ENGLISH AS A FOREIGN LANGUAGE TEACHER TRAINING HALL

PHENOMENON: LOOKING THROUGH METAPHORICAL LENSES

Ushakiran Wagle

A Dissertation

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AN ABSTRACT

of the dissertation of *Ushakiran Wagle* for the degree of *Master of Philosophy in English Language Education* presented on March 8, 2016. Title: *English as A Foreign Language Teacher Training Hall Phenomenon: Looking Through Metaphorical Lenses*

Abstract Approved: _____

Assoc. Prof. Laxman Gnawali, PhD

Dissertation Supervisor

I started this dissertation with a keenness to explore the phenomenon of the teacher training hall and English as a foreign language teacher learning based on that training hall experience. In this research, I have explored the training hall practices of the trainers as the motivating factors in teacher learning.

My interest in this topic germinated with one and a half hour discussion we had had in one of my M Ed classes which had ended without conclusion relating to training transfer issues. Later, I reflected on my own experience and my encounter with the people who reflected on their experience, I was not surprised why we our discussion had ended without any conclusion. Personally, I have attended many EFL training sessions however, I feel they have not helped to grow teachers as effectively as possible, I often had questions why I get disinterested from the training sessions that I have attended even when I am in search of such opportunities to grow. My thought process kept on working. I thought there might underlying reasons for teachers not learning from the training sessions. Thus, an interest sprouted in my mind to explore the training hall phenomenon

and factors affecting teacher learning. Thus, the issue I wanted to address was why there is no effective teacher learning from training hall sessions.

My search regarding the issue with the people linked with teacher education whenever and wherever I met them, made me believe that in most of the cases, training was not effectively received by the trainees. Whatever the reasons were, the teachers were not effectively gaining knowledge from the classroom. I was keen to explore the training hall phenomenon in this respect.

To explore the training hall phenomenon and EFL teachers' learning, I used narrative inquiry. I believe this kind of inquiry requires narrative construction and storytelling. It is a process of enquiry in which the events encountered during data collection are developed in a proper plot. Meaning making of the field note is done through storytelling. I took this inquiry to see the life of individual participants in their own context as well as in the present context of training sessions. Moreover, I saw myself and my perspectives inside and outside the training hall. This helped me to link the training matter to my own life.

I chose the narrative inquiry as it involves anecdotes from characters' stories to explain the themes I generated during the analysis process. I made an attempt to portray my personal vignettes and my experiences with many issues related to teacher training.

What I have sensed, after my observation and analysis process, that motivation of trainees toward training matters a lot in the training hall. The way participants receive the training concepts depends on the trainers' way of presenting the ideas to the trainees. The context issue is also a strong phenomenon without which the trainer trainee rapport is not possible. Though it is assumed trainers have a power when they are in the training hall, if

the training ideas fail to arouse interest in the trainees they try to boycott the training content. Human beings and their actions are in(directly) guided by the theories. Some are guided by the theory of need where others are guided by the theories of the cognition, and some others are guided by theory of motivation. No matter what the training context is, trainers want to train their best and the trainees want to learn their best. However, issues of contextualization and the cultural difference faced by the EFL teachers are highly responsible to make the training effective. From these results, I have concluded that exploring training hall phenomenon helps us to know about ups and downs of the training hall. Moreover, it gives us opportunities to know the ways to make training programmes effective.

In most cases, during my study, the effectiveness of the training relied on the trainer's behaviour and the way of delivery. There are resisting trainees as well, but at the same time there are trainers who can break the resistant nature of the trainees too. Identifying the importance of content being delivered seemed to me one of the key factors that happens in the training hall.

_____ March 8, 2016

Ushakiran Wagle

Degree Candidate

DEDICATION

To all hardworking teacher trainers and trainees

DECLARATION

I hereby declare that this dissertation is my own work and has not been submitted for candidature of any other degree.

_____   March 8, 2016

Ushakiran Wagle

Degree Candidate

Master of Philosophy in English Language Education dissertation of Ushakiran Wagle

entitled *English as a Foreign Language Teacher Training Hall Phenomenon: Looking*

through Metaphorical Lenses, and presented on March 8, 2016

APPROVED

_____   March 8, 2016
Assoc. Prof. Laxman Ganwali, PhD
Dissertation Supervisor

_____   March 8, 2016
Asst. Prof. Tikaram Poudel, PhD
Member, Research Committee

_____   March 8, 2016
Prof. Govinda Raj Bhattarai, PhD
External Examiner

_____   March 8, 2016
Assoc. Prof. Bal Chandra Luitel, PhD
Assoc. Dean, Member, Research Committee

_____   March 8, 2016
Prof. Mahesh Nath Parajuli, PhD
Dean, Chair of Research Committee

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to any reader for any academic purpose upon request.

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Ushakiran Wagle, Degree Candidate   March 8, 2016

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Ushakiran Wagle, Degree Candidate   March 8, 2016

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ACRONYMS AND ABBREVIATIONS

ELT   English Language Teaching

EFL   English as a Foreign Language

NCED   National Centre for Educational Development

EFLTE   English as a Foreign Language Teacher Education

CHAPTER I

MY RESEARCH JOURNEY

Prologue

Being a teacher of two schools, I usually have two different plans, thus I use two different ways and strategies to deliver my regular classes. There does not end my day; after the regular job of as a teacher, I return to my university and switch my role from a teacher to a student.

It was the day when we had a class on Teacher Development in one my M Ed classes. After I had arrived and settled in my class, I found that the teacher was discussing the topic of training transfer in the context of Nepal, with focus on English as a Foreign Language (EFL). We had an intense discussion. Some colleagues said training transfer could really take place whereas others were saying there was no training transfer at all. In that debate some were neutral. I was at a corner and listening to what they were discussing. In a way I can say I became neutral in that discussion. But that was not reality. I was not speaking, but I was thinking louder in my mind. In a sense, I can say that my mind was fighting to establish a specific idea. Whom to agree with? Whom to support? What might be the real scenario? Suddenly an idea clicked, but I was scared to share it in my class. I whispered it into my friend's ear, "Training transfer for me is all about teachers' perspective on the knowledge provided by the trainers." My friend said, "You are right, unless teachers feel what they are learning is necessary for them, they try to avoid it, and may be because of this training does not go effective."

Later in the evening, when I returned to the hostel, I could not take my mind off the topic. My roommate was already in bed. She could hardly sleep unless the lights were off, so, she was requesting me to turn the light off, but I was too busy thinking of the same issue that I felt; my ideas would disappear if I darkened the room. Thus I did not switch off the lights. How could she have a sound sleep when I was fighting with my own understanding? I envied her sleep. As a result I poked my roommate with a pen I had in my hand and asked her a question, "What actually do you think about training hall context?" We shared the same room. She was from mathematics study and a batch senior to me. Generally, we used to discuss the issues related to research. So I did not hesitate to ask her this time as well. She took a couple of minutes to reply. I again poked her and asked the same question. Stretching her arms under the quilt, she replied lazily that even when she had delivered training sessions, she actually had not understood what actually the trainees wanted.

> I: *What do you mean to say?*
>
> Muna: *Umm! I run the training based on the needs analysis I have done.*
> *However during the training sessions, I realise I failed to provide them*
> *with ideas appropriate for their context at all.*
>
> I: *That means you want to say that the effectiveness of training depends on*
> *trainees?*
>
> Muna: *I cannot claim that, but I vaguely can indicate that trainees' interest*
> *matters.*

The issue that I had during my class had now slowly grown bigger. Whom should I believe? Should I believe my first friend who said training content was not effective,

that's why training could not transfer? Should I believe another friend who said training was not effective because trainees were never satisfied?

This must be the first time I have ever failed to sleep. This must be the first time I had thought of the issue that I had heard in my class even when I was going to bed. I felt like reading something which discusses the training hall issue. I ferreted around in my drawers for some books, but I did not have the books or articles which could talk about the training hall issues. That time was very hard for me. I spent until midnight tossing and turning myself in my bed. I did not know when I fell asleep. However, very surprisingly I had a dream. A dream about the same issue I was thinking of. I was on the same horns of a dilemma whether the training transfers or not. Most probably my unconscious portion of mind was also very conscious when I was thinking of the teacher training issue. As a result, it helped me in my dream. I thanked my unconscious for being so kind to me. I saw no characters in my dream, but I heard an *Akashbani (heavenly voice)* the voice shouted, "You have lived your life, and most probably you have participated in trainings as well. Why do not you try to see within you about the condition?"

That dream indeed was a real eye-opener for me. I thought of writing my childhood experience, but I also felt a few experiences that I had might not be sufficient.

A Child in the Training Hall

Both my father and mother are teachers. My father once told me that my mother started her teaching career exactly after two months of my birth. She always searched for the place where she could leave me before going to the school. As we lived in a village in the eastern hills of Nepal, my parents could not think of having someone to take my care at home. In most of the cases, new born babies are taken care by their grandparents.

Unfortunately I had lost my grandparents before I was born. My mother, as a result, had no options rather than leaving me with the neighbours. Slowly, when I started toddling around, my mom says, she always carried me to the school with her. I started going to school before I was a student. So, I had a duty from 10 am to 4 pm to be together with my mother.

As she taught the lessons, I started imitating her, and other teachers. I started feeling great to imitate them. Later, I began my schooling in the same school. The whole day was spent at school. Back home, my dad and mom used to share how their days went. Holland (1980) asserts if we want to have a healthy family life, we should spend a quality time together. Most probably my parents were also trying to spend quality time together by talking about the day. They talked about teaching, teachers, students, training, and trainers and so on and so forth. As both of them were teachers in the two schools in the same community they had very similar experience, so they shared it together.

That looked as the part of habituation which is defined by Rankin, Abrams, Barry, Bhatnagar, Clayton and Colombo (2008) as behavioural response. Regarding the same thing Humphrey (1933) says habituation is also a form of learning where learning is influenced by information received from the outside worlds. In my case, the information received in my childhood was highly related to the context of teacher training and teaching. Hence, the knowledge of teacher training was in my schema.

The way I was involved in classroom process from my childhood, I was also involved in teacher training sessions from my childhood as I have already said I followed my mother wherever she went. During my stay at the training venue, I used to be asked to keep quiet many times. I did not know what was going on but I had a primary thought

was that teachers also acted like learners. Before I saw my mother involved in teacher education programme, I used to think that there is only one source of knowledge and that is the teacher. We ask them for help for those things which we are not able to do on our own. But once I saw my mother in a training hall asking questions to another person, I felt that teachers at one place would act as students like us. They do homework, they complete the class work and they ask if they have any confusion regarding the issues they are dealing with. There was a place and there were persons who could help the teachers. That place is no other place but teacher training hall and those people are no other people but teacher trainers. Indeed teacher learning takes place inside training hall. However, the dilemma till now is: did she really use the things that she learnt in the training hall?

EFL teachers in Nepal participate in different training sessions for obvious reasons. As English is not our mother tongue, we keep on being involved in different training sessions not only to improve our ways of teaching but also to improve our English language proficiency. To be updated with the new methods of teaching which are being practised internationally regarding teaching of English, different training sessions are organized for the teachers. It is sure that we go for training but it is yet to be seen whether we are utilizing all the knowledge and skills that we have obtained in the training centre. The curiosity arises when it comes to the point of application of the training in the class. Gulamhussein (2013) says training cannot be effective as in most of the cases we prioritize only on providing basic knowledge about teaching methodology, rather for the accountability of the training we need to change in a teacher's practice that leads to increase student learning. If it is so, before unearthing whether the transfer of the training takes place, it is necessary to see whether the teachers learn from the training. Then only

will we be able to say whether the provided training has acquired accountability or not. Thus, the interest to see the real training hall phenomenon arose in my mind.

Understanding Teacher Training

As I mentioned above, I expected teacher training to be effective. What I would like to clarify here is that having said all this, I am not claiming all the teacher training programmes that take place are ineffective and inappropriate. Rather, I, in the light of the observation made in the classroom claim that there must be something wrong in the training hall which is hindering trainees to come out of the training hall with the hope to improve their practices in their classroom. Slowly the exploration began and in search of the definition of the teacher education I consulted different books and I started relating them to our context.

Teacher education is a training of persons to teach at any level. I used to think that teacher education is about only training, as a result I always looked for reading materials and surfed the Internet for teacher training issues. This definition by Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) made my concept clear that teacher education can also be the research. So far my understanding teacher education is three dimensional which encompasses teaching skills, sound pedagogical theory and professional skills. Ifunanya, Ngozi and Roseline (2013) also believes that teacher training skills include providing training and practice in different techniques, approaches and strategies that would help the teachers to plan and impact instructions. To make any training and research work teacher education it should carry all the above mentioned three skills. Regarding the same issue Richards and Farrell (2005) put forth their idea that teacher training might be learning of skills where the programme focuses on presenting

and modelling the skills and providing opportunities for teachers to master them. Not just that this might also be cognitive process (p. 6) where the training focuses on trainees to be decision makers. In my view growing professionally in the field of research is another aspect of teacher education. Richards and Farrell (2005) further stresses that knowing the category of the teacher whether they are novice or expert is very necessary. I second the idea of Richards and Farrell as I believe that the model of teacher training should be different according to the level of expertise the trainees have. Growing is possible only when we acquire skills essential for us from pedagogical perspective and professional perspective. One will not be perfect if s/he has professional and pedagogical skills but no teaching skills and vice versa. In my research my search was to see what skills are being introduced to the participants and whether they are being introduced effectively or not.

Need for Teacher Training

Referring to Darling-Hammond et al (2009), again they state that the whole development and quality of the nation depends upon the citizens we have. This means the citizens and their quality is partly maintained thorough education and the quality of the education they have is partially based on quality of the teachers. Though this does not conclude properly, we can assume that to make a teacher and teaching effective, we need to have effective teacher education as well. Again the issue comes: "How do the trainees receive the input provided by trainers?"

Training is meant to be received by the trainees and be applied in their practice. Whenever the issue of receiving the training comes, I remember many incidents that happened to me, though they have nothing to do with teacher education or teacher training. The household training and my mother's efforts to educate me some of the

experiences that affected my learning directly and indirectly. One of such experiences that has a link to the teacher training issue could be a diary entry which I include below.

Usefulness Matters to Motivate

My mother, whose aim was always to make her daughter able to compete with rest of the world (both educational and social) had set many do's and don'ts for me. I, being her daughter, was always bargaining with her I want to do this but not that. In this fight that we had, I rarely won; my mother always did. That was the training to learn to behave in the society, training to be a good citizen, training to be good in education and training to complete household work. I had to switch from this aspect to that aspect in an instant on the same day. . Someday, I had very interesting time learning things and some other day, I pleaded to my mom to continue the task another day, as I was bored and tired today. Having said this I am trying to connect with the incidents which made me feel like learning it and which made me feel like not learning it in my life. I loved to make selroti (crispy rice doughnut) and to make Taparis (traditional Nepali leaf plates). However, I never ever felt like learning to cook food and to work in the field. The reasons for not being interested in learning those things were clear enough, I believe.

My mother always went to villagers' homes to prepare these things and they gave due respect to my mother. Meaning that, there were very few who could really make selrotis and who could sew the Taparis. As a result, they always came to my mother to ask for help and she would go. I had a sense of superiority that I am going to get if I learnt those things. I visualized myself being very superior to others who would come to me and request me with due words to help them out. Wow! What a life I am going to have.

So, the motivation I had to learn the two things was to master and get due respect in my neighbourhood. If I as a child would think of being superior, most probably the trainees also would be happy to learn the issues that would make them superior in their context. Point to be noted!

Teacher Learning in the Training Hall

Singh and Richards (2006) propose the training hall as a community of practice. They say learning in the training hall is tied to artefacts, identities, and the cultural spaces. It means the teacher education course is more than content, syllabus and assignments completed by trainers and teachers. Singh and Richards (2006) have developed following diagram:

Fig. 1: Identities in Practice

Overlapping a

Multiple Social Context

Identities in Practice

Mediation   Discourses

Situated Social Interaction

Activities   Artifacts
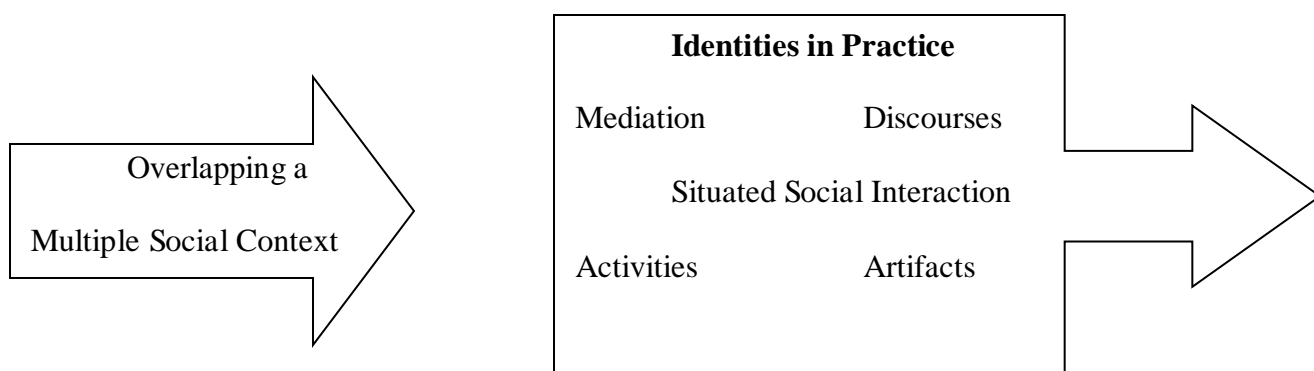
Source: Singh & Richards (2006)

Hedgcock (2002) says training hall is not a neutral location rather is a small and complex culture with overlapping different individual agenda. With this reference, we can assume that acquiring new discourses and becoming a member of new wider professional community is very difficult for both teachers and trainers. This means a trainer should always be ready to generate the discourses that help teacher learners to

acquire professionalism. Singh and Richards (2006) conclude that "discourse and practices" (p. 204) must be elaborated and engaged in the teacher education programmes. We can claim that effectiveness of the teacher learning somewhat depends on training hall and activities conducted there. But Singh and Richards simply talk about the discourse but they have not said the major candidates who transfer discourses are the teacher educator.

Identity Construction of Trainers and Trainees

Every individual has their own identity which they carry with them wherever they go. Teachers and trainers inside the training hall also carry their self-identity. Singh and Richards (2006) justify that teacher training is not only about discovering skills and knowledge, rather it is also to talk about what it means to be a language teacher. As a result identity plays an important role in teaching and training.

