

TEACHERS' VIEWS ON TEACHER TRAINING

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

**Submitted by
Shubh Lal Mahara**

**Faculty of Education, University Campus,
Tribhuvan University,
Kirtipur, Kathmandu, Nepal
2012**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Shubh Lal Mahara** has prepared this thesis entitled **Teachers' Views on Teacher Training** under my guidance and supervision.

I recommended the thesis for acceptance.

Date: 18/07/2012

.....

Dr. Laxmi Bahadur Maharjan

Reader

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following
Research and Guidance Committee:

Signature

Dr. Chandreshwar Mishra

.....

Professor and Head

Chairperson

Department of English Education

Chair Person

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur, Kathmandu

Dr. Laxmi Bahadur Maharjan (Guide)

.....

Reader

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Mrs. Madhu Neupane

.....

Lecturer

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date:

EVALUATION AND APPROVAL

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

Signature

Dr. Chandreshwar Mishra

.....

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Laxmi Bahadur Maharjan (Guide)

.....

Reader

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Mr. Raj Narayan Yadav

.....

Reader

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date:

DECLARATION

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

Date: 17/07/2012

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Shubh Lal Mahara

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ABSTRACT

This thesis entitled **Teachers' Views on Teacher Training** was an attempt to find out the teachers' views on teacher training for professional development. This thesis is a survey design. I used purposive random sampling and selected 20 trained English language teachers from 15 government aided schools and 5 private schools of Siraha district. It was found that teacher training is very crucial for the practitioners to bring the change and improve in their teaching behaviors. It is recommended teacher training and other programme should be conducted time and again.

This thesis consists of four chapters. The first chapter deals with general background, review of related literature, objectives and significance of the study. The second chapter contains methodology which is sub-divided into source of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of study. Similarly, the third chapter deals with analysis and interpretation of data obtained from the field. The last chapter consists of the findings and recommendations based on the analysis and interpretation of data followed by references and appendices.

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LIST OF ABBREVIATIONS

%	Percentage
&	and
A.D.	Anno Domini
B.Ed.	Bachelor of Education
BETTC	Basic Education Teacher Training Centre
COE	College of Education
DEO	District Education Office
Dr.	Doctor
ECD	Early Childhood Development
ELT	English Language Teaching
et al.	and other people
etc.	etcetera
FOE	Faculty of Education
GNHA	German Nepal Help Association
HSEB	Higher Secondary English Board
i.e.	id est (that is)
INGO	International Non Governmental Organization
IOE	Institute of Education
M.Ed.	Master in Education
MoES	Ministry of Education and Sports
Mr.	Mister
Mrs.	Mistress
MSU	Mahendra Sanskrit University
NCED	National Centre for Education Development
NELTA	Nepal English Language Teachers' Association
NESP	National Education System Plan
NGO	Non-Governmental Organization
NNEP	Nepal National Education Planning Commission
No.	Number

NVTC	National Vocational Training Centre
p.	Page
Prof.	Professor
PSTTC	Primary School Teachers' Training Centres
PU	Purwanchal University
RETTP	Radio Education Teacher Training Programme
SEDC	Science Education Development Programme
SEDP	Science Education Development Project
SLC	School Leaving Certificate
SOE	School of Education
T.P.D.	Teachers' Professional Development
T.U.	Tribhuvan University
TESOL	Teaching English of Speakers of Other Language
UNO	United Nations Organization
USA	United States of America

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Every living being has their own need and desire to fulfil. Humans are social living beings, so they have their own needs and desires. To fulfil their desires they communicate with other humans or animals. According to French Writer Ronald Barthes (1915-80) there are many modes or sign to communicate: viz visual (related to eye), olfactory (connected with sense of smell), tactile (connected with sense of touch), gestatory (a movement with hand, head or face to show particular meaning) and articulatory (connected with vocal organs and verbal communication) as cited in Ranjit Nissani (2005, p.1). In this regard, language can be defined as "language as an abstract system of underlying the collective totality of speech and writing behaviour of a community or knowledge of this system by an individual. It is the concrete act of speaking, writing or signing in a given situation" (Crystal, 2003, p. 85). Language is the most powerful means to express human thoughts, ideas, feelings, emotions, experience and desire. Modern world cannot be imagined in the absence of language. It is the means to establish social relation among people. Language is species specific and species uniform, unique property, which plays a vital role to differentiate human beings from animals. It is believed that the existence of language dates back to the stone age.

Many scholars have given their views on language. Hornby (2000, p. 721) defines language as "the system of communication in speech and writing that is used by people of particular country". Similarly, Sinclair (2006, p. 804) viewed "language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or regions for talking or writing". Attempting an equally comprehensive definition of 'language', Wardaugh (2008) says that "a language is what the members of a particular society speak."

There are more than 6000 distinct languages in the world. Such as Japanese, Chinese, Hindi, Urdu, English and so on (Harmer, 2007, p. 16). Out of them, English is the most prominent and dominant language in the world. It is said that English is the mother tongue of more than 300 million, second language about 300 million and around 200 million people speak English as a foreign language in the universe

(globe). English works as a lingua franca to make the communication possible among the people of different speech communities. English is a language of trade (business), information, science and technology, literature, politics, sports, education, arts and so on. The English language is one of the richest language since it has wide coverage of rich vocabulary, written literature, such as books, reports, journals, newspaper publications, etc. English is one of the official languages of United Nations Organization. A person who learns English language get more social prestige in the society. So, teaching and learning English language is a cry of the contemporary world.

According to Harmer (2007, p. 17), in 1985 Kachru described the world of English in term of three circles. In the inner circle, he put countries such as Britain, the USA, Australia etc. where English is primary language. The outer circle contained countries where English has become an official or widely used second language. These include India, Nigeria, Singapore, etc. Finally, the expanding circle represented those countries where English is learnt as a foreign language. These include Poland, Japan, Mexico, Hungary as well as Nepal.

1.1.1 Teaching as a Profession

Originally, the word 'Profession' had religious overtones as in 'a profession of faith' (a statement of what one believes in); it also had the sense of dedicating oneself to a calling (today we might call it a vocation). Some professions (medicine, for example) have never lost this sense of a special kind of dedication to the welfare to others. Those engaged in a profession also 'professed' to have knowledge not available to the public at large but a knowledge that would be of great public use. This specialized knowledge might be based, for example, on scientific discovery. Wallace (2010, p.5) asserts, "Profession we have a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public good it brings, but which is not simply engaged in for profit, because it also carries a sense of public service and personal dedications." Many occupations would wish to be called 'professions'. Fortunately, it is not necessary here to take on the invidious task of deciding which occupations should be called professions which should not. Wallace (2010, p.5) states, "All that has to be said is that any occupation aspiring to the title of 'profession' will claim at least some of these qualities: a basis of scientific knowledge; a period of rigorous study which formally assessed; a sense of public service; high standards of professional conduct; and the ability to perform some specified demanding and socially useful task in a demonstrably competent manner." Similarly, Head and Taylor (1997, p.13) writes "Martha Penington, a lecture in teacher education in the US argues that viewing teaching as a profession provides a motivation for continuous career growth, and that teacher education have a responsibility to prepare teachers right from the start to adopt a developmental perspective." In this sense teaching as a profession

I would like now to return to the basic issue of professional education and training. How do those engaged in the professions (be they lawyers, doctors, teachers, pharmacism, nurse or whatever) develop their professionalism? Wallace (2010, p.6) has suggested three major models of professional education.

