

# **TEACHING ENGLISH BY UNTRAINED TEACHERS**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master's Degree in Education**

**Submitted by  
Prem Lal Bhattarai**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2009**

# **TEACHING ENGLISH BY UNTRAINED TEACHERS**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master's Degree in Education**

**Submitted by  
Prem Lal Bhattarai**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2009**

# **TEACHING ENGLISH BY UNTRAINED TEACHERS**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master's Degree in Education  
(Specialization in English Education)**

**Submitted by  
Prem Lal Bhattarai  
Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2009**

**TU Reg. No: 9-1-1-877-2000  
Second Year Examination  
Roll No: 280410/2064**

**Date of Approval of the  
Thesis Proposal: 2065-03-30  
Date of Submission: 2066-01-03**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Prem Lal Bhattarai** has prepared this thesis entitled **Teaching English by Untrained Teachers** under my guidance and supervision.

I recommend the thesis for acceptance.

---

**Dr. Tirth Raj Khaniya**

Professor

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

Date: 2066-01-03

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

TU, Kirtipur

Signature

---

Chairperson

**Dr. Tirth Raj Khaniya (Guide)**

Professor

Department of English Education

TU, Kirtipur

---

Member

**Dr. Anjana Bhattarai**

Reader

Department of English Education

TU, Kirtipur

---

Member

Date: 2066-01-03

## EVALUATION AND APPROVAL

This Thesis has been approved by the following thesis Evaluation and Approval Committee.

Signature

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

T U, Kirtipur

---

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

---

Member

**Dr. Tirth Raj Khaniya (Guide)**

Professor

Department of English Education

TU, Kirtipur

---

Member

Date: 2066-01-22

# **DEDICATION**

Dedicated

to

**My Family**

## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of the research to any university.

**Prem Lal Bhattarai**

Date: 2066-01-02

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to respected Guru, my thesis guide, **Dr. Tirth Raj Khaliya, Professor**, Department of English Education, TU for his continuous guidance, supervision and invaluable suggestions. I think without his constructive feedback from the very beginning, it would not have been possible to come up with this thesis in this form. Therefore, I feel myself very lucky to have worked under his guidance.

Secondly, I am grateful to **Dr. Chandreshwar Mishra**, Reader, Head of the Department of English Education, for encouraging me during this research work. Likewise, I am grateful to **Prof. Dr. Jai Raj Awasthi**, Chairperson of English and Other Foreign Languages Subject Committee for his supportive and encouraging ideas.

I am also grateful to **Prof. Dr. Shanti Basnyat, Prof. Dr. Govinda Raj Bhattarai**, senior teachers of the department. I have due regard to **Dr. Mr. Vishnu Singh Rai, Dr. Bal Mukunda Bhandari, Mrs. Tapasi Bhattacharya, Dr. Anju Giri, Mr. Laxmi Bahadur Maharjan, Mr. Prem Bahadur Phyak, Mrs. Madhu Neupane, Mr. Bal Krishna Sharma, Mrs. Saraswati Dawadi, Mr. Bhesh Raj Pokhrel, Mr. Durga Pokhrel and Mrs. Hima Rawal** for their invaluable suggestions, encouragement, assistance and co-operation during this study.

I am also thankful to all the subjects for their cooperation in observing the class. Without their assistance, this work would not be completed. Likewise, my special thanks go to my parents **Rup Narayan Bhattarai and Ambika Bhattarai** for their love, blessings, and financial support for this work. I am also indebted to my sisters: **Pabitra, Durga** and brother **Khadga** for their help. Also I want to thank all my friends who helped me directly and indirectly for this study.

Finally, I am indebted to **Mr. Data Ram Karki and Mr. Dikhukpa Subas Rai** for their excellent computer work.

April, 2009

Prem Lal Bhattarai

## **ABSTRACT**

The title of this research work is "Teaching English by Untrained Teachers." The main purpose of this study was to find out how untrained teachers teach the English language and how they use different strategies in teaching different aspects of language at T.U. To accomplish this study a set of observation checklist was prepared to observe two classes of each 20 teachers teaching in different private secondary schools in Katmandu valley. The data collected from the subjects were analyzed and interpreted to find out their strategy and professional activities. It was found out that most of the teachers were medium in teaching. They were found good in some aspects such as giving home work, controlling the class etc. However they were poor in using different techniques dealing with the different aspects of language.

The study consists of four chapters. Chapter one introduces the study in of general background review of the related literature, objectives of the study significance of the study and definition of specific terms. Similarly, chapter two deals with the methodology applied to conduct the study. This consists of the sources of data, population of the study, sampling procedure, tools for data collection and limitation of the study. Likewise, chapter three deals with the analysis and interpretation of the raw data obtained from the observation checklist. The data were analyzed and interpreted by using simple statistical tools and presented with the help of tables, charts and diagrams. Finally, chapter four deals with the findings recommendations and pedagogical implications of this study.

