CHAPTER ONE

INTRODUCTION

This study is concerned with Perception of Teachers and Students towards the Course 'ELTD' (English Language Teacher Development). In this study, I want to explore the perception of teachers who are teaching the course English Language Teacher development and the perception of students who are studying the same course: English Language Teacher Development in M.Ed. level. This topic consists of general background, review of related literature, objectives, significance of the study.

1.1 General Background

Development generally refers to general growth not focused on a specific job. It serves a longer term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. Head and Taylor (1997, p.1) argues that "development means change and growth". Thus, development means progressive change or advancement towards positive direction. It refers to the gradual improvement of a situation to some state. Similarly, teacher is a continuous and never ending process in which teachers change themselves. This development is required to meet learning needs of students.

Teacher development is the process of becoming "the best kind of teachers that I personally can be" Underhill (1986, as cited in Head and Taylor 1997, p.1). It is centered on personal awareness of the possibilities for change, and of what can change process. To the extent that teachers are regularly asking themselves: 'How can I become a better teacher?' 'How can I enjoy my teaching more?' 'How can I feel that I am helping my learning?' they are thinking about developing. They are acknowledging that it is possible to change the way they teach and perhaps also the perceptions that they have

about learning. It is a common experience among teachers to feel, after several years of teaching that they need a fresh impetus to encourage them to go on learning and developing. Thus, a responsible teacher always thinks about the way to transform him/herself in to an efficient and resourceful person or the ways of developing own self. Richards and Farrell (2010, p.4) mention:

> Teacher development often involves examining different dimensions of a teacher's practice as a basis for reflective review and can be hence seen as "bottom-up". They further mention that although many things can be learned about teaching through self observation and critical reflection, many can not, such as subject- matter knowledge, pedagogical expertise, and understanding of curriculum and materials. Professional development should go beyond personal and individual reflection.

The teaching of any subject matter is usually based on analysis of the nature of subject itself and application of teaching and learning principles drawn from research and theory in educational psychology. Language in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Most teachers can recognize a point in their career when they have mastered the technical skills. Some believe, having reached that point, that they have attained their own personal best and having nothing more to learn. Some decide to go on to a further course of academic study such as an advanced diploma or master's degree or some kind of in-service training. Many other teachers who are keen to understand more about teaching and learning find, however, that academic courses either are not an option, seen not provide an appropriate way of developing themselves.

With the change in technologies, the language teacher's role was also changed. Today, language teacher has to play a more dynamic role and sensitive role, i.e. the role of a facilitator of the language learners. So he needs to update himself, he needs to learn many things about subject matter, teaching techniques and strategies, teaching methods, and approaches. The more he has to learn about child psychology, he has to reflect himself time and again. This means, he/she need to accumulate much more information on how they can use their knowledge of linguistics, psychology, sociology and pedagogy to help the learners learn a foreign language. So, there is a dire need to introduce such course which helps teachers professionally developed. Opposing traditional types of courses, most of the teachers and students are in search of modern courses which address the real and practical problems of classroom teaching; difficulties of students and teachers.

1.1.1 Language Teaching

A recent trend in second language teaching is a movement away from "methods" and other "external" or top down" views of teaching toward an approach that seeks to understand teaching in its own terms. "teaching is a very personal activity, and it is not surprising that individual teacher brings to teaching very different beliefs and assumptions about what constitutes effective teaching" Richards and Lockhart (2010, p.36). Traditionally, teacher's knowledge of language was only the tool for teaching but the view has been changed to the dynamic nature of language teaching. A teacher has to be updated time and again with the explosion of knowledge. According to Ur (2008, p.5), "Besides methodology, foreign language teaching has further important component such as lesson planning, classroom discipline, the provision of interest-topics which are relevant and important to teachers of all subjects."

The history of language has been characterized by a search for more effective ways of teaching second or foreign languages. For more than hundred years,

debate and discussion with in the teaching profession have often centered on issues such as the role of grammar in the language curriculum. With the change of time, the teaching profession is continually exploring new options for addressing the basic issues and the effectiveness of different instructional strategies and methods in the classroom. Richards and Rodgers (2010, p.1) mention "Language teaching came into its own as a profession in the twentieth century" (p.1). Language teaching is not a constant process: rather it changes together with the development of new technologies and emergence of new approach and methods. New approaches and methods proliferated throughout the twentieth century. Traditional methods were replaced by methods based on newer or more appealing ideas and theories. So, language learning and teaching are dynamic, fluid, and mutable process. Teachers' roles are being redefined as language teaching is guided by different theories of learning.

Language teaching includes a broader area in the recent time. Teachers are not regarded as authoritative, sole source of knowledge but they are perceived as professionals playing the role of facilitator.

1.1.2 Teaching as a Profession

Profession refers to an occupation, vocation, or career where specialized knowledge of a subject, field, or science is applied. Originally, the word 'profession' had religious overtones as in 'a profession of faith'; it also had the sense of dedicating oneself to a calling. Thus," in profession, we have a kind of occupation which can only be practiced after a along time and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public goods it brings" Wallace (2010, p.5).

There have been debates over the years to whether teachers are professionals as opposed to mere 'workers'. But now days, teachers are regarded as professionals and teaching s a profession .Teachers as other personnel like

doctors, pilots, too require a special type of skills or expertise in their respective jobs or fields. They also provide public goods and need prolong academic study to perform their jobs. So teaching is a profession. Teacher as a professional is necessarily responsible to bring about change in the way the student does things or performs tasks after he receives instruction. Teachers are the major elements of the entire education system those are placed at the heart of education system and thus, they have to be more professional in their jobs. Wallace (2010, p.5) further mentions that structured professional education should include two kinds of knowledge development:

     a. Received knowledge

     b. Experiential knowledge

Thus, as a professional, has that type of knowledge, which helps to uplift the whole educational system of the country.

1.1.3 Teachers' Professional Development

Professional development in broad sense refers to the development of a person in his or her professional role. Glatthorn (n.d.) says that "teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically." It includes both formal experience and informal experiences. Teacher development serves longer-term goals and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review. It is a continuous and never ending process in which teachers change themselves. They update new skills, knowledge, information and techniques in order to deal with the new experience, challenge and opportunities in teaching profession.

All types of professionals require change and growth once they start their career. So, teacher development is always "bottom-up." According to

Richards and Farrell (2010, p.4), the following are examples of goals from a development perspective:

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

Thus, we can say that strategies for teacher development often involves documenting different kinds of teaching principles; reflective analysis of teaching practices, examining beliefs, values, and principles; and collaborating with peers on classroom projects.

According to Underhill (1986, p.1 as cited in Head and Taylor 1997, p.1), teacher development is the process of becoming "the best kind of teachers that I personally can be". Teacher development draws on the teachers' own inner resources for change. It is centered on personal awareness of the possibilities for change, and of what influences change process. So, it is the process of developing professional excellence by learning, experiencing, practicing and preparing oneself for new challenge and responsibilities to be encountered in teaching. Once teacher starts teaching, he/she always needs to struggle for keeping growing and this struggle requires his/her voluntary will and effort.

Head and Taylor (1997, p.1) mention:

> Teacher development builds on past, because recognizing how past
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> experiences have or have not been developmental helps to identify
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> opportunities for change in the present and future. It also draws on

the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a self reflective process, because it is through questioning old habits that alternate ways of being and doing are able to emerge.

Thus, teacher development is the process of adding professional knowledge and adding up to date with theory and practice in the fields and improving teaching skills to build confidence. It is also concerned with understanding various principles and values about teaching. For their professional development teachers re engaged in various activities like attending the teacher training programmes and participating the professional conferences, workshops, and seminars. They are also engaged in the activities like reading professional journal s and related documents, keeping diaries, interacting and sharing ideas and experiences with colleagues, collecting feedback from friends and students, conducting action research, and so on. Thus, from teacher's professional point of view, teacher himself is the starting point of development.

1.1.3.1 Characteristics of Teacher Development

Teacher development is a continuous and never ending life long process. It adds professional knowledge and keeps up-to-date with theory and practice in the fields which brings noticeable and reformative change in teacher's professional and personal life.

