

Teachers Perception Towards Pre and Post-Teaching Activities in English Language Teaching

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Abstract

The present study aims to find out the “Teachers’ Perception Towards Pre and Post-Teaching Activities in English Language Teaching”. The main focus of the study was directed on perception of higher level English teacher towards pre and post-teaching activities in English Language Teaching. The study, being an attitudinal study, is believed to be relevant in offering a realistic picture of the effectiveness of pre and post- teaching activities in ELT. The study was carried out using both primary and secondary sources of data. For primary data, firstly higher-level English teachers have been selected through random sampling procedure. The study was confined with in Rupandehi district to find out the effectiveness of pre and post- teaching activities in ELT. It was found that the higher-level teachers are highly positive towards the teachers’ pre and post-teaching activities in ELT.

Keywords-Perception, Random sampling, Attitudinal study, Relevant, Effectiveness

Introduction

English language in Nepal has been flourished not only in the urban areas but also in the rural areas due to a number of facts. Nepal needs English for academic activities to establish diplomatic relation with foreign countries, tourism, industries for the development of science and technology. The need and importance of English language is felt in the nation. English language is taken as one of the facilitators and promoters for nation and international communication. It has been given high priority and taken as an internal part of education. English is taught as the compulsory subject in all the schools of Nepal stating from grade one up to grade twelve. It is also thought of a compulsory subject from +2 to Bachelor level. English language is an integral part of academic courses and nation development. So, the English language of appropriacy has become almost the language of survival in Nepal. The status of English language in Nepal is changing day by day. It is being in inevitable part of academic and nation development. It influences every sector in the country like business, tourism, media, education, politics, economic and diplomatic relation and so on.

Regarding this matter, Kansakar (1988,p.71) states: For teaching and learning language in Nepal, two language skills: reading and writing were given more emphasis in the curricular in the part. Grammar translation (GT) method was blindly supported by the teachers.

This kind of trendy shows the evidence about students’ improved or learned language not from the view point of the use but the uses of the language. It develops the grammatical competence of the students but not the communicative competence.

Pre-teaching Activities

Many activities should be born in mind by the teachers before entering the classroom. Before teaching in the classroom, a teacher has to think about the lesson or he has to make a plan on how to handle the lesson and make the classroom effective. Planning takes time and if wrongly used makes adoptability difficult.

Regarding this matter, Field (2002, p.243) presents that before teaching listening activities, a teacher has to do the following activities as pre-teaching activities for the development of listening skill:

- Associating ideas with the topic
- Predicting information about the topic
- Discussion of the topic or the situation
- The teachers and the students together discussing a relevant picture or experience

Thus, the main purpose of pre-teaching activities is to make the teachers aware in their preparation of particular lesson that are going to teach in the classroom. It helps the teachers to make their teaching effective and students also comprehend the lessons systematically and effectively.

While-teaching Activities

While teaching stage is the main stage of teaching activities. Students are asked to perform certain activities or task during the time that they are teaching to the text.

Actual teaching takes place at this stage. Students read the text to find out the answer of the questions or to get the gist of it etc. While teaching listening activities may include one or more of the following activities:

- Teaching the passage
- Answering the questions asked to them
- Completing the incomplete sentence
- Labeling the pictures
- Matching the halves
- Choosing the appropriate answers among the alternatives
- Asking questions to each other

To sum up, in while teaching stage, the teacher presents the task, the students engage in performing the task and the teacher helps the students by giving them feedback if necessary.

Post-teaching Activities

Post teaching activities refers to that kind of activities which are done after teaching a particular lesson. It is necessary for the teacher to evaluate their students, which refers to the success or failure of the lesson. Regarding the pre. and post-teaching activities we can say that “When learners have

completed a learning activities they need to be given an opportunity to evaluate and reflect on what they have developed. Receiving and evaluating what they have done and making suggestion about what they could have done better in teaching and learning process.”

Attitude and Its Importance

Attitude is a borrowed term English from Latin word ‘Aptos’ which refers ‘fitness or adeptness’. In simple term, attitude is the pre disposition or tendency to react specifically towards and objective situation or value usually accompanied by feelings and emotions. So, how people feel or what they believe is their attitude. As mentions in the Encyclopedia of education Vol.1 (1971, p.396) “attitude refers to how we think, feel about and at towards our fellow human beings and how they think, feel about and at towards us.” Thus, it is a set of beliefs towards something moreover, these definitions of attitudes stress the integration of thought, feeling and deed.

