

CHAPTER - ONE

INTRODUCTION

1.1 Background

In Nepal, systematic development in education, like in every other field, began with the establishment of democracy in 1950. Bir Sumsher during his regime, initiated talk on systematic educational planning for the first time, but it declined soon. Education was confined to aristocratic ruling family during the Rana regime.

History of English education in Nepal is also not very long. Rana Prime Minister Jung Bahadur, after his tour to Europe in 1910 BS felt the need of the English language to his children. Durbar High School was founded for that purpose in 1910 B.S. Ranas were impressed by British Empire and English environment. Before the establishment of democracy in 2007 B.S., there were only four high schools in the valley namely, Durbar High School, Patan School, Judhodaya Public School and Janta Public School.

1.1.1 Teacher Education: Historical Background

The history of teacher education began in 2004 BS with the establishment of Basic Education Teacher Training Centre (BETTC) in Kathmandu. Because of the democratic movement throughout the country, the training centre did not function well. According to Nepal National Educational Planning Commission 2011 (NNEPC) recommendation, BETTC changed into Nepal Teacher Training Centre (2013) and which paved the way on the establishment of College of Education in 2014 BS.

College of Education provided two years and four years teacher education programmes to produce Lower secondary and secondary teachers respectively after SLC.

Mobile teacher training schools ran a 10 months Primary Teachers Training Centre outside valley. The schools were later converted into Primary School Teacher Training Centre (PSTTC) in 2020 BS. Teacher Educators for these centres were trained either in the USA or the Philippines. The teachers who were trained in the centre opened many new schools in rural area.

After the establishment of Tribhuvan University (TU) in 2016 BS, four years B.Ed. programme was divided into two years of I.Ed. and two years B.Ed.

National Education System Plan (NESP) in 2028 BS brought big change in the field of teacher education. Training became compulsory to be a permanent teacher. There was a difference in pay scale between the trained and untrained teachers. Teachers got the same salary as the other government jobs with equivalent qualification. Teacher education programme became popular. College of Education did not only produce the trained teachers at different levels but also teacher trainers, education administrators, education inspectors, supervisors, monitors and managers. All the related institutions like College of Education, National Vocational Training Centre and Primary School Teacher Training Centre came under the single umbrella of the Institute of Education of TU. This institute conducted both pre-service and in-service teacher education including the very short-term packages. The institute of education also started M.Ed. program.

The government, however, in the 7th amendment of Education Act (2037) made the provision that untrained teachers can also be permanent in their job. Because of this provision, the popularity of teacher education declined. Short-term training programmes were transferred to different projects under the Ministry of Education. The Royal Commission on Higher Education (2039 B.S.) transferred the institute of education into Faculty of Education (FOE). According to the commission report FOE was responsible for conducting academic degree oriented programmes and designated the Ministry of

Education for conducting all the in-service and short term training programmes.

As untrained teachers joined teaching profession and as there is no compulsion of training for teachers, there are many teachers who are untrained and who have not joined in teacher education programmes. Ministry of Education with its poor infrastructure and inadequate manpower can not cope with the problem of in-service teacher training. The problem is multiplying every year.

The government policy regarding teacher education changes every year. In the past trained teachers were paid well. The training would count for their promotion also. Later, compulsion of training decreased. There was no difference in treatment among trained and untrained teachers.

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

Today's education system predicts the future of our country. Teacher education can, therefore, be equated with national development. Teachers are "The initiators and community change agent" (UNESCO, 1996, p. 2). They are trained for professional and technical advancement, to undertake research projects aimed at increasing the quality. Besides the cognitive aspects, training aims to improve "Managerial and manipulative skills" (ibid, p.2).

Teachers are the key determinants of students' learning achievement. Quality education heavily depends on the quality of the teachers. The quality of teachers can be promoted "Through training or through the lifelong adoption of professional development approach" (Sinha and Nath, 2009). They should prepare well when they begin teaching and that they continue to improve their knowledge and skill throughout their career.

On the one hand, the number of universities and higher education institutions are increasing, and on the other hand, untrained teachers are also increasing every year. In order to make 'Education for All' programmes a success; the commission has recommended training of 61,045 primary teachers and 37,748 secondary teachers until 2057 B.S (NEC, 2049)

The commission has recommended that it is compulsory to have training for school level teaching profession. Government should make the policy to train all the teachers who are in the profession and still untrained. Education related regional and district level offices should conduct short term in-service trainings, central level departments and centers under Ministry should conduct long-term in-service trainings and Higher Secondary Education Board and universities should conduct degree oriented in- service and pre-service teacher education programmes. The government has initiated the provision of teaching license for which training is compulsory.

1.1.2 ELT and Teacher Education

When Jung Bhadur Rana introduced English in Nepal in 1910 B.S., he was quite impressed by the English empire, the rulers and their language. He brought some English trainers from England. Systematic higher education began in Nepalese context with the establishment of Tri-Chandra College in 1918 AD. The introduction of ELT in Nepalese education started only in 2028 B.S. with the implementation of National Education system plan (NESP). Institute of Education TU initiated B.Ed. programme in English Education in 2028 B.S. Because of the inconsistent government policy about teacher education and training, there is still the lack of trained and efficient English teachers. Their quality in terms of language proficiency is also not very good. Davies et.al. (1984) conclude:

...The very obvious lack of English proficiency among teachers which lead to the total failure to provide comprehensible in put, i.e. to offers a model of spoken English which is always just a little above the students group and at

the same time contains a message which the students wish to understand (as cited in Awasthi, 2003, pp. 7-8).

English schools in Nepal are mushrooming every year. Because of the influence of these private schools, government aided schools also have introduced English from grade one. Nepali parents are attracted to English in such a way that they prefer to enroll their children to English medium schools that cost them much more than the government aided schools. Both rich and poor are attracted to English language. English is the medium of higher education in universities. Good books are written in English. Fluency in English guarantees better opportunity. It is also the popular language among younger generation. Information technology revolution strengthens the situation.

The role of English teachers has been expanded a lot. Teacher is not only the provider of information and rules, according to Richards and Rodgers, 1986, s(he) is also "the facilitator of the communication process, classroom participant, observer, researcher, need analyst, counselor, and group organizer" (as cited in Adhikari, 2007).

Upreti, (1996) also opines that the spread of English education in Nepal is closely connected with the establishment of British rule in India, and the rise of Rana rule in Nepal, in the 19th century. Before the establishment of democracy in 1951, there were only four high schools as mentioned in this report earlier. After the establishment of democracy, a number of schools and colleges were established. Importance of education and the English language was realized. People became conscious. Nepal became the active member of international organizations. Number of tourists visited Nepal. People clamored for global opportunity. Nepali business expanded to international arena. People went to foreign land for higher studies.

Mission schools like St. Xavier's and St. Mary's played important role in addressing the demand of the people. British Council and United Mission to

Nepal assisted schools like Budhanilkantha and Gandaki Boarding School. They are giving international standard of education. Government also decided to open English schools at national and regional levels. A number of private schools have also been established. Government is liberal in giving permission to open English schools at private level.

English is no longer limited to classroom situations. It has expanded its reach to various fields such as human rights, democracy, development sector, media and governance. It is the main language of books, newspapers, airport, international business, academic conferences, science and technology, medicine, diplomacy, sports, international competition, pop music and advertising.

English in Nepal, as a result, seems to build on a very strong foundation. There are many publishing houses, training centres, language institutes, writers, translators, trainers, all promoting English.

English teachers' job has become challenging. English teachers should develop professionalism and make themselves best fitted in the rapidly changing context. Their use of English should not only confine to classroom situation but also to other situations. He should be aware of the socio-cultural values. English teachers need to equip themselves with the IT skills in order to grasp the vast literature in the related field.