Identity is generally created through the "unfolding social interaction" of a particular situated community. In case of teachers as trainees they see themselves and try to see how they are supposed to act in the created situation. If so, identity is simply a process and it is not fixed rather it is split. However, Singh and Richards (2006) claim that there is lack of studies of how teachers negotiate their identity through the interaction process of the training hall. Not just that I feel that studies in how trainers negotiate their identity in the training hall also needs to be studied. Singh and Richards (2006) further explicitly clarify that literature on teacher education or training lack acknowledgements of the "struggles and dilemmas" teacher are confronted with when they are asked to take a new practice, which may require the teacher to assume" new identity" and "changed

mind set" (p. 8) Furthermore, how far the trainer has been able to help trainees visualize their context and the change that they need to go through also need to be defined.

Singh (2004, as cited in Singh & Richards, 2006) says identity crisis might occur because of the clash of cultures of learning. Teachers from some cultures have culturally specific expectations of the role of the teacher and learners. Hence, if the cultural role and expectation of the teachers in that particular context are not addressed one would not be able to grasp the knowledge from the training hall as there would be a struggle for identity. Waxman and Padron (2002) concentrate on the model of teacher training which last for more than a day, which would simultaneously help them to use new methods of classroom instruction and to integrate educational technology in the subject they teach. Lewis (1999, as cited in Waxman & Padron, 2002) teacher training programmes should enable teachers to address the needs of English language learners from diverse cultural background. Adding up with their ideas, what I think is it is necessary to grant enough opportunities to the teachers, to collaborate with their fellow trainees and learn from each other. This further can be validated with the ideas of Gersten and Jimenez (1994, as cited in Waxman & Padron, 2002) where they emphasize on teacher training programme to be presented as opportunities for teachers to expand their repertoire rather than radical alternatives for teachers' classroom instruction.

When I collected the notes for my research, I tried to find out what identity the trainees have when they were inside the training hall as well. I tried to see how the teacher training programme being run by the National Centre for Educational Development was addressing the issues mentioned above.

My focus was on seeing how trainees and trainers were tied to the social practice they had been through even when they were inside training hall.

Positioning Myself in the Field of Teacher Training

The question now is where actually I can situate myself in the field of teacher training:

I have run a few training sessions, but with that I cannot claim that I am an expert trainer. As a student of EFL teacher education I have learnt a few things about teacher training and its types for sure. My ideas that I had collected in my childhood through the help of the training attended together with my mother now seem immature. Different questions haunt me. Where is actually my place? More importantly, from whose perspective should I see if I go to observe the training hall? Shall I act as a trainee or as a trainer? Shall I be myself and move further?

The tug of war among my thoughts continued. I tried to remember any incident that would help me to know the training components. I reflected back to my Master's level and tried to figure out me as a trainer. Till then I neither had experience of a teacher nor of a trainer. Nevertheless, I went through the Teacher Development class. The then teacher training classes were very helpful for me as I got chances to train myself. I did a need analysis to design training sessions. To be precise, the Internship I had completed enriched me with handful of experiences.

Being a student of English Language Teaching, I felt it was logical to participate in teacher training. I as a participant attended the very first training session when I was in Master's degree. The session was about strategies of teaching poetry. I could barely make sense of the things that were delivered in the training session as I never taught before.

Coercing across my thoughts I realized that participating in training did not always mean that the trainees would learn. Then, how do the trainees learn? What happens in the training hall? The knowledge that I had gained in the training now have slowly faded away. In search of the knowledge I started turning the pages of books. I found that Freeman (2002) recommends some basics for teacher training. First point focuses on unified discourse. The discourse here refers to socially constructed facts and common views in teaching learning. As Freeman (2002) stresses, this practice would help encourage participants to share and articulate what they know and what they want to know.

Though I derived some ideas from the book I again went to the same context where I started thinking. Does the idea of Freeman (2002) literally happen in our training hall? O'Hare (2010) reveals that teachers during training session wants to carry along with them teacher resources, lesson plans, teaching tips and access to the latest thoughts and debates on English Language Teaching. We can assume that the teachers really want the issues they want to know to be addressed during the training sessions. But, does this really apply? However hard I tried to come up with the ideas I realized that the ideas would not be 'authentic' until I saw the real picture through the help of different spectacles. Hence, I decided that going to the conclusion without knowing the reality would be sensible. Without exploring the training hall phenomena entering a training hall for a single time, I could not directly claim the factors behind the training effectiveness. Thus arose my curiosity. What actually happens in the English as a foreign language training hall? What are the major phenomena that takes place inside the training hall then? The keen desire to see what happens inside training hall arose in my mind. As a

result in my research, I investigated the input phenomena in the training hall context. Further I intended to analyse the teachers' perceptions toward the process that happen in the training hall. I tried to explore whether the age/ experience of the trainers mattered to make the teacher training successful or not. Over all, this research was motivated to see the impact of English as a foreign language training on trainee teachers.

Identifying the Need

The state allocates a good amount of budget for teacher training each year. The Education Ministry's apex teacher training and development body National Centre for Educational Development (NCED, 2009) claims that the investment on teachers has shown results as 99% teachers are trained and English teachers of public schools are part of this. In order for better quality teaching learning, the School Sector Reform Plan (2009-2015) has raised the qualification criteria for primary teacher position to higher secondary level from SLC level (Ministry of Education [MOE], 2012). The same source states that "The backlog of the untrained teachers in primary level has been cleared" (MOE, 2012). These training sessions includes the English language teachers of those schools as well. When I saw all these documented declarations, I understood that all public school English language teachers were trained and I wanted to see the exemplary lessons of these teachers. This was exciting for me as I came through the public school system where the teaching learning was in a pathetic state. Thinking that the situation had changed after I left school, I headed to observe the classes. However, the trained teachers were not performing the way they should have inside the classroom. They were carrying on the tradition I had seen years ago in my school in Dhankuta.

Now, I am inquisitive to know what actually is happening inside the training hall. So far I know teachers are expected to perform the way they have learned in the training hall. The question arose in my heart; what actually do these teachers as trainees do in the training hall? I had a strong desire to explore the training hall practices.

In my studies in Masters and M. Phil. levels, I have learnt that the training programmes are aimed directly or indirectly to change the way others think and give tremendous change in the way they act. McClelland (2002) claims that training can be defined as an activity that changes people's behaviour. If it is so, why the recent research done by Subedi (2015) reveals that the EFL teacher training or teacher professional development in the context of Nepal are also evident of lack of sufficient transfer of knowledge and skills from training to workplace why are the teacher training programmes in Nepal not able to influence change in our participants' learning? Why do the training programmes not make an impact the way teachers' learn and demonstrate that learning in the classrooms? Burke and Hutchins (2007) say training motivation is persistence of efforts that trainees apply in learning-oriented improvement activities. Motivation to learn gives potential and substantial impact on training effectiveness.

Is it the lack of motivation that leads to the non-achievement in the teachers after the training? Therefore, the issue that I wanted to explore through this research was to see the impact of trainers' activities that occur in the training hall interactions on trainees' learning. I wanted to see how teachers position themselves in the knowledge construction practice inside the training hall. During the process of knowledge construction, what kind of interactions do the trainers and trainees have? In what conditions do the teachers agree or conflict with the ideas of trainers? Trainers, by providing training, guide to learn and

apply the new thing, but I think application is possible only when they make sure that teacher trainee will like it. Making things likeable and unlikable is based on the delivery of the content inside training hall. If so, is it not necessary to consider training hall practices as factors affecting teacher training? The research issue that I raised is the conditions that occur in the training hall which facilitates learning and where the trainees conflict with the trainers. This further helped me to figure out when the training was perceived to be effective by the trainees and when it was not.

In Search of Possibility

Punia and Kant (2013) conducted a research on factors affecting training effectiveness and its implications. In this research they have suggested many factors which affect training effectiveness like motivation, attitude, emotional intelligence, support from management and peers, training style and environment, open mindedness of trainer, job related factors and self-efficacy and basic ability. They have given options to achieve training effectiveness such as awareness of training methods and models, emotional intelligence, and awareness of individual learning style. After reading this we can get to the conclusion that to ensure better training effectiveness, managers should support employee efforts to practice such skills at the workplace. Trainees' attitudes decide what would be learning ratio from training programme. Emotionally intelligent leaders always were found successful in inspiring the workers.

According to Clarke and Hollingsworth (2002) there are two models of teacher training: which are respectively deficit model and growth model. In the first model teachers are seen as the object rather than a subject of their growth. In the second model, teachers are considered as reflective practitioners. Whichever the model we follow it is

necessary to have a trainer, though the trainers' role may be different. However, in both models, trainers need to speak and motivate trainees to be able to act according to their respective roles.

This policy was also meant for all the institutes and colleges of education, National vocational training centre, and primary school teacher training centres which were included under a single umbrella of the Institute of Education (IoE) under Tribhuvan University.

After the National Education System Plan (NESP) initiative, several other policies have been implemented in Nepal. In 1993, National Centre for Educational Development (NCED) was established with a view to produce trained human resources for school education. It has nine primary teachers training centres spread throughout the country. For training secondary level teachers the Secondary Education Development Centre (SEDC) was set up.

Identifying the Purpose

When several ideas were passing through in my head regarding teacher training, I decided to investigate the training hall phenomenon. The major focus, however, would be given to see the training hall practice in relation to EFL teacher learning.

Research Questions

Guided by the above purpose, I framed the following research questions to investigate on training hall phenomena.

1. How do the EFL trainers offer input to trainees in short-term in-service training organised by the Ministry of Education?

2. How do trainees receive input of trainers for translating it into classroom activities?

3. What aspects of training/trainers motivate trainees to positively receive the trainers' input to enhance their learning?

Significance of the Study

Organization of the training session is necessary because it will greatly impact the way of thinking of the training organizations and trainees. Once the issues are identified, the trainers can work with different strategies and can cope with training issues, hopefully, at little or no cost.

As my research focused on English as a Foreign Language Teacher Education (EFLTE), I believe the ideas derived from this research will be helpful for trainers' development.

I am concerned about that issue because so far I have learnt in teacher development course in my Master's study, only a carefully planned and managed session can be able to motivate teachers toward teacher training happening.

My perspective in this research was to explore why teacher training despite having unswerving result on the performance of trainee teachers and their professional development seemed to be very less motivating to them. This study involved intensive (as far as possible) study of the teacher training programme on English language teaching provided by NCED. The rationale of this study spins around the fact that though the NCED conducts teacher training investing large amounts of money to produce skilled teachers for the betterment of the education, perspective of those teachers seem affectedly

low. Resistance to the new knowledge entwined with the ghost of the former teacher seem to overlap in their active participation as a teacher.

Though the research is a small scale intervention, the new researchers who would be willing to explore further the issue of teacher training will have an avenue to reach out to other teacher learning issues in a very positive way. It will add value to the training organizations. I believe my fellow colleagues will be convinced with the research outcomes. It will give them insight into the training hall practices and the effectiveness of trainers' identity inside the training hall. Once the performance of the trainers is improved, the impact will be on trainees. Improved quality of trainees means an improved quality of teaching in the classroom. Once the knowledge is effectively delivered, the quality of understanding of citizens will improve.

Organization of the Study

I have divided this dissertation into six chapters. The first chapter contains the context of the study. It also focuses on my issue statement. Besides that, I state my purpose of having keen interest in this issue and its significance. The chapter also talks about the process and reason how and why I selected my research cite.

The second chapter deals with my methodological journey. Specifically, I focus on ontological, epistemological and axiological facets I also talk about the lenses that I have put to see my research practice. I try to explain my main aim after selecting the narrative as my research paradigm.

The third chapter deals with my research journey where I also include my understanding of teacher education. The fourth and the fifth chapters respectively focus

on the phenomena in the teacher training hall. Meanwhile, I put myself within my characters to know the shaping of our intent toward teacher training.

The sixth or the final chapter deals with the synopsis of the research. As the main aim of my research was to see the training hall phenomena of EFL teacher learning, rather than claiming what is right or wrong in concept, I have tried to see the phenomena which were observed in the training hall.

Epilogue

With the various experiences I had the idea of conducting the research on a teacher training issue germinated. My childhood experiences were very helpful in shaping the way I presented my issue. So far I think, the reason behind selecting teacher education as the topic of my research was due to my (in)direct involvement in teacher training issues and teaching issues since my childhood. The primary experience was gained from my mothers' involvement in teacher training programmes. However, hoping for the nice journey till the time I finish my research work, I formally started my journey from here.

CHAPTER II

EXPLORING THE METHODOLOGICAL ROUTE

All our dreams can come true, if we have the courage to pursue them.

Walt Disney

Prologue

As explained by Given (2008) methodology is the roadmap to analyse and select the research method. Through the help of methodology, I got systematic outline to explore the research issue I raised. I saw methodology as a bridge to gap my theoretical stance with my philosophical stance. Through the methodology I adopted I, tried to see truth, knowledge and value that I give in my research.

To address my position, I took the ontological, epistemological and axiological stances. These philosophical stances would help me show the relation of philosophies in my research.

My Dilemma as a Researcher: Philosophical Consideration

Philosophical worldviews as mentioned by Slife and Williams (1995, as cited in Creswell, 2008) remain hidden in research process. However, in my opinion they are the guiding principles to the researchers to move further with the research process. For me philosophical positions are the foundation for my research. Henceforth, I gave due respect to philosophical considerations in my research. Knox (2004) stresses that there is a strong relation among philosophy, theory and research methods to be used. I agree with the idea, as I believe that it is necessary for the researcher to identify and understand the

relationship between philosophy, theory and method. When my method is asking me to rely on social world constructed through narrative stories, I can't accept any method for my research which assumes that the reality is an external thing. Creswell (2008) sets freedom for the researcher to select the research method. As I have already decided upon my research method now my job is to take care of aligning method with my philosophical stances.

Ontology

If ontology is all about knowing what is there to understand in the world as Snape and Spencer (2003) explain, my research was characterized by the subtle realism and it tried to show the nature of reality and human beings in the world. My ontology was subjective. I believed that every individual was different. Hence, the reality of meaning making could be different according to the participants and according to the researchers as well. Ritchie and Lewis (2013) consider ontology to be concerned with the nature of reality. Broadly looking at this point, we can say that they are stressing on the point that it is necessary to see whether there is a shared social reality or only multiple, context specific ones. Aligning with Hamersley's (1992) idea I believe that there is external reality but it is known only through the human mind and socially constructed meanings. In this study believing on the second perspective that social world is fundamentally different because it is open to subjective interpretation, I tried to construct knowledge based on observations made, conversations that took place and the behaviour the participants showed. Reality is not an 'out there' phenomenon, rather it is "in here" phenomenon. Thus, I focused on social realities constructed by the participants: both trainee teachers and the trainers in the session.

Epistemology

As per my understanding, epistemology (the theory of knowledge) is mainly concerned with the ways of knowing and learning about the world. Banathy (1996, as cited in Webster & Mertova, 2007) epistemology is dealing with the questions such as how do we know whatever we know? This means that the epistemological assumptions are concerned with how knowledge can be created and communicated. If this was so my epistemological perspective of research was inter-subjectivist, meaning that I wanted to see the nature of the knowledge about the world and the relationship between the knower and the known will be subjective. This inter-subjectivist epistemology allows me to establish my own understanding between me as an investigator and socio-cultural contexts I work in. Thus, with the help of this inter-subjectivist epistemology I made my own understanding of the context where I conducted my research. It helped me to learn more about my participants of a context in learning English as a foreign language. Lincoln and Guba (1989) argue that the existence of multiple voices, competing meanings, disagreements, and new textual forms are acceptable within this framework.

Axiology

Axiology for me is the study of values. According to Carson (2005), axiology helps people to realize what one ought to do. Conducting research, without explaining what a researcher's value is very difficult. Heron (1996) argues that our values are solely responsible as a guiding reason of all our actions. This argumentation of Heron makes us realize that being clear about my own values in research may help me in deciding what is appropriate ethically. This also makes it easier for me to understand my own position as well. Hence, in my case, collaboration in communication and the language of training

was valuable for me. I valued outcomes of the training hall practice. For me, both metaphysical and epistemological beliefs of the trainees and the trainers were valuable. Speaking in Heron's (1996) perspective, for me knowing how to flourish with a balance of autonomy, cooperation and hierarchy in a culture is an end in itself and that was what valuable for me.

Theories and Perspectives

Theories were the guiding framework for me during my research work. As my research was on teacher education where I explored the ways trainees and trainers involved themselves inside the training hall. For this, I used narrative inquiry which helped me to narrate the cases. In my understanding theoretical review helps us and the readers of the write up as it gives us critical ideas. These theoretical reviews discussed below helped me to explain the meaning, nature, and challenges of a phenomenon that is being used in my research.

Literature review helps us to cover and understand a wide range of the topic under which we are doing our research study. Creswell (2009) argues that when the researcher identifies a topic that can and should be studied, the search can begin for related literature on the topic. The main purpose of the literature review is to share with the reader the results of other studies that are closely related to the one which is being undertaken. The results of the undertaken study helps both readers and researcher to find out the way to move forward with other ideas. More importantly as argued by Cooper (1984) as well as Marshall and Rossman, (2006) as cited in Creswell (2009) literature review helps to relate the study to the wider ongoing environment and to the fill the gaps.

Working in the literature was one of the toughest thing for me. Expressing how I felt and talking about the information that I had would be a fun. But trying to see myself in others' work was something that was very difficult. I could not digest the whole books. However, I could still read those pages which would help me in linking work to theories. With this idea I opened the pages and found the places where I could see relevant literature. As I have not allocated a different chapter for literature review, I could see that I had to acknowledge literature everywhere. I would interweave the field data and the literature in the discussion and analysis as I move through the chapters.

I used the literature even when I was setting the background for my research. I was trying to see whether I would be able to find the literature which would address the issue that I had raised. Moreover, I used the literature to define the terms used in my research. Reading literature helped me to find out what I collected from my field and what was being practised around. Having said this, I am trying to claim that I have used the literature in different places of analysis to compare and contrast between the field record and findings of the qualitative research.

As the main aim I had was to understand the training hall phenomena in the Nepalese context, I selected the adult learning and behaviour change theory in my research. Adult learning theory helped me to find out what adults want and what are being (un)fulfilled in the Nepalese training hall. As Bandura (1971), emphasized on the motivational and informational functions in learning, I would be able to see the role of motivation and information being delivered in the training hall through it. Not only that, it also helped me to see how important reinforcement is.

Likewise, the behaviour change theory helped me to know what (not) changes the behaviour of the trainees inside training hall. This knowledge helped me to know the aspects that should (not) be taken care of while conducting the training sessions.

My Standpoint as a Narrative Researcher

A paradigm can be understood as a logically arranged set of beliefs. In fact, trying to come to an understanding is our way of being in the world. Research is no different. Whether explicitly stated or not, all research is guided by theoretical orientations or ways of interpreting the world that we call 'paradigms'.

It is widely recognized that most research is organized around two major approaches: qualitative and quantitative. Qualitative researchers believe that the nature of reality is socially constructed, that the relationship between the researcher and participants are not mutually exclusive relationships, and that contextual constraints all help to shape inquiry. They seek to know answers to questions that focus on the social construction of experience and how meaning is created. Under qualitative research there are three different paradigms, among which we can follow any one.

A paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field. My research question forced me to embrace the interpretive research paradigm. According to Bryman (2004) interpretative paradigm is naturalistic and the researcher tries to understand phenomenon in terms of meanings people bring to them. Paradigm can be sketched out in simple cognitive terms, however, their nature is far richer. This can be justified looking at Ogilvy (1986, as cited in Heron & Reason, 1996) that paradigm are all about models, myths, moods and metaphors. This

gave me a sense that it's been so long now that the way of analysing text with metaphors was introduced.

However, during the course of analysis I also adopted narrative analysis as well. Narration did not contain fictive composition. Rather, I analysed and interpreted collected information using narrative style where I haven't included fictive story which does not exist.

Though the research was begun thinking that interpretive paradigm would the purpose, slowly during the research process, the field stories that I collected and the reflective journals that I wrote on the basis of my observation and informal chit chats with the participants slowly diverted it toward narrative enquiry as well. As I moved further with the stories that happened in my own life, I thought of why not merging the stories of others as well. Following Elliot's (2005) reasoning to use narrative approach to research which clearly says one can use narrative approach to explore the lived experiences. On the other hand narrative is equally helpful to look the process and change over time.

Understanding Narrative Forms

As there are many forms of narrative approach, I couldn't decide what to use and which form to select. Robert and Shenhav (2014) opine that narrative analysis is appealing in its nature as narratives or stories hold special power as windows into the individual and social world. According to Flick (2006) the main aim of narratives in research is to approach the experiential yet structured world of participants in a comprehensive way. Slightly deviating the concept of Flick, I have written my own narratives which I gained during data collection process. This helped me to relate the

stories I have developed to the dialogues they produced. Those narratives helped me to get a richer version of the events and experiences I had during training process. What I tried to do in those narratives was to familiarize the strange realities I gained in training hall by adding the familiar context. In this research I have used narrative as a representational device which helped me examine the use and effects of narrative on practical level. Thus the main focus of the narratives I used was to represent the experience in an organized fashion which lead to the production of persuasive messages, meanings. Thus throughout my research I have tried to analyse the narratives to remove the veil on reality. Following this form of narrative helped me comment upon the reality behind the narrative. However, the collection of the events during the vignette collection in the field also enabled me to partly use critical event analysis. Webster and Mertova (2007) believe that people make sense of their lives according to the narratives available to them. This means stories constantly get restructured in the light of new events. Webster and Mertova (2007) further assert that stories do not exist in vacuum as they are shaped by lifelong personal and community narratives. As this was so, the use of narrative gave me avenue to present experience holistically.

Being based on the narrative construction and storytelling, I collected descriptions of the events and happenings of the training hall and developed them with proper plots. Meaning making process depended on the story developed with the help of the descriptions collected during my observation period in the training hall. As a narrative inquirer I try to see the life of individuals in their individual contexts as well as inside the present context. I thought of individual participants of the training. Hence, I tried to see individuals and their context from where they came.

I believe that we are born into stories (Cobley, 2001, as cited in Leggo, 2008). The norms and values I follow now are the result of the stories that took place in my community. Moreover, every human has their own story and that leads their way of thinking and understanding the stuffs. Hence, I as a narrative researcher in my work tried to see the participants' stories and their meaning making. However, I did not miss an opportunity to compare the value they had given to their story and my own value. As interpreted by Leggo (2008), my focus would be in allowing my readers to make sense of my stories. Rather than closing understanding, I would make my interpretation open and connected to the wider range.

Events Analysis

Under the narrative inquiry, during my data collection I collected the events that happened in professional practice in the EFL teacher training hall. Webster and Mertova (2007) define critical event as an unplanned and unstructured event that significantly impacts the professional practice of individuals. As I was focused on looking at the ELF teacher training hall phenomenon, this idea helped me to study the phenomenon with relation to the unique events that happened during and or after the training session. In my research I have collected the events which directly or indirectly were influencing the training session being delivered.

Events were collected through the help of observation and vignette analysis. Informal talk outside the training hall with the participants were also recorded. The sole purpose of recording the informal conversations outside was to come up with the personal stories and experiences of the participants regarding the training being conducted.

Participants and site Selection Strategies

At the beginning of this research while setting the background for the issue statement, I started by citing the NCED (2009)'s claim that 99% of the EFL teachers are trained, where on the other hand, Subedi (2015) revealed that teacher training is not effectively being transferred. Thus I intended to see the training hall phenomenon of the training session conducted NCED, by government's training department. I observed the full cycle of secondary level training for the English as a foreign language teachers. The full cycle of the training was of 8 days which ran from 10 am to 4 pm. Seven trainers were allocated to train 20 EFL teachers from different development regions of Nepal. Analysing minute details of the teacher training hall phenomenon was not possible for me without observing the training hall and the training process. I spent my time observing one whole cycle of training provided by NCED during the end of 2014 to the beginning of the year 2015. One of the reasons that justified the selection of this training was that there were seven trainers and this allowed the multiplicity that I was looking to see in the training process.

During the observation I used a recorder and my own cell phone as a device to record the conversation. Audio recording would allow me to listen to everything that happened in the hall over and over again even I did not notice it while observing. .

With lots of enthusiasm in me every day, I went to the training hall to observe the sessions for eight days. I was excited at the same time was nervous as well, as I had faced the trouble during data collection process during my Master's dissertation. I had not found the appropriate information that I needed to search answers for my research question. My nervousness was also because of the pressure I had from my family and

relatives and the principal of the school where I work who were constantly asking whether I have completed my dissertation or not.

Analysis of the Information

After reviewing the book by Webster and Mertova (2007) the very first idea with which they started the book kept replaying in my mind. It went as follows:

People are always tellers of tales.

They live surrounded by their stories and

The stories of others; they see everything

That happens to them through those stories

And they try to live their life as

If they were recounting them. (p. 4)

This led me to a level of understanding that the stories are the big part of life which can directly or indirectly explain the background of human beings. Once I gathered the stories from the field, I was not able to take my mind off from the process of storytelling. All the texts I had collected during my field visits were changed into meaning by following several processes. According to Walcott (1994, as cited in Richards, 2003), the analysis addresses the identification of essential features and the systematic description of interrelationships among them- in short how things work.

I audio recorded the training sessions and the interviews, which I would like to call informal conversation as they were not structured, with the permission of the participants. Audio recording helped me understand the connection between the event taking place and the reality of the participants. The major effort during the collection was given to the shifts or unique events that made me realize that the trainees were motivated

or demotivated toward the training sessions. These narratives and audio recordings were the starting point for data analysis.

I organized the field notes and recordings I had and made sure they were in order for me to analyse. The process embraced transcribing the audio recordings to begin with. I read through all the transcriptions to make sense of the information collected. Reading them was necessary even because I had to make sure whether the information collected would address the research questions.

Fig: 2: Process of Data Collection and Interpretation

Audio Recording

Transcription

Development of the themes on the basis of the events

Search of the relevant metaphors for the events

Analysis of those events linking them with the literature
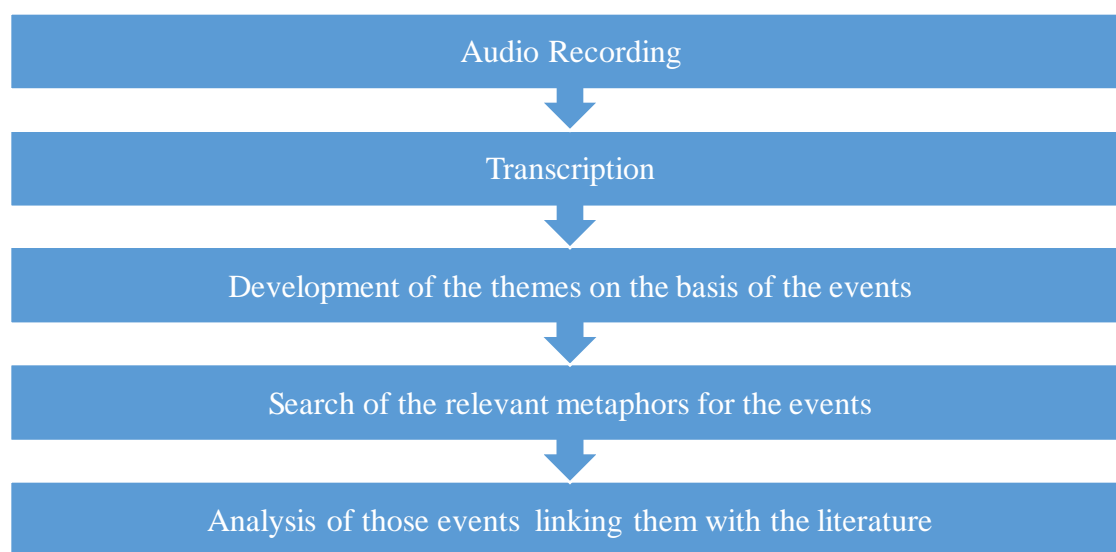
I interpreted and analysed them thoroughly and I slightly took help of critical perspective on the collected information. As my purpose was to analyse the events found in the field, I coded the texts in a way which would help me understand the discussions that lead toward the happening of the event. Coding the outcomes was equally important as this helped me to put the ideas in *chunks* (Creswell, 2003). I categorized events on the basis of its nature i.e. Based upon the patterns of the responses, I developed them in to themes with metaphorical stance. For a view in a nutshell, I developed the following table to see overall EFL training hall issues.

Table 1: Event Development Process

Trainer	Training title	Session Modality	Specific events found in the session
1.	Current Trends in ELT Fostering Critical Thinking in ELT	Participatory/ lecture/ theory blended? Contextualized	Discussion on latest trends
2.	Teaching Essay and Short Stories	Participatory/ theory blended	Contextualizing the decontextualized
3.	Methods to Teach Language functions	Lecture/ theory not addressed	Lecture laden Mistakes found
4.	Testing and Evaluation in EFL classroom	Teaching or training? repetition of old ways	Mixed reaction by participants
5.	Teaching Poem	Participatory/ theory blended/ context not addressed	
6.	Teaching Writing	Participatory, deviated from the real classroom/ decontextualized	Conflict between participants and the trainer
7.	Task based Language Teaching	Highly work based / contextualized, latest method/ not liked by participants	Trainees busy completing tasks and relating to their context Some felt dominated

Quality Standards

The main criteria that interpretive research paradigm should meet are trustworthy and hermeneutical. Though there are many subtopics under these two criteria, during the research work, I tried to maintain the criteria so far it was possible.

Trustworthiness

Trustworthiness in research refers to extent to which different constructions and their underlying value structures are solicited and honoured (Guba & Lincoln, 1989). In other words, it shows how well participants' values have been represented in the study. The narratives and the value of the research should be truthful or fair to all. The fear of research work is always related to the case where the value given by the researcher might not be honoured or they might be fake and made just for the purpose of research. More importantly the work might not contain underlying reality. In my research I incorporated

the things that had happened in the training hall. To convince the readers about my work I tried to show clear distinction between the case narration and my interpretation. However, as my work is based on narrative construct, most of the field notes were narrated either by myself as a character or by creating the characters to represent the stories.

Transferability

According to Bryman (2004), transferability is how the research experiences are applicable and similar to others across educational setting. If the ideas generated through the help of research are not applicable in the same context, then transferability of that text will be low. To maintain transferability in my research I have reviewed a few research works, not only that I also recorded the interaction and wrote my day wise reflection as well. With the purpose of not missing the important bits of the outcomes, before going for interpretation, I confirmed and reconfirmed the recorded version and my field notes. As this is one of the quality standards of interpretive research paradigm throughout the interpretation and narration my aim was to maintain it. It is concerned with how well readers are able to judge the extent to which this research might be applicable to their own contexts. My try was to reach the level of quality standard where upcoming researchers could make use of my research ideas in their specific context and they find the results of this work applicable to their context as well.

Pedagogical thoughtfulness

Pedagogical thoughtfulness refers to engagement of the readers and the writers in thinking about the classroom processes that they are engaged in. As I wrote, I tried to write in a way that draws the reader into reflecting critically on his or her own

pedagogical values (Taylor & Settelmaier, 2003). I tried to see how the training hall phenomenon are lined to the teaching and learning of English as foreign language in the Nepalese context. More importantly, I gave value to individual participants as teachers while analysing and interpreting the field notes relating to the learning experience. This was done to assure that the reader would compare the core idea of the research and analysis with the context of the trainers and the trainees.

Ethical Considerations

I can understand that my research is important work for me, but I have not taken advantages of this opportunity and I have not gone selfish. My aim throughout my research journey was not to let my participants face any problems which would morally and ethically let them down. I was very aware that I was carrying research on humans and I had to maintain certain ethical standard. I discuss below how I tried to make my research based on ethics.

Informed Consent

For this, on the very first day of my journey of search, I informed my participants about my aim of joining the training session and what I would be doing throughout my stay at the training hall. Even when I used the recorder, I took my participants consent. To make my participants feel easy I explained to them that I was there for observation and it's aimed at accomplishment of my research. Much social research necessitates obtaining the consent and cooperation of subjects who are to assist in investigations and of significant others in the institutions or organizations providing the research facilities (Cohen, Manion, & Morrison, 2007). I informed through mails and words of mouth to the participants about the nature of research I was going to conduct so that they had full

comprehension and confidence to decide voluntarily to participate in the study. More importantly my participants were a mature people so it helped me inform them about my research.

Harm and risk

I came to know that a social researcher should be aware of harm and risk whether the activities they are going to conduct will create or provide harm and risk to their participants or not. In regard to the issue of consequence (Cohen, Manion, & Morrison, 2007) I ensured that the participants would not be harmed and their involvement would be beneficial for them. I tried to figure out the ideas which would help participants to know some phenomenon and the issue of the training hall to be addressed when they themselves would be standing as trainers in some other field.

Privacy, Confidentiality, and Anonymity

I maintained privacy, confidentiality, and anonymity in my research. Specially while analysing, interpreting, reporting, and publishing the facts and figures that I had collected I gave due respect to all the things mentioned above. I used pseudo names of the participants as I analysed the data. So, all the names I have used in the subsequent chapters are not real. I kept in my mind that I should not put them in risk, so anything which would be related to their identity were deleted as well. It was more important for me to inform them the main objective of my research. Thus, the first day, I shared with them the purpose of my visit to the programme. I tried to be honest so far was possible and avoid over exposure of myself and my cultural values and more importantly I shall make sure that I do not put my country at any risk of ridicule.

Epilogue

This chapter began with my research paradigm which is interpretive and qualitative inquiry approach. After that I discussed philosophical considerations ontology, epistemology and axiology which helped me to carry my research. Then I discussed how I selected participants using purposive sampling. As I planned to see training hall practice, and as I mentioned in my issue statement as well, I was planning to see the training conducted by national body. I purposively selected National Centre for Educational Development as my research cite. I was planning to see EFL training, I selected teacher training programme of English teachers. I ended the chapters with the quality standards and ethical considerations.

CHAPTER III

UNDERSTANDING TEACHER TRAINING

"Knowing Is Not Enough; We Must Apply. Willing Is Not Enough, We Must Do."

Goethe

Prologue

Once the journey of my research began, my main aim was to make sure that I would understand the components of the teacher training and factors affecting it. To be honest, I felt like my journey would be very scary. And at some point of thought, I had a feeling that I would be able to do it. As my main aim (in)directly was to training hall process affecting teacher learning, I tried to see why anyone would want to involve (in) actively in the training hall. This question was predominantly occupying my head.

My friends who used to be in my circle were tired of answering my questions. I remember many incidents where my friends requested me in advance that they did not want to reply any of the questions I asked rather they would like to relax and enjoy snacks. Even when I was at home during the Dashain vacation, I asked my mother about the training experience she had. She always replied, "No matter what the content is, the thing that we do in the training hall would hardly work in my classroom." With increased curiosity after hearing her words, I would ask further and out conversation would go like this:

Daughter: *What made you feel that the training session did not work in your*

          classroom?

 With huge sigh she replied:

Mother: Because my students won't understand if I teach the way they have asked me to.

   Specially while teaching English, I cannot do that, because my students' mother

   tongue is different. They hardly understand when I translate the thing in

   English. How can I expect that my students will understand when I teach them

   by using all English? The reality is they do not even understand the instruction.

Daughter: Do you mean to say that the trainers do not understand the context where you

   teach?

Mother: Partly yes, they have got standardized session which they deliver everywhere

   they go. You too say, you work as a teacher and trainer as well. Can you claim

   that the standard session works in every context of Nepal?

Daughter: I do not think so.

Mother: The trainer might not be able to understand every teacher as individuals but

   what I think is the trainer should know the context where the teacher teaches

   before they design their session and before they ask us to apply the knowledge

   they have provided.

I must admit that my mother's words were true. The individual trainers must know the context and the reality of the place where the teacher works. Leong (2010) says one must contain enthusiasm, to be a good trainer. Adding up to this I think it is equally necessary for the trainers to know whether the content they have planned match the participants' expectations. Do they love the way you present the ideas in the session? This means knowing every trainee in the session and their requirement beforehand is necessary. The conclusion of the conversation led me to understanding that I must see

what happens when the training session and the trainees' working context do not match. In this process I tried to see the teacher training sessions and ups and downs the teachers and trainers faced inside training hall.

However, ending the things with negative connotation would not give me avenues to see further, as a result I didn't miss a single chance to sit with my dad and ask him regarding the training sessions he has attended. Working as a language teacher throughout his career in the eastern setting of Nepal, I sensed that he must have gained ideas of teaching and training. I would ask my dad a question regarding the most influencing English as a Foreign Language training session he had ever attended. It would take him couple of minutes to think of the session and he would reply in the following manner:

I don't remember the date but I remember when I was happy to be in the session. That session was not just one which I liked. That was the session where the trainer clearly indicated that as an English language teacher I have right to decide on whose context and culture to address. I believe that the training sessions are the tools for development. I am not bragging about myself but I liked to see possibilities to use the exercises given in English language text books. As you might have known by now that English as a language doesn't stand alone, one as an English language teacher always need to see safe landing area to make sure that the students understand what is being taught. Due to globalized trends students are now celebrating New Year and Valentine's Day, but there are other cultural aspects such as Halloween and Thanksgiving Day which are still unknown to them. I had difficulties always in dealing the chapters which talk

about the deculturalized content. But that day the trainer used a few strategies.

That looked so simple but you know what? I was liberated that day as I could try

for the possibility of using deculturalised content in culturised way.

I could visibly make sense now that culture while teaching English in foreign language context makes impact (can be both positive and negative) to the teachers. The point of struggle for the EFL teachers is to decide upon the context to be addressed during the course work. In case of multicultural context like ours it is twice as difficult as it is for other EFL teachers who teach in two cultural setting. In our context teachers have many cultural background and they find it difficult to decide on it.

