CHAPTER - I

INTRODUCTION

1.1 General Background

Language is a medium through which one can learn other things. We all are dependent on language. Even people who can't speak are expressing their message by using their own medium i.e. sign language. Hence, we can prove the importance of language on its acceptance, glory and coverage. Oxford Advanced Learner's Dictionary (2000:721) defines language as "the system of communication in speech and writing that is used by people of a particular country." Language can be expressed in two ways i.e. speech (using oral) and writing (visual) and it varies as people, geography, society and culture. In this way, we can say that language is a means of communication that must be meaningful as well as systematic.

Language has two purposes: General and specific. In general purpose, language is considered only for communication and everyday function whereas specific purpose is limited to a definite purpose e.g. instructional purpose, institutional purpose etc. Language not only serves these two purposes, but also serves the purpose of intelligibility.

English is an international language which is widely used language in the world. Language of the universe is the other name of English language because it links the whole world in the sense that people of different region, origin, status group, culture can comprehend or use the language.

1.2 Language Teaching

In language teaching we use such terms as language learning, language acquisition, second language, foreign language, bilingualism (Stern 1991: 9). We have already known our first language (i.e. mother tongue) which is informally acquired, but in case of second language learning we need formal environment, curriculum, exposure etc. Therefore, language teaching means teaching second language. Language teaching can be defined as "the activities which are intended to bring about language learning" (ibid) In language teaching formal instruction or methods of training are included, but so is individualized instruction, self-study, computer assisted instruction and the use of media and the supporting activities under which teacher training also included.

Language teaching is a system under which many sub-systems are existed like, planning, preparation, production and evaluation. Richards and Rodgers (2001:9) states that The quality of language teaching will improve if teachers use the best available approaches and methods so, everything should be practiced as the situation.

According to Corder (1973) teaching language is a set of performance skills in the learners social and cultural awareness on the formation of objectives. So we have to choose the language according to personal, social objectives. The important thing for language teaching is the methodology of teaching. Methodology is determined in terms of :

⟩ Psychology of language learning/acquisition

⟩ Socio-linguistics factor

⟩ Syllabus

Language teaching can be compared with a magic in which magician shows his/her activities in a very clever way but we are interested how s/he makes such changes dramatically, these dramatic changes occur there because of the trick and our eye faults, likewise we language teacher should develop such activities in which learners feel interest, and their curiosity develops itself, then, it can be an example of perfect language teaching.

In the past, grammar translation method was used to teach language, but in course of change of time it can't be existed so long and other alternative methods came to exist as direct method, audio-lingual method, communicative language teaching etc. The world of ELT has entered into 'anti-method era' but we are still attached to outdated methodology.

There are socio-cultural, linguistic, philosophical, pedagogical facets in language teaching and teacher should meet to the reality. "An English teacher should compare himself/herself with a person standing to a traffic island controlling and receiving the follow of knowledge and information from all directions". (Bhattarai and Gautam 2005:4)

1.3 Introduction of Teacher Training

One level of education is training. Training prepares to do something as required or as situation. A trained person can handle the same situation differently if they have good perception and comprehension of training. Therefore the main aim of training is to prepare a sound person with sound knowledge and power in every field.

Farrell and Richards (2005:3) said training involves understanding basic concepts and principles as a prerequisite for applying them to

teaching and the ability to demonstrate principles and practices in the classroom. (in Khanal 2006:121). Here we found training involves both theoretical and practical aspects.

The concept of training as a single homogeneous activity obscures important element which imply choices. One set of element is organizational, the other is educational. The organizational element comprises:

i) Selection for training

ii) Evaluation of the individual performance

iii) Acceptance

On the other hand educational element constitutes skills, information and theory. (Coffey 1983:16-17)

Teacher training is as old as language because, when the language is introduced, it should be disseminates to others, the work of disseminating language society to society is of teachers. If teachers are trained they can expose in ideal way otherwise it is impossible. Different training organizations were organized in the past and they are continuing till nowadays and other organizations are forming these days also.

Every teacher gets theoretical knowledge from different sources, academic studies and other aspects but the utilization of theoretical knowledge is not possible from theoretical perspectives only, for this the practical aspects have to be maintained: practical aspects are maintained through training. Teaching is the amalgamation of the theoretical and practical aspects so, the importance of training is self definite in teaching.

Training provides awareness of language, develop prestige, Particularly among teachers, fulfill quality in the service and many other

tasks. As Gower (1988) mentioned in training "the trainees can reflect on their own experience of learning during the course. It helps to a certain extent, but even that is too infrequently considered for the purpose of understanding what language learners go through". This view explains that the trainees can mirror their experience through training this means they evaluate their work themselves and other thing is that they need to know needs, level, interest of the student and their comprehensiveness.

Holden (1994) viewed that qualification and personal qualities are the components of effective teaching and training is the only tool to develop such things in teaching.

Therefore, training consists of skills, abilities, methods and different tricks which helps teachers run a class in a very effective and systematic way. Learners and teachers both are responsible in teaching learning process where learners are to develop their knowledge and teachers are to develop their professionalism. Since, training is a must to all teachers. In other words, the basic requirement in the language class is the trained teachers.

1.4 Teacher Training in Nepal

Teacher training programme started in Nepal since 1949 with the teaching of 'Basic Education Teachers' through the establishment of Basic Teacher Training Center. In 1954, Normal school was established in lieu of basic teacher training center in co-operation with USAIDS. It was started with three months training course, after one year, it was extended to six months. In 1959, ten months professional course was introduced for those candidates who had eight years of schooling (Shrestha, 1982:11)

College of education was established in 1956 to train teachers. It launched a ten months primary teacher training programme,

simultaneously the mobile school were set up in different parts of the country to train primary teachers. The college of education provided four year B.Ed. programme for SLC passed and one year B.Ed. for graduate of other disciplines. Some year after four years course was splited into two parts. Two years for producing lower secondary level teachers and 2 years for producing secondary level teachers. All teacher training institutes were amalgamated into institute of education under T.U. The institute of education became sole agency responsible for teacher and related activities until 1981. Since then it was converted to faculty of education.

In 1992, the NEC was formed to refer various aspects of existing education system. It gave more emphasize in teacher training and recommended that training must be mandatory to enter in teaching profession. Now teacher training programmes are being conducted under the faculty of education (FOE), primary teachers training center and ministry of education and sports.

Pre-service training programmes are conducted by FOE and in-service training programmes are conducted by MOES. Basic primary education project (BPEP), national center for educational development (NCED), and distance education center (DEC) are the main organization to provide in service training to the teachers. BPEP is renamed as PTTC nowdays.

English language training was provided as TEFL to the lower secondary and secondary level English teachers which took the duration of five months and programme was shared by NG/Nepal and British council. RETT was established to provide training to the untrained primary level teachers, it was extended in three sectors:

i. Radio broadcasts

ii. SIM (self instructional materials)

iii. CS (contact session)

RETT was changed as distance education in 2050.

SMT (Seti Model Training) 2038-048. It was conducted in five district of Seti zone and duration of training was 21 days, and programme was shared by NG, UNDP, UNICEF and UNESCO. In 2050 NCED was established and it has been providing training for all teachers of all levels upto now.

1.4.1 Teacher Training Policy in Nepal

Every country has its own training policy, likewise Nepal has different training policy for teacher training. The policies which are given are approved by ministry of Education of Nepal in 2062.

Policy Area One: Training Requirement at the Entry Point

Policies in this area intend to ensure recruitment of qualified, competent and committed teachers in the teaching profession. For this, policies are framed in relation to qualification, pre-service training, licensing and recruitment processes.

1. Existing basic qualification in the case of primary teachers will be upgraded

a. The basic qualification of primary teachers is upgraded from S.L.C. to Grade 12 but present qualification requirement will be applied for women and candidates from disadvantaged groups for the next 5 years. The separate Teacher Selection Examination will be administered for those candidates.

