

CHAPTER ONE

INTRODUCTION

The present study on “Delivery of Training by NELTA Members” consists of general background, review of the related literature, objectives and significance of the study.

1.1 General Background

Generally, the term ‘training’ can be taken as the process of learning the skills that somebody needs to do a job. To elaborate the statement mentioned above, training is pre-requisite phenomena for handling any responsibility for every body. In other words, the term “training” is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules or changing of attitudes and behaviours to enhance the performance of employee. In the same token, it can be defined in another way as the acquisition of knowledge, skills and competencies as a result of the teaching of vocational practical skills and knowledge that relate to specific useful competencies. In order to be clearer about the training, Broad and Newstorm (1992, p.34) present some quotations which seek the specific meaning of the present work.

- Training is not what we want in life, but it is knowing how to reach it.
- Training is not where we want to go, but it is knowing how to get there.
- It is not how high we want to rise, but it is knowing how to take off.

It is the training which provides the backbone of content at any institutes. In addition to the basic training required for a trade, occupation or profession, observers of the labour market recognize today the need to continue training beyond initial qualifications: to maintain, upgrade, and update the skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.

Some commentators use a similar term for workplace learning to improve performance: training and development. One can generally categorize such training as on-the-job or off-the-job:

-) On-the-job training takes place in a normal working situation, using the actual tools, equipments, documents or materials that trainees will use when fully trained. On-the-job training has a general reputation as most effective for vocational work.
-) Off-the-job training takes place away from normal work situations- implying that the employee does not count as directly productive worker while such training takes place. Off-the-job training has the advantage it allows people to get away from work and concentrate more thoroughly on the training itself.

While talking about the types of training, simply, it can be categorized into three categories in the following manner.

- i) **Physical Training:** physical training concentrates on mechanistic goals: training programmes in this area develop specific skills or muscles, often with a view to peaking at a particular time. Some physical training programmes focus on raising overall physical fitness. In military use, training means gaining the physical ability to perform and survive in combat, and learning the many skills needed in a time of war. These include how to use a variety of weapons, outdoor survival skills, and how to survive capture by the enemy, among others.
- ii) **Religion and Spirituality:** in religious and spiritual use, training may refer to the purification of the mind, heart, understanding and actions to obtain a variety of spiritual goals such as closeness to God or freedom from suffering.
- iii) **Artificial-Intelligence Feedback:** researchers have developed training-methods for artificial-intelligence devices as well. Evolutionary algorithms, including genetic programming and other methods of machine learning, use a system of feedback based on “fitness functions”

to allow computer programmes, to determine how well an entity performs a task. (Retrieved on 21 November, 2010, from [http://EzineArticles.com/?expert=Markus Taylor](http://EzineArticles.com/?expert=Markus+Taylor))

Similarly, according to Banzhaf and Nordin (1998, p.165), customized training packages have been designed to meet the requirements of diverse group of audience. They are classified as follows:

- Policy awareness workshops
- Professional level trainings
- Technical level trainings
- Specialized trainings/workshops
- On-the-job trainings
- Exchange/exposure visits

No body is perfect in themselves and in the same way, a teacher can never be a complete teacher. For helping teachers to fight the challenges taking place in teaching profession, there is always the need of teacher training. In order to update themselves with the ever changing knowledge in the field of education, teachers are to be trained. They are to be given training time and again to adopt the changing knowledge.

It is the teacher training programme which is very much essential and also is an integral part of effective teaching learning process. No any institutes or schools can run successfully unless and until effective teachers are prepared. Keeping other variables constant, teacher training determines the transfer of knowledge, skills and attitudes to the students as well as the paramount achievement by students. In order to be competent teacher, it is not just sufficient that he/ she is well versed in his/ her subject but also he/she should be the science and art of pedagogy and master the requisite teaching techniques.

1.1.1 Importance of Teacher Training

Teaching is an art where teachers facilitate students learning, often in a school. The objective is typically a course of study, lesson plan, or a practical skills including learning and thinking skills. While teaching, a teacher needs to consider students' background knowledge, environment, and their learning goals. The quality of teaching depends on the love, dedication and devotion of the teachers towards the teaching subjects.

Teachers are the upholders of the traditions and values of society. They often transmit the received social values to succeeding generations likewise they transfer or pass on their knowledge to the new generations. In the teaching areas, how language teachers can deal with different contents is of crucial and central importance.

Any sort of training is very useful to acquire practical knowledge in the specified area. Teacher's training in the educational process is useful to handle the classroom and the activities as they happen in it.

Richard and Farrell (2005) opined that "the training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom" (as cited in Khanal 2006, p. 121). So, training involves both theoretical and practical aspects.

Unless and until teachers are trained, it is believed that no quality education is imparted. So, teacher training programmes have been launched worldwide. In the context of Nepal, the different teacher training programmes have been launched in different sectors from primary to university level in English language. Training in teaching English language has been launched to produce skilled manpower in teaching English effectively.

Training provides awareness of language. It develops the teaching style and confidence to teachers. As Gower and Walters (1983) state, "trainees are an

extremely useful resource. They can give ideas and information about language materials and students” (p. 4).

Teacher training is really the process of teacher development. It is as old as language. When people disseminated knowledge from society to society, training was appeared in different training organizations. They were organized in the past and they are continuing till today.

Teacher training is not for the sake of knowledge and certification only. It is to develop skills to be used in the real classroom. Every teacher gets theoretical knowledge from different sources, academic institutions and other aspects. But, the utilization of the theoretical knowledge is not possible from theoretical prospective only. The practical aspect is possible from practical work that is maintained by training.

Knowledge and the human world are ever changing phenomena. In order to update the ever changing knowledge in the field of education, teachers are to be trained. They are to be given training time and again to adopt the changing knowledge. According to Wallace (1991), “it is the process of learning that develops moral, cultural, social, intellectual aspects of the whole person as an individual and a member of society” (p. 34).

In the field of teacher education, there are two separate worlds- one is the world of native speaker teachers and teacher trainers who work in small classes with adequate resources and who are responsible for developing new ideas in methodology. Another world is of most of language teachers who teach in large classes to a set syllabus and who attempt to apply the new methodology to their own teaching. In this regards, imparting views on teaching training, Doff (2008) states:

There is a great difference between these two worlds that accounts for the failure of much teacher training. They are different not only in a resources and physical conditions but also in understanding

assumptions (e.g. about language, training, teacher's role) and in degree of freedom (e.g. freedom to experiment, to create materials, to approach class relationships in a new way) (p. 8).

The teachers are regarded as the nation builders in every country and every society. They produce other professionals. Khanal (2006) states, "it is obvious that knowledge is obtained through experience and study, henceforth, the teachers cannot remain untouched from the fact that their professionalism is enhanced through training" (p. 120).

By dint of above mentioned reasons, teacher training programme is considered as one of the most important components in ensuring effective teaching learning in the language classroom though the impact of teacher training has not so far been found up to the desired level in classroom practices in Nepal.

1.1.2 Types of Teacher Training

The measure utility of training is to bring about the changes in behaviours. Training bridges the gap that exists between what we can do and what we have to do. It is a learning experience that increases the working ability. Teacher preparation makes successful teaching which is desirable for successful learning. There are different ways of teacher preparation. Khanal (2005, as cited in Pandey, 2009, p. 7) says, "teacher training, an important facet of teacher development, helps teachers professionally grow strong and best teacher in the sense of effective preparation." While mentioning the types of teacher training, mostly, we can find two types as presented below:

i) Pre-service Teacher Training

As its name suggests, the pre-service teacher training is the training which the teachers participate in before they go into the real classroom. Pandey (2009, p. 7) writes, "in Nepal, at least ten months training is a prerequisite to be a teacher but the Seventh Education Act 2008 B.S. (amended) adapted compulsory

provision of teaching license.” Those are the pre-service trained teacher who have studied education subject with 100 full marks in SLC, intermediate level or 10+2, in education one year and three year B.Ed. and M.Ed. Pandey (ibid) says, “the pre-service course gives somewhat theoretical knowledge but they are directly relevant to their teaching assignments.”

ii) In-service Teacher Training

The title, in-service teacher training, is self explanatory because here, on the job training of a teacher is regarded as in-service teacher training. The qualities of the teacher are greatly improved by the in-service teacher training and also familiarize themselves with the related new subject areas and contemporary knowledge and skills. Pandey (2009, p. 8) says, “in-service teacher training is necessary to use different types of teaching learning strategy, new technology, to defect the students’ difficulty level and teach accordingly, to prepare teaching materials and use them in the classroom.” It serves as the refreshment training for the teachers who have long been in their services and also familiarization the teachers with newly introduced teaching approaches, methods and techniques.

1.1.3 Relationship Between Teaching and Training

The teacher is considered to be the key for the quality enhancement of overall teaching and learning activities. The teacher shapes children as desired by the broader curriculum goals. To fulfill this job, the teachers need to be academically qualified and competent enough to deliver the knowledge and skills in the actual field of their professional practice. For the sake of this, the teachers need professional training along with continuous support and motivation to help them develop positive attitude towards their teaching profession. Therefore, it is said that teaching and training are two closely related phenomena of an academic programme.

According to Shorock (1997), “basically teacher training intends to develop the quality and effectiveness of teaching through the provision of academic

orientation, practical orientation, technical orientation, personal orientation and critical orientation” (cited in Bhandari, 2006, p.89). To be specific, it can be said that teachers are prepared in the training institutes or universities with the aim of drawing out various potentialities from them.

By and large, it is thought that the knowledge learned in the training can be implemented in the classroom but it might not be the case in all the situations. There are situations in which the training can't address the need of the actual audience especially when it focuses on an imaginary ideal situation rather than real local constraints or more concerned with the theoretical orientation rather than practical implementation in the field. Such factors are also considered as the factors contributing to increase the gaps between the teaching and training and ultimately, leading to decrease the effectiveness of training or limit it to the training venue as a matter of formality.

Regarding the gaps between theory and practice, Patel (1993, p.1) has mentioned the following case:

Over the last two years, participants in in-service seminars have constantly complained that their university education did not prepare them for the realities of the classroom. What it gave, they claim, was preparation in linguistic and language awareness. Consequently, the first years spent in schools were a great struggle for these teachers and it was only after much soul searching, hard work and experience that they learnt to cope with the sheer complexity and quality of classroom interaction. Many teachers felt that their institutions were devoted only to the academic study of language and literature. They were not therefore being trained to become teachers.

The ultimate aim of the whole teacher preparation programme is to help individual teacher be able to teach effectively. But, gaps between theory and practice and lack of adequate focus on the essential aspects of a teacher education programme lead to inappropriate perception of teaching methods or increase the possibility of gaps perceived in the implementation of the desired teaching methods so as to achieve the desired outcomes.

1.1.4 Delivery of Training

A number of studies in the field of teacher training or teacher development specially in Nepal have been carried out, but these studies have pointed out that those teacher training programmes have not been very effective and satisfactory. One of the reasons or most supportive evidences in this observation is lack of delivery skills or to be specific lack of delivery of training skills in the classrooms. Before plunging on how the delivery of skills takes place or how far the trained teachers are capable of delivering their training skills into the language classrooms, it is needed to understand what the delivery of training skills is.

Delivery of training may be defined as the degree to which trainees apply to their jobs the knowledge, skills, behaviours, and attitudes they gained in training.

Training is taken as the most crucial subsystem of the overall education system. Training helps in every part of the teaching learning process. In the field ELT, training is taken as a systematic process of changing knowledge, skill and behaviour of teachers to improve their performance in teaching in the language classroom. Training should facilitate the introduction of newer technology, new teaching methods, innovation and all round enhancement of services and productivity.

Delivery of training is an effective and continuous process of implementing the knowledge, skills, methods, techniques that are learned in the training

programme. What we call delivery of training is the magical link between training expectations and classroom performances.

While defining the delivery of training, Bhatia (2005) states, “transfer of knowledge and skills depends on how the training is designed, delivered and moreover, how the manager measures its effectiveness in real work situation” (p. 4).

The first place to practice delivery of knowledge is within the classroom. “An important aspect of training teachers is to develop confidence in the use of techniques which the trainees may not have experienced themselves as learners in school” (Holden 1979, p. 22). It is the influence of prior learning on performance in a new situation. If we did not deliver some of our skills or knowledge from our training into the classroom, the new teaching learning situation would start from scratch. Some of the trainees fail to realize the importance of ‘task variation’ within the classroom so that their ability to deliver skills seems poor. Therefore, to produce positive delivery of training, we need to practice under a variety of conditions.

Training is vital in every part of teaching learning process. Delivery of training is the close relation and connection between the theoretical aspects and their implementation in the real classrooms. The study was limited to the NELTA members who were teaching at secondary level. In the context of English language teaching (ELT), difficulties in teaching different language aspects such as vocabulary, pronunciation, grammar and language skills may appear in the classroom. Therefore, it is the job of the language teachers to find out the possible solution to them.

As is the teacher, so is his/her teaching. The quality of teacher is crucial for effective classroom delivery. Research has shown that instructional materials and teaching with an adequate formal education can have a significant impact on students’ performance then, other school level factors (World Bank, 2005). The English language teachers are professionals and they need a special kind of

knowledge, skills and expertise for which they need training and practice. Teacher training is a vital element in preparing teachers for effective classroom delivery. Teaching is a professional activity that requires specialized knowledge acquired through training and experience (Pollard, and Bourne, 1994). Skills they learn and use in the classroom play important role in shaping the quality of the classroom delivery. Both learning the skills and using them in the classrooms are challenging as well as significant.

It is the training that enables the language teacher to teach any skills or aspects confidently, effectively and conveniently. If any teacher is deprived of getting trained, he/she may be handicapped for teaching those skills or aspects.

Therefore, the role of training in teaching English language can be presented in the following manner:

- To help to fulfill objective of the teaching items and need of students.
- To make the presentation and practice lively.
- To provide methods and techniques as the level, interest and need of the students.
- To find out the problems of learning different language skills and aspects.

Delivery of training skills all at the practice level does not always materialize because of the problem of the defining what exactly the skills are. The same skill is recognized as a technique somewhere as a methodology in another place and some others. In this research, the researcher examined the situation of the implementation of training skills in the classroom delivery of secondary level English teachers who had been trained from NELTA. My main concern of the study was whether the NELTA members at secondary level delivered the following skills in the classroom or not. Some of the skills to be observed into the classroom were:

Students' motivation

Presentation of the teacher

Students' practice
Methods and techniques
Evaluation system

Thus, the researcher observed various skills used by NELTA members while teaching throughout his study with the help of checklist and sought their perception on the basis of a set of questionnaire.

1.1.5 Practice of Teacher Training in Nepal

Like in other countries, Nepal has also played pivotal role to provide training to the teachers. Historically, the first effort to formal teacher training programme in Nepal dates back to 1947 A.D. It was started by the Basic Teacher Training Programme based on the Gandhian philosophy of self-support. In the same notion, Phuyal (1999, p. 1) says, “organized teacher training programmes were started in Nepal with the establishment of Basic Teacher Training Centre in the late 1940s. This institution provided training to primary school teachers.” On the recommendation of the National Education Planning Commission, the centre was established in 1954 for giving some basic trainings to the primary school teachers as in service course.

Teacher learning did not remain confined within primary school teachers only. It got spread to all the teachers. Bista (2059 B.S, p. 64) says, “teacher training got more priority during the implementation of National Education System Plan (NESP) in 1971. And probably the strongly put forward logic was that whoever involved in teaching should be trained.” Consequently, pre-service and in-service teacher training programme started to develop efficiency of the teacher and to make teaching attractive and effective. Bista (2059, as cited in Hada, 2060, p. 19-20) says,

Though, there had been many experiments in teacher training within overall National Educational Committee (2018 B.S.), National Education System Plan (2028 B.S.), Seti Project (2039 B.S.),

Fundamental and Primary Education Program (first and second), there are 54.5 percent of total primary teachers untrained according to educational statistics 2000.

In order to provide training to the teachers, Tribhuvan University has also played vital role. In T.U, Faculty of Education (FOE) was established especially to provide teacher training. Phuyal (1999, p. 1) says, “prior to August 1993, Tribhuvan University organized the long term academic and the short term professional training programmes for lower secondary and secondary level teachers.” In the same year, that is in 1993, Secondary Education Development Project was launched aiming at improving the quality and efficiency of secondary education in Nepal through various ways. One of the major objectives of this project was the acceleration of teachers’ effectiveness in teaching. Phuyal (ibid) says, “to this end, the project has devised an in-service training system for lower secondary and secondary school teachers.”

