

CHAPTER - ONE

INTRODUCTION

1.1 General Background

The historical development of the English language in Nepal is concerned with Jung Bahadur Rana, who was the first prime minister in 1846 A.D. He visited England in 1885 A. D. to strengthen the ties of friendship with the powerful British government. In order to educate the Rana children in English medium, he established Darbar High School in 1954 A.D.

Nepal needs English for academic activities to establish diplomatic relation with the foreign countries to conduct trades, businesses, industries and for the development of science and technology. The need and importance of the English language is felt in every sectors of the nation. The English language is taken as one of the facilitator and promoter for national and international communication. It has been given high priority and taken as an internal part of education. English is taught as the compulsory subject in all the schools of Nepal starting from grade one up to grade twelve. It is also taught as a compulsory subject from PCL to Bachelor level. In addition a number of English medium schools have been established at private sectors, which are known as Boarding Schools. English has to be taught as a foreign language because the Nepali language is the national language in Nepal. It is not sufficient to meet all the requirements of communication especially in scientific, technical, diplomatic and academic matters. The English language has become as an integral part of academic courses and national development. So it has become almost the language of survival in Nepal. That is why the importance of English in Nepal can not be minimized in Nepal. Through the

English language Nepalese people can be modernized and can mix up in the contemporary world.

The status of the English language in Nepal is changing day by day. It is being inevitable part of academic and national development. It influences every sector in the country like business, tourism, media, education, politics, economy, and diplomatic relations etc. Changes and development in those various areas in Nepal have increased the need and importance of English. The government of Nepal and different NGOs (non government organizations), have realized this fact and various programs are developed and run in the country for the promotion of English. English is not only essential but also it deserves high prestige in academic field. High amount of investment is made to develop English Education. Students and teachers are spending more time and efforts to be successful in the English subjects. High priority has been given by schools, teachers and students, but they all are unable to achieve better results. There is the provision of only final and summative testing for evaluation in all the grades. Because of various reasons, the result in public school is about 55% at S.L.C and about 65% at the university level (Bhattarai 2006). This result shows the huge wastage in investment and resources. Both the private and government aided schools have realized the need and importance of Continuous Assessment System (CAS). But it is hardly found in practice because of various practical constraints. This is the situation of the total education system from the primary to university level in general.

The result of English language education is also not found satisfactory because of the influence of different factors. One of the serious challenges that Nepal is facing is the problem of teachers' development. There are various efforts made by the government with the collaborations of different NGOs for the development of teachers' training. Volunteer organizations like Nepal English

Language Teachers' Associations (NELTA) in collaboration of other NGOs and the government have played a vital role for the development of English language teachers. The importance of training was realized since very beginning and various efforts were made to this end. But only 45% of the total school teachers are trained (NCED 2001). Even the trained teachers need to be updated, refreshed or retrained. Most of the in-service teachers who are not updated can not become as innovative as their trained and refreshed counterparts. This directly affects the results of teaching /learning activities (Awasthi, 2003). Another challenge that English education in Nepal faces is the lack of adequate and appropriate materials for both the teachers and students. Most of the textbooks are prepared by Nepalese writers and some are imported from India and other parts of the world. The curriculum has specified the methods of teaching, i.e. communicative methodology. Four language skills are incorporated while designing the English language courses. Listening and speaking components are focused from the very beginning. But teachers' qualification and their experience contradict with the objectives specified. Besides these, the teachers have to handle very large classes without any physical facility in many cases, without electricity and excess of internet.

1.1.1 Role of Teachers in the English Language Education in Nepal

Teacher's role was found very dominant and central in the beginning of the history of English education in Nepal. Teacher was the sole authority to handle the medium of instruction and content to deal within the classroom. The role of the teacher is influenced by linguistic theories, philosophical tenants and socio-cultural backgrounds. There has been changing concept of the role of the teacher because of the changes in other factors like technology, methodological innovations, society, culture etc. In Nepal, English language teachers are always struggling to play an appropriate role in teaching learning activity. Traditionally, Nepalese teachers were respected figure in the society. Later on,

the role, responsibility and respects for them are found decreasing. English language teachers are also discouraged because of the lack of reinforcement and their proper evaluation. Still the teaching profession in Nepal is not developed as prestigious, dedicated, and reputed as it needed to be.

Government and various NGOs and volunteer organizations like NELTA have played a vital role for the development of professionalism in the English language teaching in particular. NELTA organizes various trainings, seminars, workshops, meetings etc. for the promotion of ELT (English language teaching) in Nepal.

Teachers role are also different according to different forms of schooling backgrounds developed in Nepal. They are private and public schools. On the one hand private schools are set by private sectors and most of them follow English as a medium of instruction for all the subjects except Nepali. On the other hand, government-aided schools follow Nepali as a medium of instruction for all the subjects except English. There are also the cases that even English subject is taught in Nepali medium in government-aided public schools. So, the concept has also developed that good English can be got in private English medium schools. To some extent it might be true because the amount of the English language exposure is high in English medium schools. And teachers in private schools are compelled to take the responsibility of their job. They are continuously evaluated in their skills and performance from principals and management committees. Any time they can be rewarded or promoted and punished or demoted. But situation is totally different in public schools because once teachers are recruited in their job they are rarely evaluated and reinforced. It is also found that there is not appropriate trend of continuous study and most of the teachers are passive, since once they achieve degree they hold jobs and do not make further research or study. There is no regular monitoring system for the responsibility and performance of the

teachers. The examination system is also one of the practical constraints to compel teachers to do exam-oriented activities. There are still exam based learning rather than learning based exam.

The need of the English language is felt in every sector of the country. People are aware of and ready to invest a large amount of money and effort to promote their English. The government has made provision of compulsory training for teachers to enter the teaching profession. It might have developed teachers performance as well as educational system. Yet, there is no satisfactory result in school and college levels. On the one hand, thousands of the students are dropped out from S.L.C and college levels because of the failure in English as there are no alternative English courses for them from the government sector. On the other hand, most of the teachers are not well motivated and responsible for their profession (Teaching Licensing Scheme 2001).

The English language courses designed as compulsory subjects are based on communicative approach to language learning. It assumes that the teachers' role is the role of a facilitator not that of authority and dictator. But in our context, most of the teachers adopt teacher-centered approach. This creates less effective environment in teaching and learning. A very few teachers are creative and dynamic to deal with their job according to classroom size, physical facilities, materials and the objectives mentioned in the course.

1.1.2 Concept of Professional English Language Teacher in Nepal

All the programmes under Faculty of Education (FOE) are mainly for the development of teachers by giving training either pre-service or in-service. It started training English teachers at the undergraduate and the graduate levels since 1957 A.D. I. Ed. (Intermediate degree in Education) is the training for primary and lower secondary level teaching and B. Ed. (Bachelors degree in Education) for secondary level teaching. People of other disciplines, who are

interested in teaching having B.A. (Bachelors degree in Arts), B.B.S. (Bachelors degree in Business Study) and B.Sc. (Bachelors degree in Science) can get training through one year B. Ed. program in their respective subjects. Any one with a B.A. specialization in English can get training to teach English through one year B. Ed. program. Like wise, Intermediate in Education (I. Ed.) is compulsory for primary and lower secondary levels. There are mainly three existing training institutions in Nepal. They are: National Center for Educational Development (NCED), Higher Secondary Education Board (HSEB) and different universities. They have played a vital role for teachers' development in general. There are some other NGOs like NELTA to conduct supporting program for English language teachers in Nepal. There are two kinds of trends in training, in-service and pre-service. Here the term in-service signifies the teacher training programs for in-service teacher and pre-service for the prospective teachers who are not teaching at present but going to teach in the near future or it is a preparation of the new teachers.

The government of Nepal has established NCED as the center for teacher training. It is one of the great institutions at present that trains Nepalese in-service and pre-service teachers. At present NCED is implementing two major training projects. Primary level teachers are trained under Teacher Education project (TEP). Lower secondary and secondary teachers are trained under Secondary Education Support Programme (SESP). NCED, Universities or HSEB only train the teachers and it has nothing to do with the selection and licensing processes for pre-service or perspective teachers. It is National Teacher Service Council (NTSC) that takes exams for licensing. NTSC makes selection of teachers for permanent posts and upgrades the permanent teachers. It is the responsible body to conduct the exam and distribution process for license (TLS 2001). The programs and provisions related to the development of teachers in general are equally applicable for English language teachers as well.

1.1.3 Meaning, History and Importance of Teaching License

License is an official document showing that permission has given to do, own or use something. It is a legal authority provided by concerned professional body or government to ensure that licensee has fulfilled all the requirements needed to do, own or use something. It is a process to bring out professional development in different profession or working areas. Licensing process is a mechanism to control and determine the quality of professional practice and service provided by a profession (TLS 2001). professionals such as; doctors, nurses, lawyers, tenders, businessmen etc. are required to have license to practice prior to their service. Like other profession, teaching requires qualified, competent and skilled professionals. So, teaching authority should be given after measuring the competency, skill, and other qualities required.

License in teaching refers ... an authorization to teach or serve as an educator to an individual by concerned professional body or government body to ensure that the licensee has minimum skills and competencies required to serve as a teacher or an educator (TLS 2001).

The concept of teaching license was emerged and developed with the concept of professional development in teaching. The need of teaching license was realized in Europe in thirteenth century. Gradually the concept and its importance is increased and reached in different parts of the world.

In Europe, according to Hamilton (1990 p. 43) ...the 13th century's Bologna obtained the right to grant teaching license which was called *jus ubique decendi* or the right everywhere to teach. Such a legal permission was valid in the territory supervised by the Archbishop of Bologna and Papal domain... (as cited in Khanal, 2002 p. 2). But the idea of modern licensing system for teaching appeared only in the later half of the 20th century. More focus was given to evaluate the teachers under the licensing process after the US publication of A

Nation at Risk. The imperative for Educational Reform in 1984 (Scannell and Scannell, 1995 p.568 as cited in Khanal 2002 p. 2). All attempts of the government in US, UK and many parts of Europe are oriented to teaching licensing with the concept of professional teachers or professionalism in teaching, the provision of license was introduced. From 1960s onwards, the concept is reached every parts of the world. Various countries like USA, UK, Japan, Korea, Thailand, Srilanka, India and Nepal are practicing teaching license. In practice, there is no uniformity in the process and mechanism of licensing. Japan, Thailand, USA and many other countries are providing license by evaluating the candidates on the basis of academic degrees, trainings, written test, classroom performance and interview. But in our case, teaching license is provided on the basis of the academic degrees, and written test. It lacks the evaluation on the basis of classroom performance and interview.

The main crux of providing teaching license is to ensure the quality in teacher selection process. The effectiveness of whole educational system depends upon the operator who operates those all or any educational program. Teacher plays vital role in operating center of the educational program. So, there should be some common and basic requirement for the selection of teachers. The mandatory provision of license can establish the minimum and uniform standard in the quality of teachers. Its demand and importance are increasing day by day. It is one of the fundamental ways to develop the concept of professionalism in teaching. Every individual is different in his/her interest, skill, competency and dedication towards the job or profession he/she holds. Right person in right profession is the base for the development required for teaching. Teaching is very broad concept which covers all the disciplines related to teaching, learning or training. It goes beyond the classroom activities and the contents designed for particular level or students. It is a part of life so

responsibility and authority should be taken who are fit for teaching. So, the concept of licensing is found one of the great steps for the educational development in different countries.

