

CHAPTER ONE

INTRODUCTION

This study is entitled **The Programme ‘English by Radio’ and its Role in Developing Teachers’ English Language Skills**. This first introductory chapter consists of general background, statement of the problem, objectives of the study, research questions, and significance of the study, delimitations and operational definitions of the key terms.

1.1 Background of the Study

Language is concerned with the human beings and their distinctive sounds which are used for communication. Language is a concrete act of speaking, writing or singing in a given situation, the notion of parole or performance. Richards et al. (1999, p.196) define language “as the system of human communication which consists of structured arrangement of sounds (or their written representation) into large units e.g. morphemes, words, sentence, utterances.”

English today enjoys the status global language, link language, official language. Kachru (1983, p.3 as cited in Harmer 2008, p.2) “If the spread of English continues at the current rate, by the year 2001 its non-native speaker will outnumber its native speakers”. He further describes the world of English in terms of three circles. In the inner circle he put countries such as Britain, USA, Australia, etc. where English is a primary language. The outer circle contains countries where English has become an official or widely used second language. These include India, Nigeria, Singapore, etc. Finally, expanding circle represents those countries such as Poland, Japan, Mexico, Hungary etc.

The teaching and learning of any language has to be made keeping in view that language is a social phenomenon. The language learning always has an underlying internal social function in the community. Language learning is

basically based on the mastery of the four basic skills-listening, speaking, reading, and writing. The first step in learning any language is listening. All the other skills depend on how far the learner has got to the opportunity to listen to the language and that too from authentic speaker of that language. The learners acquire language from various ways. Initially, the child starts to speak by using his/ her mother tongue. Then, gradually he/she gets mastery over second language from the school. There are various ways of learning, among them one of the way is 'Distance learning'. According to Chadra (2008).

The term, "distance education" refers to the process of learning in which there is special and usually temporal distance between the teacher and the learners. It takes place when a teacher and students are separated by physical distance and technology, but sometimes they have face to face communication to bridge the instructional gap (p.10).

The term distance education is known by a variety of names like correspondence education, open learning, home study, independent study, eternal study, off campus study, external system of education, etc. It emphasized not only on print media but also on non-print media; multimedia approach is the corner stone of distance education system. Distance education is psychologically as well as sociologically sound and effective. Now, that distance learning has been able to give educational opportunities to the people irrespective of their studies conditions, it is assuming socialistic dimensions.

Pointing out the feature of this system the Kothari commission (1997, as cited in Sharma, 2005, p. 12) says:

The home study method no doubt lacks the inspiring contact with the teacher. But inspiring the teachers is rare, and in correspondence study the adult has a strong motivation to learn. The method also established a

personal and private relationship with the teachers which encourage discussion and understanding through written and verbal communication thereby ensuring relevancy and precision.

We can say that distance education (DE) is more flexible. So anybody can study it in his/her desirable time, mood and style. Distance education is the potential medium to give educational opportunity to all. DE can connect both teachers and students even they are far from each other physically. It provides a way to make teaching learning effective. There are various models of distance learning Sharma (2005) mentions the different technology as used in distance learning like, target group, printed materials, audio visual aids, Radio and TV, computer aided learning and study group. Radio and TV are the commonly used in distance learning.

1.2 Statement of the Problem

Training generally provides the teacher with an opportunity to update their knowledge in a wide range of area like curriculum development, syllabus design, recent pedagogical change in norms and values, technology and so on. Globalization of English language demands competent users of English language in the world today and to producing competent or skilled language users, there is the need of qualified educators and technical manpower. The Ministry of Education and other non-governmental organizations (NGO), (INGO) have been implementing teacher training programmes for a long time to improve the quality of English language teachers. But there are numerous issues related to teacher training regarding its effectiveness and transformation. Teacher training in Nepal is usually seen ineffective because English language teachers are not adequately trained to teach at school. Shrestha (2008) “there are questions to be addressed in relation to the quality, transformation of knowledge, effectiveness, methodology and approach of teacher training. Schools administrators, the major stake holders, often complain that training is

provided only when there was a revision or changes in core curriculum”. Different institutions are investing much money in language teachers’ professional development training in Nepal. Teachers are satisfied in training programme but students result is fearful in their level.

1.3 Objectives of the Study

The present study had the following objectives:

1. To find out the contributions of radio training programme to developing teachers’ language skills at primary level in terms of
 - (a) Listening and speaking skills
 - (b) Language teaching and learning
 - (c) Professional development
2. To suggest some pedagogical implications based on findings.

1.4 Research Questions

The following questions were used in this study;

- a) What are the major contributions of radio training programme to teachers’ English language skills development?
- b) Is radio programme helpful for conducting effective classroom activities?

1.5 Significance of the Study

This study will be significant for many reasons. The finding of this study will be beneficial to subject experts, curriculum designers, policy makers, textbook writers, language trainers, methodologists, and all the people who are directly and indirectly involved in English language teaching and learning. The study will be useful for those who are involved to plan curriculum for distance learning. It will be very important to those who are planning distance learning policy, and examination process. It will be equally important to the instructors of the distance learning as well.

1.6 Delimitations of the Study

The limitations of the study were as follows:

1. This study was limited only to the role of radio training programme in teachers' language skills development and professional development at primary level.
2. This study was based on the opinions of forty primary English teachers of government aided schools.
3. The study was further limited to those who were listening 'English by radio' programme.
4. The study was limited to the descriptive study on contributions of radio training programme.
5. The data collection was limited to written sets of questionnaires.
6. The area of the study was confined to Kathmandu district only.

1.7 Operational Definition of Key Kerms

Broadcast: To send out programme on Radio.

Distance education: Radio training programme.

Interaction: The interaction between performers and their audience.

Training: English by Radio training programme, the process of learning the skills that someone need to do good performance.

Tutor: A teacher whose job is to pay special attention to the studies of a student or a group of students.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Review of Theoretical Literature

This section includes the theoretical review on distance education in teachers' professional development and related things.

2.1.1 Definition of Distance Learning

Distance education is an instructional programme for student who is separated by physical location. It is the transmission of education or instructional programme to geographically far students or learners. The term distance learning is an example of non-formal education. It provides equal access to learn for every student or learner even though they are not directly connected with teacher. Greenberg (1998 as cited in Bhandari, 2010, p. 101) defines distance learning as “a planed teaching learning experience that uses the wide range of technology or reach learners at distance and it is designed to encourage learner interaction and certification of learning.” Distance learning is a delivery system that connects learners with educational resources. It provides educational access to learning opportunities of current students. It uses available resources and emerging technologies in teaching learning. Moore (1967) states that the family of instruction methods in which the teaching behaviors are performed apart from learning behaviors including those that is in a contiguous situation would be performed in the learners presence. So that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices.