While talking about the training institutions, there are primarily three existing training institutions in Nepal which are,

- I) National Centre for Education Development (NCED)
- II) Different Universities
- III) Higher Secondary Education Board (HSEB)

The above mentioned institutions have instrumental role to provide teacher training like pre-service and in-service trainings by NCED. Likewise, pre-service teacher training degree programmes by different universities and both pre-service and in-service training programmes by HSEB.

Apart from NCED, HSEB and different universities, teacher training programmes have been run by the both sectors, non-governmental organizations (NGOs) and international non-governmental organization (INGOs) like Nepal English Language Teachers’ Association (NELTA).

1.1.5.1 NELTA: A Brief Historical Background

Nepal English Language Teachers' Association (NELTA) was founded in 1992. The British Council of Nepal played an instrumental role in the establishment of this association. The main objective behind its establishment was to set up a common platform for all the teachers of English in Nepal so as to support their professional development. Since its establishment, it has been recognized as a non-governmental, non-political, non-profit making professional association with the aim of enhancing ELT in Nepal. The need to improve the teaching and the learning of the English language, thereby keeping abreast of new development in ELT, lay the foundation of NELTA.

NELTA's early years were very challenging. The British Council provided the young organization with a venue and secretarial services for its regular meetings. Right from the beginning, a routine meeting was scheduled last Friday of the month. NELTA's objectives were gradually disseminated among the ELT professional. With the occasional ELT events, NELTA was able to organize its first annual conference in November 1992 at Nepal Administrative Staff College. About 300 participants attended the conferences in which Professor Alan Davis, an internationally renowned scholar and who once had been the head of the Department of English at Tribhuvan University, Nepal delivered his key note address.

The first annual conference also formed the first NELTA Executive Committee. NELTA then began organizing short-term ELT events in different parts of the country and its membership grew bigger and bigger. The British Council offered short-termed scholarships to the NELTA members to attend courses in the UK. Such professional activities organized in different parts of the country and the exposure to the UK institutions attracted more and more people interested in ELT to join NELTA, and gradually they were willing to pay for attending one-day events. Then, the English teachers from Pokhara requested the central committee to allow them to form a branch at the local

level. This was another milestone in the history of NELTA that it was able to open up a branch office outside the valley.

Inspired by the NELTA's professional commitments and its regular activities, more branches were gradually set up and by now NELTA has spread all over Nepal with its 30 branches, some full-fledged and some others with ad-hoc status. However, to help sustain the branches in the professional spirit was certainly a challenge for the centre and it was not easy for NELTA to run regular activities in the branches extended away from Kathmandu. The only source of income was the membership fees, which could hardly cover the expenses of its regular correspondence and publication of the Newsletter.

Therefore, NELTA sought support from other organizations which were working in the field of ELT. The British Embassy, British Council and the USIS were of great help during that time and with their kind supports, NELTA conducted a number of professional activities. With the support of the British Council and ODA fund, NELTA developed a week-long teacher training package and training programmes were conducted in different places. More than 1500 teachers were trained with the generous support of British Embassy; NELTA has been able to establish ELT resource centers in Kathmandu, Pokhara, Chitwan, Makwanpur, Butwal, Surkhet and Dhangadhi. These resource centers are equipped with computer and printer facilities. With the facilities available in the resource centers, NELTA branches run regular ELT activities locally. There are different reasons behind the emergence of NELTA, however, the following points justify the emergence of it.

Majority of English teachers in Nepal were untrained and no EFL qualifications were required to become an English teacher at primary level. Thus, some kinds of initiation to familiarize them with the ELT pedagogy were a must.

-) As there was no professional organization of ELT until then, teachers could hardly participate in professional development activities.

J) The ever increasing demand for English grew more and more due to the expansion of the English medium schools together with the proliferation of business and tourism sector especially after the restoration of democracy in the country. (Retrieved from <http://www.nelta.org.np>)

1.1.5.2 Aims and Objectives of NELTA

The main aim of NELTA is to improve the teaching and learning of the English language. In order to achieve this aim, NELTA has set the following objectives:

- i) To raise the standard of ELT in Nepal by conducting training programmes, workshops, seminars, conferences, etc.
- ii) To collaborate with the government in various strands such as ELT curricula, materials production, training, etc.
- iii) To provide a forum for extending relationship among individuals, institutions and associations having similar goals.
- iv) To foster the exchange of ideas, resources, information and experiences among people associated with ELT.
- v) To publish ELT materials, journals and periodicals.
- vi) To establish a network among the professional association with interests and goal.

With these objectives in mind, NELTA has been working continuously for the betterment of ELT in Nepal. Apart from a Central Office established in the Kathmandu Valley, it has by now established a network of various branches, old and young, spread over various geographical regions of the nation outside the valley. NELTA's strength consists in its members. The beauty of NELTA is that its members include teachers from pre-primary to tertiary levels of education, ELT personnel working in the Ministry of Education and Sports, teacher trainers/educators, professionals associated with ELT and faculties from different Universities.

1.1.5.3 Future Direction of NELTA

Government of Nepal has introduced English from grade one from the year 2003. NELTA, as an association of English language teachers, has now a big responsibility to discharge. In this regard, NELTA would like to partner with the government, assist in the state curricula of the English courses and collaborate with the government in ELT affairs. NELTA has a plan to publish adequate supplementary learning and teaching materials and conduct various ELT training and workshops for its members. It has also tried to establish NELTA as an authentic resource pool, human and materials, required for ELT.

1.1.5.4 Short- Term Teacher Training Programmes of NELTA

In order to conduct short-term teacher training programmes, NELTA has developed its own teacher training packages. At present, NELTA has a Secondary Teacher Training Package, Primary Teacher Training Package, SLC Examination Orientation Teacher Training Package and Primary English Teachers' Language Improvement Course Package. NELTA runs short-term teacher training programmes in different parts of the country by using these materials

1.2 Review of the Related Literature

A number of research works have been carried out in the field of teacher training in the Department of English Education, T.U. Such kinds of research studies have been carried out in other universities of Nepal and in some foreign universities as well. Various articles and books on transfer of training are also found. Some of the related major research works and articles to the study are tried to be reviewed here.

Samadarshi (1998) carried out a research on "A Study on the Expected Classroom Behaviors of Trained English Teacher." The prime objective of his study was to examine the classroom behaviours of trained teachers in the English classroom. In his study, mostly, he found out that majority of trained

teachers performed better in the schools where the environment was favorable and appropriate. Command of the target language, control of the classroom, etc. were some of the good classroom behaviours of English teachers found by him in his study.

Subedi (2001) carried out a study on “Training Needs Assessment of Secondary School Mathematics Teacher.” The main objective of this study was to assess the training needs for secondary teachers. Mainly, he used three tools in his study viz. questionnaire, classroom observation form and interview. In his study, he concluded that the teachers of minimum qualification with specializing concerned subject and majority of teachers were temporary in status. He also found that the teachers were positive in training but their criticism was on the theoretical aspects of training.

Neupane (2001) carried out a research work entitled “An Investigation into Short-term English Language Training Provided by SEDUs.” The major objectives of this study were to find out the impact of short-term English language training provided by SEDUs and to examine whether or not the knowledge and skills acquired by the trainers were implemented in the classroom practices. In order to conduct this study, he used three sorts of study tools-interview schedules written tests and classroom observation forms. From the comparative study, it was found the positive impact of SEDU’s training on speaking skills towards the teaching learning activities. It was also found that students had weaker performance in listening and writing skills but the result was found better with students having trained teachers. Likewise, it was also found that achievement of the trained teachers’ students was better but the degree of success in each skill was different. The result was not satisfactory because they got lower percentage of marks in listening and in writing than in reading and in speaking skills. In the same token, their performance was better in reading than in speaking skill.

CERID (2003) states the various gaps that have been found in the training with regard to providing skills in a proper manner as well as unconvinced teachers,

lack of conducive environment and lack of timely support for the weak transfer of training skills in the classroom.

Khanal (2006) wrote his article on “Trained Teachers and Teacher Training: A Research Study.” This article was based on his research for his thesis of master in ELT from Kathmandu University. The main purpose of the study was to find out the perception of trained teachers about teacher training. He also found out that the teachers of both private and government schools had similar perceptions towards teacher training, they also considered teacher training as a part of professional development.

Giri (2007) conducted a research work entitled “Transfer of Training Skills: A Case of B.Ed. English Graduates.” The prime purpose of the study was to examine the skills transferred by the trained teachers from training to the classroom delivery. That study showed that the role of training was essential in teaching the English language and it had played a pivotal role for the professional, personal, quality, skill and overall development of the teachers. He concluded that the trained teachers’ status in every aspect of language teaching from students’ motivation to evaluation system was satisfactory. Most of the teachers were successful in transferring a number of training skills to the classroom delivery.

Pandit (2008) conducted a research on “Attitudes of Teachers Towards English Teacher Training in Primary Level” which aimed at finding out the perception of primary level English teachers how they viewed about teacher training. He found that the teachers were positive towards English language teacher training. As he mentioned, they thought communicative and learner centered methods of English teachers’ training were appropriate to them. While talking about their attitudes towards training, the researcher in that study found that the positive attitudes towards the evaluation system within the training period but they had negative attitudes towards the evaluation system after the training.

Basnet (2009) carried out a research work entitled “Transfer of Teacher Training in Teaching Vocabulary” with a view to examine the transfer of training in teaching vocabulary by the trained teachers. Observation and questionnaire were the main research tools used by her in that study. It was found that majority of the teachers were found using explanation, translation and dictionary techniques while teaching vocabulary.

Bhattarai (2009) carried out a study on “Teaching English by Untrained Teachers.” The major objectives of the research work were to find out how untrained teachers teach the English language and how they use different strategies in teaching different aspects of language. In his study, he found that the majority of the teachers were neither so good nor very bad in teaching. Some teachers were found to be good regarding some aspects such as giving homework, controlling the class, etc. but the crucial point what he found was some teachers were found to be poor in using different techniques dealing with different aspects of language.

In the aforementioned research works, it seemed that most of them were related to the teacher training and perception of teachers towards it, transferring skills, and comparative study between the trained and untrained teachers. Similarly, some were related to the vocabulary achievement by students and classroom behaviours of trained English teachers. But, none of them had tried to examine the contributions made by NELTA members in delivering the training at the real teaching. In this regard, this study was different than others because it identified and described the contributions of NELTA members to deliver the training skills in language classrooms at secondary level and also analyzed the delivery of training in teaching English.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out and analyze the delivery of training in teaching and learning activities by the NELTA members (teachers) in terms of:
 - students' motivation
 - presentation and practice mode in the class
 - methods and techniques used
 - evaluation system
- b. To explore the NELTA members' perception towards delivery of training.
- c. To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be beneficial to all who are involved in the field of language teaching, especially in ELT. It plays the central role for teachers, supervisors, students, researchers and the persons who have interest in the field of language teaching and learning. This study will have significant contribution to the area of training of the English language.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to fulfill the objectives of the study.

2.1 Sources of Data

In order to carry out this research work, the researcher made use of both the primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this study were fifteen NELTA members who had been teaching at secondary level in both the government- aided and private schools of Rupandehi District.

2.1.2 Secondary Sources of Data

The secondary sources for this research were the related books in the field of teachers' development and delivery of training, e.g. Holden (1979), Duff (1988), Ur (1997), Wallace (2001), Bhatia (2005), Farrell and Richards (2005), etc. especially NELTA journals, articles, magazines, research reports, internet related to the topic, training manuals, the approved theses in the Department of English Language Education, T.U. and many other references.

2.2 Population of the Study

The fifteen members of NELTA who had been teaching at secondary level in both the government- aided and private schools of Rupandehi District were the population of this study.

2.3 Sampling Procedure

The researcher purposively selected Rupandehi District as the research area of his study. Similarly, he selected fifteen teachers from secondary level who were NELTA members by using non-random judgmental sampling in order to carry out this research.

2.4 Tools for Data Collection

As the main tools for the data collection, the researcher basically used checklist for the classroom observation of the teachers so as to check how he/she delivered his/her training skills into the classroom. The researcher also prepared a set of questionnaire and distributed to the selected teachers in order to find out their contributions towards delivering the training.

2.5 Process of Data Collection

For the sake of collection of data, the researcher visited different secondary schools of Rupandehi District where members (teachers) of NELTA had been teaching and talked to the authorities and got permission to carry out this research by explaining briefly about the purpose and process of his study. After getting the permission from the schools' authorities, the researcher met the selected NELTA members at the secondary level and built rapport with them. Then, the researcher observed two classes of each selected teacher by using prescribed checklist. Furthermore, the researcher also distributed a set of questionnaire to every selected teacher and found out the skills delivered by him/her in the classroom and some problems they were facing. Ultimately, the researcher collected the questionnaire from the teachers and left the spot by thanking them for their kind co-operation.

2.6 Limitations of the Study

The study was carried out within the following limitations:

- i) This research was limited to 15 NELTA members of different secondary level schools.
- ii) The research tools were checklist and questionnaire only.
- iii) Non-random judgmental sampling was used to select the population.
- iv) The area of the study was limited to Rupandehi District only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from primary sources. The data were collected from fifteen NELTA members of different secondary level schools in Rupandehi district. While collecting the data, two classes of each member were taken as the main source of information. The prime objectives of this study were to find out and analyze the teaching learning activities of NELTA members, (i.e. teachers) and to explore their perception towards delivery of training skills in teaching English. The information obtained from the collected data has been tabulated and analyzed under the following two main headings.

-) Class observation of NELTA members, (i.e. teachers)
-) Teachers' perception towards delivery of training skills

First of all, the obtained information was tabulated. Then, the data was analyzed and interpreted using simple statistical tools such as: percentage, tables, bar diagrams and pie charts.

3.1 Analysis of Data Obtained from Class Observation

This section primarily concerns with the observation of thirty secondary English classes taught by NELTA members. The aim of this study was to find out the classroom practices of those members, i.e. whether the members really implemented inside the classes what they had learnt in the training of NELTA. For analyzing the delivery of training in teaching learning activities and classroom performance of the NELTA members, I used rating scales. The delivery of training and the activities made by the members in the classroom have been discussed under the various headings.

3.1.1 Delivery of Training on Students' Motivation

Motivation in language learning plays a vital role. It is motivation that produces effective second language communicators by planting in them the seeds of self-confidence. The act of motivating students certainly enhances the effectiveness of classroom teaching and achievement of the objectives. Until and unless the students are ready to learn, the teaching does not become successful. Motivation plays the role of one of the most important factors for effective teaching and learning. It has a great intuitive appeal and makes sense that individuals who are motivated will learn a language faster and to a greater degree. There can be many factors that can influence the learners' level of motivation. The motivation that a teacher can create inside the classroom has been discussed under different subsections of this heading.

3.1.1.1 Motivation to the Subject Matter

Generally, the first thing that the learners have to learn inside the classroom is the subject matter that is being presented and they have to be motivated towards learning it. Sometimes, the learners may not pay attention towards the matter that the teacher is trying to deliver and there may be many reasons for that like disinterest in the topic, weak presentation of the teacher and so on. But, the teacher should be aware of motivating the students so that the teaching and learning becomes easy. Here, the classes of NELTA members who were teaching in secondary level were observed by the researcher to see how far the students were motivated to the subject matter. The result has been clearly presented in the table below:

Table No. 1

Students' Motivation to the Subject Matter

Ratings	No. of Classes	Percentage
Good	13	43.33
Tolerable	12	40.00
Poor	5	16.67

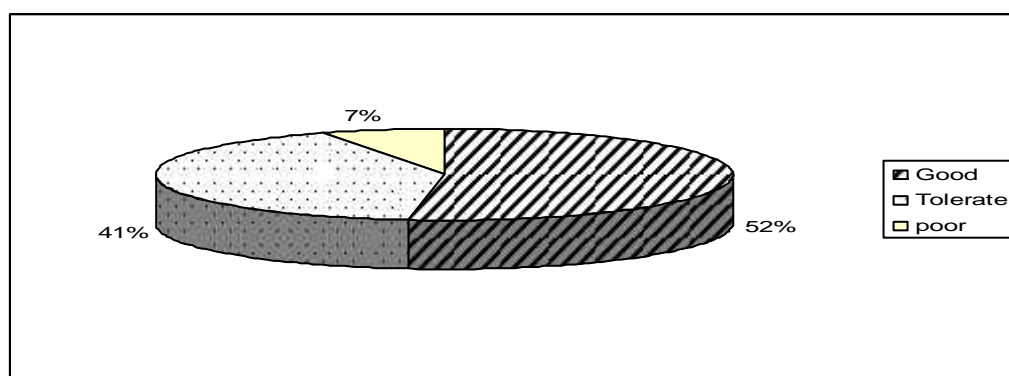
Among the classes under study, 43.33 percent of the classes were found good, i.e. in thirteen classes, the learners were really motivated towards the subject matter by the teacher. On the other hand, 40 percent of the classes were found to be tolerable regarding the motivation towards the subject matter. In 16.67 percent of the classes, the teachers were found poorly motivating the students. In this reason, the above table shows that the motivation to the subject matter was satisfactory.