Teacher Training: Understanding Gained

Working as a teacher and trainer for almost five years now, I have developed my own concept of teacher training and most probably of teaching. When I attend training sessions, I wish the trainer would have some basic qualities with him/ her. While saying this, I am not preoccupying my mind with some biasness, rather I am trying to explain what I want to see in a trainer when I am inside the training hall. The first think I want to see is enthusiasm. With enthusiasm I refer to active involvement in the activities that he/she applying in the session. Leong (2010) opines that enthusiasm comes from the tone of voice and body language of the trainer. Effective learning during teacher training can be one of the key reason behind providing training. If so, the training session needs to prioritize knowledge generation rather than knowledge transfer. According to Watkins, Carnell, Lodge, Wanger and Whalley (2002), effective learning is promoted when activity with reflection and sense making are used. On the other hand do- review –learn and apply play another vital role in making the learning effective (Dennison & Kirk, as

cited by Watkins et al., 2002). Taking my example, I understand much from face to face communication when I see the body language and the way the person is uttering words and sentences. I do not want my trainer panicking to make the audience understand the subject matter rather I want to see them relaxed. This does not mean that I do not want any seriousness toward the matter being conveyed, but yes for sure, I want humour to be introduced in the session. In my opinion, this helps to make learning effective.

Another important thing I want to see is the cross checking of whether participants understand the matter. For this, I would prefer a trainer to link the subject matter to the context. What I assume is if a trainer lets the trainees relate the learned matter to his/ her own context, this would help them to bridge the gap they see between the training session and the classroom. The contextual issue becomes more significant when the training is related to the EFL teachers.

When in the training hall, I get distracted if the discussion takes longer time. I have faced several times that the session was very effective but the uncontrolled discussions happened in the group would overshadow the effectiveness of the impact that the session would have on the trainees.

Moving Toward the Field

Though the journey of the research had started long before, I reached the place. However, the real journey of interpretation and data collection starts form this point. Tired of answering thousands of questions asked by the friends and families whether I had started my research, what was the progress and so on, I was curiously waiting for the day. Looking at my own understanding of teacher training and merging them with

trainees' and trainers' understanding as well. I have maintained the contextual quo throughout my research.

The Course of My Research Journey

Immediately after I had defended my proposal in October 2014, my professors started encouraging me to move further with my data collection process. I was overwhelmed with the support they provided. I purposively selected NCED as my research site. I planned to talk with the personnel from the same office. The information I got was disappointing for me. Disappointing in the sense that I was supposed to wait for two more months to collect the field notes as that was the schedule for next English language teacher training. All the hard work I had done to complete the proposal went in vain as I had two tiring months to wait for. I would be able to get in to my venue only in the middle of January. I waited until January. Those two months were really tiring as there were people who kept on asking me about the progress of my research.

I had no other works during the two months except dealing with household chores and going to college. I was somehow spending my day in and day out like Sisyphus. The only difference we had was Sisyphus thinks there is no way out, but I had agenda to complete and I was waiting for the right time to come. During this time, what kept me busy was the reading related literature.

When the Wait was Over

Finally, the moment knocked my door. The moment for which I was passionately awaiting for knocked my door and there I was readily welcoming the moment. I remember the date I was waiting for; 26th of December, I had waited for that date more impatiently than the date when I had waited for my fiancé to come to my home to marry

me. The day before i.e. 25th of December, I shared my excitement with my family members. I even shared it to my coordinator at school and asked for casual leave for a few weeks. There I was: Happy and satisfied. The day dawned I completed household chores as early as possible and headed toward the bus stop. While I was waiting for the bus to Sanothimi (the place where NCED is located) I had questions in my mind. How would the trainees look? How would the trainer look? Where am I going to place myself? At the corner of the room or where? What if the orientation of the classroom is round in its format? Did I make a blunder by not observing the training hall? No…no, I did not do anything wrong. Even if I had been to the training hall, I am sure that they would not allow me to go in as that is the apex body of the government. I should feel glad that I was able to get consent from them to conduct my training. Far in the Mofussil I could hear the *khalasibhai (Helper of the bus)* shouting "Sanothimi, Bhaktapur, Pa, Ni Ka…." I signalled with my hand and the driver stopped. My goodness I could not even find the place where I could place my foot. Without a second thought I entered the bus besides that situation. As I knew I should wait for almost for about 15-20 minutes to get another bus.

I reached the place, the bus purred until I paid the fare I was supposed to. No sooner had I forwarded my hand toward *Khalasi Bhai* than the driver kept his foot on the accelerator, which caused the bus to produce a huge puff of smoke. How nasty that was! However, my excitement today did not make me feel like bothering about the puff of smoke produced.

I headed toward the training hall. It took me nearly about five minutes to reach there. I before entering the hall, I headed toward the office and gave the formal letter that

I brought from my university to the NCED official. He approved it and gave me permission. That place was my dreamland for a couple of days from now. There I was, finally, I took in a deep breath and I entered the hall. I could see a few people in the hall. They were most probably introducing themselves to their colleagues for the next whole week. I, stepping inside felt like introducing myself to them, so I greeted them with a huge smile in my face "Namaste". They all replied, "Namaste". (Perhaps they thought I was also a participant of the training). Anyway, I was happy that I was welcomed by them. I thought of sharing my reason to come to attend the sessions later when they would have a lunch break. The trainer arrived with a very lively look. He greeted all and set the scene out for that day's session. I placed my recorder and opened my notebook and silently sat at one of the corners of the classroom.

I spent the day without even losing the excitement I had at the beginning of the day. Back home, I felt so relieved and determined. Most probably, I was afraid of how my first day with the new group of people would go and whether I would be entertained or not. I unloaded myself on the bed with a satisfied heart, thinking of making the observation next day as productive as it was that day.

Desire of Accomplishment

Though I wished to complete the work as early as possible, I was not able to allocate enough time to it. As my sister-in-law was fighting cancer, with the huge family discussion and meetings, they came up with the idea that she should be taken to Vellore (India) for her treatment. But the problem was who would take her? For the last one year, she was with me and I was taking care of her with the help of other family members. Hence, they opined that I should be the one to take her to India. Deep in the thought I

was, I tried to ignore that, but I could not do so. Most probably, I thought there was no other more important thing than ones' life. However, I was hoped to complete my dissertation soon. The deal we had was I would stay there for a week or so and another family member should be there to replace me so that I could come home, and continue my job. The job that I uttered was the excuse I was trying to make as I had already told the programme coordinator at the college that I would not be able to come to my regular classes. I had also added that I might not continue and they should think of another teacher in place of me as well. I along with my sister in law headed toward India. We had 48 hour travel by train to reach to the location of hospital which was the most tiring journey I have ever had. Even when I was too tired, even when I was in a condition that I could not work anymore, I was worried of my incomplete dissertation work and the collected information left in the folders of my laptop.

Life merely goes according to the standard plan we make. It deceived me too, as none of the family members travelled from Nepal to India as planned before. Henceforth, I was forced to stay there for almost a month. The boiling sun and the never to be understood language became part of my life. Someday, when we did not have appointment with the doctors, I along with my sister-in-law dumped ourselves in the congested room that we had rented for our stay there. Then and there, I regretted for not carrying my laptop or any other research data with me. Had I taken them there I could have worked. Nonetheless, a month of stay in Vellore completed and we returned home. When on the way to Nepal, I was hoping that I would be able to start up my research work; the research work which was not taken care of for a whole month. There is where I could relate again to training. Teaching English to Nepali learners is somehow equivalent

to me trying to understand Tamil. One of the house maids who called herself Laxmi used to come to us and try to talk. She talked in her language, she explored her contextual background and I was there speaking in Nepali. Sometimes with the hope that she would understand Hindi I tried using that as well, but she didn't understand that, neither did I. She was trying to train me to understand her language in her own context where I was trying to understand it relating it to my own context. It was an interesting situation for a research who was carrying out a study on the EFL teacher training? A trainer might try to give the message relating it to his context where the trainees try to understand it in their context.

As I said before, life does not go according to the plan. Immediately after I returned from India, my professor expected me to go to conduct a research in the western Nepal which was the collaborative work of World Education and Kathmandu University (the university where I have spent last five years of my life). Henceforth, I took up another journey where I was supposed to spend almost 10 days. There again was another speed breaker for my research to take its speed. I spent 10 days and came back to my place. I worked on transcribing the recorded talk. The daily reflection had already been written before I went to India. So after I came back from Dang I could directly start from data transcription. I was happy that before I go to Manchester to attend an ELT conference, I would be able to at least start the formal process of writing my dissertation. On April 8 my husband, my professor, one of my best friends and I headed toward our journey to Manchester to attend the international conference. I was with my professor so he asked me about my dissertation and the progress. But that query was unanswered or I

must say that did not last long, as we started flying over the European land. And that was another speed breaker in my roadway to success.

I must confess that the visit to Manchester was fruitful. Having opportunity to explore was one aspect, but more important than that I got the chance to attend the training session from where I would get ideas on teacher training as well. The length of our stay was of almost nine days. It was the 19th of April when we arrived in Nepal. I remember the words my professor uttered when the Etihad airways crews were still working their hard to open the exit gate that I would have to concentrate on my research. I did not reply to him, but I wished for the same and crossed my fingers as I declared before, I too wished to accomplish my research as soon as possible.

It took me almost two days to get rid of the Jet lag. Having said this I am claiming that I did not start working on my dissertation as my professor asked me to, and as I wished to. I conquered over the jet lag after my hard work for two days. It was the 21st of April, after almost a month, I thought of my research work. I was actually searching for the file I had forgotten where actually I had uploaded my research materials. I started working, with my hard work I completed transcribing and I started matching my transcription and my reflection. So that I could see if I had missed any important information, or if I had overgeneralized the issues. While writing reflection, I was happy that the work was progress was satisfactory. That happiness lasted for no more than three days, as the devastating earthquake hit the nation.

I still remember the black day. It was Saturday. My husband and I had gone to the theatre to watch a movie and enjoy the weekend. We went for movie and came back to room. I opened my laptop and started working on my file. That day I was checking the

format of my write up including APA style, spelling corrections and grammar corrections. I had not even scrolled down a first page I could feel something was wrong. I thought of jet lag I had, but that feeling did not last for long as the windows and doors started rattling and giving a huge intolerable sound. I folded my laptop without shutting it down and started searching for my other family members. We hid ourselves under the door frame until it stopped shaking and then we ran outside. The scene outside was heart breaking as people were crying and I could see house collapsed. Almost all of us were in trauma of the earthquake. It was followed by aftershocks for several days. So, the government requested those who are not from Kathmandu Valley can leave the valley until the aftershocks stop. As mentioned by government, we headed toward our home the eastern Nepal. We all spent almost a month in our village as the schools and colleges were all closed and aftershocks were still hitting the Kathmandu Valley. I could hardly think of working on my dissertation, even though I had my laptop with me. Back home I did nothing except working in the field and in the kitchen.

I had a behaviour change all of sudden due to which I could not think of my research work. But thinking about that condition now I could relate to teacher training as well. I had a planned behaviour during my stay at home of a typical daughter in law. May be the trainees too have their planned behaviour as a teachers when they are in their real context, and another set of planned behaviour when they were in training hall. I being at home could be considered as they being in training hall. As I set all the tasks aside and entered my home, can't it be possible that that they set everything aside from their teaching context and enter to the training hall?

My research journey stopped for a long time as if a bus stops when one of its tires punctured in a dense jungle with no human movements can spotted. To be honest, I had to undergo real hard work and my data and the write up faced many challenges. However, as this journey was started to be finished, even after many ups and downs I was able to bring it to the shape it is in present condition.

Epilogue

To see teacher training and its component in the EFL classroom, I used the theory of planned behaviour. The theory of planned behaviour argues that a behaviour is dependent on one's intention. It means it is directly linked with individual's perceived behavioural control as mentioned by (Ajzen, 1991 as cited in Morris, Marzano, Dandy & O'Brien, 2012).

I believe some of the participants in the programme were directly affected by their behaviour and their ability to make conscious choice. They made the decision of liking or not liking the sessions by the preconception that they had of what they needed and what they could do in their field. Where some other trainers, who, without uttering any of the words throughout the session, were shaped by their personal motivation toward the subject matter. Regarding planned behaviour, Grizzel (2007, as cited in The World Bank, 2010) suggests that perceived control over opportunities, resources, and skills needed is an important part of the change process. Replicating this idea in the training hall, we can say that trainee who has control over the training as an opportunity and the resources found in the training session, would have a greater change than those who stay silent inside the training hall.

Why does the behaviour come when we talk about the training session? It was the question I had at that point. However, with reference to all the literature and narratives that I have collected till now, I can answer the question easily that unless the behaviour is changed, we cannot think that trainees were motivated toward training. Moreover, to ensure that the learning took place in the training hall it is necessary to see the behaviour change and theories related to it.

To sum up, I say teacher training is the component that is incomplete unless we see it from the behavioural perspective. Teacher training is the process of involving teachers to help them create new way of teaching. It is building confidence rather than just involving teachers in lecturing. It is the skill of making the difference in teaching field when others see conflict in the subject matter.

CHAPTER IV

DISSECTIONS OF THE EVENTS IN TO DISSECT

"*Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence."*   Helen Keller

Prologue

Almost a month of data collection, data documentation, transcription and the process of pausing, replaying, listening and re-listening to the recorded data was very productive for me. Though my meeting with the characters was not that long, but a week of togetherness helped me know them with their characters as I also talked with them during lunch breaks. Back home whenever I was listening to the recording and transcribing it I could visualize them with their character.

Why is somebody eager to attend a training session, but comes out from the training hall unsatisfied? This question was there in my mind when this research issue was germinated. It is still haunting me. I could hardly find anyone to talk about this but I was there with my own childhood experience.

My mother used to be very worried whether she would be able to transfer her knowledge and skills that she has to me or not. Being a mother, one of her most important responsibilities was to train her daughter (me) to be very lady like and ready to handle every household work properly. To check the level of the transfer of skills she used to ask me to do and redo the same task with a certain interval. In some cases she

used to repeat the similar things time and again, with more elaborated expressions and with some visible examples as well.

I tried my best to achieve all those things that my mother asked me, just to see her smiling face. There were various factors which prevented me and my mother from having transfer of training. My friends never did so, then why should I? I might not get married to the family where all the skills that my mother was asking me to learn maybe required. So why should I? I might have somebody who would help me to complete all those household work. So why should I? And so on.

But that was not always the case, I remember the incident when I did exactly what my mother said to me. And it was the time when I was really motivated. The way my mother said if you have this skill you can feel proud and say 'yes I can do'. That motivated me a lot. I could say that my mother was able to catch my own bit and she motivated me by capturing my own ideology and individual discourse. I had a great influence that I learnt from my mother to prepare *selroti* (a sweet Nepali dish, which is round in shape like a doughnut).

I thought I would learn it and would say I knew how to prepare, I found that very skill important. Thus I learnt it. As the cognitive theorists like Dewey (1998) say if people want to learn something, first their minds should say that what they are trying to learn should give an impact that, this is very important for them. So they want to learn.

There were various factors which this way or the other were influencing me not to learn and apply the skills that my mother was trying to bless me with.

My diary reveals many things about what are the factors influencing training. But if we look thoroughly I can identify now that my learning was completely guided by what

I recognize as an important component to my life. If we infer this to the teacher education we can slightly say that there is high possibility that teachers do and learn the things effectively if they find the materials and training ideas of the teacher education effective and important for them.

Young Captain: The Boots-Trapper

There were four young trainers and three mature trainers in the training sessions I observed. To know the reactions of the participants toward young trainers was necessary. I directly asked them: "What do you think? Who can be effective young trainers or mature trainers?" (When they were standing waiting for their *khaja* (snacks) to come). Among all, an old male participant started speaking, "I don't think a young guy who looks as if we taught him when he was in grade five or six will be able to make the session effective."

They were still doubting on young trainer and his performance to be. The above saying clarify that the trainees wanted not to welcome the trainer who was younger than themselves.

The Flashback

The old man's words rang my ears. I thought of the interview of my friend taken by IATEFL online (https://iatefl.britishcouncil.org/2015/interview/interview-umesh-shrestha-ushakiran-wagle-and-sagun-shrestha) who was exactly revealing the same thing. I could remember how I was mistaken to be a high school student when I was leading a primary teacher training session as a lead trainer some months before. And obviously, they gossiped about why a programme co-coordinator could select a girl like me to be lead trainer. I have a clear idea now that the trainees do not entertain young trainers by

heart. Especially in the case of those trainees, they had already faced a very young trainer who had messed all the training sessions. Most probably, they were right that young trainer would not make the sessions effective.

With all these background context in my mind, I was surprised whether it was age or the presentation that matters to make the sessions effective. In that day's session my special concern was to see whether the concept of the trainees that young captain (a young trainer) cannot be trusted and it might lead to an accident would come true or not.

I had already observed the training session by one of the young trainers and that went unproductive or ineffective. The reason was weakness that the trainer had; he kept repeating that he was younger than almost all of the participants present in the training hall and he might not be able to address what they actually wanted.

This was the third day of training and today's session was on teaching poetry. Exactly before his training session started, they had a reflection session on the previous day's sessions. While reflecting on the session they revealed how they did not entertain the way the previous day's trainer was speaking in Nepali. No sooner the reflection session ended, the trainer started his session. Using all his trick he introduced himself. Namaskar, I am Unique, and he added, probably this Namaste would be the last Nepali that I would be using in entire session. I guessed him to be in his early thirties, and he was running his session where there were participants who were almost in their early seventies.

After the fair introduction session, he introduced his two agenda that he would like to accomplish in today's sessions. One was the strategies of teaching stories and the other was poetry He started with the teaching poetry session. Hardly done by any other

trainers, he came up with the poem being taught in compulsory English of Grade 11. And he repeated the legacy of the lively trainer of the first day, he asked the participants to share what are the strategies they had been using in their training halls. Not just that, he also asked the way they approach with essays in their classroom.

Without any hesitation in their face they started sharing their ideas. Some of them said they simplified the subject matter and taught them difficult words, some other said, they would ask their students to tell a few sentences about the topic. And others said they started with dealing with difficult vocabulary and then moved on with discussions. The session had two way process; meaning that, the session was very interactive. All participants were, actively involved in the session. I could see huge excitement on their face, as they even had slots where they could share their brilliant ideas.

After that, for almost ten minutes or so, he asked the participants to play bingo being based on the vocabulary items taken out from the essay. After that, he asked a few participants to have a mini debate on the issue of ecology and change. Not just that he came with newspaper cut outs which were related to the disaster happening in the earth now a days and he asked participants to speak on that. He further added "If you have a projector you can simply download these kind of pictures from the Internet and ask them to present if you do not have you can use newspaper cut outs. Do not think that these things are possible to do only in the classroom. Even when you do not have advanced media with you, you obviously can work on it."

