most crucial and a systematic process of changing knowledge, skills and behavior of teacher of improve their performance in teaching in the classroom.

According to TPD Handbook (2066), the quality of a teacher is crucial for effective classroom delivery. Teacher training is vital element in preparing teachers for effective classroom delivery. Teaching is a professional activity that requires specialized knowledge acquired through training and experience. Application of training has the close relation and connection between the theoretical aspects and their implementation in the real classroom. Skills like: presentation of the students, practice and evaluation system they learn and their used in the classroom play pivotal role in shaping the quality of the classroom delivery.

It is the training that enables the language teacher to teach any skills or aspects confidently, effectively and conveniently.

Teachers have different needs at different times during their careers and the needs of the schools and institutions in which they work also change over time. The pressure is for teachers to update their knowledge in different areas. Such as: curriculum trends, second language acquisition research, composition theory and practice, technology or assessment is intense, and it is the training that provide a major source and make able the language teachers to update their knowledge and reach any skills and aspects confidently, effectively and conveniently. Training involves presenting and modeling the skills and providing opportunities for teachers to master them. The following strategies are gained in training. [Source: TPD Implementation Handbook (2066)]

-) How to use effective strategies to open a lesson.
-) Motivate the students
-) Use classroom aids and resources.
-) Create techniques for giving learners feedback on performance.
-) Understand students and students learning.
-) Use effective questioning techniques.
-) Use appropriate evaluation tools and techniques.
-) Develop students' interest in presentation.

Training is supposed to make a teacher capable in various ways. Training programme is successful if a trained teacher gets success for applying various training skills. It is received that training provides various insights to the teachers regarding teaching and learning and then becomes able to know more knowledge towards teaching methods and techniques, classroom management, teaching materials and their use and so on.

2.1.10 Introduction to Perception

Simply, perception refers to the ability to see, hear or become aware of something through the senses. It is a way of understanding or interpreting something. In other words, it is the ability to understand the nature of something.

Perception refers to the way that one thinks about someone or something or the impression one has of it. To be precise, it means the understanding of somebody about something. Obviously, perception varies from one person to another. It is perception that determines the behavior and the belief system of the people. Sometimes, if the perception is positive towards something, it helps to bring about the expected changes in the field of interest. Thus, perception is a term that is to refer to the way one behaves and/or believes in a particular way. Hence, the term in this study indicates how the teachers think or understand on application of teachers training in ELT classroom.

2.2 Review of Related Empirical Literature

A number of research works have been conducted in the field of transfer and impact of teacher training. Some of the related major research works and articles are reviewed here below:

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

Khatiwada (2010) carried out a research on “Transfer of Training in Teaching Reading Skills”. The main objective study of his study was to identify and describe the teaching activities of trained teachers in terms of motivation, presentation, and practice and evaluation system of teaching. The informants were ten English language teachers of Ilam district. He used observation as a tool of data collection. This study found out that training is essential. Most of the teachers (80%) are successful in transferring their training. The status of trained teachers in all aspects of language teaching from motivation to evaluation system has been found good.

Khadka (2010) conducted a study “On classroom performance of Trained Teacher of English at Secondary Level”. The prime purpose of this study was to find out the classroom performance of the trained teachers of English at secondary level. He used twenty secondary level English teachers of community school as a sample. He used observation as a tool to collect data. This study found that a trained teacher is believed to have more knowledge about the teaching method, techniques, classroom management, teaching

materials and so on. More importantly, he (ibid) suggested language teachers actually needed training for their better performance.

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

Samadarsi (1988) carried out a research entitled “A Study on the Expected Classroom Behavior of the Trained English Teachers”. The main objective of his study was to examine the classroom behavior of trained teachers in the English language classroom. He took secondary level English teacher as subject of the study. The research tools used by him were classroom observation and questionnaire to teacher and head teacher this study found out majority of the trained teachers seemed to have performed better in the schools where the environment is favorable.