Rossner (1992, as cited in Head and Taylor, 1997, p.4) lists some essential characteristics of teacher development. They are as follows;

a.   It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence building to language awareness or technical expertise.

b.   Much of TD is seen as relating to new experiences, new challenges and the opportunities for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their career as well as themselves.

c.   TD is not just to do with language teaching or even teaching; it's also about language development (particularly for teachers whose native language isn't English), counseling skills, assertiveness training, confidence building, computing, mediation, cultural broadening almost anything in fact.

d.   TD, in most teachers' opinions, has to be bottom-up; not dished out by managers according to their own view of what development teachers need. This does not mean to say that managers have no role in it…. Nor does it mean that managers should stop organizing in-service or other training courses.

Similarly, Fullan (1987) believes there are four crucial factors for successful teacher development. They are:

⎫   Redefinition of staff development as a process of learning;

⎫   The role of leadership at the school level;

⎫   The organizational culture at the school level; and

⎫   The role of external agencies, especially at the local and regional level.

1.1.4 Need for Teachers' Professional Development

Professional development refers to skills and knowledge attained for both personal development and career advancement. Teachers' professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal course book conferences and informal learning opportunities situated in practice. The best professional development is ongoing experiential, collaborative, and connected to and derived from working with students and understanding their culture.

Lucas (2008) mentions:

> Teacher preparation programmes provide educators-to-be with the
> tools, mentors and hands –on experience they'll need once they
> begin their career. It is critical for veteran teachers to have ongoing
> and regular opportunities to learn from each other. Ongoing
> professional development keeps up-to-date on new research on how
> children learn, emerging technology tools for the classroom, new
> curriculum resources, and more.

Teachers' professional development plays a very important role in the
improvement of professional development of teachers and students. A
teacher can and should be advance in professional expertise and knowledge
throughout his/her career and such advances don't depend on formal course
or external input. So, it is essential for qualitative improvements of any
systems of higher education. Improvements depend on the sense of purpose,
denotation, and commitment of teachers who feel teaching profession, deep
satisfaction in watching his/her students grow to constructive citizens of the
modern world. When the goal is to increase students' learning and improve
their performance, the professional development of teachers should be
considered key factors. Head and Taylor (1997, p.11) say "stale or narrowly
subject bound teachers are a menace to the profession, yet a career structure
which emphasizes training at the expense of development means that such
teachers are proliferate". Hence, learning to teach is a life long process. In
most schools and institutions today, language teachers are expected to keep
up to date with development in the field, to regularly review and evaluate
their teaching skills, and to take on new teaching assignments according to
the changing needs of the institution. Thus, professional development is a
key factor to bring the positive effect on the educational products. So, a

teacher should advance in professional expertise through out his/her career and this advancement does depend on formal courses or external input alone. So, if a teacher fails to update him/herself in this rapidly changing world, he/she cannot meet dynamic needs of learners with the stale and static knowledge in his/her repertoire. Regular teacher development opportunities can only ensure the all round development, success and satisfaction of their teachers.

1.1.5 Issues in English Language Teacher Education in Nepal

ELT teacher education has is own history in Nepal. Although this situation is gradually improving with the change of time, there are many challenges and many issues n ELT teacher education in Nepal. As given by Awasthi (2009), there are various issues regarding ELT teacher education in Nepal, which are as follows:

a. The main issue of English language teaching in Nepal is the lack of adequate English language proficiency of English teachers teaching from primary level to university level.

b. The class size of the teacher training classroom is still large and this makes the training very theoretical.

c. Both newly set up primary teacher training centers and university campuses lack appropriate physical facilities. No teacher training institution is equipped with even a language lab.

d. The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.

e. The findings of the researches carried out so far, mostly by Master's degree students, have not yet considered for implementation.

f. There is a lack of co-ordination between/among the in-service and/or pre-service teacher training programmes run by different agencies and institutions.

g.   The government policy regarding the training of teachers has always been inconsistent because sometimes it is made obligatory and sometimes it is optional.

h.   There is no policy regarding the training of teachers teaching at higher education level. As a result the teacher teaching at the higher level/classes are virtually untrained.

i.   Availability of materials and access to electronic resources has been a luxury until now for a large majority of teachers.

j.   There is a lack of database of English teachers of all levels of education.

k.   Refresher training for the teacher educators and trainers is more or less infrequent.

1.1.6 Course: English Language Teacher Development (ELTD)

'English Language Teacher Development' is prescribed for the students of two-year Master's in Education (M.Ed.) under Tribhuvan University. This course is newly introduced as a subject in Nepal under Tribhuvan University. It is one of the courses under the English course Ed.524 which carries 50 full marks. As the course describes, this is a major course of English language for the second year students of two-year Master's in Education programmes. This course has been introduced for the first time in Nepal and in T.U. as well for the M.Ed. level. So, its positive aspects, negative aspects as well as what teachers and students say regarding this course is also necessary to be found out. That's why I am going to observe teachers' and students' perception for this newly introduced course.

It is said that the development of whole educational system depends upon the teachers that are working in this field. Teachers are responsible for the promotion of educational sector everywhere. For this teachers should be professionally developed. Regarding this, under T.U. the new course ELTD is introduced to train pre-service teachers. How far the aim is achieved, ho do

the teachers and students perceive this course, should be evaluated. Can this course really develop teachers professionally? Does this course cover all the professional activities of teachers? etc. These types of questions are revolving in the teachers' and students' mind. So, this should be evaluated and researched. Moreover, how far the course is really applicable in Nepalese context is the course cry of the day or not, this should be researched.

This is compulsory course designed to equip the students with the knowledge and skills required for developing them as professionally competent English language teachers and trainers. The first unit deals with the basic concepts of teacher education, and teacher development. It addresses the characteristics of teachers' professional development. It also talks about what is profession and professionalism; call all the occupations be called profession or not. It summarizes the slow moving history of Nepalese English language teachers. It also contains the knowledge about why do we have professional education regarding ELT.

The second unit discusses the issue of the language teacher maxims and teachers beliefs in teacher development. Generally, maxims are personal working principles and different teachers have different maxims regarding teaching learning, role of learners, etc. Thus, this helps pre-service teachers to learn about what is maxim and what is belief. It talks about what is the role of teacher and what is the role of learner in the classroom. It captures the issue that which one is more important in the language classroom: teacher or learners. It tries to explain what are the sources of teachers' beliefs regarding learner, English language, learning, teaching, program and so on.

Likewise, the 3rd unit is concerned with learning theories and models of professional development. Different learning theories perceive learning from different point of view. This unit captures the views of behaviourism, cognitivism, constructivism, social constructivism with reference to teacher

learning and teacher education. This unit also includes different models of professional development of teachers.

The 4th unit deals with teacher induction and teacher learning for professional development. Induction refers to support and guidance provided to novice teachers in the early stages of their careers. This topic deals with the introduction of learning for teaching, different strategies of teacher learning like workshops, self-monitoring, teacher support group, etc. in terms of their benefits, planning/procedures and implementation. This topic also talks about different professional networking like TESOL, NELTA, etc. and their role for teacher learning.

Similarly, unit five discusses the role of mentoring, observation, and supervision in language learning and teaching. In this topic, how novice teachers learn from experienced teachers and they need to learn from experienced teachers.

Teacher should be trained to be updated time and again for their professional development. With out teacher training teacher learning remains incomplete. The last unit deals with English language teacher training and trainer development. Specially, this unit provides knowledge about how to design training sessions. It also addresses the problems of micro teaching, real teaching and trainer development.

The general objectives of the course are as follows:
- To acquaint the students with the basic concepts of professionalism in ELT.
- To make the students familiar with teacher maxims, and teacher beliefs.
- To help the students understand the concept of teacher induction and strategies for teacher learning.

⟩ To provide the students with the basic guidelines as to mentoring, observation and supervision are carried out for professional development.

⟩ To enable the students design and deliver training session.

The course contains six units, which are as follows:

Unit I: conceptualizing teacher and professional development.

Unit II: teacher maxims and beliefs.

Unit III: learning theories and models of language teachers' professional development.

Unit IV: teacher induction and teacher learning.

Unit V: mentoring, observation and supervision.

Unit VI: teacher training and trainer development.

On the whole, this course aims to produce well professionally developed pre-service teachers. The knowledge and skills that they gain after studying this course will be the basis for real teaching i.e. professional teaching. For this course, many books (written by foreign scholars) are prescribed. For example, Richards and Burns (2009), Head and Taylor (1997) and so on. So, this course aimed to produce such teachers that are internationally competitive.