3.1.1.2 Motivation to the Teacher

If the learners feel that the teacher is also a member of their own group, the learning dramatically increases and becomes successful. The students should be motivated not only to the content or subject matter being presented but also to the teacher teaching them. No matter how appropriately a teacher teaches, if he is not able to motivate students towards himself too, no fruitful results from the classes can be imagined. A good and the trained teacher should also be able to motivate the students towards him. Keeping this fact in mind, it was observed whether the students were motivated towards the teacher or not. The consequence found from the observation has been presented in the pie chart below:

Figure No. 1

Students' Motivation to the Teachers



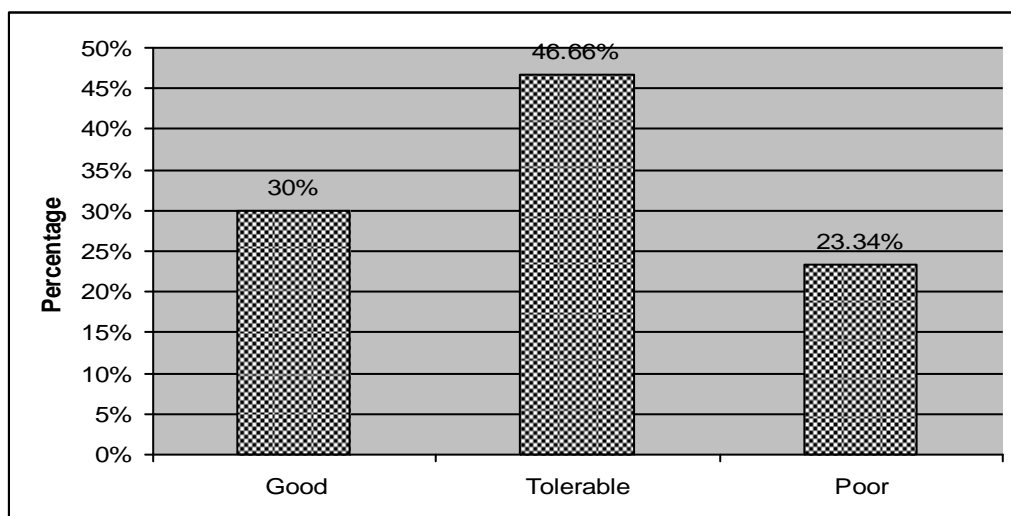
As the preceding pie chart reveals, 52 percent of the total observed classes were found good regarding the students' motivation towards the teacher and 41 percent of the classes were found to be tolerable. In the same way, 7 percent of the classes were found to be poor regarding the motivation of the students. In this sense, a high proportion of the classes were found good and satisfactory in terms of motivation to the teacher.

3.1.1.3 Making Students Participate in Discussion

Students are the main components of classroom teaching and learning activities. So, it is obligatory to involve them in those activities. Students are highly motivated towards their study when they themselves get a chance to become a part of their learning rather than being a silent listener. Making them participate in discussion is the best way of motivating them in a language classroom. When the students are really involved in some activities, they learn without knowing whether they are learning or not. Considering this fact, the trained NELTA members' classes were observed to see to what extent they were able to make their students participate in different discussion activities. The result has been displayed in the figure below:

Figure No. 2

Making Students Participate in Discussion



On the basis of the result revealed by the preceding figure, 30 percent of the classes were found to be good in making students participate in discussion on the subject matter while in 46.66 percent of the classes, it was found tolerable. Similarly, only 23.34 percent of the classes were found to be poor in making students participate in discussion on the subject matter. Therefore, in this study, a majority of the classes were found satisfactory regarding students' participation.

3.1.1.4 Answering Teachers' Questions

When the students actively take part in interaction, the activities of teaching and learning become more effective. The learners can be said to be motivated towards the study if the students answer the questions of the teachers. The classes of the NELTA members were observed to see how far the students were able to reply the teachers' questions. The given table presents the adopted result.

Table No. 2

Answering Teachers' Questions

Ratings	No. of Classes	Percentage
Good	14	46.67
Tolerable	11	36.66
Poor	5	16.67

Among the observed classes, 46.67 percent of them were found to be good regarding the students' participation in answering teachers' questions. Likewise, 36.66 percent of the classes were found tolerable and 16.67 percent of the classes were found poor in answering teachers' questions. From the above table, it is found that the abilities of the students to reply the teachers' questions were good.

3.1.1.5 Maintenance of Discipline

Discipline is indispensable for the students. It is related with both mind and behaviour. It aims at self-control, obedience, sincerity, honesty, truth, gentility, etc. Therefore, discipline is an excellent virtue of an individual. Mostly, discipline depends upon the school environment, teachers' personality and students' motivation. The two classes of each member, (i.e. teachers) were observed to see how far they were able to maintain discipline in the classrooms. The obtained consequence can be presented in the following manner.

Table No. 3

Maintenance of Discipline

Ratings	No. of Classes	Percentage
Good	19	63.33
Tolerable	9	30
Poor	2	6.66

Out of thirty classes, 63.33 percent, (i.e. 19 classes) were found to be good regarding discipline maintenance. Similarly, 30 percent, (i.e. 9 classes) were found to be tolerable. On the contrary, 6.66 percent, (i.e. 2 classes) were found to be poor in the discipline maintenance of the students by the teachers. From the preceding table, it can be concluded that the discipline was good in students.

3.1.2 Delivery of Training on Classroom Presentations

Here, the classroom presentation refers to what the members, (i.e. teachers) actually do in the classroom. The teachers' activities in the classroom are the determinants of effectiveness and success of the classes. The matter like teacher's fluency and accuracy, voice, way of relating the matter with previous

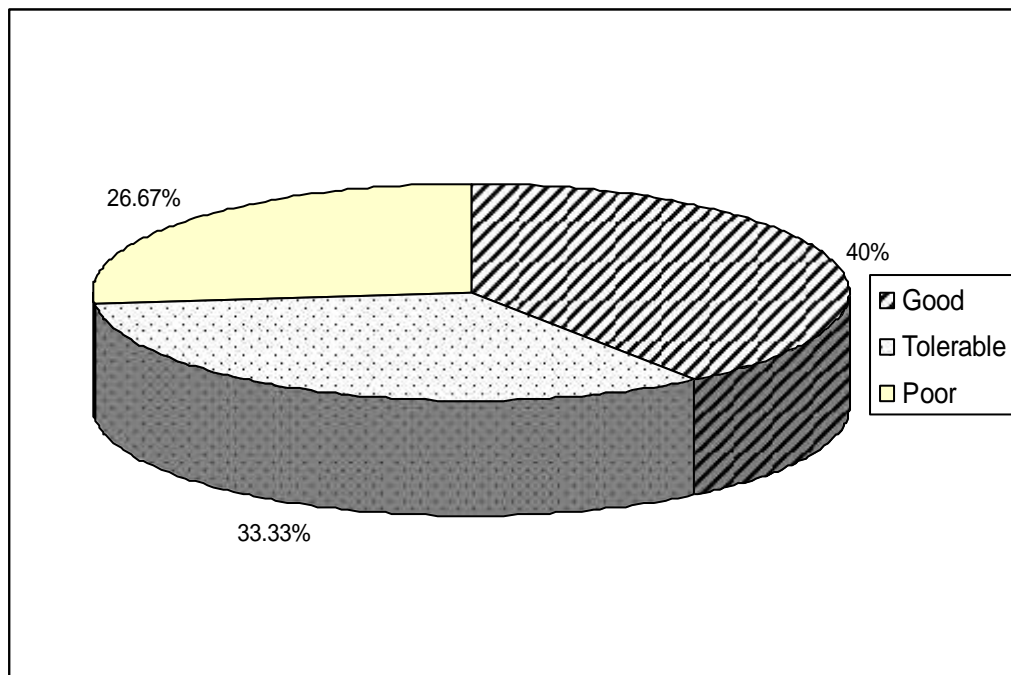
lesson, making the lesson relevant to students' level needs and interests, etc. can be discussed under teachers' presentation.

3.1.2.1 Connection of Presentation with the Previous Lesson

The teachers cannot teach any lesson in isolation. One lesson is related to the other. The complexity of the matter presented in the textbook successively increases, i.e. the earlier parts are easier than the later. A good teacher should be able to find proper connections in successive lessons and relate the later part with the earlier one. Keeping in mind this fact, the classes were observed to see whether the teachers related their current lessons with the previous ones. The result has been displayed by the following figure.

Figure No.3

Connection of Presentation with the Previous Lesson



The figure above displays that among the classes observed for the study, in 40 percent of the classes, the teachers adequately related the current lessons with the previous lessons. On the other hand, 33.33 percent of the classes were found tolerable and in only 26.67 percent of the classes, the teachers directly

started the lessons, i.e. they hardly related the current lessons going to be taught with the previous ones. So, in conclusion, it can be said that the trained NELTA members were good at relating the present lessons with the previous lessons.

3.1.2.2 Interesting Presentation of the Teacher

The teaching and learning activities become effective if the teacher's presentation is interesting. It also inspires the students to learn attentively. So, the presentation of the lessons should be as interesting as possible. The classes of the NELTA members were observed by the researcher to see to what extent the presentations of the lessons were interesting. The result obtained from that issue has been tried to make clear form the following table:

Table No.4

Interesting Presentation of the Teacher

Ratings	No. of Classes	Percentage
Good	17	56.67
Tolerable	8	26.67
Poor	5	16.66

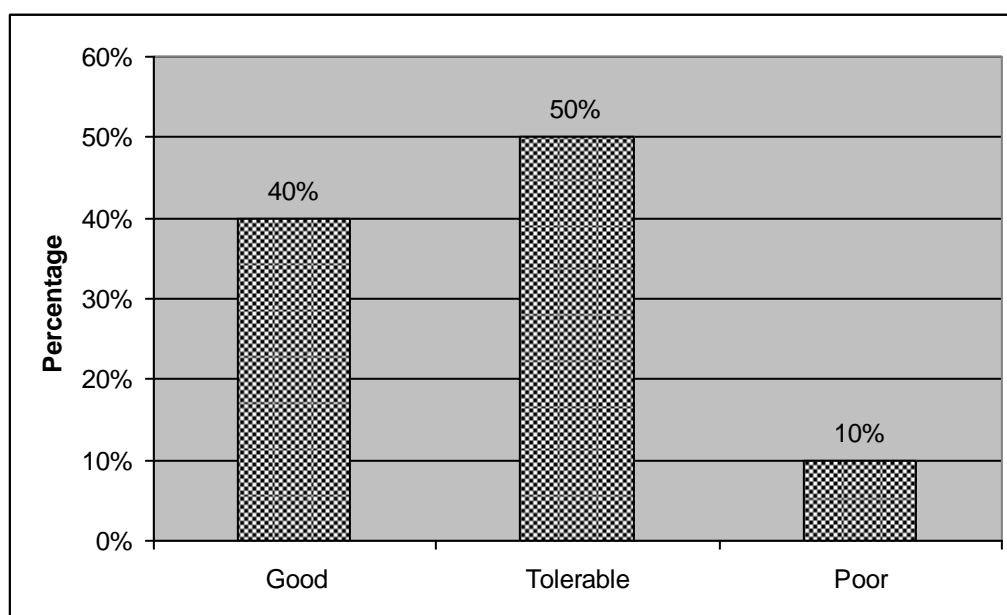
Among the classes of the teachers under study, 56.67 percent, (i.e. 17 classes) were found to be good regarding the interesting presentation in the classes. Likewise, 26.67 percent, (i.e.8 classes) were found to be tolerable and only 16.67 percent, (i.e.5 classes) were found to be uninteresting. In a nutshell, it can be revealed that the most of the teachers were good at presenting the subject matters interestingly.

3.1.2.3 Relevance to the Students' Level, Needs and Interests

To accomplish the objectives of any subject matter and to fulfill the learning outcomes of the students, the presentations of the teachers should be in accordance with the students' level, needs and interests. If the teacher can not understand and consider the level, needs and interests of the students, his\her teaching can never be fruitful and objective. The result of the observation regarding the relevance of presentation to the students' level, needs and interests has been presented in the bar diagram below:

Figure No. 4

Relevance to the Students' Level, Needs and Interests



As the above bar diagram depicts, among the observed classes, 40 percent of the classes were found good regarding NELTA members' efforts to make the presentation relevant to the students' level, needs and interests while 50 percent of the classes were found tolerable, (i.e. satisfactory) . In the same way, 10 percent of the classes were observed poor regarding this. Therefore, here, a majority of the classes were found satisfactory in terms of relevance of presentation to the students' level, needs and interests.

3.1.2.4 Relationship Between Presentation and Teaching Items

The teaching items should accompany the presentation of the teachers. In this regard, there should be a close relationship between them. If the presentation of the teacher goes beyond the teaching items, no learning takes place by the students. Regarding this fact, the classes were observed to see whether or not the presentations of the teachers' were related with teaching items. The following table discloses the result vividly.

Table No.5

Relationship Between Presentation and Teaching Items

Ratings	No. of Classes	Percentage
Good	12	40
Tolerable	12	40
Poor	6	20

Among the thirty classes of the members under study, 40 percent of the classes were found good regarding the relationship between presentation and teaching items whereas the same percent, it means, 40 percent of the classes were found tolerable and only 20 percent of the classes were found poor on this. Therefore, it can be concluded that the NELTA members' presentations were highly related with teaching items.

3.1.2.5 Logical and Psychological Presentation

Logical and psychological presentation is the backbone of teaching. If the presentation of the teacher is logical and sequential, then, the student could easily grasp whatever the teacher delivers. The presentation should be psychological as well, i.e. it should be able to properly address the students' psychology. Keeping this fact in mind, the classes of the NELTA members were observed to find out whether the presentations of those members were

logical and psychological or not. The result obtained from the class observation can be disclosed clearly by the following table:

Table No.6

Logical and Psychological Presentation

Ratings	No. of Classes	Percentage
Good	9	30
Tolerable	13	43.33
Poor	8	26.67

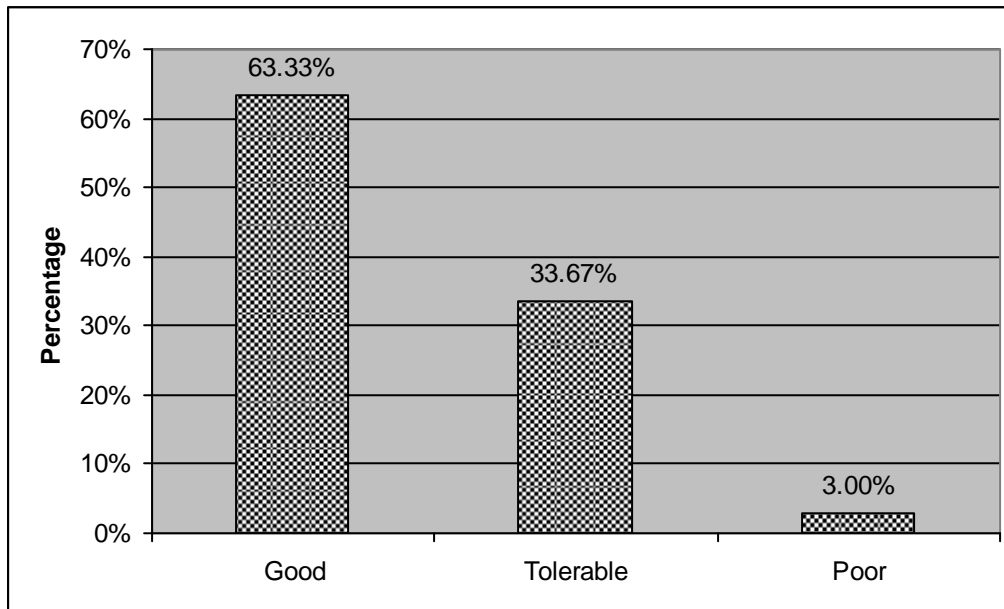
The table above displays that 30 percent of the observed classes were good on the logical and psychological presentation. Likewise, it was found that in 43.33 percent of the classes, the teachers' were able to make their presentation tolerable in terms of logical and psychological presentation. A low proportion of the observed classes, i.e. 26.67 percent were found to be poor. In short, it can be revealed that the NELTA members' presentation were logical and psychological.

