

# **CHAPTER-I**

## **INTRODUCTION**

The present study on "Teachers Perception on Teaching and Learning of English" is aimed at finding out teachers' perception towards teaching and learning of English in Syangja. The first chapter introduction consists of general background of the study, statement of the problems, rationale of the study, significance of the study and the delimitations of the study. Similarly, the second chapter review of related literature includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. And the third chapter Methods and procedures of the study encompasses research design, study population, sampling procedure, tools for data collection, data collection procedures, and analysis, interpretation procedures.

### **1.1 General Background**

The term 'training' can be taken as the learning process that entails the acquisition of knowledge, sharpening of skill, concepts and changing of attitudes and behaviors of teacher to foster the performance. Richards and Farrell (2005, p. 3) writes, "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. So, training involves both theoretical and practical aspects. To put knowledge properly into the required actions, we need the skill which is obtained from training. It is also useful to develop knowledge, skills and attitudes to accomplish an action. It changes the way of thinking,

responding. It creates changes in the behavior. It is, therefore, a technique to increase skills, knowledge and attitude.

Training aims to make the teacher competent, qualified and assists them to combat with the challenges and issues taking place in teaching profession. A trained teacher can handle the basic concepts, principles and adopts the changing knowledge. In the teaching areas, how language teachers can deal with different content is of crucial and central importance. In order to update teachers with the ever changing knowledge in the field of education, they are to be trained. Training for teachers is the backbone of education. Quality education heavily depends on the quality of teachers and the quality of teacher can be developed through training.

Peters (1996, as cited in Ur 1991, p. 3) says, "Training (though it may entail some educational components) has a specific goal: it prepares for a particular function or profession." Therefore, training is a process of preparation for professional teaching. Teacher training is an integral part of effective teaching and learning process. It is one of the aspects of teacher development. Teacher development is a continuous process. It serves a longer term goal and seeks to facilitate growth of teacher's understanding of teaching and of themselves as teachers. Both teacher training and teacher development contribute to teachers' performance.

Training plays an important role in preparing skilled teachers and shaping the quality of classroom delivery. Training is not for the sake of knowledge and certificate itself, it is to develop skill to use in the classroom Training is a short term intervention designed to change individuals by equipping them with necessary and sufficient knowledge, skills, and attitudes they need to meet. It attempts to develop knowledge,

skill and co- current or future job. Training aims to bring change in the teachers skills in addition to other changes in attitudes and knowledge.

Teacher training is one of the aspects of teacher development.

Envisioning this concept, the MOE, Nepal has launched different sorts of training programs, pre-services, in-service teacher training, refreshment teacher training and so on. One of them is Teacher professional

Development (TPD). TPD is an instruction provided to teachers to promote their development in certain area. It is the tool by which policy makers visions for change are disseminated and conveyed to teachers.

Though the recipient of TPD is the teacher, the ultimate beneficiary is the student. Thus, TPD is the most crucial component in ensuring effective teaching in language classroom. TPD has three phases which are

interrelated to each other. It will be full when a teacher completes all

three phases .Each phases has ten working days. And each phase is segmented into training workshop (5 days), self study (3 days) and school based instructional counseling (2 days). Due to lack of teachers efforts to

engage themselves in doing professional development activities most of the teachers are confronting many challenges in the classroom. They have experienced the TPD program as an obligatory condition than the

necessity to enhance their professionalism. Thus, the present study aims to find out teachers' perception on teaching and learning of English.

## **1.2 Statement of the Problem**

Knowledge is obtained through experience and study, therefore, it can be said that teachers professionalism is advanced via training. Training is designed to enhance the professional knowledge, skills, and attitudes of teachers. Teacher training program is considered as one of the most important component in ensuring effective teaching in the language

classroom though the impact of teacher training has not so far been found up to the desired level in classroom practices in Nepal. Training programs have not been very effective and satisfactory. It is thought that the knowledge learned in the training can be implemented in the classroom but it might not be the case in all the situations. There are situations in which the training cannot address the need of actual audience, practical problems in the classroom, and context of local level. Such factors are leading to decrease the effectiveness of training or limit it to the training venue as a matter of formality.

Regarding training, National Center for Educational Training (NCED) launches in service and refresher teacher training. Government strictly enforces the policy of recruiting teachers having both the prescribed academic and professional qualifications followed by teaching license. Likewise Tribhuvan University system is strengthened to completely develop and run teacher preparation courses relevant to the teaching field. In addition, Teacher professional development (TPD) (a mode of demand based refresher training) training has been launching as refresher training from 2066 (TPD Handbook, 2066). TPD program has been introduced to promote teachers with creative, critical ideas and skills to bring changes in their teaching. TPD program is divided into four phases (5+10+13+2=30 days) altogether 30 days to be completed within 5 years. The first phase is demand based for which 5 days are allocated. The second phase contains 10 days face to face ETC based training. The third phase being school based that takes 13 days to complete field and project work. The last phase is the 2 days counseling and contact session conducted at ETC. Most of the teachers of community schools have been certificated with TPD (NCED, 2012). Although the TPD program is necessary for the professional development of teacher in Nepal, due to lack of teachers

efforts to engage themselves in doing professional development activities most of the teachers are confronting many challenges in the classroom. They have experienced the TPD program as an obligatory condition than the necessity to enhance their professionalism.

In the same way, what has happened is, whatever the data of trained teachers we have in our hands, the data and teachers classroom performance do not match. Teachers do not implement the skills gained from training. They do not practice all these things in the classroom.

Thus, it is necessary to study the training performance reflected in the classroom so as to instruct the students with expected performance. Therefore this study entitled 'Gaps between training and teaching in ELT situation' made an attempt to analyze the situation.

It is said that training and teaching are two closely related phenomena of an academic program. Teachers need professional training along with continuous support and training to help them to develop positive attitude towards their teaching profession. Training seems to be powerful tool to enhance the professional development of teacher. Teacher training moulds the personality of teacher such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted through teacher training.

The Government of Nepal has initiated different training like pre-service teacher training, in service teacher training, refresher training, mandatory teaching license, etc. According to NCED, all teachers in the system have successfully made equipped with stipulated professional qualification that is 10- months (certification) teacher training course. Every teachers working in all government aided schools will be provided access to one month TPD program within the next five years period. As the provision

made in TPD implementation Handbook one month training is divided into three different 10 days modules and each module is segmented into training workshop (5 days), self study (3 days) and school based instructional counseling (2 days). However, it does not seem that regular workshops, trainings and conferences regarding TPD programs take place successfully and effectively. Different training has been conducted to improve the quality of teaching, the rate of transfer teacher training into the classroom through improved teaching performance has been calculated to be some 50% DOE, 2006 and NCED, 2007. Some research studies have concluded the situation as minimum impact of an amount of inputs to the teachers on the classroom effectiveness. There is severe lack of refresher training including follow up, monitoring and evaluation of the trained teachers performance (NCED, 2010). Nevertheless, lack of professional accountability of teachers and limited follow up support for teaching effectiveness are characterized to be the main reasons for insufficient impact of teacher development inputs on the classroom. So, the attempt is done to explore the impact of effective delivery of training of secondary level trained English teachers.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

1. To find out teachers' perception on teaching and learning of English in Syangja.
3. To suggest some pedagogical implications.

#### **1.4 Research Questions**

1. What is the teaching and learning situation in Syangja district?
2. Do teachers use materials in teaching English?

#### **1.5 Significance of the Study**

This study will be beneficial to all who are involved in the field of language teaching, especially in ELT. The study will be highly significant and helpful for the ELT practitioners mainly who want to undertake research in the field of teacher education. Moreover, the study will be significant for school supervisor, resource person, District Education Officer, teacher trainer, policy maker, curriculum designer and so on. The finding of this study will contribute to overall understanding of the potentialities and possibilities of the development of English language teachers at secondary level education. The study will help examine the current trends and practices of English language in high school level education.

#### **1.6 Delimitations of the Study:**

The study had following limitations:

1. The study was delimited to 10 trained English teachers of 10 secondary level schools.
2. The study was delimited to Syangja district.
3. The study was delimited to teachers' perception towards on teaching and learning of English.

## 1.7 Operational Definitions of the Key Terms

- Teacher Training** : Training refers to activities directly focused on a teacher's present responsibility and is typically aimed at short term and immediate goals.
- Trained Teacher** : Trained teachers know what typical classroom activities and expected problems and solutions are like:
- Untrained Teachers** : Untrained teachers are less familiar with subject matter, teaching strategies, and teaching contexts and lack of adequate repertoire of "Mental scripts and behavioural routines.
- Satisfactory** : In this study, the training activities, skills used and delivered by the trained teachers in terms of presentation, practice and production with the rating scale 60-70 % of the applied activities is referred as satisfactory.



- Good : In this study the training activities, skills used and delivered by the trained teachers in terms of presentation, practice and production with the rating scale 56-60 % of the applied activities is referred as Good.
- Pre-service Training : Adequate training given to the teachers before they enter the field of teaching.
- In-service Training : Training given to the teacher time to time after they enter the real field.
- Training Performance : The reflection and implementation of the training competence inside the classroom.
- Triangulation Approach : Triangulation approach is defined as the use of two or more methods of data collection in the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter.