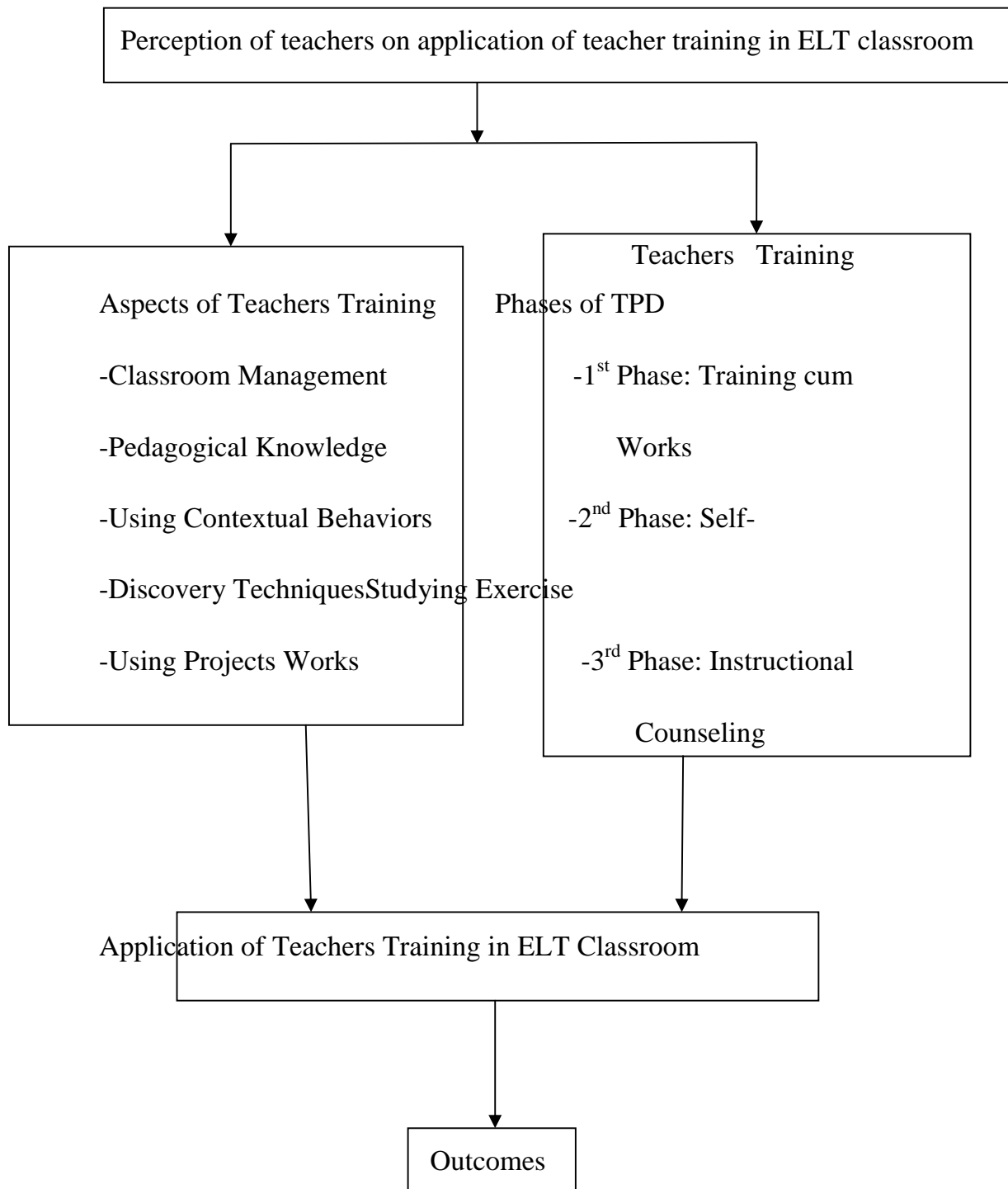
2.3 Implications of the Review for the Study

For this study entitled **Perceptions of teachers on Application of Teacher Training in the ELT Classroom**, I reviewed some of the researchers related to the teacher training submitted to the Department of English Education, T.U., Kirtipur as well as research carried out by NCED. Different findings were drawn by the different researchers like Joshi (2010), Khatiwada (2010), Khadka (2010), and Samadarsi (1988) found that teacher training is really supporting the teaching learning activities and quality of education is being improved due to the skills development of preparing appropriate teaching materials and their use. This review helped me to find out situations and problems regarding applying training knowledge and skills by trained teachers in the ELT classroom. After reviewing those works, I got more ideas regarding the impact of training. After reviewing those works, I got ideas on the process

of survey research design. In the similar way, they have used questionnaire as the tool of data collection and I also used same type of tool for data collection. The most important of these reviews of related literature is that I found a gap between findings of the researchers and reality of teaching learning activities and decided to conduct this research.

2.4 Conceptual Framework

There are a lot of things which are created in our mind as an image. It is also related to mental. So, conceptual framework refers to the mental picture of things in consideration. Conceptual framework presented in figure below indicates interrelation between two variables in this research.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter presents the methodological procedure of the study, which involves the design of the study, population, sample and sampling procedure of the study, data collection tools, sources of data and data collection procedure. It also explains the data analysis procedure. I adopted the following methodologies for this research work.

3.1 Design of the Study

There are many research designs which are used to find out the truth to problematic questions. Among them, the present study was based survey research design which is most commonly used method in the field of research study. According to Hudson (1996, p.203) “Survey research is the methods of collecting information by asking a set of pre-formulated questions in a pre-determined sequence in a structure questionnaire to sample of individual so as to be representative of a defined population.” Similarly, Cohen et.al, (2007, p.205) states,

Surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events. Thus, surveys may vary in their levels of complexity from those that provide simple frequency counts to those that present relational analysis.

In this way, Survey research is a descriptive research which studies large and small population. It is mainly carried out to find out people’s attitudes,

opinions and the specified behaviors on certain issues, phenomenon, event or situations.

3.2 Population, Sample and Sampling Procedures of the Study

All the secondary level English language teachers of Bardiya district were the population of this study. Among them 30 teachers were selected by using non-random purposive sampling strategy as a sample.

3.3 Research Tools

I used questionnaire with open-ended and close-ended questions as a major tool for data collection.

3.4 Sources of Data

I used both primary and secondary sources of data to collect the information.

3.5 Data Collection Procedures

The data were collected using the following procedures:

- a) First of all, I went to the selected schools with an official letter from the Department of English Education.
- b) Then, I got the permission from the authority to consult the English language teachers.
- c) Then, I built rapport with the concerned teachers and explain them about the purpose of the study.
- d) Then, I prepared schedule for observation of the class and make them fill in the questionnaire.
- e) Finally, I collected required information with the help of prepared schedule and thanking the teachers for their kind co-operation and help.

3.6 Data Analysis Procedures

Systematically the collected data were analyzed in a narrative way with description presenting in different tables.

3.7 Ethical Considerations

Various ethical issues may arise in course of carrying out research. Since, it is the survey research design, many ethical issues arise in survey research design at distinct point such as collecting data, analyzing data and interpreting the result. A researcher should be conscious about the ethical issues and takes the responsibility of whole research. I as a researcher was conscious about the following ethical responsibilities which carrying out any research.