Teachers face changes not only in curriculum but also in the socio-cultural, technological, ideological and methodological spheres. To adopt the change and to accelerate professional competence teachers need continuous professional development through teacher training and teacher education.

According to Higher Level National Education Commission Report 2055 BS, 43.6% of the primary teacher, 31.5% of the lower-secondary teachers and 44.6% of the secondary level teachers are trained. English teachers portion in this distribution is very low.

1.1.3 In-service Teacher Training

Teaching is challenging job. It is dynamic and adventurous. Teacher training is necessary for improving the quality of teaching learning situation. Trained teachers can influence the feelings of the students. School is the change unit and teachers are the change agents of society. They should be equipped with sound pedagogy and updated knowledge. "The three main inputs to the education process are the teacher, the curriculum, and educational materials." (Hada, 2008, p. 54)

Teachers need to develop professionalism. They should love teaching profession, school and students. They need to be ready for change. They are expected to integrate theory and practice, analyze critically. Teachers should develop the skills like engaging student, making them active, asking them open ended questions, dealing with large classes, dealing with homework etc. Training makes teacher competent in handling teaching learning activities efficiently and effectively.

"Training and education both are growth oriented." (Agochia, 2005, p. 25). Training enhances job related performance and organizational effectiveness. It engenders behavioral changes and develops life skills. It makes us competent to manage complexities of life.

Because of the inconsistent government policy that keeps on changing time to time, there is a large chunk of untrained teachers in service. National Centre for Educational Development (NCED) established in 1992 AD and Secondary Education Development Project (SEDP) established in 1983 as the Science Education Development Project (SEDP) play a vital role in training in-service teachers.

NCED has nine well facilitated primary teacher training centers (PTTC) throughout the country. PTTCs conduct 10 months training in four packages of

two and a half months. The centers trained 26,000 untrained in-service teachers until 2004 and made them able to obtain a permanent teaching license.

SEDP began with the objective of improving the quality of lower secondary and secondary level English, Mathematics, Science, Nepali and Social Studies Teachers. It provides ten months lower secondary and secondary teachers training programmes in 4 modules from its 25 units (SEDU's) throughout the country. In addition, SEDU's provide four weeks short term training on English, Math, Science, Nepali and Social Studies. It also conducts Head Teachers Training Programme.

Recently, government has merged SEDP into NCED. Now NCED has 34 training centers throughout the country (previously 9 PTTCs and 25 SEDU's).

District Education Office, Resource Centers, Universities, TU faculty of Education, Privately owned teacher training centers, NELTA are other institutions conducting short term in-service training to teachers.

1.1.4 NCED Training

National Centre for Educational Training (NCED) was established in 1992 and Secondary Education Development Project (SEDP) in 1983 played a vital role in teacher training. There were 9 Primary Teachers Training Centers (PTTCs) throughout the country. SEDP improved the quality of Lower Secondary and Secondary level teachers. Government has merged SEDP into NECD. Now it has altogether 34 Educational Training Centers (ETCs) with A,B, and C grades. Previously 9 PTTCs are now A grade ETCs, where all the manpower are from government services. In all the B grade 20 ETCs, the coordinator is from government service and rest of the manpower are from the teachers. There are 5 other C grade ETCs where all the manpower are from teachers.

The ETCs under NCED conduct ten months Secondary and Lower Secondary teachers training and four weeks training on English, Mathematics, Science, Nepali, and Social Studies. It also conducts Head teachers' training. It conducts

Primary teachers' 10 months and short term trainings as well. According to YR Pandey, the trainer of Dhangadhi ETC, 98.2% of the government permanent and temporary teachers are trained now. "In the last batch, we could not fulfill the quota", he said. The previous modules of the training have been phased out.

NCED functions under the Ministry of Education and Sports. District Education Offices (DEOs), ETCs, and Higher Secondary Schools as substitute training centers, play important role in conducting NCED trainings. The training is research and technology- oriented. The objective of training is to develop child- friendly school environment. According to the Regional Workshop Report on the Effectiveness of Training, 2065, the school management has been improved after the Head teachers got management training. Teachers appointed in government posts, government subsidy posts, and locally created posts, have been trained, and been able to get permanent teaching license.

NCED has now phased out its previous modules and has introduced Teachers' Professional Development (TPD) trainings. As the preparation for launching TPD, Training of Trainers (TOT) has already been conducted for Resource Person (RPs).

In the first phase, they collect demand from teachers about the type of training they needed. Then they develop the training package locally and implement it. TPD training is divided into four phases (5+10+13+2=30 days) altogether 30 days to be completed within 5 years. The first phase is demand based, for which 5 days are allocated. The second phase contains 10 days face to face ETC based training. The third phase being school based that takes 13 days to complete field and project work. The last phase is the 2 days counseling and contact session conducted at ETC. The details of the training modules are yet to develop. NCED has planned to provide 30 days TPD training to all the teachers within 5 years.

1.1.4.1 Attraction in the Training

According to the seventh amendment of Education Act in 2037, untrained teachers also got into the profession and became permanent. After the restoration of democracy, the government made obligatory provision of training and teaching license. The main aim of NCED is to fulfill the government requirement. NCED introduced 10 months training package in 3 modules. Untrained teachers got training and permanent teaching license.

The trainees get hostel facility at ETC. They also get traveling and daily allowances and leave facility. The ten months training is to develop professionalism and competency. Before the programmes were launched, more than 50% of the Secondary and Lower Secondary teachers were untrained. According to the NCED estimation 98.2% of the teachers are now trained. They have got 10 months training. But NCED has not published the detailed statistics. According to the Flash Report-1, published in 2065, by Education Department, there are still 13% primary teachers, 26% Lower Secondary teachers, and 7.3% Secondary teachers are untrained. The distribution of untrained local source teachers is still high.

Government teachers on the basis of training

Schools	Full trained	Partially trained	Untrained
Primary	77325(71%)	16744(15%)	14373(13%)
L. Secondary	14053(55%)	4885(19%)	6706(26%)
Secondary	13474(69%)	1249(13%)	1247(7.3%)
Local source teachers on the basis of training			
Schools	Full trained	Partially trained	Untrained
Primary	18973(54%)	5312(31%)	10847(31%)
L. Secondary	5982(52%)	1025(9%)	4417(39%)
Secondary	5782(57%)	1209(13%)	2918(29%)

Source: Flashback Report 2065, Education Department

The programmes have been able to develop positive attitude to the teachers' teaching profession. The teachers need to be academically qualified and competent to transfer the knowledge, skill, and attitude to the learners creating conducive and joyful learning environment. But how far the training objectives are fulfilled, need to be looked at teachers' behavior.

1.1.4.2 Ten Months NCED ELT Training

Previously SEDUs and then ETCs have been providing ELT training to untrained in-service teachers from the side of the government. The untrained teachers are believed to have achieved competency in English previously. NCED training modules emphasize, therefore, on professional and methodological portion. The curriculum contains three modules.

Structure of Curriculum

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

Source: - Training Curriculum, NCED, 2004, P.1

a. First Module

The first and the third modules are similar in structure but different in content. The first module is about teaching different skills and aspects of language. The titles, total allocated time, and sessions in the first module are as follows.

Structure of Curriculum, First Module

S.N	Titles	Sessions	Total Time
1	Teaching Listening	10	15
2	Teaching Speaking	13	20
3	Teaching Reading	19	25
4	Teaching Writing	20	30
5	Teaching Grammar	5	9
6	Teaching Literature	10	15
7	Professional Development	11	17
	Total	88	132

Source: NCED, 2007, First Module

Expected competencies in the first module are:

- 1 Handle cassette player efficiently for teaching listening.
- 2 Demonstrate how teachers use their own voice in teaching listening.
- 3 Teach listening in pre-, while-, and post-listening stages.
- 4 Demonstrate a variety of activities for teaching listening.
- 5 Demonstrate teaching speaking through different techniques.
- 6 Divide the class into groups, pairs, give them appropriate task.
- 7 Play different types of language games.
- 8 Use drama to help students develop their language competence.
- 9 Display a range of activities like drills, role play, simulation etc.
- 10 Arrange lesson into pre-, while-, post-reading stages.
- 11 Arrange different ways of teaching vocabulary.
- 12 Various ways of teaching writing.
- 13 Relate grammar teaching with teaching writing.
- 14 Demonstrate various techniques to teach writing.