- (a) The craft model
- (b) The applied science model
- (c) The reflective model

(a) Craft Model

Craft model teaching practice was traditionally organized until about the end of the Second World War in 1945 (Morris, 1972:7 as cited in Wallace 2010, p.6). In this model, the wisdom of profession resides in an experienced professional practitioner. Someone who is expert in the practice of the 'craft'. Young trainee learns by imitating the expert's techniques, and by following the expert's instruction and advice (Hopefully what the expert says and does will not be in conflict). By this process, expertise in the craft passed on from generation to generation. Wallace (2010, p.6) has shown this model in figure as:

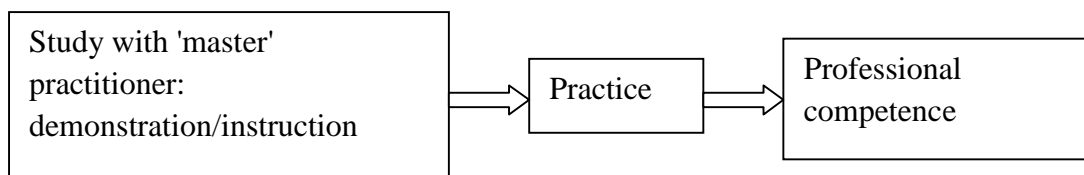


Figure 1.1: The Craft Model of Professional Education

By seeing the figure we can say that craft model is top down approach to teach/train.

(b) The Applied Science Model

The applied science model is traditional and probably still the most prevalent model underlying most training or education programmes for the professions, whether they be medicine, architecture, teaching or whatever. This model derives its authority from the achievement of empirical science, particularly in the nineteenth and twentieth countries. Within this framework practical knowledge of anything is simply a matter of relating the most appropriate means to whatever objective have been decided on. The whole issue of the practice of a profession is therefore merely instrumental in its nature. Wallace (2010, p.9) has shown this model in figure as:

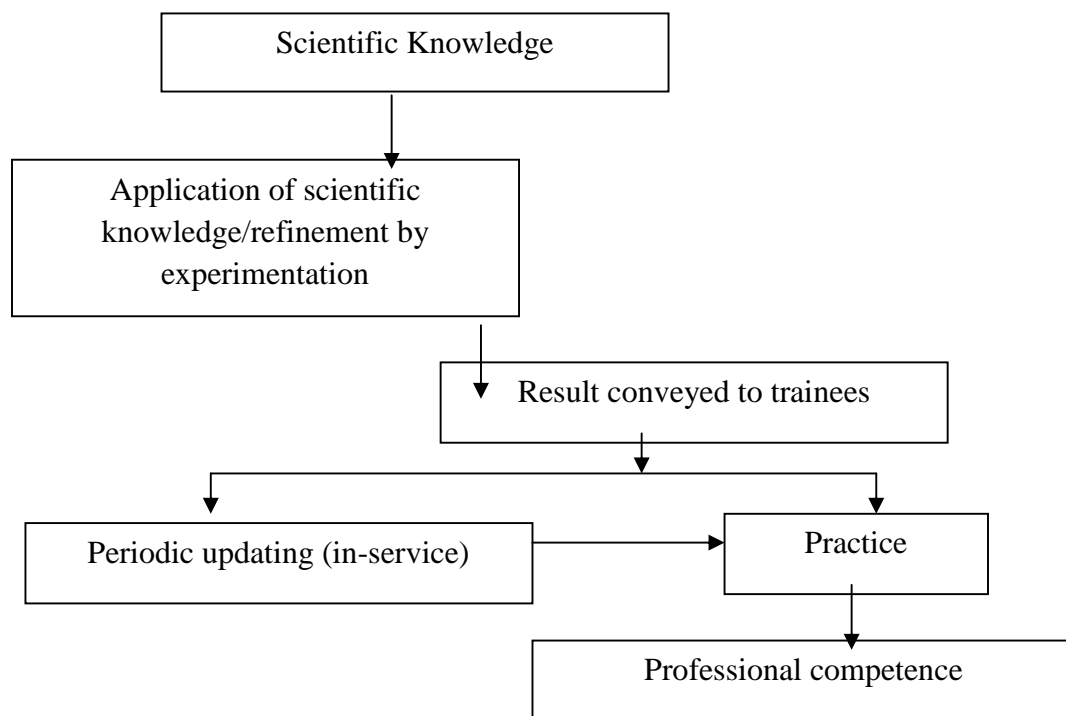


Figure 1.2: Applied Science Model

The finding of scientific knowledge and experimentation are conveyed to the trainee by those who are expert in the relevant area. Thus the trainee who are concerned with maintaining discipline might receive instruction from a psychologist on what has been discovered about behaviours modification.

(c) Reflective Model

It is possible to leave these feelings or intention either unexplored or unconsciously stored or it is a possible to reflect on them, leading to conscious development of insights into knowing in action. It is (or should be) normal for professional to reflect on their professional performance, particularly when it goes especially well or especially badly. They will probably ask themselves what went wrong or why it went so well. They will probably want to think about what to avoid in the future, what to repeat and so on. Wallace (2010, p.15) has shown reflective model in figure as:

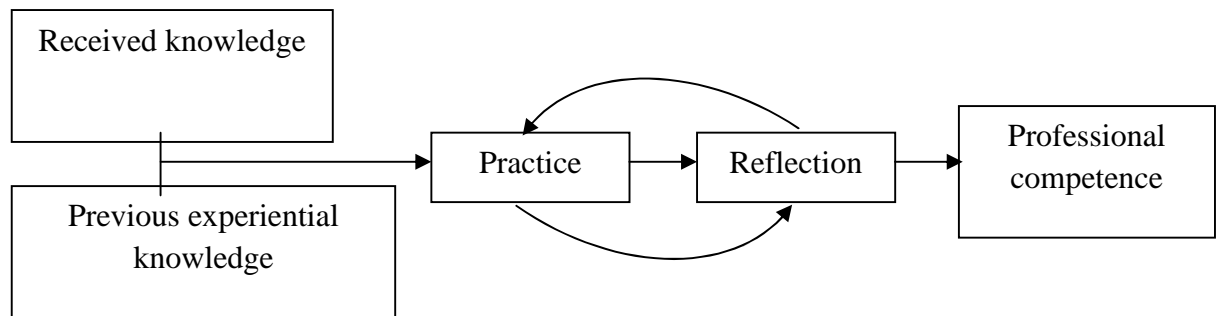


Figure 1.3: Reflective Model (Preliminary)

1.1.2 Views

The views refers to the personal beliefs, feeling emotion in certain items or content. It is related to learning a language. Language is not simply what it is but it is the belief and how he/she thinks, feels and acts towards. Views affect the motivation to learn a language even if there is conflict between thought, feeling and action. It stresses the integration of thought, feeling and deed. So views are characterized by directionality and often by feeling and emotions. These may be expressed in terms of support or against, favorable and unfavorable, likes and dislikes, approval and disapproval. Training is the process by where different activities are carried out to attain goal and teaching helps them to apply in the different techniques to achieve certain objectives. It is also the feeling and emotion of an individual show towards certain situation. Views are varying with differences in situation even if it is analyzed with the degree of their stability.

