

**ATTITUDES OF PRIMARY ENGLISH TEACHERS
TOWARDS ENGLISH TEACHERS TRAINING**

**A Thesis Submitted to the Department of English Language
Education, University Campus, Kirtipur
In Partial Fulfilment of Master's Degree in English
Language Education
(Specialization in English Education)**

**By
Deepak Sharma Pandit**

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

2008

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Deepak Sharma Pandit** has completed his M. Ed. Thesis entitled “**ATTITUDES OF PRIMARY ENGLISH TEACHERS TOWARDS ENGLISH TEACHERS TRAINING**” under my guidance and supervision.

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March, 2008

Deepak Sharma Pandit

ABSTRACT

The purpose of the present study was to find out the Primary English teachers' attitudes towards English teachers training in Primary level. The researcher used a set of questionnaire consisting of objectives and subjective questions in order to collect the required information from the selected teachers, trainers and RPs. The researcher randomly selected 25 teachers from primary level, 10 RPs, 2 trainers from Kaski and 3 trainers from Tanahun district ETC center.

The researcher visited forty different informants with the help of head teachers and training coordinators. The data collected from the informants were analyzed and interpreted to determine teacher's attitudes towards training. It was found that they are highly positive towards English training. They think communicative and learner centered methods of English teachers' training are appropriate to them. They have positive attitudes toward the evaluation system within the training period but they have negative attitudes toward the evaluation system after the training.

The thesis consists of four chapters. Chapter One includes the introduction of the study in terms of general background, review of related literature, and objectives of the study and significance of the study.

Chapter Two deals with methodology applied to carry out the research work. It consists of sources of data, sample population, sampling procedure, and tools for the data collection, process of data collection and limitations of the study.

Chapter Three presents analyses and interpretation of data. In this section both statistical tools and descriptive approaches have been adopted.

Chapter Four deals with the findings, recommendations and pedagogical implications of the study. The findings have been outlined on the basis of the data and appropriate recommendations and pedagogical Implications are presented. The references and appendices are kept in the concluding part of the thesis.

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ABBREVIATIONS

Terms	Gloss
%	percentage
ARNAC	All Round National Education Committee
B.Ed.	Bachelor in Education
BEP	Basic Education Project
BPEP	Basic and Primary Education Project
B.S.	Bikram Shambat
DEO	District Education Office
Dr.	Doctor
EFA	Education For All
ELT	English Language Teaching
ETC	Education Training Center
F.M.	Frequency Modulation
GAN	Global Action Nepal
I.Ed.	Intermediate in Education
INGO	International Non- Government Organization
Mr.	Mister
Mrs.	Misses
NCED	National Center for Education Department
NELTA	Nepal English Language Teachers Association
NESP	National Education System Plan
NGO	Non-Government Organization
No.	Number
PEDP	Primary Education Development Project
Prof.	Professor
Regd. No.	Registration Number
RP	Resource Persons
SLC	School Leaving Certificate
SPW	Student Partnership Worldwide
Q. No.	Question Number
T.U.	Tribhuvan University
UNICEF	United Nation in Children Education Fond
Vol.	Volume
VSO	Volunteer Services of Overseas