3.1.2.6 Teachers' Command over the Subject Matters

To be a competent language teacher, a teacher should have good command over the subject matter. Until and unless a teacher has command over subject matter, no effective and fruitful teaching and learning exist. In this regard, the classes of NELTA members were observed to see whether or not they had command over the subject matters. The following bar diagram presents the status of teachers' command over the subject matters.

Figure No. 5

Teachers' Command over the Subject Matter



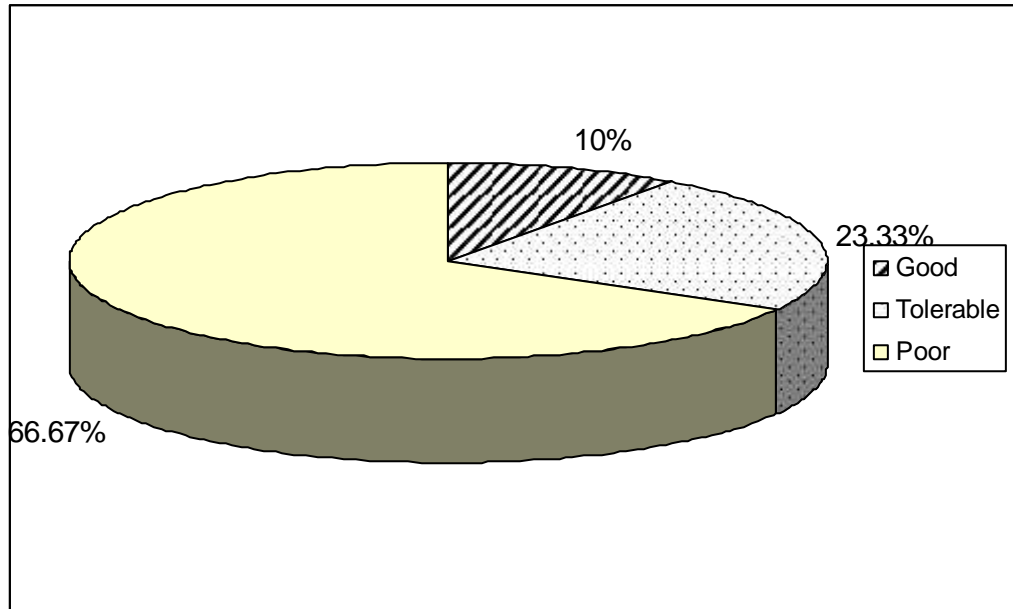
From the preceding bar diagram, it can be found that 63.33 percent of the classes of NELTA members were found having good command over the subject matters whereas 33.67 percent of the classes were tolerable on it. On the contrary, only 3 percent of the classes were found to be poor regarding the teachers' command over the subject matters. Thus, it can be concluded that the trained NELTA members had good command over their subject matters.

3.1.2.7 Use of Teaching Learning Materials

Teaching materials play a pivotal role for interesting and live classroom. These materials help to shorten teaching and learning time and lessen the monotony of practice work by creating a variety of classroom activities. They are also useful to contextualize teaching learning environment. Taking this fact into consideration, the classes were observed to see whether the ample use of teaching materials was made by the NELTA members or not. The given pie chart displays the result vividly.

Figure No. 6

Use of Teaching Learning Materials



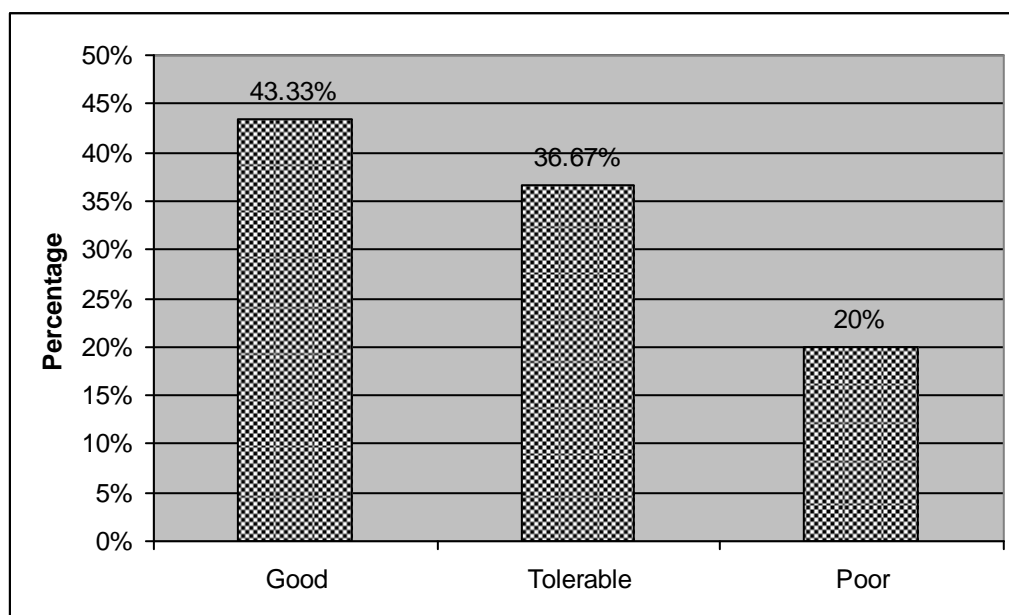
As shown in the above pie chart, only in 10 percent of the classes, the teachers made good use of teaching materials while in 23.33 percent of the classes, it was found tolerable. But, a high proportion of the observed classes, i.e. 66.67 percent were found to be poor in using the teaching materials.

3.1.2.8 Teachers' Voice and Fluency

Teachers' voice refers to the teachers' sounds in the classroom and fluency refers to the spoken language without interruption. Basically, students completely follow how their teachers behave and what they say. If the students listen to their teachers mispronouncing the words, they do the same. Keeping this fact into consideration, the classes were observed to see how the voice was and how fluently the NELTA members spoke in the classrooms. The result has been presented in the given bar diagram.

Figure No. 7

Teachers' Voice and Fluency



The above presented bar graph reveals the fact that in 43.33 percent of the classes, the NELTA members' voice and fluency was good and in 36.67 percent of the classes, the members' voice and fluency was tolerable. Similarly, 20 percent of the classes were found to be poor regarding the members' voice and fluency. In this sense, a majority of the classes were found to be good on it.

3.1.2.9 Teachers' Activities

In any classrooms, teachers' activities remain as the central to the teaching and learning process. The goal of teaching and learning mainly depends on how the teacher presents the subject matter in the language class. Here, the researcher wanted to find out how the activities were presented by the NELTA members while teaching in the secondary classrooms. The result was not uniform regarding different classes observed. The result has been presented vividly in the following table.

Table No. 7

Teachers' Activities

Ratings	No. of Classes	Percentage
Good	20	66.67
Tolerable	6	20
Poor	4	13.33

Among the thirty classes of the NELTA members under study, 66.67 percent and 20 percent of the classes were found good and tolerable respectively. Likewise, only 13.33 percent of the classes were found poor in terms of teachers' activities. Thus, overall, the activities presented by the NELTA members in the classroom were praiseworthy.

3.1.3 Delivery of Training on Classroom Practices

Simply, whatever the teachers and students do inside the classroom is regarded as classroom practice. While teaching, the teachers use various methods and techniques. Usually, more than one method and technique are used in a single classroom. The teacher should be able to choose appropriate methods and techniques while teaching according to the level, needs and interests of the students. Particularly, discussion method and technique of language teaching are better preferred than others in language classroom. The students should also be encouraged to participate in communicative activities as much as possible. The nature of classroom practices and some methods and techniques used by the NELTA member have been discussed below under various headings.

3.1.3.1 Question- Answer Technique

In a language classroom, the students should take part in an interactive activity. The students should be motivated to ask questions to the teachers and also answer the teachers' questions. The more the learners take part in interactions, the better they learn the language. Understanding this fact, the classes were

observed to see whether there was the use of question-answer technique or not. The result obtained is presented in the table below:

Table No. 8
Question-Answer technique

Ratings	No. of Classes	Percentage
Good	17	56.67
Tolerable	8	26.66
Poor	5	16.67

The above table displays that 56.67 percent of the classes were found good regarding the use of question- answer technique and then 26.66 percent of the classes seemed to be tolerable. Among the observed classes, 16.67 percent of the classes were found poor, i.e. question-answer technique was hardly ever used in those classes. In this regard, a high proportion of the classes were to be found good regarding the use of question answer technique.

3.1.3.2 Use of Explanation Technique

Explanation forms a kind of bridge between telling and revealing knowledge of the lesson, and it involves a number of other techniques as well as narration and description. The main objective of the explanation is to enable the children to take an intelligent interest in the lesson, to grasp the purpose of what is being done and to develop their insight and understanding of how to do it.

If a teacher explains in a detail to a particular subject matter, the students come to know and learn that matter properly. So, it is the teacher's job to explain every topic sincerely in order to make the students understand to the subject matter appropriately. To consider this fact, the classes of the NELTA members were observed to find out whether there was explanation technique used or not.

The consequence obtained from the class observation has been mentioned in the table below:

Table No. 9
Use of Explanation Technique

Ratings	No. of Classes	Percentage
Good	16	53.33
Tolerable	8	26.67
Poor	6	20

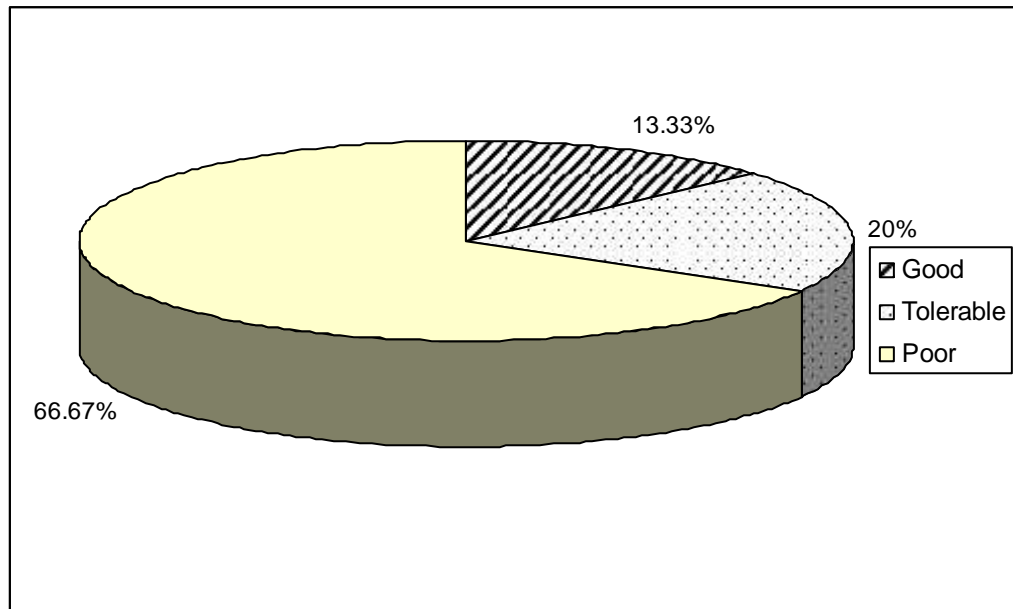
The result presented by the table shows that 53.33 percent of the classes were seemed good regarding the use of explanation technique by the teachers. Similarly, 26.67 percent of the classes were found to be tolerable. But, 20 percent of the classes were seen poor in the use of explanation technique. Therefore, it can be concluded that a majority of the classes were found to be good and tolerable in terms of the use of explanation technique by the NELTA members.

3.1.3.3 Use of Group Work/Pair Work

Pair work is one of the important learner-centered techniques which is often used in pairs in a communicative classroom. In the same way, in a group work, the students work in groups. These techniques are very much useful for teaching students in an interactive way. Students learn more from working with their friends rather than from listening to their teachers. Therefore, understanding this fact, the classes were observed to find out whether or not the NELTA members were using group work /pair work technique. The result can be expressed in the following manner:

Figure No. 8

Use of Group Work/Pair Work



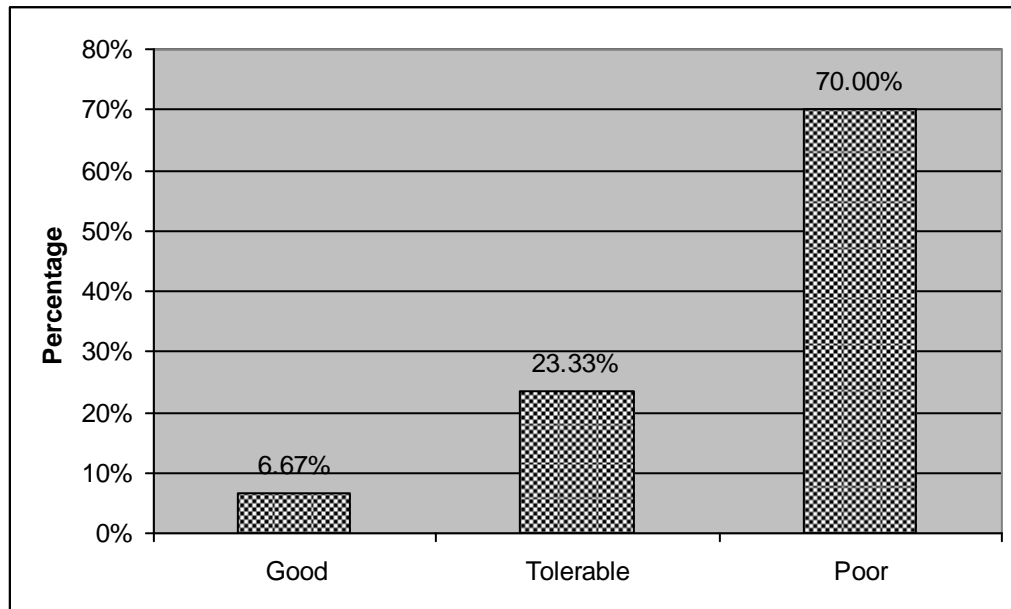
As the result expressed by the above pie chart, only 13.33 percent of the classes were seen good to the use of group and pair works. Likewise, 20 percent of the classes were found tolerable regarding this. But, in a majority of the classes, (i.e. 66.67 percent) the use of group and pair work was hardly made or not made at all. Therefore, from this interpretation, it can be said that a majority of the classes were found to be poor regarding the use of group/ pair work.

3.1.3.4 Use of Role Play/Dramatization

Role play is a classroom activity which gives the students an opportunity to practise the actual roles they may need outside the classroom. Likewise, drama encourages genuine communication and involves real emotions and use of body language .It involves using the imagination to make oneself into another character or the classroom into a different place. The classes were observed to see whether or not the trained NELTA members used role play and dramatization techniques in the classroom. The result has been expressed by the following bar graph.

Figure No. 9

Use of Role Play and Dramatization



The above displayed bar graph presents that very low proportion, i.e. 6.67 percent of the classes were found good regarding the use of role play and dramatization. Similarly, 23.33 percent of the classes were found tolerable. On the other hand, a high proportion, i.e. 70 percent of the classes were found to be poor in terms of the use of role play and dramatization. In this regard, a majority of the classes were not found satisfactory to the use of role play and dramatization.

3.1.3.5 Students' Questions on Practice

In teaching the English language for the students of secondary level, the emphasis should be given on the active participation of the students in raising questions to the teacher. Keeping in mind this fact, the classes of the NELTA members were observed whether the students were encouraged to raise the questions towards the teacher or not. From the study, the following result has been obtained.

Table No. 10

Students' Questions on Practice

Ratings	No. of Classes	Percentage
Good	10	33.33
Tolerable	13	43.33
Poor	7	23.34

Among the classes under study, 33.33 percent of the classes were found good regarding the students' questions on practice. Similarly, a majority of the classes, (i.e. 43.33 percent) were seen tolerable in the students' participation to ask questions. Likewise, 23.34 percent of the classes were found to be poor regarding the students' questions on practice. It reveals the fact that the status of questions asked by the students on practice was satisfactory.