I saw participants looking at each other and enjoying the session. They happily were agreeing with the trainer's idea.

During the lunch break I felt like asking them, about the session, I joined a group and asked them, they said, "We felt so good today, what I liked most in this training session was, I got a chance to relate with what I do and how I can do it differently." "Exactly," a senior looking man added from another corner, I shared, I practised and I added something in my knowledge as well." "True," others echoed.

With curiosity, I asked, Some of you were shrugging your shoulders when you saw the trainer early morning, behaving as if he did not know May I know the reason behind that? Why were you behaving as if you wouldn't entertain that trainer?"

Her: I made my face, because I thought young trainers could not give effective ideas to us.

I: How could you presume that young trainers are not able to address the issue properly?

Her: because that was our experience till now.

I: Shall I think that you now do not think that young trainers cannot lead the session?

Yes (Three others sang at the same time).

Dilemma now was to know why they did not want to have young trainers. Was it because they did not believe on their ability? Or was it because they thought the young trainers lacked experience? What might be the reason behind that? As I moved ahead with my data collection I started struggling with many other questions. Probably they did not believe in young trainers; with this thought, I was almost going to end my day. The wave of thoughts passed by my mind and I came up with another anecdote of one of my best friends who was also a trainer and who was young too. His first and foremost

question used to be related to his age. I mean to say that he always faced the same problem and that was at the beginning of the session he did not use to be entertained by the participants of the training session. With that presumption I happened to conclude my day thinking that in most of the cases young trainers were not accepted by the trainees. However, I was yet to be confirmed. To be honest I could not think of any options then and only task left for me was to wait for the day and watch how the young trainers would perform.

When the Theory Blended

After a long wait of almost five days, I saw participants happy, their happiness was brought back by the small incident of the training session of clearly mentioning what happens if the participants follow the similar things in their context. Spilling myself over to the bed, back home I started reflecting the whole training session happened today and I tried to remember the words uttered by the overwhelmed trainees. I was trying to see the connectional loop of todays' training.

I thought of the idea given by my professor back when I was in my Master's level. My professor said if you want to make your session effective, do not forget to have activities which would involve your participants in all process; reflection, theorization and experience of Kolb.

Yes! The trainer indeed tried it out in his session. According to Kolb and Kolb (2005), experiential learning helps learner to engage themselves in four different phases of learning. The learning process looks like in the following circle:

Fig 3: The Experiential Learning Cycle
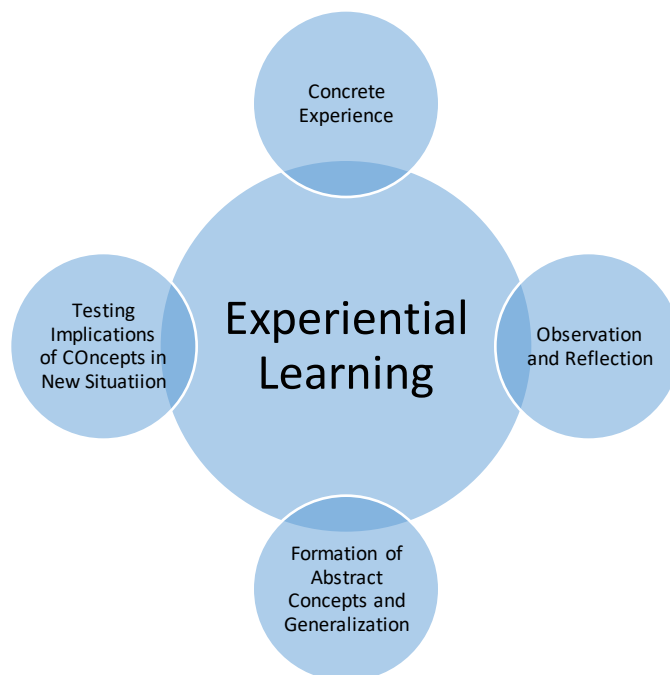
Source: Kolb and Kolb, 2005

In this cycle, the first thing is concrete experience, which the participants undergo during the session. This leads to observation and reflection where the trainer gets them to reflect how they used to do similar activities in their classroom and how that can be modified. And finally they practise how they are going to implement it in their regular classrooms. Alike this model, the trainer today at first talked about teaching essay, then asked the participants about their way of dealing with essay and then introduced his ideas and then carried on with follow up exercise where they demonstrated new way of teaching introduced by the trainer. Kolb (2005) believes that in adult education it is necessary to focus on engaging participants in process that best enhances their learning.

Satisfying myself with the content delivered (most probably by seeing the participants happy with the young trainer) I ended my day thinking time and again that young captain could be a boots-trapper.

Involvement as a Stepping Stone

The day started with a quick reflection of yesterday's session. The one who was delivering the reflective commentary said, "The first session remained mind-boggling as we got involved in many activities. The session provided us with the critical thinking strategies and helped us. More importantly, I was thinking of the issues that have been dealt in the training hall even when I was at home. This might sound very humorous but I went home and practised the way of developing lesson plan which fosters critical thinking. I don't heisted to repeat that the session was really mind-boggling."

Knowing what happened in yesterday's session and what were the factors that made the trainees feel that the session was mind-boggling was a significant issue for me to take now. I turned the pages of the transcripts I had and went through the session as well. The session was about developing lesson plan the way one could foster critical thinking in the session. Elder (2007, as cited in Vdovina, 2013) critical thinking is guided by self, thus is disciplined thinking which attempts to reason at the highest level of the quality. This enables human beings to be aware of the inherently flawed nature of human thinking when left unchecked. Teaching English as a foreign language it is necessary to develop critical thinking as this is associated with quality of thinking. As claimed by the researchers of the American Foundation of Critical Thinking (www.criticalthinking.org) critical thinking is not equivalent to the natural skills such as speaking and running, rather it is a deliberately developed complex set of skills and features which takes years to acquire. Catching this particular point of the researchers I can connect with the reasons behind the trainees having their mind-boggled during the session. As the trainer in this session tried to connect the discussion to the learning experience which doesn't happen in

a natural way, the trainees got exposure to newer concepts. The session looked very simple at the beginning but once they started exploring trainees came up with various uses of the activities carried out in the field of English language teaching.

Thinking of my own experience in the above context back when I was in my school days I could reflect the following things:

I remember I always had difficulties in understanding the reading and writing aspects of English language learning. Later when I became a teacher again, the problem I faced was to make students understand the phenomenon of writing and reading effectively. The concept of effective writing was broadened when I got an opportunity to involve myself in an online course offered by Oregon University. That didn't just help me understand higher order thinking in small activities that we conduct in our classroom. After attending the session I was able to develop the lesson plan that would help me foster critical thinking. This sounds very simple now, but I got an opportunity to differentiate among the tasks given in the book and the critical thinking level that can be addressed by the task.

Trainees might have felt the similar way, the ideas being disseminated had connections with higher order thinking which are very essential. Introducing critical thinking strategy is somehow similar to introducing critical pedagogy in English as a foreign language context. As Banegas (2010) explains that the advantage of using critical pedagogy or critical aspect of teaching and learning in EFL context is to empower practitioners to legitimize their theories of learning a foreign language in their own context. Comparing the event and the literature, even when the trainer only talked about

the ways of developing lesson plan that fosters critical thinking, trainees were empower to think of their own teaching learning context and apply the lesson learnt.

Contextualizing the Decontextualized

This was the training session on teaching essays. The trainer, after introducing himself very confidently said, "I won't be able to remember all of your names but what I can do is I can read them out, so I request all of you to write your names in the card given to you and put it at your front so that I could read it out and call you whenever I feel it is necessary."

The participants did accordingly. No sooner had the participants completed the task, the trainer told that I am going to deal with some of the strategies of teaching essay.

After saying this, he turned the pages and started an essay related to environment degradation, but with a quick change he asked participants again to share their way that they have been using to teach that chapter when they were in real classroom. He requested all of them to explain the strategies non-repeatedly. By the end of the sharing he came up with almost eight different ways of teaching that single essay. He spoke to the group and said, "I really appreciate your effort. Hope you are now familiar with other ways as well which your colleagues here have shared. I know you belong to the schools from different cultural and regional background but you can at least give it a try as an experiment whether strategies being used in one corner of Nepal work in another corner of Nepal or not. Let me now move on with a few strategies." Then he continued the activity.

Later he was explaining, "I used the power point slides here and I presented the pictures from the international newspapers. This can be done at the beginning of the

class when you are teaching essay to your students. But remember, thinking that it wouldn't be possible to use it in your context would be blunder. For example let me show you another activity" The trainer showed a few newspaper cut-outs and presented that in exactly similar way as he did while showing the power point slides). The trainer was young but he had clarity on the message that he was trying to deliver to the trainees.

Somewhere from the corner I heard a voice which was saying "Kasto clear instruction dieko hai (the instruction given by the trainer is so clear! " Yes, the trainer is so clever, he knew that some of us here would have excuse that we don't have power point, projector and we can't use it in our context. As a result he himself clearly set another way of teaching as well." I liked it because what he said is applicable in our context as well. Even when our students are not fluent enough, they would be able to make a few sentences or share their feeling looking at the picture that we are providing them." Agreeing with her another trainee Thoughtful Tila replied, "and yes, there is less chance that the students would feel that their answer was wrong."

The clarity in instructions and clarity in usefulness of the materials being disseminated in the session made me feel that that was awesome, most probably this would help the trainees who blindly believe that the trainers give content appropriate to the training hall geography not the one where the trainees belong to. Smith, Hofer, Gillespie, Solomon and Rowe (2003) suggest that the factors affecting the amount of change in EFL trainees can be the experience and the background of the trainees, the quality and amount of the professional development programmes they have attended and the structure of the programme. This also includes the trainees' working conditions. If it is so, the trainees in this particular sessions where the trainer was providing alternative

approach to adopt/ adapt the teaching strategies have motivated the trainees to respond to the training session in a positive way. This could work as an effective way to motivate the trainees toward the session. By time and again reminding them about their own context and making sure that the training session is not decontextualized from their teaching context. Teaching English decontextualizing it from the context where it is being taught is cannot be the solution. Gee (2014) believes that decontextualized language is a problem and that can never be the solution as it always fosters crisis of understanding due to lack of meaning making. This relates with my father's story as well. As he had dilemma of selecting the context, he always faced difficulties in coping with the training content. Had the session where he had been provided him freedom to select the context or an optional way to address the situated context, he would have had many things to carry in his bag back to his classroom.

Setting Tasks: Setting for Success

The seventh day of the training and the continuous sessions from 10 AM- 4 PM, I could see in participants eyes that they were eager to get back to their workplace. Most probably back to their family members with whom they are separated for days now. With this background circumstance, the session begun. The trainer came to the session and said the session is going to be task oriented. He would have very few things to say where the participants would have many things to accomplish. The session ran for almost two and half hours. I walked around the training hall and tried to see how participants were working. As they were divided in to groups and they were from different regions, they had conflict, conflict of knowing the ideal task that would be appropriate in all of their

context. More importantly the conflict was of negotiation. The participants were so busy negotiating that they didn't realize when two and half hour time flew.

During the tea break, I joined myself as its part in a group. Sipping a cup of tea, I asked them their reaction regarding the session. One of the participants replied, "We were busy to complete the task that we did not have time to think of any other things that happened in the session. The session was good with practical ways of setting task from the given texts. I don't think it is necessary to follow the way he used to set the tasks we can look at our students' performance and can set the task which they would be able to comprehend." Another participant pushing a momo in to his mouth replied, "The trouble was to negotiate, I think it would have been better if the trainer would be able to set us into groups according to our regional background." I hesitantly replied to him, "But don't you think you gained opportunity to know how to negotiate in the content when you were working with colleagues from different regional background?" He didn't reply anything, I understood that as his silent agreement.

I as a trainer at this point quickly noted that delivering an effective session is equivalent to having a set of tasks to engage the trainees. But, is it sufficient to have tasks? What if the trainees are not willing to do the task set by the trainers. It was long before declared by Armstrong (1997) that the systematic approach to training is first guided by analysing training needs and then setting aims and objectives and implementing training strategies. It is said that it is necessary to follow principle of learning which includes motivation individual approach, feedback, active involvement. If active involvement was defined to be key to success of training in 1997, is it still

necessary to that? In my understanding yes, because there are a few things which doesn't change.

A task as defined by Willis and Willis (2001) is a work that involves learners in manipulating the ideas in target language. According to the different researchers, task-based approach can have both cognitive and psycholinguistic significance. Ellis (2003 as cited in Seyyedi & Ismail, 2012) listed three arguments in favour of task based approach. First is the view that instruction needs to be compatible with the cognitive processes. Next, the importance of learner engagement is emphasised. Third, tasks serve as a suitable unit for specifying learner's need s and thus for designing specific purpose courses.

In the session that I observed, the trainer created the condition where the trainees had plenty of opportunities to relate to their context and act upon the task set by the trainer. This means the trainer was successful to engage the trainees because of the third argument of Ellis that task serve as a suitable unit. Nevertheless, the second argument was equally relevant in the training context.

Looking at the results obtained by the trainers due to the due respect given to the task during training session, I as a trainer was influenced to use such techniques for my further training component. I indeed do not hesitate to say that setting the task is no less than setting out for success.

When Tissue Rejection Occurs

Acceptance and rejections are seen through the behaviour shown by the participants toward the training matters throughout the training sessions. I tried to record off-stage conversation of the participants to know about their reactions toward the

trainers and the content delivered in the training session. Hoyle (1970, as cited in Holliday, 1992) exclaims that tissue rejection is taken from medicine. In this context, the training content being delivered in the training session is a new, implanted organ; the host body is the group of participants to which it is introduced. The main purpose of trying to know whether the trainers accept or reject the trainers' ideas was to see how effective the training was going to be.

Rejection refers to the process of saying No. The negative marker 'No' might be used with the goods being purchased. It might also be used with the content being delivered. Hong Kong Government has clearly mentioned in their website related to Community Legal Information Centre ([CLIC], 2012) that one can reject the goods if they are faulty, not of satisfactory quality, do not match their descriptions and are different from the one that you order.

We can apply this to our training context. Holliday (1992) reveals the fact that tissue rejection is common in ELT projects as well. Most probably the trainees are trying to reject it because, they find fault in the training sessions? Can we not say that they are rejecting it because the training sessions are not of satisfactory quality? Or maybe the training content do not meet expectations? Anything is possible. Now, I can relate these conditions to the training sessions that I have had already observed and the reactions I collected from the participants. The participants were very clear of their need as they were able to say what they needed. They did not hesitate at the end of the session to tell directly to the trainer themselves about the how the session was and what was lacking. They even ran feedback sessions and said the trainers had to plan according to the need and interest of the trainees as they were adults. "Being adults we want some new stuff

which are not familiar with us and even when you deal with the familiar ideas, do them without any rush so that we could know how it goes and how it looks." They said.

They clearly expressed their dislike when they did not like the session. Once, they asked the trainers to end the session before the trainer concluded his words. The reason behind this rejection was that the trainer was not able to manage time. Moreover, he had games and activities, but they were not applicable in the large classes. On top of that he did not run the games properly, he said, they were adults that's why they would not enjoy it. This resembles with the ideas of CLIC (2012) which states the goods (training content) does not match the description. Swales (1980) says the receptors can never be the problems rather not knowing their working context can be the trouble. Regarding the same Holliday (1992) suggests that the problem of understanding the real world of local recipient of project action is in the root of the tissue rejection. He further asserts that this is connected with a lack of understanding of an opaque, informal order within the host institution. Concerning this issue in the training context where I worked, I can see that the trainer too lack understanding of the trainees' context. Talking about the sessions I observed the trainees were from various background including eastern to western region. Investigating all the conditions, I can write that the trainees who carried different regional background didn't like the session. When he was giving training, he should have kept the trainees in mind. He should not only have thought of the students whom the trainees would be teaching later. What I know is training first needs to target trainees. If the trainees find the training effective, they will use it in the classroom with their students.

Trainees are always willing to gain more content knowledge from the trainers. The content which is supposed to be covered during the training should be covered

during professional activities that take place in training hall. According to Guskey (2002), one of the factors that attract teachers for professional development is the belief that professional development can help them expand their horizon of knowledge. What I feel is training will be effective when the trainer is able to cover a wider range of contents. However, more importantly the content which are said to be covered during a training session should at least be addressed. Otherwise, trainees do not believe on the trainer.

Confidence may not bring success, but it gives power to face challenges. For me confidence is like an umbrella which gives us courage to stand in the rain, even when we know the umbrella cannot stop the rain. Confidence helps us to be strong enough to face the challenge and it is specially required when we are transmitting information to another source. If we doubt and fail to have confidence we might not be able to convey the message that we want to deliver as effectively as we can. As Ono and Ferreira (2010) state, training the teacher is to ensure that knowledge is transferred from trainer to trainee. This means the information transmission process takes place during training.

In the Field: The Story Continued

As I had difficulty throughout my school life to write, to be honest I still have, to write in English. I did not understand the chemistry whether I was not able to write because of not being taught properly or because, I was not made for writing. Whatever the reason was, I could merely write. Due to this reason, I always felt like attending the training sessions where teaching writing would be the content. And luckily there I was. I thanked God silently and I stood for the day, in the training hall, I reached the training hall before anybody else . And I observed the people coming one by one to the training session.

With a very inquisitive heart, there I sat at the corner and opened my notebook, thinking that the session would give me tons of ideas to apply in the real life, and obviously, and it would probably help me to write my narratives as well. The session started. No sooner had the session started all my dream shattered at once. As I explained before, I was willing to gain at least a few writing techniques, but that did not happen because the whole session was limited to letter writing strategies.

With my deceived heart, I looked around at other participants' facial expressions. One of the participant's eyes came up to mine and he stopped. As the trainer was far from us, he hid his face with the help of a paper sheet and whispered in a loud voice, 'aajapani time pass hunebhayo'. (Today also, the session is nothing more than time pass). I only smiled as I did not have anything to say because as I already shared, my dream were shattered. Chilling Chakra; one of the participants of the session, shouted at the trainer, "How could you do this? You were talking about format and you are doing this? I am not going to agree." My goodness! I had no single idea what made him shout like that, but I think he was shouting because he was hurt.

How could I be so ignorant? I forgot the purpose of attending the training session. I felt like scolding myself and there I was murmuring and backbiting my own deed. I had a thought of talking to him during the short break, but I could not do that.

During lunch break I saw a female participant, who was sitting little farther than the group. She was one of the two females among all the participants. I slowly relocated myself near her and I asked her,. "Was this the content that you were expecting when you saw the title of the session?" She breathed in a huge gust of air before answering the question. "I was hoping that the session would deal with writing an essay, or writing an

article. It was focused on letter writing which has a fixed structure and there is nothing

much that you need to learn"

Talking with her, I was enjoying the sip of tea as well. Thinking hard I tried to

console her and said, "We still have half a way to go. Probably the trainer will give

something for us in second half of the session." She hoped for the same, But no matter

what, my guilty was yet not fade as I did not know what made the chilling Chakra shout

like that.

