

**TRANSFER OF TEACHER TRAINING IN TEACHING
LISTENING SKILL**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Basanta Kunwar**

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

2015

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2015**

T. U. Reg. No.: 9-2-618-5-2006

Second Year

Exam Roll No.: 280268/068

Date of Approval

Thesis Proposal: 27/09/2013

Date of Submission: 19/08/2015

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2015/2015T.N. 1868**

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This is to certify that **Mr. Basanta Kunwar** has prepared this thesis entitled **Transfer of Teacher Training in Teaching Listening Skills** under my guidance and supervision.

I recommend the thesis for acceptance.

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DECLARATION

I hereby declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 18/08/2015

.....

Basanta Kunwar

DEDICATION

Dedicated

to

My parents and teachers who made me what I am today.

ACKNOWLEDGEMENTS

This study has been possible due to the co-operation, support and kindness of my supervisor **Dr. Tara Datta Bhatta**, Professor, Department of English Education, whom I sincerely respect and show my gratefulness. His kind help and scholarly guidance greatly helped me to complete this thesis. Without his supervision, this work would have never appeared in this form.

Meanwhile, I would like to extend my sincere gratitude to my respected Guruma **Dr. Anjana Bhattarai**, Professor and Head, Department of English Education for her valuable inspiration and kind suggestions. I would also like to express my sincere gratitude to **Dr. Anju Giri**, Professor of English Education and Chairperson, English and Other Foreign Language Education Subject Committee, T.U., Kirtipur for her invaluable comments and suggestions.

I am indebted to **Prof Dr. Govinda Raj Bhattarai, Prof Dr. Tirtha Raj Khaniya, Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Bal Mukunda Bhandari, Dr. Tapasi Bhattacharya, Mr. Raj Narayan Yadav** and the other Professors and Lecturers of the Department of English Education, Tribhuvan University, Kirtipur, for their invaluable and inspirational guidance and suggestions. Similarly, I would like to extend sincere gratitude to

Mrs. Saraswati Dawadi, Lecturer, the Department of English Education for her initial supervision while preparing the proposal of this study. Equally I would like to express my appreciation to **Mr. Resham Acharya**, Teaching Assistant, the Department of English Education for his valuable suggestion to proceed this task.

I would like to thank **Mrs. Madhavi Khanal** and **Miss. Nabina Shrestha** for their kind help in library study.

Similarly, I am grateful to all the Head teachers, English teachers of different schools of Gulmi district for their valuable responses and supports.

Finally, I am grateful to my family and friends who directly and indirectly supported and encouraged me throughout the entire work.

Basanta Kunwar

ABSTRACT

This research entitled "**Transfer of Teacher Training in Teaching Listening Skills**" is an attempt to identify the teaching learning activities of trained teachers while teaching listening skills in term of warming up, presentation and practice, method and techniques and evaluation system, to examine the transfer of training to classroom delivery by the trained teachers. In order to carry out this study, the researcher followed survey design. Twenty teachers of primary and lower secondary schools were selected through purposive non random sampling procedure. The researcher used observation checklist as the tool to collect the data. After observing the forty classes of the selected teachers, the researcher analyzed and interpreted the data. From the study, it was found that a majority of teachers used the knowledge of the training in teaching listening skills. They used different listening activities to facilitate listening skills of the students. However, a very few number of classes had the provision of using three stages of teaching listening skills because of their regular exploration of traditional methods and lack of consciousness towards strategies acquired from training.

This thesis consists of five chapters. The **first chapter** deals with the introduction of the topic in which background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms are included. The **second chapter** covers the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The **third chapter** deals with the methods and procedures of the study which includes research design population, sample and sampling strategies, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Likewise, the **fourth chapter** presents the results and discussion. It also includes analysis of data, interpretation of results and summary of the findings. **Fifth chapter** deals with summary, conclusions and implications followed by references and appendices. The implication is subsumed under policy level, practice level and further research respectively.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
Dr.	:	Doctor
e.g.	:	For example
ELT	:	English Language Teaching
etc.	:	Etcetera
i.e.	:	That is
No.	:	Number
OUP	:	Oxford University Press
Prof	:	Professor
T.U.	:	Tribhuvan University