1.1.4 Concept of Teacher Licensing in Nepal

Education is expected to prepare patriotic, disciplined and productive human resources for the development of a nation. Several attempts have been made in Nepal for the quality education in the past. Specially, since the inception of democracy in 1951 A.D. Education sector was improved by making it more accessible to the wider segments of the population. There has been dramatic increase in the number of schools, colleges, universities from 1951 to date allowing access to education to more youths. However, this sector faces various challenges. Around the half of the population is still illiterate. The Quality of education from basic to higher level is not improved as expected.

Public education in Nepal is not being able to address the expectations of general public. There has been significant quantitative expansion of schools and educational institutions in the country. The quality, relevancy, and efficiency of public education system have been questioned from different corners. Guardians of school going children are gradually losing their trust on public schools. They are not satisfied with the performance of the public schools and they believe that public education system does not provide quality education to their children. As a result, enrolment in public schools, especially in the urban areas, is declining. Those who can afford are sending their children to the private schools. General public believe that quality of education in the private schools is better than that of public schools. Especially the English language exposure is high in those schools. One of the most significant reasons why private schools can deliver quality education to the children is that they are free to select qualified and competent teachers. Private school teachers are

also compelled to take the responsibility of their job. Public schools do not have such authority and tradition. Evidences show that less qualified and incompetent teachers with poor academic qualification are sometimes recruited in government aided public schools due to external influences and political pressure.

Among various efforts to improve the quality of school education, learner-centered approach to education has brought the changes and innovations in Nepalese education. Learner-centered education relies on teachers' abilities to adapt instruction by understanding the students' needs. Effective education rests on teachers' deep knowledge of subjects and students, and their capacity to create ever – evolving strategies for meeting the unique needs of children and society. There has to be a system to recruit, select, prepare and develop such teachers and mechanism to ensure the quality of their teaching. Quality of education depends upon the quality and standards in the process of recruiting qualified and motivated individuals (<http://www.Moe.gov.np>).

One of the most important factors that is affecting the quality of education at all the levels of education are the teachers' qualities, skills, dedications and competencies in the concerned subject matter or discipline. A qualified teacher can play a vital role in improving the quality of education. Teachers' having positive attitudes and self-motivation towards their own profession determines the quality in teaching. A teacher should be knowledgeable in content and skillful in teaching. Only the dedicated, skilled, competent and motivated teachers can bring significant improvement in the quality of education. We can not expect quality of instruction from teachers from poor academic background and ignorant of child development, learning strategies, and appropriate teaching methods/techniques. Recruitment of incompetent teachers in schools affects the educational quality for a long time. To ensure that teachers are

competent enough to provide high quality education for their students, the need of improvement in the teacher selection process was realized from very beginning (<http://www.eduinfonepal.com>).

As a part of many initiatives to strengthen the quality of education in the country, Nepal needed to strengthen the teaching profession and make it reputed by implementing quality in teacher selection process. The implementation of licensing system has brought one more improvement in teacher selection. The compulsory provision of license has only allowed those individuals to become teacher who have possessed minimum competencies required to teach at the specific level or grades. It is a mechanism to control the quality of professional practice and service provided by a professional. Professionals such as doctors, nurses, lawyers are required to have a license to practice prior to their service. Similarly, to ensure the supply of qualified and competent teachers in schools, teacher licensing have been realized as an essential requirement for maintaining the quality of public education (NCED 2001). Teachers who are involved in educating the children are responsible for shaping the future of the next generation and the nation. So the licensee for teaching must have essential knowledge, skills and competencies to deliver effective instruction. Licensing helps to recruit qualified and competent teachers for schools and contribute to the improvement of educational quality in the Country” (TLS 2058).

The necessity of teaching license for quality in teacher selection process was realized even in the past. For the first time, the compulsory provision of teaching license was introduced in 2023 B.S. But, the concept of professional teacher through the licensing remained in shadow after the compulsory provision of training implemented by National Educational System Plan (NESP 2028 B.S.). More than three decades of the period, the teacher selection process

was not improved as it needed. The need of great reform in teacher process was realized for a long. After the recommendation made by High Level Education Commission 2055, a bill for teacher licensing system was passed from the parliament in 2057 (Education Act 2062 B.S). The responsibility for licensing the teacher is taken by NTSC. The program of licensing is implemented and practiced in Nepal since 2061 B.S. Since then, examination for teaching license is taken every year. There are around 270000 prospective and in-service teaching licensees in Nepal. The mandatory provision of teaching license is functioning as one of the prerequisite to enter in teaching profession. Only those teachers having teaching license are recruited in teaching job. The standards, procedures, relevancies, effectiveness and its uniformity are questioned from different corners.

The compulsory provision of license for teaching is felt necessary and relevant to improve the following situations of the public schools.

- Many primary and secondary school children fail district level and national level examination because of poor teaching at their schools.
- Many teachers lack basic knowledge and competencies required to teach.
- People with poorer academic background having capacity to teach have access to teaching job.
- There are some evidences that teachers who can not read are holding teaching position.
- General public have questioned the teachers' recruitment and selection practices.
- Too much political interferences in the recruitment and selection of teachers.

- Political interferences in process of transfer, promotion, and development of teachers.
- The present recruitment, selection, promotion system allows adequate room for engagement of teachers with poor educational background.
- There is a need to attract qualified, competent and knowledgeable people in teaching profession
- There is a need to develop a mechanism to promote professional development of teachers and make teaching a reputed profession;

1.1.4.1 Goals of Teacher Licensing

The ultimate goal of teacher licensing is to improve the quality of education by ensuring that only qualified and competent individuals engage in teaching profession.

1.1.4.2 Purposes of Licensing

The purposes of licensing are to:

- a) restrict the flow of unskilled and incompetent teachers in teaching profession;
- b) improve the quality of teaching in the schools;
- c) recruit and select more qualified, knowledgeable and skillful individuals in teaching profession;
- d) make teaching profession reputed having adequate opportunities to advance in the career based on the performance and competence.

1.1.4.3 Expected outcomes of teacher licensing

- academic achievements of the students will be improved;
- school completion rate of school going children will be increased;
- drop out rate in schools will be decreased;
- academic performance of public schools will be improved;
- recruitment and selection of the teachers will be fair;
- improved quality of instruction in public schools, continuous flow of qualified, competent and skillful teachers in the school system;
- existing teachers will be motivated to upgrade their knowledge and skills.
- undesirable political interferences will be reduced significantly.

1.1.5 English Language Teacher and License for Teaching English

Teacher plays a key role in teaching English. The English language teachers are the persons who have authority to teach the English language. The authority here refers to legal provision to teach the English language as programmed by concerned authority or institution. The authority can be provided on the basis of the appropriate judgment of skills and competencies. Teaching is the skill based profession in general and teaching the English language in particular. So, the process and mechanism to provide an authority to teach the English language should be based on the evaluation of skills and performance. These can be tested separately or in combined form of evaluation system.

The role of a teacher in the past was central whereas at present it is changing and being a dynamic. English language teacher has to be academically

qualified and competent in knowledge and skilled in his/her performance. Teachers are responsible for shaping the future of next generation and national development. But unfortunately the teacher selection process is not scientific and objective. It is influenced by political pressure and prejudice. Because of the lack of such scientific criteria, thousands of teachers are recruited, transferred and promoted without proper evaluation. It has affected our whole education system in general and English language education in particular. Teacher is one of the central operators in teaching learning program. So, he/she plays a vital role in the development of education in nation. The quality in students depends upon the quality in teachers. If the selection process is wrong, it creates long lasting problems in teaching and learning.

To ensure the quality in teacher selection, the government of Nepal has made legal provision of licensing the teacher for all subjects and levels in school. Language teaching is not an easy job it can be done only by self motivated, skilled and dedicated professionals. The government of Nepal has realized this fact and the provision of licensing has implemented in 2020s. But, with the establishment of NESP (National Education System Plan) in 2028 B.S., the concept of licensing was replaced by the concept of compulsory training. Because of the various practical constraints the teacher selection process is not improved for a long time. Later on, the provision was again passed by parliament and enacted in 2057 B.S. The compulsion of licensing has made for all those in-service and prospective teachers as a prerequisite to teach any subject or at any levels in school. Its provision and compulsion may have improved the teacher selection process in school. The selection process of the English language teacher is also influenced by undesirable political and other pressure. So, licensing the teacher can also be very effective to improve in the selection process for English language teachers. Since 2061 B.S. to 2064 B.S. there are around 270000 licensees for teaching in Nepal. But they are not

specified and recorded on the basis of subject to be instructed (NTSC 2064). The mechanism and process involved in licensing program has not developed such criteria which supports the subject wise and professional teachers. The labeling, distribution process and model of the license for all levels and subjects are same. Licensing for the English language teacher may or may not be relevant and essential. It may or may not be one of the great steps to improve the selection for professional English language teachers. Many prospective teachers are teaching licensee and waiting to enter in teaching. The present study is the survey on the attitude of prospective English teachers towards this program.

1.1.6 Attitude and its Importance

Attitude is a borrowed term in English from Latin word ‘Aptus’ which refers ‘fitness or adoptness’. In simple terms, attitude is the predisposition or tendency to react specifically toward an objective situation or value usually accompanied by feelings and emotions. So, how people feel or what they believe is their attitude. As mentioned in the Encyclopedia of Education vol.1 (1971), “Attitude refers to how we think, feel, about and act toward our fellow human beings and how they think, feel about and act towards us” (p.396). Thus it is a set of beliefs towards something. Moreover, these definitions of attitudes stress the integration of thought, feeling and deed. Likewise, to quote Benon (1996),

Technically an attitude is a tendency or pre-disposition toward a certain type of reaction...as actions tendencies, attitudes are characterized by directionally and often by feelings and emotions. They may be expressed in such terms as, for or against, favorable and unfavorable, approval and disapproval, and like and dislike,

agree or disagree etc. for some specific or general stimulus...The nature and function of attitudes can not be understood without reference to some objector situation. (p.662)

Thus, from these definitions, it is obvious that attitude is a way of thinking or behaving towards something. It creates motivation towards operating any program or doing something, if it is positive. So without positive attitude towards something, we can hardly expect of success of any program or activity. Therefore success and attitude go side by side. Understanding one's viewpoints, attitudes, beliefs, opinions, sentiments, perception and tendency is prerequisite for any decision making tasks. So such studies have great importance in many social and educational setting as attitude has a close tie with motivation and success of any program or activity. In this context, Finocchiaro (1969) writes,

The attitudes of students, teachers community members, peers and other with whom the student comes into contact all affect motivation to some extent but it is attitude of the teacher towards the students and towards his/her profession that the essence and core of motivation. (p.22)

Likewise, Kumar (2006) states, "Attitude is a leading factor which leads towards the possible outcomes of something.' It shows the motivational factors to learn, accept or follow certain program or to do the things. Respondents usually have different attitude towards different aspects. The researcher can ascertain the attitude of respondents to an issue by formulating a question for each aspects, using either open-ended or closed-ended. The responses obtained

can be converted into numerical value using different statistical tools and analyzed statistically” (p. 144).

