# TRANSFORMATION OF TEACHERS' PERCEPTION REGADING CLASS ROOM PROBLEMS THROUGH DEMAND DRIVEN TRAINING

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AN ABSTRACT OF THE DISSERTATION OF

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Teacher training is one of the ways of professional development. Professional development is regarded as a necessary component to grow in the teaching field. It is believed that if the teachers are trained it directly affects the achievement of the students. A teacher training aims to develop skills, knowledge and attitude of the teachers. The main focus of this study is to explore whether the training is helpful to transform their perception from training hall to classroom. As a narrative analysis, this study foregrounds the four English Language teachers' perceptions, experiences and views. I selected four secondary level English teachers who were trained by Education Training center Tripureshore, Kathmandu.I collected the data from the narrative stories of the teachers. The stories were analyzed through narrative reasoning method.

I found that training was helpful to change teachers' perceptions but there were many challenges and weaknesses of the training itself. ETC had limit time and human resources, so that only major needs were addressed. I also found that the transformation of training depends on teacher's motivation,

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KalpanaPoudel, Degree Candidate 22 November, 2013

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# DEDICATION

Dedicated to my respected grandparents.

DECLARATION

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

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I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request.

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# ACRONYMS

| | |
|---|---|
| DoE | Department of Education |
| ECD | Education Training Centre |
| MOE | Ministry of Education |
| NCED | National Educational Development Centre |
| NELTA | Nepal English Language Teachers' Association |
| SSRP | School Sector Reform Plan |
| SSE | Self Study Exercise |
| TEP | Teacher Education Project |
| TPD | Teacher Professional Development |
| TOT | Training of the Trainer |

# CHAPTER I

## INTRODUCTION

This chapter begins with the scene setting. In the second part, it presents the background of the study that justifies the need for the research. It examines the issue statement, purpose of the study, research questions and rationale. It concludes with the delimitations of the study.

### Scene Setting

Ma'am, he teases me.

Ma'am, he takes my copy.

Ma'am, what did you say?

Ma'am, I forgot my book today.

Noisy, mess and uncontrolled class made me mad,

I raised a question to myself whether I'm good or bad.

I couldn't give them hearty affection,

I couldn't attract their attention.

Wild behave of the child,

Rough, violent, loud and wild.

Couldn't stop crying thinking the condition of the school,

How can I be calm and cool?

How to teach the content?

How to behave with them?

How to help them pass?

How to handle the class?

Wandering here and there,

I had a kind of fear.

No confidence on myself,

Who will give me help?

It was my classroom situation of six years ago when I worked in a school as an English teacher. I was a student of Bachelor's level. I had only theoretical knowledge about the teaching methods and psychology but I didn't have practical knowledge like how to behave with children, how to teach different skills and aspects of language. I was very much worried about my career. I knew that I had to be professional but I didn't have any idea to come out of this confusion. I had to face the challenges and find different ways to solve the problems. In order to solve my professional problems, I joined I joined the organization called NELTA, an English language teachers' association that provided trainings to the teachers. I learnt much from there .Within one year underwent more than 5 training sessions. My perception regarding teaching methods, techniques and child psychology was changed.

After a year I got a better job at SOS. When I started to work at SOS, I was in a dilemma. The classroom situation was different than my previous school. There were many new challenges different school environment, large number of students Those

trainings were not helpful to transform my previous knowledge and attitudes to this new context. I used to feel frustrated. I was very much worried about my career. Although I had spent money and time for the professional development, it didn't help in my classroom situation. What I had learnt as a theory in the training was not applicable inside the classroom .So I felt the need of more exposure for my professional development.

I came to Kathmandu for my further studies. Along with my studies I also joined a private school as an English teacher. This time I felt easier to teach in the classroom because the classroom scenario was not different than the school where I had taught at first. In this phase I used my previous knowledge which I had learnt from the training. The practical ideas from my university also helped to change my perception, beliefs and attitudes regarding different classroom problems.

## Background of the Study

The word transformation refers to the change of attitude, behavior and concept of human beings. In my research I wanted to see how teachers are transformed from traditional teachers to modern teachers from less resourceful teachers to resourceful teachers. As Boyd (1989), explained transformation is a "fundamental change in one's personality involving together the resolution of a personal dilemma and the expansion of consciousness resulting in greater personality integration" (As cited in Taylor, 1998, p. 13). Boyd defines transformation as a fundamental change on personality of people with resolution of their personal dilemma. Here personal dilemma refers to a kind of mental confusion which creates conflict among tradition believe and new leaning. Teachers get confused whether to be changed or not.

English language teaching in Nepal at present is a challenging profession. It has become a language of intellectual people and means of communication. English language has been a part of life. It has become one of the necessities to use English language in day to day life to live respectable life in community. The value of English education in Nepal has been highly acknowledged. Since English is taught in Nepal as a foreign language, it demands English Language teachers with good knowledge and skills in English. In this situation, Nepal is also trying to enhance the quality of the English teachers by providing trainings. Teacher training is considered as one of the most crucial components in ensuring effective classroom teaching and learning. Transformation of training skills in the classroom delivery is very important for it. Educational Training Center at Tripureswore is an organization which trains secondary level school teachers. Along with others this organization also provides trainings to the secondary level English teachers from government aided schools. This training centre conducts different types of trainings but my research is based on five days Teacher Professional Development Training module which is based on the demand of teachers. This module is very systematic training module. First of all the trainer of recourse centre, Educational training centre and Lead educational centre get 12 days Training of Trainer (TOT) training. Those trained TOT trainers deliver the training sessions to the teachers. The aim of TPD training workshop is to solve the pedagogical problems faced by teachers while teaching and to enhance teacher's professionalism and ensure perfection in teaching. There are certain steps of TPD training workshop. First of all, Head Teachers provide orientation for the need assessment and collect the needs of the teachers. Secondly, the Head Teacher verifies the needs with the consideration of both the "individual and organization's

needs". Thirdly the Head Teacher prepares and submits the TPD need proposal to the Resource Centre. The Educational training centre creates school wise folders at the educational training centre. Finally, roster trainers and resource persons verify the needs by using samples and prepare the sessions and deliver training packages. The main purpose of this research is to see how this kind of short demand driven training help teachers to change their attitudes on teaching methods, techniques and classroom management.

## Problem Statement

Teacher training is one of the ways of professional development. It is believed that the trained teachers can help students to learn in better ways and help them to achieve the goal of the education but the reality is different.. There are many researchers who have found teacher training' as an issue, (NCED, 2006) reports that

> Since 1992, a big amount of money has come for primary education and its big chunk has been invested in training. Thousands of teachers are receiving trainings every year. But research, studies and public voices indicates that there is no significant different between the classroom delivery practices of the trained and untrained teacher.

This report is similar to the finding of another research carried out by (Bista, 2002)

> Teacher training is getting high preference from the government as well as from donor agencies. However, effectiveness of teacher training is always in question. Last three national achievement assessment study of teacher training could not show the positive relationship between teachers' new perception and teacher training.

Government of Nepal has been investing significant amount of money, time and expertise in teacher training but the result is not satisfactory. The government has given preference to quality service delivery in education. Therefore, it has been investing big amount of money in teacher trainings since last five decades but different reports, public voices and documents show that there is something lacking in the teacher training It's not only me who has found the problem in the teacher trainings. Hence I took it up as an issue for my study.

## Research Questions

As I discussed in 'issue statement' that this is problem in teacher training so I carried out a research regarding the transformation of teacher's perception through training. My research questions are as follows:

1. How does a Demand Driven short-term ELT teacher training program help to change participating teachers' perception regarding classroom problems?
2. What are the factors that influence the transformation of teachers' perception?
3. How do different hindering factors affect the transformation of teachers' perception?

## Purpose of the Study

Nothing can be done without a purpose. Nothing can be done without a purpose. This study also had a purpose. The purpose of the study was to find out how English teachers in of Kathmandu Valley who are trained by ETC Tripureshore, Kathmandu transform their perceptions though demand driven short term training in EFL classroom.

## Significance of the study of my research

Each study has its own importance and implication**.** I believe that after completing the study will contribute in the following areas and following individuals.

### Pedagogical

This research has pedagogical significance. This research will help them to transform their attitude. This research will help trainer to evaluate their performance and their impact as a result they can continue with the good things and change their weak points.

### Professional

Trainings, seminars etc are essential for the professional development. This research will help the people who are working in the training field and the stakeholders to reflect on the achievement plan and work for new way

### Policy Making

In my view the significance of this research is to help in policy making. It shows the real utilization of the investment that government has done to develop the quality of education. Government has some policies like collecting the needs through Head Masters and gives more focus on major issues.This research will help the people who are working in the training field and the stakeholders to reflect on the achievement plan and work for new way.

## Delimitation

This study covers transformation of teacher's perceptions through demand driven short term training. There are many training models which are designed by the

government but this research only studied on how demand driven short term training help changing perception of trainee teachers. It followed narrative method.

.

## Chapter Summary

In this Chapter I have presented my experiences before and after attending the trainings, Classroom challenges and my perception towards the classroom challenges. I have dealt with issue statement, importance of my study, and research questions. To understand this research properly, I have included the delimitation of this research.

# CHAPTER II

# LITERATURE REVIEW

The purpose of this chapter is to review literatures related to my study. I have reviewed some studies conducted on teacher training and classroom practices in different countries including Nepal. Along with research study, I have also included some theories regarding teacher training and transformation of the training. Review of the literature focuses on the following areas: thematic review, theoretical review and policy review finally.

## Thematic Review

In thematic review I reviewed the literature related to the theme of my research topic.

### Professional Development

Professional development refers to skills and knowledge attained for both personal development and career advancement. In other word Professional Development refers to the development of a person in his/her professional role. It is the ongoing learning process for professional growth. In my research I talked about teacher's professional development. As Underhill said,

"Teacher Development is the process of becoming the best kind of teacher that I personally can be" (as cited in Head & Taylor, 1997, p .1). Development generally refers to ongoing learning opportunities available to teachers and other education personnel through their schools and districts. Effective professional development is often seen as

vital to school success and teacher satisfaction. So I would like to discuss on teacher training under professional development. According to NCED (2010) document "Teacher Development is a related process including the teacher capacity and competence for enhancing teaching learning process and covers activities which brings growth on their own personality" (p. 82). After analyzing all the definition related to the professional development, As the definition suggests that it is a process of keeping oneself up to date with the current developed knowledge and skills related to teaching profession. There are various ways of developing one's knowledge and skills. In my research I have focused on training of the teachers as an important tool for professional development.

## Concept of Teacher Training

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviors that can be transferred back to the workplace. Pepper (1997), states that "The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work."

The term training is often interpreted as the activity when an expert and learner work together to effectively transfer information from the expert to the learner to enhance learner's knowledge, skill and attitude. The learner can perform a current task in the better way. This definition shows that training is an activity which helps to transfer information from expert to teacher to enhance their skill, knowledge and attitude."

Agrawal (2002) states “training involves positive change in knowledge, skills and attitude of employees to increase their efficiency and effectiveness on the job” (p. 203). All these definitions try to prove that training is essential and very important for the teachers who are working at schools to develop their skills, attitude and knowledge. As a result a teacher can perform his/her work effectively.

## Models of Training

There are various types of training models and they are as follows. The craft model, the applied science model and reflective model. I would like to describe them in brief.

### The Craft Model

The Craft Model is the oldest form of professional education and is still used today in ESL teacher education. It is widely utilized in practicum courses in which students work with classroom teachers, often called cooperating teachers. (Stone and Morris 1972, as cited in Wallace,1991) “The master teacher told the students what to do, showed them how to do it and the students imitated the master.”. This activity is also known as ‘Sitting with Nellie’ Craft Model consists of the trainee or beginner working closely with the expert teacher, the practitioner is supposed to learn by imitating all the teaching techniques used by the experienced teacher and knowledge is acquired as a result of observation, instruction, and practice. Wallace (1991) has presented this model in this way.

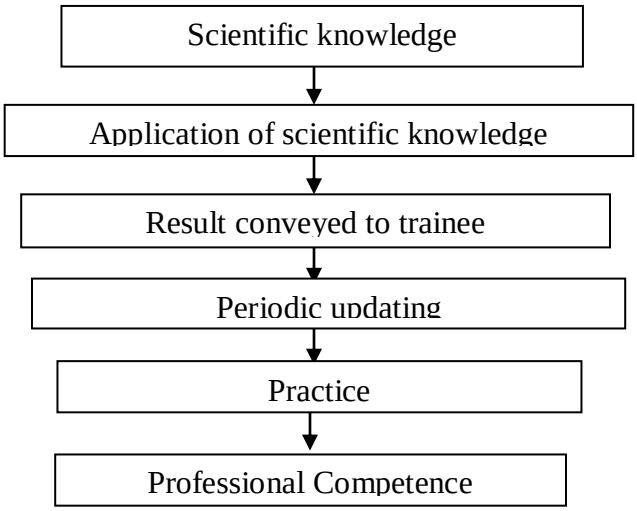
Fig.1 The Craft Model

The Craft Model of second language teacher education allows the learner to develop experiential knowledge, since the primary responsibilities of the learner are in the classroom. It is one of the quickest models of ESL teacher education. Researches proved that students can imitate their teacher very quickly.

**The Applied Science model**

The Applied Science Model is the traditional and perhaps stills the most prevalent model underlying most ESL teacher education programs. It was put forward by Michael J. Wallace in 1991 based on the Technical Rationality of Donald A. Schön. It is said that "The model derives its authority from the achievements of empirical science, particularly in the 19$^{th}$ and the 20$^{th}$ centuries" (Wallace, 1991).