1.1.7 Perception

Perception refers to an idea, a belief or an image you have as or result of how you see or understand something. Perception is based on the experience of previous knowledge. It refers to awareness, understanding, and interpreting something very deeply and closely. Perception develops from organization of present and past experiences about subject matter.

Perception is the process where by sensory stimulation is translated into organized and meaningful experiences. Sanford and Capaldi (1994, p.175) defines it as "The awareness or the process becoming aware of, of extra, of the extra organic or intra organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences".

The perceptual process isn't directly observable but the relation can be found between various types of stimulation and their associated experiences and percepts. Our perceptual system do not passively receive stimuli from the world, instead they actively select, organize, interpret, and sometimes distort sensory information. Human perception is the active reception and co-ordination of information received through ours sensory systems in order to makes sense of environment and to behave effectively with it.

Schiffman (1990, p.67) mention the following characteristics of perception:

) Perception is always selective. Out of the innumerable impressions that fall on our sense organs, we pick up these that are useful.

) Perception is also a process of supplementing. Our past experiences help us to supply many of the details which we assume to be there.

) Perception is a combining or a synthetic activity. This activity of combining enables us to perceive definite patterns of meaningful figures which have some significance to us.

) Perception is also an analyzing activity. In this process, we try to cut out smaller units from larger masses and try to differentiate them. We must, however, note that both the aspects of analysis and synthesis occur at the same time.

In this study, I want to find out teachers' and students' perceptions in implementing the course ELTD on the basis of the perception taken from subject teachers and students of the same subject. Similarly, I will try to assess the need and interest of the pre-service teachers, and teachers, its

practicality, suitability in Nepalese context, need of the teachers, applicability, structure of the course, how far the books prescribed are enough for learning etc.

1.2 Review of the Related Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of language teaching, a very few of them have been conducted in the field of teachers professional development. Similarly, a number of research works have been carried out on text book analysis under the supervision of the Department of English Education, T. U. Kirtipur but the research on perception towards the course is very rare. Only a few research works have been carried out for the evaluation of any existing course. So, I want to explore perception of teachers and students towards the course ELTD. Some research works related to this study are reviewed as follows:

Awasthi (1979) carried out first research under the supervision of T. U. Kirtipur. He conducted the research entitled "The Attitudes of Different Groups of People towards the English Language in the Secondary Schools of Kathmandu" and found out the positive attitudes of different groups of people towards English language in favour of continuing English as a compulsory subject in secondary schools and majority of people do not want English to be replaced by any other international languages.

Sharma (2008) carried out a research entitled "Attitudes of Teachers and Students towards the Teaching of Literature in the Faculty of Education." In his study, English teachers teaching in different campuses of Kathmandu valley in FOE under T.U. and the students from M.Ed. T.U. were used as the primary

sources of data and used questionnaire as a main tool for the collection of data. He concluded from his study that students and teachers both have highly positive attitudes towards teaching the English literature in the faculty of Education for those who are specializing in English. Moreover, they are not satisfied to the weight given to English literature in existing English curriculum.

Ghimire (2011) conducted a research entitle "Teachers Perception towards "Expanding Horizons in English." The responses provided by fifteen subject teachers of B.Ed. second year from different campuses in Rupandehi district affiliated with T.U. were the primary sources of data. He used a set of open-ended and close- ended questionnaire as of main tool for data collection and concluded that the textbook is primarily concerned with the reading & the writing skills. The textbook helps to link reading with creative writing. So found out positive perception towards the book mentioned above.

Gautam (2066) studied the "Perception of Teachers on NELTA activities for professional development of teachers". The primary sources of data that he used were the responses provided by NELTA members of Morang NELTA branch. He used questionnaire as a main tool and found out that hundred percent teachers viewed that one an develop his profession by joining his related professional organization and also found out that NELTA has been able to develop professional awareness among the English teachers.

Thus, many researches have been conducted entitled perceptions towards the English languages at various levels by various researches. A large number of research works was done for the analysis of textbook and only is dove for evaluation of the course; however, no research work is conducted to explore the perception of teachers and students towards the newly introduced course ELTD in M. Ed level. Therefore, this proposed study is different from all the studies carried out so far in the sense that it focuses an both teachers and students perceptions towards the ELTD course. So, it is a different study as a

first research which reveals the perception of teachers and students towards the course ELTD. This is a new step on research in department of English Education. T.U. Kirtipur Evaluation the entire course ELTD.

1.3 Objectives of the Study

The objectives of the study were as follows:

a.   To find out the perception of teachers and students towards the course: English Language Teacher Development.
b.   To suggest some pedagogical implications.

1.4 Significance of the Study

The course ELTD is helpful for the pre-service teachers to gain insights about ELT for their professional development. It helps pre-service teachers to get expertise in teaching profession.

This study plays a crucial role to all who are directly or indirectly involved in teaching learning activities. Being different from other researches, mainly the pre-service teachers are the beneficiary of this study. Moreover, the students, teachers, text book writers, syllabus designers, language trainers, etc will also be significantly beneficiary of this study. So, the findings of the study will have significant contribution to those who are interested in evaluating course as well.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted:

2.1 Sources of Data

I used both primary and secondary sources for the data collection. The primary sources were the main sources for data collection and secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

This study was basically based on the primary sources of data and the primary sources of data of the study were the responses provided by six lecturers (teachers) who were teaching this course (ELTD) in different colleges (University Campus Kirtipur, Sanothimi Campus Bhaktapur, Mahendra Ratna Campus Tahachal, etc) and sixty students (who have completed ELTD course) from T.U . Kirtipur.

2.1.2 Secondary Sources of Data

In addition to the primary sources of data, I consulted different prescribed books for ELTD e.g. Head and Taylor (1997), Wallace (2001), etc. and other related books, some previous studies related to the present research such as Awasthi (1997), articles, journals, different world wide webs related to the present research to facilitate the study and other reference books were sources of secondary data.

2.2 Population of the Study

The population of the study consisted of the teachers who were teaching the course 'English Language Teacher Development' in different campuses and the students from T. U. Kirtipur.

2.3 Sampling Procedure

In this study, the sample population of the study was selected through purposive non-random sampling procedure in which the researcher simply reached the informants and collected the required information.

2.4 Tools for Data Collection

The questionnaire was used as a chief tool for data collection in survey research. A set of open ended and close ended questionnaire were distributed to the selected teachers and students in order to find out strengths and weaknesses for the improvement of the course ELTD.

2.5 Process of Data Collection

I collected the data from the primary sources by administrating the questionnaire. For this, I studied the course ELTD in a great detail and prepare a set of questionnaire. For this purpose, I adopted the following steps:

a. At first, the researcher visited the selected area i.e. different campuses and talked to the authorities and got permission to carry out research by explaining briefly about the purpose and process of the study.

b. After getting permission from the campus authorities, the researcher established rapport with the concerned teachers and students. Then, he used non-random sampling procedure to select the population. For this, I selected six teachers and sixty students from different campuses.

c. After that, I distributed the set of questionnaire to every selected teachers and students to collect their views and attitudes regarding the course (ELTD) and waited for completion.

d. Finally, I collected the questionnaire and thanked the informants and campus authorities for their kind co-operation.

2.5 Limitations of the Study

The limitations of the study were as follows:

a. The study was limited to the perception of M.Ed. level students towards course ELTD.

b. The study was limited to six teachers and sixty students from different campuses including T. U., Kirtipur.

c. Questionnaire was the only tool for data collection.

d. Purposive non-random sampling procedure was used to select the population.

e. The research area for this study was limited to different campuses of Kathmandu valley including T. U., Kirtipur.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data. The data collected from the informants were analyzed and interpreted to explore teachers' and students' views regarding the course "English Language Teacher Development" which is prescribed for the students of the M. Ed. second year with major English. While carrying out this research, I collected the required data from six subject teachers who had teaching experience of at least a year in the same subject and sixty students who have read the whole course for one academic year. In this study, respondents were selected by using purposive non random sampling procedure.

The questionnaire was used as a main tool for collection of data in which both open ended and close ended questions were used. The teachers and students

responded accordingly, too. The responses of the students are analysed under the following two headings:

- ） The responses of the teachers regarding the perception of the course 'English Language Teacher Development'.
- ） The responses of the students regarding the perception of the course 'English Language Teacher Development'.

3.1 Teachers' Responses on the Course

Under this heading, the responses of the teachers regarding the perception towards the course ELTD and reasons behind their responses are dealt. The teachers were provided questionnaires having twenty three questions related to the perception towards the course ELTD. The responses of the teachers and reasons for them are tabulated first with the percentage and described later to make the analysis and interpretation more effective.