2. **10-Month teacher preparation course as pre-service training on the top of prescribed academic qualification will be made mandatory for primary, lower secondary and secondary teachers at the entry point.**

a. Provision of education regulations in relation to the mandatory training at the entry point will be strictly enforced by the Department of Education/Ministry of Education and Sports (MoES).

b. National Centre for Educational Development (NCED) will provide support to faculty of Education (FoE, Tribhuwan University (TU), for the development of training curricula and materials for the pre-service training programme as Teacher Preparation Course (TPC).

c. In the case of primary level, existing pre-service training curriculum (10-month) will be continued to meet the requirement of TPC.

d. For lower secondary and secondary teachers, I.Ed./+2 degree and B.Ed/Post Graduate Diploma in Education degree respectively will be considered complied with the training requirement until FoE/TU and other universities are prepared programmatically to launch the very TPC.

e. Training opportunity will be made available to all prospective teachers through FoE/TU and other universities including higher secondary schools.

f. NCED will encourage and provide technical support to the FoE, other universities and private training institutions to make training opportunity available for all prospective teachers.

g. NCED will make an arrangement to provide fellowships for pre-service training to the selected female candidates and candidates from Dis-Advantaged Groups (DAG).

h. Inclusive Teacher Training Course will be introduced as a part of the regular training programme including language, gender and social, cultural characteristics and students' physical status with an aim of preparing teachers to address the diverse needs of students belonging to various forms of disabilities.

3. **Teaching license will be made pre-requisite for the teaching profession in the school system. Also, provision of license renewal will be established.**

a. The National Council for Educational Human Resource Development (NCEHRD) will approve curriculum framework and provide policy guidelines regarding licensure.

b. Teacher Service Commission (TSC) will develop curriculum framework and make required arrangement for providing Teaching License for all interested prospective teachers having training.

c. TSC will formulate a guideline and implement the teaching license renewal scheme with due consideration for improving expected performance/behavior.

4. **Teacher selection process will gradually be localized in line with the spirit of the Local Self Governance Act (LSGA) and Education Act**

   a. Local institutions (bodies) will gradually be empowered to carry out the competition-based teacher selection functions through amendment of the education act and regulation.

   b. Provision of awarding 20% bonus points in the selection examination will be adopted for the candidates from the DAG until next 5 years.

Policy Area Two: Teacher Development Programme

The policies under this area intend to develop professional competence in working teachers of all levels of school education in order to cope up with the need for improvement in the quality of teaching. Focus is also placed on developing the teachers and maintaining them in the profession through different schemes.

The policies primarily cover provision of in-service training programmes both certification and recurrent. Under this, matters related to access to the training opportunity, mandatory training requirement, training accreditation and teacher professional development and motivation will be covered.

5. **All untrained working teachers in the school system will be trained in 10-month training at the earliest possible time line.**

   a. The NCED will provide training opportunity to permanent teachers of all levels of school education for 10-month training by building extensive training network among potential training providers such

as ETCs (former PTTCs, SEDUs), Private training institutions, FoE campuses and other universities etc.) until the existing mass of untrained teachers remain in the system.

b. The NCED will implement alternative training programme to those teachers who are fully untrained till the date and are above 45 years of age and 15 years of experience as training waiver scheme.

c. All working teachers will be provided short-term trainings through the Resource Centres (RCs) on the recurrent basis.

d. All temporary teachers will be encouraged to receive 10-month pre-service training from the private institutions; the encouragement can be in the form of unpaid leave. Female teachers and teacher from Disadvantaged Group (DAG) will receive special encouragement in the forms of tuition fee subsidies or paid leave.

e. NCED will manage to provide training to all teachers involved in teaching inclusive education.

f. Access of private school teachers to the in-service training programme will be expanded thorough public and private provision of training services. In the case of public provision of services, appropriate cost-sharing modality will be adopted. Private institutions will develop and deliver also customized training course to the private school teachers.

g. Job induction training of about 7 days will be provided to the newly appointed teachers at the RCs or school level.

6. Training, licensing and professional development process will be linked to each other in order to consolidate the teacher development provision at all levels of school education.

a. The provision of teaching license as a mandatory requirement for the teacher development and promotion through the amendment of education regulations will be enforced. Similarly, training will be made pre-requisite for the teaching license.

b. NCED in collaboration with National Teacher Union will prepare and enforce guideline for Updating of Teaching License. The updating will be considered as a strategy to ensure continuous professional development of teachers and will be linked to the promotion process.

c. Teacher-qualification, work experience, training achievement, research and innovative works, student achievement will be considered as basis for role assignment, promotion and other incentives.

d. Teachers will be provided opportunity so as to develop their professional competence through regular engagement in self-learning and sharing of experiences/expertise at the school/RC/district level forums.

e. NCED will make arrangement for self-learning opportunities through distance mode.

f. Weighting or credits given by the existing regulations for training in the promotion will be increased up to 25 percent.

7. Short-term training, refresher training, and recurrent training will be accredited as apart of the certification training programme

a. NCED will develop Training Accreditation Guidelines and make arrangement for the accreditation of the training programmes.

Policy Area Three: Training Quality and Standards

Policies in this area intend to ensure the quality and standard of the training programme. For this, policies are framed in relation to curriculum and materials, provision of training professionals, training facilities, monitoring and evaluation.

8. Effective training curriculum and materials for in-service and pre-service teacher training will be developed and implemented.

a. 10-month competency-based in-service training curriculum and materials (packages)will be developed, updated, revised, and standardized by NCED to meet the need of various types of trainees at various levels and training areas.

b. The in-service training curriculum for the lower' secondary and secondary level will be implemented by adopting technically and pragmatically feasible curriculum structure. One of the suggested curriculum structures would include 3 parts. The 1st part of 2.5 months will be subject-specific with the combination of training-centre and school-based modes (1+1.5 month). The 2nd part of 5 months will be distance-based focusing on generic competence and content knowledge base. The 3rd part will again be subject-specific and be delivered in combination of training-centre based and school-based modes for 2.5 months (1 + 1.5 month)

c. For the primary level, 10-month pre-service training curriculum will be implemented in two semesters of five months each. In the case of the lower secondary and secondary level, the pre-service programme as Teacher Preparation Course (TPC) will be developed and implemented by the FoE/TU and universities with the provision that should confirm professional requirement of NCED and MoES.

d. At the primary level,- 10-month-in-service training will be continued in 3 phases: Phase I: Basic Training, Phase II: Self-study, and Phase III: School-Based Practicum. The second phase will be delivered through distance mode and rest of the others will be through face-to-face mode.

e. NCED in collaboration with DoE will develop effective courses and materials for the short-term trainings to be delivered through the RCs.

f. Trainers' Guides (TG), Trainees' Resource Materials (TRM) will be developed, and made available to all trainers, trainees, and training centres. Private publishers will be allowed for productions and sale to meet the material requirements in the private training institutions.

9. **Well-qualified, trained, and committed trainers will provide teacher training.**

a. Special measures will be adopted to prepare, develop, motivate, deploy and retain the training professionals for the management and delivery of training programmes through the initiation of NCED.

b. Only certified trainers/training professionals will run Training of Trainers (ToT) and training courses.

c. The training will be activity-based with maximum use of participatory and interactive approach. The training sessions consist of a series of guided practice that help teachers develop their desired skills for use in classroom teaching.

10. Training facilities will be ensured, improved and upgraded for the availability of conducive-learning environment.

a. A minimum standard of training facility will be ensured at every in-service training institution through financial, material and technical support from NCED.

b. The universities and private training institutions will be provided technical support and training resource materials by NCED to maintain resource base appropriate for effective delivery of pre-service training.

c. NCED will affiliate training institutions that meet minimum standard of training facilities.

11. Appropriate measures and efforts will be adopted to improve the efficiency of training management at all levels and institutions. NCED will be developed as a role model.

a. Training programme will be implemented as planned in Training Master Plan (TMP) at the central level and Zonal Teacher Development Plan (ZTDP) at the Educational Training Centres (ETCs) level in order to increase efficiency and effectiveness.

b. Training Management Information System (TMIS) will be established and regularly updated at NCED and ETC level for the provision of effective planning. The TMIS will be closely coordinated with EMIS of DoE.

c. Special mechanism will be enforced to improve training and accommodation facilities to ensure appropriate learning-environment for training programme.

d. Training evaluation will be decentralized to ETC level for immediate and appropriate evaluation.

e. Training institutions will be made responsible to respond to training requirement of the school as reflected in the School Improvement Plan (SIP).

f. Adequate learning materials will be developed, stored and utilized appropriately as to create welcoming and friendly environment in the training venues.

g. There will be at the most 30 trainees in one classroom so that each trainee can interact and practice easily.