1.1.3 Testing of Views

Testing is judgmental on the basis of its validity and reliability. Developing certain norms, scoring and administration should be made systematically. It is very difficult to understand views without reference or the certain object or the situation. It may

differ from person to person, institution to institution so we need to develop certain specific criteria or circumstances. It helps them to modify or make strong beliefs. Views are considered a hypothetical constructs; being unobservable, it must be inferred from measurable object. It is also being studied cognitive responses or beliefs. Views can be measured by the respondent towards the various aspects of a situation or issue by developing certain indicators. These indicators help to measure the risk of an expression by respondent in certain situation. Verbal responses are most commonly used because they can be easily elicited or resources conceive of attitudes in such a way that verbal behavior constitutes the most relevant manifestation. In the typical open-ended question procedure, the subject is presented with a question that invites him/her to express his/her views (opinion, attitudes sentiments, perspective, judgement, belief, and feeling) about the focal object. Particularly open-ended question are asked to get their views, it does not suggest the particular answer, and it was different to each other. It carries out views on the basis of their priority or natural interest. So, here the researcher is interested to measure attitude in a form of a set questionnaire.

In close-ended question typically yes, no, positive, negative, no idea, agree, disagree, strongly agree and others on the basis of teachers' views. Responses can be collected and administered into scores in some scale. Some of them have three point scales which have yes, no, I don't know. Gradation scale is also used to administer the test items like, agree, disagree, strongly agree, and strongly disagree. Different scales can be used for scoring responses.

There are three major types of viewal (attitudinal) scale.

- i) The summated rating scale, also known as the Likert Scale.
- ii) The equal-appearing-interval or differential scale, also known as the Thurstone Scale.
- iii) The cumulative scale, also known as the Guttman Scale.

i) Likert Scale

In this scale it is assumption that each item on the scale has equally viewal value, weight and importance in terms of reflecting view towards the issue in question. In this scale mainly multiple options are given.

Strongly Agree	Agree	Disagree	Strongly Disagree

ii) Thurstone Scale

It calculates views for each statement on the basis of rating scale by a group of judges. Each statement with which respondents express agreement is given an attitudinal (attitudinal) score equivalent to the attitudinal value of the statement.

i) Yes ii) No iii) I don't know

The main benefit of this attitudinal scale is to determine by judges who reflects actual result rather than relative concept.

iii) Guttman Scale

It is very difficult to measure the views even if it is used very rarely. In this multiple choice options are given to the respondents and analysis is done by cumulative set of scores. It is based on the assumption that a set of items which measure a single, one-dimensional trait can be ordered along a continuum of difficulty. It represents the amount of the trait required for a person to accept the item.

1.1.4 Teacher Training and Teacher Development

Teacher training typically involves taking teachers out of normal teaching environment to undergo training course. After the training course, when the teachers returns to their teaching institutions, it is usually expected that some kinds of tangible change will have taken place involving their skills, knowledge, attitude and behaviour. There are need of teacher training in our country Nepal these can be follows: to provide professional support, to facilitate curriculum planning and implementation, to contextualized theme, to emphasize in self management procedures, to develop competencies regarding to the situational practice, to encourage the teachers for reflective thinking, to encourage the teachers for action research, to tackle inadequacies of previous knowledge, to promote teachers' continuing professional development, to provide opportunities for teachers to share experiences and learn from each others, to develop capacity of leadership in the effective delivery of school services. There are some opinions about training: Hornby

(2000, p.1380) defines training as "the process of learning the skills that need to do a job". Similarly, Sinclair (2006, p.1542) says, "Training is the process of learning skill that somebody need for a particular job or activity". Furthermore, Wallace (2010) says that "training prepares anybody for a particular function of profession". In this regard, training generally refers to the professional preparation of a person in any field of his or her work. It is regarded as prerequisite phenomenon for handling any responsibility for anybody.

Training concept extends in the every field of humans life related such as sports, match, commerce, management, architect, politics, teaching and so on. Teacher training includes teachers' training in different subject and language. Richards & Farrel (2010, p. 3) have given their opinions on teachers' training as: Training refers to activities directly focused on a teacher's aimed at short-term and immediate goals. Often it is seen as a preparation for induction into a first teaching preparation or as preparation to take on a new teaching assignment or responsibilities. Training involves understanding basic concept and principles as pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Teacher training also involves trying out new strategies in the classroom, usually with supervision and monitoring and getting feedback from others on one's practice. The content of training is usually determined by experts and often available in standard training formats or through prescription in methodology book. Teacher training involves presenting and modeling the skills and opportunities for teacher to master them.

Similarly, Head and Taylor (1997, p. 9) assert this view on teacher training: Teacher training essentially concerns knowledge of topic to be taught and of the methodology for teaching it. It emphasizes on classroom skills and techniques. Teacher development concerned with the learning atmosphere which is created through the effect of the teachers on the learners, and their effect on the teacher.

He has also distinguished teacher training and teacher development as follows:

Teacher Training	Teacher Development
Compulsory	Voluntary

Competency based	holistic
Short-term	long term
One off	on going
temporary	continual
external agenda	internal agenda
Skill/technique and knowledge based	awareness based angled towards personal growth and attitudes/insight
Compulsory for entry	non-compulsory
top-down approach	bottom up approach
Product/certificate weighted	Process weighted
mean you can get job	mean you can stay interested in your job
done with expert	done with peers

In teacher training trainer imparts his/her required knowledge, skill methods and techniques which are essential before s/he starts real teaching. As a result, s/he will be able to make his/her students achieve what the curriculum has aimed at. In this regard, Ur (1996, p. 3) states:

The term teacher training and teacher education are often used appropriately interchangeably in the literature to the same thing - the professional preparation of teacher. Many people prefer teacher education since 'training' can imply unthinking habit formation an over emphasis on skills and techniques, which the professional teacher need to develop theories awareness of option and decision making abilities.

Training promotes teachers teaching skills and it develops theories and awareness. Similarly, Lazar (2009, p. 216) asserts:

Teacher learn best by being actively involved in the training session. This active involvement might entail participating in a discussion, brain storming

ideas in a group or simply setting aside time to read and reflect on a new idea.

Teachers are encouraged to relate the content of the course to their own experience.

Teacher training includes skills abilities methods, techniques and different tricks which help the teachers to run their class effectively, efficiently, conveniently and systematically. Training is something which prepares one with an ability to do something as required by situation. The same issue is handled differently by trained and untrained teachers. The main aim of teacher training is to prepare a sound person with sound knowledge. Teacher training is really a process of teacher development.

Wallace (2010, p. 3) says, "The distinction is that training or education is something that can be presented or managed by others, whereas development is something that can be done only by and for oneself". In this sense, we can say teacher training helps teachers' professional development.

1.1.5 Importance of ELT Teacher Training

Training is very useful to acquire practical knowledge in the specific area. Teacher training in the educational process is useful to handle the classroom and the activities as they happen in it. 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, different teacher training programmes have been launched in different sectors, from primary to university level in English language. Training in teaching the English language has been launched to produce skilled manpower in teaching English actively.

In order to update the changing (dynamic) knowledge in the field of education, teachers have to be trained. They have to be given training time and again to adopt the changing knowledge. Teacher training adopts new teaching strategies, sharp the existing knowledge, links training session and classroom teaching. According to Wallace (2010), it is a process of learning that develops moral, cultural, social, intellectual aspects of the whole person as an individual and member of society. Similar ideas have been expressed by Richards (2010), training involves understanding basic concept and principles as pre-requisite for applying them to teach

and ability to demonstrate theory and practice in the classroom. Richards (2010, p. 3) states some goals from different perspectives. Some goals from a training perspective are cited as follows:

-) Learning how to use effective strategies to open a lesson,
-) Adapting the textbook to match the class
-) Learning how to use group activities in a lesson
-) Using effective questioning techniques
-) Using classroom aid and resources (e.g. video)
-) Technique for giving learners feedback on performance.