2.1.2 History of Distance Education

The beginning of distance education learning has spanned a period of more than 150 years. It began in 1840 A.D. with Isaac Pitman's newly discovered course for distance students through the piney post. A school of modern

language established in 1856. United state of America (USA) started first correspondence education in 1873. Home study society was established there. It initiated in Europe in 1890 from Germany and Sweden. The USA and USSR dean a big way from developed this system of education in a big way from middle of the 20th century. India also started it from 1962. Delhi University lunched this programme and started to educate by later. It developed rapidly after the 1970 when India established open learning University. Now there are many open learning universities in India (as cited in Sharma 2005, p.10). Some schools and some awareness programme are running under the distance education in South Asia Association Regional co-operation (SAARC) countries. It is an emerging discipline in Nepal as other countries.

2.1.3 Types of Distance Education

Distance education is a planned learning experience or method of instruction characterized by quasi-permanent separation of the instructor and learners. Within distance education system, information and communication are exchanged through print or electronic communications media. There are various type of distance education (Commonwealth of learning, 2008), mentioned types of distance education as follows:

- (i) Correspondence model
- (ii) Audio-based models
- (iii) Televisual models
- (iv) Computer-based multimedia models
- (v) Web-based models
- (vi) Mobile models

2.1.4 Tools of Distance Learning

Distance learning is a process of sharing knowledge through some medium. Without the tools distance learning becomes handicap. A variety of technologies are used in distance learning, including printed materials, audio,

video, and computer media. It uses different technologies to bridge the gap between the teachers and learners. Self learning materials (SLMs), student support systems, and video conferencing etc. are some of the examples of tools in distance learning. In recent year e-mail and website have been very popular as every good means of communication in developing distance learning .Information and communication technology plays an important role in different stage of distance learning.

According to Sharma (2005), the following technologies are used in the delivery of distance education to the target groups.

-) Printed Material
-) Audio Visual Aids
-) Computer Aided Learning
-) Study Group

2.1.5 Ways to Learn a Language by Listening to the Radio

There are difference ways of using radio to learn a language, T. Jean mentioned some ways to learn a language by listening to the radio.

- a. Find a Radio station broadcasting in the language you are studying.
- b. Try a few different stations until you find ones that seems to work best.
- c. Set aside some time each day to listen.
- d. Don't worry if you do not understanding anything at first.
- e. Use any contextual clues available to understand what you hear.
- f. Use contextual clues from radio website.
- g. Don't worry about skipping words you do not, especially at first.
- h. Try to understand a little more each time you listen.
- i. Be patient and persistent.

2.1.6 Objectives of Distance Education in Nepal

Pradhan (2012) mentioned some objectives of distance education. These are as follows:

- To provide quality higher education.
- To provide learning opportunities for private students who are deprived of higher education under the regular programs.
- To serve the mass through the distance mode.
- To utilize modern technology in education.
- To provide education to women who cannot leave home for further education.
- To provide education to people wishing for lifelong education.
- To provide foundation for establishing the Open University in Nepal.

2.1.7 Radio Education Teacher Training in Nepal

Distance education in Nepal was started in Nepal when College of Education in 1957 launched Radio Education Program for teacher training and promoting adult education. The implementation of New Education System Plan (NESP) 1971 made training mandatory for teachers to have a permanent tenure. College of Education was not able to train all the teachers. It was after National Education System Plan (NESP) it was realized that the conventional approach to teacher training through face to face alone would not be enough to cater for the needs for trained teachers in the country. So the government had to look for an alternative means to train more teachers. For that the then Institute of Education (IOE) initiated a new program called Teacher Training through distance learning in 1976/77. This program was mainly to upgrade the qualifications of under SLC teachers serving in primary schools and in-service training for primary school teachers of remote areas. The then Institute of Education created Extension Division and developed a set of self learning materials based on the curriculum. This scheme had two contact sessions in order to help the teachers overcome their difficulties in understanding the

materials. These contact sessions were organized during the vacations in their teaching jobs. During the contact sessions, the tutors assess students 'progress as a part of Formative evaluation'. The tutors provide feedback to the learners with guidance for their remaining works to be completed within the stipulated time of academic session. This program was supported by UNICEF. The program discontinued after Radio Teacher Training (RETT) program was implemented by the Government of Nepal with the help of United States Agency for international Development (USAID) in 1978. Tribhuvan University (T.U), Faculty of Education has been running B. Ed program through distance mode. Nine centers in T.U constituent campuses were established for this purpose. The students followed the same curriculum and examinations as the regular students of T.U The percentage of pass rate of these students has been better than the average results of the regular students of TU. In order to promote distance media education in Nepal, Radio Nepal, FM radios, Nepal Television and other TV channels are playing major role. Private radio station and TV channels are recently established and other media companies also have become active role in providing distance education.

The ten-month in-service training course for primary teachers constitutes four packages of 2.5 months each. The second and third packages of the training are delivered in a distance mode through radio broadcasting by the distance education centre and the first and the fourth packages in a face to face by National Centre for Educational Development (NCED), through its nine Primary Teacher training Centers (PTTCs). Besides, the trainees are supplied with self-learning materials in order to support the radio lessons.

The training is also followed by contact sessions every weekend, which are organized at the Resource Centre for providing the trainees an opportunity to interact with the resource persons to avoid confusions encountered on the radio broadcasting and the self learning materials. Thus, the DEC and NCED are two institutes under MOES responsible for in-service training to primary school teachers jointly (journal of NCED, 2012).

2. 1.8 NELTA: A Professional Organization

People believe that by being affiliating to such organizations one can enhance his/ her professionalism and become a member of global village. These associations bring together English teachers from different parts of the world and provide a good opportunity to share the professional experiences. A professional association where it is at macro-level like International Association of Teachers of English as a Foreign Language (IATEFL) or at the micro level like Nepal English Language Teachers' Association (NELTA) both can provide a forum for the teachers to find solutions to the problems they are facing, to the innovations they have made and so forth. Nepal English Language Teachers' Association (NELTA) was founded in 1992. The British Council Nepal played an instrumental role in the establishment of this Association. The main objective behind its establishment was to set up a common platform for all the teachers of English in Nepal.

NELTA was established as a non government, non-political, nonprofit making, and professional association with the aims of improving ELT situation in Nepal. It aims to improve the teaching and learning of English language, thereby keeping abstract of new development in ELT. A professional organization like NELTA was relatively new in the sense that it was neither affiliated to any political parties nor would it run any popular activities such as demonstrations, making statements on the political incidents etc. (www.nelta.org.np).

2.1.8.1 Aims and Objectives of NELTA

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

Gautam (2009) mentioned the following objectives of NELTA.

1. To raise the standard of ELT in Nepal
2. To provide the forum for relationship among individuals, institutions and associations having similar goal.
3. To foster the exchange of ideas, resources, information and experience among people associated with ELT.
4. To published ELT materials, journal and periodicals.
5. To established a net work among the professional association with the association of similar interests.