# TABLE OF CONTENTS

	<b>Page No.</b>
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>iii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vi</b>
<b>Abstract</b>	<b>vii</b>
<b>Table of Contents</b>	<b>viii</b>
<b>List of Figures</b>	<b>xi</b>
<b>List of Tables</b>	<b>xii</b>
<b>List of Symbols and Abbreviations</b>	<b>xiii</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-15</b>
1.1 General Background	1
1.1.1 Teacher Training in Nepal	4
1.1.2 Importance of Teacher Training	6
1.1.3 Characteristics of Trained Teachers	9
1.2 Review of the Related Literature	12
1.3 Objectives of the Study	14
1.4 Significance of the Study	14
1.5 Definition of Specific Terms	15
<b>CHAPTER TWO: METHODOLOY</b>	<b>16-18</b>
2.1 Sources of Data	16
2.1.1 Primary Sources of Data	16
2.1.2 Secondary Sources of Data	16
2.2 Population of the Study	17

2.3	Sample Population	17
2.4	Sampling Procedure	17
2.5	Tools for Data Collection	17
2.6	Procedure for Data Collection	18
2.7	Limitations of the Study	18

## **CHAPTER THREE: ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA**

**19-37**

3.1	Practical Classroom Observation of Untrained Teachers in Different Parameters:	19
3.1.1	Motivation towards the Lesson	20
3.1.2	Good Command of the Subject Matter	21
3.1.3	Use of Techniques Like Role Play and Group Work	21
3.1.4	Confidence in Delivery	22
3.1.5	Presentation Ability	23
3.1.6	Relation to the Previous Lesson	23
3.1.7	Students' Level of Interest	24
3.1.8	Achievement of Objectives	25
3.1.9	Student Participation in Classroom	25
3.1.10	Provision of Immediate Feedback.	26
3.1.11	Teaches' Responsibility in Solving Disciplinary Problems	26
3.1.12	Evaluation Techniques	27
3.1.13	Practice Based Activities	28
3.1.14	Emphasis on Individual Learner	29
3.1.15	Communication in Social Context	30
3.1.16	Personalizing the Context	30
3.1.17	Use of Four Language Skill	30
3.1.18	Awareness of Grammatical Items.	31
3.1.19	Focus on Language Functions	32

3.1.20 Classroom Teaching	32
3.1.21 Performing Drills	33
3.1.22 Use of Visual Aids in Classroom	33
3.1.23 Encouragement to the Students	34
3.1.24 Giving assignment and Correction	34
3.1.25 Classroom Management	35
3.1.26 Preparation of Plans	36
3.1.27 Eclecticism in Teaching	36
3.1.28 Any Other Features	36
3.2.29 Conclusion	37
<b>3.2 Strategies in Teaching Different Aspects of Language</b>	<b>37-42</b>
3.2.1 Presenting Pronunciation	38
3.2.2 Presenting Structures	38
3.2.3 Using Visual Aids	39
3.2.4 Recognizing Words	40
3.2.5 Teaching Controlled Writing	41
3.2.6 Teaching Vocabulary	42
<b>3.3 Professional Activities of Untrained Teachers</b>	<b>42-44</b>
3.3.1 Preparation of Lesson	42
3.3.2 Classroom Management	43
3.3.3 Delivery of Instruction	44
3.3.5 Assessment of Lesson	44
<b>CHAPTER IV: FINDINGS AND RECOMMENDATIONS</b>	<b>45-49</b>
4.1 Findings	45
4.2 Recommendations	47
<b>REFERENCES</b>	
<b>APPENDICES</b>	

## **LIST OF FIGURES**

<b>Figure No</b>		<b>Page No.</b>
1	Teacher's Outer and Inner Roles	12
2	Motivation Towards the Lesson	20
3	Confidence in Delivery	22
4	Presentation Ability	23
5	Relation to the Previous Lesson	24
6	Level of Interest	25
7	Students' Participation	26
8	Practice Based Activities	28
9	Emphasis on Individual	29
10	Communication in Social Context	30
11	Grammatical Awareness of Teacher	32
12	Classroom Teaching	33
13	Giving Homework	35
14	Classroom Management	35
15	Specimen of Classroom	43

## LIST OF TABLES

<b>Table No</b>		<b>Page No.</b>
1	Command on Subject Matter	21
2	Use of Different Techniques	21
3	Solving Disciplinary Problems	27
4	Evaluation Techniques	28
5	Four Language Skills	31
6	Use of Visual Aids	34
7	Presentating Pronunciation	38
8	Presentating Structure	39
9	Strategy for Visual Aids	40
10	Recognizing Words	40
11	Teaching Controlled Writting	41

## LIST OF SYMBOLS AND ABBREVIATIONS

AD	:	Anno Domini
ARNEC	:	All Round National Education Commission
B.A	:	Bachelor of Arts
B.Ed	:	Bachelor of Education
B.Sc	:	Bachelor of Science
BBS	:	Bachelor of Business Science
BETTP	:	Basic Education Teacher Training Programme
BPEP	:	Basic and Primary Education Project
CERID	:	Research Centre for Educational Innovation and Development
CUP	:	Cambridge University Press
Dr.	:	Doctor
ELT	:	English Language Teaching
EFL	:	English as a Foreign Language
e.g.	:	Exempli gratia (for example)
et al.	:	and others
etc.	:	Et cetera
FOE	:	Faculty of Education
HSEB	:	Higher Secondary Education Board
i.e	:	Id est (that is)
I.Ed	:	Intermediate of Education
M.Ed	:	Master of Education
NCED	:	National Centre for Educational Development
NEC	:	National Education Commission
NELTA	:	Nepal English Language Teacher's Association
NESP	:	New Education System Plan
No.	:	Number
OUP	:	Oxford University Press
Prof	:	Professor
P.	:	Page
pp	:	pages
T.U.	:	Tribhuvan University
TEFL	:	Teaching English as a Foreign Language
TESON	:	Teacher Educators Society of Nepal
U.K.	:	United Kingdom
USA	:	United States of America
Viz.	:	Videlicet (Namely)
Vol.	:	Volume