3.1.1 Perception of Teachers on the term 'Professional Development'

Professional development is important concept in any profession. It is regular process in the sense that development of any profession takes place regularly. It is the ongoing process of gaining skills necessary to have professional expertise and to improve any profession. Regarding the term 'professional development' all the teachers have different understanding.

Regarding the term ' professional development'**, teacher-1** expressed his/her understanding as the development of the knowledge, skill and awareness of and towards the profession of the professionals. Similarly**, teacher-2** and **teacher-3** expressed their understanding similar to **teacher-1**. They said that it refers to skills and knowledge attained for both personal development and career advancement.

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Teacher-4 expressed his understanding as an ongoing process of gaining professional knowledge, skills and ideas through a number of trajectories and becoming self-aware for future direction of teaching. While, **Teacher-5** expressed her understanding of the term as learning skills and knowledge regarding the profession.

Teacher-6 expressed his understanding similar to **teacher-1** and **teacher-2.** He said that it is the enhancement of the skills and attitudes needed to accomplish the tasks that are assigned to you during your job hours to be able to discharge your duties and responsibilities.

3.1.2 Perception of Teachers on the Advantages of the Course

The course ELTD is for providing knowledge, skills and abilities needed to enhance professional development of pre-service teachers. Regarding the advantages of the course 'ELTD', all the teachers opined that this course has more advantages for the professional development of pre-service teachers.

Regarding the advantages of ELTD course**, teacher-1** expressed his perception as the course provides both theoretical and practical insights for the pre-service teachers beneficial for their future professional life in teaching. Likewise, **Teacher-2** and **teacher-3** opined that it provides adequate and appropriate knowledge about teacher education i.e. learning for teaching. They claimed that it provides opportunities to take help from and to share expertise with other experienced teachers and educators leading to reflection on practice.

Where as**, Teacher-4** expressed his perception a bit differently than other teachers. He viewed that ELTD course has given the insight beyond the language teaching methodology. TPD is not only getting mastery over the 'what to teach' and 'how to teach' aspects of teaching. He further mentioned that ELTD course is the first course which has raised the issue of TPD and it has provided the student teachers with current ideas of teacher development. He

claimed that with out the knowledge of different models of learning theories, models of TPD as well as the different strategies along with the knowledge of training designing, the English teachers can not gain the quality or real TPD.

Teacher-5 expressed her views similar to **teacher-1.** She repressed her views as the course provides pre-service teachers with different models and techniques of professional development. She further mentioned that it makes the professional aware of the knowledge, skills and importance of professional development. She said that it helps pre-service teachers to grow professionally by making them aware of the fact that no knowledge can used 'forever', learning to teach is the best professional skill. Moreover, **Teacher-6** argued that this course makes pre-service teachers aware of their own PD and it motives and inspires and them to update themselves.

3.1.3 Perception of Teachers on the Satisfaction of Course

Regarding the satisfaction with the course ELTD offered in M.Ed. level, the teachers were asked 'are you satisfied with the course ELTD?' and all the teachers responded differently. Three teachers (**teacher-1, teacher-2, teacher-4** and **teacher-6**) showed their satisfaction with the course, two teachers (**teacher-3** and **teacher-5**) were uncertain.

Regarding the satisfaction of with the course, **teacher-1** opined that he satisfied with the course to some extent. He said that the course provides knowledge about how to become good teacher but it should be a full academic-year course. Similarly, **Teacher-2** and **teacher-6** expressed their satisfaction as the course provides both theoretical and practical knowledge about the teachers' professional development. It also helps in the both pre-service teachers and in-service teachers. Whereas, **Teacher-4** responded as he is satisfied but did not give reasons why he is satisfied.

Teacher-3 responded as he is uncertain. He said that the style of teaching, examination, and course coverage is not satisfactory. Similarly, **teacher-5**

responded as she is uncertain but did give reason why she is uncertain about uncertainty.

3.1.4 Perception of Teachers on the Aims and Objectives

Every course should have clear and strong objectives. Regarding the aims and objectives of the course I have asked a question 'do you think ELTD course is strong enough in its aims and objectives?' and all teachers replied differently. Two teachers (**teacher-2** and **teacher-4**) opined that the course is strong enough in aims and objectives. Other two teachers (**teacher-3** and **teacher-5**) responded as they are uncertain and **teacher-1** and **teacher-6** argued that the course is not strong in its aims and objectives.

Teacher-2 opined that the course is appropriate in its aims and objectives. It has up to date qualities in both central area of the subject and in teaching methodology. But **teacher-4** did not give reasons why he said the course is strong enough in its aims and objectives.

Teacher-3 argued that he is uncertain. He clarified his argument as the objectives of the course are not clear and wide. But **teacher-5** did not give reasons why she is uncertain.

Teacher-1 opined that the objectives of the course are not strong. He claimed that some of the contents are not enough to achieve the desired objectives. Similarly, **teacher-6** claimed the course is not strong enough in its aims and objectives because it lacks depth and universal human values some contents are repeated from other courses.

3.1.5 Perception of Teachers on the Weaknesses of the Course

Though the course is well designed, it has not out of its own weaknesses. Most of the teachers showed their dissatisfaction with its nature i.e. theoretical. They commented that the practical works have not been carried out effectively.

Teacher-1 opined that the course does not include detailed contents and it is more general not specific for the ELT professionals. And he commented that most of the contents are copied from the foreign scholars' texts. Likewise, **Teacher-2** said that the course talks about the teachers more rather than the learners. The course is more theoretical than practical.

Teacher-3 showed the weaknesses of the course as the course does not cover latest developments in teachers' professional development. The practical aspect of the course is weak. Whereas **Teacher-6** said that the course lacks philosophical, ethical and moral values needed for teachers.

But **teacher-4** and **teacher-5** did not respond.

3.1.6 Teachers' Perception on the Applicability of the Course in Nepalese Context

Regarding the applicability of the course in Nepalese context, four teachers (**teacher-1, teacher-3, teacher-4** and **teacher-5**) argued that the course is really applicable in Nepalese context, **teacher-2** argued that he is uncertain and **teacher-6** argued that the can not be applied in Nepalese context.

Teacher-1 said that this course is really applicable in Nepalese context because it is recently growing in Nepalese context. Likewise, **teacher-3** opined that this course can be taught in the classroom this course gives basic guidelines to the teachers. Similarly, **teacher-4** said that Nepalese English teachers also the community of global English teaching society. They must be familiar and competent, proficient as well as expert teachers setting their own identities. So, course is really applicable in Nepalese context. But **teacher-5** did not give reasons.

Whereas **Teacher-2** was uncertain about the applicability of the course in Nepalese context because of lack of trained teachers, lack of facilities, etc.

On the contrary **Teacher-6** opined that this course is not applicable in Nepalese context because teachers do not seem to be enthusiastic enough to apply theoretical knowledge in practice e in Nepal.

3.1.7 Address of Burning Problems Faced by Teachers

Regarding addressing burning problems faced by teachers, **teacher-2** responded positively, three teachers (**teacher-1, teacher-4** and **teacher-5**) responded as they are uncertain and **teacher-6** responded negatively.

Teacher-2 opined that ELTD course addresses burning problems because this course links theory and practice.

Teacher-1 was uncertain because he viewed that in this course, some of the problems are just indicated but no specific problem solving strategies are suggested. Similarly, **teacher-4** was uncertain whether the course really addresses the problems faced by teachers but he could not answer why he thought so. Likewise, **teacher-5** was also uncertain about whether the course really addresses the real problems faced by teachers. She said that the output of the course is yet to be seen.

On the contrary, **teacher-6** said that the course can not solve burning problems faced by teachers because this course has the collection of surface level information and does go in depth.

3.1.8 Perception of Teachers on the Relevancy of the Course

Regarding the relevancy of the course to the Students' level and interest, four teachers argued that the course is relevant to the students' level and interest. Two teachers were uncertain about this issue.

Teacher-3 explained that the course is relevant to students' level and interest. He said that the course covers national and international practices about teachers' professional development. Similarly, **Teacher-2** opined that this course helps to improve learning outcomes for students. Moreover, **Teacher-5** and **teacher-6** also said that the course is relevant to students' level and interest. It is practically seems to be so.

