

CHAPTER- ONE

INTRODUCTION

The present study is on the **Perceptions of Secondary Level EFL Teachers Towards Teacher Training**. This introduction part includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Teaching is one of the creative and challenging job in the field of education. It is a system of providing individuals for educational transitions including classroom teaching. In this regard, to make this creative and challenging job more effective and joyful, the teacher needs proper training. The term 'training' refers to the acquisition of knowledge, skills and competencies as a result of the teaching of vocational or practical skills and knowledge that relate specific useful competencies. Training is necessary for every teachers as it forms the core of apprenticeship and provides the backbone of content. It is a process of teaching and learning a particular skill which is actively leading to skilled behaviour and the major stakeholders in training are trainers and trainees.

Richards and Farrell (2010, p.3) state, "Training refers to activities directly focused on a teachers present responsibilities and is typically aimed at short-term and immediate goals". They further say, "Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom". It means to say that teacher training is designed to fulfill teachers' short term goals and it develops the person's ability to apply and demonstrate skills gained in training in the real field. There are two types of teacher training programs (i.e. pre-service and in-service). Pre-service training is compulsory to enter in

the teaching profession and in-service training is necessary to develop teaching expertise and for teachers own professional development.

Teachers are considered as a key factor to provide quality education. In similar vein, they are considered as a change agent of society. So, they should have knowledge about social norms and values and, at the same time, they need to be academically qualified and competent to transfer knowledge, skills and attitudes to the learners by creating joyful environment. To develop such competencies, teachers need professional support and positive attitudes to the teaching profession. Teacher training influences teachers' professional development. It means if the teacher get training in proper way, it makes ease to them for their professional development. Professional development is the process of developing professional excellence in the teacher by learning, experiencing, practicing and preparing oneself for new challenges and responsibilities to be encountered in teaching career. Teacher training can teach the candidate how to give that feedback to students and to colleagues. However, teacher training is practical, and also helps teachers understand different perspectives and approaches through experience.

Teaching is very complex job which requires sound knowledge, skills and attitude for the betterment of teaching profession which becomes easier and more possible with the help of training. So, teacher training is the current issue in the field of teacher professional development. For this, some of the educational research report (e.g. National Center for Educational Development: NCED, 2011, Institute of Education: IOE, 2013) run different training programs for secondary level teachers under the supervision of Ministry of Education (MoE). These all the training programs help to develop knowledge, skills and professional roles of the teacher. Teacher training also help them to enhance their professional expertise.

Teacher training can be seen as the act of developing professional excellence through which the teachers can get so many benefits in their teaching career.

Teaching is not easy task like other activities. So, teaching profession by nature demands hard work investment of most time in planning lessons and so on. In short, teacher training is the current issue in the field of education as well as teaching learning activities. So, this study seeks to analyze perceptions of secondary level EFL teachers towards teacher training.

1.2 Statement of the Problem

Teaching is a demanding occupation in the present era. However, there are many problems for teachers that make the profession more complicated than it has to be. That means teaching is a complex process that can be conceptualized in a number of different ways. There are also substantial benefits for those who decide to have a career in teaching. In this regard, those teachers who decide teaching profession need training to make their profession fruitful. They should be involved in different training programs which are conducted by different institutions such as NCED, HSEB and Tribhuvan University to help secondary level teachers for their professional development.

This study raises the issue regarding the perceptions of secondary level EFL teachers towards teacher training whether English teachers are benefitted from the various training programs or not in their professional development should be analyzed. It also raises the issues regarding the perception of teachers on teaching, teaching materials, professional development, teaching methods and content. Teacher training can help to develop knowledge, skills of the teachers and enable them with different levels of training and experience to learn making decision about curriculum and instruction. Teachers also need to face different critical situations such as implementation of training in the real classroom, use of lesson plans in the classroom, classroom management, school norms and other professional demands. The main problems due to lack of consideration on teachers perception on teacher training for professional development are; problems to ascertain teachers perception on training for professional development and the problems to identify teachers roles in the

EFL classrooms which are frequently used in ELL (English Language Learning) for their professional development.

Therefore, the study on secondary level EFL teachers' perception towards teacher training aims to examine how teacher training can be more effective, goal oriented, meaningful and implemented properly for enhancing teaching and learning of English in secondary level.

1.3 Objectives of the Study

The present study had the following objectives :

1. To find out the secondary level EFL teachers' perceptions towards teacher training in terms of teaching, training methodology, teaching materials and content for professional development.
2. To suggest some pedagogical implications.

1.4 Research Questions

The following research questions was used in this research:

- a) What are the perceptions of EFL teachers towards teaching, training methodology, teaching materials, and content of NCED training for their professional development.

1.5 Significance of the Study

The current study explores the perceptions of EFL teachers towards teacher training for their professional growth. This study also studies the effectiveness of different ELT training programmes. Therefore, this study is significant to the practitioners and professional teachers involved in the field of teaching learning activities. It explains different types of training programmes provided by NCED such as ten month training and one month teacher professional development training which is conducted under the Ministry of Education (MOE) and secondary level English teachers perception towards this and other training

programmes. In this regard, this study is beneficial for those people and institutes who are directly or indirectly related to ELT training. This study is significant for training providers for appropriate selection of training policies and development of materials for secondary level English teachers professional development. It is equally useful for the novice teachers and trained teachers in many ways such as achievement of goals and objectives of teaching, appropriate selection and use of teaching methods, techniques and materials. Similarly it is also useful for all educational planners, training package designers, trainers and teachers who are responsible for and directly or indirectly involved to improve the quality of education. This research work is equally important for those who want to do further study in this field in the future.

1.6 Delimitations of the Study

It was impossible to include all the things in this small research because of time boundary and lack of sufficient resources. By considering time and resources available, this study was confined to investigation of 30 secondary level English language teachers' perception of training in Kathmandu district. Similarly, only the in-service teachers were included in the study and only the questionnaire was a tool to elicit the required data.

1.7 Operational Definition of the Key Terms

Some key terms related to this study have been defined in this section:

Content : The different sections that are contained in a book or curriculum.

The subject matter of a book, speech, training programme and so on.

EFL Teachers : The teachers who have been teaching English as a foreign language at secondary level.

Materials : Things that are needed in order to do a particular activity. Materials here especially refers to teaching materials which are used in language classroom.

Methodology : A set of methods and principles used to perform a particular activity in language classroom.

Perception : Perception refers to the act of perceiving, the way of understanding, interpreting or viewing teacher training.

Professional Development : It is continuous growth and development of the teachers or any professionals.

Teacher training : Teacher training refers to the activities directly focused on a teachers' present responsibilities and it is typically aimed at short term and immediate goals. Training seeks to prepare teachers for induction into a first teaching position or to take on a new teaching assignment or responsibility. The term 'teacher training' here refers to the training provided by NCED for the professional development of secondary level EFL teachers to Kathmandu district.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of related literature and conceptual framework are necessary for any research work. This section includes, review of related theoretical literature, review of empirical researches, implications for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Each and every study is based on or carried out on the basis of any related area. Review of related literature is the central and most important part of any research work. Reviewing related literature widens the horizon of knowledge and acquaints the researcher with the available literature in the area of study. It further provides information about the methods and procedure that other researchers have used in similar studies. The theoretical literature of this study consists of the teacher development, teacher training, teacher training in Nepal in-service teacher training, ten month teacher training program and one month TPD training program.

2.1.1 Teacher Development

Teacher development is a continuous and never ending process in which teachers change themselves. More specifically, teacher development is the professional growth which a teacher achieve as a result of gaining increased experience and examining their teaching systematically. It is an umbrella term which includes training, workshop, academic study, networking, self study and so on. According to Glatthorn (1987 as cited in Reimers- Villages, 2003, p.11), "By gaining increased experience in one's teaching role they systematically gain increased experience in their professional growth through examination of their teaching ability". It refers to the development of a person in their

professional role. So, teaching is one of the strategy and pre-requisite to professional development. Underhill (1988, p.4) writes :

Development means keeping myself on the same side of the learning hence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in rut. If I am in a rut, then so is my teaching, and then so are my students and learning from a rut is tedious, slow, and uninspiring.