2.1.8.2 NELTA'S Major Activities

As a professional organization, NELTA has conducted different activities.

Major activities that NELTA has conducted in the past and recent are as follows:

-) Annual conference
-) Short-term teacher training programme
-) Human resource development (HRD)
-) Publishing different journals and booklets
-) English language teachers resource centers
-) Mini-conferences
-) Materials disseminations seminars
-) One day workshops
-) Scholarships programme
-) Collaborations

A professional organization NELTA is conducting different types of training programme which was already mentioned. NELTA provides a great opportunity to learning English language through different medium like radio. 'English by Radio' training programme was a new training for language teachers. Which was a type of distance training or distance mode of training programme.

2.1.9 A Brief Description of 'English by Radio' Programme

This programme is presented by Nepal English Language Teachers' Association (NELTA) in collaboration with the Embassy of the United States. This programme is mainly for English teachers who wish to improve their English language proficiency. Anyone else interested in English language learning can also be benefitted.

2.1.9.1 Definition and Concept of Programme

English by Radio programme is developed through kindly support from American Embassy and it was presented through Nepal English Language Teachers Association (NELTA) and Media Academia. The main concept of training programme is to provide the opportunity for teachers to develop their language proficiency through distance mode of learning.

2.1.9.2 Objectives of Programme

The main objectives of this programme are to help the English language teachers especially at primary level. It provides to the ample opportunities to develop language proficiency and it provide the techniques of teaching and learning English language.

2.1.9.3 Target Group and Focus Areas

The programme is especially for teachers who are teaching English in government aided schools at primary level. Programme is broadcast in different

places in Nepal and broadcast through different radio stations in different times. In Kathmandu it is broadcast on Sagarmatha F.M. at 9:15 PM every Friday and Sunday. In Ilam this programme is broadcast on Radio Nepalbandi at 8:00 PM every Friday. In Sindhuli Radio Sindhuligadi is broadcast this programme at 8:15 PM on every Friday. In the western part of Nepal Radio krishanashar in Nepalgunj broadcast in every Friday at 8:00 PM. In the Far western part of Nepal this programme is broadcast through Radio fulbari. In Kailali at 7:30 PM in every Friday.

2.1.9.4 Focusing Activities

This programme provides different kinds of activities which are directly related to classroom teaching. It provides different examples, dialogues and techniques which are useful for classroom teaching. It provides ample opportunity to listen to mother tongue, and experts' suggestion also. It is known as authentic materials for Nepali teachers. It also focuses on different language skills like, listening, speaking, reading, and writing.

2.1.9.5 Resource Person

The resource person is meant the experienced and qualified language trainers, Broadcaster and media practitioners.

2.1.9.6 Course Content

In this programme trainer uses both English and Nepali languages which are effective for understanding subject matter. English by Radio Programme is based on primary levels English curriculum. Primary levels English curriculum focuses on language function which is related to day to day communication. Dialogue and conversation activities are used in training programme which creates authentic environment. At end of every episode trainer asks some related questions.

2.1.9.7 Course Durations

This programme first started on 30 August, 2013, Friday. The programme is running on 52 weeks. From 9:15 PM. to 9:30 on every Friday and Sunday at Sagarmatha FM. in Kathmandu.

2.2 Review of the Empirical Literature

There are many researches as carried out on the distance learning at home and abroad. Some of the researches carried out are reviewed below.

Valentine (2002) carried out the research entitled 'Distance Learning, promise, problem and possibilities'. The main objective of the study was to find out the promise, problems, and possibilities in distance learning. The findings of research showed some technological problems that the instructor needed to be comfortable with the medium and he must be motivated to prepare adequately for classes.

Dr.Close (2004) carried out a research on "Television and language development in the early year". The main objective of the study dealt with effectiveness of television to learn a language. He used descriptive study and concludes that television viewing is one of many language activities that children should be exposed to on a daily basis. Television promotes talk in young children but this talk needs to be harnessed by an adult in creative and imaginative way if the learning experience is to extend beyond the raring of a programme.

Adhikari (2007) carried out a research on "A Study on present situation of Nepal distance education and open learning process in Nepal" The main objective of his study was to explore the need of the DE in Nepal, and to find out the advantages and disadvantages. He used survey research design in his study. The study concludes that DE/OL helps learner's higher education. It also promoted awareness programme in society.

Bashyal (2011) carried out a research entitled "Role of Radio programme in teaching English". The main objective of his research was to explore the role of

radio programme in teaching English at secondary level. He selected forty students of grade ten from different schools of Palpa and Syngja district were selected by using random sampling procedure. He found out that the role of radio teaching programme is suitable and effective in the context of Nepal.

2.3 Implication of Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. This review of the study may obtain from the variety of sources including books, journal, articles report etc. This entire source helps to bring the clarity and focuses on the research problem, improving methodologies and contextual the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. The aforementioned studies have their own value and importance in their respective fields. There are very limited numbers of research studies which have been carried out in the previous in the field of distance learning and radio training programme.

For the present study, review of the related structure help me to understand the subject area better and thus helped and to conceptualize research problem clearly and to precisely select the best methodology to obtain the answers to the research questions. Similarly, it helped me to know what other researchers have found in regard to similar questions what theories have been put forward and what gaps exist in the relevant body of knowledge. It also helped me to generalize how the findings of my study different from those of others.

A study carried out by Valentine (2002) helped me to generate hypothesis for this study and it also helped me to conceptualize radio training programme in language learning. Similarly, the study carried out by Dr. close (2004) helped me to set the objectives of this study. Likewise, the other studies carried out in our context such as Adhikari (2007), Bashyal (2011) helped me to design research tools, determines the samples, analysis and interpret data etc.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the set of objectives of the study, the following methodologies were adopted.

3.1. Design of the Study

This research work is a survey research. The main purpose of carrying out survey research was to obtain a snapshot of conditions, attitudes and or events at a single point in time. According to Cohen and Mainion (1985, as cited in Nunan, 2008, p. 140), “Surveys are the most commonly used descriptive method in educational research and may vary in the scope from large scale governmental investigation to a small scale studies carried out by single researcher”. In survey research, the researcher does not manipulate the environment.

According to Nunan (2008, p. 141), mainly following steps are followed to carry out the survey research:

- Step 1: Define objectives - What do we want to find out?
- Step 2: Identify target population - Who do we wants to know about?
- Step 3: Literature review - What have other said /discovered about the issue?
- Step 4: determine sample - How many subject should we survey, and how will identify these?
- Step 5: Identify survey instruments - How will the data will be collected: questionnaire/interview?
- Step 6: design survey procedure - How will the data collection an actually be carried out?

Step 7: Identify analytical procedure - How will the data be assembled and analyzed?

Step 8: Determine reporting procedure – How will be written up and presented?