- I kept the responses of participants safely.
- Confidentiality of the responses was protected.
- I was conscious about the small sub-information that specifies respondents while analyzing and interpreting the data.
- I did not include any sign and symbol that reveals the respondents' identities.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF DATA

It was the core part of research and deals with analysis and interpretation of the information/data obtained from the informants. The data were collected from thirty secondary schools of Bardiya district. The main objective of this study was to find out and analyze the perception of the teachers on application of teacher training in ELT classroom. The close-ended and open-ended questions were developed and asked to the teachers to get the information from the teachers to meet the objects of this study. All the information collected from the respondents had been analyzed and interpreted descriptively under the following headings and sub headings.

4.1 Analysis of Data and Interpretation of Close-ended Questions

In this section, 15 questions were asked to know the perception of teachers on application of teacher training. They were about phases of in service teacher training, aspects of teacher training. The responses given by the informants to those questions were analyzed under the following sub headings.

4.1.1 Phases of Training of TPD Completed by Teachers

Teacher training plays a vital role in teaching learning process. So, teacher training should provide to all teachers. In this section, the question was asked related with the phases of training of TPD completed by the teachers. The question was “How many phases of training have you completed?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 3

Phases of Training Completed by Teacher

S.N.	Responses	No. of Teachers	Percentage (%)
i.	First	4	13.33
ii.	First and second	6	20
iii.	First and third	0	0
iv.	All(three)	20	66.67

Above table shows that out of 30 respondents, 4 teachers (13.33%) completed the first phase only, 6 teachers (20%) completed first and second phase and 20 teachers (66.67%) completed all the phases of training of TPD but no result found in the option of 'third'.

In conclusion, most of the teachers completed all the phases of training of TPD.

4.1.2 Changes in Teaching Learning Process

Teacher training is really helpful for bring the change in teaching learning process. The second question deals that training is helpful for bringing changes in teaching learning process or not. The question was "Does really teacher training bring any positive change in your teaching learning activities?" Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 4

Changes in Teaching Learning Process

S.N.	Responses	No of Teachers	Percentage (%)
i.	Yes	29	96.67
ii.	No	1	3.33

After analyzing the responses of second question, I found that out of 30 respondents, 29 teachers (96.67%) responded as positively. It means responded yes. 1 teacher (3.33%) responded as negatively. It means responded no.

In conclusion, most of the teachers gave positive view on the training which is really helpful to bring positive change in teaching learning activities.

4.1.3 Teachers' Satisfaction with Training

Teachers were seemed satisfy with knowledge, skills and techniques which are gained from the training. Here, the question was asked to perceive the views of teachers they are satisfied with the knowledge, skills and techniques which are gained from the training or not. The question was "Are you satisfied with what you have gained from the training?" Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 5

Teachers Satisfaction with Training

S.N.	Responses	No of Teachers	Percentage (%)
i.	Yes	25	83.33
ii.	No	5	16.67

On the basis of responses collected from the respondents, this table shows that out of 30 respondents, 25 teachers (83.33%) seemed satisfy with the training knowledge, skills and techniques and 5 teachers (16.67%) did not seem satisfy with the training knowledge, skills and techniques.

In conclusion, most of the teachers seem satisfy with the training knowledge, skills and techniques.

4.1.4 Help of Training in Improving Teaching Skills

Training is really helpful for improving teaching skills. In this section, the question was asked with the respondents related to the improvement of teaching skills by the help of training. The question was “Does the training help in improving teaching skills?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 6

Help of Training in Improving Teaching Skills

S.N.	Responses	No. of Teachers	Percentage (%)
i.	Yes	21	70
ii.	Partially	9	30
iii.	No	0	0
iv.	If others, specify...	0	0

This table shows that out of 30 respondents, 21 teachers (70%) responded yes training is fully helpful, 9 teachers (30%) responded training is partially helpful in improving teaching skills but no result found in the option (iii) and (iv).

In conclusion, most of the respondents felt that training is really helpful in improving teaching skills.

4.1.5 Perception of Teachers towards Teacher Training

Fifth question was asked to the respondents related to different perceptions toward in-service teacher training phases of TPD. The question was “What is your perception towards in-service teacher training phases of TPD?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 7

Perception of Teachers towards Teacher Training

S.N.	Responses	No. of Teachers	Percentage (%)
i.	It is really helpful for developing the teaching learning process.	14	46.67
ii.	It is partially helpful for developing the teaching learning process.	15	50
iii.	It is not helpful for developing the teaching learning process.	0	0
iv.	If others, specify...	1	3.33

On the basis of responses collected from the respondents, this table shows that out of 30 respondents, 14 teachers (46.67%) presented their perception was that training is really helpful for developing the teaching learning process, 15 teachers (50%) presented their perception was that training is only partially not fully helpful for developing the teaching learning process and 1 teacher (3.33%) presented his/her perception was that training is helpful theoretically only not practically but no result found in the option (iii) which presented the negative perception about the help of training in the teaching learning process.

In conclusion, the perception of respondents about the full help of training and the partial help of training in teaching learning process was nearly equal.

4.1.6 Important Phase of Training for Development of Teaching Skills

Teacher training plays a vital role for developing the teaching skills. It is really helpful for increasing the teaching skills of teachers for better teaching process. The question was asked related to the important phase of training of TPD for developing teaching skills. The question was “Which of the phase of teacher training is very important for developing the teaching skills on your view?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 8

Important Phase of Training for Development of Teaching Skills

S.N.	Responses	No. of Teachers	Percentage (%)
i.	First phase	2	6.67
ii.	Second phase	2	6.67
iii.	Third phase	2	6.67
iv.	All phase	24	80

The given table shows that out of 30 respondents, 2 teachers (6.67%) responded that the first phase of training is most important phase of training, 2 teachers (6.67%) responded that the second phase is most important phase of training, 2 teachers (6.67%) responded that the third phase of the training is most important phase of training and 24 teachers (80%) responded that all the phases of training is important for developing teaching skills.