In this context, The attitudes of students, teachers, community members, peers and others with whom the student comes into contact all affect motivation to some extent but it is attitude of the teachers towards the students and towards his/her profession that the essence and care of motivation (Nocchiaro 1969. p.22).

Thus, from these definitions, it is obvious that attitude is a way of thinking or behaving towards something. It creates motivation towards something, we can hardly expect of success of any program or activity. So, the attitudes of the teachers towards the effectiveness of pre. and post-teaching activities in ELT is also one of the important aspect to seek reasons towards teaching learning activities.

Review of Related Literature

A number of research studies have pointed out the importance of attitudes of the researchers and the learners for the latter’s achievement. These researchers have focused on the attitudes towards the English language learning and teaching of different students and teachers. Actually, these are somehow related to the effectiveness of post-teaching activities in ELT. Some of them are as follows:

Spalsky (1969) studied “Attitudinal aspect of second language learning” that the importance of the attitudes as one of the factors in explaining degree of proficiency a student achieves in learning a second language.

Awasthi (1979) conducted research entitled “A study of Attitudes of Different Groups of people of Kathmandu District.” He concluded that the different groups of people had positive attitudes towards the English language and they were in favor of continuing English as a compulsory subject in the secondary school up to S.L.C. And also, the majority of the people did not want to be replaced English by any other UN languages.

Karki (1989) carried out research in entitled “Attitudes of Campus Students Towards English Language.” She found that students had positive attitudes towards English. They did not feel that English is unnecessarily imposed on them. However, they were not satisfied with the existing curriculum, textbooks, and methods of teaching and evaluation system.

Giri (1995) concluded a reached entitled ‘A Survey into People’s Attitude towards the Existing S.L.C examination in Nepal He found that people were positive towards SLC examination. They

had suggested that SLC examination should be usually administered twice and it should not be privatized

Khanal (1999) completed a study entitled “A Study on the Attitudes of Secondary Level Students Towards the Learning English.” The students have positive attitudes towards learning English. They were fully supported by their parents but they had negative attitude towards some aspects of the existing textbooks, methods of teaching and examination system

Chanel (2007) concluded research entitled ‘Motivation Towards Learning English by the Teenagers in Nepal’. He found that most of the teenagers are well motivated to learn English. The positive attitude and motivation towards to learning English and supported their learning

From these studies, it is concluded that the positive attitude plays vital role to achieve positive outcome of the programs. The effectiveness of the program depends upon the attitude of the operator. But the present study is different from the studies reviewed above. The present study mainly focuses on the effectiveness of pre. and post-teaching activities in English Language Learning. It will be an attitudinal study. Therefore, the researcher carried out this research study to explore the effectiveness of pre and post teaching activities in English Language Learning.

Research Questions

This research methodology can help to find the answer of following questions:

- What are the frameworks of classroom activities?
- What are the teachers’ perceptions towards pre. and post-teaching activities?
- What are the pedagogical implications of pre and post teaching activities in ELT class?

Methodology

The study had the following study design:

Source of Data

Both primary and secondary sources of data were used to meet the objective of the study

Primary Sources of Data

The primary sources of data were the teachers (i.e. lectures who are teaching English at M.Ed and B.Ed levels).

Secondary Sources of Data

Various books, especially, written by Finocchiaro (1969), Harmer (2001), Kumar (2006), report, article, research studies, website and these of the Department of English Education, T.U. were used as secondary sources of data.

Sample Population and Sampling Procedure

The researcher selected higher-level English teachers for sample population. There were all together 50 English teachers. They were from higher levels of Rupandehi district. The researcher selected the teachers through random sampling procedure.

