

**STRUGGLE OF SUBJECT UNTRAINED TEACHERS
WORKING AS ENGLISH TEACHERS IN EFL/ESL
CONTEXT: A NARRATIVE INQUIRY**

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

**Submitted by
Naresh Bahadur Khadka**

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal
2019**

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DECLARATION

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

Date: 18/11/2019

.....

Naresh Bahadur Khadka

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Naresh Bahadur Khadka** completed his M.Ed. thesis entitled **Struggle of Subject Untrained Teachers Working as English Teachers in EFL/ESL Context: A Narrative Inquiry** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 19/11/2019

.....
Dr. Anjana Bhattarai (Supervisor)
Professor
Department of English Education
Faculty of Education
University Campus
T.U, Kirtipur

RECOMMENDATION FOR EVALUATION

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

Dr. Gopal Prasad Pandey

Reader and Head

Department English Education

Tribhuvan University, Kirtipur

Signature

.....

Chairperson

Dr. Anjana Bhattarai (Supervisor)

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Mr. Khem Raj Joshi

Teaching Assistant

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 2/5/2019

EVALUATION AND APPROVAL

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

	Signature
Dr. Gopal Prasad Pandey
Reader and Head	Chairperson
Department English Education	
Tribhuvan University, Kirtipur	
Dr. Anjana Bhattarai (Supervisor)
Professor	Member
Department of English Education	
Tribhuvan University, Kirtipur	
Dr. Binod Luitel
Professor	Expert
(English Education)	
Research Centre for Educational	
Innovation and Development (CERID)	
Tribhuvan University, Kirtipur	

Date: 22/12/2019

DEDICATION

Affectionately Dedicated

To

My Parents

Who devoted their entire life for my study to enlighten my life.

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Naresh Bahadur Khadka

ABSTRACT

This thesis entitled **Struggle of Subject Untrained Teachers Working as English Teachers in EFL/ESL Context: A Narrative Inquiry** was carried out to find out the process of the appointment of subject untrained English teachers, and their struggles who teach English at lower secondary level. Keeping the objectives in considerations, four lower secondary subject untrained teachers from community and private schools were selected as the sample by using purposive non-random (convenient) sampling strategy. Data for this study were collected by conducting open-ended interview with the selected participants/teachers. I have visited and revisited the study area to collect and validate the data. After the collection of the data they are categorized under four themes: teacher appointment process, struggle of subject untrained teacher in teaching English, pedagogical knowledge and problems they faced in the classroom. From the study it was found that there is a big problem of trained teachers in the remote area. So, due to the lack of subject trained teacher SMC is compelled to appoint subject untrained teacher as English teacher to run the school. From class observation of those teachers, it was found that grammar translation was taken as main method of language teaching. According to respondents' opinions it was found that, they are facing some difficulties at schools such as; class size, availability of teaching materials, lack of supervision, and administrative support.

The present study consists of five main chapters. The first chapter deals with the introduction of the study along with the background of the study, statement of the problem, objectives of the study and operational definitions of key terms. The second chapter contains the review of related theoretical literature, review of empirical literature, implications of the study for the study and conceptual framework. Similarly, the chapter third includes design of the study, population, sample, sampling strategies, source of data (primary and secondary), data collection tools, data collection procedures, and ethical

considerations. Likewise, chapter four deals with the analysis and interpretation of results. Finally, the fifth chapter encompasses overall findings, conclusion and recommendations related to policy level, practice level, and further research related. The study ends with references and appendixes.

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LIST OF SYMBOLS AND ABBREVIATIONS

B. Ed.	=	Bachelor of Education
Dr.	=	Doctor
e.g	=	Example
ELT	=	English Language Teaching
FoE	=	Faculty of Education
ICT	=	Information Communication Technology
M. Ed.	=	Master's in education
MoE	=	Ministry of Education
NCED	=	National Center for Educational Development
NESP	=	National Education System Plan
No.	=	Number
OHP	=	Over Head Projector
P.	=	Page
PTE	=	Pre-service Teacher Education
SLC	=	School Living Certificate
SMC	=	School Management Committee
TP	=	Teaching Practice
TPD	=	Teacher Professional Development
TU	=	Tribhuvan University
VDC	=	Village Development Committee

CHAPTER ONE

INTRODUCTION

Teacher education has always been a priority in Nepal. The Government of Nepal has made teacher education mandatory for all school teachers since 1971. To become a teacher one must have three qualifications. One, minimum qualifications; two teaching license; and three the success in teacher employment examinations. Pre-service teacher education is provided by the universities, license and teacher entry exams are conducted by the Teacher Service Commissions.

1.1 Background of the Study

Teacher education programs prepare teachers and wish to promote their continued learning. Teacher education refers to the policies, procedure, and provision designed to equip teachers with the knowledge, attitudes, behaviors, and skills they requires to perform their task effectively in the classroom and school. Head and Taylor (1997) mention that teacher education aims at “the development of contemporary standers for the teaching field and for the attainment of a certain level of competency for all individuals”, while emphasizing “the importance of individualized personal growth throughout the teaching career”. Such teacher preparation programs have as goals “the development of an extensive repertoire of classroom skills and the judgment to apply these skills as a needed” (p.13).It embraces both pre- and in-service education in course of varying lengths e.g. ranging from a year or longer to a few hours. Pre-service programs may be conducted as part of a secondary school diploma course, on higher education campuses, in other schools through school partnership programs or through and other forms of distance education. The required qualifications might include: certificate, diploma, degree or master’s degree.

Pre-service teacher education programs play an important role in the development of beginning teachers' self-efficacy and identity. It is vital for pre-service teachers to develop deep knowledge of their content area and pedagogy. These courses are most effective when teacher educators demonstrate and implement varied pedagogical approaches in the courses, rather than merely lecture about pedagogy. In addition, the pre-service teacher preparation course incorporates teaching practice program where a future teacher teaches in school and learns from teaching. The education enhances intellectual thinking and problem solving as well as foster student belonging and connectedness. Not only this teaching practice also done by university students as pre-service teacher can be an infrastructure for this TPD model, where its assumptions are expected to be implied and cultivated in trainees.

Pre-service teacher education programmes aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession. Bransford & Hammond (2005). Teachers who have got knowledge, skill and attitude of continuous professional development in their pre-service training will be able to enhance TPD training and practice professional development on their job. They will familiar with various important topics include: classroom management, learning issues and special needs, assessment practices, and the use of technology in education. Guerieo, S. (1992) said, "Teaching is first and foremost a social practice, and preparing the beginning teacher for the many complexities of the profession demands much more of teacher education programs than providing opportunities to practice technical strategies." Pre-service teachers who may teach in large, multi-level, and under resourced classes should have training on how to adapt lesson plans for students different ability levels, including how to developing materials for independent study that engage learners. More importantly, in pre-service teacher education, micro teaching experience of the prospective teachers before the start of actual teaching practice is viewed to be helpful to orient them to classroom delivery

methodologies, development of instructional materials and use of selected appropriate evaluation assessment tools. This pre-teaching experience has motivated and prepared the prospective teachers for the actual delivery of teaching in the practicum school.

Pre-service teacher education is a process of learning how to be a teacher, where we learn the subject knowledge, educational foundations, educational infrastructure, dispositional learning, classroom management, pedagogy and learning approaches, planning classroom activities and classroom task management. The teachers felt that while pre-service teachers should reflect on aspects of their teaching, they must also be taught to reflect on their own values and the ways in which these impact on their teaching practices and pedagogy. So, for better quality education political interference should be minimized while recruiting teachers, promoting them and awarding them with certificates and monetary assistance. If we see in our B.Ed. and M.Ed. program we find many examples of structured arrangement relating to professional learning(research, participation in the community, an understanding of standards, ethical concerns and dilemmas, plans of action and career development) coverage of philosophy, psychology, sociology and history of education seems to be common to these syllabuses. So, such contents provide the theoretical knowledge to prospective teachers to implement in the real classroom situation. “The teacher education curriculum in order to provide pre-service teachers with the skills and experiences needed to apply technology to their specific content areas” (e.g., Niess, 2005). To be a teacher pre-service education is compulsory, without which one can't be a perfect teacher.

1.2 Statement of the Problem

Pre-service teacher education programs are first form of professional study that individuals complete to enter teaching profession. Each country has its own types of pre-service teacher education programs. Nepal has also mandatory provision of pre-service teacher education to enter in teaching profession. It is

quite important that their quality is to be improved on regular basis. Pre-service teacher education should enable the creation of communities of practice through short residential periods, social activities and discussion groups. Through the pre-service teacher education system teachers renewal and update of their teaching profession. In this respect, pre-service teacher education programs provide a wide range of approaches throughout their curriculum and it encompasses an integrative knowledge base of technological knowledge and skills, as well as knowledge of learners, subject matter content, and pedagogy necessary for teachers to be competent to teach with technology in the classroom.

The teacher development policy guideline approved on 9 January (NCED, MOE) has emphasized professional and related academic qualification as mandatory for all to enter into teaching field both the basic and secondary levels. This is very good implication for the education of pre-service teacher education program by the faculties of Education of different universities including T.U. Tribhuvan University is almost a sole source of school teachers in Nepal. B.Ed is a professional as well as academic program designed for the preparation of competent teachers to teach different specialization subjects in secondary schools (FoE, TU, 2014). Teaching Practice (TP) in school, a part of pre-service teacher training, is a piece of professional training incorporated in B.Ed program that plays prevalent role in teacher development. "Teachers are essential players in promoting quality education, whether in schools or in more flexible community based programs: they are advocator for and catalyst of change. No education reform is likely to succeed without the active participation and ownership of teachers" (Dakar Framework for Act on 2050). Pre-service teacher training is mandatory for entry into teaching service. However, in the context of Nepal so many teachers are teaching in different schools without having the pre-service teacher education in the subject that they are teaching. Such sort of teachers enter into teaching profession due to political power, quota system and lack of subject teachers mainly in remote

areas. They have studied in humanities and management faculties for different subjects but they have been teaching English subject at various schools. Even I was also taught from same kinds teacher. That's why I am interested to do research on it. Indeed, these teachers do not have good command over content and pedagogical knowledge. It may have negative impact in the students' educational achievement. School and SMC do not announce the vacancy in the place of these teachers. Therefore, the quality education is becoming questionable due to such irresponsible decisions.

1.3 Objectives of the Study

The objectives of the research were as follows:

- To find out appointment process of untrained English teachers
- To explore struggle of untrained English teachers without having pre-service teacher education.
- To recommend useful implications.

1.4 Research Questions

This study was guided by the following questions:

- How were untrained English teachers appointed?
- What challenges do the untrained English teachers face?

1.5 Significance of the Study

Teacher education is prerequisite for each teacher. It brings positive change in performance of the teachers as well as in the learner's behavior. In fact teachers are the real architects of the nation's destiny because teachers are supposed to install the values of life in the tender minds of the children and empower them with the caliber to judge what is right and what is wrong. It is by virtue of their commitment, diligence and dedication. Owing to the lack of knowledge, skills and efficiency required in the profession many teachers fail

to shoulder their responsibilities. “An important role for pre-service teacher education (PTE) is to change (frame of to-be- teachers) initial frames of reference. Pre-service teacher education is ideally situated to foster such a shift in thinking. It is located squarely between teachers’ past experiences as students in classrooms and their future experiences as teachers in classrooms. From their experiences, teachers develop the ideas that will guide their future practices. If these ideas are not altered during pre-service teacher education, teachers’ own continuing experiences will reinforce them, cementing them even more strongly into their understandings of teaching, and reducing the likelihood that these ideas might ever change.” (Kenneth, M. 1999 p.57). This statement tells us we must transform teachers past experiences to the future demand of the changing world. The vast majority of teachers strive to teach effectively in order to enhance student learning outcomes, and they draw upon the knowledge and skills acquired throughout their pre-service teacher degree.

1.6 Delimitation of the Study

Due to the limited time resources, it is difficult to include the large area in this study. So, this study had the following constrains:

- a) This study was confined only to find out appointment process and struggle of untrained English teachers who are teaching English course at lower secondary level in Doti district.
- b) This study was limited to 4 lower secondary English teachers.
- c) This research was limited on purposive sampling procedure.
- d) This research was limited on open interview and classroom observations tool of data collection procedures.

1.7 Operational Definitions of the Key Terms

The key terms throughout this study will increase understanding about the study. These terms are listed below:

Pre- service Education: In this study, pre-service teacher education refers to the first form of professional study that individuals complete to enter to teaching profession.

Subject untrained English Teachers: In this study, subject untrained English teachers refer to those teachers who teach English language without having the pre-knowledge of English language and training from any school/collage.