From this definition, what we can say is that for developing oneself, a teacher should become aware that they are both a teacher and a learner. Therefore, we should go on learning throughout our teaching career. Teaching is the complex task to be performed by the teachers, which needs expertise in them. Regarding this, Richards and Nunnan (1990, p.132) write, "Teaching is a kind of mystical experience that is hard to explain or describe". Similarly, Brown (1994, p.7) says, "Teaching is saving or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing know or understand". Teacher is a change agent in the society who transforms illiterate society into educational mainstream. Teacher professional development is most useful when it is embedded in the daily life of the school. When there is a culture of learning in the school or educational setting, teacher development is a process along a continuous of learning and is about professional development.

Teachers are the professionals like other personnel such as doctors and engineers. They need their continuous development in profession. Brown (1994) defines, teacher development as "one of the most interesting thing about teaching is that you never stop learning" (p.7). It means teacher development means lifelong process of learning in teaching profession. It starts when a teacher gets admitted in their pre-service classes like, intermediate in education, bachelors in education, masters in education, etc. and ends after the

retirement of their teaching profession. It involves any activities aiming to achieve personal and professional growth of teachers.

The students who are studying their intermediate, B.Ed. and M.Ed. in educational sector will become the teacher but it is difficult to become a professional teacher. It means to say that becoming a professional teacher is time consuming, attitude developing and putting hard effort continually in the right direction with knowledge and skillful manner. In this regard Raymond (1996, p.200) states, "A competent teacher was a rare bird; a century later could hardly have quarter of million qualified teacher in English alone" (as cited in Galami, 2004, p.44). We hardly found the competent or professional teacher. So, teacher is a active participant in teaching learning activities and needs appropriate strategies to make teaching fruitful. In this way to make teaching joyful the teacher needs proper training and only through training can develop their profession in a proper way.

Similarly, in the words of Head and Taylor (1997, p.7), "Teacher development is a way of learning which is complementary to training, and which is motivated by teachers' own questioning as what they are and what they do, rather than by an external training agenda". It means teacher development is related to training and in the absence of training, development may not move ahead rapidly. Similarly, Reimers-Villegas (2003) writes, "Professional development as a development of a person in their professional role. After gaining experience and expertise for years in teaching systematically, a teacher achieves the professional development" (p.11). Professional development is the process of enhancing teachers' professional status by expanding the knowledge, skills and so on which helps to increase teachers' epistemological awareness and it refers to the acquisition of different ideas and visions of what teaching involves.

Time is changeable phenomenon, everything is changeable. It means nothing remains constant in this world, with the changing periods of time everything

has been going to change. What was there before a decade ago may or may not be acceptable after a decade later. So, the way of defining teacher development is modified by different scholars after long years back. In this way, Wallace (2010, p.3) writes, "Teacher development is something that can be only done by and for oneself". Professional development is ongoing activity designed to increase levels of expertise and understanding. It should where possible, be a process that works individually with the strength and needs of a specific person in order to create higher capability and understanding, continuous professional development, staff development and mentoring are some common terms used in this area. Some of the basic principles of teacher professional development according to Wilde (2010 as cited in Sapkota, 2015, p.206) :

- Building on foundation skills.
- Engaging participants as learners.
- Providing practice, feedback and follow-up.
- Measuring changes in students performance.
- Measuring changes in the students' knowledge.

Thus, professional development is the skill and knowledge on which teachers gain to optimise their professional development and job growth. It includes learning opportunities , college degree, and course work or attaining conferences of training session. It is an collaborative process and it requires to participate in career development. About teachers, William and Burden (2007, p.47) writes, "Good teachers come in all shapes and sizes, with wide range of different personalities, beliefs and ways of working". They come from different backgrounds and belong to different cultures. Therefore, they work in different ways that suit their own personalities and situations because teaching learning process is influenced by the situations in which it occurs.

2.1.2 Teacher Training

The term 'training' refers to the acquisition of knowledge skills and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Teacher training is a part of teacher education and a process of teacher development. Teacher training is one of the strategies of teachers' professional preparation of a person in any field of his or her work. Training is regarded as prerequisite phenomena for handling any responsibility for anybody. Often it is seen as preparation for induction into a first teaching position or as preparation to take a new teaching assignment or responsibility. The training program combines presentations, interaction, hands-on-activities, and practice teaching to prepare teachers to successfully conduct classes. Trainers also observe real classes conducted by trained teachers who provide feedback to further improve their performance.

Head and Taylor (1997, p.9) state, "Teacher training essentially concerns with knowledge of the topic to be taught and of methodology for teaching it".

Training is something which prepares one with an ability to do something as required by the situation. Training is such type of activity which makes change in any profession. It means every professionals need training even the farmer who works in the field needs training. But the only thing is that the way of giving training is different on the basis of their profession. The main aim of teacher training is to prepare a sound person with sound knowledge.

Lazar (2009, p.216) states, "Teacher learn best by actively being involved in the training session. The active involvement might entail participating in a discussion, brainstorming ideas in a group or simply setting aside time to read and reflect on a new ideas". It means only training can provide guidelines to the teachers to move ahead from their current position and they will get new ideas only through training. Teacher training imparts required knowledge, skills, methods and techniques to the teacher which are essential before they starts real teaching. Similarly, Ur (1996, p.3) states :

The term teacher training and teacher education are often used apparently interchangeably in the literature to refer to the same thing the professional preparation of teacher. Many prefer teacher education since training can imply unthinking habit formation and over emphasis on skills and techniques, while the professional teachers need to develop theories, awareness of options and decisions making ability.

Teacher training and education are interchangeable with each other. Teacher education can "provide the confidence and the knowledge to continue to reach and to grow and training can provide experience in accepting feedback and implementing suggestions offered as feedback by other professional a colleague or supervisor" (Pennington, 1990 as cited in Joshi, 2012, p.23). Teacher training can teach the candidate how to give that feedback to students and to colleagues. In conclusion, teacher training refers to the acquisition of knowledge, skills, and competencies towards teachers. It also includes abilities, methods, techniques, skills and different tricks which help the teachers to run class effectively and systematically.

2.1.3 Teacher Training in Nepal

Teacher training in Nepal has not very long history. The first effort to formal teacher training program in Nepal dates back to 1948 A.D. It was initiated by basic teacher training program with the view to train the primary school teachers. However, it discontinued function after the recommendation of the Nepal National Education Planning commission NNEPC in 1954 for the establishment of college of education in 1956 to provide two year and four year teacher education program to the perspective of lower secondary and secondary level school teachers. There were some other institutions which are contributing for teacher training program such as mobile normal school in 1959, primary school teacher training center (PSTTC) in 1961, A-level teacher training programme, B- Level teacher training programme, radio education

teacher training project etc. These above mentioned all training programs play crucial role to train teachers. These all related institutes like college of education, National educational planning commission and so on came under the Institute of Education (IOE) of Tribhuvan University which provides both pre-service and in-service teacher training.

