

CHAPTER ONE

INTRODUCTION

1.1. General Background

Every human being possesses language and expresses his/her feelings opinions, desires and emotions to others by using it. Though language is a common matter of every human being, it is a common and effective means of communication. Language is not simply what it is but it is the belief and how he/she thinks, feels and acts.

Among the languages spoken in the world, English is recognized as the international language. It plays a vital role in communication. It has played greater roles in international trade, technology, education, entertainment and other aspects of social life. Crystal (1990:130) writes, "over two third of the world's scientists write in English. Three quarters of the world mail is written in English". Khoil (1978:87) writes "English is the mother tongue of 250 millions of people in the world". The countries where English is the native language are United Kingdom, The United States of America, Canada and Australia. Nearly 100 millions people speak English as a second or foreign language. To quote French (1963:30) "Anyone who can read English can keep in touch with the whole world without leaving his own home."

Today English is so widely taught world wide that the purposes for which it is learnt are sometimes taken for granted. Thirty years ago the teaching of English was taken as political neutral activity and acquiring it as educational and economic empowerment. English was regarded as the property of English- speaking world, particularly Britain and United States. It was taken

as the expression of a rich and advanced culture whose literacy artifacts had universal values.

So English is the language of international mass media, higher level instruction and educational status. From this point of view, the demand of English language has been increased rapidly.

1.2. Teaching and Training

The term teaching is an art and skill to present certain linguistic item in a meaningful way. It gives an instruction to do something in certain place. Teaching refers most often to the activity of the teacher in the classroom in his/her interaction with pupils. Teaching therefore, should be geared to facilitate learning on the part of the learners. The main goal of teaching is to develop the competencies level focusing on techniques.

The term training refers to the acquisition of knowledge, skills, and competencies. It refers to a kind of work or profession where a person expresses or teaches something in a particular place Training knowledge is a guide in processes of learning. Training provides immunity to teachers by burning new ideas and abilities to face with the problems. Training may vary between cultures, academic subjects and other field but it includes instructions, roles and skills.

The present scenario has changed and used English as the language of globalization, international communication, commerce and trade, the media and the pop culture. So motivation in learning comes to play. It is only the language of speaking but also the language of the world / international commodity.

English is still promoted as a tool that will assist with educational and economical advancement of world. Proficiency in English is needed for the employees in international companies and Medias. It provides fundamental / foundation to the learners what they think and learn. Competent trainers are required to enhance the teacher in their capacity building. So only the trained teachers can teach students effectively.

During the 1960s, English language emerged as audio lingual and situational language teaching world widely. The origin of teacher training for the language teachers began with short training programs. Training involved the development of teaching skills acquired through observing experienced teachers, and practice – teaching in controlled setting i.e. micro -class/ teaching or peer – teaching. Good teaching means the mastery of a set of skills or competencies.

The term teacher training and teacher education are often used apparently interchangeably in the literature to refer to the same thing. Training can imply on thinking habit formation and over emphasis on skills and techniques while the professional teachers need to develop theories, awareness of opinion and decision making abilities –a process which seems better defined by the word education (Richard and Nunan 1990). The concept of teaching means both content and process of addressing the real problems. Training refers to the theories for their habit formation for a certain skills. In the absence of trained teachers we can't use new methods and techniques in the classroom. On the other hand attitude towards target language makes learning effective. Teacher is the hero of class so he must know knowledge of pedagogical aspects and role as a facilitator, counselor and so on.

1.3. English Language Teaching and Training in Nepal

The history of teaching and learning of English language in Nepal is not so long. English language is taken as a foreign language in the context of Nepal. Teaching of English was formally introduced in 1854 B.S. English language came in existence when Rana ruled in Nepal. Janga Bahadur Rana, the first prime minister of Rana regime established a school in a room of Thapathali palace to teach the English language for their family. Awasthi 1979 states “the main reason for opening this school was to make his children well educated and enabled them to handle relation with the British power in India in an efficient manner”. He gave its formality to public after establishing the Durbar High School. One memorable fact is that Prime Minister Bir Shamsher made the school open to the public. Then the real influence of English language came into effect in public. Gopinath (2057) states that the affiliation of Durbar High school was with Calcutta University. So the curriculum was determined by the Calcutta University. English teaching had been given over weightage. Medium of instruction and examination system was also in English. Afterwards it was kept in the text book from grade 4 to bachelor’s level as a compulsory subject. In the same way it was kept from Nursery level in private schools. Since English language was used in teaching from the same time English language training came in existence. Later, different institutions were established to familiarize English language. Ministry of Education, Department of Education, Primary and Secondary Education Projects lunched and revised English courses. Different ELT personnel from Nepal and other countries conducted the training as per the need of English teachers of Nepal.

In 1960, All Round National Education Committee (ARNEC) was formed. The report contained valuable recommendations for teacher training,

introducing new curriculum, and guidelines for textbooks. When National Education System Plan (1971-76) considered education as an investment to mobilize human resources, gradual refinement in education began, in all components including teacher training and supervision system. Later in 1992, Basic and Primary Education Project (BPEP) and Primary Education Development Project (PEDP) were implemented. The first project aimed at improving the curriculum, textbooks, supervision system, physical facilities and examination system, while the second was launched for training of primary school teachers and other education personnel.

At present there are two types of school in Nepal. They are public and private schools. The teacher of English varies from one type to another. Today, everybody feels and says that the standard of English is deteriorating day by day. The primary level is the foundation level. It really needs to be taken good care of. So the teachers training for primary level has given more emphasized. There are 26 thousand schools and colleges, 415 campuses, 5 universities and 2 High Education Commissions Trust. There are near about 55 lakhs students in the institutions. There are 1 lakh 50 thousands teachers teaching in those institutions. There are many challenges for good management and quality product of the teachers. Resources are lacking in education even if there is a slogan for "Education for all". Government has given priority for education and Ministry of Education and Sport has published long term educational plan for 2015. There was a programme named BPEP third Phase (2004-2009), now it is changed as EFA. BPEP first 1992 and BPEP 1999 and present project (2004-2009) are considered as the name of EFA by donor agencies.

In 1999, Education Department was established for education improvement of the country. Afterwards BEP has been changed in its main program. It is identified trainings is essential to catch the modern technology and application in relevant sectors. Training helps to sharp the teachers

knowledge and develop competencies in subject matter. So training has categorized into two parts or phases. They are In-service and Refresher training. At present, whole responsibility has been given to NCED for the training development and delivery to the teachers of primary level. It has conducted training to the teachers for their capacity building. I.Ed or B.Ed teachers are taken as trained teachers. So basic training is not given to them because they are taken as trained teachers.

Training for teachers is must to develop as skillful, knowledgeable and capable manpower to the nation. By keeping this in mind, Ministry of Education and Sport has established a separate department for the teacher training.

In case of Primary level teachers training, there is 10 months training package which has been divided into three different phases.

- i) First Phase Training:- It is conducted in training center in face to face approach. The duration of this phase is two and half months but training for English teachers is only for six days.
- ii) Second Phase Training: -It is conducted through radio broadcast. It has 5 months duration. It is also called as distance learning through radio or F.M.
- iii) Third Phase Training: - It is conducted as the last module for the primary level teachers. The duration of this phase is two and half months but the English teachers are given training only for four days. It is also conducted in face to face approach.

First and third phase training have been conducted in face to face mode. Six days in first phase and four days in third phase in total 50 hours course has designed for teaching English.