Similarly, the following are the goals from a development perspective:

-) Understanding how the process of second language development occurs.
-) Understanding how our roles change according to the kind of learners we are teaching.
-) Understanding the kind of decision making that occurs during lessons.
-) Reviewing our own theories and principle of language teaching.
-) Developing an understanding of different styles of teaching
-) Determining learners' perceptions of classroom activities.

Similarly, Wallace (2010, p. 2) states, "The explosions in language teaching there has been an increased demand for language teachers and the consequent need to train these teachers".

Microteaching

Microteaching refers to a technique of teacher training in which simulated teaching are used to develop and analyze trainees' specific teaching skills and behaviours. It is a procedure in which a student teacher practices teaching with a reduced number of pupils in reduced period of time with emphasis on narrow and specific teaching skill. "Microteaching denotes a training context in which a teaching situation has been reduced in scope and/or simplified in some systematic way" Wallace (2010, p.92).

He further views there are main ways in which the teaching encounter may be scaled down are as:

- (a) Teacher's task may be simplified and very specific: In microteaching only one subject should be full at one time.
- (b) The length of the lesson may be shortened: In this training time is only five to ten minutes.
- (c) The size of the class may be reduced: The size of the class may be reduced, not more than ten students, sometimes only four or five.

Stages of Microteaching

In microteaching training trainees get feedback from their colleagues and trainers. After getting feedback s/he re-plans to teach and strengthen his/her skill. In this regard, Wallace (2010, p.93) has given four stages of microteaching as:

- (a) **The briefing:** This is the stage at which the trainee is given oral and/or written information on the skill s/he is to practice and the way is to be done.
- (b) **The teach:** This is when the trainee actually teaches the microlesson. Sometimes the trainee teaches real students and sometimes her fellow trainees (peer teaching) where possible the lesson is usually videotaped.
- (c) **The critique:** This is the traditional name for the stage at which the trainee's micro-lesson is played back (if it is on tape), discussed analyzed and perhaps evaluated. It could well be argued that the term 'critique' is somewhat unfortunate because of its rates negative association with the word 'criticism' or 'criticise' and this is rather unhelpful since microteaching is usually intended to be a positive experience rather than negative one. Perhaps terms such as 'analysis' or simply 'discussion' would be more appropriate.
- (d) **The re-teach:** This is the final stage, but one which is not present in all programmes. In this stage, the trainee practices the same skill again in the light of discussion in stage 3. In some programmes, the teacher is expected to continue practising the skill until s/he 'reaches criterion', i.e. until s/he has shown that s/he has mastered the skill.

Although, the system of teachers' training and license was mentioned in National Education System Plan (NESP-1971) in Nepal, it was not implemented due to various

reasons. After seventh amendment of NESP, it makes as the guiding document for teacher development programme visualized that licensing and training should be compulsory for every teacher as written in Bhattarai (2009, p.5).

Development generally refers to growth not focused on a specific job. It serves a long term goal and seeks to facilitate growth of teachers' understanding of teaching and themselves as teacher. Teacher training facilitates teacher development.

1.1.6 Characteristics of a Trained Teacher

There are many characteristics of trained teachers. The major characteristics of trained English teacher presented by Coffey (1982, p. 69) are two folds:

- (a) a high degree of competence in English
- (b) professional teaching in up-to-date and method of modern language teaching knowledge of its underlying principle.

In addition, there is the qualification expect of any teacher that he demonstrates a real interest and involvement in his work, a proper sense of responsibility for the welfare of his pupils, and loyalty to the schools.

To be more specific in case of language teaching training includes not only how to teach English language but familiarity with the language and internal mechanism. Success in language learning depends upon the quality of teaching. So, according to Coffey (1983, p. 8), "The minimum list of language learning and teaching process are approach, syllabus, methodology, materials evaluation and teacher training."

According to Awasthi (2008 as cited in Bhattarai, 2009), the characteristics of good teachers are: friendly, gives good notes, know how to treat someone who sits at a desk for six hours, lets the children to do the task by themselves individually or group takes out, thinks we know, talk about his/her life, tells jokes, s/he is one of us, do not push weak students, ask students' opinion, there is a good dialogue between teachers and students, s/he likes an actor or actress, pretend a lot, s/he is forceful but not strict, s/he knows psychology of students, use gesture in the class to make clear, s/he makes sure that everyone understand, s/he believes us, makes us believe in ourself, we want her/his to be proud of us, s/he has his/her own personality, he or she is very

experienced, s/he gives advice, s/he uses question a lot, s/he asks question to all students.

1.1.7 Historical Background of English Language and ELT Training in Nepal

Formally, English language entered in Nepal in 1854 A.D. when prime Minister Jung Bahadur opened a family school in Thapathali, Kathmandu. Later, that school named Durbar High School. However, it was not introduced in the higher education until 1918 A.D. when Tri-Chandra College was established. The Basic Education Teacher Training Centre (BETTC) was established in Kathmandu in 1948 A.D. with a view to train primary school teachers. However, the centre had to discontinue its function after the recommendation of the Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of the College of Education in 1956 in Kirtipur, Kathmandu to provide two years and four years teacher education programmes to the prospective lower secondary or secondary level teachers of Nepal. Concurrently, mobile normal school ran ten month teacher training programme for Primary School Teachers' Training Centers (PSTTC) in 1963. Teacher educators were running these centres at the College of Education (COE) were trained either in the USA or the Philippines.

Nepal Education System Plan (NESP, 1971-76) brought a new impetus in teacher education making teacher training mandatory to obtain tenure in schools. This policy created a favorable environment for expansion of teacher education/training institution.

All these institutions such as the College of Education (COE), National Vocational Training Centre (NVTC) and Primary School Teachers' Training Centre (PSTTC) came under the single umbrella of the Institute of Education (IOE) under Tribhuvan University (TU). This institute was solely entrusted to conduct both pre-service (induction) and in-service teacher education/training including the very short term package. During this period, IOE conducted fifteen varieties of training programmes through its regular campuses and on-the-spot programmes. In-service programmes of short or long terms sponsored by the Ministry of Education and Sports (MoES) helped IOE in its quantitative expansion. Awasthi (2003) says, the popular programmes apart from the regular degree oriented teacher education programmes conducted during this period taking in to account the topographical and social structure of the country were:

- (a) Women Teacher Training (1971) to give up equal access for women and girl to education.
- (b) Remote Area Teacher Training (1973):
 - i. on-the-spot training programme
 - ii. Teacher Training Through Distance Learning (1976). Its trainee were provided self learning materials. This programme was converted into Radio Education Teacher Training Programme (RETTP) which is aired from Radio Nepal.
 - iii. B-Level (Under SLC) Teacher Training
- (c) Vocational Teacher Training Programme.
- (d) Human Resource Development in Teacher Education.

There are two kinds of teacher training conducted in Nepal:

1. Pre-service Teacher Education/Training (Induction)

Pre-service (induction) teacher training is provided by these institutions:

- (a) Faculty of Education, Tribhuvan University, since 1956
- (b) School of Education, Kathmandu University
- (c) Nepal Sanskrit University, since 1998
- (d) Purwanchal University, since 1999
- (e) Higher Secondary Education Board (HSEB)

Pre-service ELT teacher education and training they run is shown in table by Awasthi (2003, p.210).