Pedagogical Knowledge: In the study, pedagogical knowledge refers to knowledge skills and attitudes that are needed to teach subject effectively.

Community schools: In this study, community schools refer to the school that are run and supported by the government. Such schools are under the direct supervision of the government.

Private schools: In this study, private schools refer to the school that are run and supported by a individuals rather than by the government.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is on the theoretical and empirical bases of the research. It includes four sub-sections, i.e. review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

The review of related literature provides clear concepts about research work. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way.

2.1.1 Pre-service Teacher Education

Pre-service teacher education is a form of professional study that an individual complete to enter the teaching profession. These programmes typically consists theoretical and some practical knowledge about the teaching. Teaching and learning activity takes place in the classroom. Therefore, quality education depends on quality of pre-service teacher education. Muzzaffar, Rhim and Jesse (2011) mention that pre-service teaching appears to most people as first state of teaching career. In the first stage, one is a student observing his or her students. The formal pre-service teacher education is then the second stage describing the period then a perspective teacher participates in programme.

Pre-service teacher education has a range of goals emphasis differ from programme to programme. In the analysis of teacher education curricular (Staurt 1999, Lewin and Staurt 2003 as cited in Lewin, 2004, p.6) identify common components that appear in most programmes. These are:

Subject content; knowledge and understanding of school subject in school curriculum. Pedagogic content knowledge; teaching methods and ways of assessing learning related to specific subject areas attached to the capabilities of learners. Personal studies; understanding how children learn and how cognitive, affective, psychomotor and social development take place knowledge skill in the classroom management. Teaching practice; in school and collage opportunities to practice teaching under supervision with support from experienced mentor teacher.

From the above discussion, pre-service teacher education programme include genera and specific knowledge and skills to support the personal growth and development for the teacher. It support to increase verbal fluency, subject matter knowledge having books and materials and knowledge how to use them properly and effectively.

Effectiveness of pre-service teacher education depends on the syllabuses of the programme Institute of Education (2012) says that in the syllabuses of programme subject knowledge, educational foundation, classroom management, pedagogical and learning approach, planning classroom activities, classroom task management reading and creating educational text, professional development process should include in the courses. Therefore, concerned body should be conscious in the process of course designing.

2.1.2 Role of National Center for Educational Development (NCED)

In-service teacher training programs are primarily run by the National Center for Educational Development (NCED) and Secondary Educational Development Center (SEDC) in Nepal. Established in 1992, NCED is the government run institution that conducts teacher training. The center has nine well facilitated primary teacher training centers spread throughout the country.

NCED has also a policy to allow the private agencies to run teacher training programs. NCED has been offering the long-term 10 month in-service training to the working teachers but a lot of permanent teachers are still untrained.

2.1.3 Untrained Teachers

An untrained teacher is the one who has not both the educational qualification and as well practical experience Ur (1996). Untrained teacher does not widely familiar with teaching methods, techniques, and content areas. They are the fresher one. An untrained teacher may be able to take care of the class needs but may lack the deeper knowledge of lessons, managing the classroom, addressing the student respire, creating cultivated and child friendly exposure. “Trained and well educated in appropriate areas teacher can use their Knowledge in effective way, help students with skills and make them confident, make learning and understanding the concepts easy for students” Evan, L. (2002). Teacher training in Nepal is not found to be conducted and most of the teachers of school are not trained. Students find difficult to understand what teacher teaches, and students are found to only learn those thing what teachers are teaching without even knowing the meaning of what he/she is learning. Untrained and unqualified teacher even does not know effective and proper pedagogical methods in the classroom. According to the Bhusal, Y. (2014), In-service teacher training in Nepal is usually seen ineffective because English language teachers are not adequately trained to teach at school.

Untrained teacher does not have in depth and wide knowledge in content areas. Therefore, they cannot improve pupils learning condition and unable to deliver subject knowledge. These kind of teachers always back to promote teamwork to foster congenial learning environment in the school. Moreover, that kind of teachers cannot understand student’s behavior, level, educational background and psychological factors of the students.

2.1.4 Four-year B.Ed. Curriculum of Tribhuvan University

Since 1996 Tribhuvan University (TU) has been implementing four-year Bachelor programs with annual examination system in faculty of Education. Recently, duration of Bachelor programs in these faculties and institute has been made four years adding one more year. In conformity with this, Faculty of Education (FoE) is going to introduce four-year Bachelor of Education (B.Ed) with two specialization subject areas (specialization major and specialization minor subject) in 2072 BS instead of offering single specialization area like in three-year B.Ed. Accordingly, students of four-year B.Ed. program will have to study one subject area as specialization major and the next as specialization minor area selecting from among Nepali, English, Mathematics, Science, Health and Physical Education, Political Science, Population, History, Geography and Economic Education.

Four-year B.Ed. with annual examination system is a professional as well as academic program designed for preparing competent teachers who can teach two subject at lower secondary and secondary level. Therefore, contents that were mentioned in the four-year bachelor are given as follows.

a) General English

This is a compulsory course of the English language for the first year students of four-year Bachelor of Education to develop their reading and writing proficiency. It also intends to teach them grammatical knowledge and vocabulary need for academic purpose. The course includes grammar, vocabulary, reading and writing components. Grammar deals the essential aspects of the English usages context. Vocabulary covers words from different academic fields. Reading components deals with different verities of selected writing. The general objectives of the course are to enhance the students understanding of grammatical system and their use, to expands the students repertoire of general and academic vocabulary, to develop in students ability to

comprehend and interpret different kinds of written texts by exposing them to a wide variety of authentic contemporary reading materials and to develop in students different kind of writing skills needed for effective communication and matters of general and academic interest.

b) English Language Teaching Methods

This course has been designed for the students of B. Ed. Third year major English as a specialized subject. The course consists of ten units. All units are equally important for developing English language teachers. It provides with knowledge of planning and managing classes in terms of content, time and resources. In addition, it refers students get various insights into understanding the nature of language teaching, teaching methods and teaching materials along with the modern technology for facilitating successful learning. This course focusing on various aspects of language such as vocabulary, grammar, functions etc. different basic skills including listening, speaking, reading and writing. The course further aims helping students develop practical aspects and aspects of English language teaching. Furthermore, this course also engage students in understanding the concepts and processes of teaching development in English language teaching. The course familiarize the students with the concepts and approaches to English language teacher development and enable the students to design the tools for language assessment.

c) Critical Readings in English

Critical Readings in English is course is a course designed to read critically and write creatively. The course has its own objects these are to expose the students to wide a variety of contemporary reading materials to expose the students' variety of writing activities, to encourage students to think independently and to enhance the abilities to argue with reason and confidence. This course integrates content knowledge with the higher order thinking skills such as logical reasoning, critical appreciation and synthesizing through reading and

writing. It is provided into eight different contemporary themes, namely: Diversity, Technology and Education, Globalization and Environment, Travel, Sports and Health, Gender and Equality, Motivation and Inspiration and Wit and Humor. Each unit draws on the authentic text from varied sources such as academic, philosophical, travel, literary books, print and electronic media. The main purpose of the course to motivate the students to read varieties of text to develop critical thinking skills and encourage them to apply critical thinking skills in their academic settings. It exposes the learners with diversity and technology and help them related it to language education.

d) English for Mass Communication

This is an introductory course on English for mass communication. The course aims at developing the students' ability to analyze the English language used in different forms of mass media. The course comprises six unites. The first unit focuses on the types of communication in the present world. The second unit introduces the key concepts in media language. Likewise, the third unit deals with the various studies in the media language and the fourth unit deals with its analysis. Unit five and six expose the students to different ways of using language in newspapers and the language broadcast media respectively. This course teaches the students with the language used in broadcast media and communication with related people. It suggests the learner to appropriate use of newspaper language as will.

e) Expanding Horizons in English

This course is designed with a view to enhance the students' horizon of knowledge through the reading of interdisciplinary texts in English. The course includes broader themes of interdisciplinary texts. The topics include authentic English writings in order to broaden the students' worldview and present glimpse of different socio-cultural realities expressed through the English language which can be utilized in teaching English. The course is divided into

twelve units. Each dealing with diverse field of studies. Such as humanities, society and culture, postmodernism, music and art, writers at work, reconciliation and peace, travel and adventure, poetry and short stories, science and technology, and nature, ecology and environment. The main objectives of the course are to assist students interact with the texts related to travel and adventure, to expose them to the reading of sport and entertainment, to enhance their interactive and analytical faculty express through English selected from science and technology, to enhance their language and language teaching proficiency by increasing their vocabulary repertoire and by exposing them to the texts of nature, ecology and environment and help them link reading with creative writing.

f) English for Communication

This is a course on functional and situational English with a focus on developing students' communicative competence in the use of the English language. The course presents a list of the commonly used everyday language functions and the students are expected to practice them in the outside the classroom. The course is organized into nine units. First unit introduces the language functions in general and the unit two to eight deal with the language as such. Whereas, the ninth unit enables the students to communicate through different forms of written English. The general objectives of this course are to introduce the students with the functional aspects of language, to expose to the students to the language in different social situation, to make the students able to use language function to make queries, to express moral and emotional attitudes, to acquaint the students with the exponents of English used to express intellectual attitude and so on.

g) Basic of Academic Writing

This course aims at equipping the students with basic academic writing skills. It has four units. The first unit deals with the basic of academic writing. The

second unit introduces the students to the process of academic writing and guides them to develop the academic writing text. Likewise, the third unit discusses the ways of exploring published resources for academic writing. Finally, the last unit exposes the students to different kinds of academic texts and encourages them to write similar kinds of writings. The objectives of this course are to familiarize the students with the fundamentals of academic writing to engage the students in the academic writing process, to enable the students to utilize the published sources of academic writing and to expose the students to the verities of academic writing.

h) Foundations of Language and Linguistics

This is a foundation course on language and linguistics to orient the students with the basic knowledge of language and linguistic. It deals with different concepts and dichotomies related to linguistics. It also introduces different levels and area of language and linguistics such as phonetics and phonology, morphology and syntax, semantics, pragmatics and discourse analysis. It further includes the implications of linguistic knowledge into language teaching. The students will demonstrate their skills in applying linguistic theories in their practical fields. The main purpose of the course are to introduce the students with the sounds of English language, to provide the students with an overview of morphology and syntax, to acquaint the students with the key concept of semantics, pragmatics and discourse analysis and to apply the knowledge of linguistics to language teaching.

i) Reading, Writing and Critical Thinking

This course exposes the students to the varieties of reading materials and writing strategies in order to enhance their academic skills. It adopts a content-based approach to the development of reading, writing, and critical thinking abilities. Furthermore, it focuses on stages of the writing process and the structure academic writing. This course has its own objectives. These are to

expose the students to wide a variety of contemporary reading materials, to expose the students to a variety of writing activities, to encourage students to think independently and to enhance the abilities to argue with reason and confidence among the students. This course mainly focuses on reading, writing, and critical thinking.

j) Research Methodology in English Education

This course has been designed to help students understand the concept and processes of doing and writing research in English language education. The first unit of the course is focused on helping students conceptualize the definition, characteristics, paradigms and types of research. The second unit deals with the basic components of research. In this unit, students will be engaged in the process of identifying research problems, framing research questions and objectives, writing literature review, specifying research methods and data analysis procedure and writing reports. The third unit deals with research designs and the data analysis/interpretation, respectively. The final unit aims at engaging students in writing research reports.

k) Literature for language development

This course aims to exposing students to different literary genres with a view developing their English language and literary competence. The course orients them to different ways of exploiting literary texts in the language classroom. There are five units in this course. Unit one introduces literature general and English literature in particular in terms of genres, language features and its history. Unit two mentions how literature can be used to develop language. Units three presents sample text from different genres with various activities exploit them for teaching language skills and aspects. Similarly, the last unit introduces them to fundamentals of contemporary literary criticisms. The main objectives of the course is to acquaint students with English literature, its genes

and its history. Moreover, this course expose students to the texts from different literary genres for development of language skills and aspects.

1) Teaching Practicum

Teaching practice is a period that a student teacher spends teaching at a school as part of his or her training under the supervision of supervisor. It provides opportunity for teacher to become professional and socialize. Teaching practice is also strong evidence that better appraisal and feedback leading to improve teacher performance. This academic process helps them to implement the skills and knowledge that they have learnt in training period. They also get opportunities to teach in real situation in his/her life.