Teaching English is provided to the teachers during the second phase which is based on distance mode. Radio lessons are also broadcast through Radio Nepal and some other F.M. Radios in their local level. It basically focuses on the content knowledge during second phase; where as pedagogical skills and essential concept and application are focused in first and third phase

Non government sectors like British Council, NELTA, American Library, GAN, SPW, VSO, Save the Children and UNICEF etc have been conducting training to the English teachers to change their attitudes in positive way and to catch the modern applications to apply child friendly technique in the classroom learning situation.

1.4. Attitude

In dictionary of education Good: (1973:49) defines attitude as “the predisposition or tendency to react specifically towards an object, situation or value usually accompanied by feeling and emotions”.

Encyclopedia of Psychology: (Vol.1:1984) defines attitude as disposition to respond favorably or unfavorably to an object, person, and institution on event. People can hold attitudes of varying degrees of favorability towards themselves and towards any discriminable aspect of their environment. Widely shared, positive attitudes towards relatively abstract goals are known as values.

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

The Random House Dictionary of the English Language states attitudes as manner disposition, feeling, position etc with regard to a person or a thing and tendency or orientation especially of the mind. Attitudes are the beliefs, action and tendencies of an individual or the group. Brown (1965) uses the term attitudes to refer only for the states of beliefs that the target language group and also towards his own culture. Savignon (1976:295) claims that attitude is the most important factor in second language learning.

The renowned educationist, Hilgard (1977:97) says “learning is a process by which an activity originates or changed through reaction of an encountered situation. Like wise learning is the process of acquiring new knowledge and new responses”. Thus learning and attitude goes side by side and only positive attitude can lead learning.

Freud described the internal conflict which rages with in the individual. Osgood, Suci, and Tanne and other psychologists mentioned the nature and degrees of attitudes change. Simply attitudes means personal beliefs, tendencies of an action what an individual or group will act out.

Positive attitudes play vital role to lead in learning. That’s why learners need positive attitudes to learn language. Krashen has put his strong opinion on the process of developing conscious knowledge through formal study. Attitudes may vary person to person or similar too. It is true that attitudes play vital role to the teachers and trainers to become success in their profession.

In conclusion of those definitions, the attitude refers to the personal beliefs, feeling emotion in certain items or content. It is related to learning a language. Language is not simply what it is but it is the belief and how he/she thinks, feels and acts towards it. Attitudes affect the motivation to learn a

language even if there is conflict between thought, feeling and action. It stresses the integration of thought, feeling and deed. So attitudes are characterized by directionality and often by feeling and emotions. These may be expressed in terms of support or against, favorable and unfavorable, likes and dislikes, approval and disapproval. Training is the process by where different activities are carried out to attain goal and teaching helps them to apply in the different techniques to achieve certain objectives. It is also the feeling and emotion of an individual show towards certain situation. Attitudes are varying with differences in situation even if it is analyzed with the degree of their stability.

1.5. Testing of Attitudes

Testing is judgmental on the basis of its validity and reliability. Developing certain norms, scoring and administration should be made systematically. It is very difficult to understand attitudes without reference or the certain object or the situation. It may differ person to person, institution to institution so we need to develop certain specific criteria or circumstances. It helps them to modify or make strong beliefs. Encyclopedia Dictionary of Psychology (1968) states that attitudes are considered a hypothetical constructs; being unobservable, it must be inferred from measurable object. It is also being studied cognitive responses or beliefs. Attitudes can be measured by the respondent towards the various aspects of a situation or issue by developing certain indicators. These indicators help to measure the risk of an expression by respondent in certain situation. Verbal responses are most commonly used because they can be easily elicited or resources conceive of attitudes in such a way that verbal behavior constitutes the most relevant manifestation. In the typical open ended question procedure, the subject is presented with a

question that invites him/her to express his/her attitude (opinion, belief, and feeling) about the focal object. Particularly open ended question are asked to get their views, it does not suggest the particular answer, and it was different to each other. It carries out attitudes on the basis of their priority or natural interest. So here the researcher is interested to measure attitude in a form of a set questionnaire.

In close ended question, most of the focal selection or choose object were asked and certain appraisal within the chosen item. The categories are typically yes, no, positive, negative, no idea, agree, disagree, strongly agree and others on the basis of teachers' attitudes. Responses can be collected and administered into scores in some scale. Some of them have three point scales which have yes, no, I don't know. Gradation scale is also used to administer the test items like, agree, disagree, strongly agree, and strongly disagree. Different scales can be used for scoring responses.

There are three major types of attitudinal scale.

- i) The summated rating scale, also known as the Likert Scale.
- ii) The equal - appearing – interval or differential scale, also known as the Thurstone Scale.
- iii) The cumulative scale, also known as the Guttman Scale.

i) Likert Scale:

In this scale it is assumption that each item on the scale has equally attitudinal value, weight and importance in terms of reflecting an attitude towards the issue in question. In this scale mainly multiple options are given.

S A	A	D	S D

SA- strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

ii) Thurstone Scale

It calculates attitudes for each statement on the basis of rating scale by a group of judges. Each statement with which respondents express agreement is given an attitudinal score equivalent to the attitudinal value of the statement.

i) Yes ii) No iii) I don't know

The main benefit of this attitudinal scale is to determine by judges who reflects actual result rather than relative concept.

iii) Guttman Scale

It is very difficult to measure the attitudes even if it is used very rarely. In this multiple choice options are given to the respondents and analysis is done by cumulative set of scores. It is based on the assumption that a set of items which measure a single, one-dimensional trait can be ordered along a continuum of difficulty. It represents the amount of the trait required for a person to accept the item.

1.6. Review of the related literature

Several researches have been carried out on attitudes towards English language in the department of English language Education. The very near ones are reviewed.

Awasthi (1979), has carried out a study on "A Study of Attitudes of Different Groups of People Towards English Language in the Secondary School's of Kathmandu district ". This is the first research carried out in the department of English Education. He has found that the people have positive attitudes

towards the English language and they are in favor of learning English as compulsory subject in secondary level.

Karki (1987), has conducted a research on "Attitudes of Campus Students towards English Language". Her research shows that the students have positive attitudes towards English language but they have some dissatisfactions over the text books, methods of teaching and evaluation process.

Giri (1995), has carried out a research on "A Survey into People's Attitudes towards the Existing SLC Examination in Nepal. He has found positive attitudes of the people towards the SLC Examination.

Khanal (1999), has conducted a research on "A Study on the Attitudes of Secondary Level Students Towards Learning English". He has found that the people are very positive in learning but they do not have positive feeling over the existing methodology, materials, and examination system.

Poudel (2004), has carried out a research on "An Attitudinal Study: - Compulsory English for the Proficiency Certificate Level First Year". He has found that they are positive towards learning English. They reject the methodology used in the existing situation and preferred communicative English.

There have been several researches on the attitudes of students, parents, text books and examination system of SLC but the present study is focused on Attitudes of Primary English Teachers towards English Training. There are lots of training modules for the Primary teachers. Not only the teachers but also the other concerned personnel should have positive attitudes towards training for its effectiveness. So this study is closely related to the attitudes of English teachers towards training in three variables. Teaching and

learning is the process where both the trainers and teachers involve actively. Thus the study aims to find out the attitudes of English teachers towards English language teachers training provided by the government of Nepal.

1.7. Objectives of the study

The objectives of the study were:

- i) To find out the attitudes of English teachers towards the training modules, methods and existing evaluation system of the primary level English language teachers training.
- ii) To suggest some pedagogical implications.

1.8. Significance of the study

This research focuses on primary level English teachers' attitudes towards English language teachers training. This study mainly deals with the attitudes of primary level English teachers who have taken the training course provided by the government. The researcher is very much interested in finding out whether the teachers are satisfied with the training module, delivery process and evaluation system. So this research can be reference materials for teachers, trainers, and resource persons who have been involved in teaching, training and monitoring system. It can give a new insight to those who are involved in this sector.