Tools for Data Collection

The researcher purposively used only one type of tool in collecting information, i.e. questionnaire. The researchers used different set of questionnaires to gather the data. There were altogether 32 questions. The researchers elicited data from the information by using 20 closed-ended question and 12 open-ended questions. These all questions were asked to find out their attitudes towards the effectiveness of pre. and post-teaching activities in the English Language Teaching

Process of Data Collection

To collect the primary data the following procedures were followed:

- After preparing research tools, the researchers visited the selected campuses and built rapport with the concerned authority.
- Then, the researchers explained the purpose of their study and set the task to the informants.
- After that they distributed the questionnaire to the selected teachers who have been teaching English at higher level campuses.
- They requested them to fill up questionnaire.
- After administering the questionnaire, they collected the field of questionnaire from the informants.
- Finally, the researchers expressed their gratitude to all the respondents and concerned authorities for their kind support and co-operation

Results and Discussion

This incorporates analysis and interpretation of the data which have been collected from different sources. The data collected from the informants were presented in different charts, tables and diagrams. The data presented were analyzed and interpreted to find out the teacher's perception towards of pre and post-teaching activities. For that purpose, the researcher developed a set of questionnaires consisting of close-ended and open-ended as a major tool. Altogether 32 questions were to be answered by the informants. The questionnaire was divided into two groups: Group - 'A' and Group- 'B'. In Group-A, altogether 20 close - ended questions were to be answered with five alternatives: 'strongly agree', 'agree', 'neutral and 'disagree.' Similarly, the researcher also administered 12 open-ended questions to find out the attitudes, ideas, opinions and suggestions towards the teachers' perception towards of pre. and post-teaching activities in ELT. The data collected from close-ended and open-ended questions were analyzed and interpreted separately. While analyzing the closed type of the data, the responses were conducted and changed into percentage. The options 'strongly agree' and 'agree' were combined together as positive attitudes. Likewise, the option 'disagree' was the combination of disagreement response or negative attitude. If such responses were more than 50%, they were considered as positive attitudes. Likewise, the responses below 50% were considered as disagreement responses or negative attitudes. The researcher has interpreted and analyzed the open-responses descriptively. At the end of the item wise analysis of whole set of questionnaires was to find out the teachers' perception towards of pre. and post-teaching activities in ELT. The data were tabulated, analyzed, and interpreted separately.

Attitude of the Teachers Towards Pre. and Post-Teaching Activities in ELT

This section deals with the analysis and interpretation of the attitude of the teachers towards the perception of pre-and post-teaching activities in ELT. The researcher distributed the questionnaire to the teachers and collected the required data through close-ended and open-ended responses. The close-ended responses collected from the questionnaire and their frequencies were counted and changed into numerical values. The numerical values were converted into percentage and presented in the table. Likewise, open-ended responses of each question were analyzed and interpreted descriptively

The Close-responses of the Data are presented in the following table:

Table 1. Teachers' Perception Towards Pre. and Post-Teaching Activities in ELT

Responses Q.N.	Strongly Agree	Agree	Neutral	Disagree	Total
1	25%	50%	5%	20%	100%
2	22.5%	55%	2.5%	20%	100%
3	20%	52.5%	0%	27.5%	100%
4	25%	62.5%	2.5%	10%	100%
5	22.5%	65%	2.5%	10%	100%

While analyzing the close responses (i.e. 5 questions) of the respondents, the above table shows that 77% of the respondents agreed i.e. including strongly agree that pre and post-teaching activities have a significant role in ELT. Only 20% of them disagreed with the concerning issue. Likewise, 3% of them were neutral in their responses. This shows the fact that majority of the teachers preferred to use pre and post teaching activities which are essential in ELT. As the table shows, they are highly positive towards the perception of pre. and post-teaching activities. The respondents have expressed their supporting logics and ideas in open responses. The open-responses are analyzed and interpreted in the following sections.

The Closed-Responses in Terms of the Needs of Pre. and Post-Teaching Activities in ELT

This section deals with the analysis of close-responses on the basis of question wise. The data collected from each item are presented in different charts and tables with the brief description in the following pages.

Question .1

Before entering into the classroom, many things should be born in mind because pre teaching activities have significant role in ELT

Table No.2

Role of Pre-Teaching Activities in ELT

S.N	Responses	Frequency	Percentage
1.	Strongly agree	10	25%
2.	Agree	20	50%

3.	Neutral	2	5%
4.	Disagree	8	20%
Total		40	100%

The above table shows that 75% of the respondents agreed that pre teaching activities have significant role in ELT and they are essential activities in teaching field. Only 20% of them disagreed with the issue. Likewise, 5% of them were neutral in their responses. From the above fact, it can be found that majority of the teachers are in favor of the necessity of pre-teaching activities in English language teaching. Thus, pre-teaching activities provide an effective way of teaching in the classroom. They have a significant role in ELT because in absence of them the teacher cannot handle the classroom in an appropriate way.