As Nunan (2008) suggests, there are certain steps and procedures of the survey research. While carrying out survey research, firstly, a researcher defines the objectives, i.e. what we want to find out? There must be well defined objectives while carrying out a research. Then after, the researcher has to identify the target population. Similarly, after identifying the target population the researcher reviews the related literature, i.e. whether there is existed literature or not in this area, that the most be confirmed by the researcher. And then the researcher determines the samples, i. e. how many subjects should we survey, and how will we identify these? That needs to be determined. Similarly after determining samples the researcher identifies the survey instruments, i.e. how will the date be collected: questionnaire/ interview/ recording? That is also identified while carrying out this research. Then, the researcher designs survey procedures, i.e. how will the data collection actually be carried out? And the researcher identifies the analytical procedures, i.e. how will the data be assembled and analyzed? Similarly, after identifying the analytical procedures the researcher determines reporting procedure, i.e. how will results be written up and presented?

The discussion above entails that survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitudes, opinions and specified behavior on certain issues, phenomena, and events or situations. The finding of survey is generalizes to the whole group. For this reason, I choose survey design in my research study.

3.2 Population and Sample of the Study

The populations of the study were all the primary level English teachers of government aided schools in Kathmandu district, forty teachers of 40 schools

of them were sample of this study. They were teaching English at primary level.

3.3 Sampling Procedure

I adopted non-random judgmental sampling procedure to collect information for the study. Adopting this procedure, forty primary level English teachers of government aided schools were selected from the total population.

3.4 Tools for Data Collection

I designed two different types of questionnaire to collect the experiences and opinions of the teachers: closed-ended and open-ended questions. Both types of questions were set to collect the opinion and experiences of English teachers. There were altogether 29 questions. The questionnaire is in the appendix I.

3.5 Data Collection Procedure

For the collection of primary data, I myself visited the schools of Kathmandu district. I established friendly rapport with the Headmasters and requested the primary English teachers to supply information regarding English teaching to accomplish the proposed study and selected the primary level teachers. At first, I explained the task and gave the questionnaire to the teachers. After the distribution of questionnaire, I requested the teachers to fill up the questionnaire. At last, I collected the filled up questionnaires from them.

3.6 Data Analysis and Interpretation Procedure

Systematically collected data were presented analyzed, interpreted and presented descriptively with the help of tables and illustration.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

I used closed-ended and open ended questions in this research. Closed ended questions were multiple choice type questions. Distracters were competitive or similar or equally important in each question. The percentage is the main statistical tool for data analysis. While analyzing the data, the total number of responses for each question and item has been changed into percentage. The calculation has been done separately to the responses of questionnaires for teachers. Open-ended questions in each set of questionnaires were given to take the subjective response from the informants. For these, I described the accumulated response from the teachers. The responses to each open-ended question have been collected, listed and described separately. There were five open-ended questions for teachers. I analyzed the responses of both questionnaires separately under different headings.

4.1 English by Radio and its Role in Developing Teachers language skills

To find out the role of radio training programme in teachers language skills development at primary level, I had collected the data of forty teachers who were teaching English in government aided schools at primary level in Kathmandu district which were the samples of this study. I prepared 24 closed ended questions and five open-ended questions and analyzed the responses by using both statistical as well as descriptive tools.

4.1.1 Analysis of Close Ended Questions

Under this title, item wise analysis of the all the responses of twenty four objective questions have been analyzed under different sub headings.

4.1.1.1 Listening and Speaking Skills

Training plays a supportive role in teacher to develop their skills. Radio training procedure is commonly used in the field of education. ‘English by Radio’ programme is one of them in English language teacher training which is conducted by Nepal English Language Teacher Association (NELTA). The role of radio training programme in teachers’ language skills development at primary level, the researcher had collected the data of forty teachers who were teaching English in government aided schools at primary level in Kathmandu district which were the samples of this study. The researcher had prepared questions and he has analyzed the responses by using both statistical as well as descriptive tools. So, their views are tabulated in the following table and analyzed one by one.

Table No.1
Responses

Q.N	Items	SD		D		A		SA	
		No	%	No	%	No	%	No	%
1	Interested to listening			2	5	30	75	8	20
2	Effective for listening					32	80	8	20
3	Effective for speaking	2	5	12	30	15	37.5	11	27.5
4	Developed pronunciation			7	17.5	13	32.5	20	50
5	Developed interaction					28	70	12	30
6	Language proficiency			3	7.5	24	60	13	32.5
7	Conversation activities are clear			3	7.5	29	72.5	8	20
8	Clarity in Broadcast					35	87.5	5	12.5

Note: SD= Strongly Disagree, D=Disagree, A= Agree, SA= strongly agree

Regarding the development of listening and speaking skills, the above table asserts that the programme is highly appropriate to developing language skills. The teachers have expressed their different attitudes towards the programme.

Regarding the statement, radio training programme is effective for developing teachers' listening skills and the present conversation activities are interesting while listening the programme, seventy five percent of the teachers agreed and 20% of them strongly agreed, it means majority of the teachers were interested to listen the programme. However, 5% of the teachers disagreed with this statement that indicates the listening activities did not impress them.

Likewise, 80% of the teachers agreed that the programme is effective for developing listening skills. The positive reaction came from the teachers was that the programme is highly useful for developing listening skills.

Radio training programme is effective for developing speaking skills. It means, in this statement, 27.5% teachers strongly agreed and 37.5% agreed. It shows that such type of programme is helpful for speaking, 30% disagree and 5% strongly disagreed with in this statement. This reflects that teacher cannot get opportunity to interaction to each other.

Similarly, on the statement that the programme is helpful for developing pronunciation, 50% shows that strongly agreed and 32.5% agreed with this response the programme is helpful for learning pronunciation. So teachers express such type of programme is effective for developing pronunciation skill.

In the same way, 70% of the teachers agreed and 30% strongly agreed that the programme is effective in developing classroom interaction skill. Regarding the statement they viewed that the programme is well interactive as well as interesting.

Regarding the developing language proficiency the table shows that 60% of them agreed and 20% of them strongly agreed, which shows that such types of programme are highly impressed to language teacher. Only 7.5% teachers are on opposition to this statement. It shows that it is not enough to developing language proficiency.

The data presented on the statement conversation activities are clear and understandable, majority of the respondent's expressions are positive. It reflects that the programme is clear as well as effective on the basis of language skills development.

The statement broadcast materials are clear. Teachers expressed their positive view. Regarding the question 87.5% agreed and 12.5% strongly agreed that the programme is well managed and appropriate in the context of Nepal.

4.1.1.2 Language Teaching and Learning

We use language in terms of four skills, i.e. listening, speaking, reading and writing and their sub skills. The four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. Teaching is a complex and technical task that tests one's commitment and courage. It requires the knowledge on students' interest, teaching strategies of curriculum, availability of materials and so on. It is an art to deal with the student and to provide the knowledge to them.