- 15 Correcting students' writing including homework.
- 16 Prepare and use materials for teaching language skills and aspects.
- 17 Construct valid and reliable test to evaluate language skills/ aspects.
- 18 Teach grammar inductively and communicatively.
- 19 Plan and design activities to teach language skills and aspects.
- 20 Experience and explain how to teach different literary forms.
- 21 Demonstrate different techniques of teaching literature for language development.
- 22 Make plan to teach forms of literature.
- 23 Acquaint with the methodologies of ELT.
- 24 Spirit of secondary English curriculum.
- 25 Conduct action research, contrastive analysis, error analysis etc.
- 26 Motivation and warm up techniques.
- 27 Class-room management.
- 28 Prepare yearly/ monthly/unit/lesson plans for effective teaching learning.

b. Second Module

The second module contains 5 months distance mode self-learning materials. The package is developed in the line with competency based curriculum of teaching English. The aim is to enrich teachers in content knowledge. It has 7 units and 46 lessons altogether. Every unit has more than 3 lessons and every lesson is divided into 7 main headings, namely introduction, review, teachers' expectation from the lesson, lessons' expectation from the teacher, warmer, content and tasks, and reflective journal.

The participants of this package would be facilitated by local resource teachers in 3 different workshops. They are also supported by materials such as audio

cassettes and audio visual materials. The module contains similar topics compared to that in the first module.

c. Third Module

This module is based on the competencies the teachers require for the delivery of effective teaching learning activities in school. NCED has prepared this competency based training curriculum for teacher education and development. There are 12 different topics. The topics, sessions and time allocated for them are on the table below.

Structure of Curriculum, Third Module

S.N.	Topics	Sessions	Total Time
1	Inclusion/ classroom social diversity	8	12
2	Collegial learning	4	6
3	Extended professional capability	10	15
4	Application of knowledge and skills	8	10
5	Planning and designing materials	10	15
6	Communication and organization	7	10
7	Learning facilitation skills	6	10
8	Inter and intra personal dealing	9	13
9	Education and human rights	7	10
10	Reflection of ones own performance	9	13
11	Evaluation of students' abilities	8	12
12	Inclusion of life skills in education	5	6
	Total	88	132 hrs

Source: NCED, 2007, Third Module

Expected competencies from the third module:

1. Concept of social and classroom diversity, in relation to ELT.
2. Diversity management, abuse and taboo management.

3. Rapport building and constructivism, theory of learning.
4. Generation of stakeholders' knowledge and skills.
5. ELT classroom research.
6. ELT book review.
7. Observation and interaction.
8. Appreciative inquiry.
9. Critical understanding.
10. Banking concept of education.
11. Review and assessment of material.
12. Collection, display, and management of ELT material.
13. Factor affecting L2 learning.
14. Social mobilization/ leadership/ decision making.
15. Inter-intra subject linkage.
16. Voice rule, turn taking, and turn giving.
17. Managing diversity.
18. Multiple intelligence theory.
19. CALL in language teaching.
20. Behavior observation and anecdotes.
21. Social skill instruction.
22. Guidance, counseling, human rights, exploring learning environment.
23. Reflective teaching in ELT.
24. Action research, classroom research.
25. Project work, writing effective tests.
26. Life skills, communication skill, decision making skills.

1.1.4.3 School Based Training Activities

First and third modules are divided into one month training center based face to face mode and a one and a half month school based teaching practice. The modules are presented in training center and applied at schools. The trainees are observed and monitored by the trainers. They should conduct following activities.

1. Prepare detailed action plan for overall activities to be performed during school based training (1.5 month).
2. Action research.
3. Case study.
4. Classroom teaching, at least 30 classes.
5. Project work, field visit.
6. Teaching material preparation, collection, and use.
7. Peer observation and report writing.
8. Daily journal of 1.5 month duration.
9. Exhibition of performed activities.
10. Presentation of activities.
11. Physical improvement of school.
12. Organization of at least 6 co-curricular/ extra curricular activities.
13. Exhibition of students' work.
14. Meeting with parents/ stake holders/ community members.
15. Sharing meeting with staff/ colleagues/ HM/ SMC.
16. Construction, conduction, and analysis of test.
17. Work-shops three times.

1.1.4.4 Distance Mode Training Activities

The second module contains distance mode self learning materials. Trainees receive support from trainers during the distance mode training. The trainees conduct the following activities during distance mode training of the duration 5 months.

1. Three workshops.
2. Daily journal.
3. Project work.
4. Case study.
5. Action research.
6. Note making.
7. Material construction.

1.1.5 Pre-service Teacher Education

Pre-service teacher education, in general, is conducted by Universities and HSEB. TU (FOE) played the vital role in producing teaching man power for a long period of time. NESP (2028) made the provision for compulsory teachers training, but FOE has not been fulfilling the demand of trained teachers sufficiently.

Pre-service Teacher Education

	2028/29		2029/30			2030/31			2031/32	
	Admission	Production	Demand	Admission	Production	Demand	Admission	Production	Demand	Admission
FOE	1761	881	3484	3576	3050	4266	4223	1912	2460	4724

Source: Education Commissions Reports, p.313.

Manpower Production

2036/37				2037/38				2038-39			
PCL	Diplo ma rs	Maste rs	Total	PCL	Diplo ma rs	Maste rs	Total	PCL	Diplo ma rs	Maste rs	Total
111	93	10	214	418	521	4	943	82	43	2	127

Source: Manpower production, Education commissions report, p. 347.

NESP 2028 made the compulsory provision of training to be permanent teacher. Trained teachers got better salary than the untrained ones. It was the big change in the field of teachers' education. Teachers' education programmes became popular. FOE of TU was placed under the technical education. Teachers' education programmes did not only produce trained teachers but also teacher trainers, education administrators, education inspectors, supervisors, monitors and managers.

In the 7th amendment of Education Act in 2037, government made the provision that untrained teachers can also be permanent in their jobs. Faculty of Education lost its technical education status and was placed under general education. The popularity of teacher education declined. Large numbers of untrained teachers were employed for the job. Earlier, FOE had not been able to fulfill the demand of trained manpower in this field. After this provision in 2037, the situation even deteriorated fearfully. Untrained manpower entered into the field. It has been very difficult to manage in service training for the Ministry of Education with its poor infrastructure and inadequate manpower. The effect is reflected directly in the student performance in School Leaving Examinations (SLC) and ultimately in the job market.

1.2 Review of Related Literature

Few research activities have been conducted so far in the field of teacher education with special reference to ELT.

NESP (1971) made the provision of training as compulsory. This plan raised the percentage of trained teachers. SEDP was launched with the assistance of ADB, DFID, and other donor agencies. The project enhanced teacher effectiveness and competence.

One of the study reports on the causes of failure in English in SLC exams by CERID, 1989, investigates on the state of English. It also points out the causes of low performance in English and suggests some of the recommendations for the future course of English teaching. The report points out that there is lack of trained teachers, lack of interest in the subject on the part of the students, impractical curriculum, faulty examination etc. There is shortage of reference reading materials. ELT classes are engaged by non-professional, non-qualified, non-trained teachers.

Neupane (2001) writes about short term English language training provided by SEDU's and investigates into various issues related to trained and untrained teachers.

Awasthi (2003), presents an overview of teacher education in Nepal with special reference to ELT teacher education. He describes the development and expansion of the teacher education programmes in different periods. He raises some issues in the Nepalese ELT teachers' education and suggests some implications for the future course of action.