3.1.3.6 Practice Emphasized by the Teachers

It ensures successful teaching if the teachers, too emphasize on practice. In the student centered teaching method, practice of the students is needed to focus much. Until and unless the practices of the lessons are emphasized by the teachers, no fruitful and effective result comes out. Therefore, the classes of the NELTA members were observed considering this fact. The result is presented in the table below:

Table No. 11

Practice Emphasized by the Teachers

Ratings	No. of Classes	Percentage
Good	19	63.33
Tolerable	8	26.67
Poor	3	10

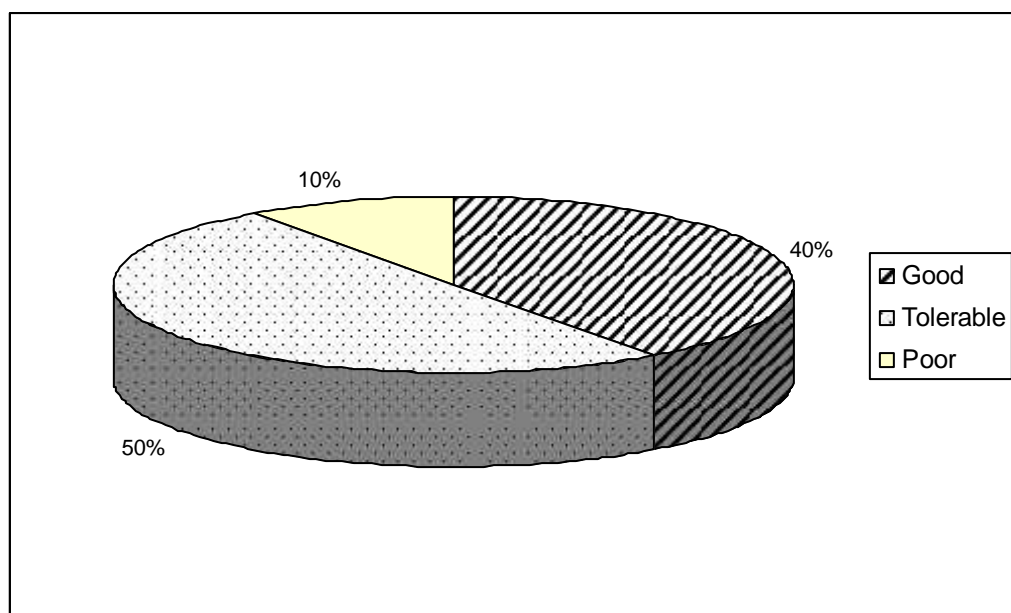
The preceding table displays that a high proportion of the classes, i.e. 63.33 percent were found to be good regarding the practice emphasized by the teachers, (i.e. NELTA members). Furthermore, 26.67 percent of the classes were found to be tolerable and only low proportion, i.e. 10 percent of the classes were seen poor in terms of the practice emphasized by the teachers. From the table, it is concluded that most of the trained NELTA members were found more conscious and responsible for the language practice of their students.

3.1.3.7 Students' Participation on Practice

A language classroom is not effective if the teacher does not highly encourage the students to practise in the classroom activities. In this sense, in order to gain victory in learning the subject matter, students' participation on practice is highly essential. Taking this fact into consideration, the classes were observed to see how much students' participation was made in practice by the NELTA members. The following pie chart shows the result.

Figure No. 10

Students' Participation on Practice



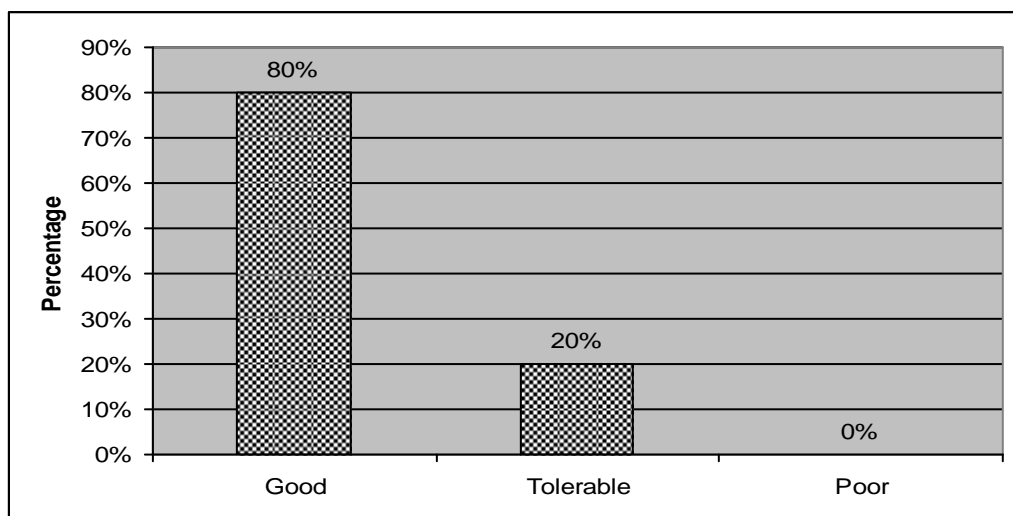
As the preceding pie chart reveals, among all the classes observed for the study, 40 percent of the classes were found to be good regarding the students' participation or it can be said that some of the NELTA members made the students participate in practice, whereas majority of the classes, i.e. 50 percent were seemed tolerable and in only 10 percent of the classes, the members made students poorly participate in classroom practice. From the aforementioned interpretation, it can be concluded that a high proportion of the classes were found tolerable regarding the students' participation on practice.

3.1.3.8 Relationship Between Presentation and Practice

Those classes become successful which have a co-relation between presentation and practice. If the presentation of a teacher goes from one way and students' practice from another way, then, the class becomes worthless. In this way, there should be the relation of nail and flesh between the presentation of the teacher and practice of the students. The thirty classes of the secondary level teachers were observed by the researcher to find out how far their presentation was related with the practice. The result has been displayed in the figure below:

Figure No.11

Relationship Between Presentation and Practice



Among the classes under study, it was found that 80 percent of the classes were noticed to be good on relationship between presentation and practice. And rest of other, i.e. 20 percent of the classes were found to be tolerable on it. Concludingly, it can be revealed the fact that the relationship between presentation and practice was found to be good.

3.1.4 Delivery of Training on Methods and Techniques

Appropriate use of methods and techniques while teaching English in this present era is the demand of the day. Particularly, communicative method and student centered techniques enhance the learning to the students and which becomes long lasting as well. Those methods and techniques which emphasize the students and their individual characteristics as well as psychological, too make the teaching and learning fruitful and effective. By considering this matter, the methods and techniques delivered by the NELTA members in the classrooms have been discussed in to different topics below.

3.1.4.1 Use of L1 in the Classroom

Basically, L1 refers to the mother tongue of the students and teachers, for instance, Nepali language is L1 in the Nepalese English classes. Various methodologists and second language teachers now agree with the judicial use of L1 in the classroom. In the observation, the aim was to seek whether or not the NELTA members used L1 in the classroom. The result has been shown below:

Table No. 12

Use of L1 in the Classroom

Responses	No. of Classes	Percentage
Yes	10	33.33
No	20	66.67

The above presented table reveals that in 33.33 percent of the classes, the L1 had been used. But, in other rest classes, i.e. 66.67 percent, the mother tongue had not been used by the NELTA members. Therefore, from the study, it was found that most of the members had encouraged their students to practise the lessons by without using the mother tongue.

3.1.4.2 Use of Only One Method by the Teachers

A language teacher can apply one or more than one method in his/her classroom. It is clear that if a teacher uses only one method throughout the class, obviously, his teaching can not produce positive result. The methods which the teachers use may make various shifts to one another even in a single classroom as per the nature and demand of the context. Understanding this fact, the classes were observed whether or not there was the use of more than one method in a single classroom. The result obtained from the class observation has been mentioned in the table below:

Table No. 13

Use of Only One Method by the Teachers

Responses	No. of Classes	Percentage
Yes	5	16.67
No	25	83.33

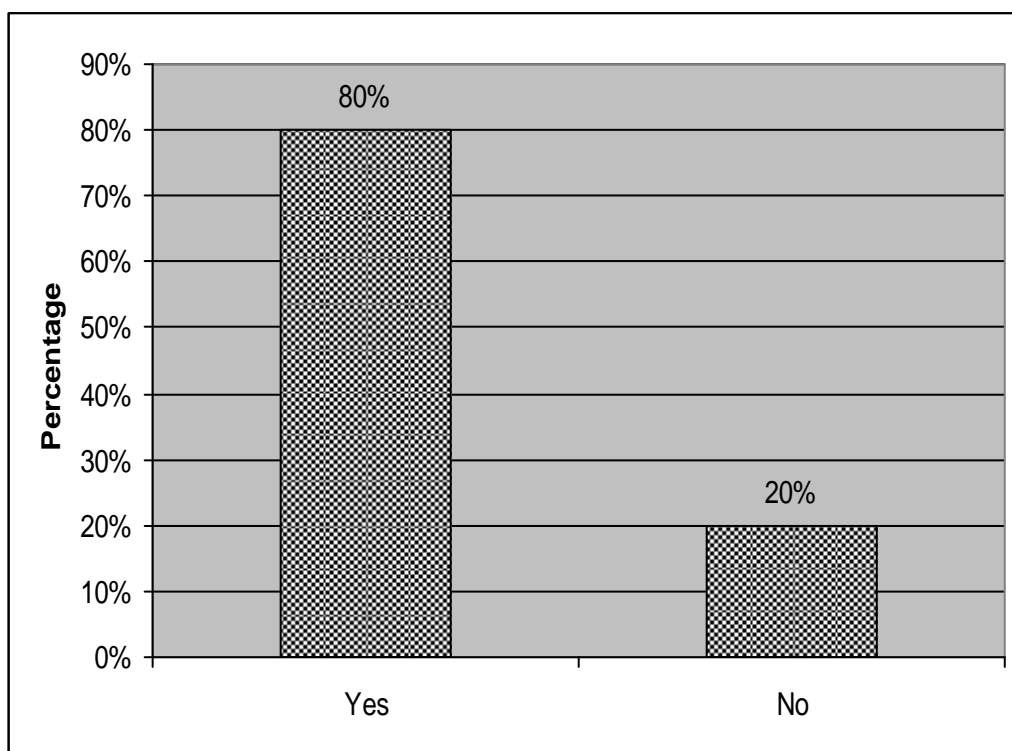
On the basis of the above table, it can be discerned that in 16.67 percent classes, only one method, (i.e. teacher centered method) was used but in the rest classes, (i.e. 83.33 percent classes) there was the use of more the one method. From the class observation, it also found that those teachers who used only one method were found using either grammar translation method or lecture technique. As we conclude from the aforementioned findings, there was no use of only one method in the majority of the classes.

3.1.4.3 Use of Different Techniques by the Teachers

It is universal truth that the students find the class monotonous and boring if the teacher applies only one technique while teaching. Keeping this fact in mind, the classes of the NELTA members were observed to find out whether they applied different techniques while teaching or not. From the observation, the following result has been obtained.

Figure No. 12

Use of Different Techniques by the Teachers



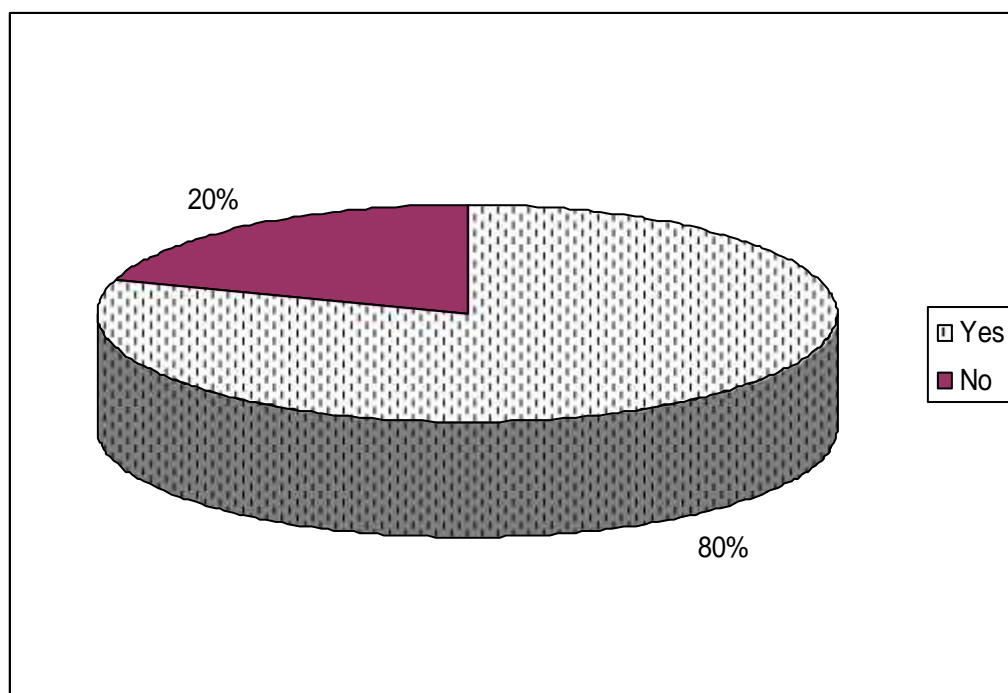
The above bar graph presents that in a majority of the classes, i.e. 80 percent of the NELTA members used different techniques. On the contrary, in 20 percent of the classes, the members used only one technique, (i.e. lecture technique). In this regard, it can be concluded that the techniques applied by the NELTA members were good and effective.

3.1.4.4 Delivery of Training into the Real Classroom Teaching

The prime aim of taking training is to apply the skills into the respective field. Teacher training becomes effective when the teachers become successful in delivering the theoretical aspects of training learned by them in to their classrooms. Training also should facilitate the teachers in delivering their learned knowledge, skills, and attitudes into the classrooms. Therefore, taking this fact into consideration, the classes were observed whether or not the NELTA members delivered the training in to the real classroom teaching. It is displayed by the pie chart below:

Figure No. 13

Delivery of Training into the Real Classroom Teaching



Among the thirty classes understudy, it was found that 80 percent teachers were able to deliver their knowledge, skills and attitudes in to the classrooms and the rest 20 percent were not able to do this. Therefore, it can be revealed that the delivery of training by the NELTA members was highly satisfactory.

3.1.4.5 Classroom Management

One of the important aspects of classroom teaching is classroom management. So, the success of teaching also depends upon how the teacher manages the classroom. The researcher observed the classes to see how far the NELTA members were able to manage their classrooms for successful teaching of the English language at the secondary level. The result has been expressed in the table below:

Table No. 14

Classroom Management

Responses	No. of Classes	Percentage
Yes	23	76.67
No	7	23.33

According to the obtained result, out of the total thirty classes, 76.67 percent of the classes were found good on managing their classes appropriately whereas only 23.33 percent were found not doing so. Thus, it is clear that majority of the members, (i.e. 76.67 percent) were found managing their classes well. It was quite satisfactory.

3.1.5 Delivery of Training on Evaluation System

Evaluation indicates the process to judge the learners' achievements and attainment of objectives. From the evaluation, a teacher not only judges the students but also gets opportunity to evaluate himself as well. True evaluation also helps to choose appropriate methods and techniques. Considering this fact, the delivery of training and the activities made by the NELTA members in evaluation system have been discussed under the various heading.