#### **2.1 Review of Related Theoretical Literature**

The quality of education depends on the ability, hard work, and dedication of the teacher. The teacher is considered the most crucial factor in implementing all instructional reforms. With the rapid increase in human knowledge new approaches, new methods of teaching, and new avenues for the teachers are being introduced. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become ineffective and inefficient. training is an important part of teacher preparation programs. Training is a continuing education of teacher leading to the improvement of their professional competence. Purpose of training is to generate the conditions that enable the practice to be selected and used appropriately. Training is effective in terms of teaching. Teacher training is related to effective teaching.

Without the continuous improvement of teaching (and of professional teachers) the reforms will fail. Professional development must serve the purpose of promoting teachers continuous learning of integrating new knowledge about teaching and learning within the social context in which teaching takes place. Providing 10 months long certificate training, NCED has developed and commenced implementation of TPD program with an objective of addressing pedagogical problems of the teachers and at providing them with continuous learning opportunities for renewal of

professional knowledge. The modules under this program have been framed to practical prove to the responsive intervention for solving immediate pedagogical problems of teachers and for empowering them to optimally apply the existing professional capacities into the teaching performance. As its design, there will be three independent modules of 10 days each that constitutes 30 days TPD cause upon completion of all them by each teacher in the next five years period of time (2015).

### **2.1.1 Teacher Education**

Teacher Education refers to the process of educating teachers, both in-service and pre-service teachers. Teacher education deals with how teachers can continue with professional development as language teachers once their formal training is over. This aspect of teacher education comes under teacher development. Teacher education makes teachers competent and self confident. In other words, it makes the teachers professionally developed or fit for their profession. A professional teacher needs to develop theories, awareness, decision making abilities and other proficiencies.

Education is the process of learning that develops moral, academic, intellectual as well as other social skills of the whole person as an individual and member of society. Teacher education is the process of making association among content, process and outcome. Teacher education is sometimes taken synonymously with teacher training. But they have difference in terms of the content, objective and process too.

### **2.1.2 Teacher Training**

Any sort of training is very useful to acquire practical knowledge in the specified area. Teacher training in the educational process is useful to

handle the classroom and the activities as they happen in it. It is a learning process that involves the acquisition of knowledge developing the skills, concepts and changing of attitudes and behaviors to enhance the performance of teachers.

Richards and Farrell (2005) opined "Training embraces 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". So, training involves both theoretical and practical aspects.

Unless and until teachers are trained, it is believed that no quality education is imparted. Keeping this view, teacher training programs have been launched worldwide. Knowledge and the human world are ever changing phenomena. In order to update the ever changing knowledge in the field of education, teachers are to be trained. They are to be given training time and again to adopt the changing knowledge, According to Wallace (1991). "It is the process of learning that develops moral, cultural, social, intellectual aspects of the whole person as an individual and a member of society."

From the above definitions it can be said that teacher training program is considered as one of the most important components in ensuring effective teaching learning in the language classroom. It consists mainly of methods, skills and techniques which help teachers run a class very systematically.

### **2.1.3 Types of Teacher Training**

Teacher training is an important facet of teacher development that helps teachers professionally grow strong and best teacher in the sense of effective preparation. Knowledge is obtained through experience and

study ,hence forth the teacher cannot remain untouched from the fact that their professionalism is enhanced through training. Training is a way of helping people to do things that they could not do before they were trained. It involves learning of the skills for a particular and defined purpose. Thus, an attempt has been made here to analyze the status of training for teachers. Government of Nepal has made provision of pre-service and in service training fro teacher with separate package.

### **i. Pre-Service Teacher Training**

As its name suggests, pre-service teacher training is the training for teachers before entering into the service. For this, government of Nepal has launched educational programs in the universities and HSEB Board as I.Ed./+2, B.Ed. and M.Ed. According to NCEP (2009), 99 private teacher-training centers affiliated to NCED have provided pre-service training for primary teachers with required qualification. Further, NCED itself has supported these centers with TOT, technical and materials support as across to professional development opportunities for teachers.

### **ii. In-service Teacher Training**

When a candidate enters into the profession and tackles responsibilities and accountabilities to handle the job description successfully and effectively needs training to handle the teaching. That is known as teacher training.

Pandey (2009, P. 8) says, "in service teacher training is necessary to use different types of teaching learning strategy, new technology, to defect the students' difficulty level and teach accordingly, to prepare teaching materials and use them in the classroom. "It serves as the refreshment training for the teachers who have long been in their services and also

familiarization the teachers with newly introduced teaching approaches, methods and techniques.

As far school education in Nepal is concerned, NCED is responsible for training of teachers. According to NCED source, it has a network of 29 educational training centers (Both ETC - As and ETC - Bs) along with other five sub-centers.

These trainings are conducted through 29 ETCs in 29 districts and 46 lead RCs in rests of the districts all over the country. District Education office, Resource Centers, Universities, TU faculty of education, privately owned teacher Training centers, NELTA are other institutions conducting short term in service training to teachers.

#### **2.1.4 Teacher Training and Teacher Development**

Teacher Training and Teacher Development are two Complementary components of a fully rounded teacher education. Teacher training essentially concern knowledge of the topic to be taught and of the methodology for teaching it. It emphasizes classroom skills and techniques. But teacher development is an ongoing process in which the teachers' attitudes and behaviors are changed. Richards and Farrell (2005) say that teacher development services a longer term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers.

From this statement we understand that teacher development is a way of improving one's knowledge of teaching and thereby increasing one's confidence as a teacher. Awareness of teaching is empowering. Teacher development often involve 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 incorporates professional development. Therefore, professional development should go beyond personal and individual reflection.

Head and Taylor (1997, P. 9) have made the concept clear about the difference between teacher training and teacher development. They are presented in the following table.

### **Difference between teacher training and teacher development**

<b>Training</b>	<b>Development</b>
Compulsory	Voluntary
One-off	Ongoing
Temporary	Continual
Done with Experts	Done with peers
Product Weighted	Process weighed
Skill/technique/knowledge based	Awareness based
Competency Based	Holistic
Short term	Long term

### **2.1.5 Introduction to Teacher Professional Development**

TPD program is supportive in enhancing the expertise level of secondary English teachers. It is fully practical and demand based. Needs of real field will be addressed in the package prepared by the trainers and thus training conducted for ten days.

TPD involves multi level changes which therefore demand multilevel experiences. It demands from the teachers to be from classroom learner to action researcher about classroom problems, cultural diplomas within the

cross-cultural setting of classroom and so on. It requires from research's side to be reflective, creative, and critical practitioners.

Fore mentioned vision, NCEP under MOE has launched TPD programme for in service teacher from 2066. TPD has three phases which are interrelated to each other. It will be full phased when a teacher completes all three phases. Each phase has ten working days. According to TPD handbook (2066), the structure of TPD module has been shown in this way:

### **A. Phase I: Training workshop:**

This module will be of five days. It will be run at the respective local resource centre (LRC) of the districts where the trainers and trainee teachers meet on workshop.

### **B. Phase 2 : Self study Exercises:**

It is the continuity of the training workshop part. In it me trainee teachers need to ensure the activities to be performed in the school. It tries to link the training workshop with their work place situation.

### **C. Phase 3: Instructional Counseling :**

In the last event of TPD Training the trainers of each hub should visit the trainee's school to evaluate the given task for the second phase and have conducted discussion on teachers' progress on the basis of these the trainee teachers will be certificated. It runs for two days. The activities to be performed in the visit will be as follows:

- Collections of the project prepared by the teachers.
- Preparation of the note on the reform made by the teachers.



- Identification of new problems in the schools and give solution to them.

### **2.1.6 History of Teacher Training in the context of Nepal**

Education is the foundation for national development. Teachers' qualities and personalities obviously influence on education system as whole.

Awasthi (2003) writes:

The history of teacher education in Nepal can be tracked back to the establishment of Basic Education Teacher Training Center in Kathmandu in 2004 with a view to training the primary school teachers. However, this training center had to discontinue its function after the recommendation of the Nepal National Education planning Commission (NNEPC) in 2010 B.S. for the establishment of college of education in 1956 to provide two year and four year teacher education programs to the perspective lower secondary, secondary level teachers of Nepal. Similarly, mobile teacher training schools ran a ten months primary teachers training which were later converted into primary school teachers Training Centers (PSTTC) in 2020 B.S.

National education system plan (NESP) in 2028 BS made the compulsory provision of teacher training to be a permanent teacher. All the related institutions like college of education, National Teacher Training Centers

and Primary School Teacher Training Centers come under the single umbrella of the Institute of Education (IOE) under the Tribhuvan University (TU). This institute conducted both pre-service and in-service teacher training including the very short term packages. The royal commission on Higher Education 2039 B.S. transferred the institute of education into Faculty of Education (FOE). According to commission report FOE. was responsible for conducting academic degree oriented programs and designated the Ministry of Education for conducting all the in service and short term training programs. Likewise, the Government of Nepal (GON) has made 7<sup>th</sup> amendment of Education Act in 2001, and made the provision of teacher's license. NCED under MOE has launched TPD program for in service teacher training from 2066. This program has been developed on the ground of School Sector Reform Plan (SSRP) that has provision of providing at least one month professional development training to every teacher within five years. In line with SSRP, NCED has developed TPD Implementation Handbook with the provision of providing the training program to the teachers. As the provision made in TPD implementation Handbook one month training is divided into three different 10 days modules and each module is segmented into training workshop (5 days), self study (3 days) and schools based Instructional Counseling (2 days)

National Education commission (2049 B.S. )report pointed out that teacher education and teachers training should be compulsory for teachers, occupational expertise adds quality, efficiency and effectiveness. The objective of teacher education is to produce qualified teachers and help in the educational development of the country.