Subedi (2004), in his report on transfer of training, views training from the perspectives of the managers, supervisors, and the employees, and suggests that employee performance should be improved after training. There should be 'Supportive workplace environment' in the organization.

Training is not a means of financial gain or relief from work. Design and deliver training that is practical and responsive to real workplace problems. Do not overuse training as the solution to all kinds of problems. Conduct post

training follow-up to help to increase training effectiveness. (Subedi, 2004, p.134)

Gnawali (2004, p.73) writes for the need of in service training. In service training prepares teachers for entering the profession with basic knowledge and skills. His research includes the why, the how, and the what about the in service training.

On implementation of communicative language teaching in classroom, Adhikari (2007), writes that government school English teachers are highly qualified and trained compared to private school English teachers. Training and qualification, however, does not guarantee quality education in public schools.

In regard to academic qualification and training the state school English teachers are more highly trained and qualified than to the private school teachers...State school teachers send their children to private school which suggests that the private sector provides better education...Large number of educated and well off parents believe in private sector education. (Adhikari, 2007, pp. 4-5)

According to Adhikari, private schools compel their teachers to use English as classroom language. The learners' have good understanding of English compared to public schools. Private school English teachers practice communicative language teaching. She writes, "The claim that teachers' qualification guarantees the quality of education is hence faulty" (Adhikari, 2007).

Subedi, et al. (2009) in their report on effectiveness of teacher training write "Teacher training has not improved anything in teaching learning process but it has done good in self development of the teachers and their personality" (as cited in Bishokarma, 2009 Dec, p. 36). The team of researchers has concluded the effect of training in four points, namely, the stakeholders feel the need of training, participants have not been interested in activities prescribed by

training curriculum, lack of monitoring, and very few teachers have changed their teaching style.

Change takes a lot of time. We can not bring drastic change in deep rooted traditional attitude of teachers overnight. Training can not change it either. The need of change must be felt by the teachers from within. Teacher should love the teaching profession. They should be ready to reform their institution. They should love students, respect the seniors, ready to learn even from the juniors, research, reform, and change. Similar conclusion is derived in his study by Sharma (2066, pp. 32-40). In his study on transfer of teacher training in behavior, Sharma concludes that not only knowledge and skill accumulated from the training is sufficient. Transfer of these skills and knowledge in the field heavily depends on the teachers' attitude, skill thinking, and his ideal. According to the research finding, teachers are involved in politics. They clamor for opportunity only. Their unions are not professional but political in nature. They work for political parties, not for schools.

Most of the researchers in this field have been focusing on the need of training for English teachers. Implementation and effectiveness side of such training should also be emphasized. The global spread of English is remarkable. The English language is taught as a compulsory subject from primary to Bachelor's Degree Education in Nepal. In the absence of adequate number of qualified ELT teachers within the county, the schools and universities used to have teachers from India, the USA and the UK. Slowly different government agencies, department of education, college of education, training centers produced English teachers in the country. This study, however, intends to look into the outcomes of English language training provided by NCED training centers.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To examine whether or not the knowledge and skills acquired by the trainees are implemented and transferred in the classroom practice.
2. To see the impact of ELT training provided by NCED.
3. To suggest some pedagogical implications of the findings.

1.4 Significance of the Study

The study is significant because it investigates the need of teacher education especially for ELT classes. It also studies the effectiveness and implementation side of NCED ELT training. The findings of this study will contribute to overall understanding of the potentialities and possibilities of the development of English language at secondary education in Nepal. Language teachers, trainers, planners and the institutions concerned will be benefited from the findings of the study. The study will help examine the current trends and practices of English language in high school level education. The study will offer information and suggestions for curriculum designers, text book writers, language teachers, trainers and trainees as well as the concerned authorities for further development in the field of ELT.

CHAPTER - TWO

METHODOLOGY

2.1 Sources of Data

Both primary and secondary sources of data were collected for the study. As a researcher, I myself participated in the collection of necessary primary data. The research was entirely based on primary data.

2.1.1 Primary Sources of Data

Since the objective of the study was to study the behavior, rather than the perception of individuals, observation was the method applied to collect primary sources of data. Some data related to individual information about themselves, their perception of training, their experiences and views on training, were based on interaction and feedback after and before observation.

Ten trained English teachers, four Lower Secondary level and six Secondary level, were consulted. They were all from different government aided schools in Kailali district. They got ten months ELT training from NCED Dhangadhi ETC. Four classes of each teacher were observed.

2.1.2 Secondary Sources of Data

Other supporting ideas were collected from different journals like Journal of NELTA, ELT Journals, and other publications. Previous theses on the related topic were also consulted. Books, articles on teacher-education, related journals, Education Commission Reports, publications and training manuals of the training centers, included in reference section, were also used as secondary sources of data.

2.2 Sampling Procedures

The total population of the study was very large. In order to estimate the behavior of total population, a sample was chosen. Five teachers were selected purposively first, to form the sample, thinking that they could provide the best information to achieve the objectives of the study. Then, snowball sampling procedure was followed to choose the rest of the sample population. Purposively selected sample helped in finding out other people in the group, and people selected by them became a part of the sample. The list of sampling population was first obtained from NCED training center Dhangadhi ETC. In this way, the sample consisted of ten trained English teachers from government aided schools in different parts of Kailali district, who had completed ten months NCED ELT training from Dhangadhi ETC.

2.3 Tools of Data Collection

Class observation forms were adapted with slight modification from NCED ELT training curriculum. Diaries and field notes were made from the unstructured interviews and interaction with the teachers and trainers. Observation method was applied to collect required data for the study because it is purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. The phenomenon like transfer of ELT skills in the classroom can not be elicited by just questioning. The observation forms were developed according to the objectives of training curriculum in terms of teaching different skills and aspects of language, as well as the stages in lesson. (See appendix-1 for observation forms)

2.4 Process of Data Collection

I went to the selected teachers' schools and observed their classes. The observation was recorded in the narrative form with every detail of activities, procedures, comments and suggestions and later translated into observation forms. Class observation was done in natural setting, without interrupting the

situation. Classroom management, physical facilities, number of students, and other affecting factors in teaching learning environment, were noted down for interpretation and analysis. The respondents were not hesitating. Their permission was easily granted. They were enthusiastic in talking about their opinion on NCED ten months training, ELT practices, and their experiences. The discussion session was conducted before and/or after the class. They were curious to listen to comments, suggestions, activities and methods from the observer. There were altogether ten English teachers in the sample. Four classes of each teacher were observed.

2.5 Limitations of the Study

The study had the following limitations:

1. It was limited to NCED ten months ELT training.
2. It was limited to find out the effectiveness of the training and its implementation in the field.
3. It was based on the transfer of training skills in the ELT classroom.
4. The study was limited to English teachers who had completed ten months ELT training from NCED, Dhangadhi ETC.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data. The analysis is presented into three main headings which include the three main areas of research- knowledge and skills acquired by trainees, transfer of NCED ELT training, and effectiveness of NCED ELT training.

The main body of presentation includes the performance of the selected ten teachers from different parts of Kailali district who have completed 10 months NCED ELT training.

An educational institution is a dynamic entity. It exists in two worlds- internal and external. The internal world consists of its infrastructure, physical assets, human resources, organizational structure, ideals and the like. External world consists of the outer environment made up of socio-economic, political, physical and competitive forces. These factors are also responsible for the performance of an institution, and hence, are interpreted.

3.1 Analysis of the Observation

Planning

One of the teachers made two lesson plans out of the four classes, another teacher made three plans out of the four classes; other eight teachers did not make any plans. In consulting reference materials, one teacher was better, five teachers were average, two teachers were poor, and two teachers did not consult any materials at all. In selecting and preparing instructional materials, teachers should have managed some time at home and should have done some extra labor, but they seemed to be lazy.