Fig. 2 Applied Science Model



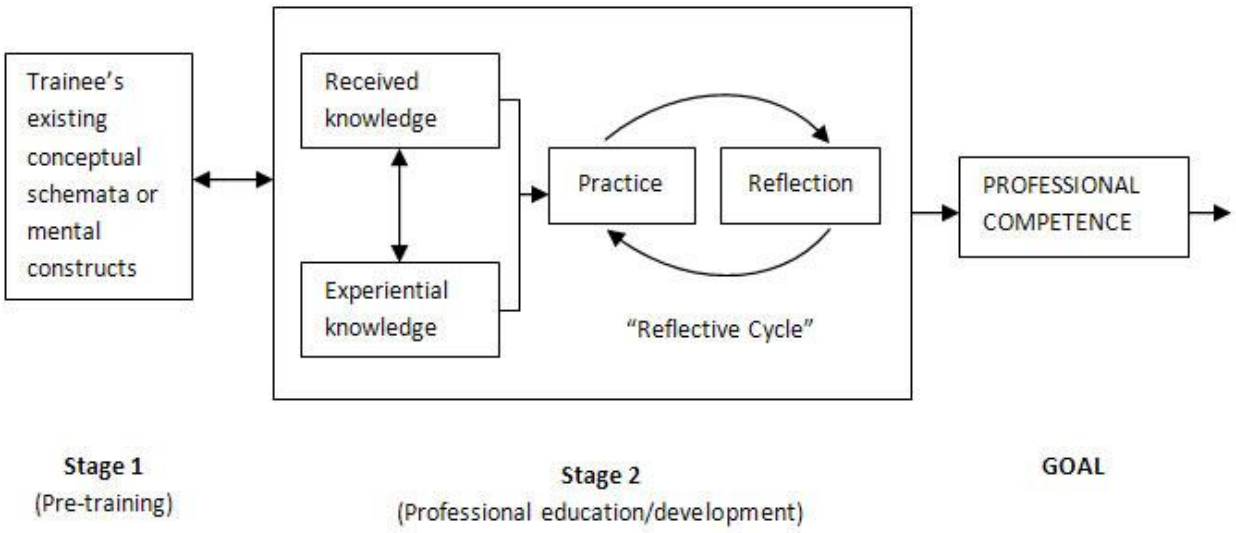

The Applied Science Model emerges on the following assumptions: Teaching is a science and as such can be examined rationally and objectively. Teachers learn to be teachers by being taught research-based theories. These theories are being conveyed to the students only by those who are considered to be the experts in the particular field. Teachers are said to be educated when they become proficient enough to apply these theories in practice. This model takes into account the crucial element of the explosive growth of relevant scientific knowledge in recent times.

Some disadvantages of this model are: The most serious problem occurs when the students are asked to apply on their own the scientific theories they have learned in classroom. Such courses do not help them develop professionally, that is, the theoretical studies are of no help. The Applied Science Model is prescriptive since it advocates

teachers to follow some proven teaching method instead of relying upon individual or intuitive theories of teaching and learning.

**The Reflective Model**

The Reflective Model is based on the assumption that teachers develop professional competence through reflecting on their own practice. In other words, a teaching experience is recalled and considered to reach an evaluation and to provide input into future planning and action practice.



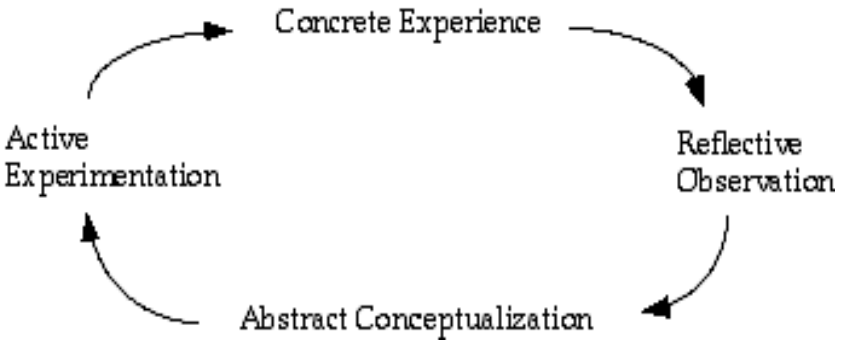

Wallace (1991)

For Wallace a teacher education course should include two kinds of knowledge for it to be professionally structured: Received knowledge: It is related to all the theories, concepts and skills that are studied during the student-teacher's ELT methodology lessons. Experiential knowledge: It is that knowledge which is developed by the trainees throughout their teaching. Wallace presents the Reflective Model as a cyclical process in which the trainees are involved throughout their teaching experience. Such a cycle aims

for continuous improvement and the development of personal theories of action. There is an assumption that the student-teachers already have some knowledge that they acquired as students and during the development of their English programs. Once the student-teachers have the opportunity to enter the classroom environment, they discover the actual framework of teaching and become aware of the different classroom situations. Thus, they start recalling about their performance during the teaching practice, how some experienced teachers deal with those situations, and also, how they themselves could manage them. So, they make some decisions and think about possible actions they could apply to their context. Or sometimes they simply reflect upon their classroom activities to evaluate their professional performance. Such a study helps them to figure out both the positive as well as the negative side of their teaching strategy. That means reflection helps them to avoid various future professional dilemmas by recalling and evaluating past experiences.

Wallace's Reflective Model (learning derived from reflection on practice), corresponds with "teacher development." It can be represented through the model of experiential learning provided by Ur (1997).

Fig. 3 Reflective model



The teacher is much more active in this model (compared to the other two models). The teacher applies what s/he learned, reflects on the experience, thinks through the experience, implements a new or adapted approach based on the conceptualization of the initial experience and goes to the classroom and experiments his/her new plan which leads itself to repeat the whole circle one more time.

In the Reflective Model what the teacher experiences seems to be the only way to learn. In other words, the teacher happens to experience something in his/her class, and bases his/her actions on what s/he experiences. It appears that the teacher ignores the other sources of information and knowledge in the field that s/he could make use of. Taken to an extreme, it implies that the incoming teacher has to "reinvent the wheel" (Ur, 1997) on their own .

**Teacher Training: Professional Development**

Teacher training is one of the ways of professional development. It is an act of increasing the knowledge, attitudes and skills of the employee. Training requires bridging the gap between required knowledge, skills and attitudes and existing knowledge, skills and attitudes. According to CERID (2005), Training helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizon of human intellect and the overall personality of employees. This definition states that training is helpful to develop the skills, knowledge and attitudes of the teachers along with personal growth and as a result teachers get chance to grow professionally. Bhandari (2006), states "Teacher education and teacher training has been considered as a first step or initial preparation of professional development, which is widely being developed and implemented around the globe." According to the definition teacher training is the first

step of professional development where a teacher gets opportunity to develop knowledge, skills and attitudes which are very helpful to perform the work in the workplace. Subedi (2003), argues that "It is globally accepted by organization that training is a part of employee development, which refers long term professional and personal growth of an individual" (p. 3) .This definition emphasizes that teacher training falls under the professional development. Teacher training helps teachers to develop their skills and knowledge and make meaning. Glatthorn (1995), states that "teacher development is a professional growth, a teacher as archive as gaining increased experiences and examining his /her teaching systematically" (p. 14). This definition says that teacher development is the other way of professional development where teachers use their experiences and knowledge in their classroom in a systematic way. They learn and experience those things from different ways and among them teacher training is one of them. According to Huberman (1989), "Professional development is a continuous and life long process, many ups and downs come in professional life" (As cited in Maggioli, 2003), has identified 5 staged model-career entry (1-3 years in profession), stabilization (4-6 years in profession), divergent period (7-18 years experience), second divergent period (19-30 years experience) and divergent period (41-50 years experience). In the first phase teachers enter in the profession and try to establish in the same profession. Teachers try to gain more theoretical knowledge from different teacher education programs. In the second phase teachers focus on begin to focus on student learning, try to be popular and develop self. In the third stage teachers raises questions on their roles and they want to change the career in this stage. At the fourth stage of professional development if teachers are satisfied with their work and responsibly they try to engage their students

and be settled. In the last stage, some of the teachers become very much conservative and some teachers become more resourceful but there they have to retire.

**Training and Transformation**

The word transformation deals with the attitude part of the training. Training aims to develop knowledge, skills and attitudes of the teachers. Teacher training falls under the adult learning which is different than the child learning (Mezirow, 1978, as cited in Kitchenham, 2008) presents the following phases of the transformation:

Phase 1 : A disorienting dilemma

Phase 2: A self-examination with feelings of guilt or shame

Phase 3: A critical assessment of epistemic, socio cultural, or psychic assumptions

Phase 4: Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change

Phase 5: Exploration of options for new roles, relationships, and actions

Phase 6: Planning of a course of action

Phase 7: Acquisition of knowledge and skills for implementing one's plans

Phase 8: Provisional trying of new roles

Phase 9: Building of competence and self-confidence in new roles and relationships

Phase 10: A reintegration into one's life on the basis of conditions dictated by one's Perspective

Transformation is a long term process. With the help of the phases we can see the levels of transformation. The first phase is' disorienting dilemma'. At the beginning a learner is not able to decide what is right and wrong or s/he is in a confusion stage. The second stage is self examination, a feeling where people examine themselves. The third

stage is Critical assessment. In this stage learners evaluate themselves on the basis of socio cultural and psychic assumption .In the fourth phase learners negotiate similar change with others. In the sixth phase learners plan and act accordingly. In the seventh stage learner use their skills and acquired knowledge in the plan. In the eighth stage learners try to accept new role. In the ninth stage learners build self confidence and competence in new role and relationship and finally learner re integrate knowledge and skills in their life on the basis of condition.

While talking about the transformation of training skills in ELT classroom it also follows Mezirow's phases. In the beginning teachers get confused when they finish training and come to the classroom. There is a kind of conflict in their mind. Learning is on one hand and real classroom is on the other. Sometimes whatever they learn in training may not be appropriate in the real classroom. This is known as disorienting dilemma. The second stage is self-examination with feelings of guilt or shame the teacher examine themselves and feel guilty if they are not able to use those skills in the classroom. The third stage is critical assessment of epistemic, socio cultural or psychic assumptions where teachers critically evaluate socio and psycho aspects which act as a boundary for application of their learning in classroom. In the fourth stage teachers negotiate their change. In the fifth stage teachers explore options for new roles, relationships, and actions. They find out new ways to apply their learning in the classroom. In the sixth phase teachers plan for course of action and try to apply it in the real classroom. In the seventh stage teachers acquire knowledge and skills for implementation in the classroom. In the eighth stage, teachers try to accept new roles. In ninth phase teachers build competence and self confidence to accept new role and finally

in the last stage skills and knowledge are reintegrated into teacher's life on the basis of condition dictated by one's perspective.

## Theoretical Review

In this section I would like to discuss the theory which is linked with my study.

## Transformational Learning Theory

The view of transformative learning as an intuitive and emotional process is beginning to emerge in the literature. This view of transformative learning is based primarily on the work of Mezirow1978. My research is based on the transformational learning theory. On the basis of transformative learning theory I can carry out my research study. Transformational Learning theory is introduced by Jack Mezirow in 1978, who has developed a theory of transformative education based on analytical psychology. At the core of Transformative Learning theory, is the process of "perspective transformation", with three dimensions: psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioral (changes in lifestyle). Boyd states that "Transformation is a fundamental change in one's personality involving the resolution of a personal dilemma and the expansion of consciousness resulting in greater personality integration" (as cited in Tyler, 1998, p. 13). Another definition of transformative learning was put forward by Sullivan (2003), Transformative learning involves experiencing a deep, structural shift in the basic premise of thought, feelings, and actions. It is a shift of consciousness that dramatically and irreversibly alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender;

our body awareness, our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy. From the above definition I came to know that transformation learning theory is an important for individuals to change their frames of reference by critically reflecting on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds. This study will help to observe how this demand driven teacher training helps to change their teaching style and behavior towards the students.

Transformational learning is defined as engaging in learning to purposively question one's own assumptions, beliefs, feelings and perspectives in order to grow or mature personally and intellectually and thereby, fostering critical thinking. This is a theory of deep learning that goes beyond just content knowledge acquisition, or learning equation, memorization codes or learning history. It is a desirable process for adults to learn to think for themselves, through true emancipation. The important part of transformative learning theory is for individuals to change their frames of reference by critically reflecting on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds. This process is fundamentally rational and analytical. From Mezirow's wok, I became more clearer on the goal of transformational learning which is changing the "frame of reference". Mezirow (1997), further states that a frame of reference is the collective assumptions through which we interpret and understand the world we live in. A frame of reference includes two elements: habits of mind and a point of view. Habits of mind are always affected and shaped by assumptions which are built on cultural, social, educational and political codes. In other words we can say that Habit of mind is a set of assumptions that

includes moral, ethical, psychological and aesthetic knowing. While, a specific point of view is originated from habits of mind. This is the set of assumption that can be easily changed, It includes meaning schema such as feelings, attitudes, values and beliefs. They would become more open, inclusive, reflective and willing to change.

The above definition clearly advocates that, frame of reference is nothing but collection of assumptions which helps us to interpret our world. There are mainly two ways of viewing the world and they are habits of mind and point of view. The first one is guided by cultural, social, emotional and educational factors and the second is based on critical reflection, predetermined value and assumption as a result people become open and reflective. Mezirow believes that it usually results from a "disorienting dilemma," which is triggered by a life crisis or major life transition, although it may also result from an accumulation of transformations in meaning schemes over a period of time" (Mezirow 1995, p. 50).

**Components of Transformational Learning**

There are three components of transformational learning which are as follows.

***The centrality of personal experiences***

This theory believes that personal experience is an important thing for the transformation of the learning. People make assumption on the basis of their experience. Centrality of experience is the starting point. People's assumptions are generally constructed by their interpretation of experience. The instructor in the scenario uses the questionnaires to check the learners' frame of mind (centrality of experience) that is constructed from their experiences.

### *Critical Reflection on the Reflection*

In transformation critical thinking refers to evaluate the context critically. Meaning structures are understood and developed through reflection. Mezirow points out that, learners must engage in critical reflection on their experiences, which could subsequently lead to transformation of meaning perspective. Thus a perspective transformation is the goal. It is the process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about our world. Mezirow (1991), defines critical reflections. "This critical reflection of assumptions then changes, these structures of habitual expectation and makes possible a more inclusive, discriminating, and integrating perspective and makes learners choose or otherwise act upon these new understandings" (p. 167). This definition shows that critical reflection involves a critique of assumptions to determine whether the belief, often acquired through cultural assimilation in childhood, remains functional for us. Critical reflection is similar to problem solving. He further talks about how we reflect on the content of the problem, the process of problem solving, or the *premise* of the problem. Through this reflection we are able to understand ourselves more and then understand our learning better. Mezirow also proposed that there are four ways of learning. They are "by refining or elaborating our meaning schemes, learning new meaning schemes, transforming meaning schemes, and transforming meaning perspectives" (ibid).

### ***Rational discourse.***

Rational discourse refers in the words of Mezirow (2000), "The specialized use of dialogue devoted to searching for a common understanding and assessment of the justification of an interpretation or belief" (p. 10). This definition shows that rational

discourse is about making personal understanding of issues or beliefs, through assessing the evidence and arguments of a point of view or issue, and being open to looking at alternative points of view, or alternative beliefs, then reflecting critically on the new information, and making a personal judgment based on a new assessment of the information. Recent studies reveal that for effective discourse in transformative learning we need emotional maturity, or what Daniel Goleman calls "emotional intelligence, knowing and managing our own emotions and motivating ourselves as well as recognizing emotions in others and handling relationships. Goleman's research shows that emotional intelligence accounts for about 87% of success at work"! (Mezirow, 2000, p. 11).