2.1.5 Aspects Focused on Pre-service Teacher Education

Pre-service teacher education is a one form of teacher preparation course. In this course, course designers have focused on different pedagogical knowledge and skills. Similarly, they focus on classroom management knowledge, content knowledge, teaching methods etc. So, I have explained here such aspects which are equally focused in pre-service teacher education.

a) Classroom Management

Classroom management is term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from the students compromising the delivery of instruction. While managing the successful classroom, a teacher does everything in order to make learners achieve what has been desired. Harmes, (2008) mention that “if we want to manage the classroom effectively we have to be able to handle the range of variable. These include how the classroom space is organized; weather students are working on their own or in groups and how we organized classroom time.” Classroom management involves physical management and teaching management. Arranging the furniture, placing the board, installing devices such

as OHP, the computer etc. come under the heading of physical management. Similarly, teaching learning management involves teaching methods, teacher competency, techniques etc. These above mentioned all things a teacher learns from the pre-service education. Mostly, English language teaching method course plays the vital role to teach regarding classroom management, selection of appropriate teaching method, time management, role of the teacher in the classroom, and resource management. In addition, this course has clearly explained as the actions and directions that teachers use to create a successful learning environment. It also emphasized on creating a productive learning atmosphere for the students. The course has also focused on to create well communicative, peaceful, interesting, fertile and cooperative learning environment.

b) Subject Content Knowledge

Subject content knowledge refers to the body of knowledge and information that teachers teach and that students expected to learn in a given subject or content area. Teachers have to be familiar with content of the subject matter. If the teacher has good knowledge of content that he/she can easily deliver more knowledge to the students. Therefore, content knowledge refers knowledge of subject matter i.e. knowledge of language skill; listening, speaking, reading, and writing, knowledge of vocabulary, grammar, and language function. Concerning these aspects T.U. has prepared specific curriculum for teachers which are taught before go to the real teaching field. There is a general English course that provide knowledge and skills to teachers on grammar, vocabulary, reading and writing components. Likewise, Expanding Horizon course teach the students on social science, humanities, science and technology, and human rights. The course familiarized the students' socio-cultural realities, concept of globalization and post modernism areas. Similarly, it provide content and knowledge on war, peace, medical science, health, medical and adventure. Students are familiarized and supported on these contents. Therefore, the main aim of the course is to expand information, knowledge and skills from various

sectors. Similarly, communicative English course teaches how to talk properly with the students by using the contextual words. It familiarizes the students with the language function and use of meta-language in and outside the classroom. Regarding the correct pronunciation, meanings and discourse knowledge deals the linguistic course.

c) Pedagogical Knowledge

The teachers are supposed to be key agent for the transmission of knowledge, skills, methods and strategies. The teacher who received the pre-service education on related subject they can teach their students using different methods and techniques. Gueriero (2017) says that, “pedagogical knowledge refers to knowledge, skill, and attitudes that are needed to teach subject effectively. Therefore, to teach subject matter teachers need to have knowledge of various approaches, methods and different techniques. Similarly, assessing is also crucial in teaching and learning. So, teacher should know to ways of assessing too. Knowledge about teaching, an understanding of “how particular topics, problems, or issues are organized, presented and adopted to the diverse interests and abilities of learners” and the ways of “representing and formulating the subject that makes it comprehensible to others” (Shulman 1987, pp8-9). English language teaching method course has been playing important to conscious on teaching methods. This course provides deep insights to the students on different approaches and methods of ELT. Moreover, it prepares the students in the use of various instructional materials, modern technology and fundamental concepts and principles of classroom management and teaching plans.

2.1.6 History of Pre-service Teacher Education in Nepal

Nepal has a history of seven decades of teacher education. Basic teacher education started as early as 1948. Formally the initiation of pre-service teacher education started in Nepal after the establishment of College of Education in

1956, five years before the establishment of Tribhuvan University (TU). This indicates that the government was anxious about quality education of children in schools. In the beginning the program concentrated on primary teacher training (called normal teacher training). Secondary teacher training (B.Ed) started a little later. Teacher educator's program (M.Ed) started in the 60's. The purpose of teacher education was to make teachers competent both in content and pedagogy to help students learn better.

At that time the minimum qualification to become primary school teacher was under SLC. The duration of primary teacher training was 10 months. Later when the National Education System Plan (2071) implemented then gradually the minimum qualification for the primary teachers upgraded to SLC pass (1987). Until 1986 the pre-service teacher education for the primary teachers was 10 months provided by the College of Education. After 1971 the school structure was changed to 3+4+3 (3 years primary, 4 years lower secondary and 3 years of secondary education). The pre-service teacher training was made mandatory by the plan. The duration for each kind of teacher education was 10 months, 2 years and 2 years respectively. To become lower secondary teacher one has to pass then Intermediate (now 12 years of schooling) and for secondary teachers it was Bachelor's degree. (NESP, 1971).

After the successful democratic movement in 1991 a National Education Commission was formed to recommend measures for educational management in the country. The Commission recommended 5+3+2+2 (5 years of primary, 3 years of lower secondary and 2 years of secondary and 2 years of higher secondary level) education for the country (NEC, 1992) However, 2 years of higher secondary was initiated in 1988 but the formal classes were operated only in 1992. The requirement for the teacher education were similar as before 10 months for primary, 2 years for lower secondary and 2 years for secondary. Until today there has been no mandatory provision of training to teach grade 11 and grade 12. The recent Education Act Eighth Amendment (2016) indicated to take measures in this regard too.

The problem of pre-service teacher education is that the teachers entered the teaching profession before they were trained. As said before it was a necessity to hire teachers immediately in schools after 1951, the starting of real public education era in Nepal. So many teachers, between 1951 and 1971, without any training or teacher education, entered the profession. Later when training was made mandatory these teachers were asked to join the training program organized by the government. This first kind of supply based training was also named as pre-service teacher education. Pre-service teacher education for non-trained working teachers started massively after 1971. In 1980 primary teachers were trained through Radio. Later in 1993 National Center for Educational Development (NCED) was established under the Ministry of education as an apex body for teacher training. The NCED started to train the teachers already in job. On the other hand Universities of Nepal continued their programs for teacher education as pre-service teacher training/education. When the job of training all the backlog of the “to be trained teachers” was finished NCED involved basically for in-service teacher education. Now different universities running pre-service teacher education for the secondary teachers. The Education wing of the higher secondary level (now grade 11 and 12 of the school) prepares pre-service teachers for the primary level. The government also made it mandatory that a primary teacher must have a minimum qualification of 12 years of schooling. Those who get grade 11 and 12 with teacher education contents do not have to go for further training but those without teacher education must go through 10 months of teacher education before they join teaching profession.

Yet another milestone was created for teachers to be able to teach in school, i.e. Teaching License. Teaching License was made mandatory after the Seventh amendment of Education Act in 2001. It was based on the recommendation of the High Level Task Force Recommendation the same year. (HLTF, 2001).
Minister of education (2071).

2.2 Review of Empirical Literature/Previous Studies

Number of researches have been conducted in the field of pre-service education, mainly in the international forum. These sort of researches are directly or indirectly contributive for showing the importance of pre-service education and strengthening the quality of pre-service education in order to prepare qualified prospective teachers. Following are some of the researchers carried out at national and international levels, which we can mention briefly review as follows:

Gyawali (2007) carried out a research on “A Comparative Study of Trained and Untrained English Teachers.” His main purpose of the study was to find out the role of pre-service education and training in teaching English language and compare the teaching situation of trained and untrained teachers. Observation and interview were the major tools for data collection. Thirteen teachers were selected as sample. He sampled the population purposively. He found the trained teachers were better in presenting knowledge and skills than the untrained teachers.

Likewise, Paudel (2017) carried out a research entitled “Teachers’ perception on pre-service teacher education to contribute in classroom teaching” The main objectives of this study were to find out the perception of basic level English language teachers of pre-service teacher education and its contribution in classroom teaching. The population of this study was all basic level English language teacher at Parbat district. Thirty basic level English language teachers were the sample of the study. He had used purposive non-random sampling procedure to select school and respondents. He had used questionnaire as a tool of data collection. From that study he had concluded that pre-service teacher education was important for basic level English teachers in terms of teaching different skills and sub-skills, learning new method of teaching, managing classroom, preparation and teaching materials. However, he had found that teachers are following traditional teaching system i.e. class demonstration.

Kennedy (1999) carried out a research on " The role of pre-service teacher education". The main objective of the study was to find out the role of pre-service teacher education in US. The population of this study was all basic level teachers at Gaum. One hundred and twenty teachers were the sample of the study. The questionnaire and interview were the major tools of data collection. The major findings of the study was teacher implements teaching methods, teaching materials and teaching technique that learnt from the pre-service teacher education. Teacher education is philosophy and path line of the teachers. But he has found that almost teachers adopt the teaching methods and materials which was implemented as they were in students in the school/collage.

In the same way, Raut (2014) carried out research entitled "Transfer of Training Skills in the Classroom: A Case of Bhojpur District". The main objective of his study was to find out the exiting situation of transferring training skills by trained teachers in the classroom practice in Bhojpur district. He had selected ten English teachers from the secondary level schools through purposive non-random sampling procedure. He used observation and questionnaire for data collection. He found that most of the teachers were poor in transfer the training skills in the classroom.

2.3 Implications of Review of the Study

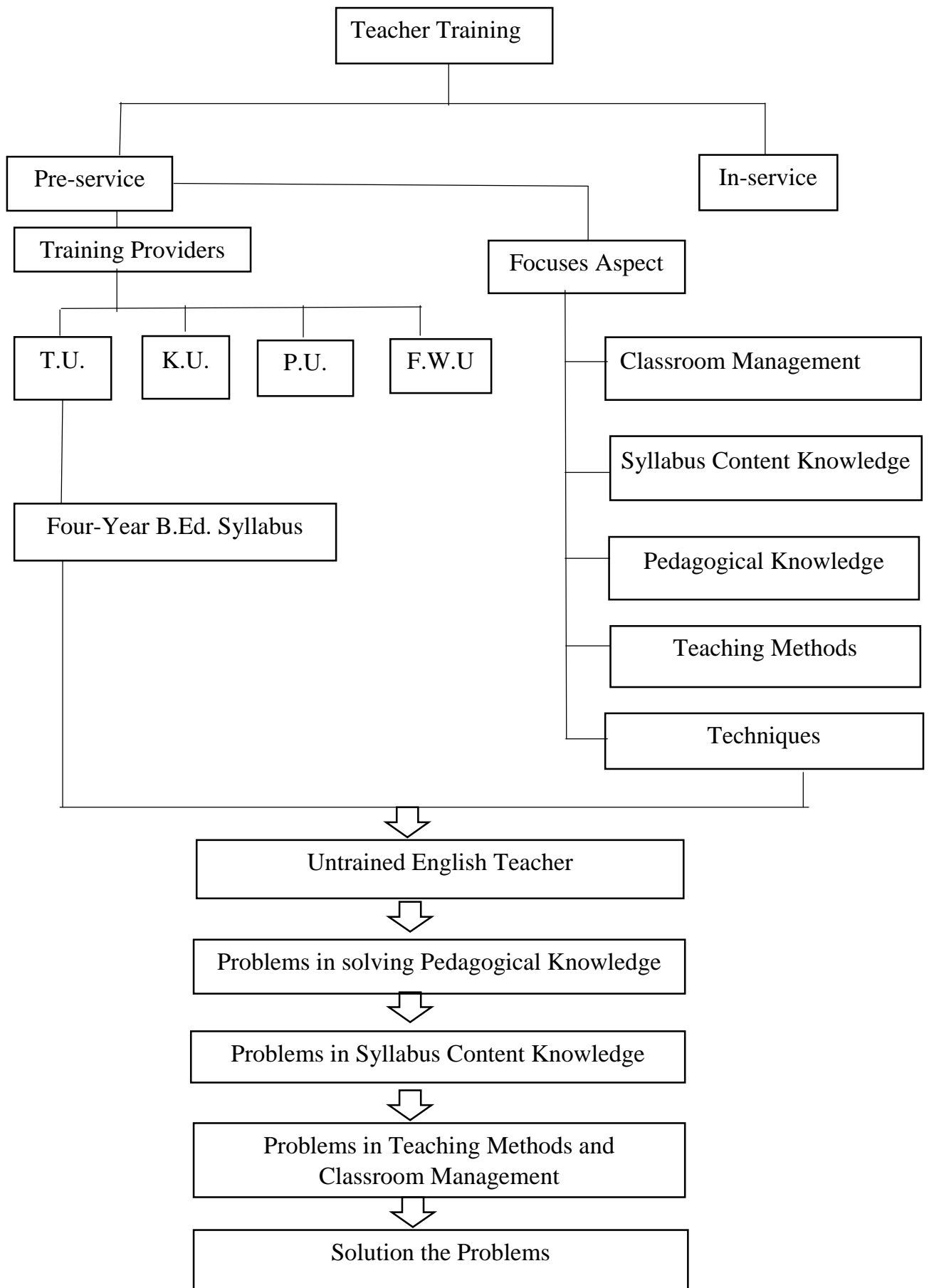
Literature review has invaluable implications from selection of the topic to deriving the findings. To select the researchable new topic in pre-service teacher education and professional development, I have reviewed some research works which are already carried out. These works had recommended some possible researchable topics which helped me know the gap between what has already been found out and what has not found out yet. It shows that any researchable topic gets background knowledge from the literature review because all the problems may not be research topics. Similarly, theoretical review is implied to extend the knowledge of pre-service teacher educations,

courses for the teacher of T.U., focusing aspects of the pre-service teacher education and history of pre-service teacher education. I have gained many ideas regarding the pre-service teacher education from the above mentioned studies like, Kennedy (2010), Paudel (2017), Raut (2014) and Gyawali (2007). These research works have directly and indirectly implication on this study.