However, measuring anyone’s attitude is very difficult job. In accordance with Best and Kahn (2004), “information which attempts to measure the attitudes or beliefs of an individual is known as opinionnaire or attitude scale” (p.245). So, the researcher must depend upon people’s view on something. To measure attitude we can develop a questionnaire or interview schedule and elicit one’s view toward an object or issue. Such attitudinal studies try to seek reason(s) towards some issues or phenomena. Furthermore, the views or opinions can be interpreted by using several scales. Some of them include Likert scales having five alternatives which can be interpreted by using chi-square formula or calculating percentile, Turnstone scale which calculates median value, judgmental scoring with degrees of magnitude, configurable and so forth. In addition, then attitudes or opinions can also be interpreted by applying simple statistical tools like measure of central tendency i.e., mode, median mean or average.

Attitude affects the behaviors directly or indirectly and behaviors affect the action performed by the performer. Everybody has some kinds of attitude towards the job and the profession he/she is holding. Teaching as a profession is crucial for the national development and teachers are the backbone of it. Therefore unless the teachers have the spirit of dedication in their profession the goal of national education system will be unproductive. Time and changes bring new way of thinking and doing the job. The present diffusion of the technologies has brought the revolution in every kind of human life and their daily livings. The education field could not have remained untouched from it. English language deserves the gateway of knowledge so attitude towards teaching English plays vital role in whole educational system and reformation

in the society. Attitudes of every in-service or prospective teacher towards licensing the English language teacher may have key role in the development for the English language teaching in Nepal. Therefore, it is especially relevant to study the attitude of the prospective English language teachers towards licensing the teachers. Since the teachers play an important role as an agent of change and innovation in the world of English language teaching in particular and world of education in general.

1.2 Review of Related Literature

An attempt is made here to review the related literature in studying the attitude of prospective English language teachers towards the teacher licensing in Nepal. No separate research has been carried out on attitude of the prospective English language teachers towards licensing the teachers in Nepal. Some of the related literatures concerned with attitudinal studies which were helpful for the researcher are as follows:

Awasthi (1979) carried out a research entitled “A study of attitudes of Different Groups of people of Kathmandu District”. He concluded that the different groups of people had positive attitudes towards the English language and they were in favour of continuing English as a compulsory subject in the secondary schools up to SLC. And also the majority of people did not want to be replaced English by any other UN languages.

Karki (1989) conducted a research entitled “Attitudes of campus students towards the English language”. She found that students had positive attitudes towards English. Positive attitude had increased their learning. They did not feel that English is unnecessarily imposed on them. However they were not satisfied with the existing curriculum, text books, methods of teaching and evaluation system.

Giri (1995) has carried out a research entitled “A survey into people’s attitudes Towards the Existing SLC examination in Nepal”. He found that people were positive towards SLC examination. They had suggested that SLC examination should be usually administered twice and it should not be privatized.

Khanal (1999) completed a study entitled “A study on the Attitudes of Secondary Level Students towards the Learning English”. The students had positive attitude towards learning English. They were fully supported by their parents but they had negative attitude towards some aspects of the existing text books, methods of teaching, learning environment and examination system.

NCED (2001) has conducted a mini survey research entitled "Teaching Licensing Scheme (2001)" before implementing the provision of teaching license in Nepal. It has studied the attitudes of different groups of people towards the need and importance of licensing and concluded the feasibility to introduce the teacher licensing system in the contemporary context of educational improvement in the country.

Khanal (2002) carried out a research entitled ‘Discourse on Teacher Effectiveness for Quality Education: Case of Teacher Licensing in Nepal.’ He concluded that licensing the teacher is one of the great steps for the quality development in education. He also emphasized on the importance of the change and reform in existing process and mechanism of licensing.

Paudel (2004) carried out a study entitled “Compulsory English for proficiency certification level, first year: An attitudinal study”. He found that PCL 1st year students were fully positive towards learning English. They were not satisfied with the existing curriculum, text books and existing system of evaluation. They were in favour of communicative English and the literary text from

national context. They had also suggested establishing the internal evaluation system to evaluate their actual performance.

Paudel (2006) conducted a research entitled “attitudes of higher secondary students towards compulsory English”. He found that they had positive attitude towards learning compulsory English. English language learning was supported and improved by their attitude. He also found that the students were in favor of reformation in existing examination system and learning environment. They wanted internal or formative evaluation system to reform their ability in English.

Chand (2007) conducted a research entitled “Motivation towards learning English by the Teenagers in Nepal”. He found that most of the teenagers are well motivated to learn English. The positive attitude and motivation towards learning English had supported their learning. He also found that the teenagers wanted some reformation in existing teaching materials, teachers’ performance, and examination system.

From these studies, it is concluded that the positive attitudes plays a vital role to achieve positive outcomes of the programs. The effectiveness of the program depends upon the attitudes of the operator. But the present study is different from the studies reviewed above. The present study mainly focuses on the attitudes towards the need and process practiced in licensing the teacher. The provision of teaching license as prerequisite to enter the teaching profession is programmed for the development in teacher selection process. But the existing process and mechanism may or may not have brought great changes. The concept of professional teacher and subject wise teaching may not have met by

this program. Therefore, the researcher tries to find out its relevancies in the English Language teaching.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To find out the attitudes of the prospective English language teachers towards licensing the teachers in terms of:
 - a. need and relevancy of licensing the English language teachers.
 - b. process and mechanism practiced for licensing the teachers.
2. To point out and suggest some pedagogical implications of the findings of the study.

1.4 Significance of the Study

Several attempts have been made to improve the education in Nepal in general and English language education in particular. Teacher is the responsible agent and plays a key role in teaching/learning activities. Among various problems in quality teaching, teacher selection process is the central one. To bring the quality in the selection process, the provision of teacher licensing might have played a vital role. More than 270000 persons are teaching licensee in Nepal. The total number of licensee, in terms of; in-service and prospective teachers are not specified. On the one hand, government of Nepal has made the concept of professional teacher and subject wise teaching. On the other hand, NTSC the responsible body for licensing has not developed any criteria for licensing the teachers on the basis of professional concept. In this respect, attitude towards teaching profession and provision of license for teaching may be positive or encouraging and negative or discouraging for English Language teaching/learning. So, the researcher had particularly focused to find out the

attitudes of prospective English language teachers towards the provision of licensing the teachers.

Attitude is the psychological factor that affects the success and failure of any program. It also reflects the possible outcomes of something. So, studying attitude supports to promote, improve, or modify the program. No separate research has been carried out in this respect in the context of Nepal. So, this study will be significant to all prospective and in-service teachers in general and English language teachers in particular. It will also be significant for NGOs / INGOs and volunteer organizations like NELTA to adopt the findings in their programs and raise the issues to the concerned authority. It will also be significant for other researchers specially to study the issues/ topics/challenges related to teaching license or authorization for any profession or program. It will also be useful for policy makers and all those who are directly or indirectly concerned with teaching and learning English language in Nepal

CHAPTER - TWO

METHODOLOGY

The researcher used survey method in this study. This method enabled the researcher to find out the related facts regarding the attitudes of the prospective English language teachers towards the mandatory provision of teaching license. The desired measuring variables were two in number. They were: attitudes towards need /relevancies, and attitudes towards the process / mechanism practiced for licensing the teachers in Nepal.

2.1 Sources of Data

The researcher used both primary and secondary sources of data for this study

2.1.1 Primary Sources of Data

The primary sources of data were collected from prospective English language teachers studying masters in English Education (M.Ed.) in faculty of Education, Tribhuvan University Kirtipur, Kathmandu. The researcher collected the information only from the licensees for teaching the English language in secondary level since they are interested and have made a kind of commitment to enter in teaching profession. The informants have sufficient academic qualifications, trainings and license for teaching the English language at the secondary levels.

2.1.2 Secondary Sources of Data

The researcher consulted secondary sources of data for required information. The secondary sources of data were different books, theses, articles, journals, magazines, websites and reports along with: Best and Kahn (2002), Kumar (2006), Benon (1996), Deighton (1971), Finocchiaro (1969), Recommendations made by different Educational Commissions, Teaching licensing scheme 2001, Journals of NELTA vols. 4, 6, 8, 11, 12.

2.2 Sampling Procedure

The sample population of this study was altogether 100 students studying Master's in English Education in Tribhuvan University, Kathmandu. The informants were selected considering the geographical/regional diversities so that the collected information would represent the different parts of the country. Twenty informants were selected from each of the developmental region. All the informants were licensee for teaching the English language in the secondary level. The sample population was taken by using purposive sampling procedure.

2.3 Tools for the Data Collection

The researcher had used different sets of questionnaire to collect the data. He had elicited the data from his informants by using open-ended and closed - ended questions. There were altogether 28 questions and they were divided into two parts. In part one, altogether 20 closed – ended questions were asked to find out their closed responses towards both variables. First 10 questions were asked to find their attitudes towards the needs and relevancies of teaching license. Second, 10 questions were asked to find their attitudes towards the existing process and mechanism of licensing the teachers in Nepal. Both direct and indirect statements were given for their close - type of responses. In part two, Open–ended questions were given to find out their open responses towards the concerned variables. Open responses were elicited to find out their ideas, opinions, suggestions, comments towards their own responses expressed in close-type of responses.

2.4 Process of Data Collection

For the primary data, the researcher himself visited the selected place, Faculty of Education, Department of English Education, Tribhuvan University Kirtipur, Kathmandu. He requested the concerned authority to permit him to collect the data. Then, the researcher explained the tasks and selected the informants by using purposive sampling procedure. The researcher distributed the questionnaires considering the regional/ geographical diversities so that the collected information would represent the different parts of the country. Twenty informants were selected from each developmental region. After administering the questionnaires, the researcher collected the filled up questionnaire from the informants. At last, the researcher thanked all his respondents and concerned authorities for their kind support and cooperation.

2.5 Limitations of the Study

The basic limitations of the study were as follows:

1. The population of the study was limited to the students of M. Ed. English Faculty of Education. The informants were licensees for teaching English in the secondary level.
2. The study was limited to one hundred informants.
3. The study was focused on the attitude of prospective English language teachers in terms of:
 - a. need and relevancy of the provision of license for the English language teachers.
 - b. process and mechanism practiced for licensing the teacher.

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 summarized in different charts, tables and diagrams. The data presented were analyzed and interpreted to find out the attitudes of prospective English language teachers towards the compulsory provision of teaching license in Nepal.

While analyzing the closed type of the data, the options 'strongly agree' and 'agree' were combined together as positive attitudes. Likewise the options 'strongly disagree' and 'disagree' were combined together as disagreement responses or negative attitudes. Likewise, the responses below 50% were considered as disagreement responses or negative attitudes. The researcher has interpreted and analyzed the open- responses descriptively.

