

**A COMPARATIVE STUDY OF TRAINED AND UNTRAINED  
ENGLISH LANGUAGE TEACHERS AT THE SECONDARY LEVEL  
OF SURKHET DISTRICT**

**A Thesis Submitted to the Department of English Education  
University Campus, Kirtipur  
In partial fulfillment for Master's Degree In Education  
(Specialization in English Education)**

**By  
Yadu Prasad Gyawali**

**Faculty of Education  
Tribhuvan, University  
Kirtipur, Kathmandu, Nepal  
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2007

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Yadu Prasad Gyawali** has prepared the dissertation entitled “**A Comparative Study of Trained and Untrained English Language Teachers at the Secondary Level of Surkhet District**” under my guidance and supervision.

I recommend this dissertation for acceptance.

Date: 2064-04-02

---

**Dr. Chandreshwar Mishra**

(Guide)

Reader

Department of English Education

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

This dissertation has been recommended for evaluation by the following Research Guidance Committee.

**Dr. Chandreshwar Mishra** (Guide)

Reader and Head

Department of English Education

---

Chairperson

**Dr. Bal Mukunda Bhandari**

Lecturer

Department of English Education

---

Member

**Mr. Bal Krishna Sharma**

Lecturer

Department of English Education

---

Member

Date: 2064-04-06

## EVALUATION AND APPROVAL

This dissertation has been evaluated and approved by the following Thesis Evaluation Committee.

**Dr. Chandreshwar Mishra** (Guide)

Reader and Head

Department of English Education

---

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

---

Member

**Dr. Bal Mukunda Bhandari**

Lecturer

Department of English Education

---

Member

Date: 2064-04-09

## **DEDICATION**

**Dedicated to my**

**Parents**

**and**

**Gurus**

## ACKNOWLEDGEMENTS

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July, 2007

Yadu Prasad Gyawali



## **ABSTRACT**

The present study aims at finding out the role of training in teaching English language and compare the teaching situation of trained and untrained teachers in terms of students' motivation, presentation and practice style, methods and techniques followed by the teachers and evaluation system they adopted. The researcher collected the data by distributing questionnaire and observing the classes of trained and untrained teachers by using checklist. The researcher took thirty teachers who are teaching English in the secondary level in Surkhet district in the government aided schools and community managed schools. He tried to maintain equal number of trained and untrained teachers but unavailability of informants he took twenty trained teachers and ten untrained teachers from twelve secondary school of Surkhet district.

This study shows that role of training is vital in teaching English language and it has played great role for the professional, personal, quality, skill and all round development as well. Trained teachers status in teaching field is better than untrained teachers, in every aspects of language teaching from students' motivation to evaluation system.

The study is divided into four main chapters and other sub-chapters.

Chapter one includes general introduction of the study. It also consists of review of related literature, objectives of the study, significance of the study and definition of specific terms.

Chapter two deals with methodology, i.e. how the research was carried out. The study is based on both primary and secondary sources of

data, population of the study, sample population, sampling procedure, tools for data collection and limitation of the study.

Chapter three deals with analysis and interpretation of the collected data. The data were analyzed separately into two parts: (i) analysis and interpretation of the data from checklist, and (ii) analysis and interpretation of data from questionnaire. The data have been interpreted by comparing the trained teachers status and untrained teachers status and have been tabulated.

Chapter four incorporates finding and recommendations. On the basis of the analyzed data findings have been listed and, in turn, on the basis of these findings some recommendations have been made.

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## ABBREVIATIONS

A	Agree
AP	Alternative Provider
B.A.	Bachelor in Arts
B.Ed.	Bachelor in Education
BPEP	Basic and Primary Education Programme
CBO	Community Based Organization.
CS	Contact Session
DA	Disagree
DAG	Disadvantaged Group
DEC	Distance Education Center
DEO	District Education Office
DoE	Department of Education
Dr.	Doctor
ELT	English Language Teaching
et al	et alii/alia (and other people or things)
ETC	Education Training Center
etc.	et cetera
FoE	Faculty of Education
i.e.	id est (that is to say)
LSGA	Local Self Governance Act
MoES	Ministry of Education and Sports
NCEHRD	National Council for Educational Human Resource Development
NEC	National Educational Commission
NECD	National Center for Educational Development
NG	Nepal Government
NGO	Non-Governmental Organizations
PTTC	Primary Teachers' Training Center

RC	Resource Centre
RETT	Radio Education Teacher Training
SA	Strongly Agree
SD	Strongly Disagree
SEDU	Secondary Education Development Unit
SIM	Self Instructional Materials
SIP	School Improvement Plan
SLC	School Leaving Certificate
SMC	School Management Committee
SMT	Seti model Training
T	Trained
T.U.	Tribhuvan University
TEFL	Teaching English as a Foreign Language
TG	Trainers' Guide
TMIS	Teacher Management Information System
TMP	Training Master Plan
TPC	Teacher Preparation Course
TRM	Trainee's Resource Materials
TSC	Teacher Service Commission
TSP	Training for Skill Promotion
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UT	Untrained
ZTDP	Zonal Teacher Development Plan