To sum up, all the reviewed study helped me in cultivating the ideas on theoretical background of pre-service teacher education. I got benefitted to understand the way of reviewing the related literature from above mentioned studies. Not only this, it provided me with the theoretical and empirical background and broadened my horizons of knowledge of my research study and also helped me develop conceptual framework.

2.4 Theoretical and Conceptual Framework

Conceptual framework is the visual representation of the task. The main purpose of conceptual framework is to show the relationship among the various concepts and variables of the study. In this context, Miles and Huberman (1994, p.18) define “conceptual framework is a written or visual representation that explains either graphically or in narrative forms.” While carrying out this research I have consulted different documents related to the study and literature review. On the basis of all the reviewed documents I had developed the following conceptual framework to process this study ahead.



CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

Methodologies are the systematic activities that are carried out being concerned with the nature of the study and its objectives. This chapter consists design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

3.1 Design and Methods of the Study

Research is a kind of inquiry to find out the truth or evidence. Kumar (2011, p.2) states, "Research is systematic process, formulating questions, collecting relevant data related to such questions analyzing and interpreting the data and making data publicly accessible". To identify the teacher's problems regarding teaching English language by untrained English teachers, I have followed qualitative narrative inquiry. The narrative inquiry is a qualitative research method. Narrative inquiry is the process of gathering information for the purpose of research through storytelling. Researchers describes the lives of individuals, collect and tell stories about people's lives and write narratives of individual's experience. In this regard, Schwandt (2007) defines narrative inquiry as "the interdisciplinary study of the activities involved in gathering and analyzing stories of life experience (e.g. life histories, narrative interviews, journals, diaries, memoirs, autobiographies, biographies) and reporting that kind of research" (cited in Ojha & Bhandari, 2017, p. 255). Narrative inquiry is relatively new qualitative methodology. Researchers often describe in detail the setting or context in which the participant experiences the central phenomenon. The setting included the participant's workplace, home, social organization, or school. It is the place where a story physically occurs. It is a way of thinking about and studying experience. It follows a recursive, reflexive process of moving from field to field texts data and final research creates a

conceptual framework. It is umbrella term that captures personal and human dimensions of experience over time, and takes account of the relationship between individual experiences and cultural context. It is based on interpretive approach. The setting of narrative inquiry may include participant's work place, home, social organization, and school etc. It is the most powerful tool to transfer the knowledge and deals with how people make meaning of what happened i.e. the series of events. It also highlights the ethical matter and shapes new theoretical understanding of people's experience that highly has stirred me to use this research design. Narrative inquiry includes a set of systematic stages to conduct research study. According to Maharjan (2017), there are seven stages of narrative inquiry which are given below:

1. Identify a problem or phenomena to explore
2. Select one or more participants to study
3. Collect the story from the participant
4. Re-story or re-tell the individual's story
5. Collaborate with the participant/story teller
6. Write a story about the participant's experience
7. validate the report accuracy

Hence, I have also applied the above mentioned steps in my study to meet the objectives of the study. Likewise, I adopted narrative inquiry qualitative research design to collect the life experience of the selected participants for analyzing to bring knowledge and reality about teacher's problems and role of pre-service teacher education of an English language teacher.

3.2 Population, Sample and Sampling Strategy

The population of this study was all English language teachers who teach English in lower secondary level in both private and community schools in Doti district, Nepal. The sample for my study was four English teachers, from community and private schools. Similarly, in the process of selecting the

samples/participants for this study, I applied purposive sampling strategy. According to Crossman (2018), a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study.

3.3 Sources of Data

Four professional English teachers were used as primary source in this research to collect required data. On the other hand, related journals, articles, and books were used as secondary source for this research study that helped to provide valuable ideas and techniques to conduct the research study for the fulfillment of the objectives.

3.4 Data Collection Tool and Technique

Tools are the most important elements for any study. For this study, I administered open ended interview and classroom observation. The open ended interview is a type of interview which is the process of extracting required responses from the participants for the attainment of the objectives of the research (Cohen and Crabtree, 2006). It gives the interviewer a great deal of flexibility, as well as the interviewee some degree of power and control to make judgment about particular psychological constructs. Therefore, I took a series of interview with four English language teachers in order to get their professional experiences (story) to be familiar with the challenges that they faced and the ways of dealing with those challenges that they adopted in their professional career.

3.5 Data Collection Procedures

For the purpose of collecting required data for my study, I followed the predetermined procedures. First of all, I planned for the collection of data considering with the nature of objectives. Then, I purposively selected four lower secondary level English teachers who have been teaching English for

several years but they belong other faculties rather than education as participants, and introduce my research study and its objectives. Similarly, I developed rapport with the participant by meeting and phoning as necessary. Likewise, I prepared the data collection tool i.e. open ended interview and classroom observation for collecting required data. Finally, I took interview with them individually and record it in mobile set with their permission.

3.6 Data Analysis and Interpretation Procedures

To analyze the data, I used thematic approach. Thematic analysis is one of the most common forms of analysis in qualitative research. It is a widely-used qualitative data analysis method. According to Braun & Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. Similarly, Dumaguit (2017) defines thematic Approach as the process of integrating and linking multiple elements of a curriculum in an ongoing exploration of many different aspects of a topic or subject. Themes refer to the main ideas of the research which are formed on the basis of the categorization and grouping of similar types of information. For this, first of all, I transcribed the recorded data in to written form to extract the information obtained from each of the participants. Then, I organized and build story of each. Similarly, I coded the main ideas of each participants. Then, on the basis of the similarities and interconnectedness of the ideas, I integrated them into different thematic notations. Finally, after building relevant themes; I interpreted them systematically and logically.

3.7 Ethical Considerations

Ethical consideration is an important matter in the research. Every respondent has their right to privacy. They were informed the purpose of the study and value of their participation in it. They were assured that there is no activities will be done that may any harm in their personal career and in intuitional reputation. In the process of data collection, time and place was determined on

the basis of their approval. I assured participants will not use the data for other purposes. They were assured that all identifiable personal information would be strictly kept confidential and no names would be mentioned in the thesis as well as in any publications. Similarly, as participants may wish, the secrecy of the information was maintained. The plagiarism was avoided by showing citation and reference. Moreover, every step of the research was conducted under the guidance of supervisors of English education department, Tribhuvan University, Kirtipur Kathmandu.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter I have analyzed the data collected from the field visiting under three different headings: appointment process of subject untrained teachers, their struggle of teaching English, pedagogical knowledge and the problems they have faced. To analyze the data I have named teachers as T1, T2 (community school Teachers), T3 and T4 (Private school teacher). Similarly, I have included different themes in the main themes.

4.1 Analysis of Data and Interpretation of the Results

I have used thematic approach to determine what stories were told and what stories revealed about each individual subject untrained teacher. How teachers were appointed and what kind of challenges they encountered during their professional life. In other words, the narratives were first viewed holistically and then analyzed thematically. Thus, I have described the following major themes:

4.1.1 Teacher Appointment Process

Teacher is the key personnel to provide quality education. Government has made a provision of relief quota for teachers in the schools where the student number is high exceeding the determined student-teacher ratio (1:33). As the real life practice of teacher management at community schools in Nepal is concerned, it has not gone without problems. Employment of teachers as per the need of the school is becoming a serious issue. Similarly, in the case of private schools they are appointing the teacher from their relatives and nearest whether they are trained or not. As a result, quality of education has been affecting from the lack of capable and skilled teacher on the one hand and on the other hand, such teachers do not stay long at schools. For better management of teachers at schools, government of Nepal has made some

significant initiatives. Among them, the acquisition of teaching license is mandatory for all the aspiring candidates to enter into teaching profession with the defined minimum level of qualification is praiseworthy action. It is helping for the selection, placement, and promotion of the teachers at schools. Nevertheless, it also has many problems in teacher appointment at community and private school in Nepal. In the interview, T1 shared his appointment process.

T1 articulated,

I have been teaching since 2063. I have completed B.Com. from India because my parents lived there. I got my education from class eight to bachelor level from India. After completion of my graduation our family returned to Nepal. At that time school management committee members and villagers were thinking to run lower secondary level by VDC support because high school was so far from our village. But there was a great problem of English teacher. They searched but did not get. Finally, they requested me to teach English because they knew about my English. So, I have been teaching English.

As he shared his appointment process, there was great problem of English teacher in rural area. Due to such problem SMC is forced to appoint subject untrained teacher. From his story, it can be said that teacher appointment process was happened without considering national educational policy. National education policy mentioned that minimum academic qualification of the related subject is necessary to become teacher.

Similarly, during my second visit with T2 at shop near school, I found the same interpretation like T1. When I inquired him about teaching English language

informally, he shared that his experience as being English teacher. He shared that when he was a school student, he was interested in learning English although he regretted that he did not have the same exposure like private school children. As he commented, (from beginning) ‘students of boarding school are very strong than us. We can read and write but poor in spoken English due to frequent mother tongue uses. After SLC I took English language class. He further stated, I published my name in TSC examination as primary teacher for the first time. That time I was studying bachelor’s degree in health education at Silgadhi. In the following excerpt, T2 shared his appointment process to become English teacher:

He shared,

I am a primary permanent teacher. I have passed bachelor degree in health education. I have been teaching here for seven years. The school has been running lower secondary level since 2073 through the help of VDC. Three teachers were appointed as lower secondary level teacher. English teacher had passed bachelor degree. He taught two years and quit job for the further study. SMC and we teachers had searched the teachers but they refused to come in that basic salary. So, SMC told me to teach English until they get the English teacher because I teach English at primary level. Umm.....therefore, I am teaching English at lower secondary level as well from the last year.

As he shared his appointment process, there was also problem of English teacher. From his story we can say that people are running school without considering economic condition of the school because teacher’s salary is the most. Only academic qualification is not enough but they should be trained in their teaching subject. SMC is a prime body to manage teacher and solve

school problems but this was not seemed active. Here, same case happened to T2 like T1.

On the other hand, in the talk with private school teacher, they shared their same story as the community teachers. When I talked with them, I particularly noticed that they are also facing problem of subject trained teacher. In the interviews, all the participants shared that they searched trained teacher in many places but they refused to come in that basic salary. Due to the problem of subject trained teacher founder/principal compelled to teach English subject. In this context T1 shared:

T3 said,

I am the principal of this school. I have completed Master's Degree in political science. I am teaching English from Jest month of this year. We had a bachelor passed English teacher. He was a student of major English. He had taught three year in our school. Even we had given satisfactory salary but he demanded full salary from this session which we could not pay because we have very few students in lower secondary classes. After him, we managed another teacher. He taught only for one month and quit the job. After that I am teaching English.

If we analyze his circumstances, we found the same experiences of the community school teachers. He argued that getting trained English is main problem of the school. If the teacher comes there, they will not stay for long time due to salary and other facilities. In the same way, T4 also shared his painful experience to search an English teacher. He said, 'very hardly we get the subject teacher but when they get better opportunities they quit the job. Then again we have to face problem of trained teacher.' The quotation above indicated that private school's responsible person tries to manage subject

teacher as far as possible. But due to some circumstances like good salary and other facilities they leave the school. Further, he stated the story to become an English teacher.

T4 said,

I am the founder of this school. I have studied bachelor's degree in economics in 2063. When I was studying I used to teach social studies at boarding school. Later, I bought a boarding school. I have managed all subject teachers except English teacher. We had an English teacher as well but he quit the job due to low salary. So, I am teaching English for one year.

As he shared his story of becoming English teacher, teacher salary and other facilities are the major points to quit job. Private schools do not pay the full salary because of their poor economic condition. So, teacher leave the school.

