

**CLASSROOM PERFORMANCE OF TRAINED TEACHERS OF
ENGLISH AT PRIMARY LEVEL**

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

**Submitted by
Krishna Bahadur Chhetri**

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

2012

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

Date: 13-08-2012

.....

KrishnaBahadur Chhetri

DEDICATION

Dedicated

*To my Family and Teachers who devoted a great span of their lives to
make me stand in this position.*

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ABSTRACT

The present research study entitled “Classroom Performance of Trained Teachers of English at Primary Level” aimed to find out the classroom performances of the trained teachers of English at primary level and to explore their opinion towards teacher training. This study was carried out using both the primary and secondary sources of data. The data for the study were collected through observation checklist and semi-structured interview. Observation checklist was used to find out the performance of trained teachers in classroom teaching. On the other hand, semi-structured interview was used to explore their opinion towards teacher training. For the classroom observation, the researcher purposively selected twenty primary level English teachers from different government aided schools of syangja district and for interview, the researcher selected only ten teachers whose classes were to be observed. From this study, it was found that the trained teachers were not entirely implementing their skills in the that they had learnt from the training in the classroom. Their opinions towards teacher training were found positive and they accepted it as an indispensable component of effective teaching.

This study includes four chapters. The first chapter contains general background, review of the related literature, objectives and significance of the study. The second chapter mainly concerns with the methodology used in the study; the sources of data, sampling procedure, tools and processes of data collection and limitations of the study. Similarly, the third chapter deals with the analysis and interpretation of data. The fourth chapter consists of the findings and recommendations of the study. Finally, references and appendices are followed in the concluding chapter in order to give validation to the research.

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LIST OF SYMBOLS AND ABBREVIATION

A.D	Anno Domini
B.S	Bikram Sambat
CUP	Cambridge University Press
ELT	English Language Teaching
FOE	Faculty of Education
HSEB	Higher Secondary Education Board
i.e.	That is/id.est
INGO	International Non- government Organization
NCED	National Center for Education Development
NELTA	Nepal English Language Teachers' Association
NESP	National Education System Plan
NGO	Non-Governmental Organization
T.U	Tribhuvan University
SLC	School Leaving Certificate
PSTTC	Primary School Teachers' Training Centers

CHAPTER ONE

INTRODUCTION

1.1 General Background:

Every task should be goal oriented. When we want to meet a goal, we have to make strength about our field. For effective and quality education, first of all, the ability of the teachers should be strengthened. Today is the age of scientific innovation so; anything cannot be new for us in all the time. A new thing today becomes very old tomorrow. Similarly, after teachers have been teaching for sometimes however, their knowledge and skills sometimes becomes outdated or there may be a lack of fit between the knowledge and skills the teachers possess and what their field needs. So everyone should have new information to their related field.

Nobody is hundred percent perfect in his/ her respective field. Like as, no one can be a complete teacher. For understanding the basic concepts, principle and to fight with the issue and challenges about teaching, there is a need of teacher training. To make a teacher complete, training should be given to the teachers time and again to fulfil the changing needs of the students.

1.1.1 English Language Teaching in Nepal

English language teaching in Nepal has a long history. The history of English language teaching in Nepal can be traced back to the early Rana regime, which was deeply influenced by the British in India in 19th century. Sharma (2006, p. 24) says, “so far as the history of official entry of the English language is concerned, it is with the establishment of the

first modern school Durbar high school.” The main aim of this school was to make aware (know) their children about English language. English was formally introduced in school level in 1854. Nepalese education shows that until the 1950s many secondary level students voluntarily chose English language as the medium of examination. Not only secondary level students, but in higher- secondary level of education as well this on this language was used as a medium of both instruction and examination till the 1960s. Department of English at the University and the Board of English studies made some remarkable efforts from 1962. Awasthi (2003, p. 22) says, “ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B.Ed. program in English Education.”

Nowadays, English has become the medium of instruction in many schools , colleges and Universities. Bhattarai (2006, p. 13) says, “out of the total approximately twenty-one (21) thousand primary to higher-secondary schools, almost half the numbers are English medium ones.” Slowly and gradually the concept of English medium classes are changing.

Promotion of higher education is also almost impossible without this language. Without adequate knowledge and skills of this language, students from the intermediate level of education cannot proceed further in Nepal. Obviously, the teaching of English has to be more and more effective and efficient in the present age of rapid advancement in science and technology, which has been bringing newer and newer challenges every moment. It is very essential to keep on improving English Language Teaching methods and situation for the learners who need English language skills for their particular purposes.

1.1.2 Teacher Training

Specific training for teachers was originated in France by John Baptist de la sale in 1685. Then, teacher training spreads rapidly in Europe because of the work of August Herman Franke and Johan pestalozy through the influence of monitorial system. Similarly, Germany established the first curriculum for teacher training in the 18th century. From the Europe, the monitorial training method spread to the United States (1810).

Training is a learning process that involves the acquisition of knowledge developing the skills, concepts and changing of attitude and behaviors to enhance the performance of employee. Farrell (2005) says, “Training involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom.” In the same way, Oxford Advanced Learners’ Dictionary defines the term “training is the process of learning the skills that somebody needs to do a job”. From the aforementioned definitions, we come to know that training involves trying out new strategies in the classroom usually with supervision and mentoring.

Bhatia (2005, p. 5) states:

Training is an act of increasing knowledge, skill and attitude of an employee for improving his performance on the job. Training is concerned with imparting specific skill for doing Particular job.

For example, a clerk on typing. It is task Oriented activity. It is for job related purpose and short- term.

Any sort of training is very useful to acquire practical knowledge in the education process. It is useful to handle the classroom and the activities as they happen in it.

Freeman (2001, P. 72) says:

Second language (L2) teacher education describes the field of professional activity through which individuals learn to teach second languages. In terms commonly used in the field these formal activities are generally referred to as teacher training.

Bolitho (1988, P. 79) Presents; three different types of training course:

- I) **Initial Training Courses:** On such courses, time is usually at a premium and majority of participants have little or no prior experience of TEFL. The training team will almost certainly have to take responsibility for selecting and ordering the main topics to be included in the language analysis component of the course. More and more initial trainees are arriving on courses without even a basic working knowledge of the system of their own language.
- II) **Post-Experience Training Courses:** The post experience nature of almost all courses of this type, the training team can contemplate a different approach to the selection and prioritization of topics for the language analysis component of the program. In these training courses trainees need to become thoroughly familiar with a reliable reference grammar and to develop the confidence to assess and supplement practice materials for learners.

III) **In-Service Refresher courses:** Time is always at a premium on these courses too. Participants often arrive with a ‘hopping list’ of priorities and with quite disparate expectations about the language work to be covered on the courses. Some trainee will be interested in methods or techniques for the presentation and practice of language items, while others may be aware of shortcomings in their own formal command of English.

1.1.2 Types of Teacher Training

Pandey (2009, p. 7) says, “Teacher training, an important facet of teacher development, helps teacher professionally grow strong and best teacher in the sense of effective preparation.” Training is essential for a person before s/he starts a new job and after he/she enters the job (on the job). The mostly discussed two types of teacher training are given below:

i) Pre-Service Teacher Training

As its name suggests the pre-service teacher training is the training which the teachers participate before they go to the real classroom.

Pandey (2009, P. 7) writes, “In Nepal, at least ten months training is a pre- requisite 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 hundred full marks through SLC to masters level. Pre – service teacher training course are helpful for teacher to their teaching assignment.

(ii) In-Service Teacher Training

In-Service teacher training typically, involving teachers out of their normal teaching environment to undergo a training course. Since, the 1980's the importance of the in-service training in the professional development and especially in education is accepted by all.

Perron (1991, p. 69)) says:

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

Similarly, Pandey (2009, p. 8) mentions, "In-Service Teacher Training is necessary to learn different types of learning strategy, new technology to detect the students difficulty level and teach accordingly to prepare teaching materials and use them in the classroom."

Training of teachers on the job is called an in-service teacher training. The in-service teacher trainings are understood as a tool to professionalize teaching improve quality and efficiency of the new educational systems and promote the scientific and technological innovation.