## Policy Review in the Teacher Training in Nepal

In this chapter I would like to review some policies that are made by the government regarding teachers training. The Government of Nepal has also considered teacher training as an important aspect of professional development. I found many policies made by the government regarding the teacher trainings. Let me present a brief history of teacher training policy. With the view of providing trainings, to the primary teachers Teacher Trainings Center opened in 1948 but after the recommendation of the Nepal National Education Planning Commission (NEPC) it got closed .In 1954 College of Education was established and the Government of Nepal made a policy to conduct two years to four years teacher education program for lower secondary and secondary level teachers.

Aawasthi (2003) with this regard argues that

The National Education System Plan (NESP, 1971-76) brought a new policy in teacher education making teacher training mandatory to obtain tenure in schools. This policy was also meant for all the institutes and College of Education, National vocational training center and Primary School Teacher Training Centers which are included under a single umbrella of the Institution of Education ( IOE) under TU. Accordingly the following programs were conducted. They were Remote Area Teacher Training Program, Teacher training through distance learning program.

In 1962 NCED was established with a view to produced trained manpower to be involved in the field of school education. The centre has nine well-facilitated primary teachers training centers spread throughout the country. To provide trainings to secondary level teachers there was Secondary Education Development Centers (SECD). This organization used to provide trainings to the secondary teachers.

NCED has made different projects to provide skills and knowledge for the in service teachers .Two of them. are namely Teacher Education Project (TEP) 2002-2009, Skills for Employment Project (SEP) 2005-2010, These two project couldn't work very well so the government has just introduced a new policy in teacher professional development and that is called School Sector Reform Project (SSRP 2009- 2015). Here I would like to review these three projects in brief.

**Teacher Education Project (TEP) 2002 -2009**

"The Teacher Education Project (TEP) 2002-2009, builds on the Primary Education Development Project (PEDP) which was implemented between 1992 and 1998 through joint funding from the Government of Nepal (GoN) and the Asian Development

Bank (ADB). The overall objective of TEP is to assist GoN to improve the quality and efficiency and access to basic education through the provision of better qualified teachers" (NCED, 2009). TEP is a project which aims to provide trainings to in service teachers believing that trainings help to improve students' achievements.

**SSRP Policy Intent**

SSRP is not a new project. It is the continuation of previous projects like TEP and SEP. Here I would like to review SSRP in my research. In SSRP there are following policies:

Career Preparation

Qualification upgrading

Teacher Professional Development

Teacher accountability and career development

School leadership

Public private cooperation

Arrangement of institution capacity

There are different seven kinds of policies made under SSRP plan .Among them I would like to only review the professional policy. This policy is related to my research study, so I would like to mention how the government has made a policy for teacher development program. Teacher Professional Development (TPD) is a need based teacher development program launched by Ministry of Education National Center for Educational Development (NCED) since 2010. This program is segmented into three parts; Training cum workshop (5 days), Self study Exercise and Instructional Counseling (2 days), The professional needs of teachers are collected from schools. Then the needs

are verified by TPD Hub. Those needs are then clustered under one common title to make a need profile. The teachers who are enlisted in need profile are invited to the TPD Hub for the training cum workshop. When the TW part is over at the training hub, the trainee teachers are assigned to prepare and implement Teaching Improvement Plan (TIP) and to carry out two project works during the SSE part. This part runs in the respective school of the trainee teachers for 20 to 30 days. When SSE part over then there will be IC part, where the teacher trainers from the TPD Hub visit the school of the trained teachers and conduct two days counseling seminar and meeting. The IC art runs for two days in the school When the IC part is over the trainer collects the project reports and minutes of the meeting and comes back to the TPD Hub. The same process is followed three times to complete one month training program under SSRP.

The National Centre for Educational Development is conducting certification and recurrent training courses for primary and secondary level teachers through Education Training Centre (ETCs) located at different places in the country and through other allied training-providers. Completion of a professional teacher training course has been made mandatory prior to entering the teaching profession" NCED (2009). This statement shows that training is necessary to enter in the teacher profession. The objectives of SSRP "To ensure all teachers have the knowledge and skills required to effectively facilitate students learning processes" (ibid.). The Government of Nepal has made policy to provide 10 month long certificate training. NCED helped to develop and implementation of TPD program with an objective of addressing pedagogical problems of the teachers and at providing them with continuous learning opportunities for renewal of professional knowledge.

Formation of the TPD design has followed field-based training model by combining two popular models e.g. school-based and cluster-based training. The training module is completely developed on the basis of demands and professional needs of the teachers reported by themselves, and these needs are documented in the form of a "need profile." Trainings are organized based on the need of teachers. “Every teacher working in all government aided schools will be provided access to one-month Teacher Professional Development (TPD) course within the next five years' period by 2015” (NCED 2010).

While reading policy of Nepal Government on teacher development I found teacher’s training is given highest priority which helps to promote policy which helps to promote quality education. But I didn’t find any policy regarding the role of training for the transformation of teacher’s perception regarding different aspects as; classroom management, child psychology etc.

The Government of Nepal has taken for granted that when training is given to teachers they apply it in the classroom. But it is necessary to observe how teachers apply their knowledge in the classroom and how it is helpful to change their perception with the help of the trainings also.

## Review of Previous Study Regarding the Training

In this I section I present a review of to review the previous study regarding the teacher trainings.

Samdarshi (1998), carried out a study on “The expected classroom behavior of trained English teachers” and found that the trained teachers seem to perform better in the schools where the environment is favorable.

Singh (2003) carried out a research on " Transfer of training skills: derivational from cases " and found out that teacher unconvinced with newer techniques and methods, inability to easily give up old habits, lack of competence on subject matter, lack of motivation etc were the main hindering factors for transferring the training to the classroom . On the contrary sufficient opportunity to discuss, demonstration and practice, proper and consistent practice of skills during training, up to date training materials, clarity in the instruction are the contributing factors for the transferring the training.

Sharma (2007), carried out a research on "ELT class and instructional management: an observation study" and found that most of the teachers participated in the training only for formality, especially to be promoted in their jobs but not to change their stereotyped methodology" (p. 142). This statement shows that there is lack of transformation of teacher perception regarding the teaching methodology. Teachers attend training to learn new skills and knowledge only for formality. Thapa (2007), found in his thesis research "Transfer of teacher training skill in the classroom situation" and found that due to the lack of teachers dedication and motivation towards their profession, the extent of transfer of teacher trainings was found in low degree. Teachers often attended teacher training and returned to their school with no obligation or expectation that they should use or even share with the information. Transfer strategy or action plan in which future course of actions to transfer acquired skills had not been taken as a part of training course. This study clearly shows those teachers are not motivated to their profession. They go to trainings to spend time and for money but they don't bring anything new the classroom and themselves, knowledge, attitude and skills. They don't

change their mind neither they plan any action for the future because there is no one to evaluate and observe whether they are using their skill in real classroom or not.

Subedi (2003), carried out research on "Transfer of training improvement, the Effectiveness of Employee Training of Nepal" he has stated in his research "Trainee were expected to use new skills and knowledge but they were not rewarded or promoted for using the learning from training" (p.163). This research finding is a bit different from tee previous two researches. Previous research show that teacher's themselves are not motivated but this shows that teachers are frustrated as there is no evaluation system to evaluate how the teachers are working**.** Ii Yun one of the participants of a research carried by Edward (2011), on *"Confucius constructivism and impact of continuing professional development of Teachers of English in China"* states that "After I came back, I was nicer to my students and more approachable . . . I was also careful in my use of words, for example, I would no longer tell them 'If you have questions, you should ask me, you should ask me for advice'; instead, I would say, 'If you have questions, you can raise them and we can discuss them', So the students also felt they were closer to you and you could now discuss with them, consult them" (p.13). This research was carried out in China to see the impact of the training in the ELT class. Here she shows that there is change in her concept regarding the students after getting the training. We can see that

NCED (2006), carried out a research on "*A study on effectiveness of primary teacher training in Nepal"* and found that many trained teachers are still not effective and efficient in using teaching resources. There are two reasons behind it: One is lack of required material in the school and the other is lack of creativity of teachers to use local resource. Therefore, teachers need to realize the existing situation of a school and need to

take initiation to use locally available resource. This fact needs to realized by NCED and include using local resources in teacher training curriculum as well as in trainers' guide" (p. 8). This study shows that due to the lack of creativity and fundamental materials teachers are not able to use their skills and knowledge in their classroom.

## Research Gap

My research is based on a very new concept in the field of teacher training. I used different resources available in the library of Kathmandu University, Tribhuban University and NCED. I also surfed different websites .I found that most of the researches is on the transfer of the training. While doing literature review I went through different PHD theses which are available in the library of KU and TU and I went through the reports by NCED, MoE and DoE. I found most of the researches were done on transfer of training not transformation of teacher's perception trough training. The main differences between these researches and mine were that they only observed how the teachers transfer their learned skills from training environment to classroom situation. My research reflects on how the trained become creative because of the training, how training helps teachers to construct the meaning according to the situation and context.

In the previous research and studies some of the researchers had claimed that the due to the low quality of the trainings, the teachers were not able to transfer their skills but they didn't address any reasons why the teacher's training were low quality. In my research I found that there are some reasons why the trainings were not standard.

## Conceptual framework

Conceptual framework refers to the guideline and a frame of a research. Teacher training is essential for professional development and transformation of teachers' perception is

one of the aims of teacher training. Teachers visit the training centers and spend some time. They are expected to be changed. They spend some time at the training centers happily. But when they return to the school they come bare hand. Although they bring a few things they can't apply those in their classroom. As a result they can't develop their professionalism. There are many reasons and challenges that teachers are not able to transform their attitudes and they are; time bound, school environment, lack of resource materials, lack of content knowledge.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter covers methodological issues of this research. This chapter is based upon some core research ideas. There are certain paradigms that can be followed which give a clear direction as to how the research proceeds. In addition to that, this chapter contains methods that are employed while collecting data. After that I have discussed about the quality standards.

## Research Paradigm

**"**A comprehensive belief system, world view, or framework that guides research and practice in a field" (Willis, 2007, p. 8**).** This definition says that a research paradigm is a framework which leads our research to the practical field. A paradigm provides clear guidelines to move further**.** Chalmers (1982) defines that a paradigm as "made up general theoretical assumptions and laws, and techniques for their application that the members of a particular scientific community adopt" (As cited in Willis, 2007, p. 8). This definition argues that a paradigm is an assumption and laws which teach how to carry research on the basis of a particular framework. I followed interpretive research paradigm and under interpretive research I followed narrative inquiry method.

## Research Methods

"By methods, we mean the range of approaches used in educational research together data which are to be used as a basis for inference and interpretation, for

explanation and prediction" (Manion & Morrison, 2007). For my research I followed the narrative inquiry method. In my view narrative inquiry is a means by which we systematically gather, analyse, and represent people's stories as told by them. It is a way of thinking about, and studying experiences of the people. In the words of Martin (2008) etymologically, 'narrative' combines recounting of events with a particular kind of knowledge or understanding of them. This indicates the characteristics of narrative which go beyond sequencing of events and towards meaning-making. This definition means that it is a method where a researcher makes meaning by studying the events of the participants. Similarly Webster and Mortova (2007) state that "Narrative inquiry is set in human stories; it provides researchers with a rich framework through which they can investigate the ways humans experience the world depicted through their stories" (p. 3). This definition clarifies that Narrative inquiry is a method which helps people find out the truth or make meaning on the basis of real life experiences. The other researcher Chase also supports the idea of Webster. Chase (2007) states that "Narrative inquiry as a distinct form of discourse as meaning making through the shaping and ordering of experiences" (p. 424). Here Chase also claims that in a narrative inquiry, researchers makes meaning from the experiences. Mitchell, M. and Egudo, M. (2003) state that " Narrative is an interpretive approach in the social sciences involving storytelling methodology. The story becomes an object of study, focusing on how individuals or groups make sense of events and actions in their lives" (p .3). Similarly Neisser and Fivush (1994) argue that "Particular events become important parts of our life because they provide some meaningful information about who we are, and the narrative forms for representing and

recounting these events provide a particular structure for understanding and conveying this meaning" (p. 136).

"Narrative inquiry is a way of understanding experience. It is collaboration between researcher and participants over time. Simply state a narrative inquiry is stories lived and told" (Clandinin & Connelly, 2000, p. 20). Finally let's conclude that narrative inquiry as a way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place or series of places, and in social interactions.

In my research I used narrative inquiry method. I took interview and asked participants to write the narrative then I developed the narrative story from the participants' interview and writing. I arranged the narrative stories of the participants in chronological order. I wrote stories in different episodes, analyzed them, and found the meaning by analyzing the context.

## Philosophical Consideration

### Epistemology

The word 'epistemology' has its roots in ancient Greek word '*episteme'* which means 'knowledge or science'. Manion et al. describe this phenomenon as a naturalistic approach where 'social world can be understood only from the standpoint of the individuals who are part of the ongoing action being investigated and that their model of a person is an autonomous one, not the plastic version favored by positivist researchers.' It deals with the nature of knowledge. It also deals with how we know what we know. It concerns with the kind of knowledge whether it is tangible, objective, tacit, soulful infected and uninfected by socio-politico-cultural belief systems and human values. It

also deals with various ways of knowing like probing, constructing and interpreting the knowledge.

I made some epistemological considerations by; firstly, taking the stance that every individual has a different perspective, Secondly, knowledge can be constructed through negotiation between individuals, this constructed knowledge should be utilized to empower the research participants. In my research, I tried to develop my epistemology through interview and narrating the life history and experiences of my participants. In other words, I tried to generate the knowledge through interactions between me as a researcher and the trained teachers from Educational training centre from Kathmandu as my research participants. I tried my best to understand their subjective reality. There may exist various local and individual belief which may have forced them to adopt certain activities and my duty, as a researcher, I tried to dig up the ground reality in order to gain the subjective reality by using the tools like in depth interview and protocol writing.

**Ontology**

Ontology is a branch of philosophy that deals with the nature of existence which is concerned with beliefs about what is to know about the world. Luitel (2012) defines the term ontology as "the theory of reality, ways of being in the social reality". This definition tries to say that ontology in general sense refers to the ways of being and becoming. It also deals with the nature of reality, ways of being in the social world. Ontology has to do with the objective, subjective and inter-subjective view of reality. Sage dictionary (2009) defines ontology as 'the metaphysical study of the nature of being and existence', and similarly, Richards (2003) states it as 'nature of our beliefs about reality. Likewise Denzion and Lincoln (2000) say that an ontological issue concerns with

social world because it is very different because it is open to subjective interpretation. It also deals with the questions like what is real, and what is not .So ontological assumptions are concerned with what we believe ,which constitutes the social reality as a branch of philosophy. It is related with the reality, being and existence.