By observing the condition of my research participants, we can say that due to the lack of subject trained teacher in remote area school management committee and responsible persons are obligate to appoint subject untrained teacher. Mostly, community schools are supported by government and donation of VDC. Locally appointed teachers are not getting facilities like the government teacher. Therefore, if they get better opportunities somewhere else they quit the job. So, there is created the teachers' problem. On the other hand, private schools also are facing the same problems in remote area. Teachers are not satisfying in private school. They are paid low salary and don't get extra facilities as well. So, teachers are not satisfied their job. Therefore, SMC and responsible person are appointing the subject untrained teacher to run the school.

4.1.2 Struggle of Subject Untrained Teacher in Teaching English

This sub heading deals with the real classroom observation of three classes of each four community and private subject untrained lower secondary teachers. Thus, twelve classes were observed. To collect the information observation guidelines and interview were used as tool of data collection. Apart from that I have also used diary for noting the detail. To analyze and interpret the data I have given different themes.

4.1.2.1 Struggle of Untrained English Teacher to Manage Classroom

Classroom management is a part of teaching learning activities. Effective classroom management helps to achieve the objectives of the lesson. It plays crucial roles to engage the students in different learning activities. Therefore, effective classroom management is needed for each and every teacher.

Classroom management includes: use of black/white board, placing of teaching materials, students grouping, sitting arrangement, use of teaching materials, and teachers' voices in the classroom. On the basis of these above mentioned headings I have observed the classes of different four community and private schools subject untrained teachers of different four schools. The main purpose of select subject untrained teacher is to find out how they manage the classroom without having the pre-service training.

Therefore, my observation found that except daily used classroom materials none of the teachers used supplementary teaching materials in the classroom. I did not find any appropriate placing of teaching materials in the classroom. To make teaching learning activities effective; students' grouping is needed. Teacher should manage the group of students on the basis of their need, level and interest. Only T3 divided the class into different pairs to teach reading text. Firstly, he requested students to read out the text individually in the group. Then he explained the text in detail. After that he told students to solve short questions. Students would do the given exercise. Due to the small class

teacher's voice was heard clearly back of class as well. The white board was placed in appropriate place. Students seemed to be disciplined because they only discussed in pairs. They took teacher's permission for rest room and entering the classroom. He was moving around while students doing work. After the completion of students' work, he collected their copies and said, 'I will return your copy in tiffin time.' He left the class.

From the above mentioned evidences, he tried to manage the class properly. He maintained discipline in the class. Further, he engaged students in collaborative work the helped the students to socialize. Similarly, I observed the classes of T4. I found students were sitting in rows. The white board was placed properly. Little bit classroom was decorated with different pictures and motivational quotes. There was a dustbin near the door. The light was good. When the teacher entered in the classroom students greeted him. Teacher explained the lesson. Students were listening calmly. Evaluating the above mentioned events, T4 also managed the classroom's physical condition. He created quiet environment that would help the students to catch teacher's voice.

On the other hand, I observed the classes of community teachers. I found classroom were managed properly. The classroom were full of students. Teacher faced difficulty in controlling the class. In this way, T1 entered the classroom. Students stood up telling good morning sir. After greeting students, the teacher took student's attendance and continued the previous lesson. Students were making noise in the classroom. Back students were not hearing teacher's voice due to the crowded class. Again and again the teacher was telling *halla nagara*. The light was good because three windows were there. The white board was placed properly but it was cracked. He did not use white board. He finished the lesson and left the class.

Those evidences reveal that teacher seems to be careless. He did not manage the student's noise. Only concentrated to complete the lesson. He just teaches ignoring the student's problems.

In similar way, I observed the classes of T2 as well. I found the same condition as T1. There was not proper students sitting arrangement. Girls and boys were sitting in different rows but they were squeezing in small room. There was no place for teacher to move in the classroom. White board was not placed appropriately and it was shining from the left corner of the class. Students were gossiping to each other in the class time as well.

From the above mentioned evidences we can say that private school teachers tried to manage classroom. They maintain the students' discipline in the class. Students respect to teachers and they follow the teacher's advice. Teachers create peaceful environment where students expose their abilities. Available materials are placed properly that support to make classroom systematic. Teacher's voices are audible in the classroom. Educational quotes are pasted in the classroom that helps to motivate students and decorate the classroom.

On the other hand, I found chaotic management system in community school. Teachers only focus to complete the course. They are not able to maintain students' behaviors, available materials and students sitting arrangement. I also found that teacher's voice is audible but not well commanded because their voices do not reach at the back of the classroom due to large class. Similarly, the teacher talks much more the students which shows that students do not get environment to be creative.

4.1.2.2 Struggle of Untrained English Teacher in Teaching Language Skills and Aspects

The main purpose of teaching and learning a language is for communication. Teachers have to be equipped with those skills to enable students for effective, purposeful, and meaningful communication. The main four language skills, i.e. listening, speaking, reading and writing should be taught and learnt integratedly. So, students can make a meaningful communication. Apart from the language skills, students should have skills of using appropriate aspects of

language. Aspect includes grammar and vocabulary of a language. Teaching of these skills and aspects are discussed below.

a. Teaching Listening

Listening skill refers to the process of receiving messages through our ear. Listening involves an active process of decoding, i.e. trying to understand the meaning of a word, phrase, or sentence. It is one of the most important language skill. Listening means the ability that enables the learners to identify and understand the natural and recorded speech of someone. Speech involves pronunciation of consonant and vowel sounds, stress, rhythm, and intonation. Therefore, it is directly related to these aspects of speech. If we teach our students listening skills appropriately, they can understand different varieties of English. They can easily understand different kinds of speech. In pre-service training of the teacher, syllabus designer mentioned different reasons for listening. Similarly, it is also mentioned different sequence of teaching listening. The teacher who entered in teaching profession after having the bachelor degree in English education should have knowledge of teaching listening and importance of this skill. It is also emphasized that to be competent in English language one should be able to listen other. But if the teachers do not have such pre-service training in related subject they may not transfer listening skill in the classroom.

Therefore, to meet my research objectives, I observed the three classes of each four community and private subject untrained teachers to find out how they teach listening skill in the classroom without having the degrees in their related subject. I found that among four teachers only one private school teacher taught the listening skill.

T3 entered into the classroom. Students greeted him after that he drew the attention of the students in teaching learning activities asking them questions related to previous lesson. He asked his students, “suppose you have to pay tuition fee in your school but you do not have enough money. At that situation

how do you request to your parents for money? Only few students replied the answer. After that he drew their attention in listening text. Before playing the cassette he asked the students to think about factors that affect our health and list them. After few minute he wrote few questions on the board. These questions were: why does our body need calories? How many calories does a person require every day? And other questions as well. After that he played the tape asked them to listen carefully. Similarly, he played the tape second time and asked them to write the answer to the questions. In third time he played the tape and asked them to check the answer of the questions. After that he wrote the answer on the board and asked his students to check the answers.

From the above evidence, T3 engaged the students in listening activity which is beneficial for the students to be familiar with native tone of the language. He followed the stages of teaching listening skill. Firstly, he motivated the students then engaged students in listening activities in while-listening stage. He said students to check their answer from his answer written on the board.

Similarly, T2 did not teach the listening exercise then one of the student asked him **“why did you leave this exercise sir? He replied, Yo dherai important chhaina ra exam ma pani soddain.** Other two teachers also ignored the teaching listening skill.

This scenario shows that only few teachers teach listening skill in the classroom and others totally ignore this skill in the class. Specially, community schools teacher skip this skill by telling it is not important for examination purpose. These evidences show that subject untrained teachers do not deal with the teaching listening skill in the classroom. They just skip it. However, some private teachers are trying to teach listening skill up to their level best. Through these evidences we can say that training is mandatory in their teaching subject. Until and unless trained in the teaching subject they cannot deal listening skill. Therefore, teacher should have ample knowledge of teaching listening skill.

b. Teaching Speaking

Speaking is another important language skill. Communication does not take place if no one speaks. So, it is obligatory in communication. Thus it is taken as a primary skill. Speaking can be defined as the production of utterances which the listeners listen to. We speak to express our feelings, ideas, opinions, likes, dislikes, etc. and to make a good relationship with our relatives and students. Teaching speaking consists of pronunciation, stress, intonation, juncture and rhyme. In the syllabus of four years bachelor degree it has mentioned that different reasons for speaking, students can provide feedback to their friends, motivation in teaching learning activities and active their minds. Therefore, teaching speaking plays a crucial role for language learning. We also found that teaching speaking sequence, different techniques of teaching speaking such as instant comment, formal debates, discussion, telling stories, describing favorite object, place and famous people, meeting and greeting and so on. Until and unless teacher learns these things in pre-service training they may not teach speaking skill properly. However, I have observed the four classes of each four community and private schools subject untrained teachers to find out how they deal speaking skill in the classroom.

In this context: T3 engaged his students in speaking activities while teaching the text 'An Interview with a Local Businessperson.' He wrote a dialogue between patient and doctor on the board. Then he requested two students to read out the dialogue. He repeated same activities to other students and taught the lesson.

From the above mentioned evidence we can say that teacher engaged the students in speaking activity through dialogue. Dialogue enhances student's confidence and speaking ability.

Similarly, T4 engaged his students in speaking activities by asking questions from the previous discussed chapters. Students were trying to respond and were corrected when they did mistake.

But in the case of two community school teachers ignored speaking skill. They did not ask any question in the classroom while teaching. They just completed the chapters using mother tongue and wrote difficult questions and answers on the board and said copy it. They requested students to solve simple exercises that are given in the textbook and jumped in next lesson.

These evidences show private school English teachers try to teach speaking skill by adopting dialogue and questions and answers techniques. These techniques are helpful for students to enable them to speak. On the other hand, community school English teachers ignore to teach speaking. They only explain the lesson using mother tongue. Students are passive listener in the classroom. More, students are not involved in speaking activities. So, it can be said that teacher training is vital to the teachers.

c. Teaching Reading

Reading is taken as a receptive skill because it is the process of getting information from a written text. It is a way of gaining information from the graphic symbols. The readers have to actively engage to grasp the information from written text. Reading needs understanding of the text; to extract the information. Teacher has to teach this skill to his/her students for making them able to get information by understanding which is contained in the second/target language. So, it can be said that reading means decoding a message/information from the print. While reading foreign language text the reader has to try to understand the message and information contained in the text which helps to the native speaker of language. In the bachelor degree syllabus, it has mentioned different reasons for reading i.e. reading for pleasure, reading for good career, for higher studies, for good model writing

and for language study. Similarly, it is also mentioned that different technique for teaching reading i.e. jigsaw reading, reading puzzle, using newspaper, reading poetry, and using different responses.

Therefore, our expectation is that teachers who enter in teaching profession after having those knowledge and skill should implement in the classroom. But some teachers are teaching without having such training. In this respect, I observed three classes of each four community and private subject untrained teachers who have been teaching at lower secondary level.

T3 had taught the text 'Technology.' He explained the text in both languages English and Nepali. After teaching the text he wrote answers of the difficult questions on the board and said students to copy. He requested students to do remaining exercises at home.

Evaluating above mentioned evidences, teacher remained more active than the students because he solved questions himself given in the text.

In the similar way, T4 also did the same activities as done by T3. He explained the lesson 'Gulliver in Liliput' and wrote answers to the given questions. From the above events, students remained passive. Teacher taught and solved difficult exercises.

Similarly, like private school teachers I found the same condition of community schools. T1 entered in the classroom and students greeted him saying good morning sir. After that he tried to control the noise. Then he asked his students whether they have done homework or not. After that he wrote topic on the board 'The Iron Man: Ganesh Man Singh' Then he told them about Ganesh Man Singh. He explained text using mother tongue. Next day, he started his teaching from the reading comprehension tasks such as short answers questions and fill in the blank. These exercises were especially meant for students but teacher wrote the answer on the board and asked students to copy. Students did not write answers themselves but copied teacher's answer.

Likewise, T2 also did as T1. Firstly, he explained the lesson through mother tongue then wrote difficult question and answer on the board. He requested students to copy. After that, he told students to do fill in blanks and matching questions as homework.

From above mentioned evidences, we can say that teacher did not focus reading comprehension. He explained the lesson and solved exercises himself rather than students. So, students seemed passive in their works.