Training basically supports the teacher in classroom teaching. There are many types of teacher training on the basis of mode; radio training is one of them. Nepal English Language Teachers' Association (NELTA) has been conducting Radio training program 'English by Radio' which effective for language teaching and learning in the context of Nepal. I collected the data of forty teachers who teach English in government aided schools at primary level in Kathmandu district. I prepared questions and analyzed the responses by using both statistical as well as descriptive tools. So, their views are tabulated in the following table and analyzed one by one.

Table No. 2**Responses**

Q. N	Items	SD		D		A		SA	
		No	%	No	%	No	%	No	%
1	Useful for radio training					33	82.5	7	17.5
2	Helpful for teaching					32	80	8	20
3	Dialogues are applicable for teaching					35	87.5	5	12.5
4	Vocabulary teaching and learning					28	70	12	30
5	Related to teachers' work and need			3	7.5	34	85	3	7.5
6	Materials production and presentation	1	2.5	10	25	19	47.5	10	25
7	Using notebook			19	47.5	10	25	11	27.5
8	Related to course book					34	85	6	15
9	Fruitful for learning					33	82.5	7	17.5

Note: SD = Strongly disagree, D = Disagree, A= Agree, SA = Strongly agree

The above table shows the picture of language teaching and learning. The respondents' opinions towards usefulness of radio training programme display that 82.5% of the teachers agreed and 17.5% strongly agreed, with the statement reflect that the training programme is highly useful in the context of Nepal.

On the other hand, 5% of the teachers disagreed with the statement. It shows that it is helpful for language teaching. It also shows programme is highly helpful for teaching. Regarding the statement that using dialogues are applicable for teaching, 87.5% of the teachers agreed whereas 12.5% of them strongly agreed with it. Likewise, 70% of the teachers agreed and 12% of the teachers strongly agreed the statement vocabulary teaching and learning. In the same way, related to teachers' works and need, i.e. 85% agreed. Similarly, 7.5% of the respondents are strongly agreed and 7.5% of them strongly disagreed. It shows that teachers highly benefited from this programme.

On the statement of materials production and presentation, 25% of disagreed and also 2.5% of strongly disagreed. Responses on materials production and presentation, it shows that the programme does not highly focus on these activities and it is not enough for conducting these actives.

On vocabulary teaching and other classroom activities, majority of the teachers express their positive views on this statement. Regarding the statement that teacher frequently using notebook, 45% of the teachers disagreed whereas 2.5% of them strongly disagreed with it. Likewise, 25% of the teachers agreed and 27% of the teachers strongly agreed. It shows that nearly half of them were using notebook while listening programme and others not.

In the same way, a high proportion of teachers, i.e. 85% agreed with the statement that the programme is related with course book. It shows that the programme is highly focus on primary level English course book and syllabus. Likewise, 82.5% agreed and 17.5% strongly agreed on the statement which shows that the programme is more fruitful for English language learners.

4.1.1.3 Professional Development

Generally, development refers to progressive change or advancement towards positive direction or the gradual improvement of a situation to some state/extent. Development means change and growth. Thus, professional development in a broad sense refers to the development of a person in his/her professional role. It is an ongoing process of gaining knowledge or skills necessary to have professional expertise and to improve any profession.

Now a days in the field of language teaching and learning we use varieties of activities which are helpful for language teaching and teachers' professional development. Nepal English language Teacher Association (NELTA) organizes a radio training programme "English by Radio" which is effective, helpful and upgrade their qualities or not in the context of Nepal. I used different questions to identify the role of radio training programme in teachers' professional

development. Their views are tabulated in the following table and analyzed one by one.

Table No 3
Responses

Q.N	Items	SD		D		A		SA	
		No	%	No	%	No	%	No	%
1	Teachers' level					31	77.5	9	22.5
2	Presentation style			1	2.5	22	55	17	42.5
3	Language development			10	25	16	40	14	35
4	Practice the tasks	8	20	13	32.5	19	47.5		
5	Using dictionary			13	32.5	14	35	13	32.5
6	Professional development					23	57.5	17	42.5
7	Suitable time			4	10	25	62.5	11	27.5

Note: SD = Strongly disagree, D = Disagree, A= Agree, SA = Strongly agree

Regarding the professional development, the above table asserts that the target programme is appropriate to some extent apart from some shortcomings. The teachers have expressed their positive attitudes towards the programme on professional development. But, a few of them were not satisfied with the programme on the basis of professional development. Regarding the statement whether the programme is suitable for teachers' level, 77.5% of the teachers were positive. It means, a majority of teachers found that programme was suitable for their level. However, 2.5% of the teachers disagreed with the statement that the presentation style is very good. Overall, the data show that that presentation style of programme is highly appropriate and easily acceptable to the second language learners.

Likewise, 25% of the teachers disagreed that the programme is enough to language skills development. The positive reaction came from the teachers that the programme is helpful for language skills development but not enough for them. Majority of the teachers did not practise the given task. In this statement,

20% teachers strongly disagreed and 32.5% disagreed with it. Similarly, on the statement whether the teacher uses the dictionary, 32.5% teachers disagreed, it shows that majority of the teacher use dictionary which reflects that this programme make teachers use dictionary while learning English language. So programme is effective for professional development.

Regarding the statement whether the programme is helpful for professional development the teacher express strong attitudes. The table shows that 57.5% agreed and 42.5% of them were strongly agreed. Likewise, 4% teachers disagreed on the statement that the programme broadcasts on suitable time. It shows that the majority of the teachers realize that the programme is broadcasts on suitable time.

Regarding the professional development, what can be concluded is that the programme is helpful for developing language teachers' professional development. Majority of the teachers expressed their positive opinions towards it. Therefore, the programme is found to be good.

4.1.1.2 Analysis of Open Ended Questions

Under this title, all the response taken from 5 subjective questions have been analyzed on the basis of individual terms;

I. Problems in Radio Training Programme

This question is mainly concerned with the primary level English teachers' views on problem in radio training programme. The interpretation is based on the responses of the informants. Here, I tried to draw out the fact from the view point through the questionnaire addressed to the teachers.

Most of the teachers faced load shedding problem while listening radio training programme. Radio training programme did not repeat many times so teachers feel uneasy to understand. Radio training is one way of learning so it shows that lack of interaction. Teachers are face pronunciation problem while foreigners are speaking because lack of exposures and practices. Teachers are

not habituated to listening English training programme because of lack of regularity in broadcast. One of the common problems of radio training programme was that the presenter cannot observe the learners' psychology and academic knowledge also.

II. Suggestion for Radio Training Programme

According to the primary level English teachers' responses on free responses question, how can we make the radio training programme effective? On the basis of responses, I tried to draw out suggestions to make the programme effective.