Trainers of ELT, English teachers, training designers and developers, policy makers, text book writers, and other related organizations are directly or indirectly benefited from this study.

CHAPTER TWO

METHODOLOGY

The researcher adopted survey method in this study. This method enabled the researcher to find out related facts regarding the attitudes of English teachers towards certain variables i.e. training module, methodology, evaluation system in English language teachers training. The source of data, sample population, sampling procedure, tools for data collection and limitation of the study are specified below. The data were mainly collected from the English teachers of primary level who have taken the training provided by the government under Ministry of Education and Sports (department of education) in Kaski district.

2.1. Sources of Data

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

2.1.1. Primary Sources of Data

The study was primarily based on the primary sources of data. The data were mainly collected from the English teachers of primary level. Resource persons and trainers from Kaski district and Tanahun training center who give training to English teachers of primary level.

2.1.2. Secondary Sources of Data

In addition to the primary sources of data, the researcher studied the books, articles, journals and different training manual based on ELT training such as

NELTA journal, Bhattari 2001, Primary Education Project (A survey and study of the primary education system) 1991, Report of Department of Education 2063 B.S.etc. He also consulted Internet and Websites to collect the information.

2.2. Population of the study

The population of the study is all the primary level English teachers, resource persons of resource centers and English teacher trainers.

2.3. Sample Population

The sample population of the study was twenty five Primary level English teachers who are teaching in government schools in Kaski district and who have already taken English training given by the government of Nepal. Ten resource persons and two trainers from Kaski and three trainers from Tanahun were also the primary sources. Thus the sample population includes forty people.

2.4. Tools for Data Collection

The researcher designed two different types of questionnaire to collect the experiences and opinions of the teachers, resource persons and trainers through close ended (objective) and open ended (subjective) questions. Both types of questions were set to collect the opinion and experiences of English training. There were altogether 92 questions in four different sectors. The questionnaire is available in the appendix I.

2.5. Process of Data Collection

For the collection of primary data, the researcher himself visited Education office of Kaski and Tanahun and mentioned the purpose of the task. He

visited respective training centers, resource centers and schools. He randomly selected the primary level teachers and requested the concerned authority to permit him to collect data. At first he explained the task and gave the questionnaire to the teachers. He went to the training centers, resource centers and visited the trainers, resource persons and requested them to fill the questionnaire. The researcher collected the filled up questionnaire from them.

2.6. Limitations of the Study

The limitations of the study were as follows:

- i) The area of the study was confined to Kaski and Tanahun districts.
- ii) This study was based on the opinions of only twenty five primary Level English teachers, Five English teachers trainers and ten resource persons.
- iii) This study was limited only to the English teachers who have taken English Teachers Training provided by the government.
- iv) This study was limited only to the study of teacher' attitudes towards training package, methodology and evaluation system.
- v) The data collection was limited to written sets of questionnaire.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with analysis and interpretation of the data. Analysis and interpretation was done differently into three different sections. Training module, methodology and evaluation system were analyzed and interpreted to find out the attitudes of the teachers towards training. The objectives (close) and subjective (open) questions were developed to get information from the English teachers, trainers, and resource persons. While analyzing the data, the total number of the teachers for each response was counted and the total number of responses was changed in to percentage. The questionnaire addressed to the teachers trainers and RPs were divided into four different areas, based on general background, training module , methodology and evaluation system.

3.1. Teachers, Trainers and RPs Attitudes on the General Section

In this area, there were altogether three questions. They were about: the need of the training and perception on training module, the methodology used in the training and the evaluation system in the training period and after the training. Primary level English teachers, trainers and resource persons were asked to fill the written set of questionnaire choosing the options and giving reason to support their answers based on the reason on those of their perception.

The first question was asked about the need of the training and perception on the training module. According to the teachers, they have realized the need of English training because it helped them to make lesson plans and apply new

techniques. They further said that training helped them to generate ideas and refresh them with new techniques to express skills and knowledge. So they have positive attitude towards the training. The trainers and RPs also agreed that the training is a must to the primary level teachers. Training developed the teachers' competencies and skills to the use the language functions.

The second question in this area was about the module used in the training. Most of the teachers are satisfied with the module applied in the training. According to their view, modules are used to address the content of text book.

The third question was asked about the appropriate method. All the teachers trainers and RPs. are in favor of learner centered method. They are satisfied with the training based on focusing to the learners. If learners are motivated with those methods then they can apply in classroom. According to them, methods are used based on the child friendly teaching technique.

The fourth question was asked about the comment and suggestion on training module, methodology and evaluation system. All of them have similar kind of response. They are positive in model and methodology but have dissatisfaction towards the evaluation system.

The fifth question was asked about the aspects of the training. The majority of the teacher agreed that the training provides the platform for sharing and refreshes the past learning.

3.2 Training Module

In this section there were altogether 6 questions for the teachers, 7 questions for the trainers and 2 questions for RPs based on training module. They were

requested to make the best choice and to write reasons to support their answers.

3.2.1 Teachers' Attitude towards Training Module

There were 6 questions asked to address their attitudes towards training module in primary level. They were asked to make best option and give reason behind it. The question no 1, 2, 4 and 5 are analyzed in percentage in the following table.

Table No. 1

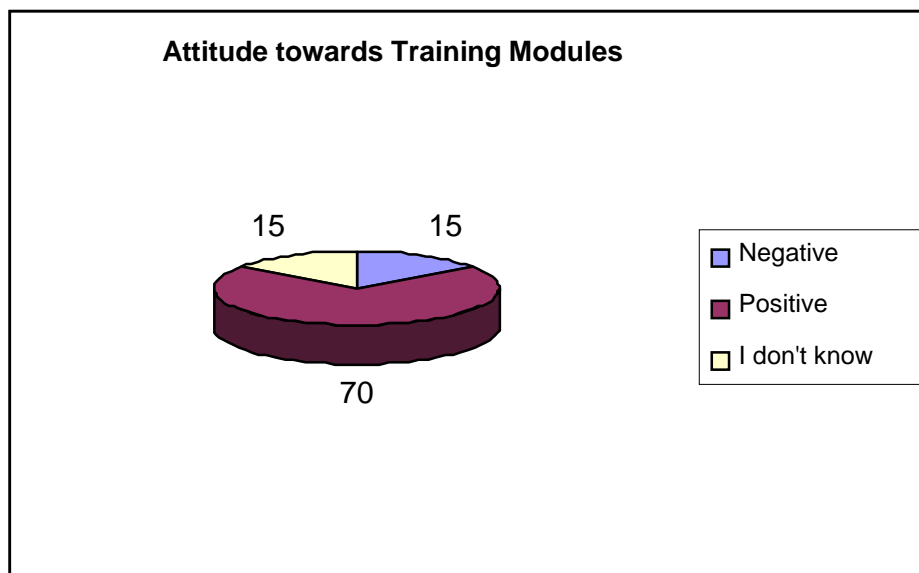
Q. No.	1	2	4	5
Response				
Yes			40%	36%
No			28%	8%
I don't know		15%	32%	
Agree	58%			
Disagree	30%			
Strongly agree	12%			
Positive		70%		
Negative		15%		
Sometime/partially				56%

Question No. 1 was about the matching of the content of the training and course book. The question was: “Do you agree that the content of the training and course of text book are matched in primary level?” They disagreed due to the traditional approach and not refined training module. Another reason is that the English book of class 4 and 5 were changed but the training module was the same which was used before. The situation and the environment of the training and that of real classroom were different. The time allotment for

the English subject was very short and trainer was found competent but there was a lacking part of effective presentation.