3.1 Attitudes of the Prospective English Language Teachers towards the Needs and Relevancies of Teaching License

In this section, there were altogether 14 questions consisting 10 close-ended and four open-ended. The close-ended questions were asked to find out the attitudes towards the need and relevancy of teaching license. Open-ended questions were asked to support their responses of the close-ended questions. The open-responses also gathered their opinions, comments and suggestions, towards the need and relevancy of teaching license.

The responses and their frequencies were counted and changed into numerical value. The data are converted into percentage and presented in the following table.

Table No: 1**Attitude towards the need and relevancies**

Q. No.	1	2	3	4	5	6	7	8	9	10
Responses	Per.	Per.	Per.	Per.	Per.	Per.	Per.	Per.	Per.	Per.
Strongly Agree	28	33	53	52	35	31	8	34	53	31
Agree	59	51	34	39	46	47	4	55	34	56
Neutral	0	12	0	4	5	6	7	0	6	3
Disagree	8	4	7	4	10	9	43	7	7	6
Strongly disagree	5	0	5	2	4	6	38	4	0	4
Total	100	100	100	100	100	100	100	100	100	100

The above table shows that 77.8 % respondents agreed with the provision of teaching license. Only 17.1% respondents disagreed with the licensing system. Likewise 4.3 % respondents were neutral in their responses. This shows the fact that maximum number of prospective English language teachers have positive attitudes towards the teaching license. The respondents have expressed their supporting logics and ideas in open-responses. The open-responses are analyzed and interpreted in the following sections.

3.1.1 The Closed - Responses in Terms of Needs and Relevancies of Teaching License.

The data collected from each item are presented in different tables, charts, and diagrams with the brief description in the following pages.

Statement No. 1

Academic qualification is not sufficient for teacher selection process. So there should be provision of teaching license.

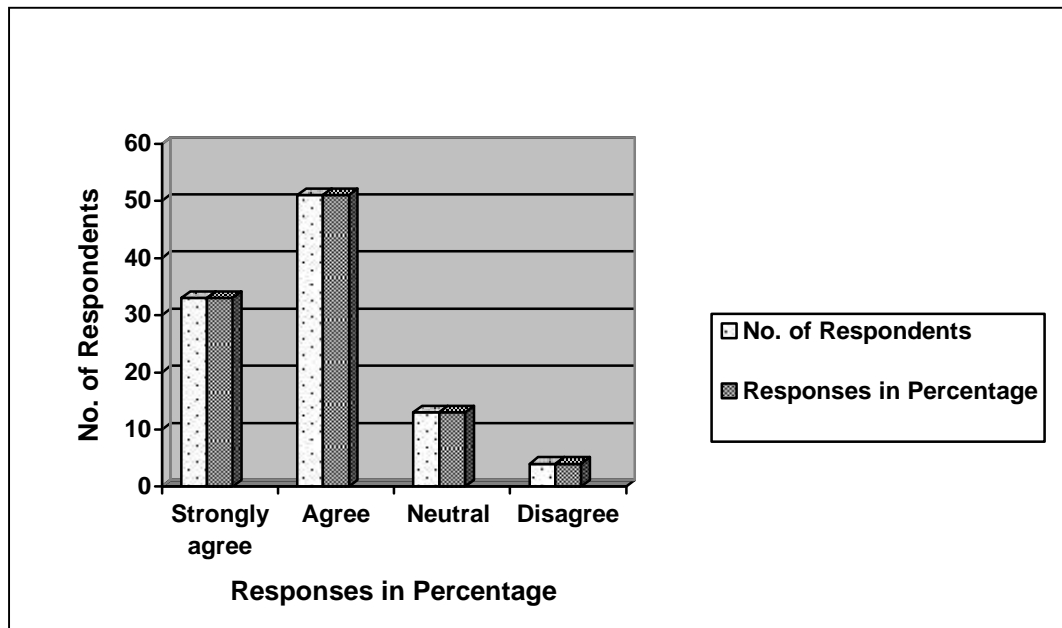
Table No. 2**Academic Qualification is not Sufficient**

Responses	Frequency	Percentage
Strongly agree	28	28%
Agree	59	59%
Neutral	0	0%
Strongly disagree	8	8%
Disagree	5	5%
Total	100	100%

The above table shows that 87% respondents agreed that the provision of teaching license is necessary and relevant. Only 13% respondents disagreed with the licensing system. This shows the fact that the maximum numbers of the prospective English language teachers are highly positive towards the need and relevancy of teaching license.

Statement No: 2

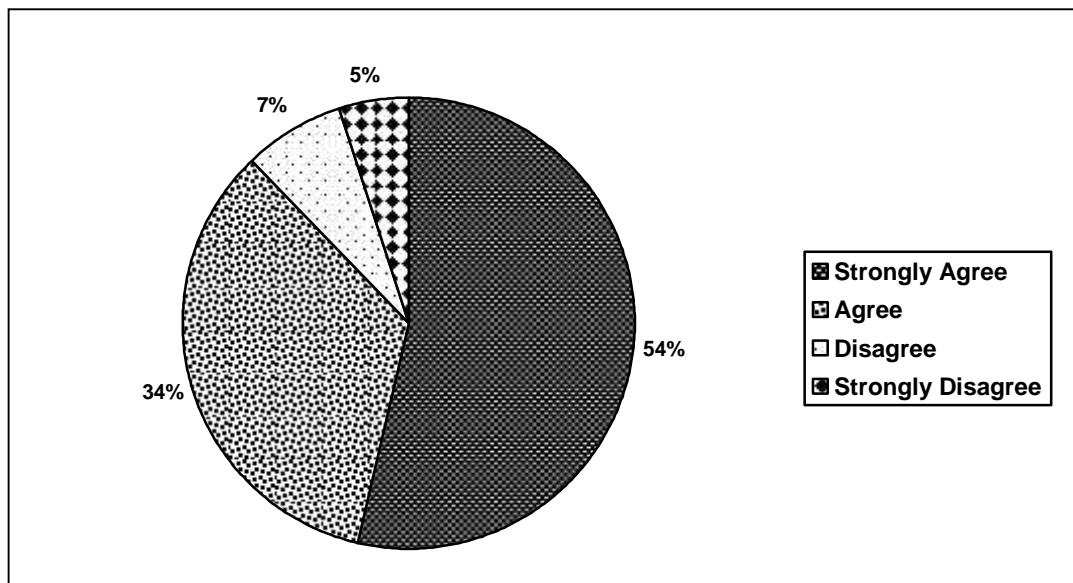
Licensing improves the quality in the selection process of English language teachers.

Bar Diagram No. 1**Licensing Improves the Quality in the Teachers Selection Process**

The diagram shows that 84% respondents agreed that the provision of licensing improves the selection process of the English language teachers. Only 4% respondents disagreed with the stimulus given. Likewise 13% respondents were neutral in their responses. This clearly shows that the maximum numbers of prospective English language teachers are highly positive towards the need and relevancy of teaching license.

Statements No: 3

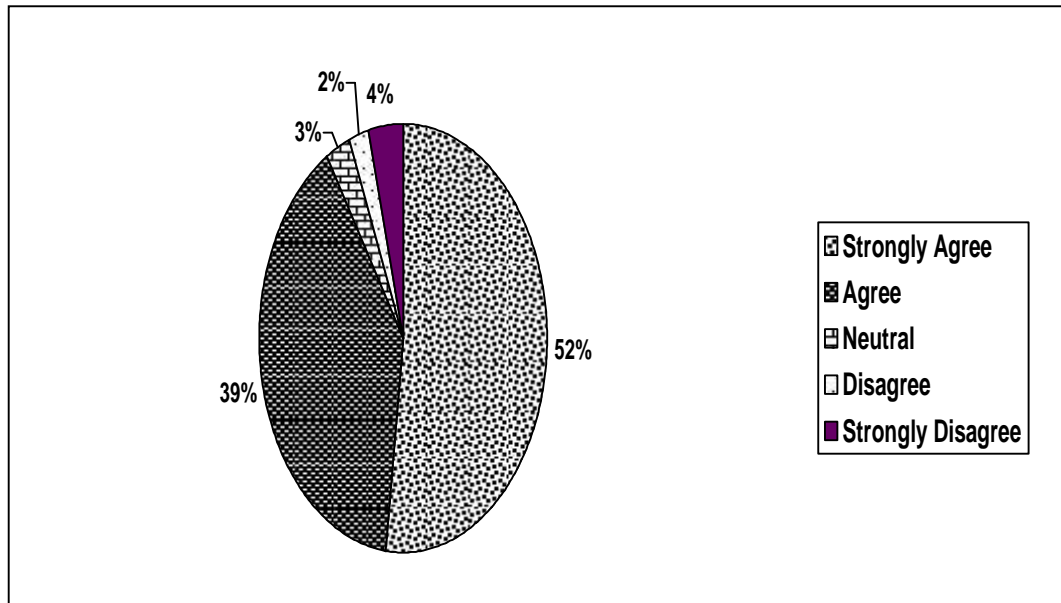
Provision of license ensures the quality in the selection of qualified and skilled English language teachers.

Pie-Chart No. 1**License Ensures the Quality in the Selection of the English Language Teachers.**

The pie-chart shows that 87% respondents agreed with the statement given. Only 12% respondents disagreed with the stimulus. This shows that the maximum numbers of prospective English language teachers are highly positive towards the need and relevancy of teaching license.

Statement No: 4

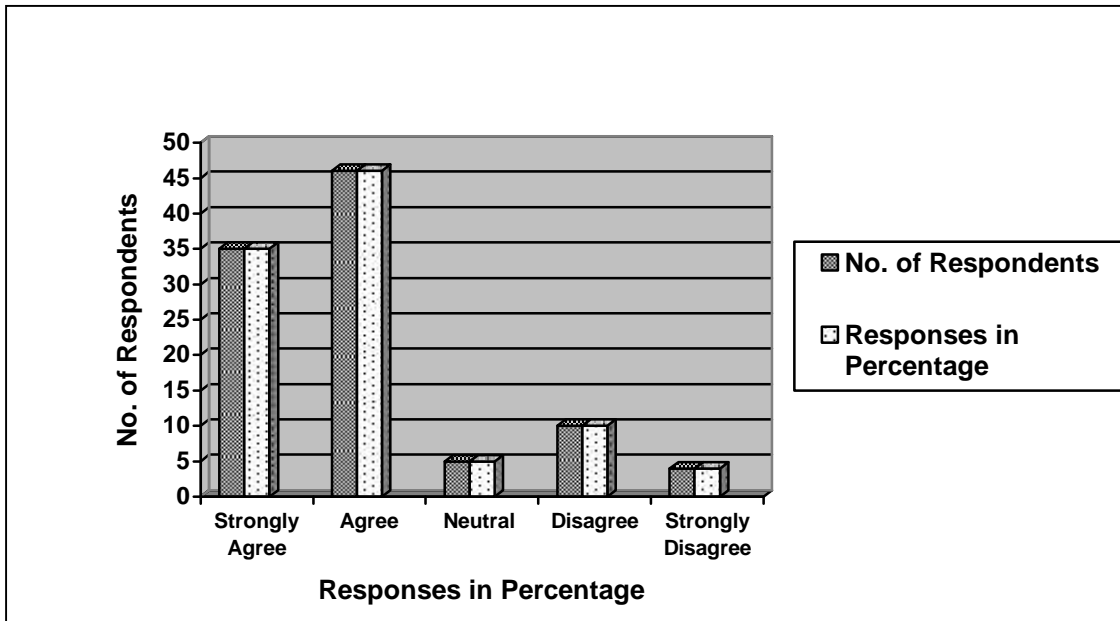
Licensee for teaching English language can be good English language teachers.