On the basis of the study there is no single reality for me, rather there are multiple realities or which are not constant and they always change according to context and the situation. Reality also differs according to philosophy or assumptions of different schools. I believe in the system where I can have multiple realities embedded within an individual. In my case teachers construct reality according to the need of the classroom situation. Everything on this earth keeps on changing in an accelerating speed which shapes the reality accordingly. Thus there is always a possibility of multiple truths and multiple realities. Teachers' realities were also different. The teachers had different realities and different perceptions. I accepted the realities.

**Axiology**

The word axiology, which has its roots in the Greek word '*axios'* meaning 'worthiness', it is also known as theory of value. Each human being is guided by their own values. Richards (2003) says that all truths like all investigations and understandings are value –laden. It means that axiology of interpretive paradigm believes that everyone is guided by certain values and decides the worth of any knowledge. However, no values in the society are wrong but they are only different. I respected all the research participants' views and values. This research has a value among the trainer and the teachers.

## Sources of Data Collection

In my research I used primary data source. They are secondary level English teachers from t four differen schools who were trained by ETC Tripureshore, Kathmandu. I collected the narrative stories from the research participants

## Selection of Research Participants

For my research I chose four secondary Level English teachers of Kathmandu Valley who had attended 5 days face to face TPD training at Educational Training Centre Tripureshore, Kathmandu. I decided the research participants on the basis of richness of data that I needed in my research. I started collecting data from one participant and got enough information when I collected from fourth the stories were participants. When I felt the stories were enough for Cohen, Manion and Morrison (2007) believe that "There is no clear-cut answer for the sample size" and it largely depends on the "purpose of the study and nature of the population under scrutiny" (p. 101). Let me present my research participant's portfolio. I have given pseudo name to my research participants.

Renuka is a thirty five year old, female who is doing PHD from Kathmandu University. She is teaching English in Shree Padmodaya Higher Secondary school Bagbazar. for seven years. She was an English teacher in Sindhuli .. She is a trained teacher from ETC Tripureshore and now she is also working as a roster trainer in this ETC. She is a life member of NELTA.

Rupak is a twenty seven year old male who is doing his Master's from Trihuban University. He took training from ETC on 2069. He is teaching in the secondary level in Koteshore Higher Secondary school Koteshore , Kathmandu. He is also a life member of NELTA.

Rasmi is a secondary level English teacher in a school of Kathmandu district. She has got her M. A in English from Tribhuban University. She was trained by ETC in 2069. She has been teaching in a school since 2052.

Rubina is twenty eight year old English teacher who teaches in the lower secondary level. She is doing her Master's from Tribhuban University.

## Data Collection Approach

In order to collect the data I used following tools.

### In Depth Interview

Interview is a process of exchanging ideas, views or perceptions between two or more than two people through the medium of questions and answers. Schutz (1967) states that "It is this process of selecting constitutive details of experience, reflecting on them, giving them order, and thereby making sense of them that makes telling stories a meaning-making experience" (As cited in Seidman, 2006, p. 24). This definition argues that interview is a way of making meaning on the basis of person's experience. Seidman (2006) further argues that "Interview provides access to the context of people's behavior and thereby provides a way for researchers to understand the meaning of that behavior. A basic assumption on in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience" (p. 40). Manen (1997) states that in hermeneutic research the interview serves very specific purpose. It may be used as a means for exploring and gathering narrative materials that may serve as a resource for developing a richer and deeper understanding of human experiences" (p. 65).

In my research I took in depth interview of four trained teachers from different schools. I asked open ended questions which were flexible and the answers were very subjective. In depth interview helped me to make stories about their lives as a result my research became more reliable.

**Protocol writing**

As Manen (1997) said "Protocol writing is the generating of original texts on which the researcher can work" (p. 63). While writing protocols, participants need to describe the experiences as they live. Participants should describe the experiences from the inside, as almost like a state of mind, the feeling, the mood, emotions. The event should be specific and there should be examples. I asked each participant to write protocol reflecting on their critical moment like whether they think the training has helped to transform their through their narrative stories.

## A Narrative of the Methodology

In narrative while collecting the data I followed following methods.

**Stage One: Introduction of the Story**

Being an ELT practitioner I always used to think about my classroom problems and tried to develop myself by attending different conferences, trainings and seminars. During this time I felt that Teacher Professional Development is the most important and challenging task. So I decided to carry out a research on Teachers' Professional Development. The word Teacher Professional Development itself is very confusing and board so to make it specific I chose teacher training as one of the ways of professional development and wanted to see how it helps teachers in professional development. To carry out the research I needed to find out the training organization.

**Stage Two: Searching the Ways**

I was very much confused at the beginning. I didn't know how to start and where to go for the research . I didn't know a single training center . Then I read School Sector Reform Plan (SSRP, 2009 – 2015) thoroughly. In the document I found Chapter six was about the Teacher Professional Development. I found many types of training. I chose demand driven short term teacher training.

After choosing the demand based training model I visited NCED and its library hoping that I would get materials regarding the demand driven short term training but my expectation was not met. With the help of the my supervisor, Laxman Gnawali I got chance to visit Education training Center TripureshworI visited ETC Kathmandu on 24rth of Chaitra I met Rima Sharma, who was coordinating English Teachers' Training in this ETC. Being a NELTA member, I knew her already so I felt comfortable to share about my purpose of visiting ETC. I told her that I wanted to carry out a research on the training that is given by ETC at Tripureshore. She was positive and she provided all the available documents in ETC like the guide to conduct TPD training, different training packages prepared by different trainers and the participants' names. It took me around fiften days to go though each training packages and TPD guide. I took interview of Rima Sharma. She talked about the importance of TPD, process of using TPD and its common issues.

During the conversation she herself told that the training given by ETC are not effectively practiced or transferred inside the classroom. The main problem is the teacher's attitudes. Around 15% teachers expressed their dissatisfaction on the content and training delivery. I also discovered that the needs which are sent to the ETC were not

the actual needs of the teachers. For example if one teacher's need is regarding teaching listening and others have on teaching poetry here in this situation, ETC provides training on the major areas. I asked the trainee's address so that I could contact them and request them for help. She provided me the contact address of t the trainee.

**Stage Three: More Challenges, More learning**

I selected participants from the same list given by the ETC. It is impossible to meet the teachers without calling. My research started from the phone call. At the beginning, I requested 10 trained teachers to be participants of my research among them 8 teachers agreed to write their stories then on the basis of the respondents' teaching experience, qualification and most importantly the richness of the information in their written narrative and readiness to participate in the research journey further, I selected only four participants among the eight teachers for their life history. It was the last month of the academic session they were very much busy to their work like marking exam papers and preparing the result. To take the interview I waited 3 to 4 hours in the schools sometimes. They seemed so busy in their work so that they couldn't give me their time when I went there for the interview. So I had to visit again and again to get the answers of my research questions. Some of the teachers went on leave after I took the first interview so I visited them at their homes to take the interview. In the first meeting, I talked about my purpose of visiting them, asked their support for my research and fixed time and place for the second meeting. In second meeting, I took the interview of the participants and requested them to write their experiences on some events. I provided them some guidelines for protocol writing. In the third meeting, I collected their writings and read

them, asked them to clear my confusion at some places. Finally I shared my contact number so that still we are in contact.

**Stage Four: Transcribing and arranging the story.**

After taking the interviews I transcribed those interviews and read the written work of the participants. I combined the information from both interviews and narrative writings of the participants. I gave pseudo names to them to maintain ethic of my research. I had made field notes so it helped me to create the stories. After collecting narratives and taking interviews, I transcribed the data and made meanings from the writings of the participants. I wrote my journal I made notes and matched with my research questions. I was happy that I got the answers of my questions After getting enough data I developed a narrative story of each participant on the basis of his/ her story and my reflection. Then I developed the theme for my research.

**Stage Five : Analysis**

Data analysis process is believed to be a more demanding work than data gathering. In relation to data analysis, Richards (2003) states "Data analysis addresses the identification of essential features and the systematic descriptions of interrelationship among them" (p. 270). To analyze the data I used Narrative reasoning method , which is a way of knowing by noticing elements of a situation that make it unique. "Narrative reasoning answers questions about how a particular situation came about, it retains the complexity of the situation in which an action was undertaken and the emotional and motivational meaning connected with it " (Polkinghorne, 1995, p. 11). The definition defines that narrative reasoning is one of the ways for analyzing narrative data where a researcher analyze the data by analyzing the situation and events along with the

emotional and motivational support. “The researcher engages in narrative analysis by pulling together the happenings and events that he or she has gathered from a single individual’s experience and constructs a coherent story that provides a new understanding of a particular situation” (Polkinghorne, 1995, p. 11). In this method a researcher arranges the life events based on the participants experiences and research makes a new understanding by analyzing the situation.

While analyzing the data, first I transcribed the interviews of my research participants and read their protocol writing and made a story myself to understand their situation. I arranged the events and I went through the data. I excluded some data which were not necessary for my research then I divided their story according to my research questions. After that I analyzed their story and made themes of my research. While analyzing, due attention was given to what informants said in varied situations as situation plays a vital role in giving meaning to their voices (Cohen et al., 2000). Basically in a narrative research it is essential that as a researcher you should know the context. Without knowing the context if anyone tries to interpret the data, it can be misinterpreted.

## Quality Standards

Quality standards differ according to the nature of paradigm. The way of judging the quality of a research work is known as the standards for quality. Quality standard is very important to authenticate my research work. The role of the researcher and the types of research are very crucial points which bring the necessity of using different quality standards. Polkinghorne (1988) argues that the validity of narrative is more closely associated with meaningful analysis than with consequences. He also maintains that

reliability is not the stability of the measurement, but rather the trustworthiness of the notes or transcripts. According to Polkinghorne, we need to re-orientate our measures in using narrative. It is not satisfactory to apply the previous criteria of more traditional approaches, that is to say the measures of validity and reliability, to narrative. Lieblich et al. (1998) claims that "Following components should be in the research so that it is a considered quality research" (As cited in Larsson & Sjöblom, 2009).

The rich data in narrative descriptions of the teller , that interpretations need to be comprehensive and coherent and grounded in empirical data .The interpretations need to be meaningful to participants and peers ,that interpretations must be consistent with the data, need to be theoretically sophisticated

**Verisimilitude**:

Verisimilitude means an approximation toward or closeness to the truth about the way the world really is. The story and the answer given by the research participants creates natural setting and the readers feel like. I made the story verisimilitude by creating the real context. Whoever reads the story they feel the story is real because it is based on the reality.

**Authenticity,**

The term 'authenticity' means the quality of being real, true or which is not copied from others. In the context of research study, authenticity refers to what extent our research is believable. It is also concerned with how far our research methodology and data or information, gathered, are reliable or true. I have made my research authentic by presenting the real data. As a researcher I visited the field many times to gather real data, asked cross question and found the hidden realities.

**Meaning fullness:**

It is the quality of meaningfulness, rather than factual truthfulness that give the story credibility. “The hearers of the story believed that it was true because it was meaningful, rather than it was meaningful because it was true” (Doan, 1994, p. 2). I have only selected the relevant stories in the research which provide meaning.

**Transferability**

Guba and Lincoln (1989) describe transferability as a term that refers to the generalization of research findings which can be applicable in different contexts. In this quality standard, the readers may attempt to find similarity between the researcher’s personal experiences and their own. It is synonymous to external validity and demonstrates a tendency to employ the findings for general purposes’ Bryman (2008) states that the researchers can provide rich data and thick descriptions to achieve the transferability standard. The key findings of the research can be generalized in other districts and ETC centers.

## Ethical consideration

Ethic refers to a system of moral values or the way people distinguish right from wrong. As a researcher I have adopted some guideline for my research. Opie (2004) claims that “Ethics have to do with the application of moral principles to prevent harming or worrying others to promote the good, to be respectful and to be fair”. A researcher needs to be concerned with ethics which apply throughout the research process. Ethical issues in educational research, according to Richards (2003) states that;

Researchers should also be aware that each stage of the research may be a potential source of ethical problems .In accordance with the ethical guidelines issued by the university's research committee, being ethical meant that I had to be constantly in touch with my own values regarding trust, confidentiality, harm, deception and consent while considering the overall welfare of my research participants.

I have considered following ethics in my research.

## Informed Consent

The purpose of informed consent is to give participants sufficient information to make a reasonable, informed judgment about whether or not they wish to participate. In my research I gave a brief description of the nature of my study to my participants. I informed them about the activities that they needed to do and the amount of time they needed to spend with me. I provided a list of any potential risk and/or discomfort that participants may encounter. I made sure that all responses would remain confidential and anonymous. I offered to provide detailed information about the study (e.g. a summary of the findings) upon the completion of my research work.

## Beneficence

The principle of beneficence falls within the ethical theory of utilitarianism, and in research is represented by a statement of benefits and risks that must be included in a consent form .The principle of beneficence (or non-munificence) is based upon the duty to do good and avoid doing harm to others, the duty of care - to protect the weak and vulnerable and the duty of advocacy - defending the rights of the weak and vulnerable (or incompetent). My research didn't harm anyone during my research.

## Confidentiality

In order to maintain the confidentiality of the participants, I didn't write real names I rather gave pseudo names of the participants as well as the school's name.

## Respect of autonomy

Respect for the autonomy of subjects is rooted in Kant's deontological philosophy and is ensured by informed consent. This emphasizes the ability of human beings to choose for them and to determine their own course of life. In research, this ensures that the process is voluntary, and also that the research subject/participant has sufficient information in order to make a rational choice. The researcher should promote well-being and the research should be honest, truthful and sincere. The concept of a person (i.e. a bearer of rights and duties) is the constitutive principle for both law and ethics. Eby (2000) states, "The right to autonomy/principle of respect of persons is bound up with 'informed consent". As I discussed above I respected my participant's dignity. I was honest and truthful to them so still we share many ideas regarding the teaching and training.

## Justice

The principle of justice is seen in the research process . The principle of justice is based upon the duty of universal fairness or equity, the duty to treat people as ends - never simply as a means to an end, the duty to avoid discrimination, abuse, or exploitation of people on grounds of race, age, sexual orientation, class, gender, or religion. In my study I did justice to all the participants. I did not discriminate any participants on the basis of their age, gender and qualification. I respect their ethnicity, caste, and religions.

## Chapter summary

In this chapter I made the roadmap of my research on the basis of different guidelines like research methodology, philosophical consideration research design, quality standards and ethical consideration. I described the process of how I carried on my research.

# CHAPTER IV

# NARRATIVE PORTRAYAL

This chapter deals with the narrative portrayal of my research participant. This contains the story about the problems of the teachers, perception of the teacher before attending training, during attending the teacher training and their learning from the training.