Regarding the training institutes, Paudel and Gyawali (2011, p.20) state that there are mainly three existing training institutions in Nepal. They are ;

1. National Center for Educational Development (NCED)
2. Different Universities
3. Higher Secondary Education Board (HSEB)

NCED and HSEB both are conducting in-service teacher training program throughout the country. NCED is considered as an umbrella institute with the mandate of delivering teacher training, formulating teacher training policies and developing and disseminating in-service training curriculum materials by active involvement of different institutions. Different universities launch different training programs. Among them Tribhuvan University, Faculty of Education has launched four years bachelors program to prepare secondary level teachers. It also runs one year B.Ed. program for those who have passed their bachelors degree from other faculties and want to be involved in teaching profession. Similarly, there are some other universities such as Kathmandu University (KU), Purbanchal University (PU), and Nepal Sanskrit University (NSU) that run bachelors as well as degree program as pre- service teacher training. In spite of these, there are some other non-governmental organizations (NGOs) and international non-governmental organizations (INGOs) like Nepal English Language Teachers Associations (NELTA), British Council, which conduct in-service and refresher teacher training program to the working teachers. Besides introducing these training programs in the context of Nepal, the prime concern of the present study is to find out the perceptions of secondary level EFL teachers towards teacher training.

2.1.4 In-service Teacher Training

In-service training is the education which the teacher receives after they have entered the teaching profession. In other words, in-service training is a process and a part of continuing education that helps the teachers to gain greater insight into teaching. In this training, teachers become involved in order to broaden their knowledge and improve their skills and attitudes. It takes place once the teacher has joined a school and can be both formal and informal in nature. In-service training is mainly designed to fulfill the needs of in-service teacher and this program may be used to help to tackle inadequacies of pre-service training, to support the implementation of new changes to promote teachers' professional development. In this way, in-service teacher training is more important to support the teaching quality of the teacher and it creates learning environment in the classroom.

In the context of Nepal, some organization are contributing to train teachers by providing in-service teacher training programmes. Such as National Center for Education Development was established to provide in-service teacher training to primary level teachers as a part of Primary Education Development Project (PEDP, 1992-1998). Similarly Secondary Education Development Units were established to train the lower secondary and secondary level in-service teachers as a part of Secondary Education Development Project. These and other institutions are providing in-service teacher training to the secondary level teachers but at present NCED become only umbrella term/institute to provide in-service training to in-service teachers (NCED, 2004). The programs launched through NCED is given below.

2.1.5 Ten Month Teacher Training Program

NCED was established in 1992 and secondary education development project was established in 1993 to train primary, lower secondary and secondary level in-service teachers. Later in 2004, the government merged SEDP into NCED. At present, NCED has 34 Educational Training Centers (ETCs) with A, B and

Educational Training Sub Centers (ETSCs). The ETCs and ETSCs under the NCED conducted 10 month teacher training and different types of short term training as well. NCED has provided English language teaching (ELT) training to in-service English language teachers from the side of government. NCED training is conducted to fulfill the needs of secondary level untrained in-service English teachers and it is also developed to fulfill the three broader aims for developing the secondary level English teachers such as content knowledge, application of skills and attitudinal change in them (NCED, 2004). NCED training curriculum has been designed to fulfill the needs of secondary English language teachers. The training course is divided into three phases/modules which are as follows;

Table 1
Structure of Training Curriculum and Training Hours

Module 1		Module 2	Module 3		Total hours
Training center based (skill and knowledge focus)	School based (Application focus)	Distance mode (knowledge focus)	Face to face (knowledge and skill focus)	School based (Application focus)	1320 hours (10 months)
132 hours (1 month)	198 hours (1.5 month)	660 hours (5 months)	132 hours (1 month)	198 hours (1.5 month)	

Source : NCED, 2004, p.3

The long term 10 month in-service teacher training program is divided into three phases. The first and third phases of teacher training program are considered to be face-to-face mode and are delivered through Extensive Training Network (ELT). The curriculum for lower secondary and secondary level is a bit different from primary level. Two and half month first and third modules of this training is divided into two parts; first part is one month face-to-face or Educational Training Center (ETC) based and the second part is 1.5 month school based which is considered more practical (NCED, 2005).

The distance module, which is highly encouraged in lower secondary and secondary level includes the study of self-learning materials (SLM), listening to the radio, broadcasting and discussion on the contact session. There is a provision of three workshops for secondary level. The second module of secondary level teacher is 5 months distance mode use of the self-learning resource materials: audio cassette and they participate in phone-in programme. Moreover, the trainee teachers have advantages from website developed by the NCED and through e-mail contact with subject experts (monitoring report of Training Programme, NCED, Sanothimi, Bhaktapur, 2005).

NCED was able to provide 10 months in-service training for 98.2 percent of the total in-service teachers from the public schools of Nepal at the end of 2009 AD. All the stakeholders were centered on implementation of training in real classroom. However, they concluded that only 50% of the trained teachers apply knowledge and skills of training while teaching in the classroom which is not sufficient to develop students level of learning. They thought that school-based or cluster-based teacher development module is appropriate. So, the long-term ten month training was discontinued after 2009 AD (NCED, 2011, p.3).

2.1.6 The One Month TPD Training Program

The current program offered by the NCED provides a 30 day professional development training over five years to all teachers in Nepal. TPD training program was started in 2009 and this training is being implemented in three phases of 10 days within five years. This has tried to explore a training transfer issues and assess the factors contributing to support for the transfer of training into the classroom. Among these three modules to TPD training there are three mini-parts of each module which are interrelated to each other. The teacher who attended to these all three modules to TPD training will get the certificate of one month TPD training certificate. The structure of TPD training module is presented in table 2.

Table 2
Structure of One Month TPD Training Program

<p>A. Part-one</p> <p>⇒ Training workshop or delivery of the workshop</p> <p>– five days training program delivered in a face-to-face mode.</p> <p>B. Part : two</p> <p>⇒ Self-study exercise or project work</p> <p>– Practical and practicing phase of TPD training</p> <p>– Three days training within one month</p> <p>C. Part : three</p> <p>⇒ Counseling</p> <p>– Two days training program</p> <p>– Trainee teachers are provided counseling by the trained teachers</p>

Source : NCED (2015, p.12)

The school-based one month TPD training program is divided into three phases. The first phase of TPD training is about training workshop which is conducted within five days where demand based package is delivered in face-to-face mode. It is also known as workshop module which is very important for teachers to develop their overall skills based on their demands. This phase provides the participants with sharing interacting and approaching their problems among participants and also promotes collaborative learning environment in training. Similarly, it aims to bring desirable changes in teachers traditional delivery of lessons. The second phase of TPD training is self-study exercise or it is also known as project work. It is the practical phase of TPD training. After attending the five days workshop, the teachers go to their school to do project works for a month which is counted as three days training. This phase also made them engage in consulting the books, materials and mental exercises for the development of project works (NCED, 2014, p.124).

The instructional counseling phase, which is very important for lower secondary and secondary level teachers. It is also last phase of TPD training. In this phase, trainee teachers are provided counseling by the trainers and resource persons. It consists of two days training in which trainers and resource person visit the school in order to provide feedback for improving the teachers performance. The counselors manage time to provide counseling on the issues where the teacher experience difficulty while transferring their learned knowledge to the classroom practice. Many teachers found it as a good learning avenue to update and improve their teaching performance (NCED, 2014, p.124).

To sum up, TPD training one of the significant achievement for teachers that developed a culture of learning and sharing in the schools. Teachers discuss their ideas with fellow teachers, share problems and at times do some collaborative projects as a part of their TPD training.

2.2 Review of Empirical Literature

A number of studies have been carried out in the field of teacher professional development at the Department of English education. However, there is no any research that has been carried out on the "Perceptions of secondary level EFL teachers towards Teacher Training". However, some of the related literatures of present study have been reviewed here in this section :

Khanal (2006) carried out a study on "Trained Teachers and Teacher Training : A Research Study". The main purpose of his study was to find out the perceptions of secondary level English teachers towards teacher training. He used unstructured interview, semi-structured observation, and journal writing to collect the data. He randomly selected ten trained secondary level English teachers. He found that there were positive perceptions towards teacher training. Teachers from both private and government schools considered that training is inseparable from the ELT profession. He also found that teacher training mainly focuses on the methodology aspect.