Question No. 2. was about the teachers attitude towards the training module. The question was: “What is your attitude towards training module?” In the response of this question 70% were positive towards the training module. They argued that it helped them to gain teaching technique and address the problems. 15% teachers were not in favor because they thought that training module was superficial.

Figure No. 1



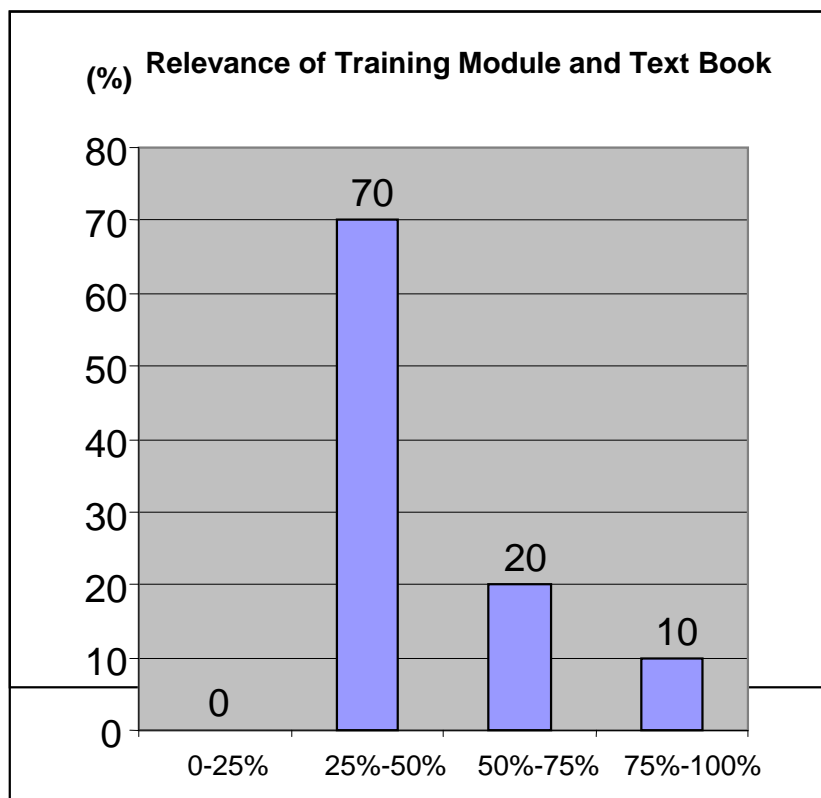
Question No. 4. was about the baseline of the need assessment of the training. The question was: “Was there any baseline for the need assessment of the training?” 40% responded 'Yes' and 28% responded 'No' and the rest 32% responded 'I don't know'.

Question No. 5. was about the addressing of the problems. The question was: “Do you think the content of the training address your problem?” 56% responded partially. 36% responded positive and rest 8% responded Negatively.

Question No.3. was about the usefulness of the teachers training. The question was: “Why do you think teachers’ training is very useful?” According to them, they were positive in English training and argued that it gave knowledge, skills and techniques. Another fact was it made them competent and skillful. It was useful in the sense that it provided the choice of language as per the learners' level. It also broadened the mind to deal with the learners.

Question No. 6. was asked about the matching of training module with textbook. The question was: “What % of training module is matched with the textbook of primary level?” 20% respondent supported 50 to75% and 70% were supported 25% to50% only 10% were supported to the 100% matched training with the textbook of primary level. The duration of the training was very short and it can’t address as it is mentioned in the module. Even though it is presented, teachers have positive attitudes towards training module of primary level.

Figure No. 2



3.2.2 Trainer' Attitude towards Training Module

There were 6 questions asked to address their attitudes towards training module in primary level. They were asked to make best option and give reason behind it. The question no 1, 2, and 3 are analyzed in percentage on the table.

Table No. 2

Response	1	2	3
Yes	40%	60%	60%
No	60%	40%	
I don't know			40%

Question No.1. was about the involvement of trainers to developed training module. The question was: “Have you ever developed the training module for the Primary English teachers?” 40% of the trainers’ said yes and other rest 60% said no. This means majority of the trainers were not involved for the development of training module. The reason behind was that NCED developed the training package and they were only the source for delivering.

Question No. 2. was asked about the satisfaction of the training module. The question was: “Are you satisfied with the training module?” 60% trainers were satisfied with the training module.

Question No. 3. was about the successful technique. The question was: “Was the technique successful? Or Would a different technique be better to raise positive attitude?” They argued that a single technique is not sufficient to raise positive attitudes so different techniques should be used to create positive attitudes like marking, grading, and incentive.

Question No. 4 was about the problems facing while conducting the training. The question was: “What problems did you face while conducting the training?” One of the major problems was the language itself because they did not understand it. Only few teachers were capable. Therefore very few teachers participated in interaction. Most of were afraid of the English training. They wanted to be passive listener in the training.

Question No 5 was asked about the need assessment of the trainees. The question was: “Was there any need assessment of the trainees?” All the trainers said "No". There was a fixed schedule and fixed process. There was not need assessment before conducting the training. They delivered training module in a fixed system.

Question No. 6 was asked about the over all evaluation system. The question was: “Do you think that training module matched to the text book of primary level?” They have certain objections. Teachers should be promoted on the basis of actual performance or hired a skilled people with high qualification for the English subject in primary level.

3.2.3 RPs Attitude towards Training Module

There were 2 questions asked to address their attitudes towards training module in primary level. They were asked to make best option and give reason behind it. Both questions are analyzed in percentage on the table.

Table No. 3

Response	1	2
Yes	70%	80%
No	20%	20%
I don't know	10%	100%

Question No. 1 was about the involvement of resource persons in developing the training module for primary level. The question was: “Have you ever been involved to develop training module for primary English teachers?” In the response of this question they said that 70% of the RPs were not involved in the process of development of the training module. Only 20% have been serving since 10 years. 10% did not know about the training module. The reason behind was that the training module was prepared in the central level and distributed to them.

Question No. 2 was about the applicability of the training module for Primary level. The question was: “Do you think the training module is applicable for the primary level English teachers?” 80% RPs thought that it was applicable.

3.3 Training Methodology

In this area, there were altogether 11 questions to the teachers, 6 questions to the trainers and 2 questions for the RPs. They were about the methodology used in the training, used by the trainers. They were requested to tick the best one in their own perception and support their answer as the form of subjective questions.

3.3.1 Teachers' Attitudes towards Training Methodology

There were 11 questions asked to address their attitudes towards training module in primary level. They were asked to make best option and give reason behind it. The question no 3, 4, 5,6,8 and 9 are analyzed in percentage on the table.

Table No. 4

Q. No.	3	4	5 (a)	5 (b)	6	8	9
Response							
Yes	92%	76%		16%	56%	56%	52%
No	8%	16%		20%	4%	4%	4%
I don't know		8%					
English			36%				
Nepali			16%				
Both			48%				
Sometimes				64%	40%	40%	44%
Partially							

Question No. 3 was about the knowledge and skill. The question was: “Do you think that knowledge and skills of the training will help to the teaching profession?” 92% of the teachers were in favor of it. Only 8% were not in favor of knowledge and skills of the training because it was not their interest and they did not like to teach this subject. Some teachers strongly argued that the training helped them to develop lesson plan by keeping the thing in mind of SMART objectives. Training raised self-confidence and developed the capacity in teaching.

Question No. 4 was about appropriateness of the training methods in the training. The question was: “Are you satisfied with the methods used by the trainers while in the training?” 76% teachers were satisfied where as 16% were dissatisfied and 8% did not respond. According to them, learner centered is the best method because it made the learners readiness in learning. It aroused the interest to the learners and equal participation through sharing

ideas. It also focused for the transformation of learning and come up with best conclusion.