The commission has recommended that it is compulsory to have training for school level reaching profession. Government should make the policy

to train all the teachers who are in the profession and still untrained. Education related regional and district level officers should conduct short term in service trainings, central level departments and centers under ministry should conduct long-term in-service trainings and higher secondary education Board and universities should conduct degree oriented in-service and pre-service teacher education programmes. The government has initiated the provision of reaching license for which training is compulsory.

Today's education system predicts the future of our country. Teacher education can, therefore be equated with national development. Teachers are "The initiators and community change agent" (UNESCO, 1976, p. 2) They are trained for professional and technical advancement, to undertake research projects aimed at increasing the quality.

### **2.1.7 Delivery of Training**

Delivery of training is the process at which trainees apply to their jobs the knowledge, skills, behaviors and attitudes they gained in training.

Delivery of training is the link between training expectations and classroom performances. The first place to practice delivery of knowledge is within the classroom. Training is taken as the most crucial and a systematic process of changing knowledge, skill and behavior of teacher of improve their performance in teaching in the classroom.

The quality of teacher is crucial for effective classroom delivery. Teacher training is vital element in preparing teachers for effective classroom delivery. Teaching is a professional activity that requires specialized knowledge acquired through training and experience. Delivery of training has the close relation and connection between the theoretical aspects and their implementation in the real classroom. Skills like: presentation of the

students, practice and evaluation system they learn and their used in the classroom play pivotal role in shaping the quality of the classroom delivery. Both learning the skills and using them in the classroom is very challenging as well as significant. Subedi (2004), in his report on transfer of training, views training from the perspectives of the managers, supervisors, and the employees and suggests that employee performance should be supportive work place environment in the organization.

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

Teachers have different needs at different times during their careers and the needs of the schools and institutions in which they work also change over time. The pressure for teachers to update their knowledge in areas. Such as : curriculum trends, second language acquisition research, composition theory and practice, technology, or assessment is intense, and it is the training that provide a major source and make able the language teachers to update their knowledge and reach any skills and aspects confidently, effectively and conveniently. Training involves presenting and modeling the skills and providing opportunities for teachers to master them. Trainers/Trained teachers are extremely useful resources. They can give ideas and information about language materials and students Trained teachers seem to lie in the different ways in which they relate to their contexts of work, and hence their conceptions and understanding of teaching, which is developed in these contexts.

Teaching can be broken down into discrete skill that can be mastered one at a time. The following activities are the expected goals from the trained teachers.

- learning how to use effective strategies to open a lesson.
- Motivating students.
- Using classroom aids and resources.
- Techniques for giving learners feedback on performance
- Understanding of students and students learning.
- Using effective questioning techniques
- Using appropriate evaluation tools and techniques.
- Interesting presentation
- Greater finding and automaticity in reaching etc.

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

Since the teachers are believed to learn various ways of teaching with the classroom affairs and makes use of various techniques, methodologies, reaching materials to make his/her teaching effective and live 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 delivery of skills remains hypothetical. It is not only because of the teachers incapability but also by lint of various factors that come in course of teaching. In this

research, I tried to examine the situation of the implementation of training skills in the classroom delivered by secondary level English language teachers who are trained. My main concern of the study is to find out teachers' perception on teaching and learning of English.

## **2.2 Review of Related Empirical Literature**

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

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

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

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

Khadka, (2010) conducted a study "On classroom performance of trained teacher of English at Secondary Level". The prime purpose of this study was to find out the classroom performance of the trained teachers of English at secondary level. he use twenty secondary level English teacher of community school as a sample. He used observation as a tool to collect data. This study found that a trained teacher is believed to have more knowledge about the teaching methods, techniques, classroom management, teaching materials and so on. More importantly, he suggested language teachers actually need training for their better performance.

### **2.3 Implications of the Review for the Study**

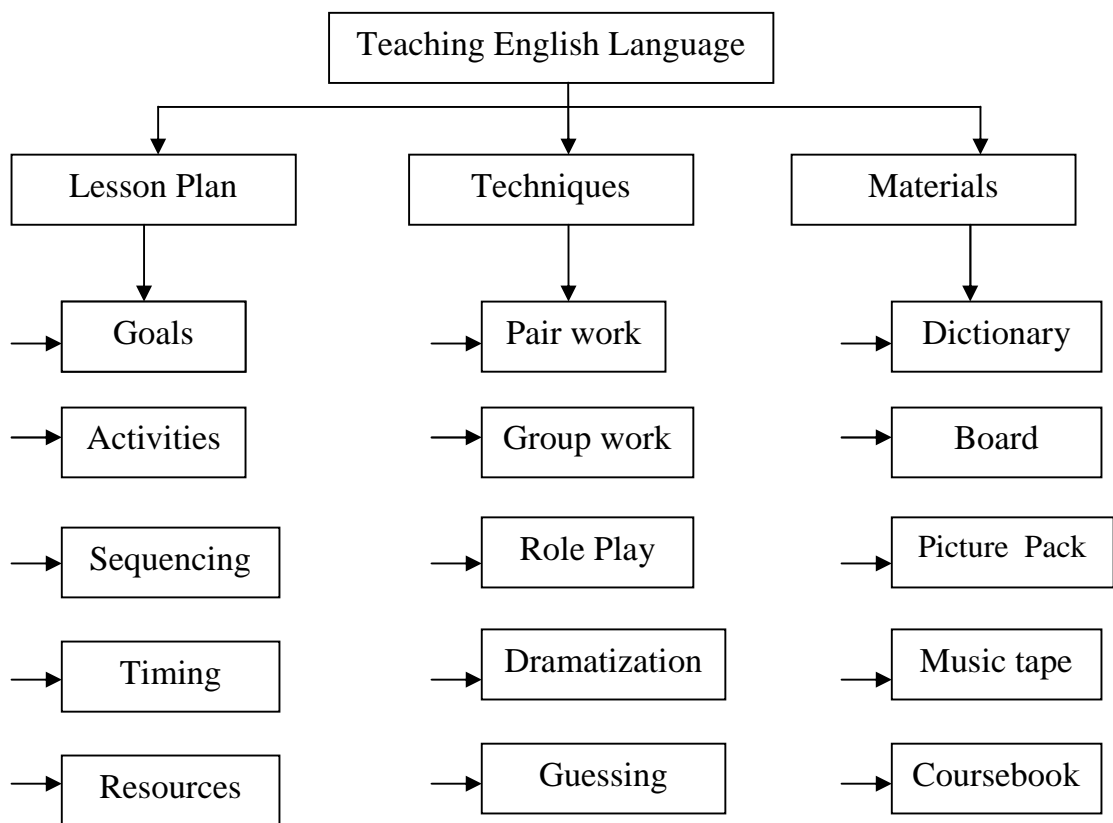
The above mentioned different studies reviewed were impact of training in the Department of English Education and on article of Journal. These studies are to some extent related to my study. After reviewing these works I have got lots of ideas regarding the impact of training.

Specifically, I have got ideas and information about sample, sampling procedure from the study of Bhattarai, (2009), Joshi, (2010), Khatiwada (2010) and Khadka, (2010). In order to conduct those research design

they have used survey research design and I followed the same survey i.e. survey research design. Therefore, after reviewing those research works, I got ideas on the process of survey research design. Likewise, they have used observation as a tool of data collection and I used the same tool of data collection therefore, from this they are similar.

## 2.4 Conceptual Framework

The study on “Teachers Perception on Teaching and Learning of English” was based on following conceptual framework.





## **CHAPTER III**

### **METHODS AND PROCEDURES OF THE STUDY**

The following methodology will be adopted to fulfill the objectives of the study.

#### **3.1 Design of the Study**

The study is survey research design. The main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. In other words, data in a survey research is collected only at a single point of time aiming to obtain an overview of a phenomenon, events, issue or situation. It is cross-sectional study design. This design is best suited to studies aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue by taking a cross-section of the population. In this type of research, researcher visits different fields to find out existing area particularly it is carried out in a large number of populations in order to find out the people's opinion on certain issues, to assess certain educational programmes and to find out the behavior of certain professional and other. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

Cohen (2010) says that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation. Survey research is conducted to eliminate important educational issues and data are collected from the population. Then those answers which are given by the sample are thought that whole group has given same type of

information. It means, researchers generalize the result obtained from the sample to the whole population.

In survey research triangulation approach is used for data collection. Triangulation approach is defined as the use of two or more methods of data collection in the study. Different types of tools are used in survey research for data collection. e.g. to study behavior of the subject observation is an appropriate tool. In the same way, to find out the perception of population on certain issues interview or questionnaire is appropriate tools.

### **3.2 Population and Sample**

The population of this study were 10 trained secondary English teacher from 10 secondary level schools of Syangja District.

### **3.3 Sampling Procedures**

I purposively selected Syangja District as the research area of the study. Similarly, I selected 10 trained secondary English teachers' from 10 secondary level schools by using non-random judgmental sampling in order to carry out this research.

### **3.4 Tools for Data Collection**

In order to collect data I used non-participant observation as a research tool where teachers' performance inside the classroom were observed thrice of a teacher with the help of observation checklist. Similarly, I also prepared a set of questionnaire and distribute to the selected teachers in order to find out their contributions towards delivering the training.