3.1.5.1 Achievement of Objectives

Evaluation is the measurement of objectives and learning achievements. In this sense, fulfillment of objectives plays a significant role in teaching and learning process. Here, fulfilling the objectives means achieving learning outcomes. Regarding this fact, the classes of the trained NELTA members were observed to see to what extent the objectives were achieved. The result has been displayed in the table below:

Table No. 15

Achievement of Objectives

Ratings	No. of Classes	Percentage
Good	23	76.67
Tolerable	5	16.67
Poor	2	6.66

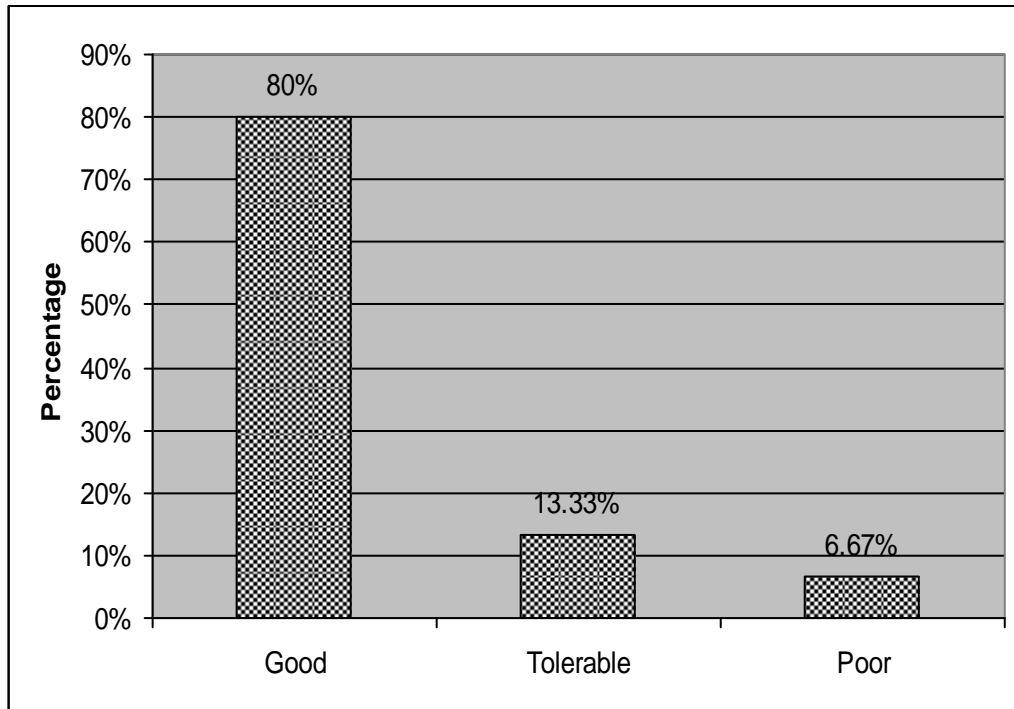
Among the classes under study, 76.67 percent were found good in order to achieve the objectives. Likewise, 16.67 percent of the classes were found tolerable and only 6.66 percent were found to be poor regarding the achievement of objectives. Therefore, it can be verdicted that the achievement of the objectives was satisfactory.

3.1.5.2 Evaluation of the Students

Generally, in the middle or at the end of the classes, the teachers should evaluate their students. By evaluating, the teachers know how much of the taught subject the students have grasped. The teacher also gets information about the achievement of the students. It also helps to decide on whether the topic taught needs repetition or not. The classes were observed to see whether or not the teachers evaluated their students. The following bar graph presents the result clearly.

Figure No. 14

Evaluation of the Students



As the above bar graph reflects, in 80 percent of the classes, the NELTA members evaluated the students as a whole. It means, most of the members evaluated their students to the whole classes and all the students would speak at the same time instead of evaluating them one by one. Apart from this, 13.33 percent of the classes were found to be tolerable on it and only 6.67 percent of the classes were found to be poor regarding the evaluation of the students by the NELTA members. On the basis of the above mentioned result, it can be concluded that the evaluation of the students seemed to be satisfactory.

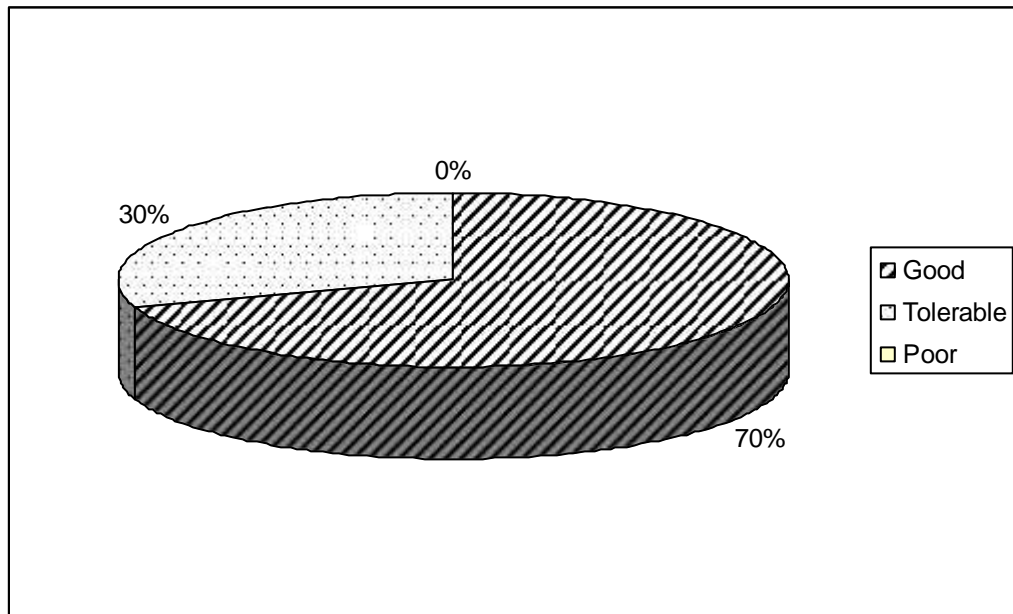
3.1.5.3 Correspondence of Evaluation with Objectives

There should be co-relation between evaluation and objectives. Until and unless the evaluation is done to the objectives specified by the curriculum, no fruitful and effective outcomes produce. Therefore, the classes of the trained

NELTA members were observed to analyze how far the evaluation was in correspondence with the objectives. The consequence adopted from the class observation has been presented in the following pie-chart.

Figure No. 15

Correspondence of Evaluation with Objectives



Above displayed pie chart presents that out of thirty classes, 70 percent were found good regarding the correspondence of evaluation with objectives and rest of other classes were found tolerable on it. But, no classes were found poor in the correspondence of evaluation with the objectives. Therefore, on the basis of the result, it can be concluded that the correspondence of evaluation with the objectives was highly admirable.

3.1.5.4 Students' Participation in Evaluation

It is essential that students should be participated in evaluation as it measures their learning outcomes. If they do not take part in evaluation, the teacher will have no way to judge their achievements. Students participation is facilitated by some factors viz. their attention to the subject matter, interest and intention

of the learner and teachers' behaviours. Here, the classes were observed to see the participation of students in evaluation activities.

Table No. 16
Students' Participation in Evaluation

Ratings	No. of Classes	Percentage
Good	12	40
Tolerable	11	36.67
Poor	7	23.33

As shown in the above table, in a majority of the classes that is, in 40 percent, the students took part in evaluation. Similarly, in 36.67 percent classes, the students' participation seemed tolerable and in a minority classes, i.e. in 23.33 percent, the students did not participate in evaluation. In this regard, from the study, it was found that a high proportion of the students were found to be involved in evaluation.

3.1.5.5 Teachers' Feedback

By and large, the feedback can be both positive and negative. It can also be immediate or delayed. When the students make mistakes, they should be corrected but the question 'when to correct?' holds greater significance. There is still a debate regarding when the feedback should be given. But, most of the experts in the field of ELT advocate against immediate feedback. Therefore, the classes were observed to see to what extent the teachers, (i.e. NELTA members) used feedback. The following table presents the result clearly.

Table No. 17
Teachers' Feedback

Ratings	No. of Classes	Percentage
Good	16	53.33
Tolerable	14	46.67
Poor	-	-

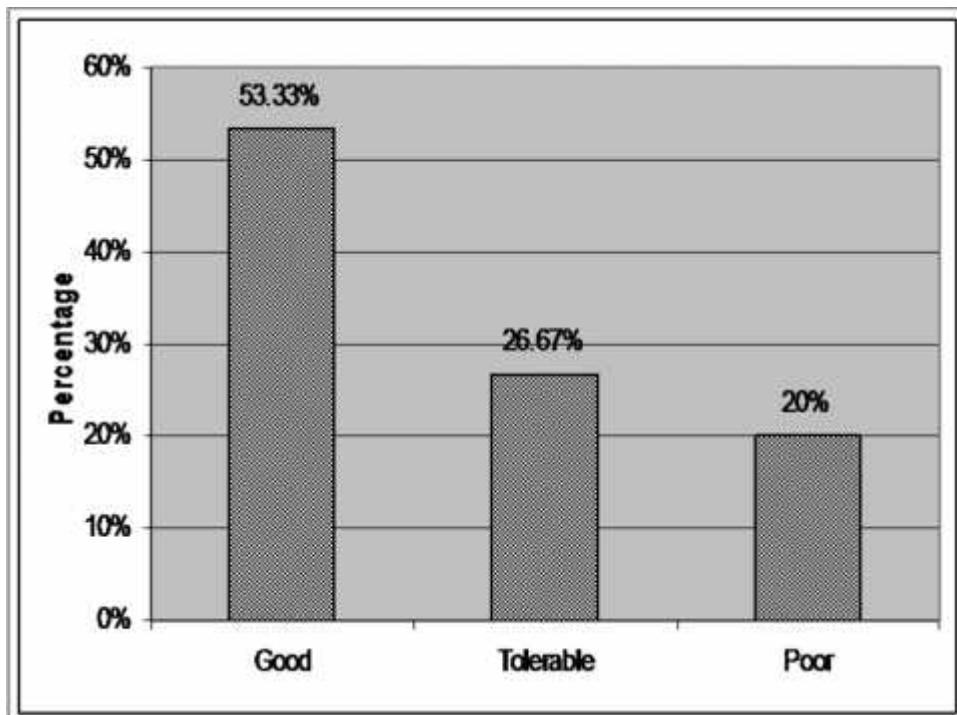
From the study, it appeared that the 53.33 percent of the classes were found good in providing feedback to the students. On the other hand, 46.67 percent of the classes were found tolerable in providing feedback. But, no classes were found poor on it. In this way, in a majority of the classes, the teachers' provided proper feedback to the students.

3.1.5.6 Use of Evaluation Techniques by Teachers

If the teachers use proper evaluation techniques relevant with the students, the classes become productive. Regarding this fact, the researcher observed the evaluation techniques used by the members in the classrooms. The following figure shows the result vividly.

Figure No. 16

Use of Evaluation Techniques by Teachers



The graph given above displays that 53.33 percent classes were seemed good in the use of evaluation techniques by the NELTA members whereas 26.67 percent classes were found tolerable. On the other hand, 20 percent of the classes were found poor regarding the use of evaluation techniques. Ultimately,

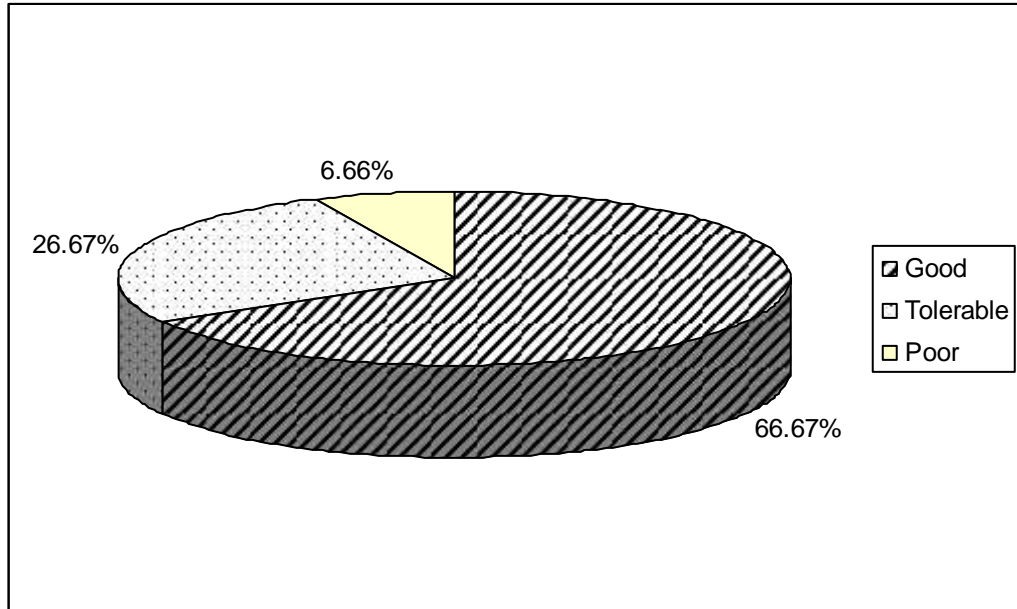
it seemed that the trained NELTA members evaluated their students satisfactorily.

3.1.5.7 Assigning Homework to the Students

It is very essential for the teachers to give assignments to their students and check them at the right time and properly. In the context of Nepal, most of the students do not repeat the lessons taught in the classroom at home unless assignments are given. When the students repeat the same lesson at home, it is believed that they do not forget what has been taught in school. By taking this fact into mind, the classes were observed to see whether or not the teachers gave home assignments to the students. The following pie chart shows the result.

Figure No. 17

Home Assignment to the Students



As shown in the pie chart, in 66.67 percent of the classes, the teachers, (i.e. NELTA members) gave homeworks to the students perfectly. It means, in those classes, the assignments given were related with the lessons. In the same way, 26.67 percent of the classes were found to be tolerable regarding the

home assignments given to the students. But, 6.67 percent of the teachers did not give any sort of assignments to the students. Thus, it was found that a high proportion of the teachers gave assignments to the students which was quite satisfactory.

3.2 Teachers' Perception Towards Delivery of Training

This section is mainly concerned with the trained teachers' views towards delivery of training provided by NELTA. The analysis, here, is mainly based on the questionnaire in which the responses of the NELTA members are interpreted and analyzed in detail. The researcher, with the help of 25 different questions has tried to extract the views of those members under delivery of training in teaching English focusing on the essentiality of teacher training, delivery of training, difference between trained and untrained teachers, the extent to which training skills are delivered, difficulties in delivering training skills and the contributions given by NELTA members in teaching English. Thus, teachers' views are analyzed minutely and interpreted under various sub-sections on the basis of their responses.

3.2.1 Teachers' Views Regarding Teacher Training

Training is taken as the process and tool for the improvement and development of quality teaching. It is believed because training provides various insights to the teachers regarding teaching and learning. A trained teacher is believed to have more knowledge about teaching methods, techniques, classroom management, teaching materials and their use, and so on. Considering this fact, the NELTA members were asked to circulate their views on teacher training. The responses given by them are listed below.

-) Process of teacher development programme.
-) A way of making a teacher skillful in presenting teaching learning activities.
-) Exposure to the teachers.

-) Process of the attainment of quality.
-) Guiding path to the teachers.
-) A powerful tool for sharing ideas.
-) A way of bringing positive change in the teachers' performance.
-) Central point to make teachers familiar with language teaching approaches, methods and techniques.
-) Instruction to the teacher.
-) A mediator to provide skills to make the class lively and communicative.
-) Up to date exposure to the teachers in their profession.

Although the opinions of NELTA members on teacher training were found varied, there can not be any exact term or definition of teacher training. However, it can be concluded that 'teacher training' is a programme to develop skills and techniques in teachers.

3.2.2 Teachers' Opinions Towards Delivery of Training

Delivery of training is the sole key that the researcher has intended to study here. The researcher has endeavored his efforts in order to elicit various opinions of NELTA members on 'delivery of training'. Various opinions given by them on 'delivery of training' are as follows:

-) Application of knowledge, skills gaining from training in the classroom with appropriate methods and techniques.
-) Sharing ideas, and skills in the classroom.
-) Implementation of skills in practical field.
-) Degree to which trainees apply to their jobs, knowledge, skills, behaviours and attitudes they gained in training.
-) Giving knowledge from one to another.
-) Releasing of theoretical achievement into practical aspects.
-) Exchanging and utilization of training.

-) Use of trainee teachers' knowledge for making their teaching and learning activities more skillful and effective.
-) Training transferred according to time and context.
-) Techniques applied from one place to another.
-) Internal knowledge delivered in the real teaching.

From the above mentioned opinions regarding delivery of training, it could be found that the different members had different opinions. Therefore, gaining insight from the above opinions, it can be concluded that the delivery of training is a way in which skills, abilities and techniques acquired by training are delivered to the classroom.

3.2.3 Role of NELTA to Bring Improvement in Teaching and Learning of English Language

Nepal English Language Teachers' Association (henceforth, NELTA) has existed one of the best organizations to set up a common platform for all the teachers of English in Nepal so as to support their professional development. Taking this fact into consideration, the NELTA members' views regarding the role of NELTA to bring improvement in teaching and learning of English language were tried to be extracted. The responses given by them are listed in the following manner:

-) It, (i.e. NELTA) emphasizes to improve the teaching and learning of the English language keeping abreast of new development in ELT.
-) It has raised the standard of ELT in Nepal by conducting training programmes, workshops, seminars, conferences, etc.
-) It focuses on the teaching and learning in accordance with international level.
-) It fosters the exchange of ideas, resources, information and experiences among people associated with ELT.
-) It provides different strategies to the teachers in order to apply in the classroom.

-) It publishes adequate supplementary teaching and learning materials so that the teachers can deliver their knowledge in classroom effectively.
-) It establishes a network among the professional associations with interests and goals.
-) It provides the teachers information regarding to make their classes lively and communicative.
-) It collaborates with the government in various fields such as ELT curricula, materials production, training, etc.
-) It makes the teachers up- to- date towards their teaching competence and performance.