Pandit (2008) carried out a research on "Attitudes of Teachers towards English Teacher Training in Primary Level". The objective of his study was to find out the attitudes of English teachers towards the training module, methods and existing evaluation system of the primary level English language teachers training. He used a set of questionnaire to collect the data. He randomly selected twenty-five primary level trained teachers, five teacher trainers and five resource persons. He found that primary English teachers had positive attitudes on teacher training module, methodology but negative attitudes on the evaluation system. He also found that training was not applicable in their schools, given the classroom situation, size and number of students.

Joshi (2010) carried out a research on "Transfer of NCED ELT Training". The objective of his study was to see the impact of ELT training provided by NCED. He used observation form to collect data. He found that training programs equip teachers with pedagogical knowledge and skills. The lack of content knowledge cannot be fulfill by training. Knowledge and skills gained through training cannot be applied in classroom due to the lack of educational and physical facilities at school. he also found that effect of training could not be seen because of the adverse socio-political environment in the country.

Similarly, Mahara (2012) carried out a research work on "Teachers' views on Teacher Training". The main objectives of his research work was to find out the teachers views on ELT trainings for professional development. It was survey research. The main tool for the data collection was questionnaire. The sample of the study included twenty trained secondary level English language teachers from Lalitpur district. The study showed that all the views of respondents were positive on teacher training but lack of teaching materials hampered their performance.

Pokhrel (2014) carried out a research on "Teachers views on Teacher Training". The main objectives of her research work was to find out the lower secondary/ secondary level teachers' views on teacher training. She used survey

research design in her study. Questionnaire was a tool for the data collection in her study. The sample of the study included almost 30 trained teachers from both lower secondary and secondary level English language teachers. The findings of the study showed that the views of respondents were positive in all the aspects of teacher training but they found there was lack of teaching materials which hampered their teaching learning activities.

Similarly, Dhungana (2016) carried out research on "Role of TPD training in language teaching". The main objectives of his research work was to find out the role of TPD training program in teaching language skills, classroom management, use of teaching materials and teachers' professional development. He used survey research design in his study. Questionnaire was a tool for the data collection in his study. The sample of the study included almost 40 trained teachers of secondary and lower secondary level from 20 different schools of Palpa, Syanja and Tanahung districts. The findings of the study shows that TPD training had a fruitful role in teaching different language skills and all the respondents were positive in all the aspects of TPD training but they found that there was lack of friendly environment in training center/resource center and schools which hampered them to concentrate on training.

The above mentioned researches are related to the teachers professional development and teacher training. Some factors of research work tend to be related but none of the studies have been carrying out yet to find out the "Perceptions of secondary level EFL teachers towards teacher training". The present research will also try to investigate, what are the perceptions of teachers towards teacher training, how the teachers use different strategies in the classroom after getting training, what are the views of teachers towards training and suggest some pedagogical implications of finding of the study. In this way, this research will be the new in the teacher professional development in the department of English education, Tribhuvan University.

2.3 Implications of the Study

In literature review, our central focus is to examine and evaluate what has been before as a topic and establish relevance of this information to our own research. This study may obtain from the sources including book, articles, reports, etc. This entire source helped me to bring the clarity and focus on the research problem, improve methodology, and contextualize 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 findings new areas for further research.

The implication of teaching, learning and schooling is very challenging. Besides these challenges, I reviewed five different research works conducted regarding the training that will somehow related to my study. After reviewing these works, I got lots of information about my research work. They have used survey research design and I will also follow the same research design. Therefore after reviewing these research works, I got ideas on the process of survey research design. Similarly, to elicit required data they used questionnaire as a tool just like that I will also use questionnaire itself for my study.

The study of Khanal (2006) supported me to be familiar with the techniques used by trained teachers in secondary level English classrooms, and how they perceive training in training session. This study makes me case to select research design according to which I will select survey research design. Likewise, from the study of Pandit (2008), I got the idea about the survey research design and about the attitudes of trained teachers towards teacher training in primary level. His findings was that primary English teachers had positive attitudes on training module, methodology but why there is negative attitudes on evaluation system. It will made curious to search for why there is negative attitudes on evaluation system. The study carried out by Joshi (2010) was very much significant for me from the perspective of tool used to explore the perception of teachers towards the NCED training. From the study of

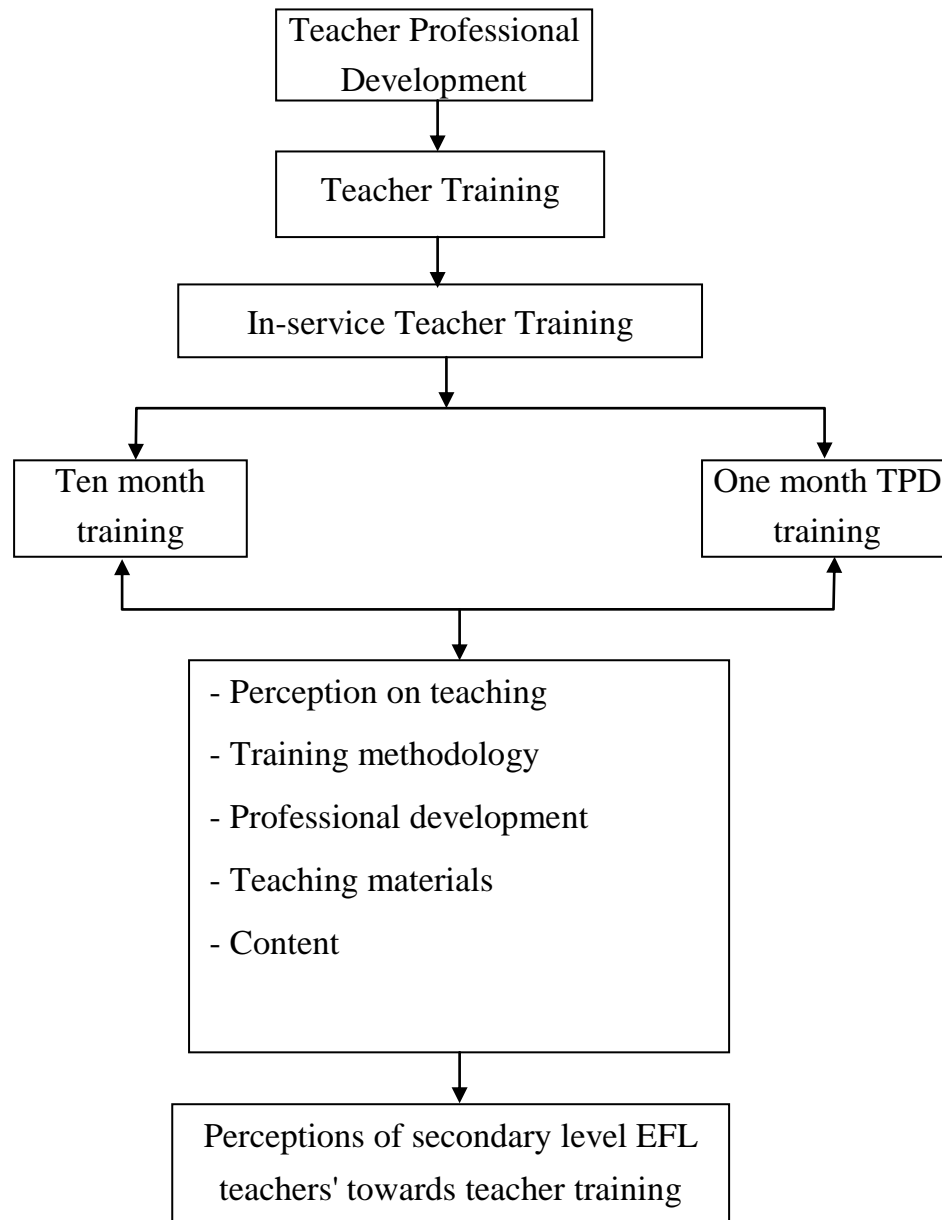
Mahara (2012) I got more theoretical information about teacher training and survey research design used for this study. The nature of questionnaire formed in this research work helped me to construct questions having similar nature in order to make my study reliable. I reviewed the research of Pokharel (2014) from which I got the ideas to make conceptual framework. Finally, I reviewed the research study carried by Dhungana (2016) that helped me to understand the role of TPD training for EFL teachers' professional development.