This scenario shows that teacher who entered in teaching profession without having pre-service teacher education cannot deliver reading skill properly in the classroom. Both community and private school subject untrained teachers explain the lesson using mother tongue. They explain lesson and do exercises themselves and offer students to copy. As a result, students do not get opportunity for brainstorming. Therefore, it reflects that subject untrained teacher do not have knowledge of various teaching reading techniques.

d. Teaching Writing

Writing is the skill associated with the productive aspect of language. It is immensely important because it is important and powerful medium of expression. It is the fourth or last skill of language in natural order. The four years bachelor degree has incorporated the teaching writing skill in its syllabuses. I have found that different reasons for writing such as for reinforcement, for language development, for language style, for language learning and for being good writer. Similarly, I have found that how to teach writing skill by creating its sequence and numbers of techniques of writing such as instant writing, using music and picture, using poetry, through collaborate writing. Therefore, teachers who entered in teaching profession after having the four years bachelor degree in English education should have knowledge of teaching writing and they should be able to transfer those pre-service teacher training skills in the classroom. Similarly, they also learnt

courses such as reading, writing and critical thinking, academic writing and literature for language development. From these courses they learnt many things about writing process and stages of writing and different compositions. But the teachers who enter in teaching profession from different faculties and different subjects they may not deal the writing skill meaningfully because these all the things only known by subject trained teacher. In this context, I have observed the classes of subject untrained teachers to diagnose how they deal with the writing skill.

From their classes, I have found that all of the teachers ignored to teach writing skill. They always seemed to be worried about how to complete the course. Teachers just explained the text and solved the different questions. T3 entered the classroom. He started to explain the text. After completion of the text he told students, 'solve these questions. Tomorrow I will check.' Next day he entered the classroom and asked 'have you done homework?' Only few students said 'yes sir.' Firstly he collected homework copy and said 'I will return you in interval time after checking.' He taught next lesson.

From the above mentioned evidence we can say that he ignored the writing skill. He was not conscious about all students because he did not say anything to the students who had not done homework. He just collected students copy for checking in interval time. It represents that students did not get well exposure to expose their inner abilities through writing.

In the same way, T4 also taught listening skill as T3. He explained the lesson and said students 'do exercise B fill in the blanks.' Students completed the task and he checked but did not correct wrong answer. Finally, he wrote correct answers on the board and asked students to check their answers.

From this evidence it can be said that students did not get feedback from the teacher. They just did as teacher says. Teacher did not encourage students to

write answers on their own. Very easiest questions only were done by the students.

From above evidence, it reflects that private teachers ignore the writing skill. They just finish the lesson and jump in another one. Students also do as teacher says. Students are not given any free writing task which support them to brainstorm. Teacher just explain the text and solve difficult problems themselves for easiness of students.

On the other hand, community school teachers also used same technique to teach writing skill. T1 explained the lesson about 'The Iron Man: Ganesh Man Singh.' After explanation he said 'write about yourself' as classwork. Front bench students were writing the answer but back benches were gossiping. Students were looking one another copies. I thought that students don't know how to write it. Teacher also did not give any hints as well. Bell rang and teacher said '*voli ghar bat banayar lyauunu hai.*' He left the class.

Above mentioned evidences show that teacher ignored the writing activity. He did not hint students how to write free writing types of question. He seemed careless to students because he did not focus back benches students.

Likewise, T2 also ignored the writing skill. He explained the remaining chapters of the lesson and said '*janeko question haru ghar bat banayar lyauunu difficult voli discuss garaula.*' He left the class. This evidence reflects that he also ignores writing skill.

This scenario shows that both community and private teachers do not focus to teach writing skill. Their concern is to complete the course in time only. They think that students cannot solve difficult questions. That's why they write answer themselves rather than students. From these evidences we can say that students are not provided supportive, creative, and co-operative environment for writing skill.

e. Teaching Grammar

Grammar is one of the most important aspect of the language. It plays a key role in conveying a right meaning. It studies the organization of words phrases into sentences. Grammar provides the skeleton to the language. It is a set of rules that define how words are combined or changed to form acceptable units of meaning within a language. It helps to build up reasoning, observing and concentrating ability in students. In four years B.Ed level syllabuses there were numbers of section of grammar such as Compulsory English and ELT Methods. These courses incorporated grammar related subject matter, approaches, methods and technique of grammar teaching. I found that deductive and inductive approaches of grammar teaching. Course designers mainly emphasized inductive approach. Similarly, Reading Writing and Critical Thinking encountered verities of writing composition and ways to use grammar in writing.

Therefore, the teacher who entered in teaching profession after having the pre-service teacher education they should have ideas of teaching grammar using both deductive and inductive method contextually. But in the case of untrained teacher they may familiar with all these things. So, I observed three classes of each four community and private schools subject untrained teachers to identify how they teach grammar in the classroom.

T3 taught the students conditional tense. He told that there are two clauses in a conditional sentence. After that he writes the structure of conditional tense on the board i.e. if + simple present, simple present. For instance, if you heat water, it changes into vapor. If + simple present, sub + shall/will/can/may+ v1. For example, if you pass the exam, I will give you a car. If +v2+ob, sub + would/could+v1. Then he asked his students to copy these structures and add other examples as well.

This evident tells that teacher taught grammar using deductive approach. Firstly he presented the rules of the grammatical item and wrote some sentences followed by the rule.

Similarly, T4 also used same approach as T3. He taught grammatical item 'simple past.' He wrote the formula of past tense S+v2+ob. He wrote some sentences according to the formula. For example, he ate rice. They went to school. After that, teacher requested students to copy and make ten sentences using the structure.

These evidences showed that teacher used deductive approach rather than inductive method. Students remained passive in the class. They just followed the instructions what teacher said

On the other hand, I observed the classes of community school subject untrained teachers. I found that they also used deductive approach as private school teachers. T1 wrote grammatical structure to teach request. 'Would you mind + verb, ing....? Do you mind + if + sub + verb? After that he asked the students to write different sentences using these structures.

T2 also used same approach to teach grammatical item. He presented the structures first and sentences followed by the structures. These, evidences showed that community school teachers also depended on deductive methods to teach grammar.

From the above discussion, it shows that subject untrained teachers teach the grammar depending on only deductive approach. Students do not get chance to use brain. Teachers just follow the traditional methods that they were taught. It is found that, pre-service training is compulsory for the teacher to teach grammar using both approaches to teach grammar. Then only learning will be effective, meaningful, purposeful and interesting.

f. Teaching Vocabulary

Vocabulary or word is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write. Without any extensive word power or vocabulary and strategies for learning new vocabulary, learner often achieve less than their potential. In four years bachelor syllabus, syllabus designer mentioned different types of teaching vocabulary such as teaching vocabulary through pronunciation, spelling and meaning. Under teaching meaning; through relia, through model, through drawing and pictures, through mimes action and gestures, through antonyms and synonyms, through definition and explanation, through word analysis and through using vocabulary.

Therefore, the teachers who enter in teaching profession after having four years bachelor degree in English education should have skills of teaching vocabularies. In contrast, if the teachers from different subjects in teaching English he/she may not know to apply various ways of teaching vocabulary. In this regard, I observed three classes of each four community and private subject untrained teachers to find out how they teach vocabulary in the real classroom.

From the observation, I found that all of the teachers were teaching vocabulary using two techniques i.e. through meaning and explanation through translation. T3 and T4 taught the words through meaning. They taught vocabularies while teaching lesson. T3 wrote some vocabularies before explained the lesson 'Scaling Mount Everest' For example, *scaling= climb up, expedition= journey, altitude sickness= illness caused by shortage of oxygen* and *summit= the highest point of the hill*. From the above evidence teacher teaches vocabulary through meaning. Similarly, T4 also taught using same same technique. He taught vocabulary while explaining the lesson 'Jatin and his sandals.' For example, *chew= a repeated biting*. He taught the words *bottom, meals, realized and repair*. This evidence shows that he also used the same technique of teaching vocabulary as T3 used.

But in the case of community school subject untrained teachers, they used translation as main technique to teach vocabulary. For example to teach word journalism T1 used the term *patrakarita*. One of the student asked him ‘what is the meaning of excitement sir?’ He replied him *uttejit*. Similarly, he taught the words *smear, celebration, usually, variety and merry* writing their Nepali meaning on the board. In the same way, T2 also used translation technique to teach vocabulary as T1.

Afore mentioned evidences show that private school teachers teach vocabulary through meaning. They do not use any instructional materials to make clear concept of words on students. Likewise, community school teachers only depend on translation method. They also do not use teaching materials to teach vocabulary. Teachers did not use any teaching materials while teaching vocabulary.

4.1.3 Pedagogical Knowledge

Pedagogy means science of teaching. To teach students rationally teachers should have knowledge of how to motivate students? Which teaching method and technique is appropriate to teach particular text? How to evaluate the students? Until and unless teacher have the pedagogical knowledge he/she cannot deal the class effectively, interestedly, purposefully and joyfully. So, the teacher learns these things in pre-service teacher education. But subject untrained teacher may not familiar with these aspects.

4.1.3.1 Using Method and Technique

The syllabus of four years bachelor degree in education mentions different approaches, methods and techniques of language teaching. Therefore, the teacher who enters in teaching profession after having four years bachelor degree in English education should have the knowledge of these approaches, methods and techniques. They should be able to deliver these skill of language teaching in the classroom. But in the context of subject untrained teacher they

may not be benefited for these things. They just apply the technique which they had been implemented in their schooling life. So, I observed three classes of four subject untrained lower secondary level teachers from community and private schools to find out which method and technique they use to teach students.

From the observation, I found that all of the teachers were using grammar translation as a main method of language teaching. To prove this statement, I have already mentioned the evidences in teaching language skills and grammar.

4.1.3.2 Preparing Teaching Materials and their Use

In order to make teaching learning activities entertaining, effective, interesting, and successful various kinds of aids and materials can be used. The things, objects, pictures, etc. used in the class in order to facilitate learning are teaching aids and materials. For instance, chalk board, flannel board, cork board, magnet board, plastic board, relia, pictures, models, flash cards, pictures cards, matchsticks figures, songs games etc. are teaching aids and materials widely used in the field of language teaching. Therefore, such knowledge is very crucial to all teachers. They have to learn to use different teaching materials in different context before they begin teaching in college/universities. But the subject untrained teacher may not know where to use which teaching materials. Therefore, I observed twelve classes of four subject untrained lower secondary teachers from both community and private schools.

I have found that most of the teachers were only using text book as a main teaching materials. To teach listening skill they can use cassette, videos, radio, and recorded voice. Only one private school teacher used tape in the classroom. But in the case of community school no teacher used tape and other materials for listening skill. They just skip it telling it is not important for exam.

Similarly, while teaching speaking, teacher can use various techniques and materials: model dialogue, speech on different topics, role play, dramatization,

imitation, reparation and so on. But only private school teachers tried to engage students in speaking. Community school teachers did not use any speaking task. They just explained the text and solved the problems.

Likewise, reading is also important skill of language. Teacher can implement different strategies like jigsaw reading, reading puzzle, using newspaper, reading poetry while teaching reading. However, community and private school subject untrained teacher did not use any techniques. So, it reflects that without having the teacher training teacher cannot deal reading skill properly.

Similarly, teacher can teach listening skill by using different techniques. They can tell students to describe the picture, narrate the events, write poem, story etc. But the subject untrained teacher did not use any techniques. They just explained the lesson and solved difficult problems. As a result, student's creativity will not develop.

Those evidences reflect that textbook was a main material in teaching in both private and community schools. Few private school teachers tried to use other materials beside the textbook. But community school teachers showed indifference in using various instructional materials to teach.

4.1.3.3 Motivation Strategy

A definite motive is valuable in all work, as motives make for readiness. The greater the readiness, the greater will be the attention given to the work and the sooner will the desired result be achieved. It is important to attempt to get the learner into a state of readiness for it increases the alertness and vigor of learning. Motivation of learning activities helps the pupil to concentrate on what he is doing, and thereby to gain satisfaction. Continuous motivation is needed to help learners concentrate on the lessons to be learned. So, I observed three classes of each four subject untrained teachers (private and community school) to find out how they motivate the students.

From their classroom observation, I got that homework was main technique of motivation. When they entered the classroom they asked students **‘have you done your homework?’** This evidence shows that subject untrained teachers do not follow different techniques of motivation like songs, games, stories. I also found that most of the classes were less motivating and less interesting in both community and private schools.

4.1.4 Problems of Subject Untrained Teacher Faced in the Classroom

i) Class size

We often say small class is easy for the teacher to make eye contact with each students, to ask questions individually, to pay attention to individual students, to check their tasks, to provide feedback and so on. But in the case of private school in rural area it is difficult to get minimum students in a classroom at lower secondary level. I found that only six students in a class at lower secondary level. In this context, T3 said:

There are seven students in class seven. Even though, one or two students are absent every day. Then we have five students in the class.

We need sense of humor as well but it never happens in this small class.

Definitely, it is easy to handle the class and to check the student's works but classroom becomes monotonous. There should be minimum twenty students in a class. Then only class becomes interesting, fruitful and attractive.