English Language Teacher Education Programme

Institution	Programs			
FOE, TU		3 Year B.Ed.	1 Year B.Ed.	2 Year M.Ed.
SOE, KU			1 Year P. G. Diploma	1 Year M.Ed. in ELT
NSU			1 Year B.Ed.	
PU		3 Year B.Ed.		
HSEB	2 Year Higher Secondary School Education			

2. In-service Teacher Training

In service teacher training programmes are conducted by these centres:

- (a) Secondary Education Development Centre (SEDC-1983). Its aim was to improve the quality of lower secondary education in Nepal. As the Science Education Development Project (SEDC), this centre initially trained science math and English teachers. Later, it was converted into Secondary Education Development Project (SEDP).
- (b) National Centre for Education Development (NCED-1992). Its main aim was to train the manpower involved in the field of school education. It also gave authority the private agencies to run teacher training programmes.

At the present, universities of Nepal, HSEB and some professional associations/NGOs like Nepal English Language Teachers' Association (NELTA), British Council are running ELT education/training programmes.

1.2 Review of Related Literature

A number of research works have been carried out in the field of the teacher training in ELT. Some of the related major research works reviewed have been given below:

Samadarshi (1988) carried out a research on "A Study on the Expected Classroom Behaviour of Trained English Teachers". The main objective of his study was to

examine the classroom behaviour of trained teachers in the English classrooms. The research tools used by him were classroom observation form and questionnaire for English teachers and need teachers. He found that majority of the trained teacher were found to have good performance according to the expectation into the classroom behaviours. Some of the good classroom behaviours were command of the target language, control of the classroom and so on.

Khanal (2005) explained about teacher training in his article entitled "Trained Teacher and Teacher Training". His article is based on his research of Master's Thesis in English Language Teaching (ELT). The main purpose of his study was to find out the perception of trained teacher about teacher training. The research tools used by him were classroom observation form and questionnaire for English teachers. He found that there were positive perception towards training. He also found that the teachers of both private and government aided schools had similar perceptions towards teacher training as a part of professional development.

Giri (2007) also carried out a research on "Transfer of Training Skill: A Class of B.Ed. English Graduates". The objectives of her study were to examine the skills transferred by the trained teachers from training to classroom delivery and to examine aspects that affect transfer of training skills in the classroom delivery. The research tools used by her were classroom observation checklist and questionnaire for English teachers. She found that trained teacher were successful in transferring a number of training skills to the class delivery as she pointed out the barrier to transfer the training skill were lack of physical facilities, inability to give up old habits, heterogeneous class and some inherent problems. Trained teachers were found to have good command over the subject matter and confident in their subject.

Singh (2007) in a Journal of TESOL focuses on some of the reasons for non transfer of training skills as unconvincing newer techniques and methods, inability to easily give up old habits, lack of competence on subject matter, lack of motivation, etc. and some contributing factors in the transfer of training skills: presentation of new techniques in convincing way, sufficient opportunity to discuss, demonstration and practice during training, up-to-date curricular materials, clarity in the instruction and so on.

Pandit (2008) carried out a study on "Attitudes of Primary English Teachers towards English Teachers Training". The objectives of his study were to find out the attitudes of English teachers towards the training modules, methods and existing evaluation system of the primary level English language teachers training. The research tools used by him were close ended (objective) and open ended (subjective) questions. He found that knowledge and skill of training helped them to their teaching profession. Teacher were satisfied with the method used by trainer in training but it was not applicable in their school classroom situation, size and number of student

Basnet (2009) carried out a research work entitled "Transfer of Teacher Training in Teaching Vocabulary". The main objective of the study was to identify and analyze the teaching activities of trained teachers in terms of students' motivation, presentation and practice methods and techniques and evaluation system used by trained teachers. For the fulfilment of these objectives, she used classroom observation checklist and questionnaire for English teachers as tools for data collection. It was found that majority of the teachers were found using explanation, translation and dictionary techniques while teaching vocabulary.

Trital (2011) carried out a research work entitled "Transfer of Teacher Training in Teaching Speaking Skills." The main objective of the study was to analyze the transfer of training of trained teacher of English in teaching speaking. The main tool for data collection was the classroom observation checklist for English teachers. It was found that majority of the teachers were transferring their skills in term of students evaluation. They were using picture description, reading aloud and oral test as evaluation tools which are included in the training manual.

It seems that the above mentioned research studies have been carried out in the field of teacher training and teaching for various purposes. The purpose of the present study is different from the previous studies in sense that, it is an attempt to find out the teachers' views on English language teacher training for professional development. Thus my study is different from the rest of studies carried out the department till present day and I hope that this research will be fresh research in this department.

1.4 Objectives of the Study

The objectives of the present study were as follows:

- (a) To find out the teachers' views on ELT training for professional development.
- (b) To suggest some pedagogical implications on the basis of my study.

1.5 Significance of the Study

This study is highly significant mainly for the ELT practitioners, who want to undertake research in the field of teacher education. It is also significant for teachers, students, curriculum planners, exam experts, supervisors, teacher trainer, researchers students, government, NGOs, INGOs and for those who are directly or indirectly engaged in the realm of ELT teacher development. This study would have a significant contribution in the area of English language teacher training in ELT situation. This study would be valuable; it will throw light on ELT training, teaching and professional development in ELT situation.

CHAPTER - TWO

METHODOLOGY

The following methodologies were adopted to fulfil my study objectives.

2.1 Sources of Data

I used both primary and secondary sources of data for completion of my research.

2.1.1 Primary Sources of Data

The primary sources of data for my study were twenty secondary level trained English language teachers of the government aided schools as well as private schools of Siraha district.

2.1.2 Secondary Sources of Data

Secondary sources of data for my study were the related books in the field of teachers' training, development and various related journals, articles, magazines, research reports, unpublished theses and so on. Some of them were: Head and Tylor (1997), Awasthi (2003), Harmer (2007), Wardaugh (2008), Basnet (2009), Lazar (2009), Richard and Farrel (2010), Wallace (2010). To obtain information I consulted libraries, electronic media, print media, governmental offices, NGOs, INGOs and so on.

2.2 Population of the Study

The population of my study was the secondary level trained English language teachers of government aided schools as well as private schools of Siraha district.

2.3 Sampling Procedure

There were hundreds of secondary level schools in Siraha district. As it was quite impossible to include all those teachers in my study, I selected only 15 government aided schools and 5 private schools using purposive random sampling. Then I selected 20 secondary level trained English language teachers each from these 20 schools.

2.4 Tools for Data Collection

My research tool for data collection was the questionnaire. The questionnaire was close ended (objectives) as well as open ended (subjectives) (See Appendix - I).

2.5 Process of Data Collection

First of all, I visited District Education Office (DEO) Siraha; for getting list of 20 secondary schools recent trained secondary level English language teachers of government aided as well as private school of Siraha district. After getting the list, I randomly selected twenty teachers; one teachers each from these schools then I consulted with them for my purpose and distributed my research questionnaires and asked them to give their opinions by writing on questionnaires. Finally, I collected questionnaires from them.

2.6 Limitations of Study

This study had the following limitations:

- (a) The population of my research study was twenty trained secondary level English language teachers.
- (b) The populations of my research study were from 15 governments aided as well as 5 private schools.
- (c) This research study was limited only in Siraha district.
- (d) The data collection tool were only questionnaire.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation of the data collected from different sources. The analysis and interpretation have been contained under the following sub headings:

- I. Analysis of data obtained from close-ended (objectives) questions.
- II. Analysis of data obtained from open-ended (subjective) questions.