By examining these all experiences, teacher training is the effective solution for solving the various issues related to the teacher professional development.

Though, these research works helped my research study. However, I could not find secondary level EFL teachers' perception on teacher training. Therefore, my study is new in the field of English education especially in the department of English education and this work is now attempt in the exploration of new areas. In this way, this is a single study to address perceptions of secondary level EFL teachers towards teacher training. So, this research proposal seems to be new study.

2.4 Conceptual Framework

The conceptual framework of my proposed study were as follows :



CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design and Method of the Study

The present study "Perceptions of secondary level EFL teachers towards teacher training" was based on survey research design. Survey research is mainly carried out to find out people attitudes, opinions and the specified behaviour on certain issues, phenomena, event and situations. According to Nunan (1978 as cited in Ojha, 2013, p.205), "The main purpose of survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time". Education of survey addresses educational problems and generalizes its findings on the basis of representative sample of a specified target population. Data in a survey research is collected only at a single point of time aiming to obtain an overview of a phenomena, event, issue or a situation. Survey data are collected through questionnaires, observation, interviews, etc. In this research work, I used questionnaire as a tool in order to find out the perceptions of secondary level EFL teachers toward teacher training. The findings of survey is generalizable and applicable to the whole group. In this context Cohen and Manion (1985, as cited in Nunan, 1992, p.140) write, "Surveys are most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small scale studies carried out by single researcher".

Nunan (1992, p.141) suggests eight stages of a survey research such as defining objective, identifying target population, reviewing literature, determining sample, identifying survey instrument, designing survey procedure, identifying analytical procedure and determining reporting procedure

In conclusion, we can say that survey research is one of the most important researches used in educational investigation. It specially concerns with attitude and behaviours of the people about certain issues, problems and situations. The findings of survey is generalizable and applicable to the whole group.

Education survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population. So, I planned to use survey design in my research.

3.2 Sources of Data

I used both primary and secondary sources of data to complete this research work.

3.2.1 Primary Sources of Data

In this study, I used secondary level English teacher of Kathmandu district as a primary sources of data.

3.2.2 Secondary Sources of Data

I consulted the materials available in the print and electronic media such as, books, journals, articles, thesis and related websites to facilitate the study. Some secondary sources were : Nunan (1992), Taylor (1997), Wallace (2010) and Farrell (2010).

3.3 Population, Sample and Sampling Strategy

The population of this study was the secondary level in-service EFL teachers of Kathmandu district. The sample of this study consisted of 30 EFL trained teachers who have taken 10 month or / and one month TPD training under the NCED. I used purposive non-random sampling procedure to select 30 government aided schools and a teacher from each school.

3.4 Data Collection Tools and Techniques

Questionnaire was the tool to elicit the required information for the study. Both open-ended and close-ended questions were included in the questionnaire. Questionnaire was categorized into teachers' perception on teaching, professional development, teaching materials, teaching methodology and content.

3.5 Data Collection Procedures

First of all, I prepared a set of questionnaire. Then I went to the field and got permission from the required authority to consult the English language teachers. In similar way, I built rapport with the respondents and explained to them the purpose of my study. Then I distributed a set of questionnaire to the respondents and requested them to help me by responding the questionnaire within one week. Finally, I collected the distributed questionnaire from them after one week of its distribution.

3.6 Ethical Considerations

Ethics is concerned with beliefs and principles about what is right and wrong. Similarly, consideration refers to the act of thinking carefully about something. In this way, ethical considerations are concerned with code of conduct about research writing. After obtaining approval from the proposal approval committee of University Campus, Kirtipur, I visited different selected schools of Kathmandu district and obtain written consent. Then, I established rapport with respondent. After that, the respondents were informed the problem of the study and objectives of the study. Furthermore, they helped me voluntarily. Finally collected data were analyzed and interpreted for the purpose of this study.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of detailed analysis and interpretation of the data collected from the respondents. All the information collected from the respondents has been analyzed and interpreted descriptively and statistically under different headings and sub headings.

4.1 Analysis of Data and Interpretation of Results

To find out the "Perceptions of Secondary Level EFL Teachers' Towards Teacher Training", I collected the responses of thirty English language teachers teaching at secondary level schools in Kathmandu district using the questionnaire. The responses obtained from the thirty respondents are presented and analyzed in the next session.

4.1.1 Teachers' Perception of Training about Teaching

Teaching is the key factor for teachers' professional development. So, to make teachers' teaching fruitful, they need sufficient training. Teacher training is the supportive medium to select or use appropriate teaching activities in the classroom and training also creates better teaching learning environment in the school. This part consists of four questions related to the perception on teaching. All the responses provided by the respondents are presented and interpreted in Table 3.

Table 3
Teachers' Perception of Training about Teaching

S.N.	Statements	Responses											
		S.A.		A.		U.		D.		S.D.		G.T	
		F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.
1	Selection and use of teaching methods	18	59.94	12	39.96	–	–	–	–	–	–	30	100
2	Improving teaching skills	16	53.28	14	46.62	–	–	–	–	–	–	30	100
3	Creates better teaching learning environment in school	10	33.3	17	56.61	3	9.99	–	–	–	–	30	100
4	Supports teachers to select teaching activities	8	26.64	18	59.94	4	13.32	–	–	–	–	30	100

Note : SA = Strongly Agree, A = Agree, U = Undecided,
D = Disagree S.D. = Strongly Disagree, F = Frequency
P = Percentage (%) G.T. = Grand Total

Table 3 shows that 18(i.e. 59.94%) of the total respondents strongly agreed and 12 respondents (i.e. 39.96%) agreed on the point that teacher training helps teachers to select and use of appropriate methods in teaching. So, they perceived teacher training positively. Similarly, the second statement, whether teacher training helps to improve teaching skills. 16 respondents (i.e. 53.28%) strongly agreed, 14 respondents (i.e. 46.62%) agreed on the statement but none of the respondents were undecided, disagreed and strongly disagreed. This fact also reflects that most of the secondary level EFL teachers through teacher training helps them to improve teaching skills.

In the same way, as indicated in Table 3, 10 respondents (i.e. 33.3%) strongly agreed and 17 respondents (i.e. 56.61%) agreed on the point that teacher

training helps them to create better teaching learning environment in school, whereas 3 respondents (i.e. 9.99%) remained undecided about the statement.

Those teachers who agreed on this statement gave reasons that after getting training teachers become able to manage diversity in classroom and they equally become able to choose appropriate methods for teaching. However, those who were undecided about the statement gave reasons that they were not able to implement the strategy of training in real classroom.

To get more information about teachers' perceptions of teaching the respondents were asked whether teacher training supports them to select teaching activities. In response to this statement, 8 respondents (i.e. 26.64%) strongly agreed and 18 respondents (i.e. 59.94%) agreed with the statement. Whereas only 4 respondents (i.e. 13.32%) were undecided. Teachers who strongly agreed and agreed with the statement said that appropriate learning activities can be chosen for appropriate topic with the help of teacher training. So, it is useful for selecting activities, whereas, those teachers who were undecided said that only teacher training is not sufficient for selecting teaching learning activities rather teacher choose activities according to the school environment and social surrounding of the school.