12. **Monitoring and post training support scheme will be implemented as a quality assurance measure in training.**

a. Training standards and Quality Assurance Scheme will be established and maintained by NCED with agreed achievement level, competence and qualitative expectations.

b. In-built monitoring mechanism will be instituted by NCED at individual training institution to ensure the delivery of services as per agreed standards.

c. On-the-spot professional backstopping will be provided to trainers as a remedial measure at every provider through a team of monitors developed and assigned by NCED to ensure quality delivery of training.

d. Capacity of district level managers and head teachers will be developed to enable them to facilitate effective application of teacher training into the classroom and provide post - training support to the teachers in need.

e. NCED, FoE/TU and other universities will work closely for establishing training standards, conducting, monitoring and providing backstopping for the training programmes.

13. **For the continual improvement in training, NCED and its institutions at various levels will carry out research, monitoring, and evaluation activities.**

a. Research and studies such as follow-up study and effectiveness study will be carried out by NCED system.

b. Facts and information related to entire training system will be recorded, analyzed and retrieved for the purpose of bringing improvement in training.

c. Practice of Training ID Card will be established and maintained by the individual training provider and NCED. This will facilitate the process of accreditation and certification.

d. Proven successful practices on training programmes will be documented, updated and published every year by NCED, ETCs and other training institutions.

14. **Performance indicators will be developed and used for the assessment of the work of training institutions, schools and teachers.**

    a. NCED will establish performance indicators for the good teaching and effective school management.

    b. These performance indicators will be part of the different training courses in educational management.

    c. MoES/NCED system will use these indicators as part of the follow-up, monitoring and school evaluation processes.

15. **A continuous evaluation system will be applied to assess trainees' achievement in the training.**

    a. NCED will introduce a continuous evaluation system to evaluate achievement of trainees in the training institutions. The trainees must demonstrate specified level of performance in practicum at school level and in the comprehensive examinations to be declared successful in the training.

    b. Training evaluation system will gradually be decentralized to ETC (former PTTC level. Eventually, the examination system will be made an integral part of the training process that concludes at the provision of continuous assessment. For the practicum activities, respective schools will also be authorized to evaluate teacher performance.

Policy Area Four: Equity Consideration

Policies under this area intend to ensure equity in services related to school education and teacher training. Different policy provisions are

covered with appropriate implementation mechanism. The provisions intend to ensure the equity through teacher behaviors and training management procedures.

16. Serious efforts will be made to maintain gender sensitive and gender balanced behaviors and practices in all programmes.

a. In the total training system, gender awareness is aroused, gender friendly training curriculum and texts are developed, discriminatory behaviors are analyzed and discouraged, and gender friendly behaviors are adapted.

b. Incentive provision (Scholarship) will be adopted to attract candidates from female and disadvantaged group to participate in the pre-service training.

c. Female teachers will be provided special accommodation facility (hostel, baby caretakers, toilets etc.) in the training institutions.

d. Special support schemes (Free coaching, orientation, etc.) will be adopted for the candidates from the disadvantaged groups to get through the licensing and teacher selection written test and interview. NCED will mobilize Non-Government Organizations (NGOs). Community-based Organizations (CBOs), and other private training institutions in delivering, guiding, and preparing those candidates for written test and interview.

e. All forms of social disparities will be explored and approaches will be developed by NCED and universities to ensure parity in relation to gender, caste, ethnicity, region, religion and language by linking these issues in the training curricula and processes.

1.5. Role of Training in Teaching English Language

Training is taken as a most important subsystems of the overall education system. Training helps in every part of the teaching learning process, we can find the role of training by observing the classes of trained and untrained teachers. Here trained teacher means the teacher who is belonged to Education faculty or who has got 10 month training from NCED and untrained means the teachers out from Education faculty or who hasn't got 10 month training from NCED. My study is limited to secondary school level, so particularly trained teacher refers as B.Ed. English or 10 month training from NCED and untrained refers as B.A. English or who has not got 10 month training from NCED. In teaching English language different difficulties may appear in the classroom and to find out the exact solution is the job of teachers.

English is our foreign language. So, a trained teacher can face different problems with sound solution. Khaniya (2006:7) states that "English language teachers belong to a certain community. English language teachers are professionals and the, therefore need a special kind of knowledge, skills and expertise for which they need training according to their needs. Putting it another way, they cannot be ELT professionals without English language training."

Therefore, the role of training in teaching English language can be shown as below:

- For the development of professional competence and responsibility.

- For the enhancement of attitude and role of teachers.

- To promote quality education.

- To provide methods and techniques as the level, interest and need of the students.

- To develop evaluation tools.

- To give practice in materials preparation and selection, and the adaptation of existing materials for use with particular groups.

Training enables us to do something confidently and courageously. If any teacher is out from training, s/he may be handicapped for his/her profession. In case of English language training, T.U. Department of English Language Education has the main role to provide pre-service training to the English language teachers and NCED provides in-service training to the teachers. So role of the training is crucial for teaching English language.

1.6 Teacher Training Scenario in Surkhet District

Surkhet is a district of educational excellence. Different teacher training centers are existed there.

1. ETC (Educational Training Centers) former PTTC and SEDU.

2. Bheri Teacher Training and Educational Research Center, Chhinchu, Surkhet.

3. Jana Higher Secondary Pre-Service Educational Training Center, Birendranagar, Surkhet.

4. Surkhet Campus Education, Surkhet.

ETC policies that the quality education is only possible from training. Training is a tool to develop quality in education. Therefore, it is providing training to the untrained teachers of primary and lower

secondary and secondary levels. It has been providing training to the primary level for a long time, recently it has started training for lower secondary and secondary level teachers. SEDU was responsible for providing 10 months training and one month training, nowadays, SEDU is under ETC and it is known as training subcentre and it is concerned more in one month training. The area of ETC Surkhet is represented in various districts which will be shown in a map.
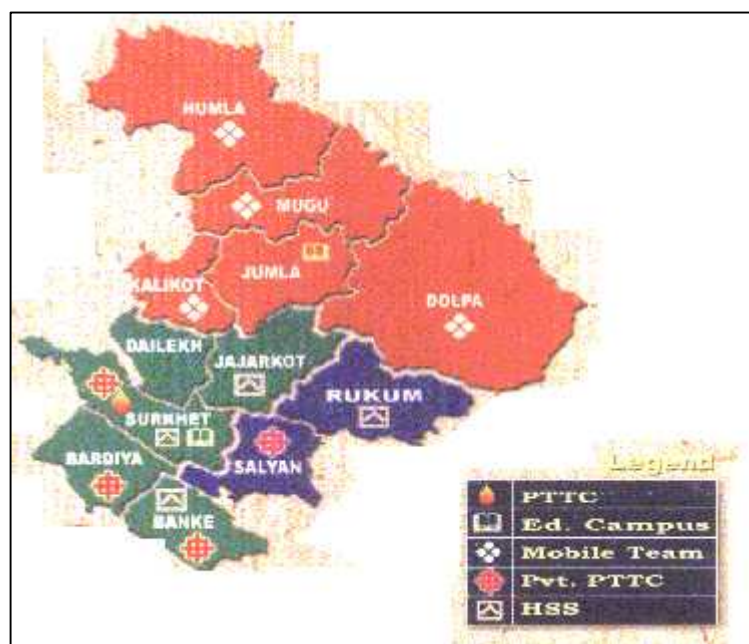
Educational data of Surkhet district shows that the number of trained teacher is more than untrained teacher, according to record of District Education Office (DEO) Surkhet.

Secondary Level

District code & district		Full			Partial			Untrained			Total		
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
59	Surkhet	12	116	128	0	19	19	2	31	33	14	166	180

Source: DEO, Surkhet.

Secondary Level

Teacher Training – (Govt. aided levels only)

District code & district	Full			Partial			Untrained			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
59 Surkhet	10	81	91	0	18	18	2	17	19	12	116	128

Secondary Level

Teacher Training – (Unaided Levels Only)

District code & district	Full			Partial			Untrained			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
59 Surkhet	1	20	21	0	1	1	0	9	9	1	30	31

Secondary Level

Teacher Training – (institutional levels only)

District code & district	Full			Partial			Untrained			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
59 Surkhet	0	12	12	0	0	0	0	5	5	0	17	17

Teacher Training – (govt. supported levels only)

Secondary Level

District code & district	Full			Partial			Untrained			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
59 Surkhet	11	84	95	0	18	18	2	17	19	13	119	132

Source: DEO, Surkhet.