In this regard, imparting views on teacher training Murrillo(1999, p. 5) states:

If we also keep in mind the characteristics of present day society with present transition, with continuous changes and adaptation to new technological, social, cultural changes...training turns to be the only tool to face this changes, as well as to democratize people's access to culture, information and work.

1.1.3 Teacher Development and Teacher Training

The term "Teacher Education" is used to include skills or techniques focused programs mainly with practical orientation. Programs that aim to develop the confidence, awareness, self-reliance and self-esteem of practicing teachers and programs imply a one-year full time commitment.

Two broad kinds of goals within the scope of teacher education are often identifying teacher training and teacher development.

'Teacher Development' generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers.

According to Head and Taylor (1997, p. 2);

Teacher development is the process of becoming the best kind of teacher. To the extent that teachers are regularly asking themselves 'How can I become a better teacher?' 'How can I enjoy my teaching more?' They are always thinking about ways of developing.

Teacher development often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as 'bottom up.' Farrell (2005, p. 4) says:

Strategies for teacher development often involve documenting different kinds of teaching practices: reflective analysis of teaching practices, examining beliefs, values and principles; conversation with peers on core issues; and collaborating with peers on classroom projects.

Teacher Development is a continuous process, which is awareness – based, angled towards personal growth and the development of attitudes. Generally, teacher development comprises two perspectives, namely individual perspectives and institutional perspectives.

Teacher Training refers to the activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals.

Wallace (1991, p. 34) states, "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." In teacher training, the content is generally defined externally and transmitted to the teacher-learner through various processes.

Wallace (2001, p. 6-14 as cited in khadka, 2010) Presents three different models of teacher learning 'the craft, the applied science and reflective'

I) Craft Model

In this model, there is someone who is the expert in the practice trainees learn by imitating by experts' techniques, and by following the experts' instruction and advice. This model implies that teaching is mainly a practical skill.

II) Applied Science Model

This model believes that practical knowledge of anything is simply a matter of relating the most appropriate means to whatever objectives have been decided. In this model, objectives are set by experts with the help of scientific analysis an experiment and trainees act to meet the objectives. The implication is that a theory, which is generalizable, is the most important professional knowledge.

III) Reflective Model

Reflective model of teacher education assumes that teacher's knowledge should be research based. As this model, teachers learn directly by reflecting their own experience and applying what they have learned in order to develop their professional abilities further.

In this, the teacher-learner is experiencing, reflecting, conceptualizing and experimenting. However, in craft and applied model, trainees are simply passive and in reflecting model trainees are depend on his/her experiences.

Teacher Training includes skills, abilities methods, techniques and different tricks, which help the teacher to run classes effectively, efficiently and systematically. Besides introducing the training, the main concern of present study is how far the trained teacher are capable of

performance their training skill and techniques into the real situation. The impact of trained teacher performance has not so far been found as to the desired level in classroom practices in Nepal.

1.1.5 Role of Teacher Training in Nepal

Education is a vital part of a child's development. To educate a child effectively, it is required to have teachers who are qualified and skillful.

The roles of teacher training in Nepal have almost a decade history. The first effort to formal teacher training program in Nepal dates back to 1947 A.D. It was started by the basic teacher-training program based on the Gandian philosophy of self-support. Phuyal (1999 p. 1) says, "Organized teacher training programs were started in Nepal with the establishment of 'Basic Teacher Training Centre' in the late 1940s. This institution provided training to primary schools teacher". Similarly, in 1954 National Educational Planning Commission was established for giving some basic training to the primary school teachers as in-service course. Teacher training did not remain confined within primary school teachers only; it got spread to all the teachers. Bista (2059, p. 64) says, "Teacher training got more priority during the implementation of National Educational System Plan (NESP) in 1971."

After establishment of the college of education in 1956, the trend of teacher training was started. All institutions such as college of education, National Vocational Training Centre and Primary School Teacher Training Centers came under the single umbrella of the Institute of Education (IOE) under Tribhuvan University (T.U). This institute was solely entrusted to conduct both pre-service and in-service teacher training with long-term academic and short-term professional training programs. Institute of Education runs some training programs like as,

Women Teacher Training, Remote Area Teacher Training, On the Spot Training, Teacher Training through Distance Learning, Vocational Teacher Training, Human Resource Development in Teacher Education, etc.

Regarding the training institutions, there are mainly three existing training institutions in Nepal. They are:

- i) National Centre For Educational Development(NCED)
- ii) Department of Education at Universities
- iii) Higher Secondary Education Board(HSEB)

NCED launches training to both in-service and pre-service teachers. Different Universities run different programs as pre-service teacher training and both pre-service and in-service training programs are run by HSEB.

Apart from NCED, HSEB and different other Universities, teacher training programs have been run by both sector non-government organizations (NGOs) and International non-governmental organizations (INGOs) like Nepal English Language Teacher Association (NELTA).

1.1.6 Teacher Training programs at primary level in Nepal.

Teacher Training is vital to assist the teachers with understanding and developing curriculum devising exciting and innovative ways of presenting information to students and in building their confidence in their teaching ability. In the primary level, few teachers are trained but the implementation Sector is very poor. There is a gap between theoretical aspects and their real classroom practice.

where National Education Planning Commission was established in 1954 for some basic training as in-service course to the primary school teachers. Similarly, Mobile Normal School ran a ten-month teacher training program for primary school teachers. To provide some contribution for primary school teacher about training, Primary school teachers' training centers (PSTTC) was established in 1963. After the establishment of the Institute of Educations, several primary teacher training programs got continuity in different schedule.

Besides these training programs, National Centre for Educational Development (NCED) is running different kinds of teacher training program for primary level school teachers.

i) Primary Teacher Training (10 months) Program.

Under Primary Teacher Training, there are two types of programs

a) Pre-Service Primary Teacher Training Program

- First semester (5 months)
- Second semester (5 months)

b) In-Service Primary Teacher Training Program

- Basic teacher training program: First phase (330 hours)
- Primary teacher training program: Second phase (660 hours)
- Primary teacher training program: Third phase (330 hours)

Different other private organizations have also identified Primary Teacher Training as an important factor in improving the educational outcomes of students in schools in remote regions of Nepal. They are committed to assisting with the provision of quality education and are starting teacher training programs to develop the skills and confidence of the teacher.

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. These types of research studies have been carried out in other Universities of Nepal and in some foreign universities as well. Various articles and books are also found on teacher training. Some of the related major works are mentioned below:

Samadarshi (1998) carried out a research on "Expected Classroom Behaviors of Trained English Teachers." The prime objective of his study was to examine the classroom behaviors of trained teachers in the English classroom. He used questionnaire and classroom observation as a research tool. He found that majority of the trained teachers performed better in the schools where the environment was favorable and appropriate. Commands over the language, control of the class, co-operative learning and good classroom behaviors of English Teacher were found by him in his study.

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 Universities. The main objectives of the study were to find out the perception of trained teacher about teacher training. He found out that, both the Government aided and private schools teachers had similar perceptions towards teacher training. They also considered teacher training as a part of 'Professional Development'.

Pandit (2008) conducted a research on "Attitudes of Teachers towards English Teacher Training in Primary Level" which aimed at finding out how they viewed about teacher training. He found that, learner centered

method and interactive method of English teachers' training were appropriate to them. As he mentioned, all English teachers were eager to take the training. He found the positive attitude towards the evaluation system within in the training period but they had negative attitude towards the evaluation system after the training.

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

Khadka (2010) carried out a study on "Classroom Performance of Trained Teacher of English at Secondary Level." The prime purpose of this study is to find out the classroom performance of the trained teachers of English at secondary level. He found that a trained teacher is believed to have more knowledge about the teaching method, techniques, classroom management, teaching materials and so on. More importantly, he said that language teachers actually needed training for their better performance.

Trital (2011) conducted a research work entitled "Transfer of Teacher Training in Teaching Speaking Skill". The main objective of the study was to examine the transfer of training in teaching speaking skills. He used two research tools observation and questionnaire for data collection.

It was found that majority of the trained teachers were found using role-play, simulation, techniques while teaching speaking skills.