As he said, small is also problem for the teacher. Effective, meaningful and enjoyable teaching learning activities are conducted in the proper class. There is problem of making students groups, humor and fun and to make discursive classroom. In the same way T4 also shared his painful story of the school. He

said, 'I am the founder of this school. We are running lower secondary level with few students. Due to the small class students have been deprived from collaborative and group discussion.' Through his story it can be said that very small class does not make joyful, interesting and collaborative learning.

On the other hand, large class is a major problem of community school. If the classes are very big, it is impossible to organize dynamic and creative teaching learning activities. Both community school teachers told that large class was a main problem for them. I have also found that there were sixty to seventy students. So, classes were out of their control. When I asked them why don't you use student centered techniques. Then one of the teacher told that *Ek din group discussion garnu paryo vaner lageko ek period lagyo group banauda. Tes pachhi try nai garin.* Due to the large class teachers are applying the teacher centered methods rather student centered methods. So, community school teachers are facing the problem of crowded class.

ii) Availability of Teaching Materials

Teaching material refers to the things which the teacher takes into the classroom for teaching the language effectively like posters, pictures, relia and so on and so forth. Teaching materials play a very important role in imparting our subject matters very effectively, interestingly, successfully and purposefully to the students. Our investment on education will not be in vain, if we rightly use teaching materials. One of the community school teacher said, *school ma teaching materials nai hudain. Pahila euta kunchahi office le globe, map annya materials diyako thiyo tyo pani ahile tyo pani chhaina.* From this saying and my observation also found that community school teachers are facing big problem of teaching materials.

On the other hand, private school teachers are also facing the same problem. I asked question both teachers how often do you use teaching materials? In the response, T4 said, 'we have very general materials like globe, posters and

maps. These are used in primary level. We have not any ICT materials.’ From his opinions, teachers are only depend on text book. They never use supplementary materials to make effective teaching and learning. In the same way, T3 said, **‘we have a computer lab. This is especially for computer subject but sometimes we use it for listening. We do not have other extra materials.’** As he said and my observation found text book is solo material in the school. Overall, both community and private teachers teach the students without using teaching materials. They are facing the problem of teaching material.

iii) Lack of Supervision

Instructional supervision is very important as administrators can reinforce and enhance teaching practices that will contribute to improve student learning. It is professional guidance and support provided by someone as education manager or supervisor. He/she offers the teacher assistance that is supposed to enhance and improve teacher motivation and classroom instruction. It is the process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement. Therefore, I had asked teachers how often supervisor observed your classes. They replied they have never seen any supervisor in their class. However, supervision is most important key to develop the profession. So, lack of supervision, teachers have not got opportunities and feedbacks for quality education.

iv) Teacher’s Passiveness

Teachers are initiator of the new thing they can change their teaching strategy. They can use locally available materials as well. However, my observation found that teachers are passive in their work. All teacher said that morning and evening we should do our work at home. Remaining time we do preparation. It reflects that teachers do not prepare what to teach students. They just explain

what is written in the text book. To make learning durable and meaningful teacher's activeness and preparation are the soul things.

v) Adopting only Lecture Method

A teaching method comprises the principles and methods used by teachers to enable students' learning. So, teachers must have knowledge of various teaching methods to use in different context. Good method promotes active and independent learning. Not only that, it makes subject matter easy to understand. Therefore teacher can use different teaching techniques viz. demonstrating, collaborating, classroom discussion, group work and so on. However, community and private school subject untrained teacher are only depending on lecture method. While I observed their classes I found that they explained the lesson and wrote difficult questions and answers on the board. These evidences show that subject untrained teachers have lack of skill to teach English using different teaching methods.

vi) Role of Administrator

School administration is another important key for supportive exposure and quality education. Making policies and procedures and setting educational aims and standard is the responsibility of an education administration. A good administration should provide training, supervising and motivating faculty including teachers and auxiliary staffs. So, I asked them whether the school administration help them to solve the classroom problems. Community school teachers replied that they never got any support from the administrator to solve problems. One of the respondent replied that *class ma halla control garna captain chhane vaneko ta dui maina vo*. From that saying we say that due to irresponsible administrator teachers have not got support to develop their proficiency and to solve problems. In the case of private school they are manager of school themselves. They have also ignored teachers' problems and themselves are the consumer of such problems.

vii) Lack of Appropriate Environment

School and classroom environments are extremely important for both students and teachers. Creating a positive learning environment is essential for successive teaching and learning. Teacher should create a welcoming environment where students feel safe and willing to share. Similarly, structuring the physical environment of a classroom like placing desks, classroom decorations, playground etc. However, I did not get such environment in both community and private schools where I observed. One of the community school teacher said *Jati sukai rule banaya pani kasaile follow garne hoin. Hami sabai sir haru lagi rakhekai hunchhau*. I also found that they are facing problems like class size, excessive use of mother tongue, implementing code of conduct and appropriate teaching atmosphere.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter concludes my study which I have drawn from chapter I to chapter IV. It is all about the brief description of my research study. More especially, the final chapter discusses the main findings of the study presented in chapter four. It deals with major findings of the study, conclusion and recommendation to the policy maker, teacher educator, researchers and ELT practitioners.

5.1 Findings

Trying to exploring the appointment process of subject untrained teacher and their struggles in teaching, I found the lived experiences that they shared with me were highly accounted. Stories, and a form of discourse provided me huge amount of insights for understanding the subject untrained teachers' life closely. In this part, I have thus presented the finding on the basis of the narrative reflection, activities observation and in-depth face to face interview. Moreover, I have tried to present the main themes of research finding separately that stemmed from the data analysis, research objective and research questions.

- i. Rural area's school are facing the problem of trained teacher. It is difficult to get subject trained teacher easily
- ii. National education policy has clearly mentioned minimum academic qualification is mandatory for the teachers who enter in teaching. However, SMC is compelled to appoint subject untrained teacher due to teacher scarcity.
- iii. Modern technologies are widely using in the teaching learning field. They also help the teachers to teach language skills in the classroom. However, modern technologies were not used by the teachers whom I had observed.

- iv. Teaching materials are importance tools to make teaching learning activities effective. These materials can help to draw learner's attention in learning. They also learn the importance of teaching materials but it was found that except one private school teacher all others three were not using needed teaching materials in the classroom.
- v. To learn new language we should be able to listen other. Then only we can communicate with the speaker. So, listening is the basic skill for language learning. Though, it was found that, the listening skill was totally ignored in the classroom.
- vi. Speaking is productive skill of language. It helps to the learners to communicate each other. It was found that except private school teachers, community school teachers were ignoring focusing speaking skill in the classroom.
- vii. Most of the teachers were teaching reading skills without giving the chance to the students i.e. they were teaching reading skill without giving any reading comprehension related task. The tasks that are given to the students were frequently done by the teachers on the board and asked them to copy the answer.
- viii. Writing skill is a productive skill, it helps to students express their ideas. So, it is important to be competent in the second language. It was found that all of the teachers did not focus writing skill. However, they only give writing task as the homework. Classwork was not found in writing skill.
- ix. To teach grammar new approaches are emerged. Mainly grammar should be taught using inductive approach but it was found that all of the teachers were teaching grammar using deductive approach.
- x. Pair work, group work, solo work, and other student centered activities are need and calls of the day because in day to day students

centered methods techniques are coming in the field of language teaching though it was found that expect few teachers most of the teachers were ignoring the students centered techniques in the language classroom.

- xi. It was found that all of the teachers were using grammar translation method and teacher centered techniques in the classroom.
- xii. Mother tongue can be used in the second language classroom as bridge language. However, it was found that both teachers and students were using mother tongue unnecessarily.
- xiii. It was found that all of the teachers did not evaluate their students as lesson.
- xiv. Teaching learning activities should be co-operative activity. Only a subject teacher cannot solve the problems of students as well as their own. So, co-operative administrator is needed for them however it was found that school administrations were irresponsible to solve the problem of English teachers.
- xv. Traditional way of classroom management, class size, insufficient teaching materials, lack of supervision and irresponsible administration were the major problems in the classroom.

5.2 Conclusion

Now I have reached at the end of thesis writing however I have encountered several ideas which guided me to give its present shape. In this section, I would like to discuss all the considerable things for preparing this thesis. In a nutshell, still there is a big problem of trained teacher in the remote area. Even National Education Policy mentioned basic academic qualification is necessary for the teacher. But subject trained teachers are not easily available in rural area. So, SMC obligates to appoint subject untrained teachers. It was found that pre-service teacher training was not obtained by the sample teachers. All of the teachers were not trained in English because they had entered in teaching profession without having the related pre-service teacher education. So, they

were not conscious to perform various teaching learning activities in the classroom. All of the teachers were ignoring the listening skill in the classroom except one private school teacher. Reading skill was taught without focusing the reading comprehension related task. I have also found that all of the teachers were teaching grammar using the deductive approach. Modern technology were not used in the classroom at all. To teach the vocabulary most of the teachers were using translation as a main technique. Similarly, grammar translation was taken as main method of language teaching. It was found that irresponsibility of the administrator, teachers were facing problems in the classroom. Teachers were facing the problems of class size, over use of mother tongue, lack of teaching materials, irresponsible administrator appropriate teaching and learning environment and so on.

5.3 Recommendations

On the basis of finding and conclusion, some recommendations have been made to be applicable in:

5.3.1 Policy Related

Policy level is the highest level of implementation. If there is good policy and provision in concerned authority, the entire education system can be changed in a short of time. If we can make and apply the perfect education policy, obviously the quality of education will be raised. My study encompasses following points to be applicable to the policy maker:

- i) Since pre-service teacher training is one of the best strategies for developing pedagogical skills and also plays significant role to develop the confidence on the teachers. So, the provision of pre-service training should be mandatory.

5.3.2 Practice Related

The major implications of the study in this level are:

- i) Community and private schools' teacher should be appointed according to educational policy of Nepal.
- ii) There should be the system of monitoring and supervision of the teachers from the responsible person like head teacher, trainers with full of supportive intentions.
- iii) The teachers should use student centered methods and technique in the classroom. So, it helps them make their teaching meaningful.
- iv) Teacher should address the level, need and interest of the students and treat all the students equally.

5.3.3 Further Research

No work is final and no research is complete in itself. This study also could not cover all the areas of research. There might have some limitations as well.

While doing this thesis, I encountered with several topics and ideas. However, I have pointed out some related areas for the further study:

- i) This research work deals with only explore the struggle of subject untrained teachers in teaching, further research can be carried out on struggle of trained teacher.
- ii) This research is qualitative in nature. So, further research can be carried out taking qualitative data.
- iii) This research is limited only to the knowledge and use of four subject untrained teachers from community and private schools. So, further research can be carried out to the large number of participants.
- iv) Similarly, researcher can research on obligations of teacher appointment process in community and private schools.
- v) Further research can be conducted to find out effectiveness of pre-service teacher training to improve students' proficiency.

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APPENDIX I

CLASSROOM OBSERVATION GUIDELINES

The researcher is going to carry out a research on “**Struggle of Subject Untrained Teachers Working as English Teachers in ESL/EFL Context: A Narrative Inquiry**” under the supervision of **Dr. Anjana Bhattarai**, Professor, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. So, your co-operation will be helpful for this research. I assure you that whatever I will observe in our classes will have no harmful effect for you as well as others and I will only use this observation for my study of your classes on the basis of following parameters.

1. Classroom management

- Use of black/white board
- Placing the teaching materials
- Students’ grouping
- Sitting arrangement
- Students teachers talk
- Use of modern technology
- Teachers’ voice
- Students’ behavior problem management

2. Content knowledge

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Vocabulary

3. Pedagogical knowledge

- Motivation
- Linkage to the previous lesson
- Questioning
- Relevance to the students need, interest and level
- Use of methods and techniques
- Aspects of language teaching
- Evaluation

4. Problems that occurs in the classroom

5. Ways to address these problems the teacher follows

APPENDIX II

INTERVIEW GUIDELINES

Dear sir/ madam,

This interview is a part of my research study entitled on **“Struggle of Subject Untrained Teachers Working as English Teachers in ESL/EFL Context: A Narrative Inquiry”** under the supervision of **Dr. Anjana Bhattarai**, Professor, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. I do hope the informants will co-operate by providing invaluable information to accomplish my research.

Researcher

Naresh Bahadur Khadka

Questions:

- a) How do you like English course?
- b) Have you taken any classes for developing English language competency? Why/ why not?
- c) Does your senior teacher/ principal help you friendly when face Problems regarding content/pedagogy? (How are you supported)
- d) What do you know about the pre-service teacher education?
- e) What process had been done when you appointed?
- f) What are the sources of your salary?
- g) Don't you feel any difficulty responding to students in English? Tell your experience.