## Renukas' Story

It was a sunny day in the month of Baisakha, so it was hot. I was visiting the school for the first time, so I didn't know the location. Asking around, I reached the school. Actually I was there to meet Ramesh, the English teacher with whom I had an appointment. When I met him and told about my purpose of visiting him, I found he was not interested to be my research participant and he asked me to talk to Renuka. I met Renuka and talked about my visit. She showed her interest to be my research participant. We fixed the time for the next meeting and I came back.

Renuka is an experienced and inspiring teacher who has spent more than 10 years in the teaching field. She is originally from Sindhuli. She used to teach at Gaumati Higher Secondary School, SindhuliMadi Bazar. Now she is a secondary level English teacher in one of the schools of Kathmandu. She is doing her PHD from a renowned University in Nepal.

**Bridging the Gap between Theory and Practice**

On the 8th of Baisakha, we met at KUSOED. We discussed about the problems that she was facing in the classroom. At the beginning she told me that she didn't have any problems, but when she continued telling her stories, I discovered she was facing many challenges in her classroom. She has completed her Master's degree in English from Tribhuban University but that was very much theoretical. Although she had strong theoretical background she lacked of practicality before the training.

> *ummmmm…….Before I attended the 5days face to face TPD training, I used to think that I was lacking something in my professional life. Although I had passed my Master's degree in Education, I wasn't satisfied with what I had learnt at the University. I didn't know what I actually was missing in teaching learning activities. It might be due to lack of peer teaching, a sharing culture and reflective teaching. I had theoretical knowledge about teaching and learning but this training provided me some practical ideas. I felt a need to share and get more ideas. Then I found ETC is the best place for me to grow professionally.*

After her Master's Degree, she was well versed about the theory of teaching and learning methods, classroom dynamics, child psychology, and many other learning theories but when she started teaching in the class, she felt that there was something lacking and that she found was the practical use of those theories in the classroom. This training helped her to bridge the gap between theory and practice in her teaching.

**Affirmation of the Knowledge…**

It was Friday evening; I met Renuka for the second time at KUSOED. She was busy with her assignments, but she had promised to arrange time for me. We sat in a

vacant room so that nobody could disturb us. This time she shared about her experiences during the training sessions. She shared that she was very much happy when she got the chance to attend the training sessions. She used to do some activities in the classroom without knowing the actual process but after she attended the training, she realized that she already had the knowledge of the related subject ; it was only that she didn't know about it.

> *I was very much excited to attend the training sessions. The reason was I would be able to what I lacked in the teaching learning activities. It helped me to develop the professional competence. During the training sessions I also got the opportunity to present my ideas and experiences regarding teaching writing skills to everybody. I also got the opportunity to write reflective journal that guided me to reflect on my activities. I started to follow the steps of 'action> reflection > action' from the very first day of the training .I reflected on my own practice and evaluated my own activities and I still do now. When I feel that certain techniques are not working I change my methods and correct them. I used to do certain thing every year but I was not aware of what I was doing.. For example when I was at the training, I realized that I had already applied some of these like reflection. At the ETC we were trained about reflective practice. I used to do reflective practice was not aware of I as doing reflective practice in my class.*

If someone is really motivated and committed to their profession, they always keep their mind open to learning. Similarly, Renuka also reflected in her teaching. She used to try new activities and used to think on it after its use in the classroom. There are many ways of developing knowledge, such as reading

books, listening to experts and sharing one's own experiences. In case of Renuka, she learnt many things by sharing her experiences with other participants during the training sessions.

**My New Knowledge**

During our conversation, she reflected on her learning during the training sessions. After returning from the training, she had to make a lesson plan and use it in the classroom. One day she made a lesson plan, prepared materials and asked the Principals to observe her class. She was going to use her new learning; engaging students in group work and pair work. She divided the class into different groups, taught the lesson and asked the questions. All the students were very excited and they wanted to answer the questions, but it created some noise in the classroom. She got a suggestion from her head teacher that she could ask each group individually. Later on she realized it and started to do the accordingly.

> *I learnt something about group work, pair work and collaborative learning. I tried to apply it in my school based training. I made lesson plans, developed teaching materials. I used this in my classroom. I invited my colleagues and the head teacher to observe my class but one of my colleagues didn't come. He neither comes to observe my class nor does he call me to observe his class. I divided the class into groups. When I asked some questions to the students they were very eager to answer the questions and as a result the classroom became nosy and my Head teacher suggested me to ask the questions to individual students. I also realized this and I asked the questions to individual students.*

The training was based on theoretical rather than practical grounds. For example, Renuka knew that group work and pair work were very good in the classroom to make the class student centered, but at the same time she was unaware of giving the role to each group and elicit answers from them.

**I'm Still Thirsty**

The hunger for knowledge never let people to be idle. I realized this when I read Renuka's protocol writing. She went to the training center and took different kinds of training sessions. She got the chance to share her ideas and gather new ideas from other colleagues, but all her needs were not addressed. The trainings were designed by the trainer on the basis of the common needs of the other teachers:

> *Frankly speaking my all the needs were not addressed because the training was tailored according to major demands of the teachers. Various teachers have various problems and it is impossible to address all the needs but the trainer had tried to include as much as possible but I wanted to learn more.*
>
> *This time the training focused more on teaching the four skills and teaching poetry, but her demands were something different. She wanted to know more about the psychological part. In my question, why ETC is not able to address the needs of every teachers? Her answer was that ETC has got limited time and human resource. The duration of face to face training was only five days and ETC doesn't have full time roster trainers, so the trainers who came to train the teachers are full time worker in different place they are very much busy on their own work . They have to design the training, deliver it and monitor it in a very short period of time.*

From her interview and writing, I came to realize that the training helped her to construct the ideas. As she said in the beginning she already had theoretical knowledge but she lacked the practical knowledge .At the training centre, she got an opportunity to explore herself. It seems that the training helped her to be more reflective on her own practice. As a result, she became a reflective teacher but still the training was not able to address all her needs. She still wants to know more.

## Rasmi's Story

Rasmi is an English teacher in one of the government school in Kathmandu. She is married and has one child. She seemed very energetic and enthusiastic when I met her.. She entered in the teaching profession in 2052 after passing the Teacher Service Commission Examination. According to her, she was brought up in a typical Newari culture and got married with a businessman.

### Discrimination between M.A and M. Ed

After a brief discussion over the phone, we decided to meet on 22nd of Chiatra at her school. This was my first meeting with her. It was a lovely morning I didn't know the location of the school, but I asked the local people and reached her school. I reached 15 minutes earlier than her and I spent the time by observing the school environment. She came at 8:15on her bike. She has got a very good personality with a charming smile on her face, which is very essential for a teacher in my opinion. In the first meeting, I again informed her about my research. She seemed quite busy marking the exam papers and preparing the result. In the first meeting I didn't want to overwhelm on her, so I just talked informally. Although it was an informal talk, as a researcher, I gathered a lot of information from her. I informed her about my research topic and my expectation from

her. She was ready to help me. I spent one hour with her talking about her professional background. She was quite unhappy that people discriminate the teachers on the basis of M.A and M.Ed background. She claimed that she is not less than any other teachers who are from M. Ed. background. We talked about any other possibilities of professional development like going abroad for study. She said that she was very much interested to study abroad, but because of her family she was unable to do so. She said to me*, "I have a baby .If I leave him now and concentrate on my studies he may feel neglected. He needs my support and care. I can't ignore his future for my studies. Being a married woman my family is my first responsibility*."

I knew that as a researcher, I have to be friendly to find out the grounded reality and touch the root of the truth, so I talked about my professional background and asked about her views. As a result, I could understand her attitudes in a better way. From this informal talk, I knew about her professional background and her zeal for learning. She had a good learning attitude and positive attitude towards teaching and learning. She was ready to help me in my research as a participant. After that, we talked about some common classroom issues like: large classroom, background of students.

**Selecting the Demands**

It was the 26th of Chaitra, I was mentally prepared for the interview and so was she. I met her at her school in the morning. We sat in the staff room for the discussion and locked the door, so that nobody could disturb us. I asked her about her experiences before she attended the training and the process need assessment.

*First of all we selected our problematic areas of teaching as our need. Our Principle verifies and sends it to the training centers. The coordinator from the*

*training center finds out the common issues and calls some expertise as trainers. I had a problem in teaching poetry. I didn't have problem in teaching grammar and teaching language. I had already learnt how to teach grammar and language skills. I had just one problem and that was teaching poetry.*

For the demand driven teacher training, there is a certain process of selecting the demands of the teachers. She selected demands on the basis of classroom problems that she was facing in her class. Her problems were as follows:

*"In my class generally there are some difficulties like students come from different parts and they have different capacities. Some of them don't even know the alphabets of the English also they are upgraded in upper class. They can write but they are very poor in listening and speaking. They feel shy and hesitate to speak. My students are afraid of making mistakes. I always tell not to worry about the mistakes. I encourage them to speak whatever they know. I even tell them that they can't speak until they make mistakes. I felt difficult to tackle this situation but now I can face them easily. I think family background also plays a vital role in learning English. Students only do the work which is assigned by the teacher. They are not given any other exposures to learn English. Students speak English only in the English period and English is the only subject which they read and write in English but in other subject the medium of instruction is in Nepali."*

There were a number of problems and among them; she considered teaching poetry her first priority. She herself was very much confused about the many problems inside the classroom. As we were talking, she was called by one of her colleagues to prepare the result. I played the recorded interview and listened again. I reflected about

what I really wanted to know and what I got from her. My aim was to see how the demand driven teacher training had helped her to transform her belief system regarding those problems that she had discussed.

I came home, sat alone and transcribed the data. At the same time, I made a framework of protocol writing. I wrote some guided questions so that she wouldn't be confused about what to write on the topic.

**Positive Energy for Professional Development**

It was fifth of Baisakha. I reached Rasmi's school at the scheduled time. She smiled and welcomed me. This time she took me to the office room and introduced me to the other staff members. I got the chance to meet the School Principal, too. After a small chit chat we came down stairs. By the third meeting, we were like friends. She had brought some sweets for me that she had prepared for the New Year celebrations, as she knew that I was coming that day. After a short informal chat, I requested her to write the protocol writing. She agreed and went ahead with it. In her protocol she wrote her experiences and about her new learning during the four days TPD training.

> *TPD is very much useful to keep the teachers abreast with the new methods and approaches.. Teachers still use the traditional methods most of the time. Training provided opportunity to change teacher's attitude. regarding teaching methods I got an opportunity to be reflective about my own practice after attending the training. I learnt new ways of teaching, teaching reading, writing, listening and speaking and grammar, Most of the time it gave me positive energy for my professional development. This training really helped me to change my teaching style. With the help of the trainers, I learnt new ideas to teach grammar, reading*

*text, writing text, teaching poem, listening and speaking. I had a problem in teaching poetry but after the training I felt easier teaching poems. Before the training I was not able to make my students understand the poems. TPD helped me explain the poem to the students clearly. As grammar is useful for speaking , teaching poems is also very important for developing reading and writing skills. TPD gave me knowledge and helped me to change my attitude towards my classroom problems and solve them as well*.

She learnt about teaching different language skills and aspects of language in the training. The training helped her to change her teaching style. She constructed new ideas, and now believes that poetry can be taught in an easier way. She applied the new learning from the training as much as possible.

We spent around two hours together this time. I cross questioned her as both of us were very familiar with each other. This was our last meeting. Even though and I feeling sad. Even though we had met for an academic purpose, we became good friends in a short period. After writing the protocol she went back to her work. I read her work and I was quite happy. She had somehow opened ways for the discussion on the issues that I had raised.

I returned from the field. I wrote my reflection. I compared her interview and writings and tried to make sense. When I compared her writing and the interview, I understood that as a teacher she was facing many problems like large number of students, low English proficiency of the students, various backgrounds of the students and more. As she mentioned in her interview, she needed training on teaching poetry. She attended the training and learnt the ideas on teaching poetry .She also mentioned that though she

didn't need training on teaching grammars and other aspects of language, she had to attend those sessions as well . Attending training is not a big issue, but if the training is not designed accordingly to the needs of the teacher, it can't change the teacher's perceptions. Finally, although there were some problems, training was helpful to change her perceptions regarding the classroom problems.

## Rubina's Story

Rubina is a 32 year old married lady with two kids and she is working as an English teacher in a school of Kathmandu in the Secondary level. She is doing her Master's from TU and at the time of writing this, she was also working on her dissertation.

**Transformation: Eagerness of the teachers in learning**.

It was a sunny day on the third of Baisakha. I was at her school to request her to be my participant. I introduced myself as a student of KU and told her that I needed her help for my research. We got talking and I found out that she was trying to find a topic for her research proposal. She requested me to provide some research books; I agreed to give her all the books that I had and share my ideas and experiences. She was interested to be my research participant because she believed that she would also learn something from my research. As my first duty, I told her, my research topic to her and talked about the purpose of my visit. At the beginning we talked about our classroom problems then I asked her about training, and how it can change the perceptions of the teachers. She replied that:

> *Though I was eager to attend the TPD training I was not very much positive towards it because I was not able to gain much things from previous training sessions. In my opinion it could be due to the shortage of time where teachers just*

*attended the training and returned to their own school without any obligation to apply learned knowledge in the classroom. There was no provision of regular evaluation. The applications of training in the classroom depends to depend upon the eagerness of the teachers.*

Teaching and learning are the two parts of same coin; Rubina didn't have a positive view before attending the training. She thought that the TPD training also wouldn't be very much effective as previous other trainings. In her view transformation of teacher's perception doesn't depend upon the quality of the training, but on the attitudes of the teachers themselves. If the teachers are not responsible and if there is no provision of monitoring after providing the training, there is no use of providing training. She expressed her feelings and experiences during the training in this way.

*In course of training I found TPD training different from what I had presumed.. It was conducted for five days.Pprimarily it was about the introduction, usefulness and need of TPD training .The Trainer explained to us about the important of continuous assessment , need and objective along with project work, classroom management, regular assessment . The training taught us the importance of taking continuous assessment of the students. It showed how we were responsible for success and failure of the students. It taught us that teachers needed to be active, energetic, responsible and knowledgeable till they retired.*

This time the training seemed different than the trainings she had attended before. She was aware of the aims of the TPD: Using project work in the class and Continuous Assessment System. The training helped her to develop a concept that teachers are the responsible for student's achievement. If the teachers are responsible and committed,

students can benefit. The teachers can transform themselves and change their role due to training, only if they themselves are eager to bring about a change in them.

**Challenges in My Class**

Teaching is the most challenging job. A teacher has to face many challenges in the classroom, so we discussed some of the challenges that she was facing in her classroom. She expressed that:

> *ummm ..in my class there are some challenges. There are so many children and they are from different background. Some students get parental support and some don't .. Government policy is that we should teach each students. Students who are good they come in front and tell the answer but the problem is with those who are weak . They don't try to speak.*

Her problems in the class were that her students were from heterogeneous family back grounds, Students with multiple intelligence, large classroom and classroom management. She went to the training with the hope that she would be able to overcome those problems by learning new ideas and strategies.