Pie-Chart No. 2**License Holder Can be Good English Language Teachers**

The data presented in the pie-chart show that 91% respondents agreed that license for teaching the English language can be good English language teacher. Only 6% respondents disagreed with the stimulus given. Likewise 3% respondents were neutral in their responses. This shows that the maximum numbers of prospective English language teachers are highly positive towards the need and relevancy of teaching license for better filtration.

Statement No: 5

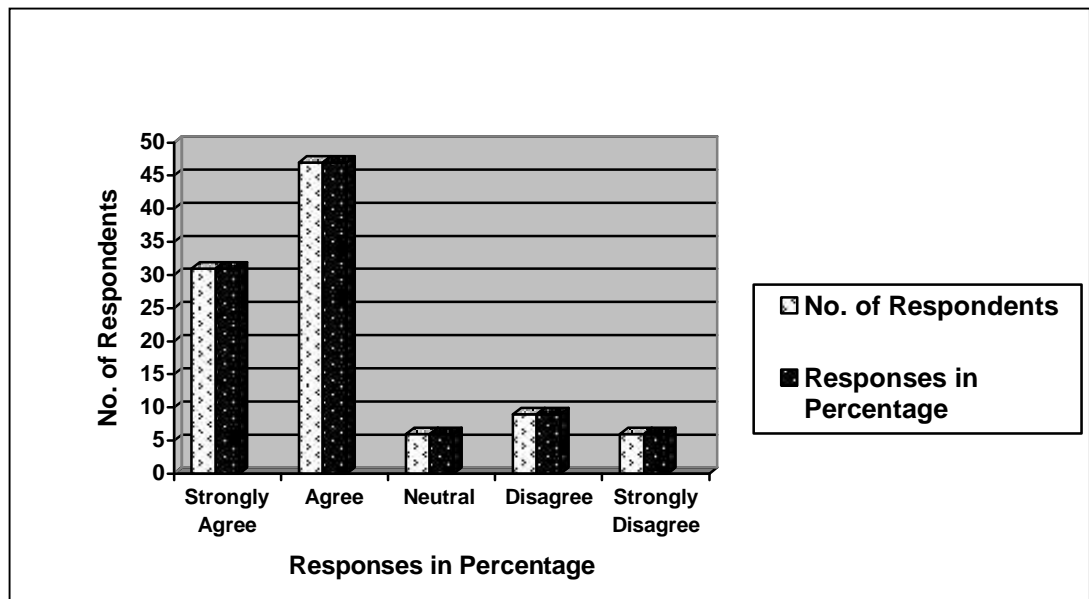
English language teaching profession guarantees your future career.

Bar Diagram No. 2**Teaching Profession Guarantees the Future Career**

The diagrams above shows that 81% respondents agreed that they are interested in teaching English language because it guarantees their future career. Only 14% respondents disagreed with the stimulus given. Likewise 5% respondents were neutral in their responses. This shows that the maximum numbers of perspective English language teachers are positive in teaching profession.

Statement No: 6

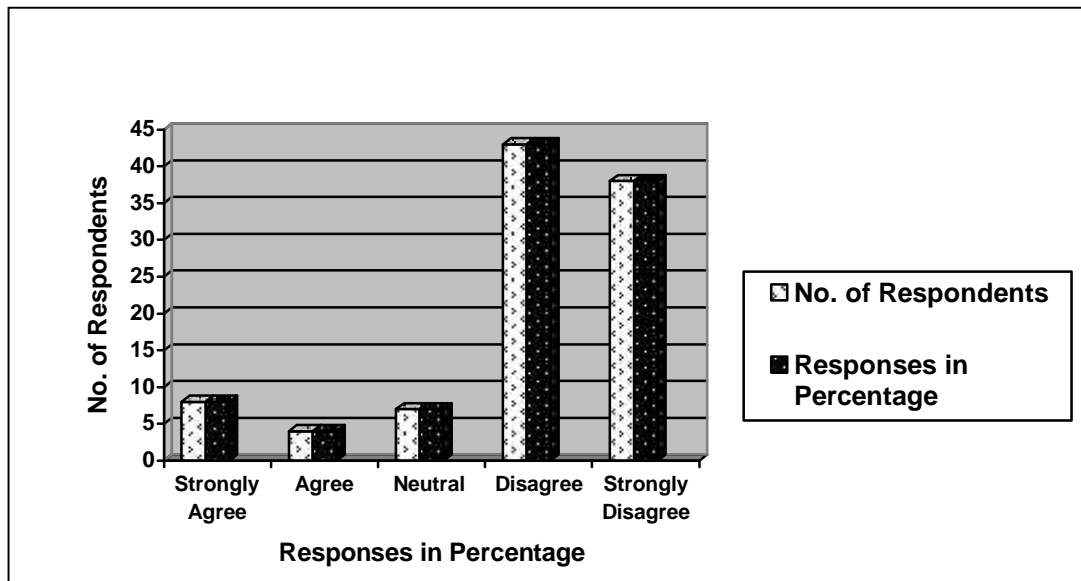
The provision of licensing the English language teacher improves the quality of English language instruction.

Bar Diagram No. 3**Licensing Improves the Quality of English Language Instruction**

The above diagram shows that 78% respondents agreed that the provision of license improves the quality in English language teaching. Only 15% respondents disagreed with the stimulus given. Likewise 6% respondents were neutral in their responses. This shows the fact that the maximum number prospective English language teachers are highly positive towards the need and relevancy of teaching license.

Statement No. 7

Political pressure and prejudice in the selection of English language teacher is not minimized by the provision of teaching license.

Bar Diagram No. 4**Teaching License has not Minimized Political Pressure and Prejudices**

The above diagram shows that 81% respondents disagreed with the statement. This indicates that the provision of teaching license has minimized political interference in the selection of English language teachers. Only 12% respondents agreed with the stimulus. Likewise 7% respondents were neutral in their responses. This shows the fact that the maximum numbers of prospective English language teachers are highly positive towards the need and relevancy of teaching license.

Statement No: 8

English language teaching supports the learner to learn all other subjects. So, English language teachers should be professional, dedicated and responsible.

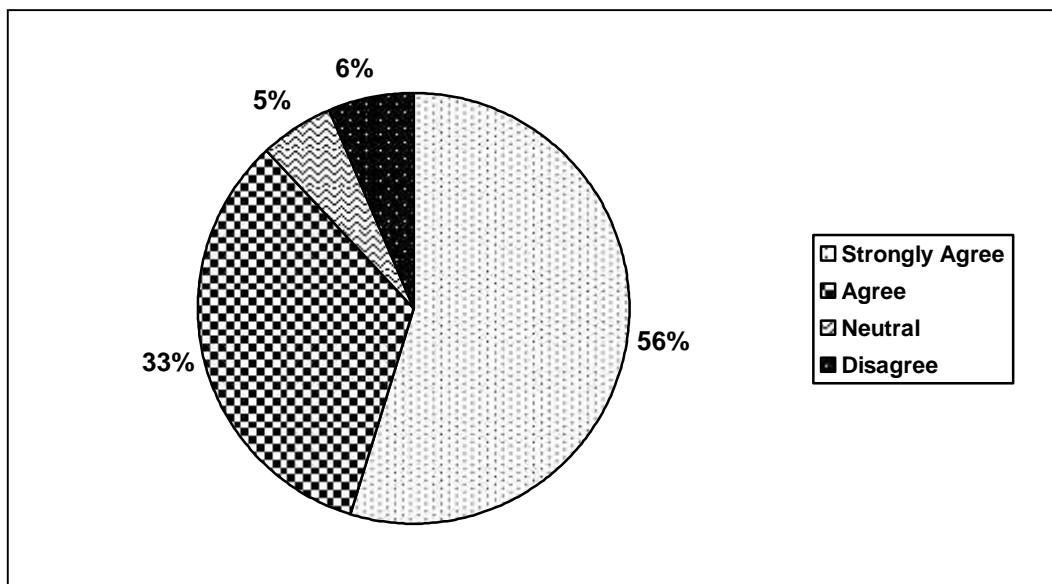
Table No: 3**English Language Teachers Should be Professional**

Responses	Frequency	Percentages
Strongly agree	34	34%
Agree	55	55%
Neutral	-	0%
Disagree	7	7%
Strongly disagree	4	4%
Total	100	100%

The table shows that 89% respondents were agreed that English language teaching supports the learner to learn all other subjects. So the English language teachers should be responsible, dedicated and professional. Only 11% respondents were disagreed with the stimulus given. This indicates that the maximum numbers of prospective English language teachers are highly positive towards the professional development in ELT. So, the provision of licensing is found relevant and necessary.

Statement No: 9

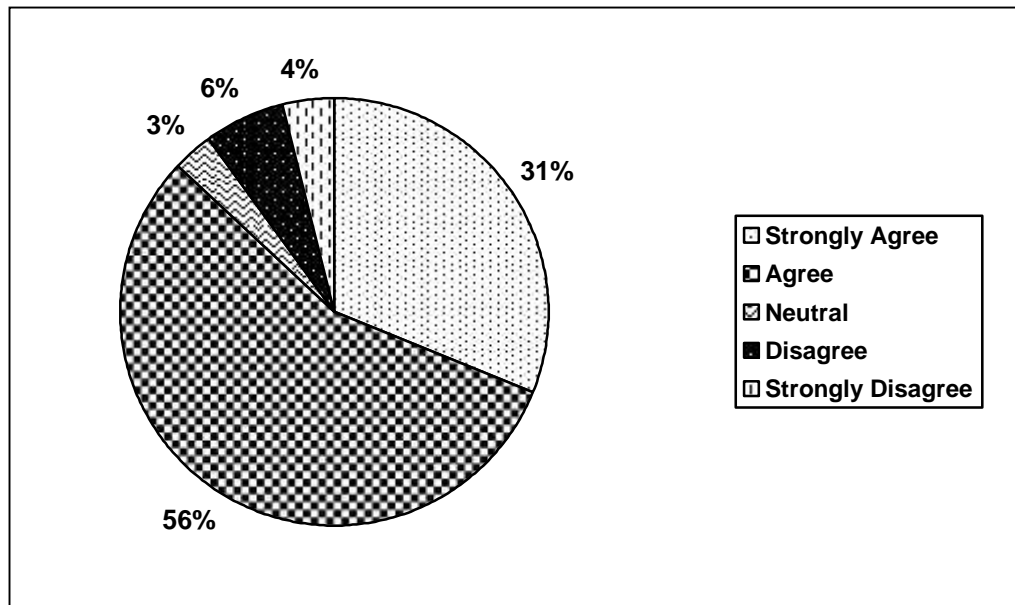
Candidate of degree holder from faculty of education are already determined as trained school teachers in their respective subjects and levels by faculty of education. So the provision of license for them is just extra burden.