Question No.2 An effective begging of the class depends upon pre-teaching activities.

Table No.3

Effective Beginning of Pre-teaching Activities

S.N.	Responses	Frequency	Percentage
1.	Strongly agree	9	22.5%
2.	Agree	22	55%
3.	Neutral	1	2.5%
4.	Disagree	8	20%
Total		40	100%

The above table shows that 78% of the respondents agreed that pre teaching activities make effective beginning of the classroom. Likewise, 3% of them were neutral in their responses: Only 20% of them disagreed with the given statement. The above fact shows that the majority of the students responded that an effective beginning of the class depends upon pre-teaching activities. Thus, from this fact, it can be said that pre. and post-teaching activities provide a convenient way of teaching in the ELT classroom because the pupils are keen and well-motivated. So, the effective beginning and ending of class depends upon pre and post teaching activities.

Question No. 3 Pre and Post-Teaching Activities for motivation

Table No.4

S.N.	Responses	Frequency	Percentage
1.	Strongly agree	8	20.5%
2.	Agree	21	52.5%
3.	Neutral	0	0%
4.	Disagree	11	27.5%
Total		40	100%

The above table shows that 72% of the respondents agreed towards the given statement. Only 28% of them disagreed towards motivating the class depends upon pre. and post-teaching activities. This indicates that the majority of them are in favor of pre. and post-teaching activities in ELT. Thus, this fact shows that pre. and post-teaching activities helps the teachers to make their teaching effective and the students also comprehend the lesson systematically and effectively. It motivates the teacher and students in language teaching and learning. It also helps to take over a class smoothly when the teacher can't teach. Therefore, it can be said that motivating the class depends upon pre. and post-teaching activities.

Question No.4 Pre. and post-teaching activities create students centered environment in the classroom.

Table No.5

Pre. and Post-Teaching Activities Create Student Centered Environment

S.N.	Responses	Frequency	Percentage
1.	Strongly agree	10	25%
2.	Agree	25	62%
3.	Neutral	1	2.5%
4.	Disagree	4	10%
Total		40	100%

The above table shows that 87% of the respondents agreed that pre. and post-teaching activities create student centered environment in teaching and process. Only 10% of them disagreed towards the given statement. Likewise, 3% of them were neutral in their responses. Thus, this fact shows that maximum numbers of them are highly positive towards pre. and post-teaching activities in ELT. Thus, from the above fact, it can be said that pre- and post-teaching activities have a great usefulness in English language teaching because it guides the teacher and shows his/her limitation. It shows the teacher's time to explain and make teaching direct and clear. It also creates student centered environment in the classroom.

Question No.5 Post teaching activities reflect the teaching success or failure the lesson and their teaching as a whole

Table No.6

Post-Teaching Activities Reflect Teaching Success or Failure

S.N.	Responses	Frequency	Percentage
1.	Strongly agree	9	22.5%
2.	Agree	26	65%
3.	Neutral	1	2.5%
4.	Disagree	4	10%
Total		40	100%

The above table shows that 88% of the respondents highly agreed towards post-teaching activities reflect teaching success or failure of the lesson. Only 10% of them disagreed towards the given statement. Likewise, 3% of them were neutral in their responses. Thus, from the above fact, it indicates that maximum numbers of respondents are highly positive towards pre- and post-teaching activities in ELT.

Conclusion

It deals with the major findings of the research on the basis of always and interpretation of the data. The main objective of this study was to find out the teacher's perception towards pre-and post- teaching activities in english language teaching . after the analysis and inter pretation of the data, the researchers found that the higher-level teachers are highly positive towards the pre and post -teaching activities. it has a great usefulness in English language teaching because pre teaching activities provide the plan for effecting teaching and post teaching activities evaluate whether the teaching activities have become a succers or a failure. it provides the fadback and reinforcement for both teacher's and students.

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