Based on the above discussion, it can be concluded that NCED training had a fruitful role in secondary level EFL classroom. Most of the teachers were found satisfied with the training and showed their positive responses about the training program.

4.1.2 Teachers' Perception of Training about Professional Development

Training program is one of the most common strategies and pre-requisite for teachers' professional development. The training program is expected to make the teacher feel more comfortable in their profession. Regular efforts and opportunities for the exploration of teachers' inherent potentiality can only

ensure their all-round development, success and satisfaction. This part consists of four questions and teachers' perception of the NCED training for their professional development as shown in Table 4.

Table 4
Teachers' Perception of Training about
Professional Development

S.N.	Statements	Responses													
		S.A.		A.		U.		D.		S.D.		G.T			
		F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.		
1	Teacher training is useful for professional development	17	56.61	13	43.29	–	–	–	–	–	–	–	–	30	100
2	Training is integral part of professional development	18	59.94	10	33.3	2	6.66	–	–	–	–	–	–	30	100
3	Training focuses on 'what' and how aspect of English language teachers' professional development	8	26.64	6	19.98	1	3.33	10	33.3	5	16.65	30	100		

The data presented in Table 4 clearly shows that 17 respondents (i.e. 56.61%) strongly agreed, 13 respondents (i.e. 43.29%) agreed and none of them remained undecided, disagreed and were strongly disagreed with the statement that teacher training is useful for teachers' professional development. This fact reflected that most of the secondary level EFL teachers had positive view about usefulness of teacher training for teachers professional development.

In the same way, they were asked whether teacher training is an integral part of teachers' professional development. Regarding this as indicated in Table 4, 18 respondents (i.e. 59.94%) strongly agreed, 10 respondents (i.e. 33.3%) agreed,

2 respondents (i.e. 6.66%) remained undecided none of them disagreed and strongly disagreed.

While analyzing the responses of teachers regarding the statement that training focuses on 'what' and 'how' aspects of English language teachers' professional development, Table 4 shows that 8 respondents (i.e. 26.64%) strongly agreed, 6 respondents (i.e. 19.98%) agreed, 1 respondent (i.e. 3.33%) remained undecided, 10 respondents (i.e. 33.3%) disagreed and 5 respondents (i.e. 16.65%) strongly disagreed with the statement that teacher training focuses on 'what' and 'how' aspects of English language teacher's professional development. The above discussion shows that the majority of the teachers showed their positive attitudes towards the role of teacher training in their professional development. However, most of the respondents are not sure that the training was helping them to focus on 'what' and 'how' aspects of English language teachers' professional development.

To get free opinion of respondents regarding the positive factors of teacher training for professional development, one open-ended question was included in the questionnaire. In response to the question, the respondents said that teacher training emphasized the 'how' aspect of teaching learning and cultivates their research habits for professional development by familiarizing them with latest innovations of professional development. Teacher training also made teachers aware of their profession and also made teachers be very energetic as well as enthusiastic to develop their profession. Furthermore, they said that teacher training made them encourage, empower students and create equality and equity in the classroom. Through training, teachers benefitted to prepare materials and select content sensitive method for teaching. In conclusion, majority of the teachers accepted that the training program facilitated them for teaching English language in secondary level EFL classroom.

4.1.3 Teachers' Perception of Training about Teaching Materials

Teaching materials play a vital role in language classroom. So, teacher training program should focus properly on the use of teaching materials. Language teacher should be able to prepare and use different materials according to their students comprehension level, nature of teaching items, availability of the resources and school or classroom environment. Table 5 shows teachers' perception of training about teaching material.

Table 5
Teachers' Perception of Training about Teaching Materials

S.N.	Statements	Responses											
		S.A.		A.		U.		D.		S.D.		G.T	
		F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.
1	Preparing teaching materials	9	29.97	18	59.94	3	9.99	–	–	–	–	30	100
2	Using all the teaching materials in the classroom as informed in teacher training	2	6.66	2	6.66	2	6.66	20	66.6	4	13.32	30	100
3	Identifying different resources to prepare teaching materials	10	33.3	16	53.28	3	9.99	1	3.33	–	–	30	100
4	Involving students in preparation and presentation of teaching materials	7	23.31	20	66.6	3	9.99	–	–	–	–	30	100

In order to obtain teachers' perceptions regarding the first statement, whether teacher training was helpful for preparing teaching materials, Table 5 shows that 9 respondents (i.e. 29.97%) strongly agreed and 18 respondents (i.e. 59.94%) agreed on the statement. Similarly, 3 respondents (i.e. 9.99%) were

undecided. It means that majority of the respondents thought that teacher training helps them to prepare teaching materials.

In same way, as indicated in Table 5, 2 respondents (i.e. 6.66%) strongly agreed and 2 respondents (i.e. 6.66%) agreed and 2 respondents (i.e. 6.66%) remained undecided that they use teaching materials as informed in the training. Similarly, 20 respondents (i.e. 66.6%) disagreed and 4 respondents (i.e. 13.32%) strongly disagreed with the statement that using all the teaching materials in the classroom as informed in teacher training. This fact shows that there was less possibility of using all the teaching materials in the classroom as informed during training. Large number of respondents were not positive with the statement.

Similarly, regarding the role of teacher training in identifying different resources for preparing teaching materials, 10 respondents (i.e. 33.3%) strongly agreed, 6 respondents (i.e. 53.28%) agreed and 3 respondents (i.e. 9.99%) remained undecided. In the same way, 1 respondent (i.e. 3.33%) disagreed on the statement that teacher training helps to identify different resources for preparing teaching materials.

Likewise, 7 respondents (i.e. 23.31%) strongly agreed, 20 respondents (i.e. 66.6%) agreed and 3 respondents (i.e. 9.99%) remained undecided with the statement that teacher training helped teachers to involve their students in preparation and presentation of teaching materials. In conclusion, majority of the respondents showed their positive attitudes about the training program in terms of preparation and presentation of teaching materials.

4.1.4 Teachers' Perception of Training about Training Methodology

Methodology plays a vital role in language classroom while teaching. So, teacher training program should focus on the appropriate use of training methodology. Language teacher should be able to use methods to facilitate

learning. Table 6 shows teachers' perception of training about training methodology.

Table 6
Teachers' Perception of Training about Training Methodology

S.N.	Statements	Responses											
		S.A.		A.		U.		D.		S.D.		G.T	
		F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.
1	Learner centered method was used in training session	10	33.3	12	39.96	6	19.98	1	3.33	1	3.33	30	100
2	Teacher centered method is not appropriate in training session	10	33.3	12	39.96	6	19.98	2	6.66	–	–	30	100
3	Knowledge and skills of training helps to select appropriate methodology in teaching	14	46.62	16	53.28	–	–	–	–	–	–	30	100
4	I was satisfied with the methods used by trainers while in training	5	16.65	18	59.94	–	–	7	23.31	–	–	30	100

According to the data presented in Table 6, 10 respondents (i.e. 33.3%) strongly agreed, 12 respondents (i.e. 39.96%) agreed and 6 respondents (i.e. 19.98%) remained undecided. Similarly, 1 respondent (i.e. 3.33%) disagreed and 1 respondent (i.e. 3.33%) strongly disagreed with the statement that learner centered method was used in training session. This shows that majority of the respondents prefer learner centered method in training session rather than teacher centered method.

In the same way, as indicated in Table 6, 10 respondents (i.e. 33.3%) strongly agreed, 12 respondents (i.e. 39.96%) agreed, 6 respondents (i.e. 19.98%) remained undecided and 2 respondents (i.e. 6.66%) disagreed on the statement

that teacher centered method is not appropriate in training session. It means to say that most of the respondents did not prefer teacher centered method in training session.