ETC Surkhet has established a training network of fourteen Aps within its eleven catchment district. It is responsible for the publication of newsletter and brochure, enhancement in professional development of trainers and other staffs, established of TMIS by keeping individual record of every teacher of its catchment area, a five year plan of ETC has

been made, every trainer conducts action research on the issue of training to improve training delivery and establishment of a library having books of different category.

I think Surkhet is one of the ideal district in the field of teaching and learning management. I found most of the teachers are trained and it makes me easy to analyse the role of training. The role of training is vital because, all teachers want training for the professional development as well as personal development and quality education.

1.7 Review of Related Literature

Different researches have been carried out in the teacher training field. Some of them are as follows:

Mishra (1982) carried out a study on the factors affecting the choice of teaching as a profession of the secondary school teachers in Rupandehi district. This study was done to find out what major factors motivated the teachers to take up teaching as a profession, and there upon arrange the factors in order of their merits and then to state them under different groups. He found out that their teaching profession motivated them mainly because of its social aspect. So he found social factor was the main and it was followed by educational and economic factors.

Shrestha (1982) carried out a study on the expectation of secondary school headmasters and teachers form the supervisors. He attempted to know the expectation of the headmasters and teachers from supervisors. He used different questionnaires to the headmaster and teachers. He found out that the headmasters expected that the supervisors should visit the classroom two times per month whereas teachers expected that the supervisors should visit the classroom seven times per month. He also

found that the expectation of the headmasters regarding the supervision of the teaching of subject areas were English, mathematics and science in that order of priorities, but the weak factor was the study that most of the headmasters did not consider any need of supervisory services to their administrative works.

Samadarshi (1988) carried out a research entitled A study on the expected classroom behavior of trained English teachers. The purpose of that study was to see whether the expected behavior of the teachers exist in the classroom or not. He observed thirty classes of trained English language teachers using checklist. In his study he found the majority of teachers were found to be good and he suggested the teacher should be fully aware of them can evaluate his/her own performance in teaching and improve his/her capabilities.

Subedi (2001) carried out study on training needs assessment of secondary school mathematics teacher. The main purpose of the study was to assess the training needs of in service secondary teachers. He used three tools, i.e. questionnaire, classroom observation form and interview. His findings were shown in three different sections as his research, as finding from questionnaire, interview, observation form. He found the teachers of minimum qualification with specializing concerned subject and majority of teachers were temporary in status. He also found teachers were positive in training but their criticism was on the theoretical aspects of training.

Chand (2001) carried out research on a comparative study on Teacher's attitude towards teaching profession. The researcher was concerned to know the attitude of teacher regarding their profession, simultaneously, the investigatory also intended to bring forward the

suggestions for the improvement in the teaching profession. He found out that the teachers had favourable attitude towards their profession, male teachers had more favourableness then female teachers, post-graduate teachers had more favourable attitude rather than graduate teachers, experience teachers had more favourbale attitude rather than fresh teachers. He also found that trained teachers had more favourable attitude rather than untrained teachers regarding their profession.

Khanal (2006) explained in his article on trained teacher and teacher training: A research study. His article is based on his research for his thesis of master in ELT form Kathmandu University. The main purpose of that study was to find out the perception of trained teachers about teacher training. He found out that there were positive perceptions towards training, he found that the teachers of both private and government school had similar perceptions towards teacher training, they also considered teacher training as a part of professional development.

Although, the research work mentioned above are related to teacher training. Some of them are related to affecting factors, some are about supervision, expected classroom behavior and some of them are about perception. No research has been carried out to find out the role of training by comparing trained and untrained teachers in the secondary level. The present study will analyze the role of training in teaching English language.

1.8 Objectives of the Study

This study has the following objectives:

a. To find out the role of training in teaching English language.

b. To compare the teaching situation of both trained and untrained teachers in terms of following variables.

- Students' motivation

- Presentation and practice style

- Methods and techniques used by the teachers.

- Evaluation system.

c. To suggest some pedagogical implications.

1.9 Significance of the Study

This study aimed at finding out role of training in teaching English language. It is useful for those who are involved in the field of language teaching, especially in ELT. It is very important for teachers, supervisors, students, researchers and the person who has interest in the field of language teaching and training. This study has significant contribution in the area of training of English language.

1.10 Definition of Specific Terms

Trained: This term refers to the teachers who have passed B.Ed. or equivalent training.

Equivalent training: It refers to the 10 month training provided by NCED.

Untrained: It refers to the teachers who have passed B.A or who haven't taken 10 month training provided by NCED or who are partially trained.

Partially trained: the teachers who have taken 1 month, 3 month, 1 week, 12 days training from training institutions.

Fully trained: The teachers who are graduated from education faculty B.Ed or who have 10 month training from NCED.

School: It refers to the government aided schools and community managed schools in Surkhet district.

Teachers: The teachers who are teaching English at secondary level in Surkhet district.

Trained by qualification: The teachers who have B.Ed qualification are called trained by qualification.

Trained by training: The teachers who are trained from the training provided by MOES or NCED.

CHAPTER - II

METHODOLOGY

The researcher used the following methodology:

2.1 Sources of Data

Both primary and secondary sources were used for data collection.

2.1.1 Primary Sources

The primary sources of data collection for this research were the teachers of secondary level of Surkhet district (both community managed and government aided schools).

2.1.2 Secondary Sources

The secondary sources for this research were related books in the field of teacher training, e.g. Holden (1994), Duff (1988). Stern (1983), etc., journals, articles, magazines, the approved theses in the Department of English Language Education, T.U. and many other types of researches.

2.2 Population of the Study

The population of the study was the trained and untrained teachers of secondary level of Surkhet district of government aided and community managed schools.

2.3 Sample Population

The sample population was thirty teachers of twelve secondary schools of Surkhet district.

2.4 Sampling Procedure

The researcher selected twelve schools of Surkhet district and thirty teachers who taught English in the secondary level by using purposive sampling. The researcher tried to maintain equal number of trained and untrained teachers, but the unavailability of informants he took twenty trained teachers and ten untrained teachers.

2.5 Tools for Data Collection

The researcher used two research tools.

i) Observation: The researcher observed the classes of selected teachers by using checklist, i.e. developed on the basis of the model of peer observation form of faculty of Education, T.U.(see Appendix - I)

ii) Questionnaire: The researcher provided questionnaire to the selected teachers, whose classes he had observed. (see Appendix - II)

2.6 Process of Data Collection

The researcher followed the following steps for the primary data collection.

   i) Visited the sampled school and asked for permission with the headmaster.

   ii) Visited the selected teachers of English Language of the secondary level and built rapport with them.

   iii) Observed the classes of those selected teachers by using prescribed checklist.

   iv) The researcher observed one or two classes of each teacher.

v) Provided the questionnaire to fill up to those teachers whose classes he had observed.

vi) Collected questionnaire from the teachers.

2.7 Limitations of the Study

This study has the following limitations:

a. The number of sample population is thirty and the number of school is twelve only.

b. The survey research is limited to only one district-Surkhet.

c. The study is limited to only role of training.

d. The study is focused on the English language teaching.

CHAPTER–III

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents analysis and interpretation of data. The researcher collected data from twelve secondary schools of Surkhet district. He took thirty teachers as informants among them twenty were trained and ten were untrained. The researcher tried to maintain equal number of trained and untrained teacher but the unavailability of the informants. He took twenty trained English teachers and ten untrained English teachers. He analyzed and interpreted checklist and questionnaire separately.

3.1 Analysis and Interpretation from Checklist

There were several points in the checklist every point have analyzed and interpreted in tables. Table (a) and (b) have been presented and they refer trained teachers' status and untrained teachers' status respectively.