Question No. 5 a. was about the language used in the training. The question was: “Which language does the trainer choose during the training?” According to them, 36% trainers used English language as a means of delivery and 16% used Nepali and other rest 48% used both Nepali and English as per the demand of trainee teachers. Question no.5.b. was about the preference of the language used in the training. The question was: “Do you prefer Nepali Language during the training?” For the response of this question only 16% teachers supported it. Other rest 64% responds "sometimes".

Question No. 6. was about new method. The question was: “Do you use new methods in your teaching?” 56% of the teachers responded ‘Yes’ and other rest were in support of ‘Sometime’.

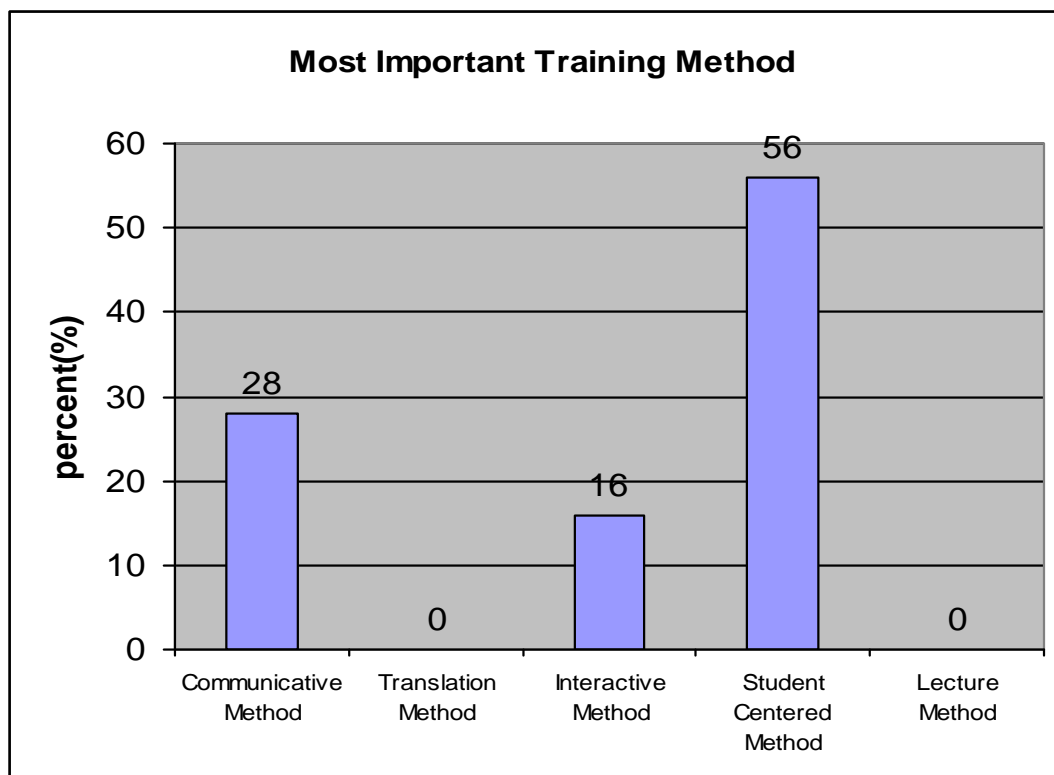
Question No. 8. was about the satisfaction of the training. The question was: “Are you satisfied with trainers training technique?” 56% were in support of ‘Yes’ because they mainly deal with problem solving and focused on four skills (listening, speaking, reading and writing) to practice in language teaching in the training. 40% said 'Sometimes'. According to them, they supported that the trainers did not use alternative method. Another reason behind was that they were unfamiliar with the text book of primary level.

Question No. 9. was about the relevancy of the methods. The question was: “Were those methods relevant to your classroom situation?” 52% responded 'Yes'. The reason behind this was that learning through entertainment helped them to achieve the specific objectives. They strongly agreed for the application if they were motivated in training situations. 44% supported

'Sometimes'. It was because the training scenario and the real classroom facilities were not matched. Only 4% of the teachers did not respond.

Question No. 1. was asked about the most important training method. The question was: “What is the most important training method in your view? The majority of the teachers i.e. 56% referred student centered method and 28% teachers liked to follow communicative method. Only 16% teachers were in favor of interactive method. So the majority of the teachers were in favor of student centered method because it was more practicable in their view. The respondent views are presented in bar diagram as below.

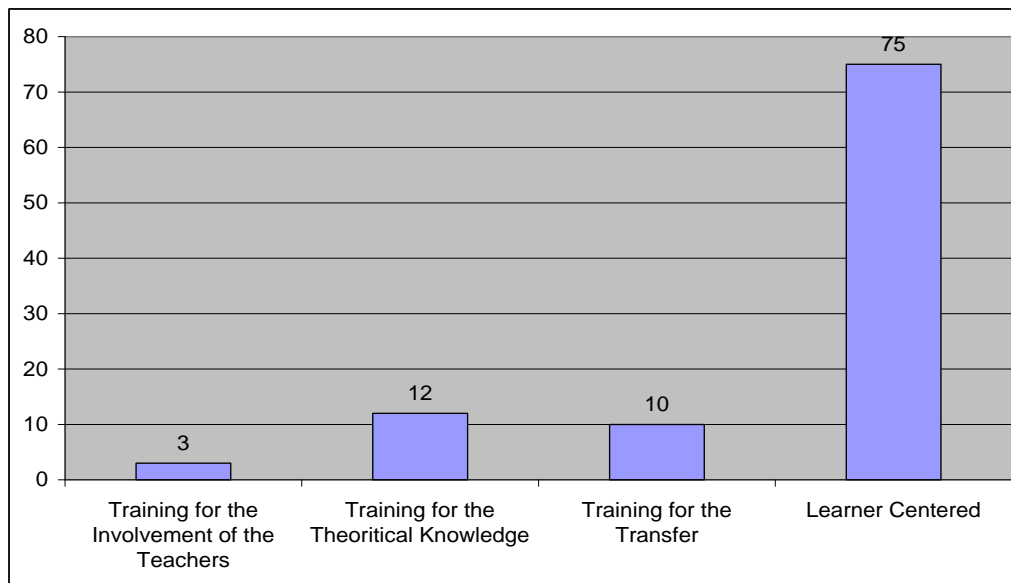
Figure No. 3



Question No. 2. was about the training session. The question was: “Which type of training do you want in the training session?” 75% of the teachers were in favor of learner centered methods of training. Their own responses are presented in bar diagram as below.