Back in the session, the trainer started with cohesion in writing. Miserable the

session was! The participants were busy giving their own ideas to the session. Obviously

training should be contextualized, but today's trainer came up with his ideas, where he

started the issue of context of the English book being used in our classroom. The

discussion took huge turn and they started debating about the context. According to some

of the trainees, even when we teach English, if we keep teaching them the Nepali context,

is there anything that they are going to learn? What is the value of teaching then?

The trainer was trying to control the noise in the training hall, but he could not.

He even said that the main agenda that he would like to deal was cohesion in writing a

paragraph, not about the context, but that did not work as they were busy putting their

ideas in the pot.

Next day, I reached to the training hall and found out that Chilling Chakra was

already in the venue. Without hesitation I asked what the reason for his dissatisfaction

was. Without any delay, he replied,

> *I can understand that the teaching learning process has now changed. I have been*
>
> *teaching for last almost 40 years and I have faced no such situation where I am*

proved wrong. I could not tolerate when he asked me to change my way without any genuine reasons. But the reason why I shouted that way was different, you know what, he was talking about perfection, and he did not maintain that in the sample writing that he brought. In the sample letter format he brought he did not put comma while writing date. As an English teacher we need to be sure of making very few mistakes. But he being a trainer was committing blunder.

I could connect what was wrong in the session. The trainer deviated from his real session plan. If he had stick himself in the plan, I liked the second session as it gave ideas on maintaining coherence in writing. However, it did not take the session more than 20 minutes to deviate from the plan. Comparing the session on teaching essay, I could say that an incomplete plan or not following the plan might cause an accident in the training session. This accident can create ignoring trainees and sometimes it might causes conflicts between the trainer and the trainees. Going against the ideas of trainees without explaining them with proper logic is very difficult. According to Gower (1988) this all happens due to trainers' own realization of completing so many things in so little time. They treat their trainees in a less than an individual way. He further says such rush during training session's results in establishing the attitudes just outlines in the trainees. Hence, to make trainees able to grasp better understanding from the session it is necessary to gently convince them to the content being delivered, so that they can accept the training ideas.

After spending the whole day in the training session, I went back home and threw myself onto the bed. Many ideas related one way or the other to the training. I thought of the scientific term 'tissue rejection'. A doctor says, when the tissue being implanted to

the patient does not match, the patient's body rejects the newly implanted tissue and this is called tissue rejection. To avoid tissue rejection, it is necessary to have regular check-ups of the whole body including the blood group and the type of the tissue. If the negative tissues are implanted, the patient might die. Having said this, I would like to refer to the training hall situation. In the same vein if the training session does not match the participants the session might cause severe problems such as, less motivation, waste of time, and less participation in the activities. Not just that this might lead to the relation of hatred between trainer and trainee

Carnival Mirror

Today, I was anxious to know the trainees' responses toward the session by today's trainer. They had very strange responses yesterday regarding their trainer. Yesterday, when the NCED official revealed the name of the trainer for today, the participants grimaced. I could sense it when they looked one another and shrugged their shoulders that they were doubting on trainers' quality. One of the trainees came toward me and asked whether I knew that trainer or not. I nodded my head, but said nothing. But the trainees continuously asked me whether the trainer was young or experienced. I left the training hall without answering them.

Back home I was searching for the answer to why. Why were the trainees concerned about the trainer's age? Is there direct relation between the trainer's age and training effectiveness? Or what is the issue? Or were they afraid because of the previous session where they had become pundits to the cocktail party? My head almost burst overloaded with the questions. Tired of the whole day of exhausting sitting and another tiresome travel completed with the regular over-crowed local bus, I desired to go to bed

putting everything aside. But poor me, my head deceived me this time as it was overloaded with the questions.

I could find very few connection between the age to the trainer and the effectiveness of the training. However, I remembered an interview taken by IATEFL online (https://iatefl.britishcouncil.org/2015/interview/interview-umesh-shrestha-ushakiran-wagle-and-sagun-shrestha) where I and two other friends were interviewed. As we have been to UK as scholarship winner, IATEFL online wanted us to be interviewed. All three of us had our presentation based on teacher training. Thus they wanted to know the challenges the young trainers face in the field in context of Nepal. One of the friends confessed that the biggest problem that he faced during teacher training as a trainer was that he does not look matured enough. Thus, they lacked motivation at the beginning of the session. If participants lose their track at the beginning of the session it is very hard to maintain the legacy of motivated listening till the end, he said. As a result. In response to the question asked by the interviewer about the way he use to manage such a condition, my friend had replied, "I just need to put all my efforts to show them that my session is worth listening."

Adding Spices in the Curry

I opened my eyes in the first very beep of the alarm and started my household chores. Being a Hindu Married women, I take shower every day, have a daily worship of God and carry on with other household chores. I was not able to complete all the household chores the way I did other days and that made me feel bad. My only concern was not to be late in the training sessions. So that I would not miss to see the facial discourse of the trainees. Thus I reached training hall earlier than other days. Only three

participants had arrived when I reached there. I greeted all of them and started talking about what had happened the previous day. I was shocked to hear the responses of the participants where they were showing their face reflected in a carnival mirror. I was forced to think that way when Carefree Chakra replied in a carefree manner, "I cannot use all the things that I learn here. We have our classroom we have our way of thinking. We involve ourselves in the sessions, but by heart, we know that we are not going to apply it."

To my surprise this was the weirdest response I had ever had. Because Carefree Chakra was the one who had actively responded with the most advantageous ways to associate the learning outcome of the training hall in the classroom. I was willing to probe him, but with a quick thought of holding off for some time I did not do so.

To reconfirm whether that was the thought just came across his mind or the real feeling he had, I thought it was necessary for me to talk informally to a few other participants. More importantly, it was necessary to listen to *mofussil gossips.* I could not wait to listen to the recording.

The day passed listening to the session. I also participated in it but in my heart I was wishing for the day would end soon. So that I could fulfil my desire of getting back home and listening to the recording of the previous day. When the session was over I left the venue without even talking to the participants that day. I took the bus to come to Koteshwor, I felt as if the regular 20 minute travel was tremendously longer for me than before. My eyes were eagerly looking outside of the window to figure out the place. Nevertheless, I had not lost my eagerness to listen to the recording I had when the trainees were outside the training hall. No sooner the bus been stationary, I jumped out

and moved toward my room. I opened my laptop and played the recordings. Thank God, I was clever enough to maintain separate files of regular sessions and other informal conversations while uploading the files from the record player to my laptop.

 Why I should Listen When it is not Useful to Me: Reflection One

"No one can plan for our classroom better than ourselves, how can we believe these trainers because they had designed their plans completely applicable for English medium school especially of Kathmandu valley. I did not see any usefulness of this session to my classroom. Besides all the issues I was trying to find some connections, but all of my efforts went in vain."

I could see that the trainee here was trying to say that no other people could be a better planner than the trainees themselves. Most probably, the trainee was not able to find the content useful for their classroom. Cognition of the matter to be learnt is necessary to have positive attitudes towards learning. As Kanfer and Ackerman (1989, as cited in Burke & Hutchins, 2007) find cognitive ability clearly exerts an effect on trainee performance due to its effect on attentional resource capacity, one should enhance cognitive ability in order to acquire the knowledge effectively.

Cognitive learning theory as I have understood is the theory that gives priority to human behaviour with the understanding of thought process. According to Fritscher (2011), it is assumed that humans are logical who use their logics beings and they can make the choices which make most senses to them. With this statement we can assume that cognitive learning rejects the idea of simple cause and effect.

Taneja (1989) claims, "Cognition is the processes of perception, memorizing, learning and thinking through which the individual obtains knowledge and conceptual

understanding or explanation." (p. 38). This means people can perceive and learn through their own conceptual understanding. Thus, individual teachers, in my case, might not be able to perceive as much knowledge as explained in the training hall. To learn, one must find the content important aspect for them. Learners store the important ideas in the long term memory in an organized way and they use them when needed.

I Resist Because I Believe on What I Do: Reflection Two

"I have been teaching for many decades now. Till today none of the students came to me complaining about the content I have delivered. If you see the result of English in the school where I teach it is satisfactory as well. Why did the trainer today try to prove me wrong? And as far as I know, I have followed the concept given in the book. The pattern of the letter the trainer followed today was not agreeable to me".

It showed that the teachers were resistant to change. Above expressions heard in the recorder brought a new thought in my mind. Rather than thinking whose problem it was of the trainees or of the trainers, I thought it happened due to the nature of resistance of the trainees. No matter whether the trainer failed to convince the trainees for change or the trainees were not ready to listen to the trainers, the outcome was, for sure, that the training was not going to bring any behavioural change in the trainees. The trainees were neither ready to be the adopter, nor the adapter.

So far I remember I have changed and renewed my behaviours several time till now. I cannot deny that change happens to everyone. I cannot claim this, but I feel that teachers are those who face change all the time: change in the people they teach, change in the ideas they teach, change in the course book they use and most importantly change in the method they use. But the irony is that teachers are those who resist change, which

can be proved from above excerpts of the trainees. Change can happen when people involve themselves in the process of following the two roles: the adopters and the adapters. If the trainees change themselves in above mentioned ways, positive change occurs, if the trainees are reluctant to change themselves it has negative effects.

No matter whatever the reason is, one cannot resist change. Especially a teacher cannot do it. My concern now was to find out why they claimed that what they had been doing in their classroom was all correct. Were they resisting change because they were already in comfort zone? What behavioural theory might be responsible for that?

Teacher resistance takes place when there is no behaviour change. This concept brought back the knowledge of behavioural theory which was quietly hiding back in my mind. Bandura's social cognitive theory of behaviour. Many theories have been proposed and utilized to explain changes that people undergo. The social cognitive theory of Bandura (1986) believes that thoughts are brain processes rather than separate psychic entities. This theory directly/indirectly proposes that people are sometimes driven by inner force but most of the time they are driven by external factors.

Whose Context Should be Addressed: Reflection Three

"*This trainer so tactfully talked about the use of metaphor in our classroom, but I wanted to ask him. In our context where the students are those who mostly fail in English and pass later after attending compartment examinations how could he think that we will be able to teach? No one knows it better than us that our students do not know what metaphor is and most probably about other vocabulary is as well. Does he think that we will be able to teach them using this method that he introduced?*"

What I felt after listening to the utterance of the trainees that it was surely necessary to motivate them toward learning. Motivation refers to the effort made by people to learn the ideas. According Burke and Hutchins (2007), training motivation is persistence of efforts that trainees apply in learning-oriented improvement activities. Motivation to learn gives potential and substantial impact on training effectiveness. If the learners are motivated to learn, motivation to transfer comes which helps to utilize skills and knowledge learned in the training setting to a real world situation. If it is so, trainees need to be motivated toward transfer in order to use the learnt materials in their classroom setting.

While reviewing abovementioned literature I came to know that there were various factors explained which directly or indirectly would affect training effectiveness and teacher development.

Feeding the Satiated Guests

Satiation as explained by Redden and Galak (2009) is that consumption produces an unavoidable decline in liking according to the quantity and recency of consumption. One can be satiated when he/she eats a lot. Referring this to the context of training, if trainees have already consumed a lot of similar types of training sessions, they dislike further sessions of the same kind.

I could relate this again to myself, I like pizza a lot, but I remember the incident when I alone completed two big pies of pizza. Hereafter, I felt like even not looking toward pizza for long. Not just that, I even could not bear the smell of cheese for so long.

Those trainees might also have been facing the similar problem. The training and the strategies the trainer had employed were not new to the trainees. Some of the

participants told me that they did not find anything new and had already been presented five years before. "We have attended such training sessions. We would like to learn other new ways. Even if we are dealing with the things that we have already known, we would like to see new styles." Said a participant. That means the trainees wanted to eat but with extra flavour rather than the regular one.

I could make sense now. As a trainer one must be aware of the ideas of feeding the satiated guests. Trying to kill the pest by using stronger pesticide than previously used one is not good idea, as the frequent use of it enhances the power of the pest.

What a complicated job it is to work as a trainer. After working very hard to deliver a single session, there is no certainty that the trainer gets appreciation from the trainees. There are thousands of things that one should think to make the session effective. A single mistake or a single moment handled carelessly can lead to disaster and unsuccessful impression of the training sessions.

Dilemma Teaching or Training?

As I was involved in training, as if I was one of the participants, the quality time I spent with them helped me be very familiar with them. I participants and I faced troubles together and enjoyed the sessions together. Attending the training sessions for the whole day, which did not even meet our expectations was a trouble. We also enjoyed the new training approach applied by the trainers.

I did not miss any chance to greet all the participants when I reached the training hall. As I was axiological, bound to value the participants' feelings inside the training hall, I was hopeful not to miss any opportunities which would help me know the real

feeling they had. Every single incident would be illuminating for me to make my narrative journey heavy-duty.

To be honest, I would not be happy to call those sessions unsuccessful, but with reference to the ideas of the trainees and my interactions with them, I drew a conclusion that the sessions did not leave positive impressions. I listened to the recordings and tried to figure out the common issues that the training sessions had. To be precise, I tried to see the common things that the trainers repeated in the training sessions. The only reason behind this was to find out why their sessions didn't leave a good impression on trainees.

In the two of the sessions, they said "*Faltu (useless), time pass",* I tried to see the common phenomenon, before asking my participants why the sessions were 'faltu'. Closely observing and listening to the recording, for a while, I felt like I was in the classroom, listening to the lectures of my teacher. Do this, do that, read the line number 20, read the paragraph number 10 and so on and so forth. Gower (1988) says focusing on methodology tend to create an attitude which encourages trainers to worry more about their lesson plan than what they do in the real situation. The trainer above was trying to focus on methodology and making it friendly to the teachers. Obviously, one would be involved in activities rather the participants would be highly busy. However, the role of the trainees would be nothing more than that of the learners.

Till a few year ago, I did not know the difference between teaching and training. However, by now I have got ideas about the role of a teacher and a trainer. And yes, I too know that there is a difference between teaching methods and training strategies. Knowles, Holton and Swanson (2005) clarify that the instructor's perception of the learner is that of a dependent entity. Therefore the learner begins to see himself as

dependent entity. Where, on the other hand, adults arrive in learning scenarios with a wider variety of knowledge and experience than children. This previous knowledge can be of assistance in a new learning situation but can also be hindrance if it results in the individual beings less open to new concept. When there are difference between learners, there must be difference between dealing with adult learners and young learners as well.

So as to know the difference, I compared my own experience in the class when I was young and when I grew up. Especially, when I was inside the training hall as a trainee, I had a feeling that I was self-directed. Obviously, I was responsible for my own learning. I tried to compare and contrast the experiences I gained in the field and in the training hall. More importantly, I was always ready to learn the new knowledge and seek opportunities to apply the knowledge I had. In this regard, Fenwick (2000, as cited in Singh, 2015) presents how adult learning has got different perspective. According to her adult learning is all about experience where you reflect, interfere, participate, resist and co emerge. Relating my own experience with the above idea, getting the knowledge did not end my enthusiasm. Rather, I was willing to perform tasks related to my day to day teaching practice.

Having said this, I am focusing on the point that I searched for the relevance of the learned matter in my real life task completion as well. And more importantly, I felt that learning was all associated with real life situation rather than limited to learning centres as Knowles (1980) offers mainly two criteria to count learners as adult learners. First it is necessary to see if the person occupies adult roles i.e. Parent, worker. Then, the autonomous candidate from the dependent one. Knowles (1980) further reveals that adults being a learner have higher level of life background and they know why they are at

certain place and what they want to learn. Thus, my internal motivation is based on the understanding of the subject matter as an important issue for my real life context. Holding discussion on what Knowles and others have said regarding adult learning strategies Clardy (2005) summarizes saying that adults are assumed to bring distinctive needs and requirements for their learning. Clardy (2005) further cited Newton (1997) who says adults are autonomous, experience laden, goal seeking, and now oriented individuals. In the above mentioned situation, if I got no single chance to think of my real life situation, when I was in the training hall, I would have had less motivation. Hence, there would be high chance that I would have been forced to say that the training session wasted my time

In the training sessions I observed, I found that the trainees were treated as if trainers had all rights reserved to decide what the trainees would have to learn from the session. To be precise the trainers were acting as if they had to complete the task given in the training hall to achieve the next level of mastery. In my opinion, neither the grades nor any external factors were motivating the trainees. Nevertheless, they were surely motivated with their own context and the challenges they face in their daily work. And most probably when they did not get a chance to relate their context with the content while involved in the training sessions, that they were not motivated toward learning which unexpectedly made them believe that the training session was nothing but a waste of time.

One of the trainees Thoughtful Tila wrote in his reflection note that, the adult learners wanted some stuffs to be applied in their classrooms or in their working field.

Otherwise, the session would remain ineffective to the trainers. Most probably he was right. Had I been in his place, I would have said and felt similar the way he did.

To sum up with the ideas found in those two training sessions, I believe that it is necessary for both the trainers and trainee both to differentiate between teacher training and teaching. Otherwise, by the end of the hard work of the trainer and by the end of the day of the training session, the trainee will have negative impressions collected and the hard work will go in vain.

Epilogue

From the discussion and analysis above, I understand the acceptance and rejection of the trainees all depend on the training session preparation and delivery of the trainers. My theoretical assumptions help me understand the factors affecting the behaviour of the trainees. However, I accept the reality that behaviour change is the single factor that is responsible for making teacher (not) accept the content delivered. Sometimes, the social context or I shall say working context that makes difference in conceptualizing the generated knowledge in the training hall. I use the term generalized knowledge to refer to the main content that the trainer wants to deliver in his/her training sessions.

Finally, I say factors related to acceptance and rejection of the training content are all (in)directly linked with the social norms or the trainees, desire of the trainees to learn, and expectations of the trainees. Self-directedness toward learning is another factor which directly made teacher accept or reject the training content. However as mentioned in the andragogical perspective by Knowles, acceptance and rejection of the content is shaped by the learners' intent and the trainers' presentation.

CHAPTER V

ACTION SPEAKS A LOT

All action results from thought, so it is thoughts that matter.

Sai Baba

Prologue

I had find there are various factors that shape the training sessions both in positive and negative ways. But is it only external factors responsible for their motivation or there are other internal factors as well? In this section I dig out and reflect upon the events found in the training hall.

In the Field: Pundit to the Cocktail Party

Eleven o'clock of Wednesday. I was ready with my pen and paper and the recorder to capture every bit of the training. While the session was being audio recorded, I looked at the participant's facial expressions. I did not miss a chance to see the trainer's face as well. One hour of the session was over. The training session was as usual followed by the introduction of the participants and introduction of the session to be delivered. The trainer started speaking and the process continued. I swum in the dream land I had reached to, entering to the training hall where the apex body of the government was conducting its session itself was not lesser than having a dream fulfilled. On top of that, my step toward the success of completing my M.Phil. was going to get fulfilled through the help of the recorded materials that I was collecting. Meaning that, I was in cloud nine during the training session.