1. Students Motivation

a. To the subject matter

Table No. 1 (a)		Table No. 1 (b)	
Good	35%	Good	10%
Tolerable	60%	Tolerable	50%
Poor	5%	Poor	40%

Table No 1 (a) shows the students motivation in subject matter which was found better than table No 1 (b). It showed that, in the class of trained teacher students have better motivation in subject matter than untrained one. As shown in the above table 1(a) students' motivation was

35% good, 60% tolerable and 50% poor in trained English teachers' class whereas 10% good, 50% tolerable and 60% poor in untrained English teachers' class.

b. To the teacher

Table No: 2 (a)		Table No 2(b)	
Good	50 %	Good	10%
Tolerable	35%	Tolerable	40%
Poor	15%	Poor	50%

As shown in the above table 2 (a) and 2(b) students' motivation to the teacher was 50% good, 35% tolerable and 15% poor in trained teachers' class whereas 10% good, 40% tolerable and 50% poor in untrained teachers' class. It showed that students have found better motivation towards trained teachers' class because of their style of teaching.

c. Participation in the Discussion

Table No 3 (a)		Table No 3 (b)	
Good	20%	Good	0%
Tolerable	55%	Tolerable	0%
Poor	25%	Poor	100%

Students are main component in the classroom. So it is obligatory to activate them in the classroom. Environment is the crucial factor for the participation in the discussion for which the environment of seniority and juniority should be avoided. There was one problem which I found in my research, most of the untrained teachers never activated their students but they loaded them unnecessary facts which were desireless for the

students and they were frustrated to participate in the discussion. Another fact was punishment, if they made mistake they had to face teachers' punishment. So the above table 3(a) has shown trained teachers' behavior which was 20% good, 55% tolerable and 25% poor whereas table 3(b) has shown untrained teachers' behavior whereas 100% teachers' were found poor to participate students in the discussion.

d. Answer Teacher's Question

Table 4(a		Table 4(b)	
Good)	10%	Good	0%
Tolerable	35%	Tolerable	15%
Poor	55%	Poor	85%

Above table 4 (a) and (b) have shown the students motivation to answer teachers' question 4 (a) has shown in the case of trained teachers' where 10% good, 35% tolerable and 55% poor result appeared whereas in table 4(b) 0% good, 15% tolerable and 85% poor result appeared in the case of untrained teachers. It has shown that the role of training is vital. Trained teachers could motivate the students to answer the questions but untrained teachers didn't have practice to motivate students to answer questions. Instead of motivation, they fill fear in student's mind. So, comparatively trained teachers had used better techniques than untrained teachers to motivate students in the tasks.

e. Level of confidence

Table 5(a)		Table 5 (b)	
Good	15%	Good	20%
Tolerable	75%	Tolerable	30%
Poor	10%	Poor	50%

Students' level of confidence was presented in the above table 5(a) and 5 (b). As shown in table 5 (a) 15% good, 75% tolerable and 10% poor level of confidence in trained teacher's class whereas in table 5(b) 20% good, 30% tolerable and 50% poor level of confidence in untrained teachers' class. Therefore, trained and untrained teachers are responsible to develop students' level of confidence in the subject matter.

f. Discipline

Table 6 (a)   Table 6 (b)

Good	60%	Good	60%
Tolerable	25%	Tolerable	30%
Poor	15%	Poor	10%

Discipline is the ornament for the students. It depends upon the school environment, teacher's personality and students' duty. Comparatively discipline of the students was found in the same rank in trained and untrained teacher's class. Table 5 (a) has shown trained teachers' situation where 60% good, 25% tolerable and 15% poor result appeared whereas table 5 (b) has shown untrained teachers' situation where 60% good, 30% tolerable and 10% poor result appeared. Here, discipline was found better in untrained teachers' class than those of the trained teachers' classroom.

(2) Presentation

a. Related to the previous lesson

Table 7 (a)   Table 7 (b)

Good	65%	Good	10%
Tolerable	30%	Tolerable	10%
Poor	5%	Poor	80%

Every lesson is related with previous lesson but the application may be done in different styles. As given above table 6 (a) and 6 (b) trained and untrained teachers' cases respectively. It was found in 6(a) 65% good, 30% tolerable and 5% poor whereas in 6 (b) 10% good, 10% tolerable and 80% poor. Untrained teachers were not conscious on the basis of the previous lesson. Untrained experienced teacher made their lesson's relationship with previous one. Therefore, the role of training is crucial in the field of teaching.

b. Was the presentation interesting?

Table 8(a)		Table 8 (b)	
Good	50%	Good	10%
Tolerable	30%	Tolerable	60%
Poor	20%	Poor	30%

Above table 7(a) and 7 (b) have shown that 50% good, 30% tolerable and 20% poor in the case of trained teacher whereas 10% good, 60% tolerable and 30% poor in the case of untrained teachers. Both trained and untrained teachers wanted interesting presentation but trained teachers had different techniques to create interesting environment in the classroom whereas untrained teachers tried to create interesting environment but they couldn't reach at the point of trained one. One main problem I found that untrained teachers only exposed content to the students and they felt monotonous in the classroom but trained teacher tried to include extra activities related with the lesson, that makes the lesson interesting and live.

c. Relevant to the students level and interest

Table 9(a)

		Table 9(b)	
Good	65%	Good	0%
Tolerable	35%	Tolerable	0%
Poor	0%	Poor	100%

It is universally valid theory that teaching should be done as the level and interest of students because they are the main component in teaching. If we go beyond the level and interest of the students, they may get knowledge, but that knowledge is stored in short term memory and they might have difficulty recalling it in relevant situation. I found, trained teachers were 65% good, 35% tolerable and 0% poor whereas untrained were 100% poor to know the level and interest of the learners. Untrained teachers had sound knowledge on subject matter, but the application was false. So, that remains unqualified for the students.

d. Teacher's command over subject matter

Table No. 10 (a)

		Table 10 (b)	
Good	70%	Good	70%
Tolerable	25%	Tolerable	20%
Poor	5%	Poor	10%

How can a teacher teach without command over the concerned language? So, teachers command over subject matter is the most important thing in teaching. Teachers remain professionally unqualified if they haven't good command in the concerned language. In my research I found, 70% good, 25% tolerable and 5% poor trained teachers' status in the subject matter whereas 70% good, 20% tolerable and 10% poor status untrained teachers. Comparatively, both trained and untrained were found

similar for the point, but little weaknesses of untrained teachers' were visioned. It was misfortune that 5% trained teachers and 10% untrained teachers remained poor in the subject matter.

e. Was presentation logical and psychological?

Table 11 (a)		Table 11 (b)	
Good	50%	Good	20%
Tolerable	50%	Tolerable	50%
Poor	0%	Poor	30%

It is believed that if teachers teach lesson orderly i.e. called logical and if they teach, as students desire, level and psychology i.e. called psychological. Logical and psychological presentation is the backbone for presentation. It was found that 50% good, 50% tolerable and 0% poor status of trained teachers whereas 20% good, 50% tolerable and 30% poor status of untrained teachers. It has shown that, untrained teachers had poor status than trained teachers' in logical and psychological presentation.

f. Teachers' voice and fluency

Table 12 (a)		Table 12 (b)	
Good	35%	Good	70%
Tolerable	45%	Tolerable	20%
Poor	20%	Poor	10%

Teacher's voice refers to the teachers' sound in the classroom and fluency refers to purely spoken without hesitation. The result was reversed for the point. As given in the table 12 (a) 35% good, 45% tolerable and 20% poor for trained teachers whereas in the table 12(b)

70% good, 20% tolerable and 10% poor for untrained teachers. Comparatively, untrained teachers were found better than trained teachers for the point. Voice and fluency depend upon the teacher's direct relation with language. The teacher should develop his voice as the size of classroom and fluency as the level of the students.

3. Practice

a. Practice technique

Table 13 (a)		Table 13 (b)	
Drill	25%	Drill	0%
Question-answer	40%	Question-answer	80%
Task given	35%	Tasks given	20%
Question-answer and task given	30%	Question answer and task given	0%

There were different practice techniques. Most of the teachers used drill, question-answer, task given, question-answer and task given techniques. As given table 13 (a) 25% drill, 40% question-answer, 35% task given and 30% question-answer and task given techniques were used by trained teachers whereas in table 13 (b) 80% question answer and 20% task given techniques were used by untrained teachers. Comparatively, trained teachers were found more skillful than untrained teachers in the use of practice techniques. I asked one question to one untrained teacher, why didn't you use two techniques to practice? They replied me students couldn't digest. So we have to follow only one technique. It proved that, the gap between trained and untrained is more, because students could not feel comfortable in only one practice technique.

b. Students questions on practice

Table 14 (a)		Table 14 (b)	
Good	5%	Good	0%
Tolerable	50%	Tolerable	50%
Poor	45%	Poor	50%

Students' activation is the primary in the classroom. Today is the day of student centered teaching, but the teacher's supremacy was still existed in the classroom. Trained teachers were found a bit flexible than untrained teacher for this point. As given in table 14 (a), 5% good, 50% tolerable and 45% poor for trained teachers' case whereas in table 14 (b) 0% good, 50% tolerable and 50% poor, for untrained teachers' case. I found students got ready for the question but the teacher interrupted them, and told them, don't interrupt listen to me silently. Isn't it a great problem in the classroom?

c. Was s/he emphasized on practice?