In conclusion, most of the teachers responded that all the phases of training are important for developing teaching skills.

4.1.7 Necessity of Training for Development of Teaching Skills

In-service teacher training is necessary for developing the teaching skills. It helps teachers to increase their teaching skills and helps to make better

teaching learning process than without having the training. In this section, the question was asked to the respondents related to the necessity of training for developing teaching skills. The question was “What do you think in-service training is necessary for developing the teaching skills?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 9

Necessity of Training for Development of Teaching Skills

S.N.	Responses	No. of Teachers	Percentage (%)
i.	Yes	30	100
ii.	No	0	0

Looking at the above table, all the teachers i.e.30 (100%) felt the in-service teacher training is necessary for developing the teaching skills. No one said that the training is not necessary for developing the teaching skills.

In conclusion, all the teachers expressed their view on the necessity of training for developing teaching skills.

4.1.8 Reason of necessity of Training for Development of Teaching Skills

In this section, the question was asked to the respondents related to the reason of providing training which is being necessary for developing the teaching skills. The question was “Why is the training necessary for teaching development?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 10

Reason of Necessity of Training for Development of Teaching Skills

S.N.	Responses	No. of Teachers	Percentage (%)
i.	Because it provides sufficient knowledge and skill to tackle with the abstract.	2	6.67
ii.	Because it provides the knowledge to find out the difficulties while teaching.	6	20
iii.	Because it provides the opportunity to share, interact and approach their problems with the participants and also helps to find out the solution too.	21	70
iv.	If others, specify...	1	3.33

The present table shows that out of 30 respondents, 2 teachers (6.67%) responded that training is necessary because it provides sufficient knowledge and skills to tackle with the abstract, 6 teachers (20%) responded that training is necessary because it provides the knowledge to find out the difficulties while teaching, 21 teachers (70%) responded that training is necessary because it provides the opportunity to share, interact and approach their problems with the participants and also helps to find out the solution too and 1 teacher (3.33%) responded that training is necessary because it provides the current trends of teaching and helps the teachers to become update.

In conclusion, most of the teachers felt the necessity of conducting training because it provides the opportunity to share, interact and approach their problems with the participants and also helps to find out the solution too.

4.1.9 Application of Training Knowledge for Classroom Management

Classroom management is a process of ensuring that classroom lesson runs smoothly for creating an environment which facilitates learning. For well classroom management we have to conduct the teacher training. In this section, the question was asked to the respondents related to the existing situation of applying training knowledge in classroom management. The question was “How do you apply your training knowledge in classroom management?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 11

Application of Training Knowledge for Classroom Management

S.N.	Responses	No. of Teachers	Percentage (%)
i.	Fully	8	26.67
ii.	Partially	21	70
iii.	I do not apply	1	3.33
iv.	If others specify...	0	0

On the basis of responses collected from the respondents, the above table shows that out of 30 respondents, 8 teachers (26.67%) responded that they were fully applying the training knowledge in classroom management, 21 teachers (70%) responded that they were partially applying the training knowledge in classroom management and 1 teacher (3.33%) responded that s/he do not applying the training knowledge in classroom management but no result found in the option (iv).

In conclusion, most of the teachers responded that they were partially applying the training knowledge in classroom management.

4.1.10 Knowledge of Learners Motivation inside the Classroom

Here, the question was asked to the respondents related to the learner motivation inside the classroom. The question was “How is your training knowledge applicable to motivate the learners inside the classroom?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 12

Knowledge of Learners Motivation inside the Classroom

S.N.	Responses	No. of Teachers	Percentage (%)
i.	It provides me sufficient ideas	18	60
ii.	It only provides few ideas	10	33.33
iii.	I have not applied yet	0	0
iv.	If others specify...	2	6.67

Focusing on this table, out of 30 respondents, 18 teachers (60%) responded that training provided them sufficient ideas how to motivate the learners toward learning, 10 teachers (33.33%) responded that training provided them only few ideas how to motivate the learners towards learning and 2 teachers (6.67%) responded that training made them to feel easy to present their plans and techniques to motivate the learners and also unable to motivate all the learners due to the large size of classroom but no result found in the option (iii).

In conclusion, most of the teachers responded that the training provides them sufficient ideas how to motivate the learners toward learning.

4.1.11 Pedagogical Knowledge gained from Training

Teaching learning becomes effective when a teacher accumulate his/her content knowledge with pedagogical perspectives in the classroom. Pedagogical knowledge includes knowing what teaching approach fit the

content and knowing how elements of the content can be arranged. All these knowledge can be gained through teacher training. In this section, the question was asked related to the pedagogical knowledge gained from training. The question was “How are you getting pedagogical ideas or knowledge from the training?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 13

Pedagogical Knowledge gained from Training

S.N.	Responses	No. of Teachers	Percentage (%)
i.	I have most of the ideas about it	17	56.67
ii.	I have got only major ideas about it	12	40
iii.	I have not got any ideas	0	0
iv.	If others specify...	1	3.33

Above table shows that out of 30 respondents, 17 teachers (56.67%) responded that they have got most of the pedagogical ideas from training, 12 teachers (40%) responded that they have only got major ideas how to teach the learners from training and one teacher (3.33%) responded that s/he has got the different methods and techniques of teaching from training but no result found in the option (iii).