Pie-chart No. 3**The Need of License for the Candidates of the Faculty of Education**

The pie-chart shows that 82% respondents agreed that the provision of the teaching license for the candidate of degree holder from Faculty of Education is just extra burden. Only 6% respondents disagreed with the stimulus given. Likewise 5% respondents were neutral in their responses. This shows the fact that the maximum number of the prospective English language teachers raised the questions towards the controversial policy of licensing.

Statement No: 10

The provision of licensing the teachers should also be implemented for private school teachers.

Pie-chart No. 4**The Need of Teaching License for the Private School Teachers**

The pie-chart shows that 87% agreed that provision of license should also be implemented for private school teachers. Only 10% respondents disagreed with the stimulus given. Likewise 3% respondents were neutral in their responses.

The evidence shows that the maximum numbers of prospective English language teachers are highly positive towards the need and relevancy of the teaching license.

The analysis and interpretation mentioned above shows that the provision of teaching license is relevant and necessary. The maximum numbers of prospective English language teachers are highly positive towards it. The

researcher had prepared 4 open-questions in part-two to elicit the opinion, attitudes and suggestions. The open-questions and their responses given to support their attitudes are analyzed interpreted descriptively in the following pages.

3.1.2 The Open - Responses in terms of Needs and Relevancies of Teaching License.

The open-ended questions were asked to find out their open-responses towards the needs and relevancies of teaching license in Nepal. The responses show that the informants were very open, frank and clear in their responses. They all answered in their own words with some ideas, issues and supporting logics. The maximum numbers of informants were found highly positive towards the needs and relevancies of teaching license. The responses given by the informants are summarized and presented in the following points.

- a. Licensing improves the quality in the teacher selection process. It functions as the first gateway to enter in the teaching profession.
- b. It helps to filter the dedicated, committed, professional, energetic and resourceful teachers.
- c. It minimizes political and other undesirable interventions in teacher selection process.
- d. It restricts the flow of untrained, unskilled and incompetent teachers. It also systematizes the teacher selection process.
- e. It develops the concept of subject wise teaching and professional teachers. It updates, alerts and refreshes both pre and in-service teachers.
- f. It is a provision of legal authority in teaching.
- g. It gives opportunity to qualified candidates and discourages for disqualified one.

The above table shows that 84.2% respondents disagreed towards the existing process of licensing. Only 6.2% respondents agreed towards the existing process. Likewise 9.2% respondents were neutral to the stimulus. This reveals the fact that the maximum numbers of respondents are in favor of change in exiting process and mechanism of licensing the teacher.

The respondents have expressed their ideas, comments, supporting logics, and suggestions in open-type responses. The responses are analyzes and interpreted in the following sections.

3.2.1 The Closed - Responses in Terms the Process and Mechanism of Teaching License

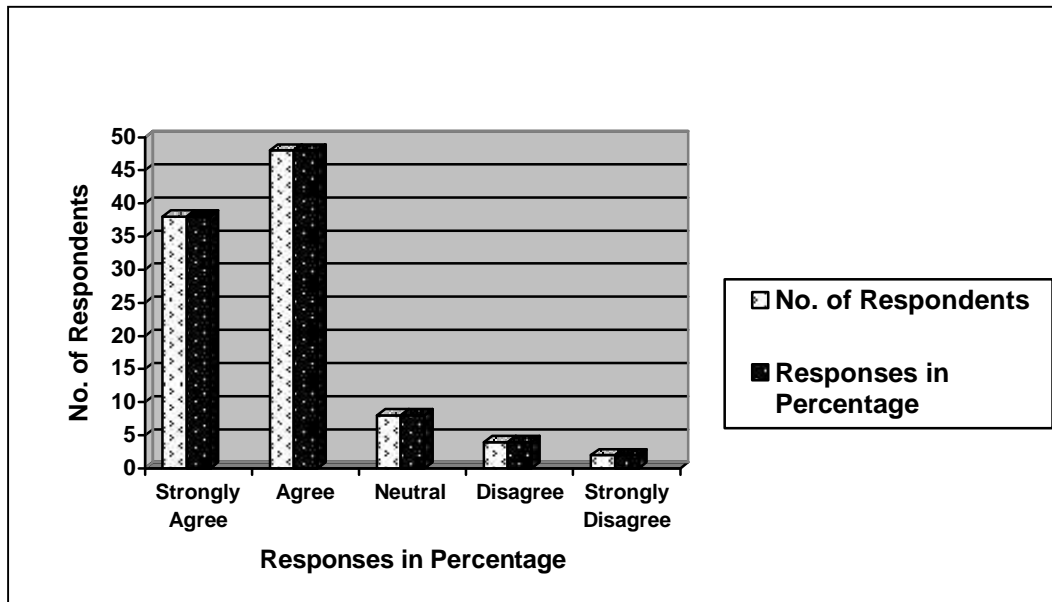
The data collected from each statement are presented in different tables, charts, and diagrams with brief description in the following pages.

Statement No: 11

Without improving the quality in the process, licensing program does not bring effective change in teacher selection process

Bar Diagram No. 5

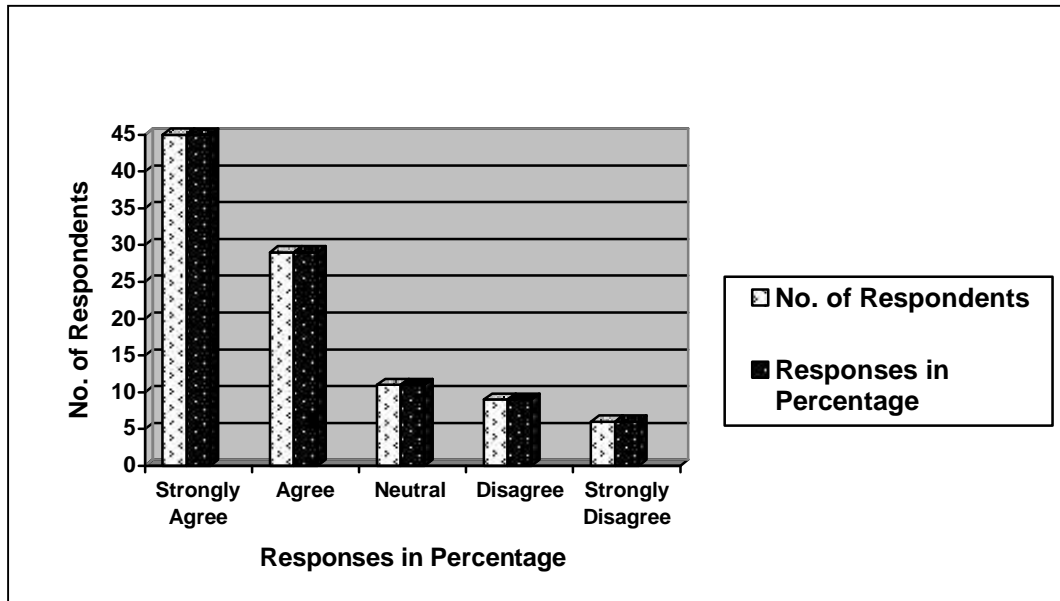
The need of improvement in licensing process



The above diagram shows that 86% respondents agreed that without improving the quality in process, the licensing program does not bring the effective change in teacher selection process. Only 6% were in favour of existing process and mechanism. Likewise, 8% were neutral in their responses. This shows that the maximum numbers of prospective English language teachers are highly positive towards the change and reform in the process of licensing.

Statement No: 12

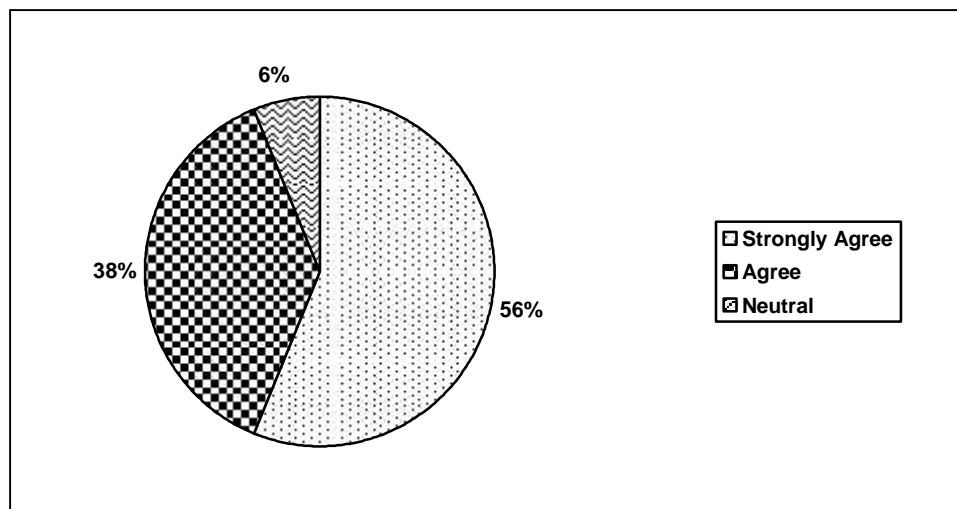
There is not strong relationship between teacher training and teacher licensing.

Bar Diagram No. 6**Need of the Relationship between Teacher Training and Licensing**

The above diagram shows that 74% respondents agreed that there is not strong relationship between teacher training and teacher licensing. Only 15% respondents disagreed. Likewise 11% respondents were neutral in their responses. This shows that maximum numbers of prospective English language teachers are in favour of strong coordination between teacher training and teacher licensing.

Statement No: 13

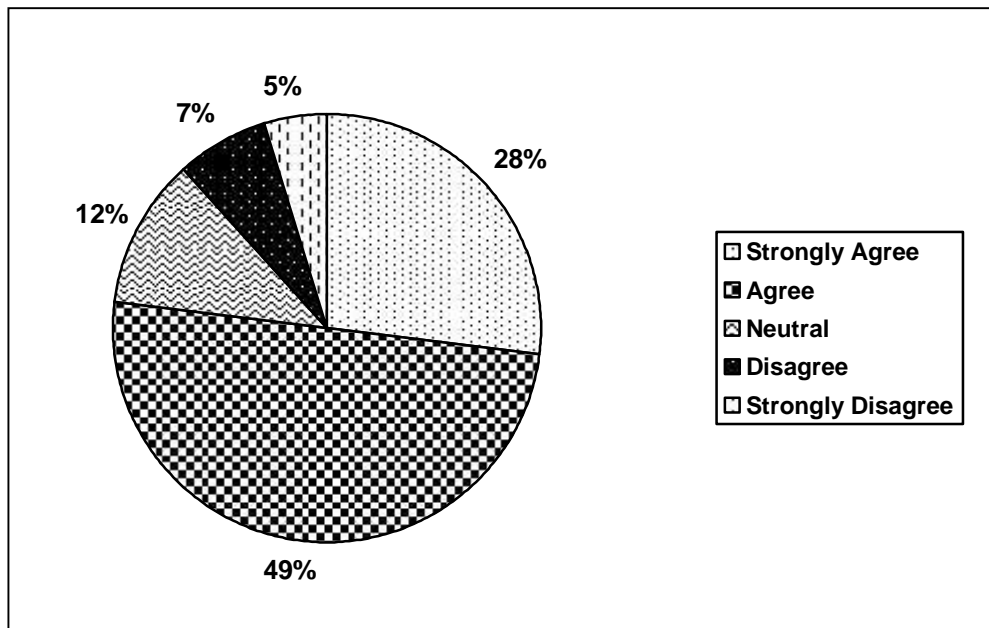
License should be specified on the basis of the subject to be instructed in the school.