Table 15 (a)		Table 15 (b)	
Good	40%	Good	10%
Tolerable	50%	Tolerable	40%
Poor	10%	Poor	50%

Presentation without practice remains lamb without support. So, presentation and practice must go in parallel. As given in table 15(a) 40% good, 50% tolerable and 10 % poor for trained teachers whereas in the table 15(b) 10% good, 40% tolerable and 50% poor, for untrained teachers. Comparatively, trained teachers were found more responsible in the emphasis of practice. In most of the classes I found teacher emphasizing in presentation, then he asked students do….. exercise as

your   homework. It was similar to the pass of report and its implementation in the field. It should be improved in the field of teaching.

d. Students participation in Practice

Table 16 (a)		Table 16 (b)	
Good	15%	Good	0%
Tolerable	40%	Tolerable	30%
Poor	45%	Poor	70%

As given in table 16 (a) 15% good, 40% tolerable an 45% poor in the case of trained teachers whereas in table l6 (b) 0% good , 30% tolerable and 70% poor in the case of untrained teachers. It has shown that it depended on the behavior of the teacher. If s/he emphasized on practice, there was students' participation. The teacher had a great role to try to create such environment in the classroom.

e. Relation of presentation and practice

Table 17 (a)		Table 17 (b)	
Good	45%	Good	10%
Tolerable	40%	Tolerable	20%
Poor	15%	Poor	70%

I have already mentioned, that presentation and practice go in parallel as given in table 17 (a) 45% good, 40% tolerable and 15% poor for trained teacher whereas in table 17 (b) 10% good, 20% tolerable and 70% poor for untrained teachers. Trained teachers were found more skillful to maintain presentation with practice than untrained teachers.

Thus the role of training is vital to maintain relationship between presentation and practice.

f. Was the teacher confident on language structure and its clarity?

Table No. 18 (a)   Table No. 18 (b)

Good	65 %	Poor	60%
Tolerable	35%	Tolerable	40%
Poor	0%	Poor	0%

Most of the trained and untrained teachers were found confident on language structure and it's clarity. As shown above table 18 (a) 65%good, 35%tolerable and 0% poor status for trained teachers whereas in table 18 (b) 60% good 40% tolerable land 0% poor status for untrained teachers.

(4) Methods and Techniques

a. Was the class divided into groups or pairs?

Table No. 19 (a)   Table 19 (b)

Yes	40%	Yes	0%
No	60%	No	100%

As given in table 19 (a), 40% trained teachers divided class into groups or pairs whereas in table 19 (b) 100% untrained teachers didn't divide class into groups or pairs.

b. Was the teacher using L1 in the classroom?

Table No. 20 (a)   Table No. 20 (b)

Yes	60%	Yes	60%
No	40%	No	40%

The English as a foreign language, though, language teachers frequently used L_1 in the classroom. It showed that the teachers and students have a very short period of contact time with the target language. The teachers used L_1 if the use of linguistic and non-linguistic context lead to confusion and ambiguity. Every teacher should think the direct reflection of the nature of learning activity, the greater the use of L_1 the less will be the learners' practical command in the target language. So, the use of L_1 is inversely proportionate to the command in the target language.

As shown in the table 20 (a) and (b) 60% teachers used L_1 in the classroom and 40 percent teachers didn't use L_1 in the classroom.

c. Was the teacher using only one method?

Table No 21 (a)   Table No 21(b)

Yes   65%   Yes   80%

No   35%   No   20%

A teacher can use one method or several methods in one classroom. It depends upon teacher's skill. As given in table 21 (a) 65% trained teachers used only one method and 35% trained teacher used several methods whereas in the table 21 (b) 80% untrained teachers used only one method and 20% teachers only used several methods. Only experienced untrained teachers were found using several methods, in the classroom.

d. Was the teacher using different techniques?

Table No. 22 (a)   Table No. 22 (b)

Yes   40%   Yes   0%

No   60%   No   100%

As given in table 22(a) 40% trained teachers used different techniques and 60 % teachers used only one technique in the classroom whereas in table 22 (b) 100% untrained teacher used only one technique in the classroom. Students felt monotonous when the teachers used only one technique in the classroom. It proved that teacher can get knowledge in using methods and techniques from training.

e. Was the teacher using communicative techniques?

Table 23 (a)   Table 23(b)

Yes   10%   Yes   0%

No   90%   No   100%

Here communicative technique refers to create interactional environments in the classroom. My research work found, teachers were very poor in using communicate techniques. As given in table 23 (a) only 10% trained teachers used communicative techniques whereas in the table 23 (b) 100% untrained teachers didn't use communicative techniques. The use of communicative technique is only visioned in very compulsion lesson such as expressing advice/suggestion in trained teachers' classroom.

f. Was the teacher transferring his/her training? (only for trained)

Table 24

Yes   45%

No   55%

It is misfortune that the teachers took training, but they felt hesitation to use training in the real life. Only 45% teachers transferred their training in the real classroom. Every teacher replied me role of training is vital in teaching English language but when I entered their

classroom I didn't find transfer of training. It was the great challenge for all teachers and training institutions and students of now days.

g. Was the lesson summarized?

Table 25 (a)   Table 25 (b)

Yes   40%   Yes   20%

No   60%   No   80%

Students' comprehensiveness can be expanded by summarizing the lesson. Students' can grasp the whole lesson easily from summary. But the poor management of time, most of the teachers couldn't summarize the lesson, their whole time ended in presentation. As given in table 25 (a) 40% trained teachers summarized the lesson whereas in table 25 (b) only 20% untrained teachers summarized the lesson. **(5) Evaluation System**

a. Were the objectives achieved?

Table 26 (a)   Table 26 (b)

Good   55%   Good   0%

Tolerable   45%   Tolerable   100%

Poor   0%   Poor   0%

Objective is the crucial component for teaching. Teaching without objective is senseless. Every teacher should prepare objectives of the lesson because there are many things in one lesson, s/he has to select some specific things from the lesson. As given in table 26 (a) 55% good, 45% tolerable and 0% poor, achievement of the objectives in case of trained teachers whereas in table 26 (b) achievement of the objective was found 100% tolerable in the case of untrained teachers. Every teacher

should be responsible for the achievement of objectives, if objectives weren't achieved why is it necessary to teach?

b. Evaluation is correspondent with objectives

Table 27 (a)

Good	90%
Tolerable	10%
Poor	0%

Table 27 (b)

Good	20%
Tolerable	60%
Poor	20%

As presentation and practice go in parallel, objectives and evaluation should match each other. Certain objectives are selected and these objectives are tested whether achieved or not i.e. called evaluation. So, evaluation is done to know whether objectives achieved or not. Every teacher should correspond evaluation with objectives. As given table 27 (a) 90% good, 10% tolerable and 0% poor correspondence of evaluation with objectives incase of trained teachers whereas in the table 27 (b) 20% good, 60% tolerable and 20% poor correspondence of evaluation with objectives in case of untrained teachers.

c. Students' participation

Table 28 (a)

Good	20%
Tolerable	55%
Poor	25%

Table 28 (b)

Good	0%
Tolerable	40%
Poor	60%

Students' participation in evaluation is crucial. Students' participation facilitates by two factors, one is their interest, intention and another is teacher's behavior. As shown in table 28 (a) 20% good, 55% tolerable and 25% poor participation of students in trained teachers

classroom whereas in the table 28 (b) 0% good, 40% tolerable and 60% poor participation of students in untrained teachers classroom, such participation ruins the learning environment of the students. Comparatively, trained teachers were found better to create environment for the participation of students than those of the untrained teachers.

d. The teacher gives immediate feedback

Table No. 29 (a)   Table 29 (b)

Good   30%   Good   0%

Tolerable   60%   Tolerable   20%

Poor   10%   Poor   80%

The provision of feedback to the learner is an essential part in all stages of learning. Feedback can be provided in two ways. They are correcting by the teacher and giving chance to correct themselves. As shown in table 29 (a) 30% good, 60% tolerable and 10% poor use of feedback by the trained teachers whereas in table 29 (b) 0% good, 20% tolerable and 80% poor use of feedback by the untrained teachers. So, comparatively trained teachers were found better in use of immediate feedback than untrained teachers.

e. Was the teacher responsible for solving disciplinary problems?