But **teacher-1** and **teacher-4** opined that they are uncertain about the relevancy of the course to the students' level and interest because the depth of the content is to be maintained to make it relevant.

3.1.9 Perception of Teachers on the Sufficiency of Prescribed Textbooks

Regarding the sufficiency of the prescribed textbooks, three teachers responded positively, two teachers responded as they are uncertain and one teacher responded negatively.

Teacher-1 opined that the prescribed textbooks are sufficient to meet the objectives set out in the course. He added that the books are easily available in the market according to the specification of the contents. Similarly, **teacher-4** viewed that prescribed textbooks are sufficient to meet the objectives set out in the course. But he did not give reasons why the prescribed textbooks are sufficient. Likewise, **Teacher-5** opined that these books are sufficient because of low price edition of prescribed textbooks.

Teacher-2 and teacher-3 were uncertain whether the prescribed textbooks are sufficient or not. They said that the books are not easily available in the market.

On the contrary, **Teacher-6** responded negatively as the course is oriented towards western practice.

3.1.10 Availability of the Prescribed Textbooks

Regarding the availability of the prescribed textbooks, one teacher (**teacher-5**) responded positively, one teacher (**teacher-1**) responded as he is uncertain and three teachers (**teacher-2, teacher-3, teacher-4** and **teacher-6**) responded negatively.

3.2.11 Necessity of the Course in All Levels under FOE

All the teachers mentioned the importance of launching the ELTD in all levels under FOE.

Teacher-1 argued that similar course or course contents must be prescribed in other levels too. Similarly, **Teacher-2** opined that this course in M.Ed. level is not sufficient for developing teachers' professional development. Likewise, **Teacher-3** argued that similar course or course contents must be prescribed in other levels too but bridging gap between theory and practice. Moreover, **Teacher-4** argued that teachers from the primary level to university level all need to be familiar with the issues of teacher's professional development.

Teacher-5 and Teacher-6 argued that this course should be introduced in all levels under FOE because some teachers start their profession after completing +2 or B.Ed. They said that this course prepares better foundation for teaching profession from the basic level.

3.1.12 Intelligibility of the Prescribed Textbooks

Most of the prescribed text books are of foreign scholars. Regarding the intelligibility of the prescribed textbooks, five teachers opined that these books are intelligible, one teacher was uncertain.

3.1.13 Teachers' Perception on Training the Pre-Service Teachers

Regarding the training pre-service teachers, two teachers argued that this course really train pre-service teachers, three teachers responded as they are uncertain and one teacher did not respond.

Teacher-3 said that the course really train pre-service teachers. It can train pre-service teachers if we teach practically and bridge between theory and practice. Likewise, **Teacher-4** opined that it helps to design training session and to conduct training, the course can train pre-service teachers.

Whereas, **Teacher-1** was uncertain about training pre-service teachers. He claimed that the course provides the concept, not the specific type of training. Similarly, **teacher-2** argued that only ELTD course is not sufficient to train pre-service teachers, it requires many additional activities as well. Thus, it is uncertain.

But **teacher-5** did not respond and **teacher-6** agreed with the term training and he claimed that instead of using training, we should use the term educate. Thus, we have to educate the students not train them.

3.1.14 Problems Faced during Teaching and Learning

Regarding the problems faced by teachers while teaching this course, all teachers expressed similar types of problems that they are facing while teaching.

Teacher-1, teacher-2 and **teacher-3** argued that the students do not consult most of the reference books and the projects works are not carried out properly. **Teacher-4** expressed his views as the availability of time for practical activities and the political dominance are the problems. **Teacher-5** did not respond. **Teacher-6** argued that syllabus is not based on certain articles of some foreign writers so it is not inclusive.

3.1.15 Suggestions to Make the Course Effective and Qualitative

Teacher-1 and **teacher-2** provided similar suggestions to make the course qualitative and effective. They said that more detailed contents are to be prescribed and the weightage of the course should be increased. They added that books should be written in Nepalese context. Similarly, **teacher-3** and **teacher-4** mentioned similar suggestions to make the course effective and qualitative. They argued that the student teachers must be involved in the practical activities like keeping teaching journals, critical incident analysis, case analysis, action research, and reflection along with designing session for work shops, seminar and short term training. Likewise, **teacher-5** and **teacher-6** gave similar suggestion to make the course effective and qualitative. They argued that the course should be more practical.

3.1.16 Perception of Teachers toward the Condition of ELT in Nepal

Regarding whether the course change the perception of teachers towards the condition of ELT in Nepal or not, three teachers (**teacher-1, teacher-3 and teacher-4**) argued the course change the perception of teachers, one teacher (**teacher-5**) was uncertain and two teachers (**teacher-6 and teacher-2**) argued that the course can not change the perception of teachers.

Teacher-1, teacher-3 and **teacher-4** had similar perception on changing the perception of teachers towards the condition of ELT in Nepal. They mentioned that the course has most of the ideas that are really impressive for teachers and includes different beliefs of different teachers which help to change the perception.

Teacher-2 was uncertain about changing perception, but did not give reasons.

Teacher-2 and **teacher-6** argued that this course can not change the perception because there is vast difference between theory and practice and to maintain

and improve the quality of classroom practice we need much materials but our country lacks this.

3.1.17 Perception of Teachers on Including and Removing the Topics

Regarding the inclusion and removal of the topics, four teachers argued that some topics should be included and two teachers were uncertain about this issue.

Teacher-1, teacher-3, teacher-4 and **teacher-6** argued that some topics should be added. They said that topics related to ELT in Nepal should be included, practical activities should be added and role of teachers to develop country and the world should be added.

Two teachers (**teacher-2** and **teacher-5)** were uncertain about inclusion and removal of topics but did not say why they are uncertain.

3.1.18 Logical and Psychological Organization of the Course

Regarding the organization of the course, five teachers ((**teacher-1, teacher-2, teacher-3, teacher-4** and **teacher-6**) argued that the course is organized logically and psychologically, one teacher (**teacher-5)** was uncertain about the organization of the course.

3.1.19 Perception of Teachers on the Weightage of the Course

Regarding the weightage of the course, four teachers were uncertain about the weightage of the course and two teachers argued that the weightage of the course is not sufficient.

Teacher-2 and **teacher-3** were uncertain about the weightage of the course because how much weightage is necessary for TPD is not fixed.

Teacher-1 and **teacher-6** gave similar response. They said that there are a number of issues which are still not addressed or covered by this course should be addressed by the course. So the weightage of the course is not enough and this should be increase

3.2 Students' Responses on the Course

Under this heading, the responses of the students regarding the perception towards the course ELTD and reasons behind their responses are dealt. The students were provided questionnaires having twenty three questions related to the perception towards the course ELTD. The responses of the students and reasons for them are tabulated first with the percentage and described later to make the analysis and interpretation more effective.

3.2.1 Perception of Students on the Satisfaction with the Course

Regarding the satisfaction of the course ELTD most of the students show their positive perception. The number of students and percentage of the responses on the question 'Are you satisfied with the course ELTD?' is presented in the following table:

Table 1: Different Opinions on the Satisfaction with the Course

Categories	Responses	
	No of Students	**Percentage**
Yes	44	73.33%
Uncertain	2	3.33%
No	14	23.33%

 Table no.1 shows that 44 students (73.33%) of the total population responded 'yes' i.e. they were satisfied with the course. Likewise, 2 students (3.33%) students responded 'uncertain' i.e. they were neither satisfied nor dissatisfied

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with the course. Whereas, 14 students (23.33%) responded 'no' i.e. they were not satisfied with the course.

3.2.2 Perception of Students on the Aims and Objectives

Regarding the aims and objectives of the course, majority of the students are uncertain whether the objectives of the course are strong or not. The percentage of the responses on the question Do you think the course ELTD is strong enough in its aims and objectives?' is presented in the table no. 2.

Table 2: Different Opinions on the Aims and Objectives

Categories	Responses	
	No of Students	Percentage
Yes	22	36.67%
Uncertain	28	46.67%
No	10	16.67%

Table no. 2 shows that 22 students (36.67%) of the total population responded 'yes' i.e. they said that the aims and objectives are strong. Similarly, 28 students (46.67%)responded 'uncertain' i.e. they were uncertain about the aims and objectives of the course. Whereas, 10 students (16.67%) responded 'no' i.e. they said that the aims and objectives of the course are not strong.