Instruction

Almost all of the teachers introduced the topic with varying degree of effectiveness. Four of the teachers did not make any link with previous lesson, others attempted to link with average effectiveness. All the teachers used text books excellently; others depended on the text book only. One of the teachers knew every student by their names. Five of the teachers used blackboard properly. They spoke while writing, their writing was visible and clear, they wrote on the board while the students were involved in completing their task. Six of the students did not encourage students for silent reading. Three of the teachers encouraged students in asking questions and encouraged them for participation.

All of the teachers were average in relating the terms and concepts with the students' daily life. Almost all the teachers were good in motivating students to learn the lesson. One of the teachers was very good at using selected materials properly. He used pictures and real objects, and encouraged students in responding and taking part in discussion.

Four of the classes contained more than 70 students, four of them more than 50, and two of them less than 50 students. The size of the classrooms was also not very large. Teachers did not conduct group work at all. Two of the teachers, however, conducted group work, but with no effect at all. All of the classes were lacking critical and creative works. They were all exam oriented.

All of the teachers maintained the proper voice rule. Altogether seven teachers tried to use humor to make the class interesting, but all irrelevant to the topic. Almost all of the teachers used clear and correct hand writing. They maintained good eye contact with the students. Six of the teachers were average in making difficult terms and concepts clear. They made such terms clear only by translating them. Almost all of the teachers were average in using appropriate methods and techniques.

The teachers were not critical and creative. They improved their skills, however, in using blackboard, maintaining voice rule, maintaining eye contact with the students, motivating students, consulting text book and so on. They did not make the classroom activities real life like. They did not make ELT classroom interactive and communicative.

Evaluation

All of them, except two teachers, evaluated the lesson using oral and /or written tools, but just for formality most of the students did not respond. All of the teachers were average in providing immediate feedback. All of them provided home assignment but could not check them because of the large class and lack of time. They did not use different correction techniques for large classes either. Five of the teachers were not concerned about whether or not the objectives have been achieved.

Management

Five of the teachers were good at managing classroom activities. None of the teachers arranged appropriate seating for students. Six of the teachers arranged every minutes of the classroom time properly. Other teachers were average. Only one of the teachers involved students in preparing materials and decorating the classroom. He had involved students in preparing a wall magazine. None of them involved students in any sort of seminar, presentation, or debate. They did not seem to encourage students in speaking English in the classroom. Almost all of the teachers were, however, every good at maintaining discipline in the classroom.

Attitude and Performance Behavior

Students and teachers, however, showed interest in continuous self development, the environment was not encouraging. All of the teachers were responsible in their profession. They were punctual. They showed little interest

in collecting and preparing essential materials. They did not seem to have used leisure time appropriately in planning their teaching.

3.2 Knowledge and Skill Acquired by Trainees

Variety of activities like singing, dancing, gestures and tasks in the language classroom are expected to be meaningful. Trained teachers are expected to perform tasks and activities skillfully. If they do not have content (what to teach), tasks and activities become meaningless. The content knowledge on language and linguistics, and language teaching skills are necessary for language teachers.

3.2.1 ELT Training Syllabus

Training is an informal education that helps teacher to be up to date in language, linguistics and pedagogy. NCED ten months ELT training syllabus emphasizes on ELT pedagogy and professionalism. It offers a balanced combination of theory, practice, and pedagogy.

English teachers are not fluent in English, they lack language proficiency. But the syllabus is not aimed for their language proficiency. Language is the main content for language teachers. Most of the English teachers use GT method and speak Nepali language most often in the classroom.

Teacher training programmes need updating in the light of the advancement in educational technology. In order to provide practical exposure to the variety of teaching methods, the trainees are assigned some practical tasks, projects, research and practice teaching of 3 months.

Time allocated for the first, second, and third module is 2.5 months, 5 months, and 2.5 months respectively. Trainees spent only 2 months in training center. Rest of the time they do self learning. They are expected to do different tasks and activities, project work, action research, planning teaching, prepare materials, prepare presentation, peer observation and interaction.

Observation provides trainees with real experience for analysis and reflection. Observation enables them to recognize the stages in lesson, aims of activities, and techniques used. They can easily identify successful teacher behavior and adopt them in their own teaching. Observation deepens their insight and awareness of the principles. They recognize the teachers' mistakes and avoid them in their future career. It provides them insight, to see the relationship between teacher, learner, material and their influence on the learning outcomes.

3.2.2 Content Knowledge of the Teachers

Untrained teachers in service are from non education background. They are expected to have good command of language and literature. They missed linguistics and pedagogy in their academic course. NCED ELT training syllabus also lacks that portion. Components of pronunciation have been neglected in the training package.

Causes of failure in English are pointed out by many studies that there is lack of trained teachers. There is lack of interest in the subject on the part of the students. The curriculum is also impractical and inappropriate. Teaching learning aids are not used. Textbooks are monotonous and boring. There is shortage of reading reference material. Teaching learning environment is not interesting and motivating. Teachers can not make learning interesting. As a result, learners can not develop interest in the subject.

English teachers' job is very challenging. They must be ready to accept and participate in change. English teachers need to be aware of changing demography of population in schools, changing roles, values, lifestyles, changing relationship between school and community, changing methods, changing tools, changing expectations and problems. Theory must inform practice and practice must correct theory.

Developing professional excellence means upgrading technical capabilities through learning and practicing new approaches and innovation in teaching

learning activities. Training must be implemented into practice. Otherwise, it will be the sheer waste of time and money.

Government policy regarding teacher education and qualification is inconsistent. It is necessary that first, select qualified teachers, then provide them opportunity of training. Teachers should have subjective knowledge and action plan. Qualified, confident and willing person should enter into the teaching profession. Training packages should be developed at local levels, on the basis of needs.

Trainers should also be expert. Such trainers can encourage and inspire trainees. Trainers should also learn from the experts. In our context, the reality is that teachers begin teaching and leave learning. It is to be noted that if the skills are not implemented, 50% of them are forgotten in a year.

3.2.3 Description of the Teachers' Behavior

English teachers need to collect interesting ideas and present them in language classroom in an effective way. They need to love school, students and the profession. Initiative, information seeking and driving for improvement are the qualities of good EFL teachers. The analysis of the observed teachers' classroom behavior is done here.

Teacher 1

He was I.A., B.Ed., Lower Secondary Level English Teacher and teaching Social Studies at Secondary Level. He taught reading passage and vocabulary. He began his class by writing motivating questions on the board. He spoke English in the class. He delivered a model reading and asked the students to read the passage. He explained in English and asked the students some questions. Students, however, did not respond. Then the teacher explained in Nepali. He gave them assignment.

While teaching vocabulary, he wrote words like ice, forest, camel, trees, desert, poles, equator, cacti, penguin, and so on, on the board. He practiced drilling the words. Students try to relate the words with the pictures given in the textbook. He explained every word. He also made figures on the board to explain them.

He taught frankly. He was not hesitating. He spoke fluently with some weaknesses in pronunciation. He did not involve the students in communicative activities. The class would be more effective if the text and vocabulary are related to life like situations. He could conduct many activities that might encourage students to speak.

Teacher 2

He was B.A, Secondary Level English Teacher. He taught reading passages. He asked students to summarize the passage they read previously. When they did not respond, the teacher summarized it for them. He wrote some words and their antonyms on the board. Students copied them. He did some motivation activities. But variety of activities and students' participation would make the class more effective. He used translation method.

Teacher 3

He was also B.A, Secondary Level English Teacher. He was also pursuing his M.A. in English. He tried to implement training in his classroom. His every class war the combination of reading, writing, speaking and listening. His personality in the class was impressive.

Many teachers wrote answers on the board for the students, but in that class questions were discussed and students were made competent. They could write comprehension questions themselves.