In the aforementioned research works, it seems that most of them are related to the teacher training and perception of teachers towards it. But all of them did not clearly mention about which technique is purposive. The purpose of my research is different from the previous studies in the sense that it is an attempt to present how far the theoretical aspects of teacher training performed in to the real classroom teaching and how far the language teacher gradually developed his/her classroom performance one after another. In this way, my research work is different from others which are mentioned above.

1.3 Objectives of the Study

The objectives of the present study were as follow;

- a. To find out the classroom performance of trained teachers of English in terms of motivation, presentation, practice and evaluation system of teaching at primary level.
- b. To find out the teachers' opinion towards teacher training.
- c. To suggest some pedagogical implications

1.4 Significance of the study

Nowadays, there are many trained teachers in Nepal. In the case of primary level, different Government and Non-government organization have given different training to the teachers who are teaching at school level.

This research will be beneficial to all the people who are involved in the field of language teaching, especially in ELT. This research work will be equally significant for teachers, teachers' trainers, trainee teachers,

student's researchers and who have interest in the field of language teaching and training. The findings of this work will suggest some pedagogical implications in the field of teaching and learning. The study will have significant contribution in the areas of training of English language teacher.

CHAPTER TWO

METHODOLOGY

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

2.1 Sources of Data

I used both the primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this study were primary level trained English teachers from government-aided schools of Syangja District.

2.1.2 Secondary Sources of Data

The secondary sources for this research were different books in the field of teachers' development and teacher training which were, Bhatia (2005), Duff (1988), Ur (1997), Farrell and Richards (2005), Wallace (2001), and Gyawali (2007). In the same way Journals of NELTA(volume 11), other journals, articles, magazines, research reports, training manual, internet information related to the topic as the secondary sources of data.

2.2 Population of the Study

The populations of this study were primary level trained English teachers from different government aided schools of Syangja District.

2.3 Sampling Procedure

It is almost impossible and impracticable to study the whole population to arrive at generalization. In one hand, it takes a long time to study and on

the other hand, the expected characteristics of the population cannot be measured in totaling. Thus, sampling is a procedure used in research to select the representative number of population.

I purposively selected Syangja District as the research area of my study. Similarly, I selected twenty trained English teachers who were teaching at primary level by using non-random sampling procedure. Schools were selected purposively because I needed those schools, which had trained English teachers.

2.4 Tools for Data Collection

As the main tools for the data collection, I basically used checklist for the classroom observation of the trained teacher so as to check how s/he performed her/his training skills to the classroom. Semi-structured interview was also used as the research tool of my study.

2.5 Processes of Data Collection

In order to collect the data for this research study, I went to the selected primary schools and visited the concerned people there. I built rapport with the selected schools and briefly explained the purpose of the visit. After getting the permission of the school authority, I observed three classes of each 20 selected teacher by using the prescribed checklist. Furthermore, I conduct semi-structured interview with ten teachers to find out their opinion towards teacher training and its implication. in semi-structured interview, I included both the close- ended and open-ended questions and I asked some other related questions according to the situation.

2.6 Limitations of the Study

The study had the following limitations.

- a) This research was limited to twenty teachers of the primary level.
- b) The research tools were checklist and semi-structured interview only.
- c) The observation was limited to 60 classes.
- d) The interview was limited to 10 teachers.
- e) The area of the study was limited to Syangja district

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of data obtained from the primary sources. The data were collected from twenty primary level trained English teachers they were the main source of information. The main objectives of this study were to find out the classroom performances of the trained teachers of English at primary level and to find out the teachers opinion towards teacher training in teaching the English language. The information obtained from the collected data has been tabulated and analyzed under the following two main headings.

- * Class observation of trained teachers
- * Teachers' opinion towards teacher training

The obtained information has been tabulated, analyzed and interpreted by using simple stastical tools such as: percentage, tables, bar diagrams and charts.

3.1 Class Observation of Trained Teachers

This chapter deals with the classroom observation of twenty primary level trained English teachers to find out whether or not they really implemented the skills in the class that they had learnt from teacher training. The observation checklists were prepared and three classes of each teacher were observed. In order to analyze the teachers' activities three rating scales Good, Tolerable, and Poor were used. The performance of the individual teachers and the activities they made the students do have been discussed under various headings.

3.1.1 Motivation techniques

Motivation is the factor that determines a person's desire to do something. It is needless to say that, the more and better the motivation, the better the learning. Like as, how much the teacher motivate to the students towards subject matter depends on the effectiveness of motivation techniques. Some of the techniques, which were used by the teachers during the motivation to the students, have been presented below:

3.1.1.1 Story Telling

Story telling is a technique, which can be used to motivate the students about the subject matter. This technique is very enjoyable and produces a great deal of discussion and interaction. Regarding this fact in to consideration, it was observed to find out how effective was the technique to motovate the students..

Table No. 1
Story Telling

Rating	No. of Classes	Percentage
Good	38	63.34
Tolerable	18	30
Poor	4	6.66

From the above table, it is clear that a high proportion of the observed classes, i.e. 63.34 percent teachers used story to motivate the students. Similarly, it was found that in 30 percent classes, the teachers were able to use story telling as a motivation technique to the student in satisfactory way. In only, 6.66 percent of the observed classes, the teachers were trained but they did not give priority to motivate the students.

3.1.1.2 Use of Pictures

Pictures are very flexible language teaching aids. They are very refreshing, interesting and motivating to the students. Pictures not only decorate the classroom but also create situational context so that students can easily understand. Taking this fact in to account, the classes were observed to find out whether the teachers used the picture as a technique to motivate the students or not. The following table presents the result clearly:

Table No. 2
Use of Pictures

Rating	No. of Classes	Percentage
Good	42	70
Tolerable	12	20
Poor	6	10

From the above study, I found that, most of the classes that is 70 percent teachers were found conscious towards the motivation of the students. So, they used pictures as a motivation techniques. Although a few number of classes, i.e. 10 percent teachers were known about the motivation, they showed their carelessness. Similarly, 20 percent of the teachers used pictures as a satisfactory way.

3.1.1.3 Presentation of the Subject Matter

The classes of primary level trained English teachers were observed by the researcher to see to what extent the students were motivated to the subject matter. The result was not uniform regarding different classes observed. The result is shown in the table below:

Table No. 3
Presentation of the Subject Matter

Rating	No. of Classes	Percentage
Good	19	31.66
Tolerable	35	58.34
Poor	6	10

Among the sixty classes under study, 31.66 percent teachers started their lesson by defining the topic and creating the authentic situation in the classroom whereas, in 58.34 percent of the classes the subject matter was presented in the satisfactory way and in 10 percent of the classes the teachers did not present the subject matter effectively.

3.1.1.4 Question-answer Technique

When the students actively participate in interaction in the classroom such teaching and learning activities become more effective. If the teacher is asking questions and students are answering them, the learners can be said to be motivated towards the study at least to some extent. The classes of the trained teachers were observed to see how far the students were able to reply the teachers' questions. The following table presents the obtained result:

Table No. 4
Question-answer Technique

Rating	No. of Classes	Percentage
Good	7	11.67
Tolerable	22	36.67
Poor	31	51.66

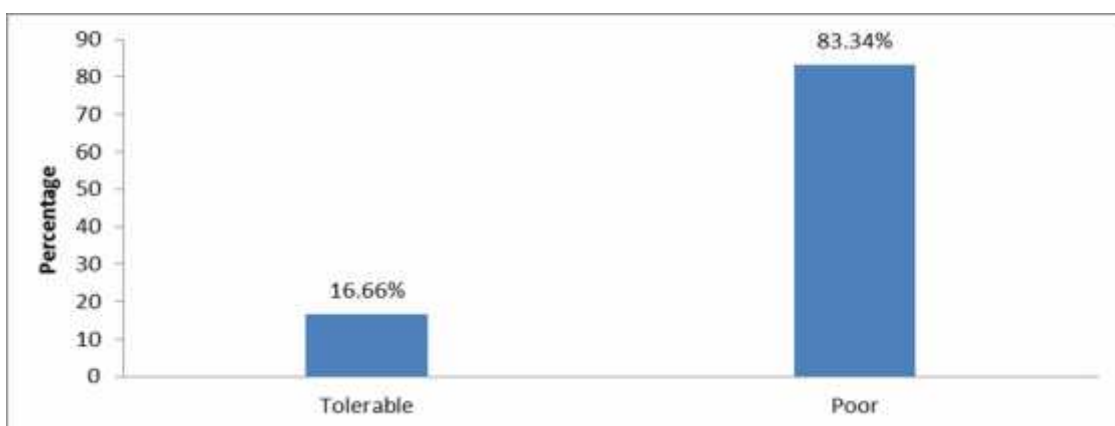
As it is presented in the table above, in only 11.67 percent of the classes, the teachers used question- answer technique as a motivation technique.