Figure No. 4

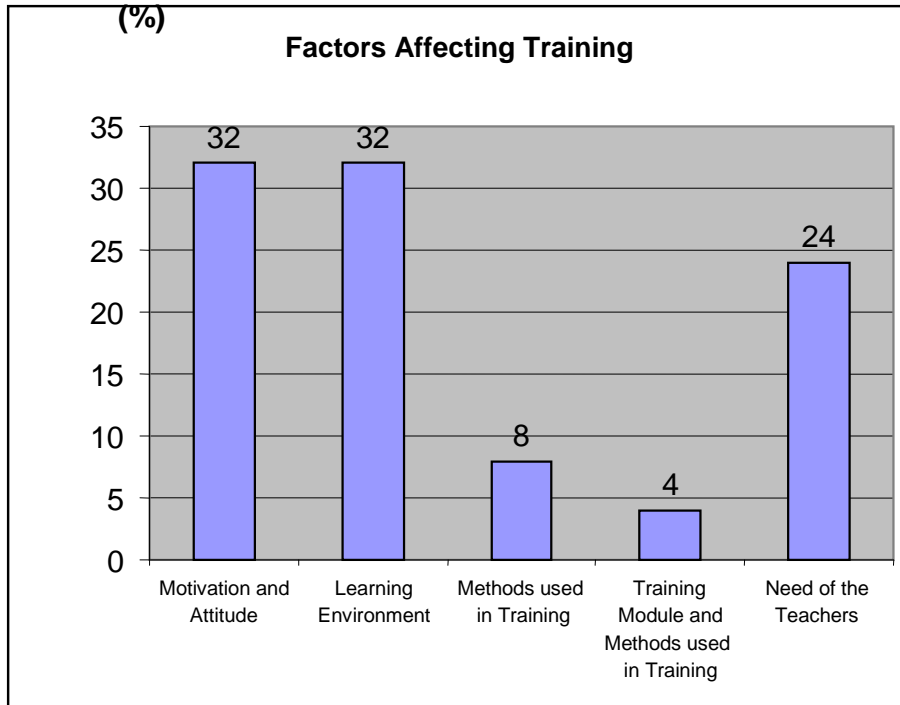
Training Methodology



Question No.7. was about most applicable method. The question was: Which of the following methods are most applicable? 64% supported to the students centered method because they think it is easy to deal with the learners, more participatory and motivation towards teaching item. Students enjoyed and involved. 28% supported communicative method. It was because communication takes place for learning and sharing ideas to achieve the objectives. The rest 9% were in favor of translation method because they think it's the simplest and easiest way of teaching method.

Question No.10.a. was about the most important factors affecting training. The question was: "What is the most important factors that affect the training?" The following bar diagram shows the factors affecting the training according to their views.

Figure No. 5

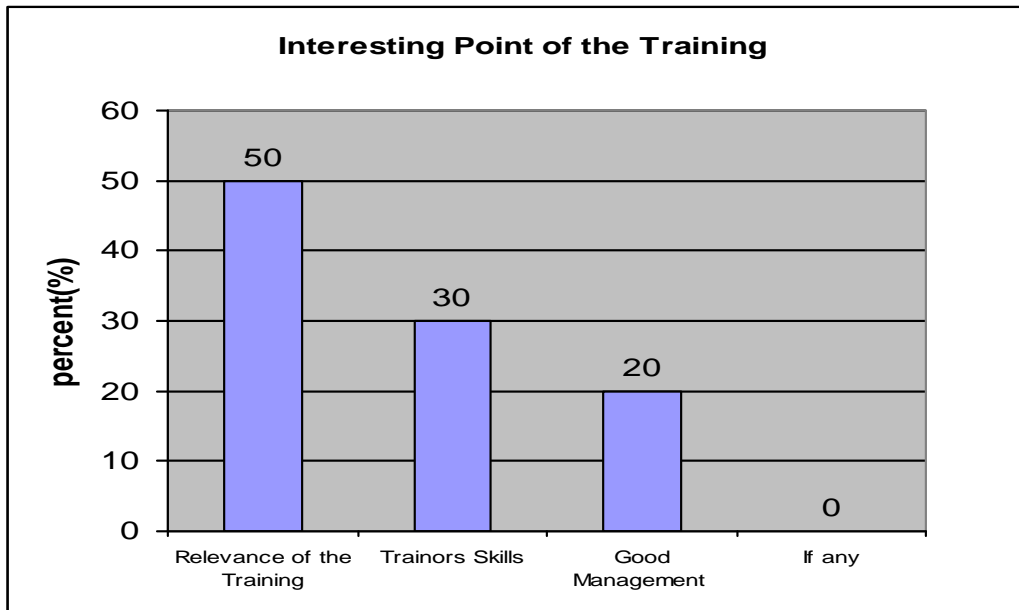


This shows that in comparison of others motivation, attitude and learning environment affects a lot in training.

Question No.10.b. was about the reason behind their support for training. The question was: “Why do you think so?” According to them, those 32% teachers who supported motivation and attitude said that motivation and attitude affects the training.

Question No.11. was asked about the interesting point of the training. The question was: “What is the most interesting point of the training?” 50% respondents said that the most interesting of the training was the relevancy of the training with the content. Where as 40% respondents said trainers’ skills is the most interesting. Only the 20% emphasized to the support of good management.

Figure No. 6



This shows that interesting point of the training is only raised if it is relevant to them.

3.3.2 Trainers' Attitudes towards Training Methodology

There were 6 questions asked to address their attitudes towards training method in primary level. They were asked to make best option and give reason behind it. The question no 2 and 3 are analyzed in percentage on the table.

Table No. 5

Q. No.	2	3
Response		
Yes	100%	60%
No		
I don't know		40%

Question No. 2. was asked about the methodology applied in the training. The question was: Are you satisfied with the methods you applied while in the training? 100% trainers were satisfied with the process of delivery of the training. According to them they allowed the trainees to share their ideas, working together in a group, giving equal opportunities for their participation to solve their problems and helping them to carry out new ideas.

Question No. 3. was asked about the meeting goal of the trainees. The question was: “Do you think the training meets the need of teachers?” 60% of the trainers believed that the training met the need of the teachers. The reason behind was most of the teachers developed their competences, presentation skills through micro classes and model class presentation. But 40 % of the trainers were unfamiliar about it because there was not checking system and it was bounded in certain framework.

Question No. 1. was asked about the most important training method. The question was: “What is the most important training method in your view?” 100% of the trainers put forwarded their views on participatory methods a part from project work and demonstration method.

Question No. 4. was asked about the appropriate method. The question was: “Which type of methodology do you think is more appropriate and helpful?” The trainers noted that the student centered method is more appropriate and helpful. It is through participatory process.

Question No. 5. was about the trainees performance. The question was: “Are you satisfied with the trainees’ performance to use English training module?” According to them most of the trainee teachers were found weak in English vocabulary, grammar and sentence construction. Average was found satisfactory and very few were good.

Question No. 6. was asked about the successful technique. The question was: “Which technique was most successful? Why?” They were in favor of the technique which included learners for the learning process. The reason behind was high motivation raised positive feeling towards the content and learnt more. By this technique the trainees were found more active, share ideas and create learning environment.

3.3.3 RPs' Attitudes towards Training Methodology

There were 2 questions asked to address their attitudes towards training method in primary level. They were asked to make best option and give reason behind it. The question no 1 is analyzed in percentage on the table.

Table No. 6

Q. No.	1
Response	
Yes	80%
No	20%

Question No. 1 was asked about the satisfaction about the training methodology. The question was: “Are you satisfied with the methods used in the training?” On this query, almost all the RPs have similar kind of response because they used audio and visual materials and flash cards. 80% of the RPs were in favor of the methodology used in the training. 20% of the RPs disagreed because the trainer always used the same style they did not use new taste in the process of delivery. It looked as a guided form.

Question No. 2. was asked about the appropriate method. The question was: Which type of methodology do you think is more appropriate and helpful? The trainers noted that the student centered method is more appropriate and helpful. It is through participatory process.

3.4. Evaluation System

Evaluation is a process of seeking from the learners and others during and after the training program about the various aspects of the training program. It is highly linked with the follow up. It is the process of checking the performances level in real field. Training evaluation is one of the key things for extra support for the betterment.

In this area there were altogether 11 questions. They were about evaluation used in the training and after the training, applied by the trainers and RPs and faced by the teachers. They were also requested to write in favor of their answer.