To get more information about training methodology, the respondents were asked whether knowledge and skills of training helps to select appropriate methodology in teaching. In response to this statement, 14 respondents (i.e. 46.62%) strongly agreed and 16 respondents (i.e. 53.28%) agreed with the statement. This shows that majority of the teachers thought that knowledge and skills provided through training really helps them to select appropriate methodology in teaching.

To explore the perception of respondents, whether they were satisfied with the methods used by trainers while in training one question was asked. Table 6 shows that 5 respondents (i.e. 16.65%) strongly agreed, 18 respondents (i.e. 59.94%) agreed and 7 respondents (i.e. 23.31%) disagreed with the statement. Teachers' who agreed with this statement gave reasons that teacher training should focus on interactive, participatory as well as child centered method because its theoretical function is to understand psychological nature of students to deal with them according to their psychological behaviour. Similarly, those teachers who disagreed said that they were not satisfied with the methods used by trainers because most of them only focused on lecturer method.

Based on the above discussion, it can be concluded that teacher training had significant role to develop knowledge and skills of language teaching and to follow appropriate methodology while teaching in EFL classrooms.

4.1.5 Teachers' Perception of Training about Content

To obtain the perception of respondents regarding the content of training addresses teachers problems two questions were asked.

Table 7
Teachers' Perception of Training about Content

S.N.	Statements	Responses											
		S.A.		A.		U.		D.		S.D.		G.T	
		F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.
1	The content of training address teachers problems	5	16.65	15	49.95	6	19.98	4	13.32	–	–	30	100
2	The content of training and course of the textbook of secondary level are matched in the training	4	13.32	20	66.6	2	6.66	2	6.66	2	6.66	30	100

Table 7 shows that 5 respondents (i.e. 16.65%) strongly agreed, 15 respondents (i.e. 49.95%) agreed and 6 respondents (i.e. 19.98%) remained undecided with the statement that the content of training address teachers problems. Similarly, 4 respondents (i.e. 13.32%) disagreed with the statement. Those teachers who strongly agreed and agreed with the statement said that training provides ways that can be fruitful for teaching learning activities that makes classroom very effective as well as active. Moreover, the content of training is primarily concerned with the needs and interest of participants. However, those teachers who disagreed and strongly disagreed with the statements said that the contents of training are only based on theoretical knowledge that cannot solve actual classroom problems. The actual classroom problems are not addressed by the content of the training.

To get more information about the content of training, teachers were asked whether the content of training and course of the textbook of secondary level

are matched in the training. Table 7 shows that 4 respondents (i.e. 13.32%) strongly agreed, 20 respondents (i.e. 66.6%) agreed and 2 respondents (i.e. 6.66%) remained undecided about the statement. Similarly, 2 respondents (i.e. 6.66%) disagreed and 2 respondents (i.e. 6.66%) strongly disagreed. It means majority of the respondents were satisfied with the content of teacher training because they have positive views towards this and it was helping them to address real classroom problems.

4.1.6 Teachers' Perception of Training about Other Aspects

Table 8
Teachers' Perception of Training about Other Aspects

S.N.	Statements	Responses											
		S.A.		A.		U.		D.		S.D.		G.T	
		F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.
1	EFL teacher training is expected for untrained teachers	20	66.6	6	19.98	2	6.66	2	6.66	–	–	30	100
2	Teacher training as only wastage of time and money	–	–	–	–	–	–	13	43.29	17	56.16	30	100
3	Training was facilitating to motivate students in learning English subject	7	23.13	14	46.26	3	9.99	6	19.98	–	–	30	100

The results presented in Table 8 show that 20 respondents (i.e. 66.6%) strongly agreed, 6 respondents (i.e. 19.98%) agreed, 2 respondents (i.e. 6.66%) remained undecided and 2 respondents (i.e. 6.66%) disagreed with the statement that teacher training is necessary for untrained teachers.

Those teachers who agreed on this statement gave reasons that EFL teacher training is a fundamental for novice teachers to cultivate the effective professional behaviour. Moreover, it is an integral part of language teaching which makes novice teachers familiar with different methodologies of language teaching. However, those who disagreed with the statement gave reasons that training should be continuous to all teachers. Once was not enough, so that refreshment training should be given to experienced teachers.

Similarly, to obtain the perception of respondents, Table 8 shows 13 respondents (i.e. 43.29%) disagreed and 17 respondents (i.e. 56.16%) strongly disagreed with the statement that teacher training is only wastage of time and money. It shows that teacher training is really beneficial for teachers instead of being wastage of time and money.

In the same way, they were asked whether teacher training was facilitating to motivate students in learning English subject. Regarding this as indicated in Table 8, 7 respondents (i.e. 23.13%) strongly agreed and 14 respondents (i.e. 46.26%) agreed. Similarly, 3 respondents (i.e. 9.99%) remained undecided and 6 respondents (i.e. 19.98%) disagreed on the point.

Based on the above discussion, it can be concluded that most of the respondents showed their positive views towards EFL teacher training. They expected that EFL teacher training is needed for novice teachers as well as experienced teacher with their reasonable logic.

4.1.7 Suggestions for Training Reform

The last question included in the questionnaire asked the participants recommendation to make the training program more appropriate and effective for them. The majority of the respondents viewed that the training tried to fulfill their needs and expectations to some extent but those were not sufficient. The theoretical concept of training was appreciated by the respondents but they

questioned and expressed their dissatisfaction about the implementation of the training and its practical aspects.

They said that training should be demand driven and given on the basis of teachers' need. In the same way, government should be responsible to train the teachers in time which is beneficial to increase the teaching learning achievements. Training package should attempt to fill up the gaps between the training center and classroom environment. Moreover, teachers should be given training repeatedly and latest innovations should be emphasized at the time of training. Lively presentation is also required in training session. Furthermore, salary and other facilities for trainers who have been working in rural areas should be increased that encourages active participation in training. In the same way, appropriate monitoring is required to find out whether trainee teachers are applying what they got in training. Counseling part of NCED training does not seem much effective, therefore, it should be improved. Finally, they said that government should ban teachers to participate in political parties.

CHAPTER- FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the findings and conclusion of the study on the basis of analysis. Then it suggests some recommendations in accordance with those findings.

5.1 Findings

Perception on Teaching and Teaching Materials : Most of the teachers (i.e. 93.24%) accepted that training is helpful in improving teaching skills. Likewise, they agreed that training program is supporting them in creating better teaching learning environment in classroom and they also agreed that training is helping them for selection and use of appropriate methods in teaching. Moreover, they also accepted that training has supported them in selecting and preparing teaching learning materials as well as using them properly in the classroom. However, most of the teachers (i.e. 79.92%) viewed that there was less possibility of using all the teaching materials in the classroom as informed during training.

Perception on Professional Development : Most of the teachers (i.e. 93.24%) viewed that training program was integral part of their professional development. Similarly, some of the teachers (i.e. 46.62%) agreed that training focused on 'how' and 'what' aspects of English language teachers' professional development, most of the teachers (i.e. 53.28%) did not accept this fact.

Perception on Training Methodology : Most of the teachers (i.e. 73.26%) accepted that in training session they preferred learner centered method rather than trainer centered method. Likewise, they agreed that knowledge and skills provided through training were really helpful for

selecting appropriate methodology in teaching. However, most of the teachers (i.e. 73.26%) said that teacher centered method is not appropriate in training session as well as in school environment.

Perception on Content and Other Aspects : Most of the teachers (i.e. 66.6%) viewed that the content of the training addressed their problems and most of them (i.e. 79.92%) accepted that the content of training and course of the textbook of secondary level are matched in the training. Though they also mentioned that teacher training is necessary for untrained teachers, they accepted that it is really beneficial for professional development of experienced teachers as well.

5.2 Conclusion

From the research it can be concluded that the teacher training program is fruitful for secondary level EFL teachers in terms of teaching, professional development, teaching method, preparation and use of teaching materials, content and some other aspects of teachers' for their career development. On the basis of rigorous analysis and interpretation, the following conclusion has been done.