In those classes the teachers were asked several questions to the students related with the subject matter while in 36.67 percent the student's participation was found tolerable and in a majority of the classes, i.e. in 51.66 percent of the classes the teachers did not use question-answer as a motivation technique. They started their lesson directly without motivation.

3.1.1.5 Communicative Activities in the classroom

Students are the main components of classroom teaching learning so it is obligatory to involve them in the classroom teaching learning activities. Making them participate in communicative activities is the best way of teaching different language skills in a language classroom. Considering this fact, the classes were observed that whether or not the teacher make their students participate in communicative activities. The result has been presented in the figure below:

Figure No. 1
Communicative Activities in the classroom



As the above figure shows, 83.34 percent of the classes were found to be poor in making students participate in communicative activities. In other classes, teachers were very eager to make students participate in the communicative activities but students hesitated.

3.1.2 Teachers' Presentation in the Class

The teachers' presentation refers to what the teachers actually do in the classroom. It plays great role to bring effectiveness and success of the class. How the teacher is handling the students and their activities is also important. There are some skills which can be discussed under teacher' presentation.

3.1.2.1 Relationship of Presentation with the Previous Lesson

One lesson is related to the other. The contents are organized in horizontal sequencing. So, there should be a good link between the present lessons with the previous one. Regarding this fact, the classes were observed to see whether the teachers connected their current lessons with the previous ones or not. The obtained result has been shown below:

Table No. 5

Relationship of Presentation with the Previous Lesson

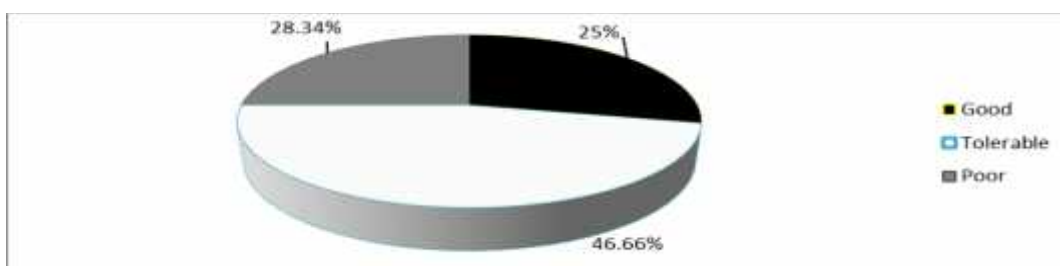
Ratings	No. of Classes	Percentage
Good	5	8.34
Tolerable	22	36.66
Poor	33	55

As it is explicitly displayed in the table above, among the 60 classes under study, in only 8.34 percent of the classes the teachers properly related their presentation with the previous lesson. In this situation, the teachers described something from the previous lesson and then began the new lesson whereas, in 36.66 percent were found tolerable and 55 percent classes, the teachers directly started the lesson, i.e. they hardly related the content going to be taught with the previous lesson. From the above study, it can be said that most of the teachers directly started their lesson.

3.1.2.2 Relevance to the Students' Level and Interest

The effectiveness of teaching and learning activity depends on the students' level and interest. So, the teacher should try to make his/her presentation according to the students' level and interest. If the teacher cannot consider the level of the students, his/her teaching can never be fruitful. So, to fulfill the learning outcomes of the students, the presentation should be in accordance with the students' level and interest. The result of the observation regarding the relevance of presentation to the students' level and interest has been below:

Figure No. 2
Relevance to the Students' Level and Interest



As the above pie chart shows, in 28.34 percent of the classes the teachers presented the subject matter and conducted the activities according to the student's level and interest. Similarly, in 46.66 percent of the total observed classes, the teachers tried to maintain the balance between the way of teaching and students' level and interest but in 25 percent of the classes the teachers did not care the students level and interest.

3.1.2.3 Teacher's Command over Subject Matter

To be a competent language teacher, a teacher should have good command over subject matter to be taught. If a teacher does not have good command over subject matters, students cannot understand

properly. Therefore, the classes were observed to see whether the teachers have command over the subject matter or not. The obtained result has been shown in the the following table:

Table No. 6
Teachers' command over the Subject Matter

Ratings	No. of Classes	Percentage
Good	30	50
Tolerable	27	45
Poor	3	5

The above table displays that 50 percent teachers were presented their subject mater without any hesitation whereas, 45 percent teachers were showed their commanding in subject matter with satisfactory. Similarly, in 5 percent teachers there was not proper relation between demand of the lesson and presentation of the teacher.

3.1.2.4 Logical Presentation

The presentation of the teachers should be logical and sequential so that, the students could easily understand whatever the teacher is delivering. In this regard, the classes were observed to find out whether the teachers were able to make their presentation logical or not. The result has been shown in the table below:

Table No. 7
Logical Presentation

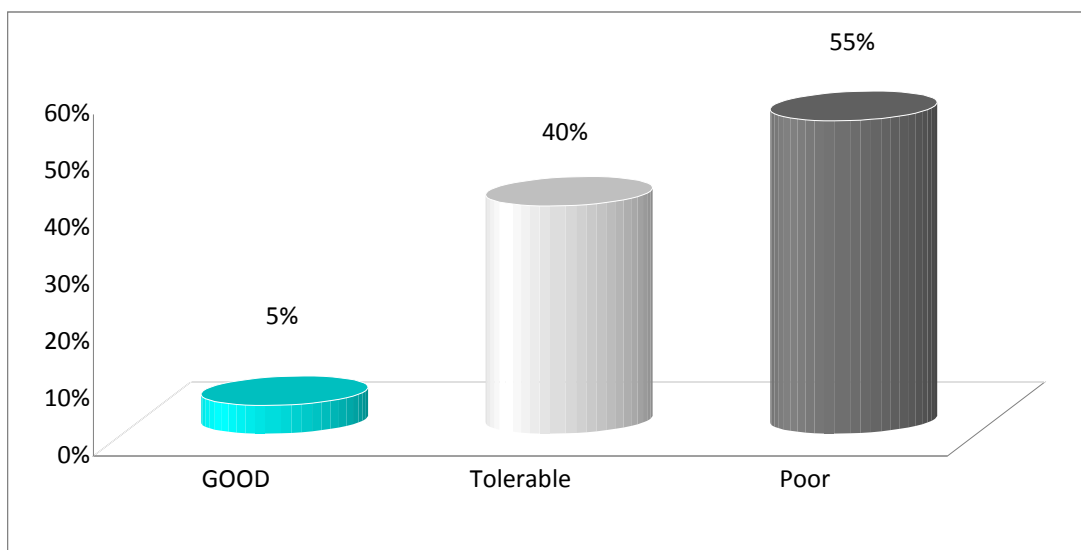
Rating	No. of Classes	Percentage
Good	3	5
Tolerable	24	40
Poor	33	55

Among the sixty classes, we can say that in only 5 percent of the observed classes the teachers were used training skills in to the classroom regarding the logical presentation. Similarly, it was found that in 40 percent classes, the teachers were able to make their presentation toler satisfactory. In a high proportion of the observed classes i.e. 55 percent the teachers taught their lesson in random way. Therefore, it was very difficult to get the specific point.

3.1.2.5 Teacher's Fluency and Accuracy

Teacher is a model for students. Basically junior students completely follow how their teachers behave and what they say. If students listen to their teachers mispronouncing the words, they do the same. Taking this fact in account, the classes were observed to see how fluently the teachers spoke and how accurate their language was. The following figure presents the result clearly:

Figure No. 3
Teacher's Fluency and Accuracy



As the above bar graph, it is clear that in 5 percent classes, the teachers' fluency and accuracy was good so that students seemed to understand every words in once chance and in 40 percent classes, it was found satisfactory whereas, in 55 percent classes the teachers' fluency and accuracy was found poor . In this way, the teachers' fluency and accuracy was found poor in the high proportion of the classes.