In conclusion, 17 teachers i.e. 56.67% responded that they have got the sufficient pedagogical ideas and 12 teachers responded that they have got only major ideas of teaching from training. It means training provides the pedagogical ideas which are really helpful for teaching learning process.

4.1.12 Way of understanding the Influencing Factors to the Students' Behavior

Training is helpful for understanding the influencing factors to the students' behavior. In the training teachers got the opportunity to gain how to understand the influencing factors of students' behavior. The question was asked related to the way of understanding the influencing factors to the students' behavior. The question was "In which way does the training knowledge help you to understand influencing factors to the students' behaviors?" Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 14

Way of understanding the Influencing Factors to the Students' Behavior

S.N.	Responses	No. of Teachers	Percentage (%)
i.	Training knowledge is fully helpful	19	63.33
ii.	Only few ideas are useful	11	36.67
iii.	I have not learnt any ideas about it	0	0
iv.	If others specify...	0	0

In training package the teachers are trained how to understand the students' behaviors influencing factors. Above table reflected that training knowledge is fully helpful or provides the sufficient how to understand the students' behaviors influencing factors. For this response, 19 teachers (63.33%) out of 30 respondents expressed their perception. Among 30 respondents and 11 teachers (36.67%) responded that only few ideas are useful for understanding the influencing factors to the students' behaviors but no responses found in option (iii) and (iv).

In conclusion, more than 60 % teachers felt that training is fully useful or it provides the sufficient ideas how to understand the students’ behaviors influencing factors.

4.1.13 Perception towards Discovery Techniques

The aim of discovery techniques is to give student the chance to be involved active and thoughtful and involve them to use their reasoning power. Training provides the knowledge how to apply this technique in daily classroom teaching where students are given examples of language and told to find out how they are used. In this section, the question was asked to the respondents related to the perception towards discovery techniques. The question was “What is your perception towards the discovery techniques learnt in the training?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 15

Perception towards Discovery Techniques

S.N.	Responses	No. of Teachers	Percentage (%)
i.	It is really helpful in teaching and learning field.	16	53.33
ii.	It was not included in the training session that I participated	3	10
iii.	Only few ideas were discussed	11	36.67
iv.	If others specify...	0	0

On the basis of responses collected from the respondents, 16 teachers (53.33%) responded that discovery techniques is really helpful in teaching and learning field among 30 respondents, 3 teachers (10%) responded that the ideas about discovery techniques was not included in the training session that they have

participated and 11 teachers (36.67%) responded that they got only few ideas about discovery techniques but no responses found in the option (iv).

4.1.14 Knowledge of Conducting Project Work

This question was asked related to the knowledge of conducting project work. The question was “Do you learn any ideas regarding conducting project work during training?” Responses made by the teachers after this close-ended question has been tabulated and interpreted below:

Table 16

Knowledge of Conducting Project Work

S.N.	Responses	No. of Teachers	Percentage (%)
i.	Yes, I have learnt many ideas about the project work	15	50
ii.	I have learnt ideas but not practiced in the classroom	12	40
iii.	Ideas related to the project work were not included in training	2	6.67
iv.	If others specify...	1	3.33

The number and percentage of the respondents show that out of 30 respondents, 15 teachers (50%) responded that they have learnt many ideas about how to conduct the project work from training, 12 teachers (40%) responded that they have learnt ideas but not practiced in the classroom which was gained from training, 2 teachers (6.67%) responded that they have not learnt about the project work from the training and 1 teacher (3.33%) responded that s/he has got few ideas or knowledge how to conduct project work.

4.1.15 Applicability of Training Knowledge to Identify the Contextual Behavior of the learner

The responses on the question “How is the training knowledge applicable to identify the contextual behaviors of the learning?” are shown in the given table:

Table 17

Applicability of Training Knowledge to Identify the Contextual Behavior of the learner

S.N.	Responses	No. of Teachers	Percentage (%)
i.	It is fully applicable	10	33.33
ii.	It is partially applicable	19	63.34
iii.	Training knowledge is not useful	1	3.33
iv.	If others specify...	0	0

Regarding the responses collected from the respondents, this table shows that out of 30 respondents, 10 teachers (33.33%) responded that training is fully applicable to identify the learners’ contextual behaviors training knowledge is fully helpful, 19 teachers (63.33%) responded that it’s not fully but partially applicable to identify the contextual behaviors of the learners and 1 teacher (3.33%) responded that the training knowledge is not helpful for identify the contextual behaviors of the learners but no response found in the option (iv).

In conclusion, on the views of more than 60 % respondents was that the knowledge of identification of the learners’ contextual behavior learnt from the training is partially applicable not fully.

4.2 Analysis and Interpretation of Open-ended Questions

In this category, eight questions were asked to know the teachers' perceptions on application of training. They were about applicability of skills obtained from the teacher training, teaching learning activities after training, ignorance of training skills inside the classroom, obstacles and challenges faced by teachers in classroom activities, reasons of having difficulties for application of training skills, solutions to avoid the problems that faced to apply training skills, improvement on students' learning achievement by training content and suggestions for better management of further training programs. The responses given by the informants to those questions were analyzed under the following headings.