Table No. 30 (a)   Table No. 30 (b)

Good   25%   Good   0%

Tolerable   60%   Tolerable   60%

Poor   15%   Poor   40%

Teachers' job is to solve disciplinary problems. Some teachers were not responsible to solve disciplinary problems, most of the untrained

teachers were belonged for this job. As given above table 30 (a) 25% good, 60% tolerable and 15% poor result came to exist in case of trained teachers whereas in table 30 (b) 0% good, 60% tolerable and 40% poor result came to exist in case of untrained teachers.

f. Were the evaluative techniques good?

Table No. 31 (a)		Table No. 31 (b)	
Good	55%	Good	0%
Tolerable	45%	Tolerable	60%
Poor	0%	Poor	40%

Evaluation can be done by using several techniques. I was not confirmed which technique was used by untrained teachers because they were not confident on techniques and evaluation of students. Trained teachers were found better in use of evaluative techniques than untrained teachers. As shown in table 31 (a) 55% good, 45% tolerable and 0% poor status of trained teachers whereas in table 31 (b) 0% good, 60% tolerable and 40% poor status of untrained teachers.

3.2 Analysis and Interpretation from Questionnaire

Questionnaire was analyzed on the basis of the answer of the informants. Generally the answer of trained and untrained teachers were compared.

Both trained and untrained teachers took training as a teaching learning technology and mechanism which helps the teacher to improve their professional career, to develop competency and skills. It is also taken as a tool to apply different teaching strategies in the classroom. Some opined that, trainings helps to teach their children psychologically. 60% trained teachers agreed that training can solve all the problems of

teaching field, 30% trained teachers agreed that training can solve most of the problems of the teaching field but not all problems and 10% trained teachers didn't agree for the point, they opined that, training only can solve teacher's problems in the classroom so, it can't solve all the problems of teaching field. In case of untrained teachers 70% untrained teacher agreed training can solve most of the problems in the teaching field and 30% untrained teacher didn't agree for the point, they viewed knowledge can only be the tool to solve problems in the teaching field.

Role of the training visioned vital in my research. Teachers were asked to examine the role of training in teaching English language. They pointed out the following roles.

- Teachers without training becomes as a paralyzed person.

- Training helps to develop language skills.

- L_2 teaching is impossible without training.

- Training helps to know diversity of the students such as social, political and economic.

- Training develops confidence in teaching.

- Training is for professional development as well as all round development.

- Training enhances the teachers to teach the language effectively.

- Trained teacher can tackle all the problems and strategies of language teaching.

It's amazing fact, that all untrained teachers examined the role of training crucially.

Table No. 32: Status of T and UT Teachers on the Given Point

Points	Trained				Untrained			
	SA	A	DA	SD	SA	A	DA	SD
Training is the powerful tool to enhance teaching and learning	40%	60%	-	-	20%	80%	-	-
Teaching strategies are more important than knowledge	10%	45%	30%	15%	30%	40%	30%	10%
Training helps to identify needs and objectives	40%	50%	10%	-	90%	10%	-	-
T have different strategies rather than UT	65%	25%	10%	-	70%	30%	-	-

100% trained and untrained teachers accepted training as a motivation tools and develop naturalness in presentation and practice. As given in table 32 40 % trained teachers strongly agree training as the powerful tool to enhance teaching and learning and 60% trained teachers only agree the point whereas 20% untrained teachers strongly agree and 80% untrained teachers agree the point.

Only 10% trained teachers strongly agree on teaching strategies are more important than knowledge, 45% teachers agree, 30% disagree and 15% strongly disagree for the point whereas 30% untrained teachers strongly agree, 40% agree, 30% disagree and 10% strongly disagree for the point. Likewise, for the third point 40% trained teachers strongly agree, 50% agree and 10% disagree whereas 90% untrained teachers strongly agree and 10% agree. Similarly, for the fourth point 65% trained

teachers strongly agree, 25% agree and 10% disagree whereas 70% untrained teachers strongly agree and 30% agree.

Only 5% trained teachers viewed training develops teachers competency, 25% viewed training develops teachers performance and 70% viewed that it develops teachers personality, competency, performance and teaching learning style, whereas 80% untrained teachers viewed that training develops teachers personality, competency, performance and teaching learning style. 45% trained teacher were in favour of qualitative development, 5% teachers were for quantitative development and 50% were for qualitative and quantitative development of the ability of teachers whereas 10% untrained teachers were in favour of qualitative development, 60% were for qualitative and quantitative, development and 30% were viewed to develop skill in unexpected way for the point. 35% trained teacher agree training helps to teach language skills and 65% teachers argued it helps to teach all variables of language whereas 30% untrained teachers argued training helps to teach language skills, 50% argued it helps to teach all variables of language and only 20% accepted it to help to teach language aspects.

Most of the teachers accepted the need of training, they argued, only content isn't enough for teaching, content relates with only knowledge and knowledge should be used for which training is essential. Most of the trained and untrained teachers were using formal assessment system to evaluate their students. Only 20% trained teachers were in favour of formative evaluation, under which they emphasized individual differences, student behavior and their performance in the classroom.

CHAPTER–IV

SUMMARY, FINDINGS AND RECOMMENDATIONS

4.1 Summary

The purpose of the study was to find out the role of training in English language teaching and compare the teaching situation of trained and untrained teachers in terms of students' motivation, presentation and practice style, methods and techniques used by the teachers and evaluation system. The researcher developed two primary research tools, they are: observation and questionnaire. The researcher observed the classes of teachers using checklist and he provided questionnaire to them to fill up. The researcher found the role of training in vital in English Language teaching and trained teachers were found better in all aspects of teaching except teachers' voice and fluency than those of the untrained teachers.

4.2 Findings

The researcher presented findings from checklist and questionnaire separately.

4.2.1 Findings from Checklist

1. Students were found highly motivated in trained teachers' classroom than those of the untrained teachers' classroom.

2. Students' motivation on subject matter and to the teacher was found better in trained teachers' classroom than untrained teachers' classroom.

3. Trained teachers' presentation and practice style was found interesting because i.e. logical, psychological and students level and interest oriented where as untrained teachers couldn't reach at the point of trained teachers.

4. Teachers were not found with teaching leaning materials and their use.

5. Majority of the trained teachers used drill, Question answer and task given techniques whereas majority of untrained teachers used question answer and discussion techniques.

6. Trained teachers emphasized on practice and they maintained relationship between presentation and practice whereas untrained teachers were found poor in the maintenance of relationship between presentation and practice.

7. Only 40% trained teachers divided class into groups and pairs but untrained teachers didn't divide class into groups and pairs.

8. Trained teachers maintained objectives with evaluation but untrained teachers were found poor to maintain objectives with evaluation.

9. Teachers were not found with a lesson plan.

4.2.2 Findings from questionnaire

Trained and untrained teachers explained training as a teaching learning mechanism which helps the teacher to improve and develop competency performance, professional career and teaching strategies. Training helps to maintain psychological and logical learning, in language teaching. Most of the trained and untrained teachers were found

in favor of training, about 80 % trained teachers supported training to solve problems of teaching field whereas about 70% untrained teachers supported the point.

1. Role of training was found vital for all aspects of language teaching, in the real classroom teaching situation.

2. Majority of the trained and untrained teachers felt training needs on identification of learning process of diversified groups.

3. Most of the trained and untrained teachers argued that training develops qualitative and quantitative quality of the teachers.

4. It was found that most of the trained and untrained teachers were using summative evaluation. Only 20% trained teachers were in favour of formative evaluation, under which they emphasized students' behavior, performance and individual differences.

5. Untrained teachers accepted that the trained teachers have different strategies rather than untrained teachers while teaching the English language.

6. Trained teachers were found in three respects.

   o The teachers who took in service training were found better than the teacher who took pre-service training.

   o The teachers who did three years B.Ed were found better than the teacher who did one year B.Ed.

   o The teachers who had 10 months training were found better than the other trained teacher.