3.1 Analysis of Data Obtained from Closed-Ended Questions

This section deals with analysis and interpretation of the data collected from closed-ended questions. There were 11 closed-ended (objectives) questions among 22 questions. The responses were valued and their frequencies were counted and changed into percentage. Answer of the questions are analyzed and interpreted descriptively and presented summarizing them in paragraphs and points.

3.1.1 Teachers' Views on Training

In this section of analysis and interpretation, I tried to find out the attitudes/views of respondents regarding the need of teacher training.

Table No. 1

Teacher Training

Q.N. 1 Teacher training Views of Respondents	Yes		No	
	Frequency	%	Frequency	%
Emposes the teachers to learn	-	-	-	-
Provides readymade solution	-	-	-	-
Enhances the teachers to handle the class effectively	20	100%	-	-
None of the above	-	-	-	-

Grand Total	20	100%	-	-
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From the above table, I found that all the respondents strongly agreed that teacher training enhances the teachers to handle the class effectively. It shows that teacher training is very useful to make the teachers tackle the classroom properly.

3.1.2 Involvement of Teachers on Training/Education Program

In this section of analysis and interpretation, I tried to find out in which teacher training/education programme they involved most. The data obtained from respondents have been presented in the following table:

Table No. 2

Involvement of Teachers in Teacher Training

Q.N. 2 Responses	Yes		No	
	Frequency	%	Frequency	%
Involvement of teachers				
Pre-service teacher training	-	-	-	-
In-service teacher training (INSET)	3	15%	-	-
Microteaching training	9	45%	-	-
All of the above	8	40%	-	-
Grand Total	20	100%	-	-

The above table revealed that no any respondents were involved in pre-service teacher training, 15% respondents were involved in in-service teacher training, 45% respondents in microteaching training and the rest 40% respondents involved in in-service microteaching and pre-service teacher training. It shows that greater number of teachers participated in microteaching training. It means they loved to participate in microteaching.

3.1.3 Teacher Training as a means of Professional Development

To find out the attitudes of respondents regarding teacher training. I asked them whether teacher training is the only way of being professionally developed. The data obtained from the respondents have been presented in following table:

Table No. 3

Teacher Training as a Means of Professional Development

Q.N. 3 Training as Professional Development	Yes		No	
	Frequency	%	Frequency	%
Distractors				
Strongly agree	1	5%	-	-
Agree	5	25%	-	-
Neutral	-	-	-	-
Strongly disagree	10	50%	-	-
Disagree	4	20%	-	-
Grand Total	20	100%	-	-

From the above table, it is revealed that 5% the respondents strongly agreed teacher training is only way of teacher professional development and 25% respondents agreed. Similarly, 50% respondents strongly disagreed. It means they think there are many ways of being professional teacher, and 20% respondents disagreed. It shows that greater number of respondents believed that teacher training is not the only way of being professionally developed.

3.1.4 Enhancement of Language Teaching Skills Through Training

To find out the views of respondents regarding whether teacher training enhances teachers to gain skills of language teaching, they were asked to give them views on it. The data obtained from respondents have been presented in the following:

Table No. 4

Enhancement of Language Teaching Skill Through Training

Q.N. 4 Enhancement of language teaching Distractors	Yes		No	
	Frequency	%	Frequency	%
Strongly agree	11	55%	-	-
Agree	9	45%	-	-
Neutral	-	-	-	-
Disagree	-	-	-	-
Strongly disagree	-	-	-	-
Grand Total	20	100%	-	-

The above table shows that 55% respondents strongly agreed on the enhancement of language teaching skill through training, 45% respondents agreed that training enhances skill of teachers (no any percentage respondents were in neutral, in disagreed and strongly disagreed). It shows greater number of respondents strongly agreed that teacher training enhances teacher to gain skills of language teaching, it means they were in favour of training.

3.1.5 Training as Wastage of Time and Money

To find out the views of respondents regarding whether teacher training as a wastage of time and money, I asked them whether teacher training is only wastage of time and money. The data given from the respondents have been presented in following table:

Table No. 5

Teacher Training as Wastage of Time and Money

Q.N. 5 Wastage of Time and Money Distractorss	Yes		No	
	Frequency	%	Frequency	%
Strongly agree	-	-	-	-

Agree	-	-	-	-
Neutral	1	5%	-	-
Disagree	11	55%	-	-
Strongly disagree	8	40%	-	-
Grand Total	20	100%	-	-

The above table showed that no respondents strongly agreed on teacher training is wastage of time and money and agreed, 5% respondents were neutral, 55% disagreed, it means they don't accept in any condition that training waste time and money. And 40% strongly disagreed i.e. to say they don't believe it waste time and money. It shows that greater number of respondents believed that teacher training is not wastage of time and money. It means time and money are utilized in teacher training.

3.1.6 The Use of Language in ELT Training Session Period

To find out the views of the respondents regarding language of trainers and trainees during English language teaching training session period, the respondents were asked whether they should use any of their native languages. The data obtained from the respondents have been presented in the table below:

Table No. 6

Use of Other Language in ELT Training

Q.N. 6 Use of language	Yes		No	
	Frequency	%	Frequency	%
Distractorss				
Strongly agree	2	10%	-	-
Agree	9	45%	-	-
Neutral	3	15%	-	-
Disagree	3	15%	-	-
Strongly disagree	3	15%	-	-
Grand Total	20	100%	-	-

From the above table, it reveals that 10% respondents strongly agreed on the restriction of use of their native language and 45% respondents agreed on to limit the

use of it. Similarly, 15% were neutral i.e. to say they are not sure whether they should use their mother tongue or not. Likewise, 15% respondents disagreed which means they should not be any restriction in the use of their mother tongue. In the same way, 15% respondents strongly disagreed which means they emphasized on the use of their mother tongue. Above all show that a greater number of respondents who participated in the English language teaching training session view that they should limit the use of their native languages.

3.1.7 The Role of the Teacher

In this section of analysis and interpretation, I tried to find out the role of teachers.

Table No. 7
Role of Teachers

Q.N. 7 Strata Teachers' role	Yes		No	
	Frequency	%	Frequency	%
Guide the students	5	25%	-	-
Counsel the students	2	10%	-	-
Direct the students	-	-	-	-
Encourage the students	8	40%	-	-
Empower the students	5	25%	-	-
Grand Total	20	100%	-	-

From the above table, it was found that 25% respondents believed that teachers role is to guide, 10% believed teachers role is to counsel the students, no one believed on the role of teacher is to direct, 40% respondents believed the role of teacher is to encourage the students and 25% respondents believed that the role of teacher is to empower the students. It showed the greater number of respondents believe the role of teachers is encourage the students. It means the teacher or trainer who teaches in class or have to encourage the student.

3.1.8 Best Way of Learning in Training Session

To find out the views of the respondents regarding the best way of learning in training session. I asked them how they best learn in the training session. The data obtained from them have been presented in the following table.