He was aware of the motivation of the students and discipline problems. He conducted variety of activities followed by jokes and interesting anecdotes to attract students' attention. He spoke as he wrote, which was another good

aspects of his teaching. Most of his students were fluent readers. He did not use materials, however. The communicative activities near to life would make his class even more interesting.

Teacher 4

He was I.A., Lower Secondary Level English Teacher. He made the students act out the story in class. He helped students in solving every exercises and activities.

Teacher 5

He was I.A. English and M.A. Political Science. He was Lower Secondary Level English Teacher and teaching Social Studies at Secondary Level. He taught English to class 6 students. He had prepared some word cards and some pictures. He used them to teach vocabulary and reading passage.

He wrote some words on the board, students read them in chorus loudly. Later he asked them to arrange the words alphabetically. When he showed cards, students looked curious. They repeated the words after the teacher. He wrote and showed several pairs of words and repeated the process.

In one of his classes, he successfully made the students competent in making yes/no questions from the given statements. He conducted variety of activities in the class.

Teacher 6

He was B.A., Secondary Level English Teacher. He had a bag in his shoulder and a pointing stick on his hand. He knew every student by their names. He taught reading passage. He called some of the students to read the passage. Teacher wrote some of the words that seemed difficult for the students. He asked them the words. They responded the teacher. They had some pronunciation practice.

Then he asked the students to read the whole text silently. While they were reading, the teacher wrote some of the comprehension questions on the board. After they had finished reading, they responded to the questions written on the board. Then they wrote answer as class assignment. So the class was balanced with variety of activities.

Teacher 7

He was I.Ed, B.Ed., and Lower Secondary Level English Teacher. He was trained teacher but he got 10 months training opportunity, as there was to fulfill the quota. He taught at a Lower Secondary School, at a remote village, near Indian border. When his class was observed for the purpose of this research on the 24th of Jestha, 2067, students of class 7 didn't have English text book (session began from Baisakh 1st). So he was teaching grammar.

He tried to use inductive method to teach grammar. He wrote several examples on the board students derived some of the rules. They didn't use that grammatical item in communicative activities. He taught great many varieties of sentences in a single class. He didn't have any materials. The students were not hesitating. The teacher was also fluent. After each correct response he said 'good'. After checking every student's class assignment, he corrected on the board. Another class with small children in class 6, he took, was interactive and interesting.

Teacher 8

He was B.A., Secondary Level English Teacher. He taught grammar and reading passage during the observation. In one of the activities related to measuring the length of different objects, he involved students in real measurement, but emphasized on motor skills rather than verbal skills.

He used variety of activities in the class. While teaching grammar, he used deductive method, but succeeded in achieving the objectives. He was trying his best but could not make learning student centered. He only emphasized on text book activities.

Teacher 9

He was B.A., B.Ed., and Secondary Level English Teacher. He had prepared materials and plan for his teaching. He did not speak a Nepali word in the class. He used simple English, easy for students to understand. He taught reading passages in all the observations. Students were in uniform, discipline was maintained.

First, he motivated the students using different materials and asking several brainstorming questions. Students did not hesitate to speak English in the class. Teacher wrote some questions on the board while students read silently. He instructed them to make note of difficult vocabulary, while reading. He also asked them to find out answers to the questions written on the board.

After they finished reading, they responded to the questions fluently in complete sentences. When they couldn't answer, he asked them to read one particular paragraph again, to find out the answer. He asked them to read the text in parts, and activities session followed after that.

Students were actively finding out the answers and underlining vocabulary and pronunciation difficulty. When the students finished, the teacher prepared them for another round of activities. They were active and busy.

Students asked difficult vocabulary and area of pronunciation difficulty without hesitation. He asked them to guess first. Most of the problems were solved by themselves. At the end of the class, the teacher gave a model reading. He asked them to make note of pronunciation. They listened carefully. The students copied all the questions from the board, to do them as homework.

Teacher 10

He was B.A. (English), M.Ed. (EPM), Secondary Level English Teacher. He used translation method. He gave instructions in English and translated them into Nepali. His class was very large; he could maintain the discipline though. He had fluency in language but some pronunciation problems. He wrote meaning of difficult vocabulary in Nepali, and students copied them.

He taught reading in the observation classes. He organized motivation session in the beginning. He tried to divide the students into groups (one bench one group), but there was no place for the group work in the class.

Students, however, read the text silently, as instructed. They finished reading in 10 minutes. Teacher asked some of the groups and group leaders responded. Some of them did and others did not. Then the teacher wrote some of the difficult words and their meaning on the board, students copied them.

3.3 Transfer of ELT Training

Many factors affect the transfer of ELT training in classroom. It depends on how well teachers are motivated to improve their teaching. Environment also plays an important role. Schools can not manage additional reading materials and modern ELT technology. Teaching learning can not take place in effective way in the crowded classrooms. Only lecture and GT methods are applied in such environment. Government policies regarding training keep on changing. There is no proper provision of monitoring and supervision from concerned authorities.

3.3.1 Teaching Learning Materials

Sophisticated audio-visual aids and overhead projector were used in training center. Trainees practiced in handling these instruments during the training sessions. But no any teaching aids were distributed to them after the successful completion of the training. The classroom environment and training center

environment was different in many ways. Training centers were equipped with laptops, white board, LCD projectors, audio-visual aids, group formation facilities etc. Teachers did not practice all these things in the classroom. Their classrooms were overcrowded. The rooms were filled with furniture and no room to move in the classes.

Schools had materials like globe, ruler, maps, charts, measuring tape, dictionary etc. The materials prepared by them during training period disappeared, as there was no personal shelf or cupboard to store them in. As a result, text book and blackboard were the only aids used in the classroom. Some of the teachers under observation, used materials like flash cards, charts, measuring tape and pictures. The materials aroused curiosity and motivation.

Common conception among teachers was that training did not help them either to increase their salary, or to become permanent in their job, or even to get promotion. It was only helpful in classroom teaching, but lack of educational material in schools was making it difficult to apply their knowledge in practice. Classes were very large, rooms were very much crammed and no space for group discussion and interaction.

If there had been encouraging environment, regular monitoring and supervision, the situation would have been improved. External and internal environment is making teachers lazy and irresponsible in their job.

3.3.2 Crowded Classrooms

Education Act of Nepal has provided 40, 45 and 50 students in a class in mountains, hills and terai respectively. The provision is based on geography and population. But in many schools the situation was different. The recorded number of students in the classes of the observed ten teachers is given on the table.

Number of Students in Observed Classes

Schools	No. of students (X)
A	50
B	83
C	79
D	50
E	70
F	40
G	30
H	50
I	55
J	97
N=10	$\sum X = 604$

$$\text{Mean Value (M)} = \frac{\sum X}{N} = \frac{604}{10} = 60.4$$

The highest number of students in the observed classes was 97 and the lowest number of students was 30. Four classes were very large, having number of students more than 70. The average number of students in the observed ten classes can be calculated as 60.

Most of the observed classes were crammed with furniture. There was very little space for teacher's movement. There was no room for group activities. Students have different learning experiences, different motivation, different attitudes and different linguistic and socio-cultural background. They learn even the same thing in different ways. They can learn from the variety of sources, even if the final goals are the same.

Coleman (1989, as cited in NCED, 2007 Third Module, p. 86) lists four problems faced by teachers of large classes.

1. They feel self conscious, nervous, uncomfortable.
2. Large classes pose disciplinary and class management problems.

3. It is difficult to evaluate the oral and written work of so many learners.
4. Teachers feel that individual attention can not be given, very little learning takes place. (NCED, 2007, p.86)

NCED ten months training curriculum focuses also on managing large classes. Most of the teachers, however, did not plan well. All the classes they taught were large, so they did not have planning time. As a result, weaker students often get left behind. Teachers said it was very difficult for them to choose appropriate style for variety of students.