It was already 12 O'clock, when for the first time my attention went to the man who was sitting on the chair looking as if he did not belong to that place. His face was full of dissatisfaction but he was relaxing. He looked at me and gave me a lethargic grin; I replied the same from another corner of the hall. I could remember that this was the man, with whom I had talked a day before regarding the session. He sounded satisfied, I used the term 'satisfied' here because he said, the trainer should be able to make the trainee realize the way the trainer lively pinpointed that the training was not a panacea. He proved that and said the trainer is not from wonderland. He made us realize the real situation through collaboration. Thinking of his words I could make connection to UNESCO's (2005) which defines "Teacher education addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher training programme for both pre service (PRESET) and in service (INSET)." If it is so, to make the teacher training locally and culturally relevant to the environmental, social and economic context, it is necessary for the trainer to see the language they use and the meaning their language gives. This saying of the participant match with the concept of Bolitho (1988) that it is important to understand what one knows (what one has in mind) before adding something in his/ her mind for future. My character further added that the previous day's trainer was so lively and gave life to the session arousing participants' interests with examples, situations and travel experiences.

But today, I could sense that he was not satisfied. All of sudden, I felt what might be the reason this person was not motivated toward what the trainer was saying. Even though the issue haunted me for a while I tried to concentrate on what actually the trainer was trying to deliver. I decided to listen to him for at least five minutes without looking at

how the participants were reacting. During those five minutes, he uttered the sentence "*Today I am feeling awkward to speak as I am presenting after a tycoon of the Nepalese ELT's presentation. I am nervous as well because almost all of you are in Dhaka Topi and you look very experienced*" for more than three times. In my heart, I wished he should not have been saying that. If I had been a trainee in that session, I would obviously have underestimated his ability.

I was really interested in asking that trainer the reason behind his Lethargic Grin but I could not do that in the mass. (And I believe he wouldn't give me the reason in the mass of all the trainees. Thus my desire to know the reason remained unfulfilled that day.
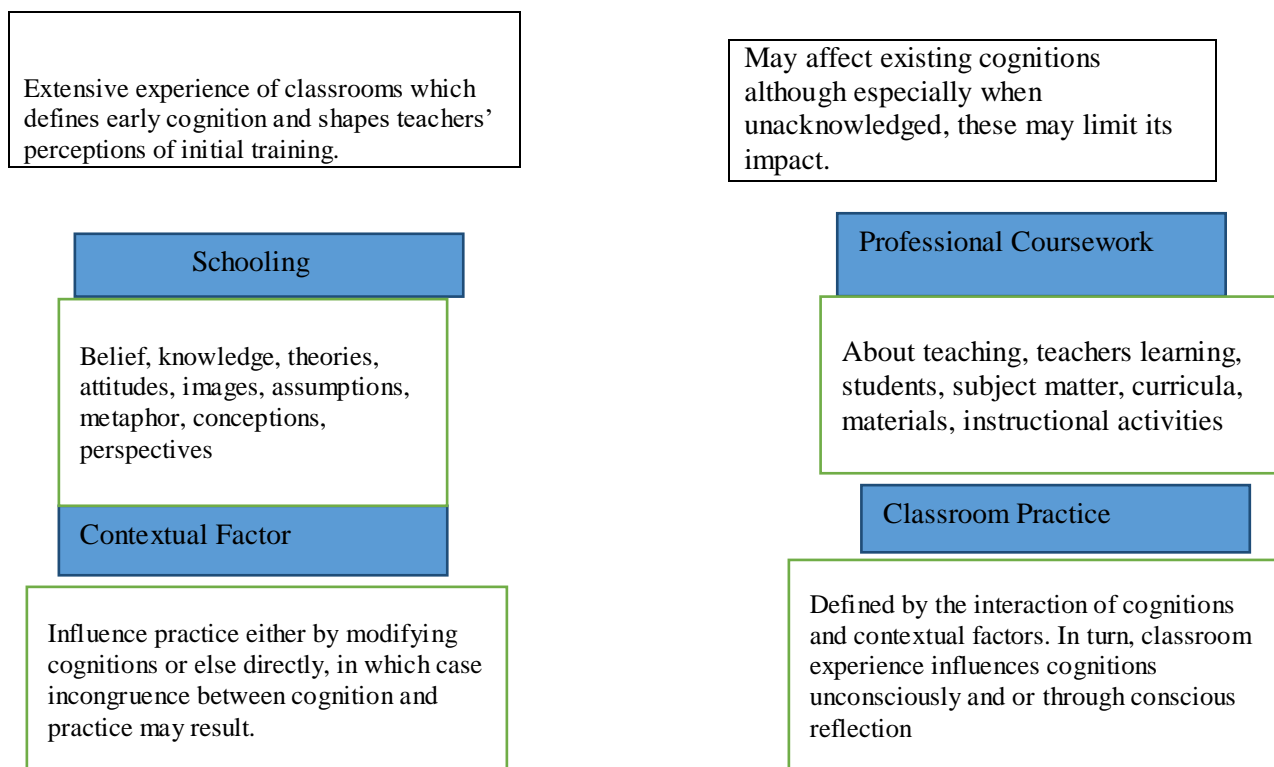
Extending the Experience

When the day was over, I returned home with the heavy heart. As my focus was to know the trainees' view regarding the session, I could not do that today, I thought yesterday was more fruitful than today for me as I had plenty of time to chat with the participants and know their feelings regarding the session and the trainer as well. But I did not lose the battle for sure, thus when I arrived home without even cleaning my face I sat in the bed and plugged the earphone in, in my ear and started listening to the session. I looked at my notebook to find out the time when the *tepid* man was lethargically sitting in the session. That was mid-day, thus I skipped whole 1 hours of what the trainer said and listen to the session. Exactly at 12, the trainer said"…Student centred method does not mean that… I hope you know this…..I know you know…"

He changed the topic after this and did not even talk about student centred method again. So, the question remains: why did he stop talking on that topic? Did he think that all of his participants knew about it? Did he do that intentionally or did that just happened

because he was nervous? With all these questions in my mind I planned to wrap up my Wednesday's task but I could not dump myself on to bed. I repeatedly pressed the rewind button of the audio recorder just to listen to the chunk that the trainer uttered. I listened to I hope you know chunk for several times. The YouTube video appeared in my mind and I saw that again for about the sixth time. The video was about cognitive bias of Camerer, Lowenstein and Weber (1989).

The theory of Cognitive Bias (curse of knowledge) says communication is not a solo activity, as it involves both us and the audience. When we are speaking it is necessary to see what our audience will understand if I utter some words. Even when our arguments are excellent, but successful communication is possible only when we get our point across. Galef (2011) states that getting our point across is possible when we stop sticking in our head, meaning that if we want to make successful communication we need to see things from our audiences' perspective. This process of sticking in our head and in our ideas and not thinking about audience is called Curse of Knowledge. Borg (2003) reveals that regarding teaching, EFL teachers have knowledge, belief system and thinking. They also have extensive experience of classrooms which defines early cognitions and shapes teachers' perceptions of initial training. This is what Borg (2003) term as teacher cognition. This cognition comes from different experience which can be seen in the following chart.

Fig. 4. Teacher cognition, schooling, professional education and classroom practice

Extensive experience of classrooms which defines early cognition and shapes teachers' perceptions of initial training.		May affect existing cognitions although especially when unacknowledged, these may limit its impact.

Schooling

Belief, knowledge, theories, attitudes, images, assumptions, metaphor, conceptions, perspectives

Professional Coursework

About teaching, teachers learning, students, subject matter, curricula, materials, instructional activities

Contextual Factor

Influence practice either by modifying cognitions or else directly, in which case incongruence between cognition and practice may result.

Classroom Practice

Defined by the interaction of cognitions and contextual factors. In turn, classroom experience influences cognitions unconsciously and or through conscious reflection

Source: Borg (1997, as cited in Borg 2003)

The above figure shows that teacher cognition is formed on the basis of schooling they had. If this is so, the teachers who were there in training hall had their own teaching experience, in addition to that they also had experience of their own schooling back in their school days. No matter what the context is, after reviewing Borg (2003) I can say that as a trainer one always needs to take care of the cognition aspect of the teachers.

Teacher educators communicate with teachers and they share the new ideas. While sharing if they get occupied with the curse of knowledge teacher education might not go effective. In this case also the discourse generated by the educators matter a lot. Birch and Bloom (2007) believe that if we want to predict and interpret human action, knowing other peoples' belief is really essential. In teacher education, major focus that

we carry is on changing the way teachers teach and think. Thus we would be trying to change human action. As Oshima and Oshima (2012) express, the knowledge is best generated through discourse, it is necessary to prioritize the communication. In this regard Birch (2005) also emphasizes that the best communication is possible only when we have the reasoning capacity.

What I think is, to generate the required knowledge, it is necessary to prioritize on generating the discourse in a way the audience will understand and value. Relating it to teacher education, we can say that to address the aim of the training manuals, a teacher educator might require to overcome the curse of knowledge and make the intended learning easier and meaningful for the audience (teachers), so that they will try to understand the knowledge.

Relating this concept back to teacher training, the trainer perhaps believed that the trainees were already familiar with the ideas he was going to present. So he just skipped them. But I could see the effect in the trainees faces that they disliked it.

Turning myself to the 360 degree of analysis, I felt that when the trainer underestimates himself for being less qualified than the trainees, the trainees avoid the whole training session. I am assuming this with reference to his utterance of being junior to the participants. The trainees often said, they were not at the training hall to listen that they knew everything. Rather they were there to learn new techniques.

Story continued

Thursday morning, I was ready for my next phase of travel. I left my room earlier than before. Rushing up with the same old routine life of waiting for the bus, adjusting in the place where there was no space even to place my one foot, I reached to my

destination. I entered the gate making my face sad as I had travelled in the crowded bus. I saw the watch and found that I reached there 15 minutes earlier.

Besides all the troubles faced, there appeared my happiness when I saw the *tepid* man again. The tremendous reason behind my happiness was because I had big issue to talk to him regarding his previous day's appearance in the training hall. However, by looking at him today, the name I gave him the day before had no way out for him to be applicable.

He looked fresh and ready for another session with another trainer. I informally started chatting with them, during the course of our talk very sincerely I called the *tepid* man to come away from the mass and asked about the reason of being lethargic the previous day. He replied with the same feeling: "*I could sense he did not plan according to our interest. That would be better for him to come to the training hall knowing that we adults wanted some new stuffs which we were not familiar with. And if he was presenting something familiar with us that should be done without any rush.*" I did not notice that when tepid man was answering Narad was already there listening to what we were talking about. He replied immediately and said *"Yes! I agree with him. If the trainer assumes that we know what they are going to say and repeat the term I know you know, I hope you know well, why should we come to the training sessions?"*

That made sense to me. Every individual has a reason to attend training sessions, and they really want to learn at least a new thing from there. If the trainer skips the training ideas, they obviously would feel they wasted their time. Learning can happen through experience as well, which is defined as know-how from know what by Jennings (2014) and it is known as "70:20:10" framework. If trainer likes to make long lasting

effects, one as a trainer should step up to challenges. And again as said by Jennings (2014) trainer should change their modus operandi from simply designing, developing and delivering formal learning activities and programmes. Thinking these points by Jennings I tried to place myself in their place. Had I been the real participant of that training I would obviously have been dissatisfied.

Fifteen minutes were over and the new session begun. I dropped everything and recorded that day's session thinking that, I would be in trouble next day if I did not listen to what was happening that day.

Back home I thought of the discussion we had. So I opened the folder in my laptop and played the session of that day again. I did not feel like going to the conclusion without confirming the situation. Regardless of tiredness, I continued listening. I heard voices of the participants. They were making loud noises. I jumped up from my bed and turned the pages of the notebook to see if I had written something. In the middle of the page, I found I had written in big bold letters that the spelling of some of the words in his Power Point presentation were wrong. One of the participants just objected and said, "You are English language trainer and you have lots of spelling mistakes in your slides. Why is it so?" At another side of the page in a box, I had written, "The trainer was disturbed and serious, he stopped smiling after the question was asked."

Showing such behaviour doesn't actually helps him to cope with the trouble. It is said by Murphy and Carson-Warner (n.d.) that it is necessary for us as a trainer to minimize our stage fright. The best way to do this is by assuring ourselves that trainees are basically here not to see me performing rather to learn the materials for their classroom. The hint they further provided is "don't, apologize for your nervousness or

mistakes; just keep moving through the material. Apologizing can call the audience's attention to something they didn't even notice." (p. 13). This was what exactly happened in the above session. His own mistake had caused the situation. Had he not shaken himself with fear at the beginning of the session disclosing that he was junior and less experienced than the participants, they would have considered those spelling mistakes as typos. Nonetheless, his own confession made the trainees feel that way.

Adult's emotional response can affect learning, which can be justified with the example from Burns (1995) where he says the same task might give two different feelings: feeling of excitement and feeling of embarrassment. In above mentioned situation, the feeling of fear the trainer had before the session created feeling of embarrassment in the trainees as a result they felt that they are being trained by the one who doesn't even have confidence.

With this, I got the huge knowledge growing as a trainer that a trainer should be precise and confident. A continuous talk only does not make any sense in the training hall. The trainer need to contextualize it and let the participants realize its importance and make reflection of their own context.

Teaching Grandma to Suck Eggs

I was so happy with the varieties of ideas gathered in my previous sessions. So I was very looking forward to attend that day's session. Though I had many works to accomplish that day, I did not arrive late in the session. No sooner had the session started than I was disappointed. I was very sad to see the starting of the session. I felt that trainees should not be counted as an empty vessel, rather they should be respected and should get a chance to share their experiences. Theorization obviously works but

reflection is equally important to make the session effective. I was not satisfied with the second day of training as that was nothing more than *Jhara Tarne Kaam (just a time pass)*. I never welcome the trainers who are not prepared in advance and dillydally during the session.

My concern now was to find out why the trainees felt that the session was a *Jhara Tarne Kaam*. Training just for the training's shake. Back to my room I replayed the recording I had and started transcribing the session. During the process I was busy only on writing the conversation and the talk taken place. So I did not really think what actually they said; I did not try to get meaning out of it. The session was of 4 hours and I only transcribe almost an hour of the session. I paused the recorder to see how it looks.

I was shocked to see the first four sentences that the trainer uttered which looked as follows:

Vibrant Trainer*: Basically I would like to speak in Nepali but I got command that I need to speak in English so I should, I have to (sorry for that). I did not know this, um... um... um... Now I look at this and I knew this is MTOT (Master Training of Trainers). This is not TOT but MTOT. I think I will change the modality of my speech. I did not know that you are master trainers. I will change its mode.*

The last sentence Thoughtful Tila used in his reflection was clearly being addressed by the above mentioned three lines of the trainer. He did not even know whom was he going to train. I turned the pages of my notebook if I have written something that I could observe in the training hall. At the top right corner of my notebook I had written

that the trainer did not have any written plan for the day; neither in the notebook nor in the computer.

Murphy and Carson Warner (n.d.) suggest that, the effective training sessions are not accidental rather they are the result of the trainer spending hours familiarizing themselves with the content knowledge and instructional materials. They further explain that, for a trainer it is necessary to be acquainted with the material and make their own notes highlighting the portion where the focus should be given. This results to the effective instructional delivery. But comparing this with the above situation where the trainer even didn't know whom he is delivering the session for, I can conclude that the unpreparedness of the trainer spoiled the whole session, leading trainees to feel that they are wasting their time.

Seeing this statement in my notebook, I felt like not reading rest of the part of the session that I transcribed, but I could not ignore the whole training session just because of some flaws it had. I looked further. Until then he had not started his session; God knows whether that is because of his unpreparedness condition or because he was willing to set background for his training session.

For more than 15 minutes, he spent using the frightening words and phrases:

Vibrant Trainer*: Umm. This is English Language Testing and Evaluation the most daring kind of topic. The most uninteresting and sometimes frightening as well. I would like to (trainers started talking) Please do not do this, Please do not do this stop it.*

He started the session but the participants were busy talking, and they did not allow the trainers to continue with his session. After long, he was able to control the

trainees. It was still difficult for him. I heard in the recording one of the participant said *"I attended the same session by the same trainer five years before. If I knew this I would have never come to this session."* Which was agreed by another participant sitting next to him. This frustration that the participants had was caused by the trainer and his unpreparedness. However, the trainer was unable to realize it. Otherwise, he would not have used the same old session he delivered five years back to the trainees. Not being able to know the level of the participants that the trainer was going to face was no less than a blunder. To refer to what Bolitho (1988) said, it is important to understand what one knows (what one has in mind) before adding something in his/ her mind for future. However, another trainee opposing the view of other trainees was insisting the session to be fruitful. I didn't miss the chance to ask her the reason behind her satisfaction. She replied, "I got a chance to observe the papers marked in SLC, He told us to be involved in marking process as well. Further the opportunity provided in the session helped us to relate to the way we mark the paper. However, the session would have been more effective if the trainer would have involved the modern ways or valid ways to provide training."

Training so far I know gives participants new skills which they were not able to use while teaching in the classroom and strength to stay updated with the modern technologies and techniques which can be used in their class. By believing this, I am not claiming that every training session should carry techniques. But, so far my understanding one training session needs to give trainers ideas applicable in their classroom. But in that session, the idea was outdated as said by the trainees themselves. What I think is, even when the idea that the trainer want to provide is outdated, he/she

needs to give importance to experience, meaning, problem-solving and other development. Relating this to training context, the trainees are already introduced with teaching and learning process and teaching techniques as well. In this case teaching strategies might be the outdated idea, which can be presented relating to their own experience. Blosser (1973) stresses that relating the activities with the experience leave trace in human beings mind that, would help them relate the new information with the information/ experience which exist in their mind.

Let's assume that teacher training is similar to business, and the trainers' delivery is similar to marketing of the product, and the product would obviously be the technique that the trainer is introducing. In the above case, the producer was highly marketing the product which was already used by the costumers. According to Kotler and Armstrong (2012), customer relationship management is really very important. They further say to address customer needs, it is necessary to know what customer wants and demands. In line with the statement, the trainer also needs to see what his/ her customers (trainees) want. Trainees have many new ideas that they have collected from different training sessions they have attended. Thus they have choices of what to use in the training hall. This means to say if the trainers want to succeed they need to make trainees satisfied with the content they deliver. Or else, we can say that the trainers fail to gain success in their career as a trainer.

The training I was observing now gave many choices to the trainees to compare and contrast among the trainers they had faced.