Table No. 8

Learning in Training Session

Q.N. 8 Strata Best learn through	Yes		No	
	Frequency	%	Frequency	%
Encouragement	2	10%	-	-
Imitation of other	-	-	-	-
Through empowerment	-	-	-	-
Involvement	9	45%	-	-
Sharing with peer	9	45%	-	-
Grand Total	20	100%	-	-

By analyzing the above table, it reveals that 10% respondents believed teacher best learn through encouragement, 45% believed they learn through involvement and 45% believed that they best learn through sharing with peers group. Among all of the respondents, no one believed teacher best learn in training session through imitation of others and empowerment. It was found that greater and equal number of respondents believed that teacher best learn through involvement and sharing with peer groups. It means involvement and sharing with peer have high significant.

3.1.9 The Use of Teaching Materials in Training Session

To find out the views of the respondents regarding on teaching materials they use most in training. The respondents were asked, which training materials they use most in training session. Their opinion have been presented in the following table.

Table No. 9

Use of Teaching Materials

Q.N. 9 Distractors	Yes		No	
	Frequency	%	Frequency	%
Use of materials				
Readymade material	-	-	-	-
Local based and created by them	20	100%	-	-
Materials donated by government and others	-	-	-	-
If any	-	-	-	-
Grand Total	20	100%	-	-

The above table declared all the participants use local and created by themselves teaching materials. Among all of the respondents no one use readymade, materials donated by government and other; and they don't use others materials except local based and created by themselves in teaching. It revealed that all of the teacher uses local and created by themselves materials. It means local and created materials by themselves are very useful for training and real teaching.

3.1.10 Best Method for English Language Teacher Training

To discover the views of the respondents regarding the most beneficial method for English language teacher training, the question for them was which was the most beneficial method for English language teacher training. The data received from respondents have been presented in table bottom.

Table No. 10

Beneficial Method for Training

Q.N. 10 Distractors Methods	Yes		No	
	Frequency	%	Frequency	%
Communicative	20	100%	-	-
Lecture method	-	-	-	-
Grammar translation	-	-	-	-
Audio lingual	-	-	-	-
If any	-	-	-	-
Grand Total	20	100%	-	-

The table shows all the respondents were in favour of communicative method. No one viewed that lecture method, grammar translation method, audio lingual method and except these methods are beneficial for English language teacher training. It showed that all the respondents are satisfied with the communicative method. It means only communicative method have to be used in ELT training.

3.1.11 Factor that Affects the Training

To find out the respondents regarding factor that affects training, they were asked the most important factor that affects and what they are. The data taken from the respondents have been presented in the table below.

Table No. 11

Training Affecting Factor in Training

Q.N. 10 Distractors Affecting factors	Yes		No	
	Frequency	%	Frequency	%
Motivation and attitudes	6	30%	-	-
Learning environment	1	5%	-	-
Methods and techniques used in training	12	60%	-	-
Training course	1	5%	-	-
If any	-	-	-	-
Grand Total	20	100%	-	-

The above table showed that 60% of the respondents argued the most important factors that affects the training is the method and the technique. Among them, 30% respondent argued motivation and attitudes, 5% argued that learning environment, 5% respondents argued the training course that affect training. Among them, no one gave their opinion except motivation and attitudes, learning environment, method and techniques used in training, and training course. It found that most of the respondents believed that method and technique that used in training session plays greater role.

3.2 Analysis of Data Obtained from Open-Ended Questions

Under this heading, data obtained from open-ended questions are analyzed and interpreted. There were 22 questions, among them 11 questions were open-ended. Four questions were asked to respond 'yes', 'no' and 'some extent' with appropriate reasons. Five questions were related to the answer of 'what', 'who', and 'which'. Two questions were related to opinions. The answer of 5 questions are analyzed and interpreted descriptively representing them in the table and 2 were analyzed descriptively only.

3.2.1 The Use of Other Teaching Materials except Textbook

To find out the respondents practice, they were asked apart from the textbook they use other sources of language teaching material.

All the respondents claimed that they use the other sources of language teaching materials. Again I asked them what other sources of language material they use. They claimed that they were using other practice book, teachers' guide, newspaper, self made flash card, grammar book, language game, audio tape, different article related to topics, dictionary flannel board, cut out picture, map chart and diagrams.

It showed that most (all) the respondents were using extra sources of language teaching materials. It means in training session it must have to followed.

3.2.2 Necessity of Different Plan

To obtain the views of respondents regarding necessity of lesson plan, work plan, weekly plan, annual plan, they were asked whether those were necessary.

All the 20 respondents were in the favour of lesson plan, work plan, weekly plan, annual plan. It showed that plan is necessary for them. Their opinions were as follows:

- Z To make classroom effectively whatever s/he planned.
- Z To finish the course easily in time.
- Z It revises the teachers confidence level high.
- Z To fulfill the goal of the course and curriculum.
- Z To make teaching long lasting.
- Z It makes teaching organized, systematic and scientific.
- Z It empowers the teacher to collect the teaching materials.
- Z It gives the method and technique to the teacher in time.

3.2.3 Teacher Interest in English Language Teacher Training

To find out the respondents interest towards ELT training, I asked whether they were interested in English language teacher training.

Nineteen respondents seemed very interesting to participate in training and one respondent seemed not interested.

Minority of respondents were not interested in participating in training. They argued that participation in ELT training is not the sole source of effective teaching and learning. Implication aspect were very poor; neither the government nor the concerned authorities who were responsible for supervision and monitoring paid attention towards that.

Most of the respondents were interested to participate in ELT training. They argued that teacher training develops teachers' confidence and efficiency, it makes classroom live, makes teacher concept strong, enhances teacher activities, new method and technique are shared with trainer and peer group. It refreshes the teacher, develops teaching skills and so on.

From the above argumentation, it has been revealed that most of the teachers were positive in participating in ELT training and few were negative to participating in training. It shows that teachers' views on participating on training were positive.

3.2.4 Necessity of ELT Training

To discover the views of respondents about the relevance of ELT training, I asked them whether ELT training was necessary and it helped in English language teaching.

All the 20 respondents were in favour of teacher training and argued that it helped in English language teaching. Among them no one respondents viewed negatively.

They argued that teacher training is necessary because of these reasons: to motivate the students, to make teaching learning activities effectively, to become professionally developed teacher, to share the method and technique, to solve the problem faced by the teachers, it helps teachers to sustain in modern dynamic world, to follow the new innovations.

From the above argumentation showed that ELT training is necessary.

3.2.5 Improvement in Teaching Activities and Students Learning after Taking ELT Training

To find out the opinions of respondents, I asked them whether they felt any improvement in teaching activities and their students' learning. The data taken from the respondents has been tabulated in the table below.

Table No. 12
Improvement after Training

Q.N. 16 Strata	Yes		No		I don't know	
	Frequency	%	Frequency	%	Frequency	%
Feel improvement						
Feeling improvement in teaching activities	18	90%	1	5%	1	5%
Grand Total	18	90%	1	5%	1	5%

From the above table, it revealed that 90% respondents felt improvement in their teaching and students learning, 5% did not feel any improvement. Rest of them 5% did not know whether their teaching activities and students' learning improved or not.

It shows that majority of respondents felt improvement in their teaching activities and students' learning. They argued that teacher training increased their confidence level, make teaching comfortable, they changed their teaching methods and techniques. It helped to control and handle the heterogeneous diversified class effectively. After taking students became interactive, students ask questions frequently.

It means teacher training improves teacher teaching skills and student learning style and their quality and quantity. So, it have to conduct time and again.

3.2.6 Other Programme for Professional Development

To find out the respondents views, they were asked whether apart from ELT training there were any other programme (s) / activity (ies) that could made them professionally developed. The received data has been shown in the table beneath.