Pie-chart No. 5**The Need of Subject Wise Licensing**

The pie-chart shows that 94% respondents agreed that license should be specified on the basis of the concerned subject to be instructed in the school. Only 6% respondents were neutral in their responses. This reveals the fact that maximum number of prospective English language teachers are in favour of change in the existing process of licensing the teachers. It can be inferred that the license should be provided on the basis of the specified subject of the teachers.

Statement No: 14

A criterion of the selection for licensing English language teachers in Nepal does not measure the skills and pedagogic efficiency of the teacher.

Pie-Chart No. 6**Existing Criteria for Licensing English Language Teachers**

The above pie- chart shows that 80% respondents agreed the criterion for selection for licensing the English language teacher does not measure the skills and pedagogic efficiency required. Only 12% disagreed with the stimulus given. Likewise 8% respondents were neutral in their responses. This shows the fact that the maximum number of prospective English language teachers are against the existing process of licensing. They are in favour of change and improvement of the criteria for the section of licensee for teaching English language.

Statement No. 15

Process and assessment of license exam is not objective.

Table NO. 5**Objectivity of License Examination**

Responses	Frequency	Percentage
Strongly agree	43	43%
Agree	36	36%
Neutral	6	6%
Disagree	8	8%
Strongly disagree	5	5%
Total	100	100%

The data in the above table shows that 79% respondents agreed that process and assessment of license exam is not objective and scientific. Only 13% respondents were in favour of the existing examination. Likewise 6% respondents were neutral in their responses. This shows the fact that maximum number of respondents are in favour of change and improvement in the existing process and assessment system of licensing.

Statement No. 16

Licensing the teachers is the provision of authorization in teaching profession. So, examination system should be practical.

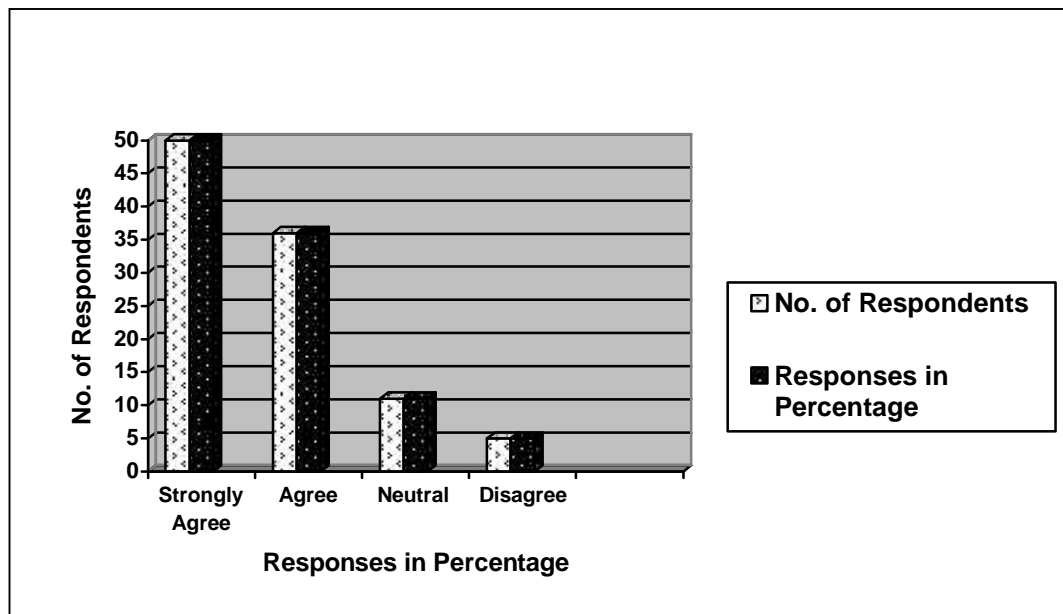
Table No: 6**The Need of the Practical Examination of License**

Responses	Frequency	Percentage
Strongly agree	53	53%
Agree	34	34%
Neutral	10	10%
Disagree	3	3%
Strongly disagree	-	-
Total	100	100%

The above table shows that 87% respondents agreed that licensing is the provision of professional authorization. Authority should be provided on the basis of the practical exam. Only 3% respondents disagreed with the stimulus given. Likewise 10% respondents were neutral in their responses. This shows that the maximum numbers of prospective English language teachers are in favour of practical exam rather than the existing theoretical exam.

Statement No. 17

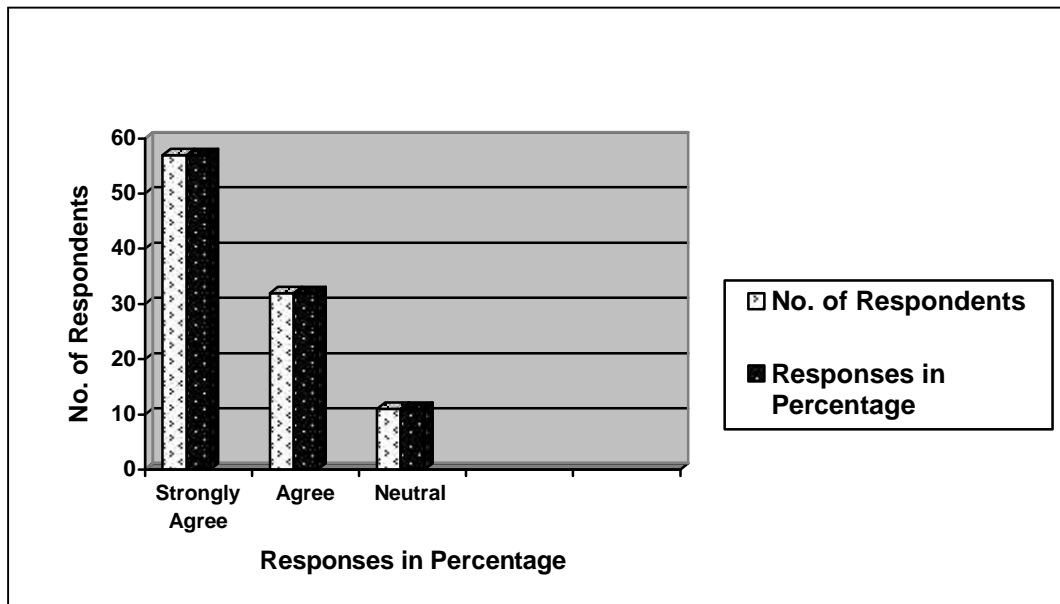
Examination script for licensing the English language teacher should be in English medium and assessment for them must be done by English Language Teaching (ELT) experts.

Bar Diagram No. 7**Script and Assessment for Licensing the English Language Teachers**

The above diagram shows that 86% respondents agreed that examination script for licensing the English language teachers should be in English medium. They also focused that assessment must be done by ELT experts. Only 5% respondents were disagreed with the stimulus given. Likewise 11% respondents were neutral in their responses. This indicates that there is the need of subject wise licensing. It also shows the demand of linguistic criteria for licensing the English language teachers. The maximum numbers of the prospective English language teachers are found in favour of change and reformation in exiting examination system.

Statement No. 18

There should be coordination between English Language education (ELE) and National Teacher Service Council (NTSC) for licensing the English language teachers.

Bar Diagram No. 8**English Language Education and National Teacher Service Council**

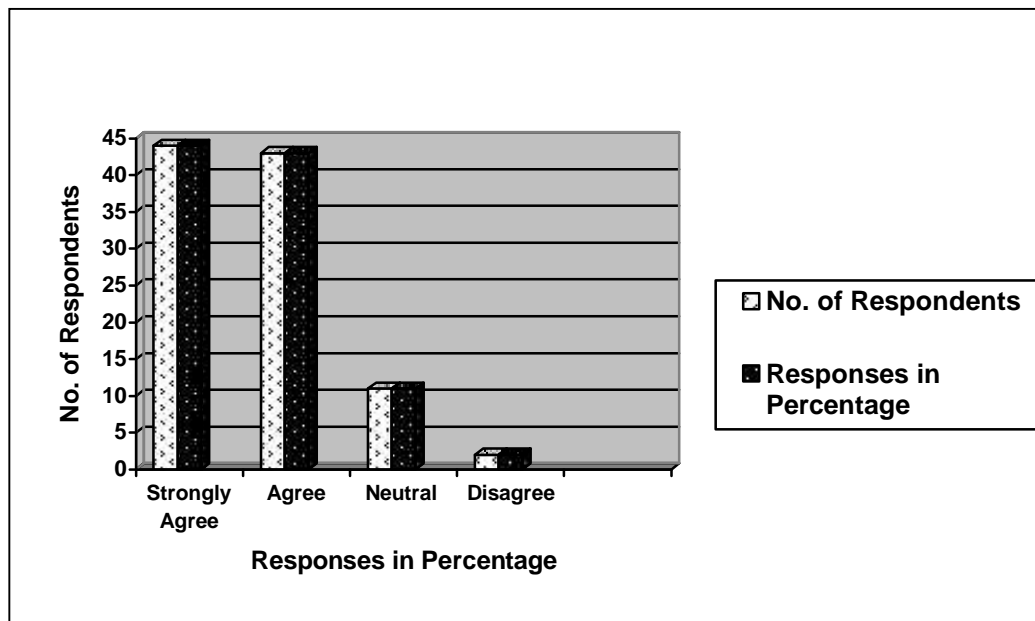
The above diagram shows that 89% respondents agreed that there should be coordination between English Language education and National Teacher Service Council for licensing the English language teachers. Since both programs have same objectives that is quality in teacher. Only 11% respondents were neutral in their responses. This shows that fact that maximum number of prospective English language teachers are in favour of change in policy and mechanism of examination.

Statement No. 19

The main purpose of licensing the teacher is for the improvement in teacher selection process but existing process and mechanism has not improved its situation in the selection of English language teachers.