### **3.5 Data Collection Procedure**

In order to collect data for the research study, I visited different secondary schools of Syangja District and established rapport with the authority. I clarified the purpose and process of my visiting. I requested authority for the permission to conduct research. After that, I went to the classes of each teacher and observe three classes of each selected teachers with the help of check list. And I distributed a set of questionnaire to every selected teachers and found out the skills delivered by him/her in the classroom and some problems that they were facing. Ultimately, I collected the questionnaire from the teachers and left the spot by thanking them for their kind co-operation.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATIONS**

This chapter deals with the analysis and interpretation of data. The data were collected from ten secondary schools of Syangia district. Three classes of each ten secondary level trained English teachers were taken as the main source of information. The main objective of this study were to analyze the transfer of training of the trained teachers in teaching in terms of presentation, practice and production and to explore their perception towards teaching and learning of English

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

#### **4.1 Analysis of Data obtained from class observation**

This section deals with the practical classroom observation of ten secondary levels trained English teachers. The observation checklists were prepared and three classes of each teacher were observed. In order to analyze the teacher's activities, five rating scales were used excellent, satisfactory, good, poor and poorer. Training transfer abilities of the individual teachers were collected through the observation checklists which were presented under the different headings.

##### **4.1.1 Holistic Analysis**

In this section, the holistic analysis of the practical classroom observation of the secondary levels trained English teachers on the basis of presentation, practice and production is presented in the given table and five rating scales were used to analyze the teachers' activities.

<b>Legend</b>	<b>E- Excellent</b>	<b>S- Satisfactory</b>	<b>G-Good</b>	<b>P- Poor</b>	<b>Pr- Poorer</b>
	above 70 %	60-70 %	50-60 %	40-50 %	below 40 %

**Table No. 1**  
**Holistic Analysis**

<b>S.N</b>	<b>Aspects</b>	<b>E</b>		<b>S</b>		<b>G</b>		<b>P</b>		<b>Pr</b>		<b>Grand total</b>	
		<b>N</b>	<b>P</b>	<b>N</b>	<b>P</b>	<b>N</b>	<b>P</b>	<b>N</b>	<b>P</b>	<b>N</b>	<b>P</b>	<b>N</b>	<b>P</b>
1	Introduction of the topic					17	56.67					30	100
2	Relating with previous lesson							18	60			30	100
3	Using teaching learning materials							20	66.67			30	100
4	Motivating students							21	70			30	100
5	Teacher's voice and fluency					15	50					30	100
6	Interesting presentation					18	60					30	100
7	Students participation							19	63.34			30	100
8	Students question							18	60			30	100
9	Facilitation and guidance on learning					15	50					30	100
10	Integrating all language skills					17	56.67					30	100
11	Using Evaluation tools and techniques							17	56.67			30	100
12	Providing immediate feedback							15	50			30	100
13	Clearing the difficult terms and concepts					20	66.67					30	100
14	Summarizing the lesson					15	50					30	100

It was found that more than 56.67 percent teacher were found good in introducing the lesson. More than 60 percent teacher were found poor in retaining the present lesson with the previous lesson. More than 66.67 percent teachers were found poor in motivating students. More that 50 percent teachers were found good regarding the teachers' voice and fluency. More than 60 percent teachers were found good at presenting the subject matters interestingly. It was found that 63.34 percent students were found to be poor in participating in the classroom activities. It was found that 60 percent student were found to be poor in raising questions to their teachers.

More than 50 percent teachers were found good in terms of facilitation and guidance in learning. A high proportion 56.67 percent of the classes were found to be poor regarding using evaluation tools and techniques. It can be said that a majority of the classes i.e. 50 percent teachers were found to be poor in relevance to providing immediate feedback. More than 66.67 percent and 50 percent teachers were found good in making clearing the difficult terms and concepts and summarizing the lesson respectively. It was found that 80 percent teachers strongly agreed with the fact that training enhanced the quality of teaching and learning, lastly, 70 percent teachers strongly agreed in using different strategies in teaching learning process.

#### **4.1.2 Delivery of Training on Classroom Presentations**

The teachers' activities in the classroom are the determinants of effectiveness and success of the classes. The matter like teacher's fluency and accuracy, voice, way of relating the matter with previous lesson, making the lesson relevant to students' level needs and interests can be discussed under teachers' presentation.

### 4.1.3 Introduction of the topic/ lesson

The teacher should facilitate their students by introducing different activities relevant to the topic to catch their attention to the presented lesson. The result is displayed in the following table:

**Table No. 2**

#### **Introduction of the Topic**

Ratings	No. of Classes	Percentage
Excellent	-	
Satisfactory	5	16.67
Good	17	56.67
Poor	8	26.67
Poorer	-	

Among the teachers under study, 56.67 percent (i.e. 17 classes) were found to be good regarding the introduction of the lesson in the classes. Likewise, 16 percent, (i.e. 5 classes) were found to be satisfactory and 26.67 percent, (i.e. 8 classes) were found to be poor whereas no one was to be excellent and poorer. In this sense, high proportion of the classes were found good in terms of introduction of the topic.

### 4.1.4 Related with Previous Lesson

The teachers cannot teach any lesson in isolation. There should be a good link between the present lesson with the previous one. The data collected on this has been presented below:

**Table No. 3**

**Related with Previous Lessons**

Ratings	No. of Classes	Percentage
Excellent	-	
Satisfactory	2	6.67
Good	10	33.34
Poor	18	60
Poorer	-	

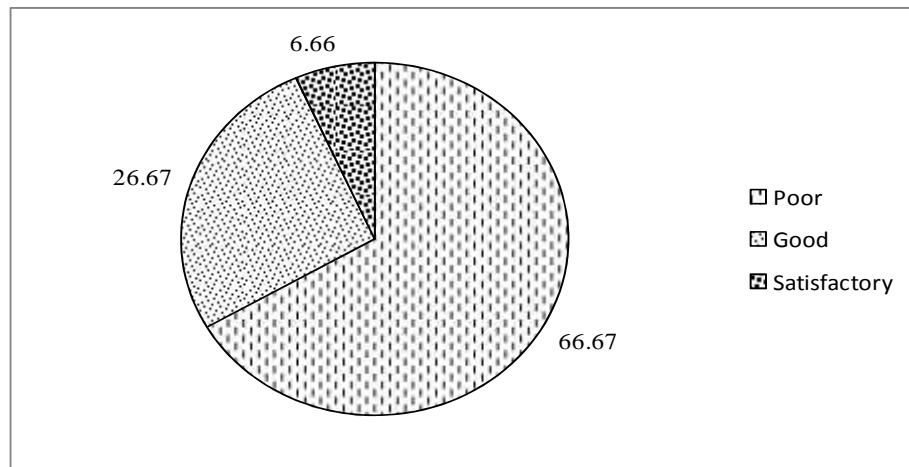
The table above displays that among the classes observed for the study, 6.67 percent (i.e. 2 classes) were found to be satisfactory, 33.34 percent (i.e. 10 classes) were found to be good and 60 percent (i.e. 18 classes) were found to be poor in relating the present lesson with the previous lesson. In this reason, the above table shows that a majority of the classes were found poor in relation to their presentation with the previous lesson.

**4.1.5 Use of Teaching Learning Materials**

Teaching materials play a pivotal role for interesting and live classroom. These materials help classroom to shortern teaching and learning time and lessen the monotony of practice work by creating a variety of classroom activities. The given pie chart displays the result vividly.



**Figure No. 1**  
**Use of Teaching Learning Materials**

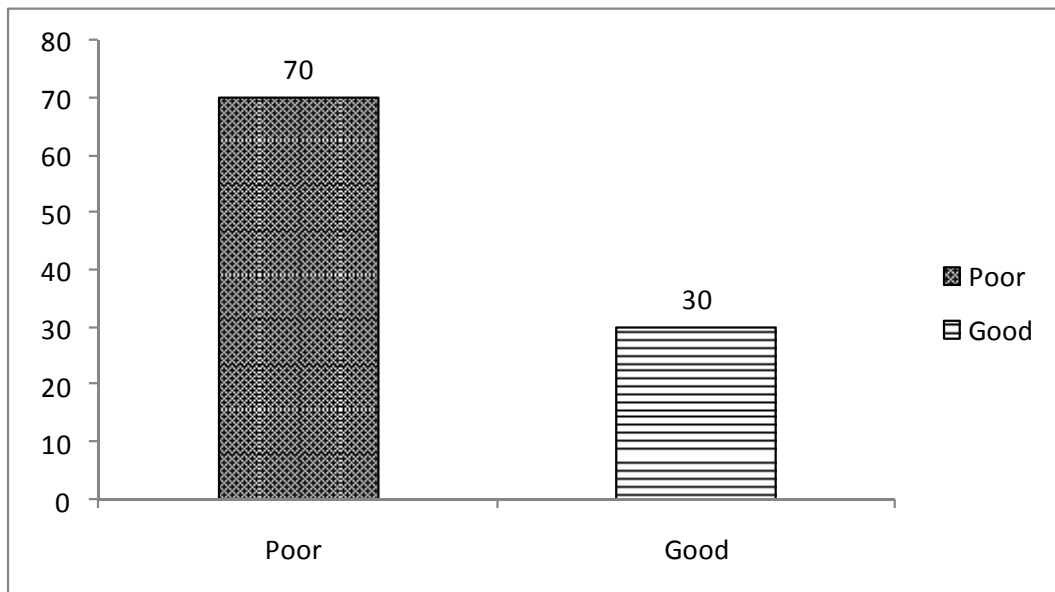


As shown in the above pie chart, only in 6.66 percent of the classes, the teachers made satisfactory use of teaching learning materials while in 26.67 percent of the classes were found good in using teaching learning materials. But a high proportion of the observed classes, i.e. 66.67 percent were found to be poor in using the teaching materials.