7. Theoretical responses of trained and untrained teachers were found similar but they were found different in the real situation.

8. Most interesting fact was found in my research that untrained teachers love to trained teachers and they supported training for the professional development, quality development, personality development, skill development and all round development.

4.3 Recommendations

Every teacher should be familiar with ideal behaviors of the teachers, students, school and its environment. Teaching is a challenging job which should be handled as the demand of time. The following recommendations have been made so that the status of English teacher at the secondary level of Surkhet District and teaching learning activities might be improved.

1. Training should be provided to the untrained teachers. Experts or trainers should observe the classes time to time and give kind suggestions.

2. A language teacher should use relevant methods and techniques, in the classroom. To make a choice of relevant methods and techniques, a teacher should have attention on:

    - Psychology of learners

    - Interest of learners

    - Level of learners

3. A short training as to how to conduct group work and drills should be given to the English teachers.

4. Social monitoring approach should be strengthened involving the stakeholders and teachers in school monitoring activities. SMC members should be trained in culture of collegiality, monitoring and planning stuff.

5. The concerned authority should create good learning environment. Trained and skilled teachers should get chance to teach.

6. To make classroom live and interesting, a teacher should use appropriate teaching learning materials and students should be allowed to participate in practice.

7. To maintain relationship between objectives and evaluation, a teacher should know relevant evaluative technique which is correspondents with objectives.

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Checklist for the Class Observation

The researcher is going to research on the role of training in teaching English language: "Comparative Study of Trained and Untrained Teachers of the Secondary level of Surkhet District" on the supervision of Dr. Chandreshwar Mishra the head of the Department of English Language Education, T.U. The researcher will observe the classes of selected teachers by using the given checklist.

The checklist is based on the model of peer observation form of faculty of Education, T.U.

<div align="right">Researcher
Yadu Prasad Gyawali</div>

Teacher's name:
Observed class:
No. of students:
Teaching item:
Date:

S.N.	Aspects	Good	Tolerable	Poor	Remarks
1.	**Students' motivation**				
	a. To the subject matter				
	b. To the teacher				
	c. Participation in the discussion				
	d. Answer teacher's question				
	e. Level of confidence				
	f. Discipline				
2.	**Presentation**				
	a. Related to the previous lesson				
	b. Was the presentation interesting?				
	c. Relevant to the students' level and interest				
	d. Teacher's command over subject matter				

			Yes	No	
	e. Was presentation logical and psychological?				
	f. Teacher's voice and fluency				
	g. Use of teaching learning materials				
3.	**Practice**				

	a. Practice technique
	    i. Drill
	    ii. Question-answer
	    iii. Task given				

	b. Student's questions on practice				
	c. Was s/he emphasized on practice?				
	d. Students' participation in practice				
	e. Relation of presentation and practice				
	f. Was the teacher confident on language structure and its clarity?				
4.	**Methods and techniques**		**Yes**	**No**	
	a. Was the class divided into groups or pairs?				
	b. Was the teacher using L_1 in the classroom?				
	c. Was the teacher using only one method?				
	d. Was the teacher using different techniques?				
	e. Was the teacher using communicative techniques?				
	f. Was the teacher transferring his/her training?(only for trained)				
	g. Was the lesson summarized?				

5. Evaluation system	Good	Tolerable	Poor	Remarks
a. Were the objectives achieved?				
b. Evaluation is correspondent with objectives.				
c. Student's participation				
d. The teacher gives immediate feedback				
e. Was the teacher responsible for solving disciplinary problem?				
f. Were the evaluative techniques good?				

Questionnaire for the teacher

Role of training in teaching English language: "Comparative study of trained and untrained teachers of the secondary level of Surkhet District" is the topic for research work will be conducted by the researcher on the guidance of Dr. Chandreshwar Mishra the head of the Department of English Language Education, T.U. The researcher will provide this questionnaire to the teachers whose classes will be observed by the researcher.

<div align="right">Researcher
Yadu Prasad Gyawali</div>

Name of the teacher:

School's name:

Qualification:

Training (if any):

Experience:

1.   What is teacher training?

    ……………………………………………………………………

    ……………………………………………………………………

2.   Can training solve all the problem of teaching field?

    ……………………………………………………………………

    ……………………………………………………………………

3.   Briefly examine the role of training in teaching English Language.

    ……………………………………………………………………

    ……………………………………………………………………

    ……………………………………………………………………

4.   What are the backforces to make teaching live and interesting? Would you accept training is one?

    ……………………………………………………………………

    ……………………………………………………………………

5.   Has the training played role to motivate students?

……………………………………………………………………

……………………………………………………………………

6.   Training helps to make presentation and practice natural. Do you agree?

……………………………………………………………………

……………………………………………………………………

7.   Training is the powerful tool to enhance teaching and learning.

Strongly agree ⊥   Agree ⊥   Disagree ⊥   Strongly disagree ⊥

8.   Teaching strategies are more important than knowledge in teaching.

Strongly agree ⊥   Agree ⊥   Disagree ⊥   Strongly disagree ⊥

9.   Training helps to identify needs of the learners and objectives of the course.

Strongly agree ⊥   Agree ⊥   Disagree ⊥   Strongly disagree ⊥

10.   Trained teachers have different strategies in teaching learning processes rather than untrained one.

Strongly agree ⊥   Agree ⊥   Disagree ⊥   Strongly disagree ⊥

11.   Training develops

     a. teachers' personality   b. teachers' competency

     c. teachers' performance   d. teaching learning style

     e. all of the above

12.   Training enhances the ability of teacher

     a. qualitatively   b. quantitatively

     c. both quantitatively and qualitatively

     d. in unexpected way

13.   Training helps in

     a. teaching language skills

     b. teaching language structures

     c. teaching language aspects

     d. teaching all variables of language

14. It is argued that only content is enough for teaching, then, why training is needed?

   ………………………………………………………………………

   ………………………………………………………………………

15. How do you evaluate your students?

   ………………………………………………………………………

   ………………………………………………………………………

16. Do you have any new technique to evaluate students?

   ………………………………………………………………………

   ………………………………………………………………………

17. Please provide some suggestions to improve teaching English language in Nepal?

   ………………………………………………………………………

   ………………………………………………………………………

Signature of the teacher: ……………………….

Thank you !

NAME OF THE SELECTED SCHOOLS

1. Shree Jana Higher Secondary School, Birendranagar, Surkhet.
2. Amarjyoti Higher Secondary School, Neware, Surkhet.
3. Shree Krishna Sanskrit Higher Secondary School, Itram, Surkhet.
4. Shree Bhairav Secondary School, Bhairavstan, Surkhet.
5. Usha Val Vatika Secondary School, Buddhapath, Surkhet.
6. Surkhet Horizon Academy, Birendranagar, Surkhet.
7.   Adarsh Raj Secondary School, Latikoili, Surkhet.
8. Eagerbridge Secondary English School, Bulbule, Surkhet.
9. Elite Secondary English School, Kalunchock, Surkhet.
10. Jana Jyoti Secondary School, Baddhichaur, Surkhet.
11. Shree Khand Devi Secondary School, Chaurase, Surkhet.
12. Shree Nepal Rastriya Secondary School, Birendaranagar, Surkhet.

LIST OF TRAINED TEACHERS

1. Bishnu Prasad Upadhayaya
2. Lila Ram Acharya
3. Umashankar Sukla
4. Niraj Prasad Gyawali
5. Tek Bahadur Shahi
6. Hari Bahadur Koirala
7. Khagendra Thapa
8. Meenu Bhatta
9. Jeevan Upadhayya
10. Deepak Gautam
11. Tirtha Prasad Dahal
12. Dhani Ram Sharma
13. Damber Dev Bhatta
14. Shanta K.C.
15. Chitra Bahadur K.C.
16. Tank Prasad Lamichhane
17. Purna Prasad Paudel
18. Sagar Bhattarai
19. Sarala Sharma
20. Phampha Tiwari

LIST OF UNTRAINED TEACHERS

1. Min Bahadur Rawal
2. Bhim Basnet
3. Dipendra Prasad Tiwari
4. Goma Acharya
5. Min Bahadur Chhantel
6. Lalit Bahadur Lamichhane
7. Ramananda Neupane
8. Nara Bahadur Shahi
9. Bhim Bahadur Bista
10. Durga Bhandari