**Training: New learning**

According to her after she attended the training, the training sessions helped her in these areas:

> *Certainly the training session helped to change myself. Especially it made me conscious about my profession because I had to be committed to improve the proficiency level of my students since then. I have made plan and used different strategies. There are provisions for continuous evaluation for teachers as well as students in SSRP. It tries to make us active, we have to do project work we have to*

*do action research. Training makes us aware that all children don't have aptitude. I carried out action research in grade ten to improve the speaking. I carried the action research for a month and tried various methods to develop the speaking skill of my students. Finally they improved a little bit.*

The training helped her to change her perceptions on some problems. After attending the training, she became more responsible. She also carried action research to develop the proficiency level of the students. Before attending the training, had a misconception that students who were weak, didn't have the to do anything.

**Rupak's Story**

Hello! It's me Kalpana…. Are you Rupak ? I asked Rupak over the phone, but he was confused to hear an unknown girl's voice. Then I introduced myself as an M.Ed student from K.U and told him that I had got his phone number from ETC .When I told him that I wanted his support, he started talking to me. I requested him to meet me so that I could tell him about my research in detail. It was 2nd of Baisakha just after the New Year when we first met. When I reached his school, he was in a meeting. When the school guard saw me, he requested me to sit inside the office room. After two hours, I finally met him. I was not happy having to wait for so long, but as a researcher I had to tolerate the situation. He said sorry, and that was not his fault. I know that most of the teachers are busy, so I took it lightly and after all it was for my work that I had waited. I introduced myself and he did the same.

Rupak is originally from Baitadi district and recently his family is in Kailali. He is doing his Master's in ELT from TribhubanUniversity . He is teaching in the Secondary

level and recently he took a training session from ETC at Tripureshor. I talked about the purpose of visiting him. I told him about my research and asked his possible support for my research. I also informed him about my studies. Being a Master's level student of T.U, he also has to carry out research work and as I was doing research, he wanted to talk about the research methods and other things as well. He agreed to be my research participant. This was our first meeting and since he was in a hurry I didn't pressurize him to give his interview. Instead I requested him to meet me on 4th of Baisakha.

**My Challenges**

This was the second meeting with Rupak. This time he was on time, but that day was the result day in his school. This time also I had to wait for him. After distributing the results, he came to the office and sat down on a chair. I offered him a cup of tea as I saw that he was quite tired. After drinking tea, I asked him about his professional background, his classroom challenges, and his experiences before the training and after the training. We discussed on the common challenges that he was facing in his school:

> *The background of the students, large number of students in the classroom and lack of materials are the main challenges in my class. We teach English as a foreign language so students don't have good language proficiency. Sometimes we can't apply whatever we have learnt from training center into our classroom. For instance I'm a student of Education and . I have many ideas on how to motivate students'; how to teach language skills and aspects but I can't do all those things inside the classroom. There are many difficulties as I have only the theoretical knowledge .Large classroom is one of the problems, since in a class*

*there are around 60 students. They are from different backgrounds. I find it difficult to do group work and pair work.*

Rupak's problems were also not different than that of the other three teachers. Large number of students, lack of teaching material, and level of students were his classroom problems. Although he is a student of Education background, he is not able to apply the learning that he has gained from his Masters degree.

**How Did I Get the Opportunity?**

Since he faced difficulties while teaching, the Principal of his school sent him for the five days TPD training. He shared his experiences in this way:

*um… I took TPD training on the first week of the Bhadra 2069.The ETC send a letter to the Principal by requesting to send a Secondary level English teacher and the school principal selected me as a participants. I went for the training. I got opportunity to learn how to teach poetry. It is different than teaching paragraph.. I learnt that we should make it simple as much as we can. From this training I got new ideas on teaching poetry and teaching writing.. There are problems is everywhere but a teacher should think of the ways of overcoming these problems. Our TPD was conducted by different trainers for five days at the ETC centre, Kathmandu. I learnt new methods and ways of teaching different language skills and aspects I got many materials from the trainers too.*

In the case of Rupak, he didn't put up his demands, rather his School Principal sent him to the training center from school (as a participant).So he didn't have any expectation that his need would be fulfilled. But by attending the training, he learnt some

activities and strategies and used them in the classroom, like teaching how to write paragraphs, but he still had many problems in his classroom.

**How it Changed me…?**

It was the third meeting with Rupak. Admission of new student was going on in the school. Students were scattered around the ground and the wind was playing with the dust. Rupak was waiting for me in the staff room. We had a professional chat for some time about things like associating with NELTA and working with the translation Society Nepal. He seemed very enthusiastic, but lost somewhere on his way of professional development. I read his writing and we discussed on it. His writing was like this:

> *Yes, TPD training helped me to change my belief for instance before going to TPD , I used to teach reading in different ways . I used to read the paragraph and explain to the students. Then I used o and ask them to find the answers from the paragraph. After attending TPD I learnt the correct way of teaching reading. I have changed my believe and my role too from a teacher, I have became a facilitator. To be specific these training sessions helped me to change my concepts in some areas in a way. For example I used to teach reading text by reading myself to them when I attended TPD I learnt the correct way of teaching reading text by involving students to find out the answers. Now a days I have changed my concept regarding the teaching reading. I think these training sessions helped me to change my concept in some areas in a way. For example I used to teach reading text by reading myself to them when I attended TPD I learnt that the better way to teach reading text by involving students to find out the answers. Now a days I have changed my concept regarding the teaching reading.*

He was happy to get the training from ETC. It changed his perception on teaching reading. Before attending the training, he used to teach the text by explaining and writing the answers on the board, but after attending the training he changed his methodology. He asked teaching the students to read and find the answers themselves. He made his students actively participate in the learning process these activities help students to work in groups and develop their confidence.

## Chapter Summary

This chapter dealt with the narrative portrayal of the participants. I presented the narrative stories of the teachers episodically.

# CHAPTER V

# NARRATIVE DISCUSSIONS

This chapter contains discussions on the main concepts that emerged from a synthesis of the narrative Portrayal (presented in chapter four). In the initial of the chapter, I have discussed the role of teacher training (TPD) is changing teachers' perceptions. In the second part of the discussion, I have shown the relation between teacher training and professional development likewise in the third part, I have discussed about the factors that hinder the transformation of the teachers' perception.

## The Role of Training to change the Teachers' Perception

In this regard, I would like to present the teachers' experiences before they attended the training sessions, during the training sessions and after attending the trainings.

### Teachers' perception before Attending the Training

On the basis of the narrative stories of the teachers which is presented in Chapter four, before attending the training, teachers faced many problems. They had different kinds of problems like large classroom, students from different backgrounds with multiple intelligence and each student with different learning ability. From Renuka's story, I found that she felt she had something lacking in her professional life. Although she had passed her Master's degree in Education, she wasn't satisfied with what she had

learnt. She didn't know what was actually missing in her teaching learning activities. It might be due to lack of peer teaching, sharing culture in learning and reflective teaching**.** Rupak is student of Education .His story tells us that he has ideas about how to motivate students; how to teach language skills and aspects, but he couldn't do all these things inside the classroom. He found it difficult to apply these ideas in the class because he only knew the theory. He had no practical knowledge. Large classroom is another problem. According to Rubina's story she faced some challenges in her class. There were so many children from different background. Some students got parental support, while other didn't. Government policy is that we should teach each student and different level of students.. The experience of Rasmi was also not different from others. She selected her problematic areas of teaching as training need. Her School Principal verified the needs and sent it to the training center. The coordinator from the training center found out the common issues and appointed some expertise as trainers. Rami had a problem in teaching poetry. She didn't have problem in teaching grammar and teaching language skills. She had already learnt how to teach grammar and language skills. She had just one problem and that was teaching poetry.

From the above analysis, I found that all the four teachers had different classroom problems and they were large number of students, low level of proficiency of the students, different backgrounds of the students and lack of teaching materials along in addition to that the teachers were neither happy with themselves as they felt that they lacked skills nor were they happy with school management. They had a kind of expectation after they attend the training, they would develop skills, knowledge and attitudes that would be helpful to solve their problems.

**Teachers' reflection during the Training Sessions**

All the teachers attended five days face to face teacher's training. During the training sessions, they had different experiences. Renuka's story said that she was very much excited during the training sessions. The reason was that she would be able to find the areas where she lacked.

The training helped her to develop the professional competence but some of her queries still remained unanswered. The training was not able to address all the issues raised by her. Nonetheless she got the practical knowledge to be a reflective teacher. During the training sessions, she also got the opportunity to share her ideas and experiences regarding teaching writing skills with everybody.

Rupak's story said that TPD was conducted by different trainers for five days at the ETC centre, Kathmandu. He learnt methods and ways of teaching different language skills. He learnt the different ways of teaching grammar, listening, poems, writing and language through games. He got many materials from the trainers too. This particular training taught him how to teach reading to students. He was able to apply this idea in the classroom and this changed his perception that teaching reading could be done through student centered methods.

According to Renuka, the training was fruit full for her. It was about introduction, usefulness and need of TPD training. The trainer made her clear about the need and objectives of Teacher's Professional Development program along with project work, classroom management, regular assessment ,upgrading system of the students, public involvement, etc. The training made her aware of the usefulness of continuous assessment of the students. It made her feel responsible for the success and failure of the

students. It also taught her that raining tries to make teachers active, energetic, responsible and knowledgeable till the time of retirement. Finally Rasmi's story said that TPD is much useful to aware the teachers. Teachers are using traditional methods of teaching most of the time. She realized that training gave new methods and knowledge to change the teachers' attitude. She got opportunity to be reflective on her own practice after attending the training. She learnt new ways of teaching speaking, grammar, poem, reading and writing. Every day of the training time it gave her positive energy for her professional development. Her problem was regarding teaching poetry and her need was addressed in the training, so she was happy.

**Teachers' Perception After Attending the Training**

From the teachers' narrative stories I came to know that the teachers have changed in their perceptions a bit. But there were many other factors that affect the perception of the teachers.

According to Renuka's story, she learnt something about motivation from the raining. There was a CD of Sai Baba which she used it in the classroom. She also learnt about group work, pair work and collaborative learning. She tried to apply it in her school. She made lesson plans, developed teaching materials and implemented them in her classroom. She invited her colleagues and Head Teacher to observe her class, one her colleagues didn't come. According to her he neither comes to observe her class nor does he call her to observe his class. She divided the class into groups. When she asked some questions to the students, they were very eager to answer the questions and classroom became nosier and her head teacher suggested her to ask the questions individually. She also realized this and she tried to ask the questions to individual group rather than in

mass. She also discovered that transformation depends on particular teacher's perception. When I analyzed her story, I found that all her needs were not addressed because like any other training, this training also focused upon the major demands of the teachers since. Various teachers have various problems it is impossible to address all the needs, but the trainer had tried to incorporate as many needs of the teachers as possible.On the basis of her story, I came to know that this training helped her to construct new ideas and belief system about group work and pair work. She now believes that group work and pair work are very important to develop communicative skills in students. It is believed that the more students are able to communicate in English with their friends the more they develop their communicative skills. The report by (NCED, 2006) reveals that:

> The result of classroom observation of both trained and untrained teachers reveals that trained teachers are found to be aware of lesson preparation. 58% of the trained teachers were found to be good in lesson preparation whereas only 20% of untrained teachers came in to this category.

The trained teachers are capable of creating good teaching and learning environment in the classroom. They are found to be using knowledge, skill and attitude imparted Teachers Training. Trained teachers are capable of using different teaching techniques. They are found to be able to motivate students into learning. They use available teaching aids while teaching. Her story further revealed that this training helped for the affirmation of existing knowledge. When she attended this training, she realized she had been un knowingly doing the things taught in the training in her classroom. This training provided her confidence. From her response, it seems that this training helped her to develop more confidence on the content and performance. Bajarachary, (2008).Emphasis on

> Teachers trained with emphasis on better pedagogical processes and changes in the classroom environment led the school teachers to realize and change their approach. Such efforts brought turning points in teacher's understanding, beliefs and behaviors. They attached more significance to 'no corporal punishment', 'group work', 'more interaction', 'play way method in learning', and 'less rote memorization

Thus, from the above discussion, we can come to the conclusion that this training was helpful to transform Renuka's perception regarding teaching and her role in the classroom.

According to Rupak's story, after attending TPD training, he felt that it changed his belief regarding teaching reading. He changed his role from a teacher to fcilittaor for example, before going to TPD he used to teach reading in different ways, like he used to read the paragraph and explained and asked them to find out the answers from the text. After attending TPD, his response indicated that this demand based short term training was useful to him for his professional development. This training helped him to change his teaching style and his role from a controller to a facilitator. Before attending the training he was quite unaware of the practical use of teaching techniques .He used to teach in a different way. For instance while teaching his main focus used to make students find the answers from the text and make them learn the answer to help them pass the exam. But after attending the training, he has changed his belief and has been trying new techniques since then.

Similarly, for Rubina, the training sessions helped to change herself. Especially it made her conscious of responsibility towards her profession, that is the field of teaching

because she had made commitment to improve the proficiency level of her students and for that purpose she had to meet certain targets, she made various plans and used different strategies. Accordingly, she prepared the action plan based on those matters. Training helped her to think about each child equally because each individual has different learning strategies.

Richard and Farrell (2005) said, "Training involves understanding basic concept and principles as a pre requisite for applying them to teaching and ability to demonstrate principles and practice in the classroom" (p. 3). Above mentioned statement supports my participant's views that training is a process which consists of theoretical and practical aspects that helps teachers to perform in the class room in a better way. This statement also proves that teachers are transformed through training.

From Rasmi's story, I came to know that this training helped her to change her teaching style. With the help of the trainers, she got different types of knowledge to teach different langugae aspects and skills. She had problem in teaching poetry, but after the training she found teaching poems easier. Before the training, she was not able to make her students understand the poems. TPD made it easy for her to explain the poems to her students clearly. As grammar is useful for speaking teaching poems is also very important for developing reading and writing skills. TPD gave her knowledge which was helpful to change her attitude and beliefs towards her classroom problems. She believes that this training is very helpful to change her beliefs and in constructing new beliefs regarding the classroom. This training made her able enough to deal with different kinds of problems, like large classroom, multiple intelligence, different learning strategies of the students, developing teaching materials and time management. From her response, I would like to

conclude that for teachers training is helpful to construct new values and ideas. Marland (1995) says:

> The explanation given by the teachers for what they do are typically not derived from what they were taught in teacher education programs… Rather, the classroom actions of teachers are guided by internal frames of reference which are deeply rooted in personal experiences, especially in school ones and based on interpretational of these experiences (As cited in Richards, 1998).