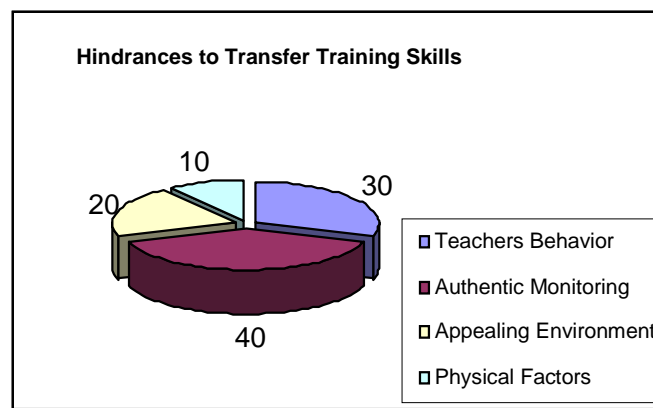
3.4.1. Teachers Attitudes towards the Evaluation System.

There were 3 questions asked to address their attitudes towards training evaluation in primary level. They were asked to make best option and give reason behind it.

Question No. 1. was asked about the expectation of the teachers. The question was: “Did you meet your expectation from the training?” It revealed the fact that the English teachers did not meet their expectation. They strongly said that there is no fair system for the evaluation. There was biasness and political influence. There is only blaming to the teachers' not obeying dutiful.

Question No. 2. was asked about the hindrances to transfer training. The question was: “What are hindrances to transfer training knowledge and skill in real classroom learning?” The respondent has mixed type of answer where 30% mentioned it was due to cause of teachers’ behavior. 40% mentioned it was due to authentic monitoring, 20% mentioned it was due to by appealing environment and 10% mentioned due to by physiological and physical factors'. It can be seen in the following pie-chart.

Figure No. 7



Question No. 3. was asked about the evaluation system after the training. The question was: “Is there evaluation system after the training?” The majority of the teachers responded that there was not authentic evaluation system based on the teaching performances.

3.4.2. Trainers Attitudes towards the Evaluation System.

There were 4 questions asked to address their attitudes towards training evaluation in primary level. They were asked to make best option and give reason behind it.

Question No.1. was asked about the teachers' expectation from the training. The question was: “Were you familiar with the teachers’ expectation from the

training?” Majority of the trainers’ were unknown. The reason behind was the training package was developed by Teacher Education Project (TEP), however most of the contents included and matched with the text book. Most of the Trainers were known about the teachers' expectation.

Question No. 2. was asked about application of learning of training in their real classroom. The question was: “Do you think teachers’ apply the learning of training in their real classroom?” In the response of this question most of the trainers said that they don’t implement because they are not dutiful. So they suggested developing a separate part for the monitoring. 60% of trainers assumed that it was applied through the micro classes in the training period.

Question No.3.a. was about the understanding the contents. The question was: How many teachers do you think fully understand the content? According to trainers, 80% of the trainees were average and 20% were big burden. They were involved only for their promotion and grade.

Question No. 3.b. was about the interest in the sessions. The question was: “Do they take interest in the sessions?” According to the trainers 60% of the teachers were interested and the rest of them were not found interested in the sessions.

Question No. 4. was about the evaluation system. The question was: “Is there any evaluation system after the training?” They argued that there was not evaluation system by the trainers. They agreed that there was a separate mechanism for evaluation and feedback from the DEO. They were only the sources to conduct the training.

3.4.3. RPs Attitudes towards the Evaluation System.

There were 4 questions asked to address their attitudes towards training evaluation system in primary level. They were asked to make best option and give reason behind it.

Question No.1. was asked about the feedback. The question was: “What kinds of feedback do you give to the teachers?” 70% RPs were in favor of constructive feedback with specific lesson objectives. 20% were in favor of appreciative inquiry and 10% were in favor of appreciative inquiry and constructive feedback. 10% strongly opposed not having authentic power / no right (not specifies) to monitor.

Question No. 2. was asked about the teacher expectation. The question was: “Are you familiar with teachers expectation?” All the RPs’ says ‘Yes’. Mainly teachers expect material support and on the other hand promotion, and grade after the training.

Question No. 3. was asked about the factors affecting positive attitude. The question was: “What factors can create a positive attitude towards training?” They argued: at first the training should be conducted as per the level and need of the teachers, supervised and monitored. The trainer should collect the real problems faced by the teachers' while teaching in their classroom. The extra incentive and refresher training should be conducted at least once a year.

Question No. 4. was asked about the application in real classroom situation. The question was: “Do you check whether trainings learning is applied in real classroom?” 50% were in favor of application in the real classroom and 50%

were not in favor. According to them, it was found that teachers were in the classroom without teaching materials and specific objectives. They were not motivated to create learning environment. The reason behind was that once they got permanent they felt secured. Only the very few teachers' performance was seen satisfactory. Question No. 4 c. was asked about to collect their suggestions and recommendations. The question was: "Do you have any suggestions and recommendations on training module, methodology and evaluation system?" They argued that training module should be developed on the basis of local facilities and demand. It should be developed by including teachers, trainers, RPs and school supervisors. If it is so it helps to check upward mechanism before and after the training. If they feel their ownership, it really affects in their positive attitudes'. Political influence should be band inside the school.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1. Findings

After the analysis and interpretation of the data, the findings of the study are summarized as follows:

1. All the informants of this research realized that the need of English training to the primary English teachers. They have positive attitudes on training module, methodology but negative attitude on the evaluation system.
 - i) The researcher found that knowledge and skill of the training helped them in their teaching profession.
 - ii) Training period for primary level English teachers training is very short.
 - iii) Trainers realized modules are of high standard and it meets the need of teachers.
 - iv) It was also found that the majority of the teachers were partially support towards the training module.
 - v) All the groups were of the opinion that learner centered methods would be the best on child friendly techniques.
 - vi) All the trainers were satisfied with the methodology used in the training.
 - vii) It was also found that there was not need assessment before the training.

- viii) Some of the topics given in the training module do not match the level and capacity of the teachers.
- ix) Teachers are satisfied by the method used by the trainer in training but it is not applicable in their schools classroom situation, size and number of the students.
- x) Most of the teachers are not satisfied with the evaluation system after the training.
- xi) Teachers' expectation from the training was material support and promotion.

4.2. Recommendations

On the basis of finding some recommendations have been mentioned below:

1. Training module seems good but it will be more realistic while implementing it.
2. Training is not sufficient for the teachers so refresher training should be organized continuously to tap the modern methods.
3. Alternative methods should be used in the training so that the trainees can gain skills to use and apply as per their classroom situation.
4. DEO should frequently organize refresher training to develop English teachers competences with modern techniques.
5. Teachers' real problems should be collected and training should focus their difficulty.
6. Time for the English teachers training should be long which includes knowledge and pedagogical skills.
7. Monitoring and evaluation system should be developed

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The investigator/researcher will be very grateful if you could return the questionnaire presented here with duly filled in your convenience.

Name:-

Date:-

Address:-

Qualification:-

Institution:-

Training if any:-.....

Please tick (✓) the mark placed Yes, No, I don't know, Positive, Negative, No Idea Agree Disagree and give some reason to support your answer.

Questionnaire for the informants (Teachers)

General

1. a) Are you involved in English Teachers Training?

i) Yes

ii) No

iii) I don't like

b) If yes what did you gain?

2. a) Do you need English Teachers Training?

i) Yes

ii) No

iii) I don't know

b) Why do you think so? Give reason.

3. a) Which type of methodology is commonly used in the training?

- b) Why is it so?

- 4 Any comment and suggestion on training module, methodology and evaluation system.

- 5 What are good aspects of the Training?
 i) Refreshes the past learning
 ii) Provides the platform for sharing knowledge
 iii) Increases teaching achievement
 iv) Provides the theoretical concept

Training Module

1. a) Do you agree that contents of training and course of the text book of primary level are matched in the training?
 i) Agree ii) disagree iii) strongly agree
- b) Why do you think so? Give reasons.