3.1.2.6 Use of Teaching Materials

The use of teaching material is necessary in any language class to teach effectively. These materials help to shorten teaching learning time and reduce the monotony of practice work by creating a variety of classroom activities. They are also useful to contextualize teaching learning environment. Under this study, all the sixty classes of the teachers were found poor. They were using only textbook as the main teaching materials. They did not use any teaching materials in the class.

3.1.2.7 Teachers' Activities

Teacher's activities are central to the teaching learning process. The goal of teaching learning mainly depends on how the teacher presents the subject matter in the language class. Regarding this fact, the classes were observed to see how the teacher shows his/her activities in the classroom. The result has been presented in the table below:

Table No. 8
Teachers' Activities

Rating	No. of Classes	Percentage
Good	18	30
Tolerable	38	63.34
Poor	4	6.66

The above table shows that, among the 60 classes of the teachers under this study in 30 percent classes the teacher's activities were found good whereas, in a majority of the classes, i.e. 63.34 percent of the classes were found tolerable. In those classes, the teachers presented the subject matter in a skillful way. Similarly, it was found that in 6.66 percent classes, the teachers did not use any skill to present the subject matter. From the above study, it has been found that the activities of the teachers' were satisfactory.

3.1.3 Classroom Practices: Techniques

Whatever the teachers and students do inside the classroom are known as classroom practice. The teachers use various methods and techniques. Teachers should be able to choose different appropriate techniques according to the subject matter. The nature of the classroom practices and

techniques used by the teachers have been discussed below under various headings.

3.1.3.1 Question – Answer Techniques

Interaction is an obligatory part in a language classroom. When students participate in question-answer they automatically develop their ability. The more the learners take part in the interactions, the better they learn the language. Therefore the classes were observed to see whether the teachers used question-answer technique to make students practice or not. The result has been shown in the table below:

Table No. 9
Question-Answer Technique

Rating	No. of Classes	Percentage
Good	19	31.66
Tolerable	34	56.67
Poor	7	11.67

As the above table shows, 31.66 percent of the classes were found good regarding the use of question-answer technique while, 56.67 percent of the classes the teachers used the question-answer technique effectively. Remaining 11.67 percent of the classes were found poor, i.e. question-answer technique was hardly ever used in those classes.

3.1.3.2 Drill Technique

Drill is a technique commonly used in language for practicing sounds or sentence patterns in a language based on guided repetition or practice. It makes the learners train to talk by helping him/her master the basic structural patterns of language. The more the learners take part in the drill, the better they learn the language. Keeping this fact in mind, the

classes were observed to see whether there was the use of drill technique.

The result has been shown in the table below:

Table No. 10
Drill-Technique

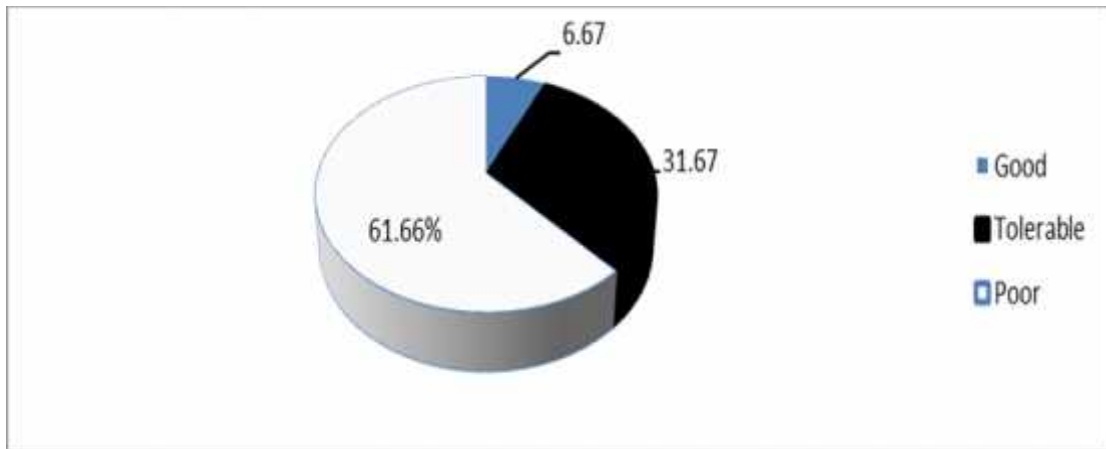
Rating	No. of Classes	Percentage
Good	21	35
Tolerable	23	38.34
Poor	16	26.66

The table clearly shows that in 35 percent classes the teachers used drill techniques to pronounce the words correctly. whereas, in 38.34 percent of the classes the teachers used drill techniques wherever they needed but in remaining 26.66 percent of the classes there was necessary to use the drill technique but they did not use drill technique in the classroom.

3.1.3.3 Use of Pair Work/Group Work

Pair work is a learning technique, which involves learners working together in pairs. It helps the students to use language and also increases student co-operation. Similarly, group work is also a technique used in a language class by the teacher where the students work in a group. The group may work on a single task or on different parts of a larger task. In the observation, the aim was to seek whether or not the teachers used group work/pair work technique in the classroom. The result is shown below:

Figure No. 4
Use of Pair Work/Group Work



As indicated in the figure above, among the sixty classes of the teachers' under this study in 6.67 percent of the observed classes the teachers used this technique in every problem in the classroom while in 31.67 percent of the classes, the use of these technique was tolerable. Similarly, in a vast majority of the classes, i.e. 61.66 percent the teachers hardly used pair work and group work technique .

3.1.3.4 Use of Role Play/Dramatization

Role play is a classroom activity in which students take the roles of different participants in a situation and act out what might typically happen in that situation. Similarly, drama is a creative activity through which students can express their ideas, feelings, emotions to the impressions they receive. The classes were observed to find out whether or not the trained teachers used role-play and dramatization technique in the classroom. The result is shown in the table below:

Table No. 11
Use of Role Play and Dramatization

Techniques	Rating					
	Good		Tolerable		Poor	
	No. of Classes	Percent age	No. of Classes	Percent age	No. of Classes	Percent age
Role Play	-	-	12	20	48	80
Dramatization	-	-	-	-	60	100

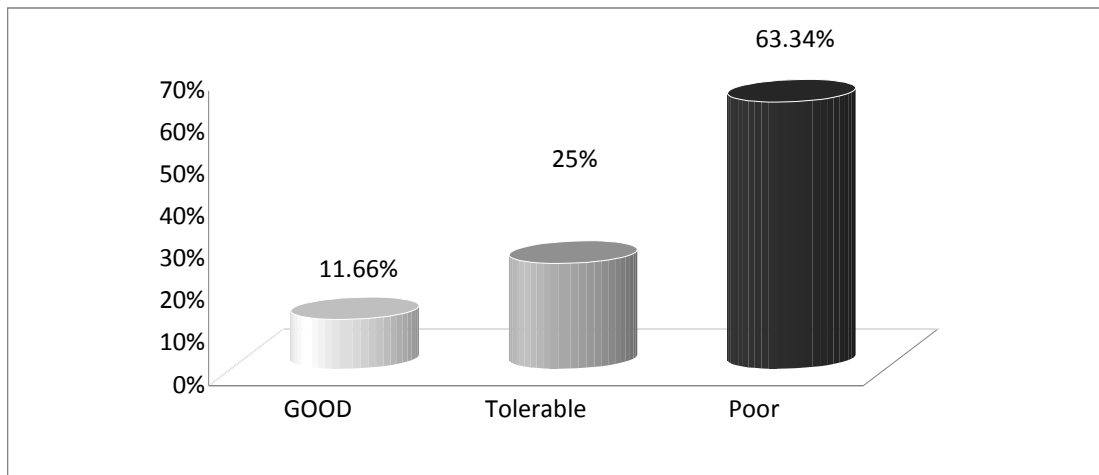
As the above table reveals, in 48 classes, i.e. in 80 percent the technique role-play was not used even in the dialogue whereas, in 20 percent classes the teachers tried to use this technique but they did not use this effectively. Similarly, dramatization was not used in any observed classes.