3.2.3 Applicability of the Course in Nepalese Context

Regarding the applicability of the course ELTD course in Nepalese context, the responses and the percentage are presented in the following table:

Table 3: Different Responses on the Applicability of the Course

Categories	Responses	
	No of Students	Percentage
Yes	21	35%

Uncertain	28	46.67%
No	11	18.33%

Table no. 3 presents the percentage regarding the responses of the students. It shows that 21 students (35%) responded as 'yes' i.e. they said that the course is applicable in the context of Nepal. Similarly, 28 students (46.67%) responded 'uncertain'. Whereas, 11 students (18.33%) responded as 'no 'i.e. they said that the course is not applicable in the context of Nepal.

3.2.4 Address of Burning Problems Faced by Teachers

Different students opined differently as regards 'addressing burning problems faced by teachers'. The following table talks about their perceptions:

Table 4: Responses of the Students on the Address of Problems

Categories	Responses	
	No of Students	**Percentage**
Yes	33	55%
Uncertain	18	30%
No	9	15%

Table no. 4 presents the number of students and percentage regarding the responses of the students. It shows that thirty three students (55%) viewed that this course addresses the burning problems faced by teachers. Regarding the issue, eighteen students (30%) said that they are uncertain whether the course addresses the burning problems faced by teachers. But nine students (15%) argued that the course could not address the problems faced by teachers.

3.2.5 Perception of Students on the Relevancy of the Course

Regarding the relevancy of the course to the student's level and interest, I tried to explore whether the course is relevant to the student's level and interest. All

the sixty students were asked this question and responded in different manner, but their views were similar in some cases. The percentage of the responses of the students is presented in the table no. 5.

Table 5: Different Opinions on the Relevancy of the Course

Categories	Responses	
	No of Students	**Percentage**
Yes	45	75%
Uncertain	9	15%
No	6	10%

This table presents the views of different students with the number of students and with percentage. It says 45 students (75%) responded 'yes' i.e. the course is relevant. Similarly, 9 students (15%) responded 'uncertain' i.e. they were uncertain about the topic. Whereas, 6students (10%) responded 'no' i.e. they said that the course is not relevant.

3.2.6 Perception of Students on the Sufficiency of Prescribed Textbooks

Different textbooks are prescribed for this course. Regarding this, students responded differently but some how the sense they want to convey are similar. This fact can be presented in the following table:

Table 6: Different Opinions on the Sufficiency of Prescribed Textbooks

Categories	Responses

	No of Students	Percentage
Yes	36	60%
Uncertain	10	16.67%
No	14	23.33%

This table presents that 36 students (60%) responded 'yes' i.e. they said that prescribed textbooks are sufficient to meet the objectives set out in the course. Similarly, 10 students (16.67%) responded 'uncertain' i.e. they were uncertain about the topic. Whereas, 14 students (23.33%) responded 'no' i.e. they said that prescribed textbooks are not sufficient.

3.2.7 Availability of the Prescribed Textbooks

Regarding the availability of prescribed textbooks, the responses of the students with percentage can be shown in the following table:

Table 7: Responses on the Availability of Books

Categories	Responses	
	No of Students	Percentage
Yes	18	30%
Uncertain	**7**	11.67%
No	35	58.33%

Table no. 7 presents that eighteen students (30%) opined that books are easily available in the market. Seven students (11.67%) were uncertain about the availability of prescribed textbooks. But thirty five students (58.33%) argued that prescribed textbooks are not easily available in the market.

3.2.8 Necessity of the Course in All Levels under FOE

Regarding the necessity of ELTD course to be introduced in all levels under FOE, different responses of the students with percentage is given in the following table:

Table 8: Different Opinions on Necessity of the Course

Categories	Responses	
	No of Students	**Percentage**
Yes	49	81.67%
Uncertain	5	8.33%
No	6	10%

This table shows that 49 students (81.67%) responded 'yes' i.e. they said that this course should be launched in all levels under FOE. Similarly,5 students (8.33%) responded 'uncertain' i.e. they were uncertain about the topic. Whereas, 6 students (10%) responded 'no' i.e. this course should not be launched in all levels.

3.2.9 Intelligibility of the Prescribed Textbooks

The percentage of the responses on the question 'are the prescribed textbooks easily intelligible to the students?' is presented in the following table:

Table 9: Different Opinions on the Intelligibility of Books

Categories	Responses	
	No of Students	**Percentage**
Yes	23	38.33%
Uncertain	6	10%
No	31	51.67%

Table no. 9 shows that twenty three students (38.33%) opined that these books are intelligible, six students (10%) were uncertain and thirty one students (51.67%) viewed that these books are not intelligible to the students.

3.2.10 Students' Perception on Training the Pre-Service Teachers

The students opined differently as regards 'training the pre-service teachers'. The following table talks about their perceptions.

Table 10: Opinions of Students on Training Pre-service Teachers

Categories	Responses	
	No of Students	Percentage
Yes	35	58.33%
Uncertain	21	35%
No	4	6.67%

Table no. 10 shows that 35 students (58.33%) responded as this course trains pre-service teachers. similarly, 21 students (35%) responded as they are uncertain about the topic. Whereas, 4 students (6.67%) of the total population responded as this course can not train pre-service teachers.

3.2.11 Perception of Students towards the Condition of ELT in Nepal

Regarding this the students are asked 'do you think the course ELTD change the perception of teachers towards the ELT and condition of ELT in Nepal?' Different students responded differently regarding the condition of ELT in Nepal. The following table shows the percentage of responses:

Table 11: Responses on the Condition of ELT

Categories	Responses	
	No of Students	Percentage
Yes	39	65%
Uncertain	16	26.67%
No	5	8.33%

This table shows that 39 students (65%) responded 'yes' i.e. this course changes of perception of teachers and the condition of ELT in Nepal. Similarly, 16 students (26.67%) responded 'uncertain' i.e. they were uncertain about the

topic. Whereas, 5 students (8.33%) responded 'no' i.e. this course can not change of perception of teachers and the condition of ELT in Nepal.

3.2.12 Perception of Students on Including and Removing the Topics

Regarding the perception of students towards including or removing topics, they were asked 'do you see any more relevant topics to include in this course and any irrelevant topics to remove from the course?' The percentage of responses is presented in the table no. 12.

Table 12: Opinions of Students on Including and Removing the Topics

Categories	Responses	
	No of Students	Percentage
Yes	19	31.67%
Uncertain	28	46.67%
No	13	21.67%

This table shows that 19 students (31.67%) responded positively. It means some contents should be added and some should be removed from the course. Likewise, 28 students (46.67%) responded as they were uncertain. Whereas, 13 students (21.67%) responded negatively i.e. the contents should not be added or removed.

3.2.13 Logical and Psychological Organization of the Course

Regarding the logical and psychological organization of the course, I employed only close-ended question. The percentage of the responses of students can be shown in the following table:

Table 13: Opinions of Students on the Organization of the Course

Categories	Responses	
	No of Students	**Percentage**
Yes	36	60%
Uncertain	20	33.33%
No	4	6.67%

Table no.13 shows that the percentage of the responses who said 'yes' is 60. Similarly, 33.33 percent students responded as they are uncertain and 6.67 percent students responded as 'no'. This means, thirty six students opined that the course is organized logically and psychologically. Twenty students argued that they are uncertain about the organization of the course. But four students viewed that the course is not logically and psychologically.

3.2.14 Perception of Students on the Weightage of the Course

Every course should have proper weightage to give required information and to provide sufficient contents. Regarding the weightage of the course ELTD course, the students responded differently. This can be shown in the following table:

Table 14: Opinions of Students on Weightage of the Course

Categories	Responses	
	No of Students	**Percentage**
Yes	14	23.33%
Uncertain	5	8.33%
No	42	70%

Table no. 14 presents the perception of students on the weightage of the course. Fourteen students (23.33%) said that the weightage is sufficient. Likewise, 5 students (8.33%) replied as they are uncertain. Whereas, 42 students (70%) argued that the weightage of the course is not sufficient for the professional development of pre-service teachers.

3.3 Students' Opinions Collected from Open Ended Questions

This topic deals with the opinions collected from open ended questions. Sixty students were asked 16 close-ended questions to collect the information about the perception of students towards the course 'English Language Teacher Development'. Different students responded differently regarding the questions employed. The responses of the students are presented in the following ways:

3.3.1 Students' Understanding of the term 'Professional Development'

Most of the respondents argue that it is ongoing process of gaining skills, knowledge, etc. in any field. The themes of all the respondents are more or less similar. Relating to teaching, they argue that it the process of becoming the best kind of teacher.