4.2.1 Applicability of Skills Obtained from the Teacher Training

The first question was related to the applicability of training skills. The question was "Are the skills obtained from training applicable? Why/ why not?" Teacher training program is cannot be considered successful unless skills obtained from the training were applied in the classroom and positive effect appear in students. Data obtained from the respondents regarding applicability of training skills obtained from the training mentioned that they are getting difficulty in applying the skills obtained from the training. Generally they do not apply some of the skills because they do not get enough teaching materials. Lacks of teaching materials make the skills impossible to be implemented. Another reason is various learning capacities and interests of the learners which make the skills difficult to implement because all of the students do not prefer the same skill to be performed in the classroom. On the other hand, some respondents mentioned that they easily apply the skills obtained from the training. The training provided modern ideas and techniques to solve the various problems in teaching learning process and they also got the opportunity to discuss how to overcome on the problems in training. For them, there is not any challenge and obstacles to apply the skills.

4.2.2 Teaching Learning Activities after Training

Teaching learning activities is not easy task for the teachers and students without any knowledge and skills for the management of the class and good way of conducting teaching process and way of good learning. For the second question ‘How do you conduct teaching learning activities in the classroom after training?’ some of the respondents mentioned that they conduct the teaching learning activities by discussion and come to the conclusion. They also included the students in group work, pair work, individual work, project work to develop their sharing and gaining knowledge ability. Some of the teachers also mentioned that they applied the student centered techniques, problem solving methods and questions-answers methods. On the other hand, some respondents mentioned that they tried their best for changing the traditional way of teaching learning activities but due to the lacks of sufficient materials and modern technologies such as projector, internet etc. so they are unable to change the older one.

4.2.3 Ignorance of Training Skills inside the Classroom

For this question “It is said that most of the trained teacher do not apply their training skills and knowledge inside the classroom, do you agree or not? Why?” most of the teachers showed their agreement. They are unable to apply their training skills and knowledge due to the different reasons. The major reasons for ignorance of training skills inside the classroom by trained teachers are mentioned below:

-) Heavy work load
-) Lack of materials and modern trends of teaching
-) Lack of monitoring
-) No provisions of award and punishment
-) Lazy and carelessness of teachers
-) Lack of supervision system from government
-) Inappropriate classroom management

-) Unwillingness of teachers in bringing change in teaching learning process
-) Mixed ability of the students

4.2.4 Obstacles and Challenges Faced by Teachers in Classroom Activities

Teachers have faced lots of obstacles and challenges to apply learning skills that they learn in training. For the question “What are the obstacles and challenges you are facing in classroom activities?” teachers mentioned the following obstacles and challenges which are given below:

-) Overcrowded classes
-) Different qualities of the students
-) Lack of sufficient teaching learning materials
-) Poor base of the students
-) Lack of physical infrastructure of the classroom
-) Unnecessary political interference
-) Co-operation and encouragement from the school administration and SMC for management of classroom environment
-) Poor social and family background of the learners
-) Low confidence level of the learners
-) Cultural diversity
-) Mother tongue interference
-) Lack of modern technologies such as computer, internet and projector and so on.
-) Problem to address the learners curiosity
-) Unable to develop learners autonomy

4.2.5 Reasons of having Difficulties for Application of Training Skills

There are various reasons of having difficulties for application of training skills obtained from the teacher training. The sample respondents/ teachers were asked this question “What are the reasons of having difficulties in the

application of skills obtained from the teacher training?” The responses mentioned by the teachers are given below:

-) Lack of proper management of the classroom
-) Lack of sufficient teaching and learning materials
-) Lack of modern instructional technologies
-) Insufficient sources of school
-) Lack of willingness of teachers
-) No any provisions of prize and punishment for the teachers
-) Time limitation
-) Poor academic background and knowledge of the students
-) Loaded of periods
-) Negligence of the school administration
-) Lack of supervision of the teacher
-) Overcrowded classroom

4.2.6 Solutions to avoid the Problems that Faced to Apply Training skills

This question “What should be done to avoid these problems?” was asked for the suggestions to avoid the problems that faced to apply training skills to the teachers. The teachers mentioned the following solutions:

-) Change the tendency of students, guardians and teachers
-) Provide sufficient teaching and learning materials
-) Manage the physical infrastructure of the classroom
-) Manage the size of the classroom and number of the students
-) Increase the students learning autonomy
-) Develop the co-operation and helpful environment among the school staff or teachers
-) Motivation on work

-) Regular supervision and provide feedback in time
-) Manage the prize and punishment system for the teachers from government
-) Conduct awareness program regularly among the parents

4.2.7 Improvement on Students' Learning Achievement by Training Content

The question “Do you feel any improvement on students’ learning achievement using different training content successfully?”, that was asked to perceive the teachers feeling towards the improvement of students’ learning achievement by using different training content. They mentioned that they are contributing in teaching after attending training program by involving the students in the process of learning by doing. They said that they are assessing the learners’ achievement through various means of evaluation like summative and formative tests. They also said that they are applying maximum use of teaching materials in comparison to previous classes. They also mentioned that they provided prize for good performance and provide corrective feedback to those students who are in poor performance level. They further clarified that they mainly focus on student centered teaching which is really making the students active and creative. Use of teaching materials is really making enhancing the teaching learning activities.