3.1.3.5 Students' Participation in practices

Practice is an obligatory part in the learning process. Without practice, the teaching and learning cannot be effective. In the observation, the aim was to seek how much students' participation was made in practice by trained teacher. The following bar graph shows the result:

Figure No. 5

Students' Participation Practice



From the above bar graph it has been found that, in only 11.66 percent classes, the teachers made the students practice effectively whereas, 25 percent of the classes were found tolerable and in 63.34 percent of the classes the students did not practise in the classroom. In most of the classes the teachers used only lecturer method. They did not give chance to the students to practise.

3.1.3.6 Relationship between Presentation and Practice

Those classes become successful which have co- relation between presentation and practice. In this way, the 60 primary level trained teachers' classes were observed to find whether the teachers' presentation was related with the practice. The following table shows the results:

Table No. 12

Relationship between Presentation and Practice

Rating	No. of classes	Percentage
Good	8	13.33
Tolerable	38	63.33
Poor	14	23.34

As indicated in the table above, only 13.33 percent of the classes were good regarding the relationship between presentation and practice. A high proportion of the observed classes, i.e. 63.33 percent were found to be tolerable. Similarly, it was found that in 23.24 percent classes the teachers were not able to maintain the relationship between presentation and practice.

3.1.4 Evaluation System

Evaluation is the judgment of total activities involved in teaching learning process. It shows the success or failure of teacher at the end of the class. The matters like achievement of objectives, students' participation in evaluation, immediate feedback by the teacher, use of evaluation tools and technique can be discussed under evaluation.

3.1.4.1 Achievement of objectives

Evaluation refers to know how far the teacher could achieve his/her objectives by presenting the teaching items to the students. Fulfillment of objectives plays a great role in teaching learning process. The classes of the trained teachers were observed to see to what extent the objectives were achieved. It has been displayed in the table below:

Table No. 13
Achievement of Objectives

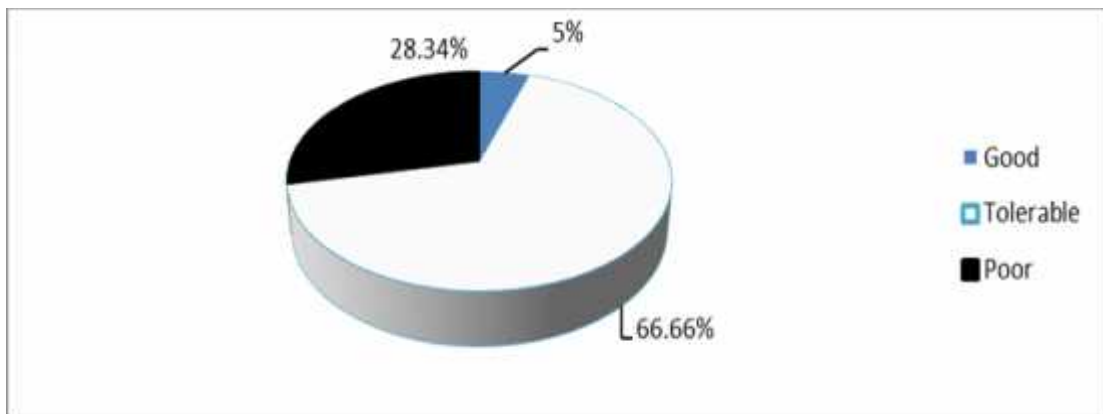
Rating	No. of Classes	Percentage
Good	18	30
Tolerable	40	66.67
Poor	2	3.33

From the above table, it is clear that among the 60 classes under this study, 30 percent teachers followed very seriously to the objectives of the lesson. They always showed their concentration towards the objectives whereas, large number of classes i.e 66.67 percent were found tolerable and the rest of the other classes could not fulfill their objectives. In those classes, most of the teachers presented their lesson in random way. They did not care the achievement of objectives.

3.1.4.2 Students' Participation in Evaluation

It is essential that students should participate in evaluation as it measures their learning outcomes. Students' participation is judged on the basis of their responses in the class. Here, the classes were observed to find whether or not the students' participated in evaluation. The figure below presents the status of students' participation in evaluation.

Figure No. 6
Students' participation in Evaluation



The above figure displays that only in a minority classes i.e. in 5 percent the teachers were able to participate their students in evaluation with interestingly whereas, in a majority of the classes, that is 66.66 percent of the classes, the students took part in evaluation but they did not participate actively. Similarly, in 28.34 percent classes, the students did

not show any interest to participate in evaluation system. In this way, the students' participation in evaluation was tolerable in average.

3.1.4.3 Immediate Feedback by the Teachers

Feedback is the information, which provides a learner a report on the result of behavior. Teachers should reinforce a learner at every step of weakness. Regarding this fact, the classes were observed to see whether the teachers gave immediate feedback to the students or not. The following table shows the result:

Table No. 14
Immediate Feedback by Teachers

Rating	No. of Classes	Percentage
Good	38	63.34
Tolerable	20	33.33
Poor	2	3.33

The data obtained showed that in 63.34 percent of the classes teachers gave immediate feedback. Similarly, in 33.33 percent of the classes, the teachers provided feedback only after sometime regarding their mistakes but, in only 3.33 percent of the classes, the teachers did not give feedback.

3.1.4.4 Use of Evaluation Tools by Teachers

Tool refers to the method which is used to achieve something. To achieve the objective of a lesson, the teachers should use different tools.

Regarding this fact, the classes of the trained teachers were observed to analyze how far they used evaluation tools. The following table presents the result clearly:

Table No. 15
Use of Evaluation Tools by Teachers

Rating	No. of Classes	Percentage
Good	4	6.66
Tolerable	42	70
Poor	14	23.34

From the above table, we can discern that in 6.66 percent of the classes the teachers used different evaluation tools effectively according to their subject matters whereas in 70 percent of the classes the use of evaluation tools by the teachers seemed to be satisfactory. Among the observed classes, in 23.34 percent of the classes, the teachers did not use of evaluation tools.

3.2 Teachers' Opinion towards Teacher Training

This section is mainly concerned with the primary level English trained teachers' view towards teacher training. The analysis here is mainly based on the interview in which the responses of teachers are interpreted and analyzed in detail. The researcher, with the help of different questions has extracted the views of teachers under performance of training in teaching English focusing on the essentiality of teacher training, role of training in teaching the English language, the extent to which training skills are performed, difficulties in implementing training skills. Thus, the trained teachers' views regarding teacher training were analyzed and interpreted on the basis of their responses.

3.2.1 Teachers' Views towards Teacher Training

Training is taken as the process and tool for the improvement and development of quality teaching. A trained teacher is believed to have

more knowledge about teaching methods, techniques, classroom management, teaching materials and their use, and so on. Taking this fact in mind, the teachers were asked to give their views on teacher training. Some views given by teachers on teacher training are as below:

Table No. 16
Teachers' View towards Teacher Training

Teacher	Teachers' View
5, 6, 8, 10	Teacher training as a skill for teaching.
3	Training is a guideline to the teachers.
1	It is the practical knowledge which can be implemented in the classroom.
2, 4	It is the powerful tool which helps teacher to avoid their weaknesses.

The above table showed that the teachers (5, 6, 8 and 10) viewed on 'teacher training' as a skill for teaching. Similarly, teacher 1 and 3 said that training is a guideline which can be implemented in the classroom and teacher 2 and 4 viewed that it is a powerful tool which helps teacher to avoid their weaknesses. However, we can conclude that 'teacher training' is a program which is desined to develop skills and techniques in teacher.

3.2.2 Teachers' Opinion Regarding Classroom Performance

Classroom performance is the main key the researcher intended to study here. The researcher has tried his efforts in order to elicit various opinions of primary level trained English teachers on classroom performance. Various opinions given by the teachers on classroom performance as follow:

Table No. 17

Teachers' Opinion Regarding Classroom Performance

Teacher	Teachers' View
4, 8	Classroom performance means implementing of training skills in to the classroom.
3, 6, 9	It refers to the well-equipped teaching activities which are presented in the classroom.
2 , 5	It shows the effective and impressive presentation in the classroom.
1	It is the way of sharing ideas to the others.
7	It brings change teachers' behavior.
10	It reflects the management of class.