#### **4.1.6 Motivating Students**

Students should be motivated to learn subject matter and to do the activities in the class. The students' motivation was observed in the class in terms of their students motivation towards subject matter, teacher and to the activities which is shown in the bar chart below:

**Figure No. 2**  
**Students Motivation**

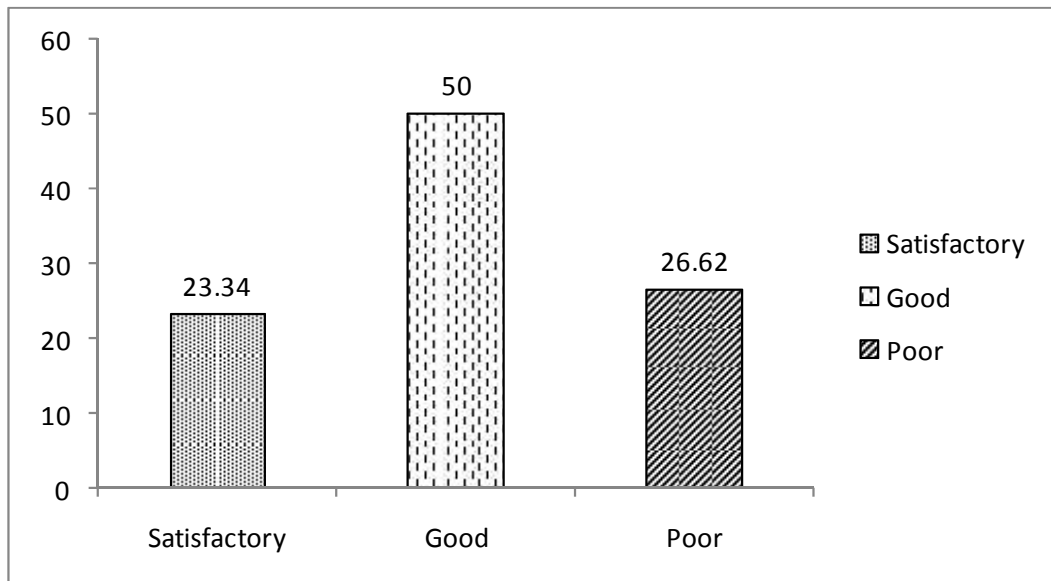


Among the classes under study, 70 percent of the classes were found poor (i.e. 21 classes) and 30 percent of the classes were found good (i.e. 9 classes). This shows that most of the students were not motivated in learning the subject matter.

#### **4.17 Teachers Voice and Fluency**

Teachers voice refers to the teachers sounds in the classroom and fluency refers to the spoken language without interruption. Basically, students completely follow how their teachers behave and what they say. The result has been presented in the given bar diagram.

**Figure No. 3**  
**Teachers Voice and Fluency**



The above presented bar graph reveals the fact that 23.34 percent (i.e. 7 classes) of teachers voice and fluency was found to be satisfactory, 50 percent (i.e. 15 classes) was found to be good and 26.62 percent (i.e. 8 classes) was found to be poor. In this regard, a high proportion of the classes were found to be good regarding the teachers voice and fluency.

#### **4.1.8 Interesting Presentation**

The teaching learning activities become effective if the teachers presentation is interesting. It also inspires the students to learn attentively so the presentation of the lesson should be as interesting as possible. It has been shown in the table below.

**Table No. 4**

**Interesting Presentation**

Ratings	No. of classes	Percentage
Excellent	-	
Satisfactory	6	20
Good	18	60
Poor	6	20
Poorer	-	

Among the classes of the teachers, under study, 20 percent (i.e. 6 classes) were found satisfactory, 60 percent (i.e. 18 classes) were found good and 20 percent (.i.e. 6 classes) were found poor. In a nutshell, it can be revealed that most of the classes were found good at presenting the subject matters interestingly.

**4.2 Delivery of Training on Classroom Practices**

Simply, whatever the teachers and students do inside the classroom is regarded as classroom practices. While teaching, the teachers use various methods and techniques. The teacher should be able to choose appropriate methods and techniques while teaching according to the level, needs and interests of the students. The nature of classroom practices and some methods and techniques used by the trained teachers have been discussed below under various headings.

**4.2.1 Students Participation**

A language classroom is not effective if the teacher does not highly encourage the students to practice in the classroom activities. In this sense, in order to gain victory in learning the subject matter, students

participation on practice is highly essential. The following table shows the result.

**Table No. 5**

**Students Participation**

Ratings	No. of Classes	Percentage
Excellent	=	
Satisfactory	3	10
Good	8	26.67
Poor	19	63.34
Poorer	-	

The above table shows that 10 percent (i.e. 3 classes) were found to be satisfactory. Similarly, 26.67 percent (i.e. 8 classes) were found to be good and 63.34 percent (i.e. 19 classes) were found to be poor. So, in conclusion, it can be said that a majority of the classes were found to be poor regarding the students participation.

**4.2.2 Students Questions**

In the teaching the English language for the students of secondary level, the emphasis should be given on the active participation of the students in raising questions to the teacher, from the study, the following result has been obtained.

**Table No. 6**

**Students Questions**

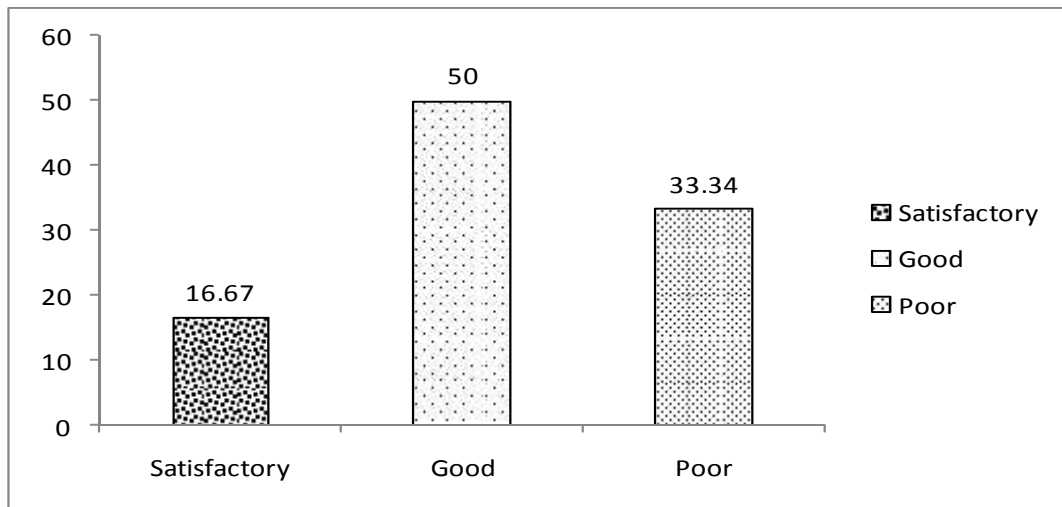
Ratings	No. of Classes	Percentage
Excellent	-	
Satisfactory	2	6.67
Good	10	33.34
Poor	18	60
Poorer	-	

Among the classes under study, 6.67 percent (i.e. 2 classes) were found satisfactory regarding the students questions on practice. Similarly, 33.34 percent (i.e. 10 classes) were found good and 60 percent (i.e. 18 classes) were found poor. From the above table, it is found that a high proportion of the classes were found poor in raising questions by students to the teachers.

**4.2.3 Facilitation and Guidance on Learning**

It is a must for any language teachers to facilitate their students in their learning activities. In the students centered method of teaching, the the teacher should give emphasis on it. It has been displayed in the figure below:

**Figure No. 4**  
**Facilitation and Guidance on Learning**

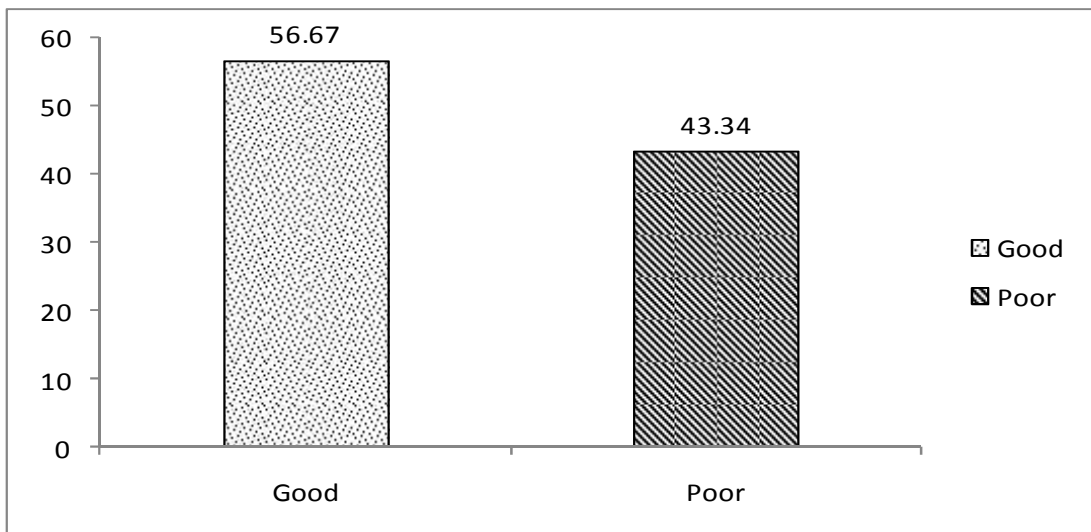


The above figure, displayed that 16.67 percent (i.e. 5 classes) were found to be satisfactory, 50 percent (i.e. 15 classes) were found to be good and 33.34 percent (i.e. 10 classes) were found to be poor. In this sense a high proportion of the classes were found good in terms of facilitation and guidance on learning.