3.3.3 School Environment

Various factors influence teaching learning environment in schools. Merely knowledge and skill gained from training can not improve the environment. Teachers' psychology, tradition, thinking and motivation for transfer of skills are also to be considered. Physical facilities, library, toilet, drinking water and many other things help strengthening teaching learning environment at school. All the schools observed are assessed here to know how environment affects transfer.

Among the ten observed schools, four were in crowded market areas, and six were in the villages. Schools at market areas were over crowded. Among observed ten English teachers, two were Head Teachers. They taught 15 periods per week. Other teachers taught 28 to 34 periods per week. Among ten teachers, seven were below 40 in age.

All the schools had zinc plate roofed school building. Rain caused disturbance on the roofs. In most of the schools, classes were crammed with furniture and students. There was no space to move for the teacher.

Only five schools had electricity, and in them only two schools had cooling fan. Among ten schools, seven were Higher Secondary Schools, two were Secondary Schools and only one was lower Secondary School.

Since most of them were Higher Secondary Schools, library could be seen there, but equipped only with class 11, 12 textbooks. In rest of the schools, teachers' manuals, text books, dictionary could be seen on a shelf, meant for teachers. In one of the schools, students did not have English text books even after 2 months of the commencement of the academic session.

In four schools, there was separate staff room, but they did not have personal shelves or any sort of place to keep their things in. In rest of the schools, staff shared the office room. One of the teachers had kept his reference books and materials below the mattress of a table.

In all the schools observed, there were trained English teachers. Parents and students did not make any complaints. Teachers' involvement in politics was found to be a serious problem.

3.4 Effectiveness of NCED ELT Training

Effectiveness of training is judged by the performance of the teachers at schools. If students do not perform well, it is teacher who does not perform well, and if teachers do not perform well, it is system that is lacking something. Teachers' performance reflects the effectiveness of the training. Training curriculum, training materials, trainers, sufficiency of training period, training process, popularity of teacher training programmes, management during training period, and many such things have to be considered in making training effective.

3.4.1 Government Policy

Training policy formed by Education Ministry in 2005 emphasized on the need to make training practical and effective. International donor agencies donated about 150 million rupees in teacher training in four years. But effectiveness graph continuously climbed down.

Defaulted government policy invites unqualified and untrained teachers into teaching profession. Pre service training should be made mandatory for the

profession. First, select qualified teachers, then provide them opportunity of training. They should be competent in the subject matter.

3.4.2 Monitoring and Supervision

Monitoring, supervision, and control are necessary components to make any planning a success. As the follow up of the training, NCED training centers have developed a system of supervision during and after the training programmes to see how trained teachers were getting on in the class and what kinds of practical difficulties they were facing in the real class room situation. The supervision system consisted of two categories done by Head Teacher of the school, and external supervision done either by the trainer or by someone appointed by training center. Training conducted by NCED, however, does not implement this provision properly. There is no any concerned authority to monitor and supervise the trainees, and the implementation part of the training.

Training is beneficial in developing teachers' personality. Teachers are not willing to implement the skills gained from training. As training is not monitored, teachers' teaching style and learners' achievement have not been improved.

From proper monitoring and follow up, NCED might get some feedback, and that might help improve teacher training in the days to come. According to one of the trainers at ETC, Dhangadhi, it's not done because supervision and research in the area would only reveal weaknesses. But nobody is ready to accept weaknesses. According to him, policies that define and redefine roles of different authorities, regarding monitoring, also had great effect.

3.5 Conclusion

None of the teachers under observation made lesson plans. They taught 28 to 34 over crowded classes per week. Some of the teachers did very well in teaching reading and teaching vocabulary. A very few teachers were good at pronunciation. None of them taught listening. Very little emphasis was given in writing and no emphasis in speaking at all.

Schools did not have sufficient physical facilities. None of the schools had audio visual aids. Teachers did not have personal shelves to keep their materials in. None of the schools introduced extra reading materials other than text book.

The main purpose of ten months training was to fulfill the mandatory provision for the untrained teachers to get teaching license. According to NCED survey, 98.2% of the teachers in service have been trained by 2010. But the ten month training is not equivalent to I.Ed. or B.Ed. The teachers who have completed this training can not join B.Ed. or M.Ed.

Very few teachers were fluent in English. The training curriculum, however, focuses on developing professionalism and pedagogy, and not on developing language competency. In ten months training period, trainees spent only two months in training center. This period is not sufficient.

To make training effective, first appoint qualified and trained teachers, and then provide them the opportunity of training. Monitoring, supervision, and control are necessary parts of any training programmes. But these things were lacking in ten months NCED training.

Teachers used translation method in the class room. They could not make classroom communicative and interactive. They were exam oriented. The benefit of training is that the teachers were able to get permanent teaching license.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The current study had been aimed at investigating into knowledge level of the trainees, transfer of skills into class room, and the effectiveness of ten months NCED ELT training. NCED estimate has suggested that 98.2% of the teachers in service have been trained. The same percentage of English teachers has also been trained. Teachers said that full implementation of the training was impossible, as the classroom size was very large. Students from public schools did not respond at all. At class six, they could not do any reading, writing, and speaking in English. There was no English environment. The schools did not have teaching learning materials; neither did they have modern educational technology.

1. Teachers did variety of activities in the classroom, but they could not make them meaningful, situational, and real life like.
2. Most of the teachers did not have sufficient content knowledge on language and linguistics. The ten months training curriculum also lacked that lesson.
3. The curriculum emphasizes on ELT pedagogy and the course is aimed at developing professionalism.
4. Schools lacked educational materials. None of the schools had extra reading reference books prescribed for any classes other than text books.
5. The classes were over crowded. In such environment, it was found that teachers remained hesitant in implementing training in the classroom.
6. Most of the teachers applied translation method. They used Nepali language most often in English classroom.

7. The time allocation for the first, second, and third modules was found to be 2.5 months, 5 months, and 2.5 months respectively. The time distributed for training center based theory class is only 2 months, whereas, the time for distance mode training was 5 months, which was unjust.
8. Because of the lack of adequate monitoring and supervision, and because of the lack of punishment and reward, training programmes was not found to be very popular and encouraging.
9. Effect of training could not be seen also because of the adverse socio political environment in the country.
10. The teachers have not been able to develop students' interest in English.
11. The curriculum and text books are also impractical and uninteresting. They are monotonous.
12. In teaching grammar, inductive method was found to be difficult, and hence, most teachers used prescriptive rules.
13. Some of the teachers translated the vocabulary, as it was the easy method in front of the non responding students.
14. Some teachers taught very well. They combined reading, writing, listening, and speaking skills in a single class. They made students very active. They consumed every minutes of the classroom time. They did not translate a word. They used plans and materials also, even if their classroom size was very large.
15. The teachers did not conduct communicative activities. They taught listening, speaking, and writing very rarely. Their class lacked communicative nature.

16. Teachers had maximum work load. They had to teach 28 to 34 crowded classes a week. Individual attention could not be expected in this situation. Teachers at government schools were found to be doing many part time jobs.
17. Government aided school students lacked interest, motivation and positive attitude towards English. Unethical examination patterns have emphasized on rote learning and exam oriented preparation.
18. After the completion of the training, NCED training centers do not distribute educational materials and technology to the trainees. The environment at training center and school is different in many ways.
19. There had been many untrained teachers in service. In this context, the main objective of the ten months training was found to fulfill the mandatory provision for the untrained teacher to get permanent teaching license. But the training is not equivalent with the university degree.

There are many factors that influence effective teaching. It depends on how well the teacher is motivated. School environment also affects greatly. Teachers conduct exam oriented teaching, as our evaluation system also demands this. Teachers do not attract students to English subject. They only contribute to develop fear in them for the subject.