Most of the teachers suggest that to made the programme more interactive as well as possible. It should be continued and made more familiar by the advertisement. Programme should be conducted by local people because it is understandable and comprehensible. Teachers further suggest that these types of programme should be continued. The episodes are short so it should extend time. Moreover they suggest that give more practice work, evaluation and provide reward.

III. Language Learning

This topic is mainly concerns with the respondents' view on the question. Does the radio training programme is helpful for learning English? The interpretation is based on the responses. Here, I tried to draw out the fact from the view point of the questionnaire addressed to the teachers.

Teachers provided the positive responses to this question. They express that types of programme is helpful for teaching and learning English because it provides different methods, techniques and style of language learning. And it is also does not cost and is easily accessible in everywhere so it is helpful for English language learning.

IV. Contributions of Teaching

Regarding the question, what are the major contributions of this programme at classroom teaching? Teachers expressed their different attitudes towards this. In classroom teaching it support in different corner like, developed interactional skills, it gives new words and dialogue, to get opportunities for listening different tones and intonations, and also it increases vocabulary power. Training programme built teachers' language confidence.

V. Classroom Management

From the research question no five I collected free responses to the teachers' opinion towards the programme on the basis of classroom activities. Teachers' opinion is interpreted as follows

According to the primary level English teachers their responses are positive towards use of radio training and it is helpful for classroom. They found that the programme is helpful for them in different reasons like, different examples are useful, provides techniques for classroom management and it also provides guidance to the teachers.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the major conclusion of the research. It also deals with some recommendations, which are made on the basis of the analysis and interpretation of the collected data.

5.1 Conclusion

From the research it is concluded that training programme is very practical and highly helpful for language development and teaching learning. Step wise instruction for training, different approaches, methods and techniques used for presentation of training programme are highly positive aspect .Therefore, English by Radio teacher training programme is very useful and effective for second language teachers.

From the study, the following conclusions have been drawn.

- i. All the teachers believed that the programme ‘English by Radio’ is helpful for developing listening English.
- ii. Ninety two percent teachers believed that conversation activities are clear and understandable.
- iii. Majority of the teachers agreed that the programme is helpful for developing language skills as well as class room interaction skills.
- iv. The programme ‘English by Radio’ is helpful for developing language proficiency of teachers at primary level.
- v. All the teachers’ believed that radio training programme is suitable and useful in the context of Nepal.
- vi. All teachers believed that presented dialogues are applicable for classroom teaching.

- vii. Eighty nine percent teachers believed that radio training programme broadcast in suitable time and almost all teachers agreed with that broadcast lessons are related with course book.
- viii. 'English by Radio' training programme is fruitful for language learning. Majority i.e. 97.5% teachers viewed that presentation style of radio training programme is very good.
- ix. Majority of the teachers disagreed that they did not practice the given task and majority of the teachers used dictionary while listening programme.
- x. All the teachers agreed that presented materials are suitable for teachers' level.
- xi. Majority of the teachers believed that broadcasted materials are helpful for teaching English at primary levels.
- xii. Majority of the teachers agreed that they frequently use the notebook while listening the programme.

5.2 Recommendations

Some recommendations have been made on the basis of findings obtained through analysis of the data are presented in different levels i.e. policy related, practice related and further research related.

5.2.1 Policy Related Level

-) The subject matter which has been included in the training programme is beneficial for the language teacher. So it should be strengthened.
-) This programme is really helpful to develop language skills and sub skills of the teachers so, it is effective for professional development.
-) The programme broadcast by radio is equal to all the teachers so, they are suggested to take care of unqualified teachers.
-) They have suggested repeating the lesson.
-) They broadcast the programme with few advertisement It should be better to broadcast using more advertisement on radio and other media.

5.2.2 Practice Related Level

-)] They broadcast the programme in a limited time so teachers could not understand well. It is suggested to increase the time and broadcast slowly.
-)] They didn't take immediate response with teachers. It is better to take response with teachers.
-)] CD or cassette should be developed and provided to all the teachers.
-)] The teacher should be encouraged to listen every episode.

5.2.3 Further Research Related Level

In future related level, this research study will be implicational for the following purposes:

-)] To carry out a similar research on the basis of its findings.
-)] To get the knowledge about the English by radio and its role in teachers English language skills development.
-)] To carry out a research on the basis of distance education, distance learning, and ICT related learning.

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Appendix I
Questionnaires

Dear informants,

This questionnaire is a part of my research study entitled “**The programme ‘English by Radio’ and its Role in Developing Teachers’ English language skills**” under the supervision of **Dr. Laxmi Bahadur Maharjan**, Professor of Department of English education, T.U Kirtipur. Your co-operation in completion of the questionnaire will be of great value to me. I will assure you that responses made by you will be used confidently only for present study.

Researcher

Binod Neupane

T.U. Kirtipur, Kathmandu.

Name of the informant:

Name of the school:

Please give a tick () to the answer that you think is the best.

A: On the basis of listening and speaking skills.

1. Conversation activities are interesting while listening.

Strongly disagree	Disagree	Agree	Strongly agree

2. Radio training programme is effective for developing teachers’ listening skill.

Strongly disagree	Disagree	Agree	Strongly agree

3. Radio training programme is effective for developing teachers' speaking skill.

Strongly disagree	Disagree	Agree	Strongly agree

4. Training programme is helpful for developing pronunciation skills.

Strongly disagree	Disagree	Agree	Strongly agree

5. Radio programme is developing teacher's classroom interaction skills.

Strongly disagree	Disagree	Agree	Strongly agree

6. Teacher can develop their language proficiency through this programme.

Strongly disagree	Disagree	Agree	Strongly agree

7. Conversation activities are clear and understandable.

Strongly disagree	Disagree	Agree	Strongly agree

8. Clarity for broadcasting the subject materials.

Strongly disagree	Disagree	Agree	Strongly agree

B: On the basis of language teaching and learning.

1. In this circumstance the use of radio training programme is useful for language learning.

Strongly disagree	Disagree	Agree	Strongly agree

2. Broadcast materials are helpful for teaching English at primary level.

Strongly disagree	Disagree	Agree	Strongly agree

3. Dialogues used in programme are applicable for classroom teaching.

Strongly disagree	Disagree	Agree	Strongly agree

4. Radio training is effective for vocabulary teaching and learning.

Strongly disagree	Disagree	Agree	Strongly agree

5. Broadcasted materials are related to the teachers' classroom works and needs.

Strongly disagree	Disagree	Agree	Strongly agree

6. The programme is helpful for teaching materials production and presentation.

Strongly disagree	Disagree	Agree	Strongly agree

7. While listening the programme 'English by Radio' you frequently use notebook.

Strongly disagree	Disagree	Agree	Strongly agree

8. The broadcast lessons are related with course book.

Strongly disagree	Disagree	Agree	Strongly agree

9. Programme is fruitful for language learning.

Strongly disagree	Disagree	Agree	Strongly agree

C: On the basis of professional development.