Majority of the students perceived that the term 'professional development' as the ongoing process of gaining skills, knowledge, insights, etc. in any specified field, job, or occupation. They argued that it the process of enhancing skills and expertise needed to accomplish the achievement in the related field. Some students perceived this term relating to the teaching profession, as the process the process of becoming the best kind of teacher. They added that it is also the process of being qualified and confident in the profession which makes people better informed about the related field to be self directed in the related field.

Where as a few students perceived the term as a form of career development which involves personal awareness, self regulation, sense of social service etc. in a profession.

3.3.2 Advantages of the Course

Regarding the advantages of this course, different students responded differently. All the students argued that it has more advantages for the professional development of pre-service teachers.

Majority of the students argued that 'English Language Teachers Development' course provides both theoretical and practical knowledge about teacher's professional development. It can provide guidelines for teaching profession and makes up to date with different theories, methods, and strategies of learning for teaching. They again argue that the course includes different ways and strategies of professional development in addition to its basic information. Teachers can adopt these ways and strategies for their PD. It helps to increase confident not only to be a teacher but also to a good teacher trainer. It provides various maxims and beliefs about English language teaching. They added the view that this course helps to reflect our own teaching and improve from our reflection i.e. from our past experiences. It makes aware of different problems of teaching and shows ways to eradicate them.

Whereas, some students supported the view that this course trains pre-service teachers which helps pre-service teachers to adjust, handle and promote teaching profession. They can design training sessions and conduct trainings. They added that this is the first step in teacher's professional development in the context of Nepal which provides teachers information about TPD. It introduces different concepts of TPD like induction, mentoring, works, and so on which will be milestone to develop teacher's professionalism.

3.3.3 Satisfaction with the Course

Regarding the satisfaction of the course ELTD most of the students show their positive perception. They said this course is the first step in teachers' professional development which offers various strategies for teaching and for professional development. Similarly, it provides knowledge about professional development, teacher training, teacher maxims and beliefs and so on which very important in teaching profession. They added that this course helps to solve burning problems seen in teaching profession.

Whereas, a few students were uncertain about the issue as this course is theoretically good but it lacks practicality. Some of the students were uncertain because they did not read the course in detail.

Whereas, some students were dissatisfied with the course as this course is theoretical and could not address the burning problems and projects works have not been carried out effectively.

3.3.4 Aims and Objectives

Regarding the aims and objectives of the course, majority of the students are uncertain whether the objectives of the course are strong or not. They expressed their views that the course is not sufficient to be professionally developed. Some other students argued that they do not have special knowledge about it and some other could not give reasons why they are uncertain.

Whereas, many students argued that this course is strong enough in its aims and objectives as it aims to produce professionally developed teachers and as it aims to develop awareness in teaching activities, develop self awareness, creative skills, and professional skills required to be competent in ELT. They again added that this course provides both theoretical as well as practical knowledge about TPD.

On the other hand, few students argued that the aims and objectives of the course are not strong. They expressed their view as this course does not include all the practices which are practising in Nepalese context and some topics are theoretical and are difficult in practice.

3.3.5 Weaknesses of the Course

Though the course is well designed, it has not out of its own weaknesses. Most of the students showed their dissatisfaction with its nature i.e. theoretical. They commented that the practical works have not been carried out effectively. They

opined that the course is more theoretical and lacks practicality. Projects works are not carried out effectively. Likewise, they again said that prescribed books are not easily available in the market.

3.3.6 Applicability of the Course in Nepalese Context

Regarding the applicability of the course ELTD course in Nepalese context, students responded differently. Majority of the students were uncertain about the applicability of the course in Nepalese context. They expressed their views as they were uncertain because they thought there is lack of trained manpower, and lack of physical facilities fore the implementation of the course. They added that some concepts like mentoring, teacher induction is difficult to apply in Nepalese context.

Likewise, many students opined that this course is really applicable in Nepalese context because it helps in solving problems that appear in the ELT classroom of Nepal. The traditional way of teaching should be changed and learners should be assigned new roles and teachers should be aware about their roles. This course provides some ideas to take their job as profession. As the students are provided different kinds of maxims and beliefs about English language teaching, learner, techniques of teaching, etc., this course is really applicable in Nepalese context.

Whereas, a few students showed their negative responses towards the applicability of the course in the Nepalese context. They viewed that this course is designed on the basis of foreign context and thus difficult to apply in the context of Nepal. They added that students expressed their views that because of lack of materials, physical facilities, manpower, and this course are really difficult to in the context of Nepal.

3.3.7 Address of Burning Problems Faced by Teachers

Different students opined differently as regards 'addressing burning problems faced by teachers'. Majority of the students opined that the course ELTD helps to eradicate different problems faced by English teachers of Nepal. It gives various ways to solve the problems that arise while teaching English language and helps to take remedial measures. They viewed that this course helps to reflect our own teaching and helps to learn from our past experiences.

Whereas, some students were uncertain about this issue. They opined that this course could not cover all the problems/issues faced by teachers in the context of Nepal.

But, few students argued that this course could not address the burning problems faced by teachers. They opined that this course is related to the different theories of teaching but these theories only can not address all the problems. Moreover, they argued that this course is not enough to address all the problems related to teaching field.

3.3.8 Perception of Students on the Relevancy of the Course

As regards the relevancy of the course to the student's level and interest, different students responded differently. Majority of the students argued that the course is relevant to students' level and interest. They believed that this course is designed in accordance to the students' level and interest. They again added that this course helps them to be trained in teaching field. Likewise, some students claimed that this course prepares pre-service teachers for real teaching i.e. helps novice teachers to adjust and handle new learning environment.

Whereas, some students viewed that different students have different interest, need and proficiency level, so, I am uncertain about this. They said that all the contents included in this course are not equally interesting.

3.3.9 Sufficiency of Prescribed Textbooks

Regarding the sufficiency of the course, students responded differently. Majority of the students responded positively. Regarding the positive response, students opined that prescribed textbooks are sufficient to meet the aims and objectives set out in the course. They claimed that these books contain all the required information and contents can easily be found out. Likewise, they expressed their views that vast knowledge is included in the prescribed textbooks.

Likewise, some students were uncertain about the sufficiency of prescribed textbooks. Regarding the uncertain responses, students opined that prescribed textbooks are not easily available in the market easily so there is doubt to fulfil the objectives set out in the course and there are other important books are available they should also be included in the course. Some of the students said that did not all the books prescribed.

Whereas, many students responded negatively who claimed that prescribed textbooks are not sufficient to obtain objectives set out in the course. There are numerous books available in the literature, so some other books that could be beneficial for developing professionalism in teaching English should be included. They added that students need to explore internet materials to get new knowledge, so, these books are not sufficient and prescribed textbooks are not related to Nepalese context.

3.3.10 Necessity of the Course in All Levels under FOE

Most of the students argued that this course should be launched in all levels under FOE. They acclaimed that this course is not enough for the professional development of pre-service teachers. If this course is introduced in all levels i.e. from higher secondary level, the teachers can understand and develop professionalism from the early stage of their career. Similarly, this course prepares better foundation about teaching profession and thus, this course should be launched in all levels under FOE to get in-depth knowledge about

TPD. They again said that it is necessary to launch in all levels because some students may inter in teaching profession from +2 level or bachelor level.

Whereas, some students were uncertain who argued that it is uncertain because of the advanced matter included in it and may not be suitable in all levels. They again added that it is very difficult to say whether it should be launched in all levels or not.

But a few students showed negative response towards launching this in all levels under FOE. They said that this course is for advance levels and it may not be suitable in all levels.

3.3.11 Training the Pre-Service Teachers

The students opined differently as regards 'training the pre-service teachers'. Most of the students responded positively. Regarding the positive answers, students argued that this course helps to design training session conduct teacher training and it makes teachers aware about various activities like workshop, seminar, keeping journal, action research, etc. Likewise, they added that it provides theoretical knowledge regarding teaching methods, techniques, ultimately to make effective teaching.

Many students responded as they were uncertain about this matter. Regarding the uncertain responses, students argued that they are not certain because this course is theoretical. Being theoretical in nature, the course can not train pre-service teachers. Likewise, they claimed that all the projects works have not been carried out effectively and this course does not cover all the issues regarding TPD in Nepalese context.