4.2 Recommendations

In this part of the report, some suggestions are recommended for the concerned authorities, schools, and teachers. It is to be noted that if students do not perform well, it is teacher who does not perform well, and if the teachers do not perform well, it is system that is lacking something. The system should review its strategies and pave the way to reformation.

4.2.1 To the Policy Makers

1. Changing government policy welcomes untrained and unqualified English teachers into profession. Pre service training should be made mandatory. It is to be noted that first appoint qualified and trained teachers, then provide them the opportunity of refresher training.
2. For teacher education in Nepal the curriculum was heavily influenced by the work done in other countries, but it had never been evaluated in terms of local needs and demands. Training curriculum should be based on local needs of the teachers. Present ten months curriculum lacks lessons on linguistics and pronunciation. Trained teachers, as a result, lack language competency.
3. Extra reading materials should be introduced for the learners. Text books are also boring and monotonous. Interesting motivating materials would make the teaching learning experience memorable.
4. The time allocation for the training center based session is only two months. That is very little time. Distance mode timing should be cut off and training center based timing should be increased. It is quite impossible to complete the tasks explicitly within such a short period of time.
5. Training sessions should be conducted when the schools remain closed during long vacation time. There should be new attraction in training. Trainers should be well experienced and experts. Such trainers can motivate and encourage the trainee teachers. Training should motivate teachers with attractive remunerations and other facilities. There should be proper monitoring, supervision and control for the effective implementation of the training, during and after the completion of the session.

6. After the successful completion of the training, trainees should be provided with basic materials, reference materials and modern technology. Training should be continuous. Refresher training programmes should be organized each year. Vacation period and training opportunities should be extended to cover all the teachers.

4.2.2 To the Schools

1. Training is not everything. All kinds of work place problems can not be solved by training. There should be supportive work place environment. There should be inclusive and children friendly environment at school.
2. Schools should exercise decentralization of authority and responsibility to make decisions on significant matters related to school operation.
3. Public school students do not respond at all. At class six, they can not do anything, reading, writing and nothing. The lack of exposure can easily be noticed. Schools should introduce extra reading materials in English. Schools should establish resource center to make schooling for children more meaningful and enjoyable experience.
4. School must adopt change. It must be an ideal place. Change takes place within subsystems when changes adopted in larger systems. Schools are the change agents. Schools are the institutions that are organized systematically for the creation, preservation, and transmission of the high forms of knowledge and culture.
5. School should be committed to improvement strategy, change and improvement in school culture, class room practices and student learning. There must be regular interaction of school with the guardians.

4.2.3 To the Teachers

1. Teacher should be qualified and committed to the teaching profession. He should engage students by giving them generative topics.

2. Teacher should involve in observation of the class room behavior, to know the attitude towards teaching and the nature of learning. It provides broader picture of school environment. The existing highly teacher centered instruction need to be changed.
3. Home work means the use of English is extended beyond the class room and the students are given the opportunity to practice language on their own. It can supplement the work done in school and help them improving themselves without depending entirely on the teacher. It should be lively and interesting.
4. In large and heterogeneous classes, individuals have far more life experiences and knowledge, more varied opinions. They share knowledge and experience from each other. There is greater opportunity of creativity, innovation and development. Teacher should initiate generative topics. Teacher should encourage students for collaborative and individual work.
5. In modern approaches of communicative language teaching, teacher is a facilitator of communicative process, class room participant, observer, researcher, need analyst, counselor and group organizer.
6. Teachers must be ready to accept and participate in change. He must be aware of the changing demography of population in schools, changing roles, values and life styles. There is changing relationship between school and community, changing methods, changing tools, changing expectations and problems. Teachers must develop professional excellence by upgrading technical capabilities.
7. General trend is that teachers begin teaching and leave learning. If the skills are not implemented, 50% of them are forgotten in a year. The teacher should update his knowledge and skill.

8. English teachers need to be innovative. They need to collect interesting ideas and present them in language class room in effective way. They need to love school, students and teaching profession. Flexibility to the situation, accountability, and passion for learning from various sources, are the sets of qualities that effective teachers hold.

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Appendix I

Teachers' Class Observation Sheet

Please tick (4) for the best effect, and (0) for the least.

	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Prepared lesson plan /weekly plan	0	0	2	0	0	0	0	0	3	0
Consulted reference materials	1	2	2	1	2	0	2	2	3	0
Selected and prepared proper instructional materials	2	2	2	1	3	0	2	3	3	0
Instruction										
Introduced the topic/lesson	2	2	3	2	2	2	3	3	4	3
Linked the lesson/topic to the prior knowledge	1	2	3	1	1	1	2	2	3	3
Consulted text book	4	4	4	3	2	3	3	3	4	3
Used students name properly	2	2	2	3	2	4	1	2	3	2
Used blackboard and notice board properly	4	4	4	3	3	4	3	3	4	2

Encouraged students for silent reading	0	0	0	2	0	3	0	0	4	3
Encouraged question and students participation	2	2	4	2	2	3	4	3	4	3
Related terms and concepts with students daily life	2	2	2	1	2	2	2	2	3	3
Motivated students to learn the lesson	2	3	3	3	3	3	3	2	3	3
Used selected and prepared materials properly	2	2	3	1	3	0	2	3	4	0
Conducted group discussion	0	0	0	2	0	1	1	2	1	1
Associated stories/experiences with lesson	0	1	1	2	0	1	1	1	2	1
Created the environment for critical thinking	1	2	2	1	0	1	1	1	2	1
Encouraged students for creative works	1	1	1	1	1	1	1	1	2	2
Communicated students by non-verbal techniques	0	0	0	1	0	1	2	0	0	0
Maintained voice rule	4	4	4	4	4	4	4	3	4	3
Used humor to make class interesting	1	1	2	2	2	2	2	1	2	2
Used clear and correct hand writing	4	4	4	3	3	4	4	4	4	3
Maintained good eye contact with students	4	3	4	4	4	4	4	4	4	3
Made clear the difficult terms and concepts	2	2	3	2	3	3	2	2	3	2
Used appropriate methods and techniques	2	2	2	2	2	2	2	3	3	2

	Paid attention and encouraged to the passive students	1	1	2	2	3	3	2	2	2	2
	Discussed about the several activities given in the textbook	1	2	3	1	2	2	2	3	3	2
	Encouraged student to do community oriented activities	0	1	1	1	1	1	1	2	2	2
	Summarized the lesson	2	2	2	2	2	2	1	1	2	1
Evaluation											
	Used variety of evaluation tools written, oral, observation, group activities etc.	1	1	2	2	2	2	2	2	3	2
	Provided immediate feedback	1	1	3	2	2	2	2	2	3	2
	Checked home assignment and other assignment	2	2	2	1	2	2	2	0	2	2
	Provided home assignment	3	0	3	2	3	3	3	2	3	2
	Assured the objectives have been achieved	0	0	0	0	0	1	1	1	2	2
Management											
	Managed classroom activities	2	2	3	2	3	3	3	2	4	2
	Arranged appropriate seating for students	2	2	2	2	2	2	2	2	2	2
	Managed classroom time	2	2	3	3	2	3	3	3	4	2
	Involved students in preparing and decorate the classroom walls	1	1	4	1	1	1	1	1	1	1
	Organized student seminar/presentation/debate	0	0	1	2	1	1	2	2	1	1
	Maintained classroom discipline	3	3	4	3	3	3	3	2	4	3
Attitude and performance behavior											
	Showed interest in continuous	2	2	3	2	3	3	3	3	4	2

	self development										
	Responsible	3	2	3	2	3	3	3	3	4	2
	Punctuality	3	3	3	3	2	3	3	3	3	1
	Showed interest to collect, prepare, essential materials	1	2	2	2	2	2	2	2	3	2
	Used leisure time appropriately	1	1	1	2	1	2	1	1	3	1

Comments (if any)

Suggestions (if any)

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Signed by

Teacher

Observer