From the above-mentioned opinions regarding classroom performance, the teachers 3, 4, 6, 8 and 9 viewed that classroom performance refers to the well-equipped teaching skills which can be implemented in the classroom. Likewise, teacher 2, 5 and 10 said that it shows the effective and impressive presentation which makes easy for the management of classroom and remaining other teachers 1, 7 viewed that it is the way of sharing ideas which helps to bring change in the teachers' behaviour. It can be concluded that classroom performance is the way in which skills, abilities and techniques acquired by training are performed to the classroom.

3.2.3 Teacher Training to Classroom Management

Classroom management refers to the management of the physical structure through which teachers are able to perform his/her skill in the classroom and students are easily motivated towards teacher and subject matter. If the teacher cannot manage the classroom properly, they cannot

perform his/her skill in the classroom. So, teacher training gives knowledge to the teachers not only about the content but also about the way of managing the classroom. Taking this fact in consideration, most of the teachers expressed positive view on the statement the training helps the teacher to manage the class.

3.2.4 Training as a Tool to Enhance Teachers' Career

Teacher and his/her career are like the two sides of a coin. So, both came together. Every teacher has an ambition in his or her career. Every time he/she wants to develop his/her career but he/she does not know how he/she can develop the career. In this sense, training is the tool, which helps to make the teacher's career better. Training can enhance the quality of teaching as well as teacher's career by introducing them with various teaching methods and techniques. By understanding this fact, the teachers' agreements or disagreements were extracted on the statement that training is the powerful tool to enhance the teachers' career. Out of 10 teachers, 95 percent of the teachers responded that they agreed with the fact that training enhanced the teachers' career and 5 percent of the teachers responded that, training is not only tool to enhance teachers' career. Some other factors such as qualification, family background, etc., which are directly related to enhance the teachers' career. From this, it can be said that trainings are the tools that enhance the teachers' career.

3.2.5 Training to Solve the Problem of Teaching Field

Since the teachers are believed to learn various ways of dealing with the classroom affairs in training, it is believed that they can be good at solving the problems related to teaching. In this regard, the teachers were asked whether the teacher training could solve all the problems of teaching field. Among 10 teachers, most of the teachers responded that

all the problems could not be solved by the training. As they said, although teacher training cannot solve all the problems of teaching field, it can provide guideline to the teachers for solving the problems like choosing appropriate methods and techniques, choosing teaching materials, etc.

3.2.6 Problems in Implementing Training 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 cannot be delivered in the actual classroom teaching. So, the expectation for a complete implementing of training 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 teachers were asked about the problems they face in implementing the training skills while teaching. Some of the problems expressed by them have been mentioned in the table below:

Table No. 18

Teachers' View towards Problems in Implementing Training Skills

Teacher	Teachers' View
1, 6, 8	Large number of students is the main problem to implement training skills in the classroom.
3, 5	Level of the students is the main problem while implementing the training skills in the classroom.
2	Lack of materials is one of the problem in implementing the training skill in the classroom.
4	Lack of regular observation teacher might have hegistate to implement skill in target area.

On the basis of above table, the teachers certainly face a number of problems while implementing the training skills. They opined that large number of students in the same class (teacher 1, 6, and 8), level of the students (teacher 3 and 5), lack of materials (teacher 2), lack of regular observation (teacher 4), these are main problems to implement the training skills in the classroom.

3.2.7 Training Facilitative to Participate Students in Evaluation

Evaluation is the judgment of total activities involved in teaching learning process. It shows the success or failure of the teacher at the end of the class. Obviously, the students should be participated in evaluation, as it measures their learning outcomes, students' participation is judged on the basis of their responses in the class. The trained teachers are supposed to be familiar with the various evaluation tools and techniques those should be used according to the situation. The teachers should know about how to participate students in as their interests. Here, the teachers were asked as to 'how the training helps them participate the students in evaluation in the classroom'. All the teachers who were respondents, they used different techniques to participate the student in evaluation. The responses given by teachers are as follows in the table:

Table No. 19

Teachers' View on Students' Participation in Evaluation

Teacher	Teachers' View
1, 2, 3, 5, 9, 10	Question-answer is a technique through which teachers can enhance the participation of the students towards evaluation.
4, 6, 7, 8 10	Student-centered technique plays a vital role to participate the students in evaluation.

From the above-mentioned responses, it is found that most of the teachers (1, 2, 3, 5, 9 and 10) responded that, they used question-answer technique to increase students' participation in evaluation. Similarly, other teachers (4, 6, 7, 8 and 10) replied that they used learner-centered techniques to participate the students in evaluation.

3.2.8 Role of Teacher Training in Teaching English

Training program is successful if a trained teacher gets success in implementing various training skills. It is believed that training provides various insights to the teacher 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. Taking this fact in mind, the teachers were asked about the role of training in teaching English. Based on their responses, the roles or necessities of teacher training have been presented below:

- i) It makes easier to apply different methods and techniques
- ii) It provides feedback
- iii) It helps to develop confidence
- iv) It helps teachers to manage the class
- v) Training helps to choose appropriate teaching materials
- vi) It provides practical knowledge.

As a conclusion, we can say that, according to the respondents training helps to choose appropriate method, techniques and materials and their use wherever they need. As the teachers said, training enhanced the confidence of the teachers.

3.2.9 Teachers' View on Present Condition of Teacher Training

The practices of teacher training in Nepal have almost a decade history. The first effort to formal teacher training program in Nepal dates back to 1947 A.D. So, it has crossed a long way round to come up in this stage. Different 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 can also 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 research wanted to find out the teachers' views regarding the present condition of teacher trainings. Among the 10 teachers, they put their views differently towards the present condition of teacher training. On the basis of their responses, the present conditions of teacher training have been presented below:

Table No. 20

Teachers' View on Present Condition of Teacher Training

Teacher	Teachers' View
1, 5, 10	Present condition of teacher training is only limited with in the waste of money.
3, 7	Implementing sector is poor.
2, 8	Training couldnot address the real problems of the target area.
6	Teacher training did not follow up to the time.
4, 9	There is not regular observation whether training skills implemented or not from the concern authority.

The above table shows that present condition of teacher training is not satisfactory as we thought. We can find different kind of lackness about the teacher training. So, the teachers expressed their views about present condition of teacher training as, only waste of money (teacher 1, 5 and 10), lack of regular observation whether training skills implemented or not (teacher 4 and 9), training skills could not address the real problems(teacher 8 and 2), implementing sector is poor (teacher 3 and 7) e.t.c.,.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1 Findings

4.1.1 Findings regarding classroom performances

- i. Regarding the use of story telling a high proportion of the classes that is, 63.34 percent were found good. In those classes the use of storytelling as a technique to motivate the students were highly satisfactory towards subject matter. Similarly, the use of picture to motivate the students towards the subject matters seemed to be effective.
- ii. In the majority of the classes, i.e. 58.34 percent, the teachers were able to motivate students towards the subject matter. The learners' motivation towards the subject matter was found quite satisfactory in those classes. Likewise, most of the teachers did not make the students participate in communicative activities. Out of the total, 83.33 percent of the teachers hardly made their students participate in such activities.
- iii. While connecting the present lesson with the previous one, 36.66 percent of the classes were found tolerable but in 55 percent of classes, the teachers directly started their lesson . Similarly, among the classes, the teachers' work of making the lessons relevance to the students' level and interest was satisfactory.