But few students replied negative answers regarding this issue. They argued that this course is theoretical in nature and thus can not train pre-service teachers. They again added that because of the lack of efficient man power

there is no chance of training the pre-service teachers. Where as one student did not give reason.

3.3.12 Problems Faced during Learning this Course

Regarding the problems faced by students while learning this course, I asked them to mention other problems that they face while learning this course, different students responded differently. Most of students argued that various concepts like mentoring, teacher induction, self directed learning, different books like book of tickle is so difficult to understand. Similarly, the practical works are not carried out effectively, this makes difficult to grasp real taste of the course which. Likewise, Nepalese issues are not addressed by the course and the materials can not be found written by Nepalese writers.

3.3.13 Suggestions to Make the Course Effective and Qualitative

Regarding the suggestion of the students to make the course effective and qualitative, students gave various suggestions. They claimed that teachers' professional development in the Nepalese context should be included to make the course more qualitative and effective. They argued, for this purpose, materials should be prepared in accordance to Nepalese context. Similarly, they again opined that the projects works should be carried out effectively and regularly.

Moreover, this course should address local needs and interest of the students. They argued that new knowledge and issues should be added time and again to make course more qualitative and the weightage should be increased to include all important issues, problems, and contents.

But some students opined that unnecessary theories should be removed from the course and other important contents should be added to make the course more effective and qualitative.

3.3.14 Condition of ELT in Nepal

Different students responded differently regarding the condition of ELT in Nepal. Regarding positive responses, majority of the students opined that this course helps to perceive ELT as professional activity like other professions. It changes the tradition way of teaching English language, it changes the role of students and role of teachers in the ELT classroom i.e. students are given more importance. Ultimately, this changes the perception of teachers towards the ELT and ELT condition in Nepal. They again opined the course includes maxims and beliefs of different English teachers; teachers can change their perception depending upon them. Likewise, this course changes traditional ways of teaching, makes teachers conscious about their profession and makes them aware of the probable challenges that may appear in their field. Thus, this course changes the perception of teachers towards ELT and condition of ELT in Nepal.

Whereas, some students were uncertain about this issue. Regarding the uncertain responses, students argued that students may take this course as a way of passing exam. They do not read this course seriously and it will difficult to change the perception.

But few students gave negative response regarding this issue. They argued that only this course is not sufficient to change the perception of teachers. They said that this course is not related to Nepalese context and thus could not change the perception of teachers towards the ELT and ELT condition of Nepal.

3.3.15 Including and Removing the Topics

Regarding the perception of students towards including or removing topics, they were asked 'do you see any more relevant topics to include in this course and any irrelevant topics to remove from the course?' Majority of the students responded as they were uncertain about removing and including the topics in this course. But they could not give reasons why they are uncertain.

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Likewise, many students responded positively. They argued that the problems and issues related to the Nepalese context should be added and some other important theories should be added. They again said that Nepalese English teacher's beliefs towards teaching English and how to conduct inclusive classes should be added.

3.3.16 Perception of Students on the Weightage of the Course

Regarding the weightage of the course, majority of the students argued that the weightage should be increased. They opined that the weightage of this course is not sufficient for the professional development of pre-service teachers. They all argued that the weightage should be increased to 100 marks. They viewed that it is not sufficient for pre-service teachers to have professional expertise in ELT and to include other important issues related to TPD, the weightage should be increased. Some contents related to the context of Nepal should be included. Similarly, online based and concept of upon university should be included.

Likewise, many students responded positively. They opined that the weightage of this course is sufficient because this course makes clear about what is professionalism? What is professional development? How to be professionally developed teacher? Hoe should learn from experienced teachers? etc. which are sufficient for pre-service teachers. Similarly, this course deals with different issues, problems as well as qualities of English language teacher which are sufficient for the professional development of pre-service teachers. Likewise, this course covers all the aspects which are necessary for pre-service teachers to become in-service teachers.

Whereas, few students who were uncertain about the weightage of the course argued that they are uncertain how much weightage should be given. They again added that there is not fixed amount of professional development.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter reports the main findings of this study. Looking once back at the objectives of the study; it intended to find out perception of teachers and students towards the course English Language Teacher Development. It further includes some recommendations based on findings.

4.1 Findings

After analyzing and interpreting the data explored through questionnaire; this study has come up with the following findings.

i. All the teachers and students have similar understanding of the term 'professional development' as ongoing process of gaining skills and knowledge to enhance profession.

ii. Teachers and students view the advantages of this course as; it provides both theoretical and practical insights for the pre-service teachers, it provides different models and techniques for professional development, this course helps to reflect our own teaching and improve from our reflection and it helps to design training sessions and conduct trainings.

iii. Most of teachers (4 teachers out of 6) and students (44 students out of 60) are satisfied with this course.

iv. Teachers and students viewed the weaknesses of this course as; course is more theoretical and lacks practicality, most of the contents are copied from the foreign scholars' texts, and this course can not deal with actual problems that are exited in the teaching and learning of Nepalese context. Teachers argued that students do not read prescribed books and project works are not carried out properly. Similarly, students argued that different concepts like induction, mentoring, etc. are difficult to understand.

v. Most of the teachers (4 teachers out of 6) and 21 students argued that this course is really applicable in Nepalese context since they must be familiar and competent, proficient as well as expert teachers setting their own identities. Where as 2 teachers and 28 students were uncertain about the applicability of this course in Nepalese context. But 11 students said that this course is not applicable in Nepalese context.

vi. One teacher and most of the students (33 students) argued that this course addresses the burning problems faced by teachers since the course ELTD helps to eradicate different problems faced by English teachers of Nepal. Where as 4 teachers and 18 students were uncertain whether the course addresses the burning problems faced by teachers. 1 teacher and 9 students viewed that this course does not address the burning problems faced by teachers.

vii. Most of the teachers (3 teachers) and students (36 students) viewed that prescribed textbooks are sufficient to meet the objectives set out in the course. Where as 2 teachers and 10 students were uncertain. But 1teacher and 14 students viewed that prescribed textbooks are not sufficient to meet the objectives but prescribed textbooks are not easily available in the market. Majority of teachers (5 teachers) viewed that prescribed books intelligible where as majority of the students (31 students) viewed that prescribed books are not intelligible.

viii. All the teachers and majority of the students (49 students) viewed the importance of launching similar type of course in all levels under FOE.

ix. Teachers and students argued that textbooks should be written in Nepalese context and student teachers must be involved in the practical activities like keeping teaching journals, critical incident analysis, case analysis, action research, and reflection along with designing session for work shops, seminar and short term training to make the course qualitative.

x. Three teachers and 39 students argued that this course changes the perception towards ELT and ELT condition in Nepal.

xi. Teachers and students argued that issues related to the Nepalese context, Nepalese English teacher's beliefs towards teaching English and the role of teachers to develop country and the world should be added in this course.

xii. Majority of teachers and students (5 teachers and 36 students) argued that the organization of this course is logical and psychological.

xiii. Two teachers and 42 students argued that the weightage of this course is not sufficient and should be increased; the contents should be extended.

4.2 Recommendations

On the basis of the findings of this study, the following recommendations are presented.

i. Teachers and students have positive understanding towards the term professional development. So it should be strengthened.

ii. Teachers and students are satisfied with this course. So, this satisfaction should be maintained.

iii. The course is criticized as it is more theoretical. So, practical aspects should be increased. Moreover, actual problems related to teaching profession should be included in the course.

iv. The course is relevant to the students' interest, level and its aims and objectives. So, other needs should also be explored and addressed.

v. Prescribed books are not easily available in the market. Thus, they should be available easily in the market. Moreover, students should be encouraged to read prescribed textbooks.

vi. To produce professionally expert teacher and trainer, ELTD course should be launched in all levels under FOE.

vii. This course should be practice oriented; practical works should be carried out effectively.

viii. Textbooks should be written in Nepalese context, students should be involved in practical activities like keeping teaching journals, critical

incident analysis, case analysis, action research, and reflection along with designing session for work shops, seminar and short term training to make the course qualitative.

ix. This course changes the perception of teachers towards the ELT and ELT condition in Nepal. So, this should be practiced.

x. Issues related to the Nepalese context, Nepalese English teacher's beliefs towards teaching English and the role of teachers to develop country and the world should be added in this course.

xi. The weightage of the course should be increased; contents should be extended.

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