#### **4.2.4 Integrating All Languages Skills**

All the language skills are equally important and there should be a good link between them. They cannot be taught separately. It has been shown in the following figure.

**Figure No. 5**  
**Integration of All Language Skills**



The above figure depicts that 56.67 percent (i.e. 17 classes) were found to be good and 43.34 percent (i.e. 13 classes) were found to be poor. From the preceding figure, it can be concluded that the classes were found good regarding integration of all the language skills.

#### **4.2.5 Activity to Address Heterogenous Students**

Activities remain as the central to the reaching and learning process. The goal of teaching and learning mainly depends on how the teacher presents the subject matter in the language class. The result has been presented vividly in the following table.



**Table No. 7**

**Activity to Address Heterogenous Students**

Ratings	No. of Classes	Percentage
Excellent	-	
Satisfactory	-	
Good	15	50
Poor	10	33.34
Poorer	5	16.67

The above presented table reveals that 50 percent (i.e.15 casses) were found good 33.34 percent (i.e.10 classes) were found poor and 16.67 percent (i.e.5 classes) were found poorer. Therefore, a majority of the classes were found good at relating the activity to address heterogeneos students.

**4.3 Delivery of Training on Production**

In this stage, teachers judges the learners' achievements and attainment of objectives. True evaluation helps to choose appropriate methos and techniques considering this fact, the delivery of training and the activities made by the trained teachers in this stage have been discussed under the various headings.

**4.3.1 Use of Appropriate Evaluation Tools and Techniques**

Teachers gained knowledge in training is expected in transferring to the students reaching in the classroom but most of teachers seemed using evaluation tools and techniques rarely. The collected data from the classroom observation is as follows:

**Table No. 8**

**Use of Appropriate Evaluation Tools and Techniques**

Ratings	No. of Classes	Percentage
Excellent	-	
Satisfactory	-	
Good	5	16.67
Poor	17	56.67
Poorer	8	26.67

The above table shows that 16.67 percent (i.e.5classes) were found good. Likewise, 56.67 percent (i.e.17 classes) were found poor and 26.67 percent (i.e.8 classes) were found poor.In this sense, a high proportion of the classes were found to be poor regarding using evaluation tools and techniques.

**4.3.2 Providing Immediate Feedback**

The teacher should evaluate the students and give feedback to them on the basic of their responses. It is necessary to find out the strengths and weakness of the students. It has been presented in the table below:

**Table No. 9**

**Provided Immediate Feedback**

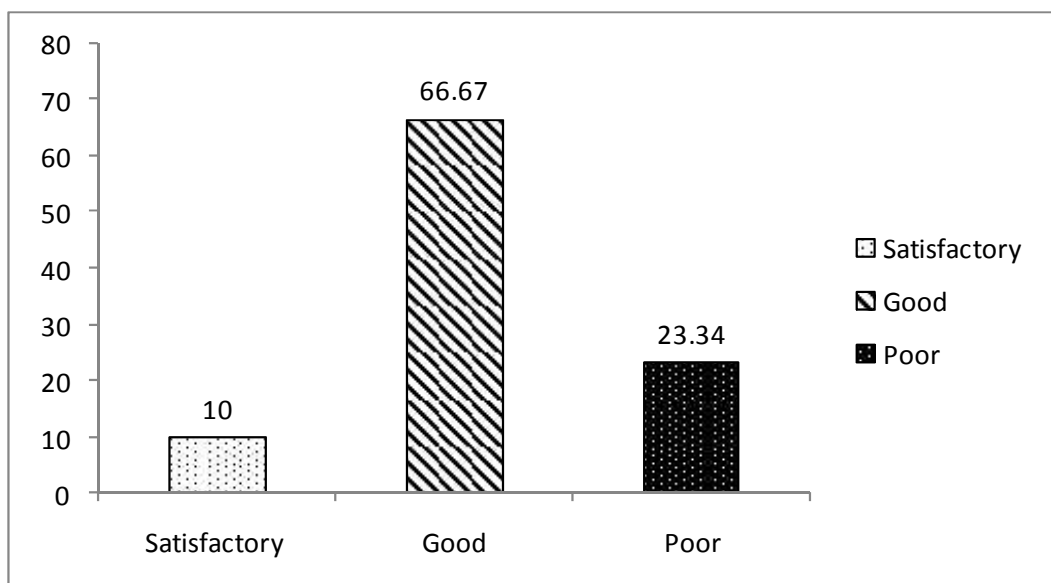
Ratings	No of Classes	Percentage
Excellent	-	
Satisfactory	-	
Good	10	33.34
Poor	15	50
Poorer	5	16.67

Among the classes under study, 33.34 percent (i.e.10 classes) and 50 percent (i.e.15 classes) were found good and poor respectively. And 16.67percent (i.e.5 classes) were found poor. Thus, it can be concluded that a majority of the classes found to be poor in relevance to providing immediate feedback.

### 4.3.3 Made Clear the Difficult Terms and Concepts

The teacher should make clear the difficult terms and concepts to the students. It has been shown in the following figure.

**Figure No. 6**  
**Made Clear the Difficult Terms and Concepts**



Among the classes under study, 10 percent were found satisfactory, 66.67 percent were found good and 23.34 percent were found poor. In this sense, a high proportion of the classes were found to be good in clearing the difficult terms and concepts.

#### 4.3.4 Summarized the Lesson

The teacher showed summarized the lesson at the end. It has been shown in the following table:

**Table No. 10**

#### **Summarized the Lesson**

Ratings	No of Classes	Percentage
Excellent	-	
Satisfactory	-	
Good	15	50
Poor	10	33.34
Poorer	5	16.67

The above table shows that 50 percent (i.e.15 classes) and 33.34 percent (i.e.10 classes) were found to be good and poor respectively. And 16.67 percent (i.e.5 classes) were found to be poorer.In this regard, it was found that a majority of the classes found to be good in summarizing the lesson.

#### 4.4 Analysis of Data Obtained from the Questionaries

This section is mainly concerned with the trained teacher's view towards delivery of training provided by TPD. The analysis, here, is mainly based on the questionnaire in which the responses of the trained teachers are interpreted and analyzed in detail, with the help of 15 different questions, I have tried to extract the views of those trained teachers under delivery of training in teaching English focusing on the essentiality of teacher training, difference between trained and untrained teachers, the extent to which training skills are delivered difficulties in delivering training skills. THus, teachers' views are analyzed mintuely and interpreted under various sub-sections on the basis of their responses.

#### **4.4.1 Training Help in Improving Teaching and Learning of the English Language**

After training, it is supposed to be very useful in applying in the real classroom situations. Training plays a significant role in improving the teaching and learning of English language. Training becomes effective when the teachers become successful in transferring the theoretical aspects of training learned by them into their classroom. Training should facilitate the teachers in transferring their learned knowledge, skills and attitudes into the classroom. The responses given by trained teachers are listed in the following manner.

- Training fosters the exchange of ideas, resources, information and experiences among the people associated with ELT.
- It provides different strategies to the teachers in order to apply in the classroom.
- It publishes adequate supplementary teaching and learning materials so that the teachers can deliver their knowledge in classroom effectively.
- It provides the teachers information regarding to make their classes lively and communicative.
- It makes the teachers up to date towards their teaching competence and performance

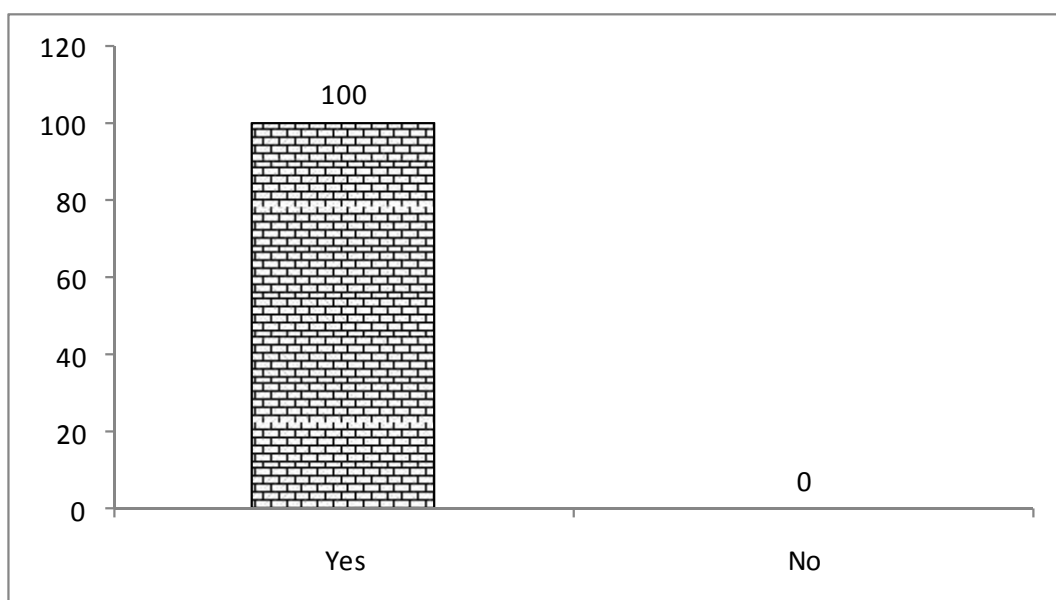
And four teachers (T<sub>1</sub>, T<sub>4</sub>, T<sub>6</sub>, T<sub>8</sub>) responded training was not useful. The theoretical skills provided did not work effectively in real classroom situation. This data showed that most of the teachers favoured the trainings but they were not sound satisfactory.