Rasmi's story regarding the training reflected that this training helped her to develop a kind of confidence, and that she was able to find out the classroom problems in English Language teaching and solve them at her level.

**Linking with the Theory**

On the basis of stories that I presented earlier, I found that a training is helpful to transform the teacher's perception. Short term demand driven training is very useful to transform belief system of the teachers, construct new ideas regarding the classroom problems, evaluation system and teaching methods. Transformation includes these three dimensions psychological, (changes in understanding of the self), convictional (revision of belief systems), and behavioral (changes in lifestyle). Boyd states that "transformation is a fundamental change in one's personality involving the resolution of a personal dilemma and the expansion of consciousness resulting in greater personality integration" (As cited in Tyler, 1998, p. 13). I would like to link this definition with the teachers' narratives on short term training. Let me use Mezirow's stages of transformation to measure the level of the transformation of the teachers. Mezirow (1978) as cited in

Kitchenham (2008) presented ten phases of transformation. I would like to show my research participants' transformational level based on their narration.

Phase 1 : A disorienting dilemma

Phase 2 : A self-examination with feelings of guilt or shame

Phase 3 : A critical assessment of epistemic, socio cultural, or psychic assumptions

Phase 4 : Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change

Phase 5: Exploration of options for new roles, relationships, and actions

Phase 6 : Planning of a course of action

Phase 7 : Acquisition of knowledge and skills for implementing one's plans

Phase 8 ; Provisional trying of new roles

Phase 9 ; Building of competence and self-confidence in new roles and relationships

Phase 10; A reintegration into one's life on the basis of conditions dictated by one's perspective

Renuka appears to be in step 9. "Building of competence and self-confidence in new roles and relationships". According to the data, she has already acquired knowledge and skills and now she is trying to adopt the new role and developing the confidence in the new role. Here I would like to present a part from her story.

*"I learnt something about group work, pair work and collaborative learning. I tried to apply it in my school. I made lesson plans, developed teaching materials. I implemented this in my classroom. I invited my colleagues and head teacher to observe my class one of them didn't come. He neither comes to observe my class nor he call me to observe his class. I divide the class into groups. When I asked some questions to the students, they were very eager to answer the questions and classroom became nosier and my Head Teacher suggested me to ask the questions individually. I also realized this and I tried to ask the questions individually."*

As her story speaks that she made lesson plans, invited school head master and other colleague to observe her class. Inside the classroom, students were working in group and when she asked the questions every student were ready to answer those questions and they all tried to answer the question as a result the class become noisier. She got feedback on this part instead of asking question to all students she could ask question to each individual group or student. From this, she was able to find out her strong points and some points that she needed towards on classroom teaching in days to come.

Rupak andRubina are perhaps in the1st stage of transformation which is known as " Disorienting the dilemma." A disorienting dilemma is a change that occurs in life, causing us to have to reexamine our beliefs, values, and identity, even to the point of deciding to change our mind completely. Let me write why they are in this phase. Those teachers went to the training, spent five days, learnt new things about teaching techniques, methods, child psychology and many other things and they came back to the class. When they went to the class for teaching, the classroom situation was different.

They couldn't apply or use all the learning that they had learnt from the ETC center. There are many factors that affect teaching. They have to take more burdens and face many challenges if they use what they have learnt from ETC. During such times time, they got confused about what to do and what not to do. This stage is called disorienting dilemma. Let me use their own words here, Pupak and Rubina said *"Different background of the students, multiple ability ,large number of the classroom., lack of materials are the main reason,.so sometime we can't apply whatever we have learnt from training centers."*

Rupak believes that there are many more problems inside the classroom and all those problems can't be addressed by the ETC. Although ETC tried to educate them on different issues and agenda, it created confusion as well. Teachers are not able to transform their perception in different issues from the training .

Rasmi seems in phase 4. Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change this statement help to prove .

> *Training provided opportunity to change teacher's attitude. regarding teaching methods I got an opportunity to be reflective about my own practice after attending the training. I learnt new ways of teaching, teaching reading, writing, listening and speaking and grammar, Most of the time it gave me positive energy for my professional development.*

In conclusion, the demand driven short term training is somehow helpful to transform teachers' perceptions towards classroom problems regarding teaching methods,

teaching strategies and teaching different skills among the secondary level English teachers.

**Hit and Miss……..**

After writing the stories of the research participants, I found there is some misbalance between the need of the teachers and the training sessions delivered for that particular group. In this regard, I would like to connect my research question two and three, where I tried to find out the affecting factors in the transformation of teachers' perception and how that affects the transformation of teachers' perceptions. Let me present the teachers 'story in this regard. In Renuka's story:

> *The training helped me to develop the professional competence but my queries became unanswered because it was not able to address all the issues raised by me. Frankly speaking, all the needs were not addressed because the training depends upon the major demands of the teachers. Various teachers have various problems and it is impossible to address all the needs, but the trainer had tried to include as much as possible.*

From Renuka's story, I came to know that all the demands and needs of Renuka were not fulfilled or addressed by the training. She felt that although it helped her to develop professional competence, her major needs were not addressed because ETC delivers the training focusing on the major demands of the teachers. The main reasons are that teachers have various kinds of problems and all the needs would not able to be fulfilled in the short period of time. As a result teachers feel that their needs are not addressed. The training coordinator also agreed in this regard when I raised the issue in front of her. She said:

> "Around 15% teachers have expressed their dissatisfaction on the content and training delivery. I also discovered that the needs which were sent to the ETC were not the actual needs of the teachers and ETC couldn't address each individual teacher's needs. For example, if one teacher has a need on teaching listening but the majority of the needs are the other areas. of teaching, there in such situation, ETC focuses on the needs of he majority of the teachers."

According to the training coordinator, ETC also knows that all the teacher's are not satisfied with the content and training delivery. There are mainly two reasons the first one being the teachers' themselves who are not able to identify their own needs. Sometimes the teachers' don't write the actual classroom problems thinking that others will know their loopholes. The other reason is that their needs come under minority. NCED (2011) asserts, "Training need assessment is the starting point of decision making about an intervention and investment in human resources development" (p. 16). This definition tries to convey that training need assessment is used as the foundation for determining the objectives, setting the goals and selecting the content. If anyone fails to identify the real need of the teachers, the whole program fails.

Similarly in Rupak's story, he had many challenges inside his classroom, like teaching language skills and classroom management. When his School Principal informed him that he was selected for five days TPD training, he thought that he would learn many new ways and innovative ideas to overcome his problems and provide refreshment, but he was trained only on teaching language skills. Nobody asked him about his needs**.** According to Rupak, He knew that there were many problems inside the classroom but nobody asked him about his needs. There is a rule that the school should

send teachers' needs by asking them but in his case School principal send his teachers' needs. He feels that it would have been better if the School principal had asked him about his needs and the classroom problems before sending him to the training center. According Rupak has mentioned, he had many problems in teaching language skills and classroom management, but when he saw the training package he saw different sessions on language skills and teaching different genres, But there were no training session on classroom management, like motivation, handling different ability children and teaching in large classroom.

But Rasmi has different story in this regard:

> *"First of all, we selected the problematic areas of teaching as training need. Our School Principle verified and sent them to the training centers. The coordinator from the training center selected the common issues and called expertise as trainer. I had a problem in teaching poetry. I didn't have any problem in teaching grammar and other language skills. I had already learnt how to teach grammar and language skills. I had just one problem and that was teaching poetry."*

In case of Rasmi, she had only one need and that was teaching poetry. She didn't have any problems in teaching language skills and other aspects, but in this particular training program, she had to spend more time learning how to teach grammar, reading, writing, listening and speaking. SAMDI ( 2007) "A need assessment can be an important tool for any trainer or organization planning a program or course. Accurate needs assessment can help develop a program or course based on the real needs of the people that it is serving." This statement clarifies that Need Assessment is a systematic exploration of the way things are and the way they should be. These things are usually

associated with organizational and/or individual performance. Bolitho and Wright (1995) state "One of the main challenges we face as a trainer is to find ways of engaging with course participants' previous knowledge, experiences and beliefs. Without this engagement, even in part, we believe it is difficult to enable participants to make sense of any new input on training course. It is also vital for us as trainer to familiarize ourselves with key aspect of participant's background" (p. 53).

It is not only my research that has said this, but the experts have also raised this issue as a main challenge. Training can't be as meaningful and effective as it should be if the trainer is not able to identify the participant's previous knowledge, experiences, skills, beliefs and background of the teachers. Without knowing the present situation of the teacher, if anyone tries to give new input, then it becomes worthless. Sometimes, it may be below the level of the teachers and sometimes it may be above the teacher's level. In Rubina's story, she was facing a lot of problems, like students coming from different backgrounds, different economic status and large number of students. She had problems regarding classroom management and subject matter teaching, but in the training she didn't get the chance to discuss on management problems. According to Rubina's story, as a teacher she had to face problems, such as management problem and teaching different skills. As she mentioned her, students' proficiency level was very poor; she needed training regarding classroom management too, but in th training she only learnt about teaching different language aspects and skills. Here I see that there is no relevance between the trainees' actual need and the training. In this regard Doff (2008) states, "There is a great difference between these two worlds that account for the failure of many teacher trainings. They are different not only in resources and physical condition but also

in underlying assumption." According to Doff, the main reason that teachers are unable to transfer the training in the classroom is the gap between the training context and classroom context. In the training, teachers feel relaxed and learn new things, but when they come to the classroom the working situation is different. Finally, they have to perform their old role in the classroom. Similarly, DOE carried out the research titled "*A study on effectiveness of primary teacher training in Nepal"* and found the following problems "Lack of use of teaching materials and appropriate methods/technique in teaching learning activities, no significant difference between the classroom delivery practices of the trained and untrained teacher and less-professionalism attitude of teachers." Similarly one of the other research studies also shows the same case.

Bista (2002) carried out a research on "*Effectiveness of teacher training"* education for development and found that Teacher has been given high priority by the government as well as by the donor agencies. However, effectiveness of teacher training is always in doubt. Last three national achievement assessment study of teacher training could not show the positive relationship between the achievement of students and teacher training. Similarly, it has been mentioned about low transfer of training by different studies.

These previous researchers' findings were somehow similar to the research findings like lack of classroom management, low level of training quality, less professional attitudes of the teachers, I found that there are many other different reasons why teachers are not been able to change their perceptions is no match between demands of the teachers and the trainings sessions. Although some training was of good quality they were not based on the needs of the teachers. The trainers were found to be busy so

they didn't have enough time to design the training sessions, deliver it and monitor the training's achievements because all the trainers were engaged in other jobs like teaching, and other business. When ETC called them to be a trainer; they had to manage time in a hurry. So that they have problem to design the need based training.

**Relation between Teacher training Professional Development**

There are many kinds of teacher's professional development like sharing the ideas, implementation of new techniques, and methods, learning from experience, taking part in different seminars, trainings and workshop and reflecting own experiences. Wallace (1991) provides two key elements for professional development; they are received knowledge and experimental knowledge. He defines received knowledge as fact, data, theories and experimental learning which means the learning that is gained from one own reflection and practices. Regarding this I would like to discuss how short term demand driven training helped to develop participant teachers' profession. I' m going to discuss how this training was helpful for the teacher's development. As I mentioned above, teacher training is one of the ways of teacher's professional development; let me present my research participants' views regarding the teacher professional development.

From Renuka's story, I came to know that especially she learnt these things from her experiences and training. Every year, she wanted to do something extra. She tried to be reflective. Every year, she reflected on her own practice and evaluated her own activities. When she felt these techniques were not working, she changed them and tried something new. From her response, both her own experiences and the context helped her to be a reflective teacher. Even now her class, she reflects on her each activity and when she feels that the particular activity is not effective and suitable in her classroom, she

changes it and tries new ones. This make her active and enthusiastic in her professional life. Richard (1998) says, “Reflection and inquiry are key components of teacher’s development…. reflection refers to an activity or process in which an experiences is recalled , considered and evaluated, usually in relation to the border purpose” (p. 21). This definition also focuses that recalling experiences and evaluating them provides new insights to the teachers. Teachers get opportunities to find their own faults and improve them in time and as a result one can be a better teacher forever. On teacher development, Underhill (1988 ) states that “Teacher development is to keep alive a sense of challenge and adventure in one’s career and to avoid getting in to rut” (p. 4). This statement also advocates that teacher development is being alive and being ready to take challenges in life.

Rupak mentioned in his story thatfor him the training was very helpful to him and other colleagues too those who wanted to improve. He got the opportunity to learn how to teach poetry and how it was different from teaching a text. Problems are teaching paragraph. Problem is everywhere, but a teacher should think of ways of overcoming those problems. Rupak also thinks that the training helped him to improve in some areas. Head and Taylor (1997) state that “Teacher development, as we understand it, draws on the teacher’s own inner resource for change. It is centered on personal awareness of the possibility of the change and of what influences the language process” (p. 1). They further say that the concept of teacher development is an ongoing process through which a teacher can keep on growing with their own effort.

Rasmi’s story tells us that first she selected some average students and. She encouraged them to take part in the competition, so that they could learn. She made them

play many kinds of language games which motivated students to work in groups and learn actively. She learnt these ideas from the TPD training which made her feel that she was changed. Rasmi has discussed how she manages her classroom by nominating the good students of the class as leaders, and she asks them to help other students. She also encourages all the students to take part in different activities and in games. She also claims that group work and pair work help their students to be motivated. Rosssner and Bolitho (1990) say, "Language teachers are connected with the questions will it work in my class?" (p. 120). This statement matches my research participant's answer here. She keeps on trying new language games and other kinds of activities in the classroom. It is useless to be in classroom and use the same kinds of activities which are not liked by the students. The teachers should be very much careful and make students engaged in the activities.

According to Rubina's story, the training has helped her to be active, to do project works and carry out action research. Training is helping her to think about each student's capacity. She has understood that each student has different ability and as a teacher she has to deal with it effectly. She also carried out an action research regarding the English speaking problem of grade 8 students.

In Rubina's view, teacher training provided her the opportunity to do project work and action research, which have made her active in the classroom. She tries to apply those learnt knowledge and skills in her classroom by doing the action research. She found that her students were improving after doing action research. From this statement, what I understood is something is better then nothing, so training helps teachers to grow professionally, if teachers are really interested. Lazar (2009) states, "Teachers learn best

by being actively involved in the training session. This active involvement might entail participating in a discussion, brain storming ideas in a group" (p. 216). This view expresses that if teachers are active during the training session by discussing in a group, sharing the ideas, reflecting the activities then they can learn best. Training provides an opportunity to the teachers to be in a group, discuss about their common classroom problems, share the ideas for finding the solution of the problems, which is one of the ways of professional development

After interpreting all four participants' views, I would like to conclude that among the various kinds of teachers professional development, teacher training is one of them. Teachers get a lot of opportunities to learn, to share and experiment their ideas in training, so teacher training is one of the ways of professional development.