Majority of the teachers were motivated towards teacher training which helps them to apply new methods and strategies in teaching for their professional development. Almost all English teachers has positive attitudes towards training which brought some remarkable changes in preparation and use of teaching materials in EFL classroom. More specifically, the content of training was really helpful for teachers to be familiar with the content of secondary level course book. Most of the teachers responded that teacher training helps to develop collaborative learning environment among teachers and students and provide platform to share their professional goals or experiences. Training also helped them to develop confidence in their profession by providing them with knowledge and skills.

5.3 Recommendations

Some recommendations have been made on the basis of findings obtained through analysis of the data were presented in different levels as follows :

5.3.1 Policy Related

The following are the suggestions that can be useful at the policy level :

- The training conducted by the NCED is basically semi-practical. So, it is suggested to focus on the practical aspects of training.
- Designers of teacher training programs should bridge the gap between the content of training and curriculum of secondary level.
- Novice teachers should be prioritized to take part in training.

5.3.2 Practice Related

At practice level, the concerned authorities should address the present necessities as far as possible. The following are the suggestions that can be applicable at this level :

- There should be proper monitoring, supervision and control for the effective implementation of the training during and after the completion of the session. Better teachers should be awarded for encouraging teachers to implement training.
- The expert trainers should deliver different trainings to EFL teachers teaching at secondary level as their needs, levels and interests.

5.3.3 Further Research Related

The study was limited to the thirty secondary level EFL teachers of Kathmandu district. Therefore, the research does not claim that it is complete in itself.

Some recommendations for further researches have been suggested as follows :

- (i) First, the sample population of the study should be larger so that there will be high chances of obtaining findings that are generalizable in wider context.
- (ii) Second, this study was limited to finding out the perceptions of secondary level EFL teachers. So further studies might be conducted to find out the attitude and practice of lower secondary and primary level teachers as well.

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Perceptions of Secondary Level EFL Teachers Towards Teacher Training

PARTICIPANT INFORMATION STATEMENT

1. What is the study about ?

You are invited to take part in a research entitled 'Perceptions of Secondary Level EFL Teachers' Towards Teacher Training" which aims to find out the perceptions of teachers towards NCED training and its effects on teaching learning activities in the secondary level EFL classroom. To date, there has not been sufficient research in this area.

Therefore, this research is an effort towards promoting EFL teachers professional development by providing them training, making them confident, active and strategic reader of their own practice of teaching.

2. Who is carrying out the study ?

The study is being carried out by Siddha Raj Joshi as the basis for the degree of Master Education at the University Campus, Kirtipur, Kathmandu. This study will take place under the supervision of Mrs. Madhu Neupane Bastola, senior lecturer.

3. How much of my time will the study take ?

It will take you 30 minute to complex the questionnaire.

4. Who can take part in the study

All the secondary level EFL teachers who are selected for my study.

5. What will happen to information about me that is collected during the study ?

Your information will only be used for the purpose of this study. Your information will be stored securely and your identity will be kept strictly confidential, except as required by law. Study finding may be punished, but you will not be individually identifiable in these publications.

6. Will I be told the results of these studies ?

You will get the summary of the overall findings of the study through the department.

Thank You

PARTICIPANT CONSENT FORM

Supervisor

Mrs. Madhu Neupane Bastola

Perceptions of Secondary Level EFL Teachers' Towards Teacher Training

I, agree to take part in this research study. In giving my consent I state that :

1. I understand the purpose of the study, what I will be asked to do, and risks/benefits involved.
2. I have read the participation information statement and have been able to discuss my involvement in the study with the researcher.
3. I understand the researchers request to involve in the study.
4. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to.
5. I understand that personal information about me will only be told to others with my permission, except as required by law.
6. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent :

Giving response to the researcher

Signature :

Name :

Date :

APPENDIX I

QUESTIONNAIRE

Dear Sir/Madam

This questionnaire is prepared to collect information for my research entitled, "Perceptions of secondary level EFL teachers towards teacher training" as a partial fulfillment of masters degree in English education under the supervision of Mrs. Madhu Neupane, Lecturer, Department of English Education T.U., Kirtipur. You are kindly requested to give your response through the following questionnaire. The correct information provided by you will be great help for completing my research. I will prepare your honest opinions and assure that your response will be completely helpful for me.

Siddha Raj Joshi

Name :

Qualification :

Experience :

Teaching Institution :

Address :

Set A

Please put on tick in the given opinions for each questions and statement to give your own opinion.

A. Perception on Teaching

1. NCED training helps teacher to select and use appropriate methods in teaching.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

2. The training helps in improving teaching skills.
- i) Strongly agree []
 - ii) Agree []
 - iii) Undecided []
 - iv) Disagree []
 - v) Strongly disagree []

3.a) NCED training helps in creating better teaching learning environment in school.

- i) Strongly agree []
- ii) Agree []
- iii) Undecided []
- iv) Disagree []
- v) Strongly disagree []

b) Give reasons supporting your answer.

.....

4.a) Teacher trainings supports teachers in selecting teaching activities.

- i) Strongly agree []
- ii) Agree []
- iii) Undecided []
- iv) Disagree []
- v) Strongly disagree []

b) Why do you think so ? Give reasons.

.....

B. Perception on Professional Development

1.a) NCED training is useful for professional development.

- i) Strongly agree []
- ii) Agree []
- iii) Undecided []
- iv) Disagree []
- v) Strongly disagree []

b) If disagree to the above statement, what other possible training programs. Mention

.....

2. Teacher training is integral part of teachers' professional development.
 - i) Strongly agree []
 - ii) Agree []
 - iii) Undecided []
 - iv) Disagree []
 - v) Strongly disagree []
3. Teacher training focuses on 'what' and 'how' aspect of English language teachers' professional development.
 - i) Strongly agree []
 - ii) Agree []
 - iii) Undecided []
 - iv) Disagree []
 - v) Strongly disagree []
4. What are the positive factors of teacher training for professional development ?
.....

C. Perception on Teaching Materials

1. NCED training is helpful in preparing teaching materials.
 - i) Strongly agree []
 - ii) Agree []
 - iii) Undecided []
 - iv) Disagree []
 - v) Strongly disagree []
2. It is possible to use all the teaching materials in the classroom as informed in teacher training.
 - i) Strongly agree []
 - ii) Agree []
 - iii) Undecided []
 - iv) Disagree []
 - v) Strongly disagree []

3. NCED training help you to identify different resources for preparing teaching materials.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

4. NCED training help you to involve your students in preparation and presentation of teaching materials.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

D. Perception on Training Methodology

1. Most of the trainees' prefer learner centered method in training session.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

2. Teacher centered method is not appropriate in training session.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

3.a) Knowledge and skills of the NCED training will help you in teaching profession.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

b) If strongly disagree to the above statement, then give some reason.

.....

4.a) You satisfied with the methods used by trainers while in training.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

b) Which method do you like most and why ?

.....

E. Perceptions on Content

1.a) The content of NCED training address your problems.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

b) Why do you think so ? Give reasons.

.....

2. The contents of training and course of the textbook of secondary level are matched in the training.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

F. Perception on other aspects

1.a) You think EFL teacher training is expected for untrained teachers.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

b) Why do you think so ? give reasons.

.....
.....

2. You think EFL teacher training as only wastage of time and money.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

3. You think training facilitates to motivate students in learning English subject.

i) Strongly agree []

ii) Agree []

iii) Undecided []

iv) Disagree []

v) Strongly disagree []

4. What differences have you experienced before and after having the NCED training ?

.....
.....

5. Please provide some suggestions to improve teacher trainings for English teachers who are teaching at secondary level in Nepal.

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Thank you