#### 4.4.2 Difference between Trained and Untrained Teachers

Training is supposed to make a teacher capable in various ways. Trained teachers have a high degree of competence and they demonstrate a real interest and involvement in their works as well as a proper sense of responsibility for the welfare of their pupils than the untrained ones. The following bar graph presents the percentage of teachers on the basis of their views:

**Figure No. 7**

**Difference between Trained and Untrained Teachers**



The above figure shows the trained teachers are different from untrained ones. This proved that training is must for successful teaching.

#### 4.4.3 Training as the Powerful Tool to Enhance Teaching and Learning

It is believed that trained teachers are better at their performance. They can enhance the quality of teaching. Training facilitates teachers to make

teaching more effective by introducing them with various teaching methods and techniques. By understanding this facts, trained teachers agreements and disagreements were extracted on the statement that training is the powerful tool to enhance teaching and learning. The result is presented in the table below:

**Table No. 11**

**Training as the Powerful Tool to Enhance Teacher Training and Learning**

Responses	No. of Teachers	Percentage
Strongly Agree	8	80
Agree	2	20
Undecided	-	
Disagree	-	
Strongly Disagree	-	

As the above table shows, 80 percent of the teachers responded that they strongly agreed with the fact that training enhanced the quality of teaching and learning and 20 percent of the teachers agreed with this fact. But, none of the teachers chose either of undecided, disagree. From this, it can be said that training is the powerful too that increase the quality of teaching and learning.

**4.4.4 Skills Achieved From Training to Deliver in the Classroom**

It is obvious that training becomes effective if only a number of skills can be delivered into the classroom teaching. Certainly, a trained teacher should be capable of delivering skills to the classroom. The skills given by most of them have been listed below:

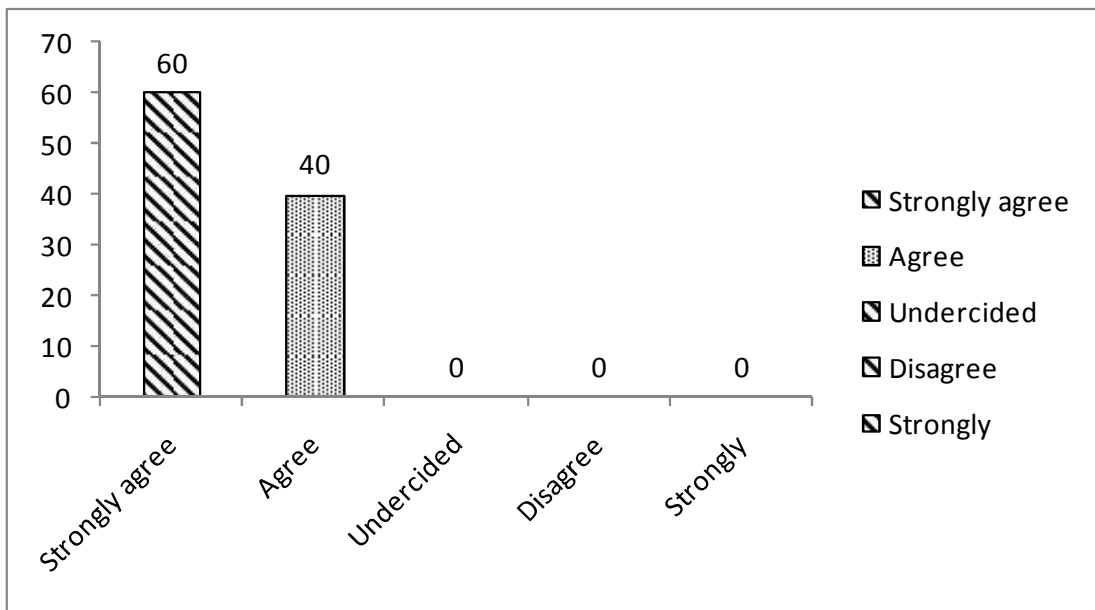
- Teaching the students by understanding their psychology.
- Involving the students in different activities.
- Skills of problem solving.
- Selection of right methods and techniques while teaching.
- Giving focus on communicative approach.

#### **4.4.5 Training to Strengthen Teaching Strategies:**

Trained teachers are more familiar with teaching strategies than the untrained ones. The teachers get knowledge about various strategies & ways to choose from them as per the nature of the content being presented. Training also helps the researchers to choose appropriate strategy on the basis of the students' level, needs and interest. The following bar diagraph presents the result.



**Figure No. 8**  
**Training to Strengthen Teaching Strategies**



From the above bar graph, it can be discerned that 60% of the respondents chose strongly agree and 40 percent of the respondents chose agree. But, nobody chose undecided, disagree or strongly disagree.

#### **4.4.6 Training Facilitative to Involve Students in Communication Activities**

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

- It helps teachers to are use interest in the students towards the topic so that the students themselves participate in communicative activities.

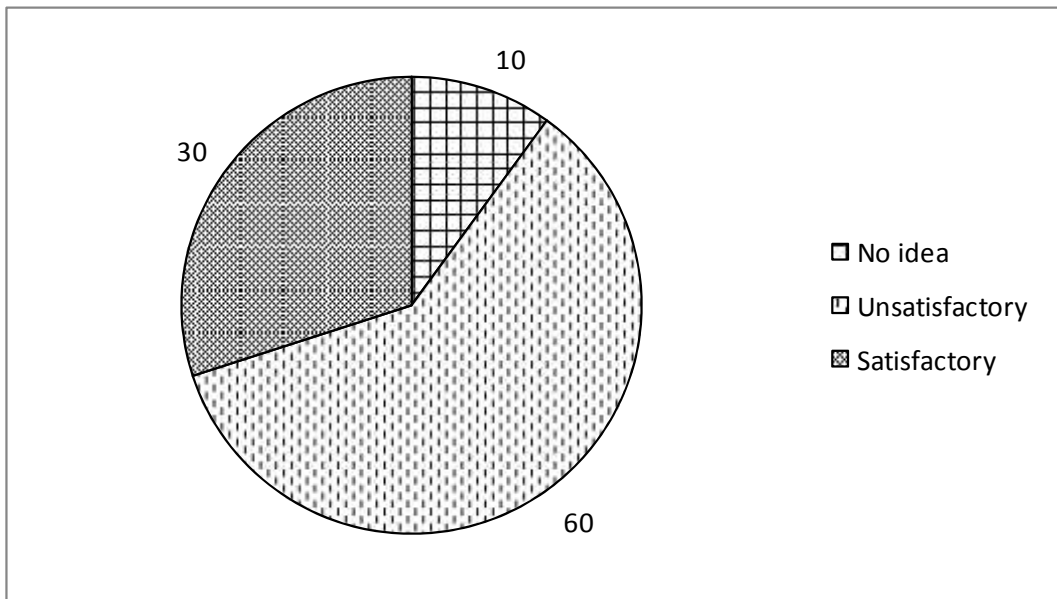
- It provides adequate information to the teachers to reach the students through students centered methods so that the students get plenty of opportunities to communicate with each other teachers as well.
- Training familiarizes the teachers with different communicative methods, techniques and activities.
- It helps the teachers to make students participate in communicative activities by preserving lessons according to the needs, level and interests of the students.
- Training helps teachers to involve students in communicative activities in the classroom by dividing them in groups or pairs etc.
- Teaching materials are very necessary to make students participate in communicative activities and training helps teachers to choose and use appropriate teaching materials properly.

#### **4.4.7 Present Condition of Teacher Training in Nepal**

Teacher Training Centers have already been established to train the teachers. Even if the government has invested a large amount of money in researcher training, the result is always unsatisfactory. It also can be said that although many institutes have provided teacher training in Nepal, the impact of teacher training has nor so far been found up to the desired level in classroom practices. The trained teachers are calculated and presented in the figure below:

**Figure No. 9**

**Present Condition of Teacher Training in Nepal**



The above pie chart reflects that only 30 percent members were satisfied with the present condition of teacher training in the Nepal. On the contrary, 60 percent of them were not satisfied with it. But, 10 percent of them expressed that they had no ideas regarding it. This posed the fact that the change in teachers training in present day is a most in our country.

**4.4.8 Different Strategies in Teaching Learning Process**

Teacher Training mission is no ensure excellence in the English language. It is established to link, develop and support ELT professionals throughout Nepal. Regarding this, Teacher Trainers were given option to choose on the statement. Trainers have different strategies in teaching learning process. The result obtained from them has been presented in the table below.

**Table No. 12**

**Using Different Strategies in Teaching Learning Process**

Responses	No. of Teachers	Percentage
Strongly Agree	7	70
Agree	3	30
Undecided		
Disagree		
Strongly Disagree		

The above presented table displays that a majority of teachers chose strongly agree in using different strategies in teaching learning process. It means, 70 percent of the teachers agreed strongly regarding the statement. Similarly, 30 percent of them agreed on it. But, no one chose any of the responses viz. Undecided, disagree or strongly disagree.