1. Materials presented at the programme are suitable for the teachers' level.

Strongly disagree	Disagree	Agree	Strongly agree

2. The presentation style is very good.

Strongly disagree	Disagree	Agree	Strongly agree

3. The broadcasted materials are enough to teachers language skills development.

Strongly disagree	Disagree	Agree	Strongly agree

4. After listening this programme teacher practice the given task.

Strongly disagree	Disagree	Agree	Strongly agree

5. After listening every episode of the programme teacher use dictionary.

Strongly disagree	Disagree	Agree	Strongly agree

6. It is helpful for teachers' professional development.

Strongly disagree	Disagree	Agree	Strongly agree

7. The programme is broadcasted at the suitable time.

Strongly disagree	Disagree	Agree	Strongly agree

D: Circulate your free response for the following questions regarding the Radio Programme (English by Radio).

a) What are the problems in radio training programme?

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b) How can we make the radio training programme effective? Write your view.

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c) Does the Radio programme is helpful for learning English? Give your view.

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d) In your opinion, what are the major contributions of this programme at classroom teaching?

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e) Is radio programme helpful for conducting effective classroom activities? Give your reason.

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(Informant's signature)

Appendix II

Episode 1

English by Radio

.....signature tune.....

Welcome to English by Radio. This program is presented by Nepal English Language Teachers' Association - NELTA in collaboration with the embassy of the United States. This program is mainly for English teachers who wish to improve their English language proficiency. Anyone else interested in English language learning can also be benefitted.

Today, in the first program, Gaurab is visiting with Mr. Peter Bodde, Ambassador of the US embassy, NELTA President Mr. Hemanta Raj Dahal and an English language teaching expert.

..... bridge.....

Gaurab: Good morning all.

I'm Gaurab, I'm an English teacher. If you're an English teacher and want to make your English better, I can help you.

Today, I have very important personalities with me.

Mr. President: Very nice to meet you Gaurab. I've heard of you. I'm Hemanta Raj Dahal. I'm a founding member of NELTA. Now, I'm NELTA President.

Mr. Ambassador: And I am Peter W. Bodde. I'm the United States Ambassador to Nepal. I came to Nepal in

ELT Expert: And I am ##### . I'm an English teacher. I started teaching nearly ##### years ago. English Language Fellow: My name is #####; I'm the English Language Fellow from the United States.

My job is to help Nepali English teachers. My contract in Nepal is for 10 months.

Gaurab: Mr. President, NELTA is conducting the English by Radio program; please tell us something about it.

Mr. President: Yes, with the kind support of the Embassy of the United States to Nepal we've started the English by Radio program which will be broadcast once a week. You can listen to this program every week at the same time. The program is for teachers of English at the primary level. This will be helpful for you to improve your English language.

Gaurab: Can other language learners take advantage of it?

Mr. President: Of course yes. This is a very good opportunity for language learners to develop their English fluency.

Gaurab: Mr. Ambassador, the US Embassy to Nepal is supporting English by Radio Program and many other programs. What do you expect from it?

Mr. Ambassador: We want to increase communication between people of the United States of America and the people of other countries. The US government also supports English language teachers in other developing countries. We support many different organizations in countries around the world. English by Radio will be helpful to listeners who wish to improve the quality of their English language teaching.

Gaurab: So, #####, you're the ELT expert. How can our English teachers take maximal advantage of this program?

ELT Expert: English by Radio will support English teachers to wish to improve their English. They will get an opportunity to listen to correct English, as it is spoken by Nepalis and by native

speakers of American English. It is good input for English language teachers. They can listen, take note and practice the language afterwards.

Gaurab: Do you have any suggestion for our teachers?

ELT Expert: Please listen regularly. Take note of everything you learn. Revisit your notes after each program and before the next program. Contact the program unit for any clarification and with feedback to improve it.

Gaurab: #####, could you explain to our listeners what an English Language Fellow is and what you will be doing while you're in Nepal?

ELFellow: I'd be happy to. An English Language Fellowship is a ten month contract which gives an American teacher the chance to work in another country. We train EFL teachers and offer professional support to agencies such as NELTA.

Gaurab: Will you be here for the next ten months?

ELFellow: My contract will be finished in November. Then another EL Fellow will take my place.

Gaurab: Thank you so much. We shared the idea of English by Radio with some primary English teachers and asked them how can we make it more effective in their language learning. We conducted a focused group discussion with them. We found them very much excited.

त शिक्षक साथीहरू हामीले आजको कार्यक्रममा नेपालकालागी अमेरिकी राजदत, अग्रेजी भाषाका प्राद्यापक तथा नेपाल अग्रेजी भाषा शिक्षक संगठन का अध्यक्ष हेमन्त राज दाहाललाई भेट्यौ । वहाहरूले कमैसंग आपनो परिचय दिनभयो । र कार्यकाका वारेमा वताउन भयो । तपाइहरू पनि आआपनो परिचय अग्रेजी परिचय दिने प्रयास गर्नहोस है । साथै आजको कार्यक्रममा तपाइहरूले **personalities, suggestion, conduct** जस्ता शब्द हरुको सुन्नुभयो । **Dictionary** को सहायताले यस्ता शब्दहरूको प्रयोगको अभ्यास गर्नहोस ।

Dear teachers, now we are at the end of the program. Before we go we want to ask you some questions.

J Who is the United States Ambassador to Nepal?

- a) Michael W. Bodde
- b) Peter W. Bodde
- c) Robert W. Green

J Who is the English by Radio program intended for?

- a) For Primary English Teachers and English language learners
- b) For English native speakers in Nepal
- c) For Learning Mathematics

To send your answer please go to your mobile message box and type 1 a, b or c as per the right option and 2 and a, b or c as per the right option and send to #####. We will reward one of the correct answers.

Thank you for staying with us! Please, keep listening to our program. For any queries contact us. Our address is:

English by Radio Program

Nepal English Language Teachers' Association- NELTA

PO Box No. 1110

Email: ebrnelta@gmail.com

English by Radio, a weekly radio program

Narration Script for 1st Episode

30 August, 2013, Friday

Particular and instructions	Time duration
<i>Sig. Tune (Fed up and hold for 20 second and fed under and (fed out)</i>	20"
<i>Narration 1</i> हाई एण्ड नमस्कार । म घमराज लुइँटेल । अंग्रेजी भाषा सिकाउने साप्ताहिक कार्यक्रम इंग्लिस बाई रेडियोको पहिलो श्रृंखलामा यहाँलाई हार्दिक स्वागत गर्दछु । यो कार्यक्रम नेपालस्थित अमेरिकी दूतावासको सहयोगमा अंग्रेजी शिक्षकहरूको संगठन Nepal English Language Teachers' Association – NELTA र मिडिया अकाडेमीको संयुक्त प्रस्तुति हो । कार्यक्रम इंग्लिस बाई रेडियो मूलतः प्राथमिक कक्षामा अंग्रेजी विषय सिकाउने शिक्षकहरूलाई सहयोग पुग्ने उद्देश्यले निर्माण गरिएको छ । तर अन्य इच्छुक महानुभावहरूलाई पनि यो कार्यक्रमले अंग्रेजी भाषा सिक्न मद्दत पुग्ने हाम्रो विश्वास छ । कार्यक्रममा हामी क्रमैसँग तपाईंलाई सहयोग पुग्ने सामग्री प्रस्तुत गर्दै जाने छौं। कृपया सुन्दै गर्न नभुल्नु होला ।	1'
<i>Insert - Bridge Tune</i>	5"
<i>Insert - SPOT about the broadcasting radio stations and air time</i> कार्यक्रम इंग्लिस बाई रेडियो काठमाडौंमा सगरमाथा एफ. एम. बाट हरेक शुक्रबार र आइतबार बेलुका ९:१५ प्रसार हुन्छ । यसैगरी इलाममा रेडियो नेपालवाणीबाट हरेक शुक्रबार बेलुका ८:०० बजे, रेडियो सिन्धुलीगढी मा हरेक शुक्रबार बेलुका ८:१५ बजे, नेपालगन्जमा रेडियो कृष्णसारबाट हरेक शुक्रबार बेलुका ८:०० बजे, र कैलालीमा रेडियो फुलवारी एफ. एम. शुक्रबार बेलुका ७:३० बजे प्रसार हुन्छ । यस बाहेक यो कार्यक्रम नेल्टाको वेबसाइट www.nelta.org.np मा समेत तपाईं आफ्नो अनुकूलतामा यो कार्यक्रम डाउनलोड गरेर सुन्न सक्नुहुन्छ ।	1'

Bridge Tune (5 Sec.)	5"
<p>Narration 2</p> <p>आज कार्यक्रमको पहिलो अंक । आज हामी इंग्लिस बाई रेडियो कार्यक्रममा नेपालका लागि अमेरिकी राजदूत पिटर डब्ल्यू बोडे, नेल्टाका अध्यक्ष हेमन्तराज दाहाल र अंग्रेजी भाषाका विशेषज्ञ लगायतको संवाद सुनाउँछौं । साथै, तपाईंलाई अंग्रेजी बोल्न र सिक्न मद्दत पुग्ने केही अभ्यास पनि गराउँछौं । साथै अंग्रेजीमा आफ्नो परिचय कसरी दिइन्छ भन्ने पनि आजको कार्यक्रम सुनेर तपाईंलाई जानकारी हुनेछ । कार्यक्रम सुन्दा नोट वा रेकर्ड गर्न मिल्ने सामग्री पनि ठिक्क पारिरहनुहोला । त्यसो गर्नुभयो भने तपाईंले कार्यक्रम सुन्दै गर्दा नोट गर्न वा रेकर्ड गर्न सक्नुहुनेछ ।</p> <p>त, लागौं अब कार्यक्रमको मूल अंश सुन्नतिर ।</p>	40"
Bridge Tune (5 Sec.)	5"
Insert Drama part	6'
Bridge tune (5 Sec.)	5"
<p>त शिक्षक साथीहरु हामीले आजको कार्यक्रममा नेपालका लागि अमेरिकी राजदूत, अंग्रेजी भाषाका प्राध्यापक तथा नेपाल इंग्लिस ल्याङ्ग्वेज टिचर्स अशोसिएसन - नेल्टाका अध्यक्ष हेमन्त राज दाहाललाई भेट्यौं । उहाँहरूले क्रमैसँग आफ्नो परिचय दिनभयो । र कार्यक्रमका वारेमा बताउनुभयो । तपाइहरु पनि आ-आफ्नो परिचय अंग्रेजी परिचय दिने प्रयास गर्नहोस है । साथै आजको कार्यक्रममा तपाइहरुले personalities, suggestion, conduct जस्ता शब्दहरू सुन्नुभयो । Dictionary को सहायताले यस्ता शब्दहरूको प्रयोगको अभ्यास गर्नहोस् ।</p> <p>अब तपाईंलाई साथी तारा प्रधानले केही अभ्यास गराउने र प्रश्न सोध्ने गराउँदै हुनुहुन्छ है । कृपया ध्यान दिएर सुन्नुहोस् ल ।</p>	
Bridge tune	5"
Insert – Tara Pradhan	
<p>Narration-3</p> <p>तपाईं कार्यक्रम इंग्लिस बाई रेडियो सुनिरहनुभएको छ । कार्यक्रम तपाईंलाई कस्तो लाग्दैछ ?</p>	40"

<p>कार्यक्रम सुनेर मनमा लागेका कुरा र हामीलाई सल्लाह-सुझाव लेखी पठाउनुहोला । पत्राचारका लागि हाम्रो ठेगाना हो:</p> <p style="text-align: center;">English by Radio Program Nepal English Language Teachers' Association NELTA</p> <p style="text-align: center;">PO Box No. 1110 Email: ebrnelta@gmail.com</p>	
<p><i>Bridge tune (5 Sec.)</i></p>	<p>5"</p>
<p><i>Narration 4</i></p> <p>इंग्लिस बाई रेडियो कार्यक्रममा आज हामीले यहाँलाई अंग्रेजी सिक्न सहयोग पुग्ने सामग्री प्रस्तुत गर्छौं । यो कार्यक्रमको संवाद खण्ड लेख्नुभएको थियो, जनकराज पन्त ले । साथै, संवाद खण्डमा नेपालका लागि अमेरिकी राजदूत पिटर डब्ल्यू बोडे, नेल्टाका अध्यक्ष हेमन्तराज दाहाल, अंग्रेजी भाषाका सहप्राध्यापक मोतीकला सुब्बा देवानल], English Language Fellow टोनी मुलीन्स, अंग्रेजी शिक्षक हुन्डी गीरीले आवाज दिनुभएको थियो ।</p> <p>हवस्त, नेपालस्थित अमेरिकी दूतावासको सहयोगमा नेल्टा र मिडिया अकाडेमीको संयुक्त प्रस्तुति कार्यक्रम इंग्लिस बाई रेडियोको पहिलो अंक यति नै । हामीलाई सुनेर साथ दिनुभएकोमा धेरै धन्यवाद । अर्को हप्ता फेरि हामी तपाईंको रेडियो सेटमा आइपुग्नेछौं । त्यतिन्जेलका लागि कार्यक्रमका हामी निर्माताहरू जनकराज पन्त, सन्जिव अधिकारी र म घमराज लुइँटेल पनि विदा माग्दछौं । नमस्कार । Good bye.</p>	<p>1'</p>
<p><i>Sig. Tune (Fed up and hold for 20 second and fed under and fed out)</i></p>	<p>20"</p>