From the above opinions, in one sentence, it can be concluded that there is significant role of NELTA to improve the teaching and learning of English language because it is the NELTA which has been working continuously for the betterment of ELT in Nepal by providing different trainings, workshops, seminars, conferences and publishing ELT materials, journals and periodicals.

3.2.4 Trainings and Conferences of NELTA as the Tools to Enhance Teaching and Learning

It is believed that trained teachers are better at their performance. They can enhance the quality of teaching. Trainings and conferences facilitate teachers to make teaching more effective by introducing them with various teaching methods and techniques. By understanding this fact, the NELTA members' agreements or disagreements were extracted on the statement that trainings and conferences of NELTA are the powerful tools to enhance teaching and learning. The result is presented in the table below:

Table No. 18

Trainings and Conferences of NELTA as the Tools to Enhance Teaching and Learning

Responses	No. of Teachers	Percentage
Strongly Agree	10	66.67
Agree	5	33.33
Undecided	-	-
Disagree	-	-
Strongly Disagree	-	-

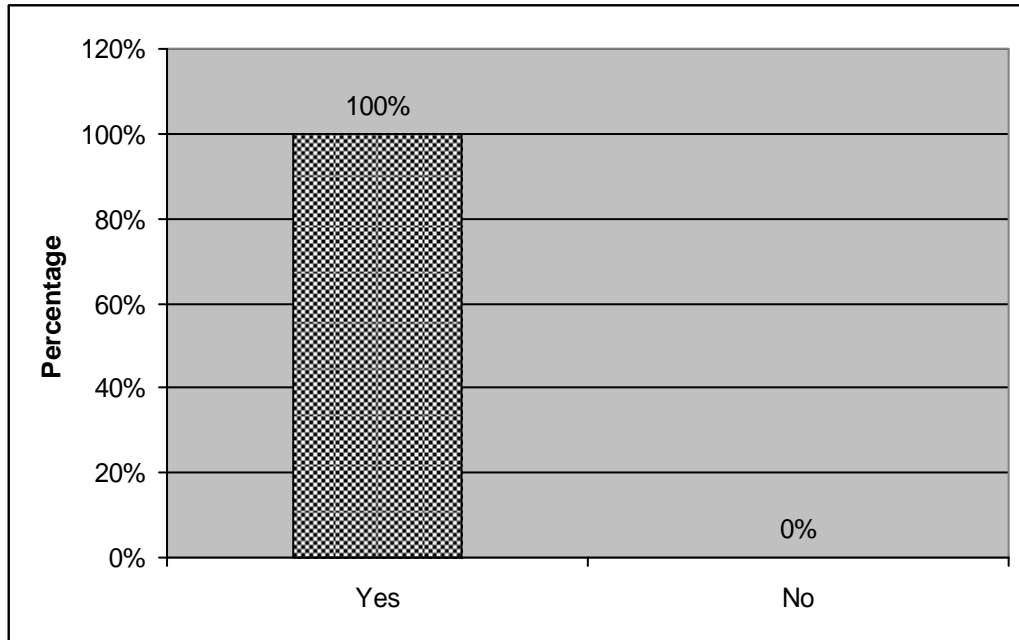
As the above table shows, 66.67 percent of the teachers, (i.e. NELTA members) responded that they strongly agreed with the fact that trainings and conferences enhanced the quality of teaching and learning and 33.33 percent of the respondents agreed with this fact. But, none of the respondents chose either of undecided, disagree or strongly disagree. From this, it can be said that trainings and conferences of NELTA are the tools that increase the quality of teaching and learning.

3.2.5 Difference Between Trained and Untrained Teachers

Training is supposed to make a teacher capable in various ways. Trained teachers have a high degree of competence and they demonstrate a real interest and involvement in their works as well as a proper sense of responsibility for the welfare of their pupils than the untrained ones. This part reflects the trained NELTA members' views regarding the difference between the classroom presentations of trained and untrained teachers. The following bar graph presents the percentage of teachers on the basis of their views.

Figure No.18

Difference Between Trained and Untrained Teachers



The figure above shows that the trained teachers are different from untrained ones. Out of fifteen NELTA members, all of them expressed that the trained teachers are obviously distinct from untrained teachers in teaching by dint of the skills they learn in training. This proved that training is most for successful teaching.

3.2.6 Skills Achieved from NELTA’s Training to Deliver in the Classroom

It is obvious that training becomes effective if only a number of skills can be delivered easily into the classroom teaching. Certainly, a trained teacher should be capable of delivering more skills to the classroom. Taking this fact in the mind, the trained NELTA members were asked to mention the skills achieved from NELTA’s training to deliver in the classroom. The skills given by most of them have been listed below:

-) Teaching the students by understanding their psychology.
-) Teaching students by making them involve in different activities.

-) Skills of problem solving.
-) Selection of right methods and techniques while teaching.
-) Giving focus on communicative approach.
-) The skills of pre and post-teaching activities.
-) Skills regarding the proper use of teaching materials.
-) Teaching by knowing the presentation style of different language skills (i.e. listening, speaking, reading and writing)

Therefore, a high proportion of the teachers, (i.e. members) were found to achieve above mentioned skills from the NELTA's training in order to deliver in the classrooms.

3.2.7 Differences Between the Training of NELTA and Other Institutes

The main reasons behind the establishment of NELTA are to improve the teaching and learning of the English language keeping abreast of new development in ELT and provide different training programmes, seminars, workshops, conference, etc. regarding the teaching and learning of English language. In order to understand the views of NELTA members, the question whether there is any difference between the training of NELTA and other institutes was asked. The result obtained by them has been presented in the table below:

Table No.19

Difference Between the Training of NELTA and Other Institutes

Responses	No. of Teachers	Percentage
Yes	13	86.67
No	2	13.33

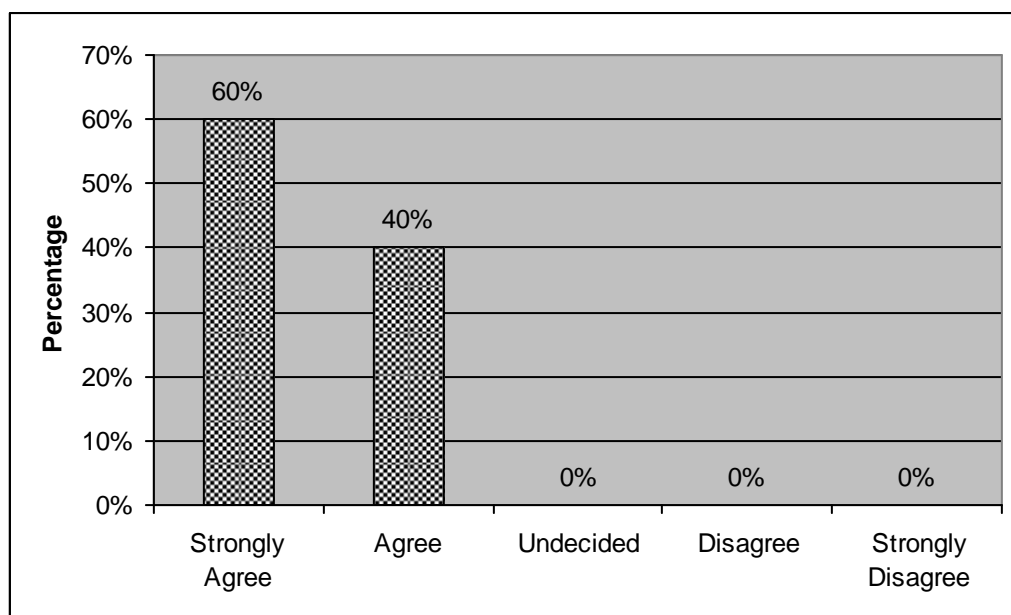
As the preceding table reveals, among the fifteen members under study, a majority of them, i.e. 86.67 percent replied ‘yes’ regarding the difference between the training of NELTA and other institutes because of its different motto of teaching and learning of English language in accordance with international level and only 13.33 percent of the members responded ‘no’ between the training of NELTA and other institutes. In this sense, it can be flashed that the training of NELTA is highly praiseworthy than other institutes.

3.2.8 Training to Strengthen Teaching Strategies

Trained teachers are more familiar with teaching strategies than the untrained ones. The teachers get knowledge about various strategies and ways to choose from them as per the nature of the content being presented. Training also helps the teachers to choose appropriate strategy on the basis of the students’ level, needs and interests. Considering this, NELTA members’ views were taken on the fact that teaching strategies can be strengthened with the help of NELTA’s training. The following bar graph presents the result.

Figure No.19

Training to Strengthen Teaching Strategies



From the given bar graph, it can be discerned that 60 percent of the respondents chose strongly agree and 40 percent of the respondents chose agree. But, nobody chose undecided, disagree or strongly disagree. This shows that in NELTA members' perception, NELTA's training strengthens the skills of teachers in using different teaching strategies.

3.2.9 Training Facilitative to Involve Students in Communicative Activities

It is the training which acquaints teachers with various methods, techniques and communicative activities. The teachers know about how to involve students in communicative activities as their interests. Here, the teachers were asked as to how the training helps them involve the students in communicative activities in the classroom. The NELTA members' responses are listed below:

-) It helps teachers to arouse interest in the students towards the topic so that the students themselves participate in communicative activities.
-) It provides adequate information to the teachers to teach the students through student centered method so that the students get plenty of opportunities to communicate with each other and teachers as well.
-) Training familiarizes the teachers with different communicative methods, techniques and activities.
-) It helps the teachers to make students participate in communicative activities by presenting lessons according to the needs, level and interests of the students.
-) Training helps teachers to involve students in communicative activities in the classroom by dividing them in groups or pairs, etc.
-) Teaching materials are very necessary to make students participate in communicative activities and training helps teachers to choose and use appropriate teaching materials properly.
-) Training gives teachers proper ideas about creating a good exposure for communicative activities.

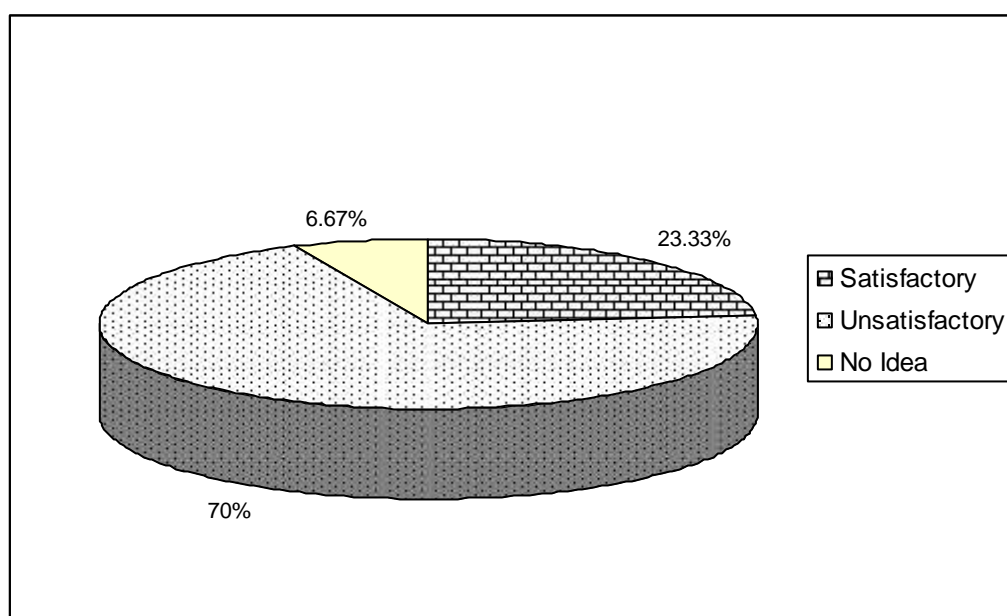
) It provides teachers various knowledge about how to deal with different skills viz. listening, speaking, reading and writing which also help the teachers to involve the students in communicative activities.

3.2.10 NELTA Members' Views on Present Condition of Teacher Training in Nepal.

The practices of teacher training in Nepal have almost six decades history. It has crossed a long way round to come up in this stage. Teacher training centers have already been established to train the teachers. Even if the government has invested a large amount of money in teacher training, the result is always unsatisfactory. It also can be said that although many institutes have provided teacher training in Nepal, the impact of teacher training has not so far been found up to the desired level in classroom practices. Here, the researcher wanted to find out the NELTA members' views regarding the present condition of teacher trainings. The responses obtained from them have calculated and presented in the figure below:

Figure No. 20

Present Condition of Teacher Training in Nepal



The preceding pie chart reflects that only 23.33 percent members were satisfied with the present condition of teacher training in Nepal. On the contrary, 70 percent of them were not satisfied with it. But, 6.67 percent of them expressed that they had no ideas regarding it. This posed the fact that the change in teacher training in present day is a most in our country.

3.2.11 Different Strategies in Teaching Learning Processes

Nepal English Language Teachers' Association has primarily established to link, develop and support ELT professionals throughout Nepal. It does this through a range of regular publications of journals providing different levels' trainings, holding an annual international conference, etc. Its mission is to ensure excellence in the English language. Regarding this, its members were given options to choose on the statement NELTA members have different strategies in teaching learning process. The result obtained from them has been presented in the table below:

Table No.20

Different Strategies in Teaching Learning Processes

Responses	No. of Teachers	Percentage
Strongly agree	9	60
Agree	6	40
Undecided	-	-
Disagree	-	-
Strongly Disagree	-	-

The above presented table displays that a majority of teachers, (i.e. NELTA members) chose strongly agree. It means, 60 percent of the members agreed strongly regarding the statement NELTA members have different strategies in teaching learning processes. Similarly, 40 percent of them agreed on it. But, no one chose any of the responses viz. undecided, disagree or strongly disagree.

Therefore, without any hesitation, it can be concluded that NELTA members have different strategies in teaching learning processes.

3.2.12 Techniques Applied by the Teachers

A trained teacher obviously makes use of various techniques to make his/her teaching effective and live. A class becomes effective if a teacher can apply various techniques in his classroom. This dissertation is mainly concerned with finding out the ability of NELTA members in delivering training skills in to the classroom. In this regard, the researcher made a query to the respondents about the techniques they apply for effective teaching. The responses given by them revealed that they used a number of techniques which are listed below:

S.N.	Techniques applied by NELTA members	S.N.	Techniques applied by NELTA members
1	Pair work/discussion/group work	7	Dramatization
2	Problem solving	8	Motivation
3	Guessing	9	Planning the lessons
4	Role play	10	Strip story
5	Games	11	Classroom management
6	Interaction	12	Use of authentic materials

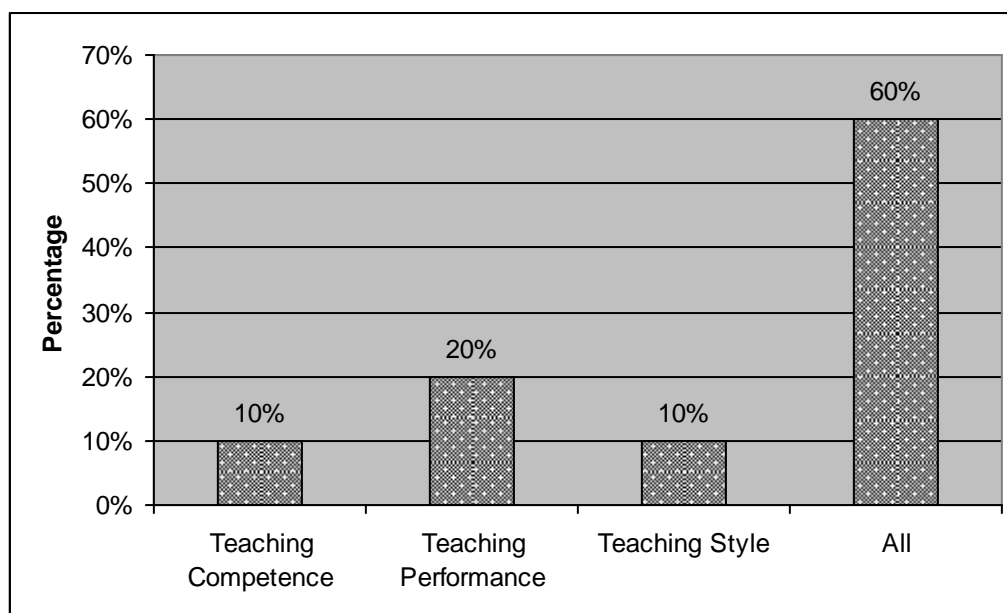
Apart from this, some members expressed the use of techniques in accordance with the demands of the contents. From the aforementioned analysis, we can come to know that most of the NELTA members made use of various techniques to make their teaching fruitful and effective.