4.2.8 Suggestions for Better Management of Further Training Program

All the programs have the weaknesses. For improve those weaknesses we used to ask the suggestion for its betterment. In this section the question “Finally, what specific suggestions do you want to give to make teacher training program more effective inside the classroom?” was asked to collect the suggestions for better management of further training program. The responses mentioned by the teachers are as follows:

-) School administration and resource person should provide good opportunity for the teachers

-) The size of the classroom should minimize as per as possible
-) Training must conduct for every teachers
-) Must visit the schools by supervisors
-) Must manage the classroom environment which is friendly for the learners
-) The training program should be contextual i.e. according to culture of the school
-) Training program should be based on real issues and problems of teaching learning process
-) Knowledge of modern trends and technology should be provided for the teachers.
-) Regular classroom observation should be held by trainers
-) Roster trainer should be enhanced to tackle the problems of fellow teachers
-) The phases of training should be determined according to the demand
-) The training spot should be the real classroom and in front of the students
-) The matter discussed and disseminated should be applicable in the Nepalese classroom

CHAPTER- FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the findings, conclusions and recommendation of the study on the basis of presentation, analysis and interpretation of the collected data. The following findings, conclusion and recommendations have been drawn on the basis of analyzed data.

5.1 Summary of Findings

On the basis of analysis of the data and interpretation of the result from open-ended and close-ended questions I have drawn findings of my research. So under this section, summary of the findings is presented on the basis of my research objectives.

One of the objectives of the study was to find out the perception of teachers on application of teacher training in the ELT classroom. For this, questionnaire was formulated and distributed to the ELT teachers of secondary level. After analyzing and interpreting the data it was found that all the teachers are trained but the skills and knowledge obtained from the training are not applicable due to the lack of proper management of the classroom and sufficient teaching and learning materials. Some of the findings of the study are summarized below:

- i. In the case of Bardiya district, most of the teachers i.e. 66.67% completed all the phases of in-service teacher training of TPD.
- ii. Twenty nine (29) teachers out of thirty (30) i.e. 96.67% gave their positive view on the training which is really helpful to bring positive change in teaching learning activities.
- iii. Most of the teachers i.e. 70% responded that training is necessary because it provides the opportunity to share, interact and approach their problems with the participants and also helps to find out the solution too.

- iv. It was found that teachers do not apply the skills that obtained from the training because they do not get enough teaching materials from the school administration.
- v. After training teachers changed their teaching method, they included the students in group work, pair work, individual work, project work to develop their sharing and gaining knowledge ability.
- vi. It was found that heavy work load, lack of monitoring, supervision, teaching materials and modern trends of teaching, mixed ability of the students, laziness and carelessness of the teachers and inappropriate classroom management are the causes of ignorance to apply the training skills inside the classroom.
- vii. Overcrowded classroom, different qualities of the students, unnecessary political interference, cultural diversity, mother tongue interference, low level of confidence of the students are the obstacles and challenges faced by teachers in classroom activities.
- viii. It was found that lack of proper management of the classroom, sufficient teaching materials, modern instructional technologies, unwillingness of teachers, time limitation, poor academic background and knowledge of the students, loaded of periods, overcrowded classroom are the reasons of having difficulties in the application of skills obtained from the teacher training.
- ix. Manage the size of the classroom and number of students, increase the students' learning autonomy, regular supervision and provide feedback on time, develop the co-operation and helpful environment among the school staff or teachers, change the tendency of students, guardians and teachers, provide sufficient teaching and learning materials and manage the physical infrastructure of the classroom are the solutions to avoid the problems that faced to apply training skills that suggested by the sample teachers.

5.2 Conclusions

The present study investigates that the perception of teachers on application of teacher training in the ELT classroom. In this study, the researcher tried to explore the present situation of teacher, training and training implementation. Along with this it surveyed the teachers, perception in teacher training.

After the analysis and interpretation of the data, results are included in chapter four and summary of findings have been submitted in chapter five. On the basis of those findings regarding the perception of teachers on application of teacher training, it can be concluded that teachers perceived that it is essential program for developing the teaching skills and improving learning outcome. Though, this program was felt necessary they got it difficult to disseminate in the classroom.

In conclusion, teacher training is an excellent program lunched by NCED in Nepal. However due to perception, practice and implementation it is being less effective than that of expectation. So, to make this program more effective concerned with authorized body i.e. trainers, trainees, supervisors and so on should be more responsible and aware to make it fruitful.

5.3 Recommendations

Some recommendations have been made on the basis of the findings obtained from the analysis of data.

5.3.1 Policy Level

- I. Teachers face several problems such as lack of adequate preparation and use of instructional materials during their training session. So, they should be provided with opportunity to devise and constant instructional materials from the school. The government needs to increase budget given for quality enhancement.
- II. TPD training should be need based/ problem based training, for this, competent and qualified trainers or exports on subject matter should be

provided rather than roster trainers. So TPD training will be fruitful if it is provided from training center with subject experts rather than RCs and LRCs.

- III. Decision has to be made on after successful completion of the training, trainers should be provided with basic materials, reference materials and modern technologies at policy level. In order to implement training inside classroom effectively the resource materials are essential. So training program should be made for this at policy level.
- IV. Training monitoring and supervision mechanism should be developed at local level.

5.3.2 Practice Level

- I. Weak monitoring and supervision system have been hindering transfer of training skills into the classroom. So, teachers should have enough opportunity to demonstrate skills during training under guidance and supervision of trainers. So there should be the proper monitoring, supervision and control for the effective implementation of training during and after completion of the session (better should be awarded and worse should be punished).
- II. In most of the school, there were no culture of sharing experiences, team work and collaboration. They did not try to make discussion with the colleagues and head teachers, when they were free. They did not get any support from the school supervision. So, teacher should prepare and willingness to apply strategy and action plan with the help of colleagues and should be implemented in school with regular monitoring to the school head teachers.
- III. TPD is a need based program for teachers where trainee teachers should have to explore their training content according to their needs. However, it was found that all of them were not able to explore and share their needs and problems among colleagues and experts. So, training contents

of TPD training should be prescribed in accordance with the classroom observation report from school supervisor at policy level.