**4.4.9 Techniques Applied by the Trained Teachers**

A trained teacher obviously makes use of various techniques to make his/her teaching effective and live. A class becomes effective if a teacher can apply various techniques in his/her classroom. In this regard, the researcher (I) made a query to the respondents about the techniques they apply for effective teaching. The responses given by them revealed that they use a number of techniques which are listed below:

**Techniques Applied by the Trained Teachers**

S. N     Techniques applied by Trained Teachers

1        Pair work/ discussion/ group work

2        Problem solving

- 3      Guessing
- 4      Role play
- 5      Games
- 6      Interaction
- 7      Dramatization
- 8      Motivation
- 9      Planning the lessons
- 10     Use of authentic materials
- 11     Classroom management

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

#### **4.4.10 Problems in Delivering Training Skills**

Teachers may have faced lots of problems in the delivering training skills in the classroom. Though the teachers worked inherently, some problems appear in their teaching fifteen respondents of this study were asked the question what kinds of problems have you faced in transferring training skills in the classroom? The teachers responded various problems based on their experiences. The responses were given on problems faced by the teachers which are listed as follows:

- Maximum number of students.

- Lack of sufficient teaching materials.
- L1 interference and large structure of class.
- Irregularity of the students.
- Unconvinced with newer techniques, methods and procedures.
- Heterogeneous class.
- Lack of supervision.
- Lack of financial support.
- Lack of previous knowledge of the students.
- Students' inability in understanding second language.

#### **4.4.11 Techniques Used to Evaluate Students**

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

- Question answer technique.
- Elicitation techniques.
- Giving problems with some clues.
- Conducting games and activity .

#### **4.4.12 Role of Training in Teaching English**

It is believed that training provides various insights to the teachers regarding teaching and learning and then he becomes able to know more knowledge towards teaching methods and techniques, classroom management, teaching materials and their use and so on and so for the more, the trained teachers were asked the necessity of training in teaching English. On the basis of their responses, the roles or necessities of teacher training have been presented below:

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

#### **4.4.13 Measures to Enhance the Teaching of English Language in Nepal**

There is a quotation 'where there is a will, there is a way'. Obviously, there are a number of problems in teaching the English language.

However, there are some ways to combat with these problems. In this part, the researcher tried to grab the trained teachers' opinions towards the ways to foster teaching English language in Nepal. Some significant suggestions given by them have been listed below:

- There should be a full faith and devotion in profession.
- Classroom should be well- equipped with significant instructional materials.
- Regular training should be provided to the teachers.
- Feasible environment should be created.
- Better classroom management should be needed.
- Teachers should build confidence while teaching.
- The students should be encourage to use English language every time and reduce the use of L1.
- Frequent workshops, seminars and refreshment trainings should be conducted.

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



## 4.5 Summary of the Findings

The present study is about the "Teachers' Perception on Teaching and learning of English." The main objective of the study was to find out teachers' perception on teaching and learning of English. The study was based on the survey of teachers practice. It was conducted in natural setting using both primary and secondary sources of data to achieve the objectives. Primary sources of data were the ten secondary level trained English teachers I adopted purposive non-random sampling procedure. As a researcher, I utilized mainly two types of tools, observation and questionnaire for data collection. Then, I analyzed and interpreted the collective data from qualitative and quantitative point of view. After the analysis, I came up with the following major findings.

- In a majority of the classes, 56.67 percentage (i.e. 17 classes) were found to be good regarding the introduction of the topic/lesson in the classes.
- Most of the teachers 60 percent were found poor in relating their presentation with the previous lesson.
- it was found that 66.67 percentage were found to be poor in using the teaching materials.
- The students were found less motivated in the class, over seventy percentage of the classes were found poor.
- It was found that fifty percentage of the teachers had good voice and fluency. Similarly, sixty percentage teachers were good in presenting their lessons interestingly.
- In the case of students' participation, 63.34 percentage of the classes were found poor and 60 percentage students didn't raise questions to their teachers during class which reflected their poor performance.

- It was found that 50 percent teachers were found to be good in facilitating and guiding an learning.
- It was found that 56.67 (i.e. 17 classes) percent were found to be good and 43.34 percent were found to be poor. Likewise, 50 percent were found good regarding the activities to address heterogeneous students.
- It was found that 56.67 percentage teachers were found to be poor in using evaluation tools and techniques. Similarly, only 33.34 percentage teachers were good in providing feedbacks immediately to their student responses.
- More than 66.67 percent were found to be good in clarifying the difficult terms and concepts. And 50 percent were found to be good in summarizing the lesson.
- It was found that training helped to solve various problems related to teaching field. It helped them to solve the problems related to be selection of appropriate methods and techniques, time division for selected content, management of the classroom, disciplinary problems, selection of appropriate evaluation techniques, providing equal opportunity of learning to all the students and so on .
- From the analysis of obtained responses, it is also found that 70 percent of the trained teachers strongly agreed towards the enhancement of teaching strategies through training and 30 percent of them agreed on this fact. In this sense, the training programmes were quite satisfactory.
- The major barriers to the delivery of training skills were lack of physical facilities, inability to give up old habits, heterogeneous class and more inherent problems.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter encapsulates all the major findings in precise on the basis of analysis and interpretation of the data. It also deals with implications, which arwe made on the basis of summary and conclusions discovered from the study.

#### **5.1 Conclusion**

To conclude, it was found that all the trained teachers got the basic knowledge, skills and competencies of the training. It was found good that the teachers facilitated their students. The students were found less motivated, less participated and less interactive in the class. It was found that no schools had sufficient teaching materials except daily used materials. Most of the trained teachers made use of various techinques to make their teaching fruitful and effective. Heterogeneous students' level need and interest, overcrowded classrooms, lack of supervision, reward for teachers were found as the problems in transferring training skills in the classroom delivery. Teachers perception towards training were good and they accepted it (i.e. training) as an indispensable organ of language teachers. However, the training activities, skills, methods were found less applicable.

#### **5.2 Implications**

##### **5.2.1 Policy Level**

This study can be helpful for curriculum developers, textbook writer, teacher trainers and experts to formulate the policy relating to encourage the training skills in ELT situation. Similarly, it would be helpful for curriculum development center to incorporate and exchange of ideas, resources, information and experiences among teachers associated with ELT.

### **5.2.2 Practice level**

Flexibility to the situation, accountability, and passion for learning from various sources, are the sets of qualities that effective teachers hold.

Teachers should encourage students for collaborative and individual work. He should engage students by giving them generative topics. In modern approaches of communicative language teaching, teacher is a facilitator of communicative process, classroom participant, observer, researcher, need analyst, counselor and group organizer.

### **5.2.3 Further research**

This research can serve as a valuable reference tool for those who are interested in and want to carry out further research on this area. The thesis writer in the department may also use their present thesis as the secondary sources of data. Similarly, research can be conducted in other areas of Nepal.

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## Appendix - I

### Teachers' perception on teaching and learning of English

Checklist for Class Observation

School's Name:

Address:

Teacher's Name:

Teaching Class:

Unit/Lesson/Teaching Item:

S.N.	Aspect	Excellent	Satisfactory	Good	Poor	Poorer	Remarks
<b>1.</b>	<b>Presentation</b>						
	Introduce of the topic/lesson						
	Related with previous lesson						
	Use of teaching learning materials						
	Students motivation						
	Students participation						

	Teachers voice and fluency						
	Interesting presentaion						
<b>2.</b>	<b>Practice</b>						
	Student participation						
	Students questions						
	Facilitation and guidance on learning						
	Integration of all language skills						
	Activity to address heterogeneous students						
<b>3.</b>	<b>Production</b>						
	Use of appropriate evaluation tools and techniques						



Provided immediate feed back							
Made clear the difficult terms and concepts							
Summarized the lesson							

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Researcher

Sheela Gurung

## Appendix - II

### Questionnaire for the Trained Teacher

Name:

School Name:

Address:

Qualification:

Experienced Year:

Training:

1. Training helps to make real class activities natural. Do you agree?

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.....  
.....

2. Does training play any role to bring improvement in teaching and learning of the English language? Express your view briefly.

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.....

3. Do you think there is difference between trained teachers and untrained teachers' classroom presentation?

a. Yes

b. No.

4. Trainings are the powerful tools to enhance teaching and learning?

a. Strongly agree                      b. Agree                      c. Undecided

d. Disagree                      e. Strongly disagree

5. List any four skills that you have gained from training in order to deliver in your classroom while teaching English.

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.....  
.....

6. Teaching strategies can be strengthened with the help of training?

a. Strongly agree                      b. Agree                      c. Undecided

d. Disagree                      e. Strongly disagree

7. How does the training help the teachers involve the students in communicative activities in the classroom?

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.....  
.....

8. Does training help the teachers to motivate students? (If yes how?)

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.....  
.....

9. What do you think about the present condition of teacher training in Nepal?

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.....  
.....

10. Trained teachers have different strategies in teaching learning process rather than untrained teachers.

- a. strongly agree            b. agree            c. undecided  
d. disagree            e. strongly disagree

11. What could be some of the techniques that are applied in classroom by trained teachers which the untrained teachers can not?

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.....  
.....

12. What do you think some of the problems in transferring training skill into the classroom?

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.....  
.....

13. As the trained teacher, what different techniques do you apply to evaluate the students than other untrained teachers?

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14. Some argue that only content is enough for teaching. So then. Why training is needed?

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.....  
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15. Please provide some suggestions to improve teaching English language in Nepal?

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Researcher

Sheela Gurung