3.2.13 Contribution of NELTA's Training

There are various positive results of teacher training given by NELTA. It is believed to enhance teachers' competence and increase the level of confidence in them. Considering this, the NELTA members were asked about the things that the NELTA's training developed them. The result is presented in the following bar graph.

Figure No. 21

Contribution of NELTA's Training



As the above bar graph reflects, 10 percent of the respondents replied that NELTA's training develops teaching competence, 20 percent of them opined that it increases teaching performance, 10 percent said that it develops teaching style and a majority of them, that is, 60 percent replied that NELTA's training enhances all the aforementioned qualities in the teachers.

3.2.14 Problems in Delivering Trainings Skills

Since the teachers are believed to learn various ways of dealing with the classroom affairs in training, it is the fact that all the skills gained from training can not be delivered in the actual classroom teaching. So, the expectation for a

complete delivery of skills remains hypothetical. It is not only because of the teachers' incapability but also by dint of various factors that come in course of teaching. Thinking this matter in to the mind, the NELTA members were asked about the problems they face in delivering the skills while teaching.

Some of the problems expressed by them have been mentioned below:

-) Maximum number of students.
-) Lack of teaching materials and use of traditional curriculum.
-) L1 interference and large structure of class.
-) Lack of sufficient trainings to the teachers.
-) Lack of feedback, motivation and individualized teaching.
-) Traditional school management.
-) Students' inability in understanding second language.
-) Inadequacy of infrastructures in the class.
-) Students' hesitation.
-) Heterogeneous class.
-) Unconvinced with newer techniques, methods and procedures.
-) Unqualified teachers.
-) Lack of competency on subject matter.

On the basis of above points, it becomes quite clear that the teachers certainly face a number of problems while delivering the skills. Most of these problems emerge due to the lack of physical facilities and untrained teachers. In this sense, a teacher can deliver his various skills successfully if he proceeds his class overcoming the above problems.

3.2.15 Enhancement of the Ability of Teachers

Training is supposed to make a teacher capable in various ways. Since the training acquaints him/her with various methodologies, techniques and teaching theories, obviously, a teacher gets opportunity to boost himself in various ways. Therefore, here, the respondents were asked how the NELTA's

training enhances the ability of teacher, either qualitatively or quantitatively or in the both ways. The following table shows the result:

Table No. 21

Enhancement of the Ability of Teachers

Responses	No. of Teachers	Percentage
Qualitatively	3	20
Quantitatively	2	13.33
Both	10	66.67

The above table displays that 20 percent of the respondents replied that the training enhances the ability of teachers qualitatively and 13.33 percent of them said that it increases the ability of teachers quantitatively. Similarly, 66.67 percent respondents replied that training contributes for both the qualitatively and quantitatively.

3.2.16 Effective Use of Teaching Aids

Teacher training gives knowledge to the teachers not only about the proper use of teaching materials but also the way of making or producing them with the cheaply available materials in their own surroundings. Understanding this, NELTA members' views were sought on the statement NELTA members use the most effective teaching aids. The following table presents the result vividly.

Table No. 22

Effective Use of Teaching Aids

Responses	No. of Teachers	Percentage
Yes	13	86.67
No	2	13.33

As shown in the given table, 86.67 percent of the respondents said that NELTA members can make the most effective use of teaching aids whereas only 13.33 percent of them disagreed with this fact. It shows that a vast majority of the respondents agreed with the fact that training helps to increase the effective use of teaching aids.

3.2.17 Techniques Used by NELTA Members to Evaluate the Students

The trained teachers are supposed to be familiar with the various evaluation techniques. They are supposed to know good way of providing feedback to the students. Only when students are well evaluated, the actual outcome of the classroom practices can be known. Considering this fact into account, the NELTA members were asked to mention the techniques they use to evaluate their students. The response given by them are as follows:

-) Question-answer technique.
-) Giving problems with some clues.
-) Conducting games and acting.
-) Elicitation techniques.
-) Student centered techniques, etc.

From the above mentioned responses, it can be revealed that most of the NELTA members were conscious about the use of learner centered techniques to evaluate the students.

3.2.18 Role of Teacher Training in Teaching English

Training programme is successful if a trained teacher gets success in delivering various training skills. It is believed that training provides various insights to the teachers regarding teaching and learning and then he becomes able to know more knowledge towards teaching methods and techniques, classroom management, teaching materials and their use and so on and so forth. Here, the NELAT members were asked the necessity of training in teaching English. On

the basis of their responses, the roles or necessities of teacher training have been presented below:

-) Training provides knowledge regarding the effective delivery of subject matter.
-) It helps teachers to choose appropriate methods and techniques as per the nature and demand of the content.
-) Training helps to foster the exchange of ideas, resources, information and experiences which help to make the classes energetic and interesting.
-) Training provides practical knowledge to the teachers.
-) It makes teachers familiar with teaching materials and helps in their proper use.
-) It helps teachers to provide proper feedback to the students.
-) It helps teachers to manage their classes properly.
-) Training provides knowledge to the teachers to make their classes lively and communicative.
-) It helps teachers to solve disciplinary problems of students.
-) It helps teachers to make students participate more actively in classroom practices.

On the basis of the above mentioned views given by NELTA members, it can be discerned that teacher training is very much essential and also is an integral part of effective teaching and learning process.

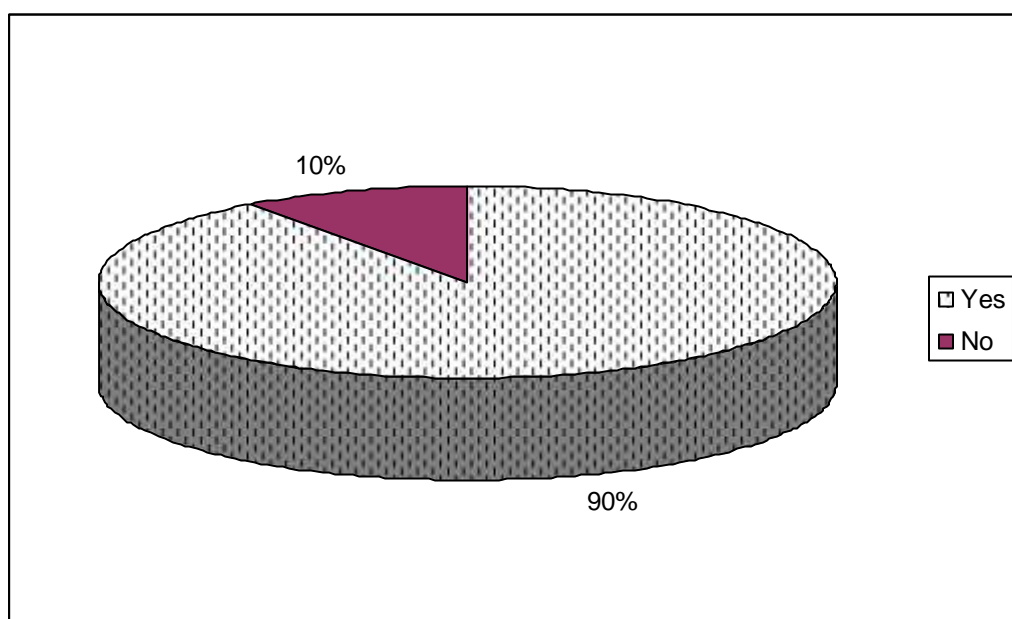
3.2.19 Effective Delivery of Training Skills by NELTA Members

By dint of NELTA's contribution towards the enhancement of English language in Nepal, it has got reputation through out the whole parts of the country. It publishes adequate supplementary teaching and learning materials and conducts various ELT trainings and workshops for its members. Regarding this, its members were asked whether they deliver their training skills

effectively or not. The result given by them has been displayed in the pie chart below:

Figure No. 22

Effective Delivery of Training Skills by NELTA Members



Above pie chart reflects that 90 percent of the respondents agreed with the statement NELTA members deliver their training skills effectively but only a minority of respondents, i.e. 10 percent disagreed with this fact. This shows that NELTA members deliver their training skills effectively.

3.2.20 Measures to Enhance the Teaching of English Language in Nepal

There is a quotation ‘where there is a will, there is a way’. Obviously, there are a number of problems in teaching the English language. However, there are some ways to combat with these problems. In this part, the researcher tried to grab the NELTA members’ opinions towards the ways to foster teaching English language in Nepal. Some significant suggestions given by them have been listed below:

-) Regular training should be provided to the teachers.

-) Classroom should be well-equipped with significant instructional materials.
-) The students should be encouraged to use English language every time and reduce the use of L1.
-) There should be balance in developing four language skills.
-) Teachers must be up-to-date with new subject matter and current situation.
-) There should be a full faith and devotion in profession.
-) Teachers should build confidence while teaching.
-) There should be clarity in the instruction.
-) Feasible environment should be created.
-) There should be regular teacher- guardian interaction.
-) Better classroom management should be needed.
-) Frequent workshops, seminars and refreshment trainings should be conducted.

Gaining insight from the above measures, it can be concluded that to improve teaching English language in Nepal, aforementioned suggestions should be brought in utilization.

In a nutshell, it is found that teacher training is helpful for solving many problems that occur in the field of teaching and the things that have close relationship with the classroom affairs. It is also found that training is facilitative to the teachers while solving students' problems psychologically. Delivery of training skills is a new and very important concept in the field of teacher development. In this sense, to make class fruitful and effective, delivery of training plays tremendous roles.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of analysis and interpretation of the data, the following findings have been extracted:

4.1 Findings

- i. In a majority of the classes, i.e.83.33 percent, the NELTA members were able to motivate students towards the subject matters. The learners' motivation towards the subject matters was found quite satisfactory in those classes. Likewise, in 52 percent classes, their motivation towards the teachers was admirable.
- ii. It was found that 46.66 percent of NELTA members, (i.e. teachers) made students participate in discussion about the subject matters but 23.34 percent of them hardly made their students participate in such activities.
- iii. Regarding the students' participation in answering teachers questions, 46.67 percent of the classes were found good, and 36.66 percent of the classes were found tolerable but 16.67 percent of them were noted poor during observation.
- iv. While connecting the present lesson with the previous one, 40 percent of the classes were good and 26.67 percent were noted poor but rest classes were found tolerable. Furthermore, among the classes, the NELTA members' work of making the lessons relevant to the students' level, need and interest was highly satisfactory.
- v. Regarding the logical and psychological presentation, a high proportion of the classes, that is 43.33 percent were found tolerable. But, in some

classes, the ignorance was seen in the logical and psychological presentation.

- vi. Although 86.67 percent of the NELTA members replied that teacher training helped them to make effective use of teaching materials, in 66.67 percent of the classes, the use of such materials was hardly made. In 23.33 percent of the classes, the use of teaching materials was noted tolerable. From this, what can be inferred is that although the teachers had much theoretical knowledge about teaching aids, they were poor at making proper use of them.
- vii. It was found that the trained NELTA members had good command over the subject matter and they were confident in classroom delivery. Similarly, 43.33 percent of them had good voice and fluency.
- viii. It was found that in a majority of the classes, i.e. 66.67 percent, the use of group work and pair work was found poor. It means, it was hardly used. Same case was found in the use of role play and dramatization. But, 23.33 percent of the classes were found tolerable regarding the use of role play and dramatization.
- ix. In the case of students' participation in practice, a majority of the classes were found praiseworthy. It means, in 40 percent of the classes, their participation was found good and in 50 percent of the classes, it was found tolerable regarding the students' participation on practice.
- x. While talking about the relationship between presentation and practice, a high proportion of the classes, i.e.80 percent were found good and rest were found tolerable. But, no classes were found poor. Therefore, most of the NELTA members were seen conscious about their presentation towards the subject matter.

- xi. Most of the NELTA members were found teaching in private schools. Therefore, they had made their students to use English language in most of the time. So, they were not found to use L1 in the classroom. However, a few members, who were teaching in government schools, had found to use grammar translation method and the medium of instruction inside the classroom was Nepali due to the students' inability to understand the English language properly.
- xii. The NELTA members opined that training familiarizes the teachers with approaches, methods, techniques, teaching materials, evaluation technique and helps them make use of more than one method and technique in a single classroom. In accordance their views, a majority of the classes, i.e. 83.33 percent were found using different methods and 80 percent of them used different techniques while teaching and evaluating the students.
- xiii. It was found that in 53.33 percent of the classes, the NELTA members were found to provide feedback to the students in right time. It means, they had given feedback to the students appropriately at the proper time.
- xiv. After completion of teaching, many of the members were found to give home assignments to the students. Therefore, it can be revealed that the home assignments given by them were quite satisfactory.
- xv. It was found that training helped to solve various problems related to teaching field. It helped them to solve the problems related to the selection of appropriate methods and techniques, time division for selected content, management of the classroom, disciplinary problems, selection of appropriate evaluation techniques, providing equal opportunity of learning to all the students and so on.

- xvi. From the analysis of obtained responses, it also found that 60 percent of the NELTA members strongly agreed towards the enhancement of teaching strategies through NELTA's training and 40 percent of them agreed on this fact. In this sense, the training programmes of NELTA were quite satisfactory.
- xvii. The major barriers to the delivery of training skills were lack of physical facilities, inability to give up old habits, heterogeneous class and some inherent problems.
- xviii. It was found from the responses of the NELTA members that training helped to enhance the quality of teachers, firstly and more importantly regarding their classroom performance. It also contributed to the enhancement of the NELTA members' competence and performance.

On the basis of above findings, it can be concluded that most of the NELTA members implemented the skills they had learnt from the training in the classrooms. Apart from using the teaching aids and teaching students by dividing them into pairs and groups, in most of the tasks, they were found good and tolerable. Their perceptions towards training of NELTA were good and they accepted it, (i.e. training) as an indispensable organ of language teachers. In case of government-aided schools, heavily crowded classes and lack of infrastructures seemed to be the major hurdle on the issue of making the classroom more communicative and interactive. However, the NELTA members were found trying their best to deliver training skills in to the real teaching.

4.2 Recommendations

Every teacher should be familiar with the expected behaviour of the teachers, students, school and its environment. Teaching is a challenging job which should be handed keeping in view the factors like time, interest of the learners and demands of the textbook. On the basis of the findings of the research, the following recommendations have been made, so that teaching and learning activities while teaching the English language might be improved.

- i. Until and unless the students are motivated towards the study, they can not learn better. The NELTA members were found motivating their students but, a suggestion that can be made is that they should make ample use of various ways of motivating students.
- ii. It is universal truth that students learn better by doing rather than listening. Therefore, every NELTA member should provide plenty of opportunities to the students in order to involve in communicative activities by creating such atmosphere in the classrooms.
- iii. To minimize the gap between the planned and performed teaching skills, problems such as overcrowded classroom, heavy workload, shortage of instructional and supportive materials, lack of professional support and poor infrastructures should be duly addressed.
- iv. Since the use of teaching materials was found poor, the NELTA members must make ample use of them. If it is not feasible to buy expensive materials, they should be trained to produce teaching materials by using the things cheaply available in their surrounding.
- v. The NELTA members should give preference to use those methods and techniques such as group work, pair work, role play, dramatization in which there can be adequate participation of students. All the members

should also be aware of the fact that using multiple methods and techniques which produce fruitful results.

- vi. In order to gain victory over teaching in the classroom, the members should also try to make their presentation logical and psychological. Along with this, in government aided schools too, instead of using Nepali as a medium of instruction, simple English should be used. So, the students uplift their English language gradually.
- vii. Students should be completely evaluated. Although the heavily crowded classes create problems for it, the NELTA members should try their best to evaluate what the students have learnt and also how effective their presentation has been. Most of the teachers, (i.e. NELTA members) used feedback at the right time but some of them were found giving immediate feedback to the students. Therefore, it is suggested that they should provide feedback only after the interval of some time. Because, if a teacher does so, the students' inhibition decreases and they can more actively take part in learning.
- viii. Along with the teacher training programmes, the follow up programmes or refresher training programmes should also be conducted at certain intervals so that the NELTA members will be able to deliver their theoretical knowledge, skills and attitude obtained in the training to their language classroom more effectively.
- ix. The practical part of training should be emphasized more than the theoretical part. The NELTA members should be taught about how to do something more in practical lesson than in theoretical one.
- x. Further researcher work regarding the teacher training should be conducted, so that it can assist teaching learning in the days to come.

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