- IV. It was found that most of the teachers ignore to apply training skills inside the classroom due to the causes of heavy work load, lack of monitoring and supervision, laziness and carelessness and inappropriate classroom management. So, all these causes should be dispossess then only teacher will be motivated to apply the training skills inside the classroom.

5.3.3 Further Research Related

This study was limited to thirty secondary level English teachers of Bardiya district. It is prepared for academic purpose. Therefore, the researcher did not claim that it is not complete in itself. Some implications for further research have been suggested as follows:

- I. First, the sample population of the study should be larger so that there will be high chances of obtaining real findings. It is suggested that more informants should be included to perceive the perception of teachers. Therefore, valid and reliable result will be derived.
- II. Second, the study was to find out the perception of teachers on application of teacher training in the ELT classroom. So, more studied could be conducted at lower secondary.
- III. At last, it is suggested that the following title could be useful to analyze the other aspects of teacher training.
 -) Impact of teacher training in the ELT classroom.
 -) Implementation of teacher training in public schools.
 -) Importance of training aspects in the ELT classroom.

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APPENDIX-I
QUESTIONNAIRE

Dear Sir/Madam

This structured questionnaire is for getting information for my research entitled **‘Perception of Teachers on Application of Teacher Training in the ELT Classroom’** under the supervision of Prof. Dr. AnjuGiri, Tribhuvan University, Kirtipur.

Your kind co-operation in responding the questionnaire and classroom performance will have a great value in accomplishing my research. I appreciate your perception and assure you that your responses as required by the questionnaire. I honestly assure you that the responses made by you will use only for the present study and remain confidential and anonymous.

Researcher
SmriteePaudel
Department of English
Education
T.U., Kirtipur,
Kathmandu

Name of the Teacher:

Name of the School:

Address:

Age:

Qualification:

Experiences:

Training:

**Set 'A':- Close-ended
Questions**

Tick () the best option which is appropriate.

**Phases of In-service Teacher Training of
TPD**

1. How many phases of training have you completed?
 - i) First
 - ii) First and second
 - iii) First and third
 - iv) All(three)

2. Does really teacher training bring any positive change in your teaching learning activities?
 - i) Yes
 - ii) No

3. Are you satisfied with what you have gained from the training?

- i) Yes
 - ii) No
4. Does the training help in improving teaching skills?
- i) Yes
 - ii) Partially
 - iii) No
 - iv) If others, specify...
5. What is your perception towards in-service teacher training phase of TPD?
- i) It is really helpful for developing the teaching learning process.
 - ii) It is partially helpful for developing the teaching learning process.
 - iii) It is not helpful for developing the teaching learning process.
 - iv) If others, specify...
6. Which of the phase of teacher training is very important for developing the teaching skills on your view?
- i) First phase
 - ii) Second phase
 - iii) Third phase
 - iv) All phases
7. What do you think the in-service teacher training is necessary for developing the teaching skills?
- i) Yes
 - ii) No
8. Why is the teacher training necessary for teaching development?
- i) Because it provides sufficient knowledge and skill to tackle with the abstract.
 - ii) Because it provides the knowledge to find out the difficulties while teaching.

- iii) Because it provides the opportunity to share, interact and approach their problems with the participants and also helps to find out the solution too.
- iv) If others, specify...

Aspects of Teacher Training

Classroom Management

9. How do you apply your training knowledge in classroom management?
- i) Fully
 - ii) Partial
 - iii) I do not apply
 - iv) If others, specify...
10. How is your training knowledge applicable to motivate the learners inside the classroom?
- i) It provides me sufficient ideas
 - ii) It only provides few ideas
 - iii) I have not applied yet
 - iv) If others, specify...

Pedagogical Knowledge

11. How are you getting pedagogical ideas or knowledge from the training?
- i) I have most of the ideas about it
 - ii) I have got only major ideas about it.
 - iii) I have not got any ideas
 - iv) If others, specify...
12. In which way does the training knowledge help you to understand influencing factors to the students' behaviors?
- i) Training knowledge is fully helpful
 - ii) Only few ideas are useful
 - iii) I have not learnt any ideas about it
 - iv) If others, specify...

Discovery Techniques

13. What is your perception toward the discovery techniques, learnt in the training?
- i) It is really helpful in teaching and learning field.
 - ii) It was not included in the training sessions that I participated
 - iii) Only few ideas were discussed
 - iv) If others, specify...

Using Project Works

14. Do you learn any ideas regarding conducting project work during training?
- i) Yes, I have learnt many ideas about the project work
 - ii) I have learnt many ideas but not practiced in the classroom
 - iii) Ideas related to the project work were not included in training.
 - iv) If others, specify...

Using Contextual Behaviours

15. How is the training knowledge applicable to identify the contextual behaviors of the learners?
- i) It is fully applicable
 - ii) It is partially applicable
 - iii) Training knowledge is not useful
 - iv) If others, specify...

Set 'B':- Open-ended Questions

16. Are the skills obtained from training applicable? Why / why not?

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17. How do you conduct teaching learning activities in the classroom after training?

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18. It is said that most of the trained teachers do not apply their training skills and knowledge inside the classroom, do you agree or not? Why?

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19. What are the obstacles and challenges you are facing in classroom activities?

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20. What are the main reasons of having difficulties in the application of skills obtained from the teacher training?

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21. What should be done to avoid these problems?

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22. Do you feel any improvement on students' learning achievement using different training content successfully?

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23. Finally, what specific suggestions do you want to give to make teacher training program more effective inside the classroom?

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Thank you for your kind co-operation.