Table No. 13

Other Programme Except Training

Q.N. 17 Strata Other programme	Yes		No		I don't know	
	Frequency	%	Frequency	%	Frequency	%
Other programme for professional development	13	65%	3	15%	4	20%
Grand Total	13	65%	3	15%	4	20%

From the above table, it was found that 65% knew that there were other programmes/activities that make them professional developed. Fifteen percentage of respondents believed that teacher training is only one activities that make them professionally developed. And 20% respondents were in neutral.

It showed that majority of respondents were familiar of other programmes. The other programmes/activities except teacher training. The responses of the respondents were: seminar, meeting, conference, educational task, writing article, sharing ideas with others, workshop, self monitoring, teaching journals, peer teaching, peer observation, teaching portfolios, case analysis, counselling, NELTA conferences, visiting internet, collaborating teaching.

It means they know about other programme that makes them professional.

3.2.7 Involvement in Other Programmes

To find out the teachers involvement in other programmes/activities, I asked them whether they had involved in other programme except teacher training which makes

them professionally developed. The involvement of teachers in other programme has been shown in the following table.

Table No. 14

Involvement in Teachers in other Programme

Q.N. 18 Strata Involvement	Yes		No		I don't know	
	Frequency	%	Frequency	%	Frequency	%
Teachers involvement in other programmes	8	40%	12	60%	-	-
Grand Total	8	40%	12	60%	-	-

The above table showed that 40% respondents were participated in other professional programme of teachers. The rest 60% respondents were not participated in other programme and no one was in dilemma.

It shows that minority of respondents were involved in other programme. The other programme they were participated have responded by them are as: Teacher Professional Development (TPD) training programme, district level assembly of English teachers, career development, NELTA conference, workshop, action research counselling programme, personality development, conflict management, visiting other institutions and so on.

It showed that majority of teacher were not participated in any other activities/programmes except teacher training which makes them professionally developed. it means opportunity and chance must be given those who not got chance to participate any other programme except teacher training. Government sectors other sector which is related to education have to conduct other programme.

3.2.8 Suitability of Teacher Training

To reveal the respondents opinion regarding the suitability of training, they were asked whether training that they had got was suitable for their teaching level. The data obtained from respondents has been presented in the table below.

Table No. 15

Suitability of Training

Q.N. 19 Distractors Suitable	Yes		No		I don't know	
	Frequency	%	Frequency	%	Frequency	%
Training were suitable for their teaching level	11	55%	1	5%	8	40%
Grand Total	11	55%	1	5%	8	40%

From the above mentioned table, it was found that 55% respondents argued the training they got was very suitable for them, 5% respondents argued that it was not suitable and 40% respondents argued that some extent suitable for their teaching level.

It revealed that majority of respondents were benefited from it and they were satisfied. It means the training course, trainer presentation, methodology and technique used by trainer were very good. They argued that training helped them to develop professional skills. Training helped them in teaching effectively and supported to make pre-plan.

Five percentage respondents argued that the training that they had got was not suitable. They argued that there were no use of teaching material.

Fourty percentage respondents argued that the training that they had got were some extent suitable because: don't provide new technique new technique as syllabus required. In the training session there were few number of participants but in real teaching there were large numbers of students. So, training did not match sometimes. Sometimes, the level and the standard of the students did not appropriate for some method and technique.

3.2.9 Availability of Teaching Materials Informed in Teacher Training

To acquire the views of respondents' regarding on getting teaching materials, I asked them whether they were getting such teaching materials that they had informed in training. The data provided by the respondents has been tabulated in the table below.

Table No. 16

Getting of Teaching Materials

Q.N. 20 Distractors Availability	Yes		No		I don't know	
	Frequency	%	Frequency	%	Frequency	%
Teaching materials	7	35%	13	65%	-	-
Grand Total	7	35%	13	65%	-	-

The above table showed that only 35% respondents were getting teaching materials that informed in training session. And 65% respondents were not getting any types of teaching materials. No any percentage respondents were not in confusion whether they were got materials or not.

The respondents who were getting teaching materials responded that they are getting these teaching materials: posture, pamphlets, flash card, packet chart, cassette player.

The respondents who were not getting teaching materials attracted the attention of concerned authorities. They argued that school, concerning Lead Resource Center (LRC), District Education Office should have to provide these material, government should have to take care for providing such materials. They further responded that government should have to make easily available of these materials.

3.2.10 The Way of being Professionally Developed English Language Teacher

To get the respondents opinion for being professional developed English language teacher, they were asked essay types of questions. The question was "How can the English language teachers be professionally developed?" All of the respondents gave

their views about being professionally developed teacher. I have compiled their opinions which has been listed below.

- through participating in training,
- through providing equal opportunity to participating in any programme to the teacher,
- refresher training have to conduct time and again,
- through sharing others experienced teachers,
- concerned authorities have to provide favourable environment,
- through showing honest behaviour being punctual, thinking selfishlessness,
- through collaborative thinking,
- through participating in seminar, conference, meeting, discussion, workshop, such as NELTA conference, British Council conference and so on.
- through peer teaching, peer teaching observation, peer coaching, educational tour visiting in internet and website.

From the above opinions it was found that teacher training is not the only one method or way for being professionally developed, but it is most powerful tool for developing countries teachers.

3.2.11 Suggestion for Training

To find out the respondents suggestions they were asked essay types of questions that question was "Give other suggestions for training." Out of 100% respondents, 85% responded on that question. Their suggestions for training suggested by them has been listed below.

- training should be provided equally and fairly opportunity to all the teachers. These should not be biasness in selection for training.
- training should be in the access of teacher time and place.
- there should be launched incentive programme for the teachers.
- concerned authorities such as government, district education office, school, civil society parents and who are directly or indirectly related with education should have to pay attention for helping the teachers.

- Training should be SMART (Specific Measurable, Achievable, Realistic and Time bounded).

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implication which are presented on the basis of analysis and interpretation of the collected data.

4.1 Findings

The major findings of the study are as follows:

- (i) All the respondents views were positive on teacher training.
- (ii) Most of the teachers viewed that the teachers role is to encourage the students.
- (iii) Local based teaching materials are very useful in training session.
- (iv) All teachers responded that communicative method is the most beneficial method for English language teacher training.
- (v) Teaching training is the most powerful tool for professional development of teachers.
- (vi) Most of the teachers did not get teaching material has been informed during their training period.
- (vii) There were weak supervision and monitoring in education field.

4.2 Recommendations

On the basis of findings some recommendations have been made below:

- (i) Teacher training should be conducted time and again.
- (ii) Micro-teaching training should be strictly followed by all of the institution.
- (iii) During the English language teacher training session period trainer and trainee should have to use only English language.
- (iv) Trainer role should be to encourage the trainees.
- (v) In training session period trainer have to empower the trainee and make them to practice (involve).
- (vi) In ELT training session only communicative method should be used.
- (vii) Methods and technique that used in training is the most important factor that affects the training. So, trainer and trainee (practitioner) have to sincere about appropriate method and technique.
- (viii) Apart from textbook other teaching materials should be provided to the teachers.
- (ix) Lesson plan, unit plan, work plan, weekly plan, annual plan should be strictly followed.
- (x) Including teacher training, other programme should be conducted for professional development of teacher such as conference, meeting, workshop, new course orientation class and so on.
- (xi) Their should be fair and free selection of teacher for teacher training and other programme.
- (xii) Strong supervision and monitoring should be done in education sector.
- (xiii) Teachers' real problem should be collected and training should focus their difficulty.

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