APPENDIX III

CONSENT FORM

Dear informant,

I would like to invite you to take part as a one of the respondents in my research entitled **“Struggle of Subject Untrained Teachers Working as English Teachers in ESL/EFL Context: A Narrative Inquiry”** under the supervision of **Dr. Anjana Bhattarai**, Professor, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore the appointment process of subject untrained teacher and their struggle in teaching. The expected duration of your participation will be two hours. The research tool mainly will be the interview and your reflection writing as secondary ones. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me of your decision and hopefully your consent by responding.

See you soon,

Researcher

Naresh Bahadur Khadka

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

-) There will not be certain risk & discomfort associated with this research.
-) The information you provide for the purpose of this research is confidential for both interview & your reflection writing.
-) Interview will be recorded.
-) I hope you will not leave yourself from process at any stage.

Signature.....

Name.....

Date.....

APPENDIX IV

MODEL OF CLASSROOM OBSERVATION

Model-I

Name of school: **Muna Memorial Boarding School**

Dehimandu- 4 Doti

Teachers Name: Deepak Bist

Observation date: 2076/3/27

Qualification: M. A. (Political science)

Period: First (English)

Number of students: 10

Class: Eight

Teacher entered in the classroom and students greeted him. After that, teacher roughed the white board. Placing of the white board was appropriate. All of the students were easing seeing what wrote teacher on the board. Teacher tried to have attention to the students asking “have you done your homework?” only few students said “yes”. Teacher said that “I will check your homework in tiffin time. So, end of this period collect your copy and give me ok.” Students replied “yes” who had done homework.

Teacher wrote lesson name ‘technology’. He asked students meaning of technology but no one could reply. Teacher wrote the meaning of technology: the application of scientific knowledge for practical purposes.

After that, teacher asked students did you use any technical instrument for the study purpose? Only few students said “yes sir I uses mobile phone for words and meanings.” While replying students were using grammatical incorrect sentences. He further stated that we can various technical instruments for study purpose viz. mobile, radio, television, OHP projector etc.

Teacher started to read text and asked them to listen carefully. While reading the text he focused each and every sentences. Though, he used translation as a technique while reading the text.

He taught every paragraphs through Nepali and English languages. No any extra teaching materials were used except white board. He did not ask any question to student. Therefore, the students were seem to be passive in the classroom. Students were making unnecessary noise in the classroom. Sometimes teacher use to say “keep silence.” He finished the lesson then said “do the exercise ‘A’ as a homework.

Model-II

Name of school: **Deukhala Basic School Sayal- 6 Doti**

Teachers Name: Dev Thapa

Observation date: 2076/3/6

Qualification: B.Com

Period: First (English)

Number of students: 57

Class: Seven

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

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

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

Sub+is/am/are+v4+ob.

He/she/it = is

I= am

They= are

Examples,

She is playing volleyball.

I am writing a poem.

They are talking each other.

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

APPENDIX V

The interview has been conducted to collect the viable insight for the research work entitled “**Struggle of Subject Untrained Teachers Working as English Teachers in EFL/ESL Context: A Narrative Inquiry**” under the supervision of **Dr. Anjana Bhattarai**, Professor, Department of English Education, T.U. Kirtipur, Kathmandu. I do hope the informants will cooperate by providing invaluable information to accomplish my research.

Sample Interview Transcript

Researcher: Namaste, your good name, please?

Respondent: Namaste. It's me Shankar.

Researcher: How are you?

Respondent: Fine.

Researcher: How are you feeling now?

Respondent: Good.

Researcher: Myself is Naresh from T.U, Kirtipur. Today, I am here to take your interview for my research purpose. I see, you are the English language teacher of this school. So, how is your life going on sir?

Respondent: Yes, I am the English teacher of this school. The days spending teaching and managing the school.

Researcher: Your address?

Respondent: I belong to Adarsha Rural Municipality, Doti.

Researcher: How is the situation of school?

Respondent: Satisfactory. We are running lower secondary classes.

Researcher: while I observed the class I found very less students in the class. How many students are there?

Respondent: There are about 200 students in the school. I am the founder of the school as well. We are satisfy at primary level because more than 35 students in a class. But in lower secondary level very less students in a class.

There are seven students in grade eight. So, it is very difficult to continue the lower secondary classes.

Researcher: Oh. You are teaching English language at lower secondary level which is really appreciate. What about your academic qualification?

Respondent: Honestly saying I have completed bachelor degree in economics and masters' degree in political science.

Researcher: Oh, very interesting. Sir, you belong to different subject. Then how do you teach English language?

Respondent: I have been teaching English language since this new academic session. Before that, we had an English teacher. He had completed Bachelor Degree in English Education. He was paid salary satisfactorily. Later, he demanded more salary which we could not pay because you have shown students number. We have very few students. There are other teachers as well. So, he quit teaching here. After him we took other teacher as well but they did not stay here. So, I am teaching English subject here.

Researcher: You are teaching English. How do like teaching English? Are students satisfy with you?

Respondent: It is really interesting subject. I like it because I had studied at boarding school until grade ten. My father would work for municipality office in district headquarter. So, I got chance to study at boarding school. After passed S.L.C. I joined a college and started teaching a primary boarding as a social teacher. So, I don't feel much more difficult to teach English. Some exercises are really difficult in the textbook. For over this problem I consult grammar book and internet. I think. Students are satisfy.

Researcher: Have you taken any class for developing English language competency? What exercises do you do to make good English?

Respondent: Actually I have not taken any English language class because I have a little bit knowledge of English language. One important thing is my younger brother teaches English at secondary level in Kailali. If I feel any difficulty in teaching I do ask him. I shoot photos of the difficult lesson and exercise and send him for comprehend to me. Beside this, I read English

conversation books and watch English vides. I realized that these things supported me.

Researcher: You know the educational policy of Nepal. Pre-service teacher education is mandatory to enter in teaching profession. But you don't have such qualification. Nobody says anything to you like SMC, school supervisor and parents?

Respondent: I know about the educational policy. Bachelor degree in related subject is mandatory for teaching lower secondary level. By considering the policy we managed the teacher as well. But they required full salary which we could not manage. You have seen students condition. We have very few students in lower secondary classes. Anyway, we search the English teacher. But we did not get in satisfactory salary. So, I am teaching English. Till now nobody has said anything to me.

Researcher: Have you faced any difficulty while teaching English. How do you overcome the difficulties?

Respondent: Why not. I have faced many difficulties. I really feel easy to teach literature chapters but difficult grammatical one. While teaching literature I can explain the lesson comfortably and it is easy to solve the question and answer according to the lesson. However, solving grammatical problems are really challenging to me. I can teach grammar by translating but problem in exercise. Therefore, I consult my younger brother to overcome the problems. He has been teaching English subject in Kailali at lower secondary level.

Researcher: What kinds of materials do you follow to build up English fluency? Do your students talk in English in/out side of the class?

Respondent: Specially, I practice textbook for the teaching purpose. Beside of it I sometimes read English magazine and teacher's guide. I am fond of Hollywood movie. If I get a leisure time I watch movies. There are many films in my laptop. I think, English movies have helped me in communication. Students maximum use mother tongue in the school than the teachers. Anyway, we are making English environment in the school. We always encourage students to speak in English.

Researcher: How often do you use teaching materials in the class to make clear concept of matter on students? Is your subject knowledge supporting you to use these materials?

Respondent: Actually, we don't have enough teaching materials. Textbook is only solo materials for us. We have computer lab for computer practice. Sometimes I use it for listening. My subject knowledge has not supported me to use materials. Anyway computer sir support me to use computer.

Researcher: Don't you feel to join in bachelor degree in English education?

Respondent: (laughing) till few year ago I would think it but now this thing does not come in mind. I am busy to make good environment in the school and increase students number. I am practicing a lot to improve students educational situation.

Researcher: All right, lastly, you will not manage English teacher at the school. Are you capable to teach and manage the school?

Respondent: Yeah, I can say I am able to teach English but I am searching English teacher yet. Really it is difficult to manage time to teach and manage everything in the school. So, I need the teacher. If you want to teach here our school is open. Haaha (joking)

Researcher: Thank you for providing interview.

Respondent: You are welcome.

(Note: I have presented only some parts of interviews)

Sample-II

Researcher: Namaste, your good name, please?

Respondent: Namaste. It's me Dil

Researcher: How are you?

Respondent: Fine.

Researcher: How are you feeling now?

Respondent: Good.

Researcher: Your address?

Respondent: I belong to Aadarsh Rural Municipality-1, Doti.

Researcher: How much time does it take to arrive at school?

Respondent: It takes half an hour by foot.

Researcher: Myself is Naresh from T.U, Kirtipur. Today, I am here to take your interview for my research purpose. I see, you are the English language teacher of this school. So, how is your life going on sir?

Respondent: Yes, I have been teaching in this school as lower secondary level English teacher. The days are passing just teaching and working at home.

Researcher: How do you feel to teach English? How much time do you have to teach at this school?

Respondent: It is really interesting subject. It's been 12 years to teach at this school.

Researcher: It is quite interesting to talk to you because even you had taught me English subject. When I completed +2 I had heard you belong to different faculty and subject. What is academic qualification?

Respondent: this is the great moment to me because my student is taking my interview (laughing). Yea, really I belong to different faculty and subject as well but I am teaching English. I have passed bachelor degree in management.

Researcher: Sir, you can speak English clearly and accurately but you did not read English in pre-service teacher education. How it became.

Respondent: I have completed my education in Mumbai, India. My parents were there. So, I had studied there class eight to bachelor. I studied in English

medium. Therefore, my English is good. I can speak confidently with anyone who speak English.

Researcher: You know the education policy of Nepal. We need pre-service teacher education in related subject. But you don't have such thing. How were you appointed? Who appointed?

Respondent: Yeah, pre-service teacher education is mandatory for the teachers. This education really support the teacher while teaching. Lower secondary level is running with the help of VDC. Later Nepal government had provided two relief quota (Maths and Nepali). Twelve years ago nobody had studied major English at our VDC. We searched English teacher but did not get. Finally, SMC and guardians had appointed me because they know my English.

Researcher: According to education policy, teacher should be trained in his/her teaching subject. If we consider this thing you seem to untrained teacher. Supervisor and other anybody don't say anything?

Respondent: Really, basic qualification is needed for the teacher to teach. I know I don't have such qualification. Due to my English fluency and qualification SMC believed me. At that time, no one searched certificate. But few years later, district education office demanded all teachers' documents. That time sent the documents of my maternal uncle's son because he had completed bachelor degree. After this nothing has happened. Students are satisfied. But sometime I heard that teacher should be changed because there are two other people completed bachelor degree.

Researcher: You have good command of English fluency. Have you taken any extra English classes?

Respondent: No I have not taken any English classes. I have already told you I schooling is from boarding. Even my graduation is also in English medium. So, I feel difficult to speak English.

Researcher: I think speaking English and teaching English is different. Uneducated people can also speak English however you have good qualification. Are students satisfied with you? Are they also talk in English?

Respondent: Yes, teaching English and speaking English is different thing. I said you I gained education in English medium. I read, I practice everything in English. When we committed any mistake in reading, writing and speaking our teachers would immediately correct us. So, I thing I do less mistake in speaking and writing English. Students and guardians are satisfy with me. Till now nobody has complained to me. This is government school. Students never speak English. I always encourage them to speak English but they don't. Even boarding students don't speak English.

Researcher: Have you faced any challenges to teach English? How do you overcome them? Are you getting support from the colleagues?

Respondent: Beginning days I would feel a little bit difficult to teach grammar and solve problems. To solve the problems I bought a guide book and grammar book. I would practice these things then gradually I felt easy. Now I can teach the course without looking anything. Why not, all teachers are co-operative, helpful and supportive. Every last day of the month we have a teacher meeting. We share our problems, solutions and ideas on the day which is very important to us.

Researcher: Don't you think to do B.ed. in English?

Respondent: Yes, once I had thought it but there is a process. First I have to do equivalent the documents. For this I have to go Mumbai and Kathmandu. I thought there a long process. So, I ignored it. Now, job running. What happens later let's see...hahaha.

Researcher: Are you teaching by caring level, psychology and interest of the students?

Respondent: You know well educational condition of our country. We almost all teachers are following lecture methods. Stakeholder and policy makers make good and relevant policy but we are not following and they don't observe

whether policy is implemented or not. We just come to school and teach all the students equally. Except jug and mug method I have not used another method. I think we teacher are not dynamic. We are just teaching ignoring students psychology and interest.

Researcher: Finally, what do you say to English teachers to be efficient in teaching?

Respondent: I would like say be laborious, try to adopt different teaching methods and don't be limited in single method and try to implement what you have learnt in pre-service teacher education.

Researcher: Thank you sir for your kind support.

Respondent: You are welcome.

(Note: I have mentioned only some parts of interviews)