Trainees attend the training to get something new for the trainings they provide in their respective fields. If the trainer repeats the same thing for more than five years, how

could they expect to get new things from them? As NCED (2006) also argues that planning and re-planning for training delivery is crucial; however, trainers are not practicing this. This clarifies that the unpreparedness I found during the session was not new rather it was the trend. Due to lack of planning and preparation, trainers are not able to develop the clear concept and are not able to motivate the trainees toward learning. As a result, the whole training session ends up in unproductive noise.

On my way home I got a chance to return with one of the participants. I informally asked him how he liked that day's session. The way he starred at me made me very uncomfortable and frightened. I again asked him, "Did not you like it?" Then he replied:

> *"Eight years before he and I prepared the session. The same session, I gave the session once and I have modified it, except a few aspects and notions of the session, almost all other things are changed. I no longer use the previous session. But today when I saw the same session being repeated, I had feeling of guilt, feeling of shame, as I could hardly decide whether he was teaching or training. After attending different courses on teaching and training I have got understanding that while training we should prioritize on strategies where while teaching we should prioritize teaching methods. In this session he was only focusing on methods. What testing is, what its types are and so on. I felt like I was listening to the lectures on what is testing and evaluation."*

The above remarks resemble with NCED (2006), that due to lack of preparedness, trainer adopt teaching method rather than using training strategies. That day's trainer also

lacked instructional materials. He used no any materials as he was busy addressing what aspect of testing and evaluation.

   With reference to what Thoughtful Tila said, we can say that at the stage trainees do not like old fashioned; trainer is everything type of environment during their training session. Trainees have their own ways of dealing with the situation as they are adult learners. The way we deal with kids and adults when we teach are hardly similar. Hence we need to follow different way of teaching to the adults. Andragogy literally means leader of man which is derived from Latin andr and agogus. Andragogy helps to move toward maturation accepting self-directedness, which is required for the adults. For Knowles (1980), andragogy contains unique and distinctive characteristics of adults as learners. According to Brookfield (1992 as cited in Imel 1981) adult learning is inherently joyful, that adults are innately self-directed learners, that good educational practice always meets the needs articulated by learners themselves and that there is a uniquely adult learning process as well as a uniquely adult form of practice. Adult refers to the self-directedness to the learning and capability to critical reflection. Hence while educating adults one must keep in mind that the learning process would both facilitate self-realization and critical reflection as well as experiential learning. As Lindeman (1926) is widely quoted for his aphorism that " experience is the adult learner's living textbook" (p. 7) and that adult education was therefore, a continuing process of evaluating experience, as a trainer one should be aware of addressing the experience of adult learners.

   According to Simpson (1980, as cited in Brookfield, 1986) adult autonomy of direction in the act of learning and the use of personal experience as a learning resource

are the two distinguishing characteristics of adult learning. This means in adult learning personal experience and learning through them make sense and at the same time adults themselves are directed toward what they would like to learn in their life.

What I believe regarding teacher education is it can be effective and it depends on trainee- trainer coordination. I agree that trainees are responsible for effectiveness of teacher education, but what I know is before trainees will be able to apply the knowledge skills and abilities, there should be the condition which will convince the trainees that the knowledge are helpful in their context. And this is possible only when the trainer talks that way and the trainer makes the environment.

Reviewing papers on theory of blank slate (tabula rasa), I got the idea that child's mind is blank. To fill the mind involving in the activities and gaining experience is necessary. Nevertheless, very interestingly neither the trainees are children nor do they get any chance to gain experience through their own involvement. Due to this reason the participants did not get chance to visualize and create an image of knowledge in their mind and the training session became abstract to the participants. Thus, they did not like that session.

Adding up the Context

I: Namaste, how did you like yesterday's session on testing and evaluation? Shall we discuss a little about that?

She: Namaste, I should respect him for he is our senior. Personally I respect him but, regarding the training session, I was barely happy yesterday.

I: Umm! What made you feel that?

Her: Yes, I have even written that in my reflection of yesterday's session. To be honest evaluation and testing is the burning issue for us. We want to find some strategies to test objective and subjective type question's answer. Seeing evaluation as the training topic, I was so happy, but I could not find anything helpful. I felt that name of the trainer does not matter, content to be delivered matters.

I: So, shall I derive from your remarks that you would have liked the session if you had got a chance to learn about new testing approaches leading with practice?

Her: Exactly, that is what I wanted to say, He repeated that no one knew testing and evaluation better than he did and evaluation was tough in itself. We expected to get something which would make the tough subject easy for us.

The Five minute talk, gave me a huge insight in to what was lacking in the testing and evaluation session the previous day. She spoke her heart out and that was what I was searching for. That conversation made me aware that trainees are not empty vessels to be filled in.

Trainees: Fellows to be Dominated

This must be the first day when I heard trainer saying: "I should not give these trainees chance to speak"

Weird the mere words were. If I was not mistaken the trainer was trying to dominate the trainees. But I thought how could I be biased? Without hearing any trainees I could not claim that they were dominated. But throughout the session, I was thinking of asking some of the participants whether they too sensed the feeling of domination or not. With the heavy heart I kept on observing the trainer.

When the participants were working in group, I placed my recorder near them and I placed myself at the back of the session. As the participants were busy talking in their group and they were making sufficient noises. During the group work the trainer was free so he came near me and said that, he did not want to answer the unnecessary questions asked by the trainees during the session. If he kept them busy in task they would have very less time to ask him questions. I could not resist asking, thus I just asked him why it was unnecessary to ask questions. By asking this I was neither suspecting his ideas nor was trying to falsify him. Rather I was trying to go a step nearer to his feelings. His reply was obvious and again he replied it was really not good to let the participants ask questions to the trainer when he did not have any concrete answer. I felt like asking him twice why? But I think, my mind decided to call him a dominator. As a result I did not even care asking him other questions.

But one thing was for sure, I had a feeling that I would ask one or two participants about their feelings regarding that day's session.

Ignoring that he perhaps wanted my company, I moved to see how the participants were working in the group. I felt like having one by one observation of all the groups who were spread all around the room. All the participants were preparing task for one of the chapters of the book called Meanings in to Words prescribed for +2 course in Nepal. The trainer said: "Meaning in to words, it does not have any meaning in it as I have been teaching it for almost three years now, but what I have observed is we can give meaning to it and make it lively by adding tasks." I liked what he had given as a task but the thing that got in my nerve was his feeling toward participants.

The group work was over and they started presenting. They had confusion and looked as if they were trying to ask questions, but as explained before, the trainer did not entertain the questions. Because of this, they were not able to present properly even why they came up with brilliant ideas after almost 20 minutes long hard work.

Even when I was satisfied with the session delivery style of the trainer, I could not be positive toward him, for I believed adults are babies with big bodies. No matter how old they are, a few words of encouragement motivates them. And motivation helps them get good results. However, if we discourage them, the product will not be as effective as it is believed to be.

Epilogue

Lying on my bed, I reflected all the issues that I figured out till now. The concept of the teacher training and the ups and downs of the training hall, flowed in my mind. The explanation made me feel every words seriously and that particular event enabled me to understand the training hall phenomenon in real. While writing all those points, my husband was sitting beside me and was asking me about the progress of my dissertation . (That was the part of his everyday work). I grimed and replied him that, I am almost done. My happiness knew no boundary when I was sharing that to him. With the relaxed heart, I opened you tube and listened to the song, *I am alive.* I must confess that I listened to it for more than 10 times. The words of the song usually reminded me my husband but today, the words reminded me of my almost completed work. And yes, reaching almost at the end of the analysis of my dissertation, I really felt that I was alive. When I scrolled the pages of my work, I saw life in those lifeless pages. I felt as if every single letters in

my work was breathing, all my worries died and I felt that I was alive. Yes I was alive!!

The song had never given meaning like this before.

CHAPTER VI

CHURNING THE BUTTER OUT

In depth of winter I finally learned that there was in me an invincible summer.

Albert Camus

Prologue

Teacher training issues were dancing up and down in my mind the way honeybee, I came through my own analysis and encounter with trainees, yet I think churning the butter out from the whey was yet to be done. I did a lot of reflection writing before but what actually did was to collect from the session was yet to be discussed. With this feeling in my mind I presented my reflection based on the analysis and interpretation of information gathered in the previous chapters. Further I provide my understanding as derived from the field.

The Beginning

At the beginning of the chapters I explained my queries very clearly. With the help of my assumptions I had developed research questions which were:

1. How do the EFL trainers offer input to trainees in short-term in-service training organised by the Ministry of Education?

2. How do trainees receive input of trainers for translating it into classroom activities?

3. What aspects of training/trainers motivate trainees to positively receive the trainers' input to enhance their learning?

My main concern throughout the research process was to find out some of the evidence with which I could derive the answer of the questions that I aimed at. I began with the observation that would help me provide evidences to see trainer-trainees conflict (acceptance and rejection) in the training hall. As I went minutely, I admit that, some of the assumptions that I had were proved wrong in both me and my participants' case. I found the cases and evidences after analysing and interpreting the contextual facts that I gathered. In the sub sections below understandings derived on the basis of the analysis and interpretation of the data in chapter IV have been presented. To make it easy, I have categorized this part of core understanding in separate four headings, which try to represent the issues raised in my research questions.

I found participants to be very choosy regarding the content delivered by the trainer. They acted doubtful to the trainers' ideas when the trainers were deviated from the title or the training had repeated contents. They especially rejected the training sessions which were repeated and lethargic. Rejection was revealed even when they were in the lunch break. Rejection also came to the force when they found a gap between the context they had in their school and in the training halls.

However, the same technique and the session modality were happily accepted by the trainees when the trainer put effort to make them understand the value of the content in tier EFL setting. Acceptance was revealed through participants' active involvement in the task and their reaction to the training sessions during tea break and their informal meetings. The leading theory behind the above consequence might be the cognition. As Borg (2003) says when the teacher recognises the training matter useful as per their cognition which is built with the help of their past working experiences and reflection

they had. The recorded materials revealed that rejection appeared in the form of the participant's behaviour neglecting what the trainer was saying and intentionally behaving like they did not know what they need to do. When the trainers addressed the issues of day to day use which could directly be used in their classroom and the training hall as well, they carefully acted it out and put forward their views. During the lunch break of those training sessions the trainees highly appreciated the training. Various studies conducted by NCED in 2000 report that training sessions are not as effectively helping trainees to enhance skills as it should. With this reference CERID (2003) conducted the research where the focus was given on finding out the factors affective non transfer of training skills. The first priority is given to sceptical nature of trainees toward newer techniques. However, this seems to be completely different in the case where I observed the session. The trainees were happy to learn newer skills but were sceptical during session when the trainer based the session on comparatively older ideas. Nevertheless finding of the same research also revealed that when the trainers want to cover too many techniques and activity in rush, that create confusion among the trainees and they fail to learn anything from the session. When one of the participant said we as adults want to learn newer ideas but we don't want trainer to rush when they are dealing with ideas which are already to known to us that related to the above point.

The trainees were motivated when they saw a direct connection of the training content to their contexts as well. The field visit revealed that the participant trainees seemed to have self-awareness of what was needed for them inside the training hall. The data showed that the participants had positive learning attitude when the subject matter was of their interest. The participants were demotivated when they were treated as an

empty vessel inside the training hall. They wanted to be involved in the training hall and they wanted to share their experience as well. When they could not ensure their active participation, they seemed to neglect the whole training session.

Maslow (1954) with his hierarchy of need uses hunger as a paradigm for motivation. When we are hungry we want something to eat rather than choosing what to eat. Connecting this to training, we can say that raising the feeling of hunger in the trainees is necessary. Another way round, if the trainees are already hungry to gain the knowledge for their context, it is always possible to make teachers concentrate on what is being shared by the trainers.

The participants' thought that no one could plan for their classroom better than themselves. How could they believe the trainers who had designed their plans completely applicable for English medium schools in Kathmandu valley? As Burke and Hutchins (2007) emphasise that cognitive ability clearly exerts an effect on trainee performance due to its effect on attention resource capacity, it seems to be difficult to make change until we hit on cognitive understanding of the trainees. The participants must have uttered the above feeling as they thought that was right for them. Relating this to Bandura's (1986) social cognitive theoretical concern, the thoughts of human beings are brain processes rather than separate psychic entities. Bandura stresses that people do not perform everything they learn. Because performance of observationally learned behaviour is influenced by three major types of incentive motivators—"direct, vicarious, and self-produced" (p. 25). People are more likely to exhibit modelled behaviour if it results in valued outcomes than if it has unrewarding or punishing effects. In above

situation trainees might have felt that they will have less benefit if they use the behaviours modelled in the training session.

Age of the trainer was one of the factors motivating or demotivating the trainees. At the same time planning of the session by the trainers and the content addressed in the training were found to be very influential in trainees' motivation. However, the data also showed that trainer's identity impacts the training outcomes. When the trainer uncomfortably said he/she was junior and he/she might not have as much knowledge as the participants went ineffective a trainees lacked motivation toward training. Data reveal that even the young trainer could be listened by the trainers if the training content is very effective and the trainer identify himself as an effective source of the content being delivered.

Trainees discussion has led to the conclusion that, trainers' perspective of the teaching context is very necessary as the teaching method prescribed here might not be applicable in trainees' own land.

The data showed that the resistance of trainees all depend upon the trainer's identity. The age is not the factor that affect teacher training. Rather it's the technique being used and the content being delivered. Data showed that unpreparedness of the trainer and lack of knowledge of about the trainees directly affected the training. Presentation skills of the trainer and the way the trainer project the theme on which training is being delivered is highly responsible to guide the training flow.

Data revealed that trainees start gossiping rather than listening to what the trainer is saying when the trainer is identified as a boring teacher who repeats the same session delivered somewhere else. Effective training delivery is possible only when planning and

re-planning is done clearly. The data showed that if the trainees are treated as empty minded they hardly like this, as they are adults and already occupied with some knowledge set in their mind.

Because of the above mentioned reasons trainees love experience and reflection during training sessions where they get chance to talk about their classroom context and their way of dealing as well.

As CERID (2003) came up with the result that the main factor behind non-transfer of the training can be lack of subject knowledge and lack of proper delivery of the skills, the above situation might be handled by coping up with the issues. As I could see that there is direct effect of the trainee's knowledge and way of delivering the session to the training, playing with the content using new presentation style might be fruitful in training session to create positive environment for learning.

When I reflect my research journey, I admit that the participants had both feelings when they were in the training hall. As they were adult learners they had knowledge most probably more than the trainer had and at the same time they did not believe in idealized training sessions where they would keep listening to the trainer and finally they could go home with the mind filled with knowledge. I can claim that if that had happened that would have been nothing more than a ritualized and idealized training hall. I reached to this level of understanding after analysing the narratives and recordings that I had. I also consulted some of the reflective write ups by participants and some informal chit chats I had with them. However, I cannot claim that all the participants were of the same characteristics. Most probably some of the participants were as silent as pupa in the cocoon that, I did not even hear them speaking. About those participants I think I needed

to conduct another research to know their intent. Why did they not speak inside the training hall? Maybe because they thought they had nothing to share in the class? Or did they attend the training sessions because their boss sent them there and they did not think the training they were attending was their cup of tea? What might be the reality?

I have no answer of above questions. However, after involving myself in the long process of analysis, I can obviously say that making the training session a cup of tea of the trainees is all in trainers' hand.

When I reflect my journey of the research, I accept the reality that there were limited things the trainees took in their bag when they left the training sessions. This doesn't mean that I claim the session didn't benefit the participants at all. The sessions had handful of experiences for the trainees but less as expected from a session. More importantly, I must confess the reality that the training sessions would have been better if the better homework had been done before the session started. Some trainers themselves were revealing that they did not know whom they were giving training. This obviously led to an accident of not being able to fulfil the needs of the trainees. Moreover, it is possible that the level of performance that the trainer would have been able to show during the session was not seen as he re-modified his session on the spot only after knowing about his participants.

Having said this, after understanding the conditions of both the trainees and the trainers, I cannot claim that they did not want to do their best. Trainees like to grab as much knowledge as they want and the trainers also would like to clarify the content as clearly as they can. The trainer who ran training on evaluation, tried his best to make the trainees understand and relate the subject matter to their context. Nevertheless, the

session went unsuccessful as the trainees had already been involved in those activities. Whereas, in the case of the young captain, though he was dealing with very common issue like teaching essay, his passion and the way he related his ideas with experience as mentioned in Kolb's (2005) cycle of experiential learning made him a successful trainer among the trainees.

With reference to the study I had, I can now generalize that, teacher training is not about risk-taking. Rather it is about touching the self-directed emotion of the trainees to the content being delivered. What I believe is the analysis of the context of the trainees beforehand the training starts cultivates the effectiveness of the training programmes because it provides them with full of experiences to be applied in their classroom.

Epilogue

Now I admit that teacher training is a continuous process containing motivational phenomenon in it. Some see it as a process of knowledge generation, other see it as a strategy, while there are thousands of others who say that teacher training is a way of professional growth, upliftment of the condition, opportunity to explore the depth of understanding and so on. Nevertheless, in whichever definition we try to understand it, the major issue that I wanted to discuss throughout his research was how do the trainees receive the input by trainers? How does the discussion, acceptance, and rejection impede or help them construct the knowledge? Does the way the trainer speak and present ideas impact the trainee's motivation?

In some cases, we can answer these question with slight generalization. In some other cases, it's very difficult to answer them. My understanding that I gained after the continuous involvement in this research process makes me believe that teacher training is

much more necessary to enhance the professional condition of the trainees. It is more than attending the session and coming out of the hall with good chitchats with colleagues and a few cups of tea. When I look though the trainees' eyes I see that they have got desires and passion to learn new content and way of teaching to make themselves successful in their career. Whereas, when I see from trainers' perspective, some of them really try to give them new avenue of learning, where as some of them want to pour whatever they know regarding the context no matter whether the trainees are really willing to gain that from that session.

Turning through the pages of literature, I found that people talk about the link between the trainer's content knowledge and trainee's motivation toward training session. If the trainer has confidence in transmitting the new knowledge, then the effectiveness of the training increases as the trainees get motivated (Dichaba & Mokhele, 2012). Initial studies show that the trainer's age matters in training effectiveness. Some other studies say, trainer's age does not matter. Rather it's the content and the context of the training and the trainees that matter. I argue with reference to the documentation I had during my research process where the second thought matches. The trainer's attitude toward the trainees and the content they are delivering make difference in trainee's attitude.

Acceptance occurs when the trainer addresses the trainee's context where rejection occurs when the trainer's attitude toward the trainee is negative and the training content does not match with trainee's teaching context. Thus, the trainer's attitude and the blending of training content with the training context as a matter of fact can be very important in enhancing the EFL teacher learning.

I equate this idea with the saying of Albert Camus, what a trainer can do to make training effective and teacher learning effective is in trainers' hand. If they realize that they have invincible summer inside them during the training session, no one is able to defeat the effectiveness of the training they provide.

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