2. a) What is your attitude towards training module?
 i) Positive ii) Negative iii) No idea
- b) Why do you think so? Give reason.

3. Why do you think the teachers' training is very useful?

4. a) Was there any baseline for the need assessment of the training?
i) Yes ii) No iii) I don't know
5. a) Do you think the content of the training address your problem?
i) Yes ii) No iii) Partially
- b) Why do you think so?

6. What percentage of the training modules is matched with the text book of primary level?
i) 0 to 25 ii) 25 to 50
iii) 50 to 75 iv) 75 to 100

Training Methodology

1. What is the most important training method in your view?
- i) Communicative Method
 - ii) Translation Method
 - iii) Interactive Method
 - iv) Student centered Method
 - v) Lecture method

2. a) Which type of training do you want in the training session? Tick the best one of your own.

i) Learner Centered

ii) Training for the transfer

iii) Training for the theoretical knowledge.

iv) Training for the involvement of the teacher

3. a) Do you think that knowledge and skills of the training will help you in teaching profession?

i) Yes

ii) No

iii) I don't know

b) If so then give some reasons.

4. a) Are you satisfied with the methods used by trainers while in the training?

i) Yes

ii) No

iii) I don't know

b) Which methods do you like most?

c) Why do you think so?

5. a) Which language does the trainer choose during the training?

i) English

ii) Nepali

iii) Both

b) Do you prefer your trainer using Nepali language during the training?

i) Yes

ii) No

iii) Sometimes

6. a) Do you use new method in your teaching?

i) Yes

ii) No

iii) Sometimes

7. a) Which of the following methods are more applicable?

i) Lecture

ii) Student centered

iii) Communicative

iv) Translation

b) What are the changes? Please mention few.

8. a) Are you satisfied with trainers training technique?

i) Yes

ii) No

iii) sometimes

b) Why do you think so? Give reason.

9. a) Were those methods relevant to your classroom situation?

i) Yes

ii) No

iii) Sometimes

b) Why do you think so? Give reason.

10. a) What is the most important factor that affects the training?

i) Motivation and Attitudes

ii) Learning Environment

iii) Methods used in Training

iv) Training Module and Methods used in Training

v) Need of the teachers

b) Why do you think so? Give reason.

11. What is the most interesting point of the training?
- i) Relevancy of the training
 - ii) Trainers skills
 - iii) Good Management
 - iv) If any -----

Evaluation System

1. a) Did you meet your expectation and learning from the training?
- i) Yes
 - ii) No
 - iii) Sometimes
- b) Mention evaluation system that you have faced?
-
2. What are the hindrances to transfer training knowledge and skill in real classroom learning?
- i) Teachers Behavior
 - ii) Authentic Monitoring
 - iii) Appealing environment
 - iv) If any other -----
3. Is there evaluation system after the training?
-

Thanking you for your kind cooperation.

The investigator/researcher will be very grateful if you could return the questionnaire presented here with duly filled in your convenience.

Name:- Date:-
Address:- Institution:-.....
Qualification:- Training Experience:-

Please tick (✓) the mark placed Yes, No, I don't know, Agree, Disagree, Strongly Agree, Positive, Negative and No Idea and give some reason to support your answer.

Questionnaire for the Trainers

General

1. a) Do you agree teachers' training is must for the Primary English teachers?
i) Agree ii) Disagree
iii) Strongly agree iv) Strongly disagree

b) Please mention the specific purpose.

2. What techniques did you use to measure the attitude?
i) Reflection Form ii) Interview
iii) Marking iv) If any

3. a) Do the trainees expect some incentives while in the training?
i) Always ii) Never iii) sometimes

b) If any, give reasons.

4. Do you have any suggestion and recommendation on Training Module, Methodology and Evaluation system for the primary level English teachers?

Training Module

1. a) Have you ever developed the training module for Primary English teachers?

i) Yes ii) No iii) I don't know

b) Why do you think so?

2. a) Are you satisfied with the training module?

i) Yes ii) No iii) I don't know

b) Why do you think so?

3. Was the technique successful? Or would a different technique be better to raise positive attitude? If any please write.

4. What problems did you face while conducting the training?

5. a) Was there any need assessment of the trainees?

i) Yes ii) No iii) I don't know

b) Give reason in support of your answer.

6. Do you think that training module matched the text book of Primary Level?

Training Methodology

1. What is the most important training method in your view?

2. a) Are you satisfied with the methods you applied while in the training?

i) Yes ii) No iii) I don't know

b) Why do you think so?

3. Do you think the training meets the need of the teachers?

i) Yes ii) No iii) I don't know

b) Why do you think so?

4. Which techniques were most successful? Why?
- i) TTPAT (turn to a partner and talk)
 - ii) QTT (Quality teachers talk)
 - iii) Learners involvement
 - iv) TTT (Teachers talking time to transfer information)
 - v) Others, if any.

5. Are you satisfied with the trainees' performance?

6. a) Which type of methodology/ technique do you think is more appropriate and helpful?

b) Why is it so?

Evaluation System:

1. a) Were you familiar with the teacher's expectation from the training?
i) Yes ii) No iii) I don't know

b) What did you find?

2. a) Do you think teachers apply the learning of the training in the classroom?
i) Yes ii) No iii) I don't know

b) If so why?

3. By the end of training;

a. How many teachers do you think fully understand the contents?

i) Most ii) Least iii) Average iv) None

b. Do they take interest in the sessions?

i) Yes ii) No iii) I don't know

4. Is there any evaluation system after the training?

Thanking you for your kind cooperation.

The investigator/researcher will be very grateful if you could return the questionnaire presented here with duly filled in your convenience.

Name:-

Date:-

Institution:-

Qualification:-.....

Supervision Experience:-

Please tick (✓) the mark placed Yes , No, I don't know and Agree, Disagree, Strongly Agree, Strongly Disagree and give some reason to support your answer.

Questionnaire for the Resource Person

General

1. a) Are you familiar with English Teachers Training?

i) Yes

ii) No

iii) I don't know

b) Please mention the purpose of your involvement.

2. a) Are you satisfied with the training module?

i) Yes

ii) No

iii) I don't know

b) Why do you think so?

3. a) Which type of methodology/ technique do you think the most appropriate and helpful?

b) Why is it so?

4. Do you have any suggestion and recommendation on Training Module, Methodology and Evaluation system for the primary level English teachers?

Training Module

1. a) Have you ever been involved to develop training module for Primary English teachers?

i) Yes ii) No iii) I don't know

b) Mention for the purpose of your involvement.

2. a) Do you think the Training module is applicable for the Primary level English Teachers?

i) Yes ii) No iii) I don't know

b) Why is it so?

Methodology

1. What is the most important training method in your view?

- i) Communicative Method
- ii) Translation Method
- iii) Interactive Method
- iv) Student centered Method
- v) Lecture method

2. Are you satisfied with the methods used in the training?

i) Yes ii) No iii) I don't know

b) Support your answer.

Evaluation System

1. What kinds of feedback do you give to the teachers?

i) Appreciative Inquiry ii) Constructive

iii) Apperceive and Constructive iv) If any

2. a) Are you familiar with the teachers' expectation?

i) Yes ii) No iii) I don't know

b) What did you find?

3. What factor can create a positive attitude towards training? Mention few.

4. a) Do you check whether trainings learning is applied in real classroom?

i) Yes ii) No iii) Sometime

b) What did you find?

c) Are you satisfied with the performance of the teachers?

Thanking you for your kind cooperation.