Bar Diagram No. 9

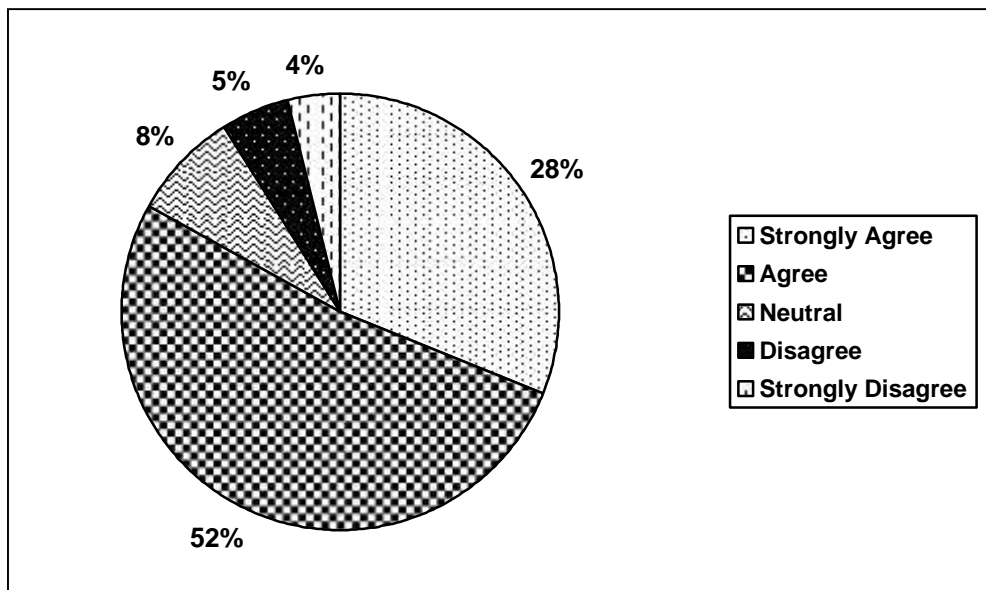
Process of Licensing and the Selection of English Language Teachers.



The above diagram shows that 87% respondents agreed that the existing licensing system has not brought great change in the selection of English language teachers. Only 11% respondents were neutral in their responses. Likewise 2% respondents were disagreed the stimulus given. This evidence shows that maximum numbers of prospective language teachers are in favour of change in existing process.

Statement No. 20

Facing real classroom situations and solving the theoretical questions in license exams are two different things. So, license should be provided on the basis of classroom performance rather than existing theoretical exam.

Pie-Chart No. 7**The Need of Performance Based Test Items**

The above pie-chart shows that 83% respondents agreed that teaching license should be provided on the basis of classroom performance. Only 9% respondents were disagreed with the stimulus given. Likewise 8% respondents were neutral in their responses. This reveals the fact that the maximum numbers of prospective English Language teachers are disagree with existing theoretical exam and are in favour of practical exam based on classroom performance.

From the above interpretation and analysis, it is found that most of the responses are in favour of change, reformation and improvement in the process and mechanism.

3.2.2 The open - Responses in Terms the Process and Mechanism of Teaching License.

The opinion, ideas and suggestions expressed in open responses are summarized in the following points.

1. The existing examination system does not measure the skills and competency required for teaching. Questions in license exam are only theoretical.
2. Classroom performance is the first determining factor for an effective teaching. Only the paper-pencil test does not measure the quality of teaching.
3. There is the provision of subjective questions in the existing examination system. There must be subjective and objective questions to make examination more objective and scientific.
4. The degree holders from Faculty of Education are already determined as trained teachers in their specified levels. So the policy should address these issues.
5. Marking system in license examination system should be replaced by grading system. Grading in the license should be specified on the basis of the academic qualification, training, Classroom performance and marks obtained in license examination.
6. English language teachers require good command over the English language. So license should measure their linguistic as well as pedagogic efficiency. Assessment and evaluation of licensee for teaching English language should be done by ELT experts.

7. There is no correlation and coordination between university courses in Faculty of Education and contents required for license.
8. Young and refreshed teachers should be posted in vacancy with open competition. Only providing license too many unemployed teachers does not bring any great change education.
9. License should be renewed in five years so that both in-service and pre-service teachers can be refreshed, alert and up to date. Labeling should be specified on the basis of the subjects to be instructed in the school.
10. There should be seminars, workshops, discussions, research and monitoring to develop the quality and effectiveness.
11. Responsibility for licensing the English language teaches should be taken by ELT experts with the collaboration of governmental and nongovernmental organizations.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the research. It also deals with some constructive suggestions, recommendations and pedagogical implications, which are made on the basis of analysis and interpretation of the data.

4.1 Findings

After the completion of the analysis and interpretation of the data, the major findings of the study are summarized and presented in two different sections.

4.1.1 Findings related to the Need and Relevancy of Teaching License in Nepal

The prospective English language teachers agreed that teaching license is a prerequisite to enter teaching profession. The major findings of the study are summarized in the following points.

- a. Licensing system is necessary, relevant and legal provision for teaching. So the provision of license should be continued.
- b. Licensing improves the quality in the teacher selection process. It helps to filter the dedicated, committed and professional teachers.
- c. It minimizes political and other undesirable interventions in teacher selection process. It can also restrict the flow of unskilled, untrained, and incompetent teachers.
- d. It supports the concept of subject wise teaching and professional teacher.
- e. It gives opportunity to the qualified teachers to enter the teaching profession.
- f. It updates, refreshes and alerts both in-service and pre-service teachers.

- g. It helps to develop the quality in teaching which brings reformation in Education.

4.1.2 Findings Related to the Process and Mechanism of Teaching License in Nepal

The prospective English language teachers disagreed with the existing process and mechanism of licensing the teacher. The researcher found that the change in the process and mechanism of the teaching license can bring quality in education. Moreover, majority of the respondents recommended the grading system, renewal system, subject wise licensing and theory plus practicum based evaluation system. The major findings of the study are summarized in the following points.

- a. The present process and mechanism of licensing is not practical.
- b. The theoretical and paper-pencil based examination system does not measure the skills and competency required for teaching.
- c. There is not the combination of subjective, objective and performance based test item.
- d. There is not the provision of renewal and grading system so license fails to measure the quality of the teacher.
- e. Some of the policies of licensing are found controversial.
- f. Examination script for licensing the English teacher is not in English medium and contents asked are not related to the ELT profession.
- g. The subject experts are not involved in setting questions and evaluating the answer sheets of the teachers.
- h. Different question sets are not prepared and administered so that imitation and copying in license exam is not discouraged.

- i. There is not the system of interview and classroom performance in the license exam.
- j. There is not co-ordination between two programs like trainings and licensing so that the objectives of both programmes are not achieved.
- k. License is not implemented for teachers teaching at the Private schools.
- l. Quantity is emphasized rather than Quality. Some controversial policies are not amended.
- m. There is not the system of monitoring and research for its validity and effectiveness.

4.2 Recommendations and Pedagogical Implications

On the basis of finding obtained from the analyses and interpretations of the collected data, the salient pedagogical implications with some recommendations have been suggested as follows.

- a. The provision of teaching license should be continued with some changes in the process and mechanism.
- b. License should be provided on the basis of three criteria: academic qualifications, trainings and classroom performance.
- c. There should be combination among subjective, objective and performance based test item.
- d. There should be renewal system of license. It should be updated in every five years so that the teachers can be refreshed.
- e. There should be co-ordination between training and licensing of the teacher.
- f. License should be implemented to the teachers working in Informal Education, Child Development Center and private school teachers.
- g. There should not be any compromise on the quality of teachers in the name of women, disabled and in-service teachers.

- h. The role of teachers' union and other organizations concerned with teaching should be addressed in the policy.
- i. The medium of examination and assessment for licensing the English language teachers should be in English.
- j. License should be taken as one of the great steps for the quality development in education.
- k. It should restrict the flow of untrained, unskilled and incompetent teachers.
- l. The subject experts should be involved in setting questions and evaluating the answer sheets of the teachers.

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Questionnaire for the Prospective English Language Teachers
(Teaching License Holder of M.Ed. English Students)

Context

Government of Nepal has implemented the compulsory provision of licensing the teacher as pre-requisite to enter in teaching profession, the concept of making school teaching a licensed occupation has emerged for the professional development of teaching in Nepal. From 2061 B.S., to 2064 B.S., thousands of prospective teacher are already license holder. Although the exact number of licensee of English language teaching and others are not recorded by concerned body. As one of the licensee and prospective English language teacher, your opinion towards this program has great importance.

Dear Respondent

As a student of Masters in Education with specialization in English language teaching, the researcher is working on a research as a partial fulfillment of masters' degree in English education under the guidance of Ms. Saraswati Dawadi lecturer in central Department of English, Faculty of Education Tribhuvan University Kathmandu. The title of research is "**Attitudes of the Prospective English Language Teachers Towards the Teaching License**" You are kindly requested to give your responses through the following questionnaire. I sincerely assure you that your responses will remain confidential and used only for research purpose.

Thank you.

Researcher
Bishnu Prasad Bashyal
T.U. Kirtipur

Name :

Developmental Region:

District :

Date:

d. e.

8. English language teaching supports the learner to learn all other subjects, so English language teacher should be professional, dedicated and responsible.

a. b. c.
d. e.

9. Candidate of degree holder from faculty of education are already determined as trained school teacher in their respective subjects and levels by faculty of education, so provision of licensing for them is just extra burden.

a. b. c.
d. e.

10. Provision of licensing the teacher should also be implemented for private school teachers.

a. b. c.
d. e.

(Questions related to the process and the mechanism for licensing the teachers)

11. Without improving the quality in process, licensing program doesn't bring effective change in teacher selection process.

a. b. c.
d. e.

12. There is not strong relationship between teachers training and teachers licensing.

a. b. c.
d. e.

13. License should be specified on the basis of the subject to be instructed in the school.

a. b. c.

- d. e
14. A criterion of selection for licensing English teacher in Nepal does not measure the skills and pedagogic efficiency of the teacher.
- a. b. c.
d. e.
15. Process and assessment of license exam is not objective and scientific.
- a. b. c.
d. e.
16. Licensing the teacher is the provision of authorization in teaching profession so, examination system should be practical.
- a. b. c.
d. e.
17. Examination Script for licensing English language teacher should be in English medium and assessment for them must be done by English language experts.
- a. b. c.
d. e.
18. There should be co-ordination between English Language Education (ELE) and National Teacher Service Council (NTSC) for licensing the English language teacher.
- a. b. c.
d. e.
19. The main purpose of licensing the teacher is for the improvement in teacher selection process but existing process has not improved its situation in the selection of English language teachers.
- a. b. c.
d. e.
20. Facing real classroom situations and solving the theoretical questions in license exam are two totally different things. So, license should be provided on the basis of classroom performance rather than the existing theoretical exam.

a.
d.

b.
e.

c.

Part Two

B. Please write your opinions, comments, and suggestions as the following questions demand.

1. Is licensing necessary for English languages teachers in our context?
Give your opinion.

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2. Why license is necessary for teaching profession? Give your opinion.

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3. Does licensing the English language teacher improve the quality of English language teaching?

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4. Write main points that show the relevancies of the provision of licensing for English language teachers.

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5. Does the existing examination system of licensing the teacher measure the skill and competency required for teaching? Give reasons.

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6. What are the major weaknesses in the process of licensing the teacher?

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7. Give your opinion about the existing process of licensing the teacher.

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8. How can we improve the process and the quality of licensing Examination for English language teachers? Suggest your opinions.

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Thanking for your kind co-operation.....!