## Chapter Summary

The first section of the chapter deals with theme which is the participant's perception before attending the training, while attending the training and after attending the training. Then I inked their changed perception with the theory. In the second section, I presented some affecting factors in the transformation of the teacher's perception regarding different problems. In the third section, I presented the story of the participants to link training with the professional development.

# CHAPTER VI

# REFLECTION AND CONCLUSION

## Developing my Research Agenda

It was 5th of April 2012. I was a student of Third Semester. I was assigned to choose the topic for the research proposal. I was wondering about finding the burning issues of the contemporary educational society. I started to reflect on my own classroom issues as a teacher and as a student. I visited KU and TU libraries to gather the information about the different topics. All of a sudden one of the events came to in my mind which I had faced as an English teacher in a private school .There I was unable to handle the students in the classroom, unable to deliver the content in an interesting way and I used to cry for not being able to be a good teacher. To solve those problems I had joined an organization NELTA and attended different kinds of the training where some were helpful to change my skills, knowledge and attitudes, while others were just waste of time and effort. Keeping this thing in mind I wanted to see how the other English Language teachers crossed their critical phases in their professional development, how ELT training could be helpful to change their perception regarding the different classroom problems, child psychology and content. I developed the research agenda by reflecting on my experiences by observing the contemporary scenario of the English language teacher training in Nepal

## Situating Myself in the Field of ELT

I prefer to call myself as an ELT practitioner this stage of my life. I started my career at a very young age with a little bit theoretical knowledge. I had many challenges in the classroom. I was restless because of the problems I faced. I was afraid of being a failure in the teaching career. I wondered here and there to find the solutions of my problems but I didn't get the solution at a snap of my finger. It took a long time to change myself. Different training courses, online classes, and academic courses played different roles to change my perceptions, beliefs and attitudes. Gradually I learnt from my mistakes and challenges and became a more experienced teacher. Still I have many challenges in my classroom as an English teacher but I have developed confidence and maturity to cope with those problems. I have different resources which I share with my colleagues also.

## Designing the research

I decided to carry out a research on how trainings helped the teachers to transform their perceptions. The topic itself was very vague and I chose a part of it i.e. teacher training. For some time I read some literature and found that Transformation of teacher perception as an explored topic and very suitable in the context of Nepal. I thought although it was a vague topic for the Master's research, it had a wide area and I could continue my study in the same are in my higher studies, too. In this research I tried to make my topic as much specific as possible which would be suitable for my research and helpful to find out new invention in the field of teacher training. It was a new topic and I myself was very much confused about how I could carry out the research. First of all I read SSRP. I went through chapter 6 which was about TPD. I found a training module

Demand Driven Training. I thought this topic was suitable for me .Then I shared with my supervisor. He gave me the green signal that I could move ahead. I visited ETC centre 'Kha' at Kathmandu. I met the coordinator of English Language Teacher training. When I expressed that I was interested to carry out the research in this field she was very happy and gave me the word that she would help me for my research. I got many materials from ETC like the training sessions designed by the roster trainer, work plan of ETC centre, name list of participants in different training sessions. It took me more than 15 days to go through these materials. After reading all the materials I decided to select the participants from Baneshore area. So I selected different teachers from different 4 schools. From the list I called up six teachers and informed them about my research. I met all of them but and collected the narrative stories from the teachers.

When I collected the narrative story from the 4th teacher, I felt that data were enough for my research. So I decided on only four research participants. I was able to create a very friendly environment because of which they could express their real feelings and I could get the answers for my research questions. They were very much positive and helped me in the data collection. During my field visit I got an opportunity to see their context from very near. They shared with me their real feelings and experiences and as a result I got data which were necessary for my research.

I used interview and protocol writing as a data collection tool. After collecting the data I transcribed the interview of the participants and read their protocol writings. Mixing their writing and interviews I wrote a narrative story. I wrote the stories episodically. I arranged the stories in chronological order and gave different titles to each episode. On the basis of their stories I made a concept and analyzed the data using

narrative reasoning theory. By analyzing the context and the reason, I came up findings which compared with the previous research studies.

I also read different empirical researches that were done in the field of teacher training at national and international level. It provided me ample opportunities to understand the burning issues of teacher development of the context on Nepal. I came across the global issues in the field of teacher development. I found that there are some common issues among the South Asian countries and other parts of the world. one of them was motivation.

This was a very new experience for me as a researcher and my topic was also new, so I worked very hard to get the materials. I visited the KU library, centre library, Curriculum Resource Centre TU, the central library of TU, NELTA library and the library of ETC. I coordinated with different people and I always got positive responses from them and as a result I completed my research in new a new area. Along with the knowledge, I also learnt to build up good relations with the human beings.

**Responding to the research questions**

In the introductory chapter, three research questions were outlined to find out their answers.

a. How does a Demand Driven short-term ELT teacher training program help change participating teachers' perception?
b. What are the factors that influence the transformation of teacher's perception?
c. How do different hindering factors affect the transformation of teachers' perceptions?

In order to address these questions I used narrative inquiry methods and collected the stories. From the stories the findings have been illustrated on the basis of the analysis and interpretation of the stories. To be specific, I've categorized the findings separately into three major headings with reference to my research questions

**Role of Demand Driven Training to Transform English Teachers' Perceptions**

According to the data all the four participants had positive attitudes toward the demand base teacher training. They were aware of professional development. All of them agreed with that although demand driven training did not addressed all the needs of the teachers, it helped to change belief systems of the teachers in some areas.The pparticipants expressed that they were happy to share their learning and experiences among the friends which helped them to refresh. Among four participants, teacher one was very active and she said that this training was a platform for affirmation of her knowledge.

**Factors that Affects Transformation of the Teacher Perceptions**

According to the narrative portrayal of the participants I came to know that the main factors that affect in transformation of the teacher's perception. Motivation of the teachers, differences between training context and classroom context, lack of monitoring are the main reason of not being able to transform teachers' perception. Data shows that the main problem lies in the need assessment process. In one hand the teachers are not able to be specific in their needs. Most of the teachers don't write their needs and on the other hand those who are specific in their also don't get the training on the basis of theirs need because only common needs get the priority. The research participants said the trainings should be provided by special experts and should be specific on the basis of the

real needs. If the trainings are based on the teachers basic needs they can be used to transform teachers' perceptions.

**Ways of Transforming Self**

After the research the participants gave some suggestions that could be helpful to transform the teachers' beliefs, perceptions, concepts and use the new knowledge according to the context. The suggestions are: To develop teacher's motivation, the Government should make a special policy. Teachers who are motivated for professional development should be rewarded and those who ignore professionalism should be penalized. The duration of face to face training is only 5 days which should be increased? The trainers seem very busy and so the ETC should keep full time teacher trainers at the training center who can design different training sessions according to the teachers need assessment and evaluate the training programs.

## Seeking Meaning for Self and Others

Life is a journey and we move ahead. While moving ahead we observe the different things and after observing the outer world, we start to compare the outer world with our inner world. In the interpretive research also we try to understand others' reality and seek where we are. Similarly as a researcher I learnt many things from this research. This study helped me to understand the policy in the teacher training, working system from ETC to NCED, need assessment, training delivery and monitoring system by ETC. I found that the teachers who were my research participants were confused regarding their career development.

This research also helped to make meaning to the teacher trainers regarding the demand based teacher training. Trainings can be very much useful if the ETC shows its

concern to the demands/ needs of the teachers. The training can be more transformative if the teachers are motivated in the training, so motivation is essential. The participants want subject experts as their trainers so, participants would be motivated if ETC brought subject experts as a trainer in the demand based training. Monitoring and evaluating part need to be done seriously to see the real transformation of the teachers.

## Future Directions

In this research I tried to find out how the demand driven teacher training helps to transform teacher perception. This research is confined to time limit and place but types of research can be carried out in other districts of the Nepal. More research should be done in the field of teacher training. In my research I found out the causes of the training low quality. There are many issues in teacher training as ways of improving the quality of teacher training

## Best Wishes From

After spending three months in the field, Education Training Centre and different schools of the Kathmandu valley and reading previous research done in the field of teacher training, I came to know that English Language teachers' training is one of the ways of professional development. Teacher training provides a platform to those teachers who want to develop their professionalism. But at the same time from the narrative stories of the teachers, this training was not as effective as it was expected. I found that the main problem was in the very first stage that is in the need collection. As it is a demand based training, where the training is designed and delivered on the basis of the teachers needs but I found that all the teacher's needs were not fulfilled. The main reasons of not being able to fulfill teachers 'need were that the teachers were not able to

identify their real needs. Hence only the major and common needs were addressed. To design a teacher friendly training, it would be better if Education Training Centre appoints some full time trainers who can design, deliver and monitor the training.

At last I would like to thank all the teacher trainers, participants and the coordinator of ETC for their cooperation. I would also like to extend my best wished to them.

## Conclusion

Teacher Training is helpful for the teachers' professional development. It is found that the training was very much helpful to change the participant teachers' perception regarding some classroom problems but there were many things to be considered. It is found that the main problem lies in the initial stage of the training i. e need assessment.

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# APPENDICES

## Appendix-1

### 1. Question for protocol writing

I would like you to request you to answer the following questions based on your experiences.

a. What was your feeling before you attended TPD?

b. Write your short reflection on those sessions.

c. Do you think these training sessions helped to change yourself? If so in which area and how?

d. Do you have any suggestions?

## Appendix-2

**Sample Stories of the Teachers**

**Your Perception Before Attending the Training**

Before I attended the 5days face to face TPD training, I used to think as I had lacking something in my professional life. Although I had passed master degree in education , I wasn't satisfied with what I had learnt from my master degree. I didn't know was actually was missing in teaching learning activities. It might be due to the lack of peer teaching, and learning sharing culture and reflective teaching**.** I had theoretical knowledge about teaching and learning and this training provided me some practical ideas. I was feeling something lacking where to share and where to get more ideas. ETC is the best place for me to grow professionally.

**[Reflection on training sessions]**

….I was very much excited while attending the training sessions. The reason was I would be able to find my lacking part in teaching learning activities. It helped me to develop the professional competence but my queries became unanswered because it was not able to address all the issues raised by me. Any way I got the practical knowledge to be reflective teacher, During the training sessions I also got the opportunity to present my ideas and experiences regarding to teaching writing skills to everybody. I also got the opportunity to write reflective journal that guided me to correct. I started to follow the steps of action> reflection > action from the very first day of the training. I felt some some lacking in the presentation by the subject experts each day. It might be the technical problem of ETC' kha'.but I learnt too much from training sessions. I tried to be

reflective. Every year .I reflect on y own practice and evaluate my own activities. When I feel this techniques are not working  if I change my methods I can correct them.

I used to do  something  every year. But I didn't know what I was doing. for example When I was at training I realized that I have already done this methods. like reflection, In ETC we were trained about reflective practice.  But I used to do reflective practice but I didn't know I was doing reflective practice.

**[Tell me how these 5 days training helped to change your believe. and perceptions**]

…..From the training I learnt something about motivation. There was a CD of SaiBaba . From this we should use in the classroom. I learnt something about group work, pair work and collaborative learning. I tried to apply it in my school based training. I made lesson plans, developed teaching materials. I implanted this in my classroom. I invited my colleagues and head teacher to observe my class one of them didn't come. He neither comes to observe my class nor he calls me to observe his class.  I divide the class into groups. When I asked some questions to the students, they were very eager to answer the questions and classroom became nosier and my eat teacher suggested me to ask the questions individually. I also realized this and I tried to ask the questions individually. I also discover that transformation depend particular teacher's perception. If the teacher is not motivated five days training is nothing just time pass. They will go to ETC for five days and pass the time. But those teachers who are self directed. This is best opportunity for them. They will learn from expert and peer. They will learn new method, techniques, and evaluation system and be reflective. So it is very essential for self motivated teachers.

**[Are your all demands are fulfilled?]**

Frankly speaking my all the needs were not addressed because the training depends upon the major demands of the teachers. Various teachers have various problems and it is impossible to address all the needs but trainer had tried to include as much as possible. When I was a trainer in that time I also face such kinds of problems. Actually the real training delivery time is 3 days and it is very difficult to design session to cover the all the demands of the teachers.

[Was it helpful to you?]

Extremely. It was very helpful to me and m other colleagues too those who want to improve.

**[Can you tell me your classroom problems]**

Background of the students, large number of the classroom. English is as foreign language so students are not able to understand and English, lack of materials .so sometime we can't apply whatever we have learnt from training centers. for example. I'm from education background. I have ideas about how to motivate students; how to teach language skills and aspects but I can't do all the things inside the classroom there are many difficulties to apply it in the class because I know only theory. Large classroom is one of the problems

**[Any problems in classroom management**]

Yes, in my class there are around 60 students. They are from different background. I feel difficult to make group work and pair work.

**[How did training help you to solve your problems?]**

I got opportunity to learn how to teach poetry. Like it is different then teaching paragraph.. We should make it simple as much as we can. From this training I got new ideas o teaching poetry and teaching writing. Problem is everywhere but teacher should think the ways of overcoming those problems.]

[Your feeling before you attended TPD]

I had many challenges inside my classroom like teaching language skills, classroom management when my principle informed me that I was selected for 5 days TPD training. I thought I will get many new ways and innovative ideas to overcome my problems and provide refreshment**.**

**[Your short reflection on those sessions]**

Our TPD was conducted by different trainer for five days in ETC centre Kathmandu. I learnt methods and ways of different language skills. I learnt different ways of teaching grammar, teaching listening, teaching poem, teaching writing and teaching Language through games. I got many materials from the trainers too.

**[Do you think these training sessions help to change your perception]**

I think these training sessions helped me to change my concept in some areas in a way. For example I used to teach reading text by reading myself to them when I attended TPD I learnt that the better way to teach reading text by involving students to find out the answers. Now a days I have changed my concept regarding the teaching reading.

**[Any..Suggestions…**

ummmm on the basis of my experience ETC has to develop such kinds of training which can give full time to develop training package , design different kinds of activities,

and monitor the progress of the teachers. For example, I'm a roster trainer. I m teacher as well in one side I have to complete my course in my school. At the same time how can I manage time for the follow up activities? We have to manage the time. So I suggest ETC to employ full time trainer. If there are full time trainer teacher can consult with them wherever they have problems. The duration of face to face training should be increased. At least one month training is needed. After school based training trained teacher should come back to the ETC and present how did they applied their knowledge in their classroom so that teachers can be reflective which will be helpful to the teacher to be competent over this.