- iv. Regarding the logical presentation, a high proportion of the classes, that is 55 percent were found poor. In most of the classes, the ignorance was seen in the logical presentation.
- v. Although, all the teachers replied that teacher training helped them to make effective use of teaching materials, in observed classes none of them used materials. From this, what can be inferred is that although the teachers had much theoretical knowledge about teaching materials, they were highly poor at making proper use of them.
- vi. Regarding the question-answer technique, a high proportion of the classes that is 56.67 percent were found tolerable. Likewise, in 38.34 percent classes were found tolerable in case of the use of drill technique.
- vii. It was found that in a majority of the classes, i.e. 61.66 percent, the use of group work and pair work was very poor. It means, it was hardly used. Similarly, no classes were found in where the use of dramatization technique was made but only in 20 percent of the classes the role play technique was found being used.
- viii. It was found that in 66.66 percent of the classes the students took part in evaluation but the students were not participating actively because they were not evaluated one by one. Similarly, in a vast majority of the classes, the teachers were giving immediate feedback on the students' mistakes.

4.1.2 Findings regarding the teachers' opinion

- i. Primary level trained teachers took the training as taken a process and tool for the improvement and development of quality teaching.

So, it is a teaching learning mechanism which helps the teacher to improve and develop competency performance, professional career and maintain logical processes in language teaching.

- ii. Most of the teachers agreed that only trained teachers can select different appropriate methods and techniques. Similarly, training helped the teachers to solve the problems related to the management of the classroom, selection of appropriate evaluation tools, techniques and so on.
- iii. Theoretical responses were found different from practical work in the classroom.
- iv. Over crowded classroom, poor physical facilities, less qualified teachers, were some of the handled experienced by the researcher while observing the teachers' classes.

On the basis of above findings, it can be concluded that the trained teachers were not implementing what they have learnt from the training in the classroom. Their opinions towards training of teachers were good and they accepted it as an indispensable part of language teachers. There are some problems while implementing the training skills especially in government –aided schools such as crowded classes, lack of physical facilities, poor economic condition of the schools, etc., . However, the teachers were found trying their best to deliver training skills in to the real teaching.

4.2 Recommendations

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

4. 2. 1 Recommendation regarding classroom performance

- i. Students motivation should be encouraged by using different ways. If the students are not motivated towards the study, they cannot learn better.
- ii. It is universal truth that students learn better by doing rather than listening. Therefore, every teacher should provide plenty of opportunities to the students in order to involve in communication activities by creating such atmosphere in the classrooms.
- iii. To minimize the gap between planned and performed teaching skills problems should be addressed.
- iv. A language teacher should use relevant techniques and methods while teaching in the classroom. To make a choice of relevant techniques and methods, a teacher should have to pay attention to:
 -) Interest of learners
 -) Level of learners

) Demand of the lesson

- v. Since the use of teaching materials was found poor, the teachers must make enough use of them. For this, the teachers should be encouraged to create teaching materials from their surroundings.
- vi. The teachers should give preferences to use those methods and techniques such as group work, pair work, role play, dramatization in which there can be adequate participation of students. Similarly, all the teachers should also be aware of the students' positive participation in practice.
- vii. In order to gain victory over teaching in the classroom, the teachers should also try to make their presentation logical.
- viii. Students should be properly evaluated although, the heavily crowded classes create problems for it, the teachers should try their best to evaluate what the learners have learnt and also how effective their presentation has been.

4. 2. 2 Recommendation re regarding teachers' opinion

- ix. The practical part of training should be emphasized more than the theoretical part.
- x. Teacher training program should be made effective by incorporating refresher training package for in-service teachers at regular intervals. These packages should be need-based, demand driven and focused on teaching language aspects also.
- xi. Further research studies related to the teacher training should be conducted. So that teaching and learning could be made more effective.

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APPENDIX -1

Checklist for the Class Observation

The researcher is going to carry out a research work entitled class room performance of trained teachers of English at primary level under the guidance of Mrs. Saraswati Dawadi a lecturer of English education, T.U, Kirtipur. The researcher will observe the classes of selected teachers by using the given check list.

School's Name

Date:

Teacher's Name:

Topic:

Observed class:

Number of Students:

S.N	Aspects	Good	Tolerat	Poor	Remarks
1	Motivation techniques				
	Story telling				
	Use of picture				
	Presentation of the subject matter				
	Question-answer Technique				
	Communicative activities in the Classroom				
2	Presentation				
	a) Related to the previous lesson				

	b) Relevance` to the student's level and interest				
	c) Teacher's command over subject matter				
	d) Was the presentation logical?				
	e) Proper use of chalk board				
	f) Teacher's fluency and accuracy				
	g) Use of teaching learning materials				
	h) Teacher's activities				
4	Practice				
	Techniques of practice a) Question-answer -Drill -Group work or pair work -Role play/dramatization				
	b) Student's participation on practice				
	c) Relation of presentation and practice				
5	Evaluation system				
	Achievement of objectives				

	Students' participation in evaluation				
	Immediate feedback by the teacher				
	Use of evaluation tools and techniques				

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Researcher

Krishna Bahadur Chhetri

Appendix –II

Coded- Interview

Teacher No. 1

R: Hello, sir Good afternoon.

T: Good afternoon.

R: Do you have a leisure time sir?

T: Yes, I have.

R: I want to take your interview about teacher training; do you agree to give your view about it?

T: Why not? Ok

R: Sir, first of all what is your name?

T: My name is ...

R: Yes, how many years experiences do you have in teaching sir?

T: I have ...ten years...experience.

R: Do you have any experience about training sir?

T: Yes I have, I have already taken different kinds of training.

R: How do you define training? Or do you have any idea about teacher training?

T: ah...teacher training I think teacher training is a practical knowledge which emphasis on methods and techniques of classroom for classroom management.

R: Teacher training and classroom performance of trained teachers are interrelated term. In this case, how do you define about classroom performance of trained teacher?

T: ah...classroom performance of trained teacher...means what type of performance can be presented by the trained teacher in classroom actually...sharing their ideas, good...management of the classroom.

R: Yes sir, training helps to make real classroom activities natural. Do you agree?

T: Yes, I am agree, er...because it helps...to make real classroom situation by creating natural environment and materials.

R: Many people say that trainings can solve all the problems of teaching fields. Do you agree with this view or not?

T: Actually, I don't think so, but teacher training facilitate to solve the problems of the teachers actually.

R: In your opinion, does the training help the teacher to manage the class?

T: Why not? It helps to manage the class with effectively.

R: Do you think there is difference between trained teachers and untrained teachers' performance in the class?

T: Re...really, there is different between trained and untrained teacher classroom performance to apply different strategy and different technique.

R: Yes sir,from your class I found that you couldnot participate all the students in evaluation sector. Do you have any idea to develop students' participation in evaluation?

T: a...at that time I used different technique like as, question-answer technique, student technique, giving problems with them, games etc.

R: Training is the powerful tool to enhance the teacher' career. Do you agree with this view?

T: Yes, I agree. Training is powerful tools to enhance the teacher career because it makes teacher knowledge strong.

R: Does the training help the teacher to make the use of multiple teaching methods and techniques in the classroom?

T: Yes, training gives the knowledge about different technique method whatever they need.

R: Different people have viewed in different way but what is your view about present condition of teacher training in Nepal? Are you interested to share with me?

T: Actually, the present condition of teacher training in Nepal is satisfactory but implementation sector is very poor.

R: Yes, some argue that only content is enough for teaching so then, why training is needed?

T: a...content is not enough for teaching so training is needed because from the idea of training teacher can present content in very lively and interesting way.

R: From your class I found that, students' participation in practice was poor . In such situation how do you increase students' involvement in practice?

T: I can divide to the students in a different group. From that students can easily participate to the practice session.

R: Every person wants to be a successful teacher. If you think so what type of training do you need?

T: I need...a...the training which can be easily implement in the target area.

R: Many teachers thought that they have learned various things from the training but they could not implement in the real situation. In this sense, what are the problems in implementing training skills in to the classroom?

T: Er...physical structure, economic condition of our country, teacher's ability and problems in implementing teaching skills.

R: We know that training always plays a prime role in teaching the english language. If it is right What do you think is the role of training in teaching the English language?

T: O...the role of training in teaching the English language is crucial because training is needed to teach English language and it helps to manage the class, it provides feedback.

R: Yes sir, at last can you provide some suggestions to improve teaching skills in English language teaching in Nepalese context?

T: Training should focus on different teaching methods and techniques, every techniques should address the current issue which helps to develop students' participation in the language classroom.

R: I would like to thank you sir for sharing your ideas and manage your time.

T: Yes, ok.