

CHAPTER ONE

INTRODUCTION

The present study entitled "Transfer of Teacher Training in Teaching Listening Skill" consists of five chapters. Background, context of the study, statement of the problems, significance of the study and delimitations of the study come under introduction.

1.1 Background of the Study

Language is human specific property to express thoughts, emotions and feeling's in their daily life. It is a means of human communication. It is unique property of mankind which plays vital role to differentiate human beings from other animals. Language is species specific to mankind which is assumed to be as old as human race itself.

Language is defined as "the system of communication in speech and writing that is used by people of particular country" Hornby (2000, p. 721). Similarly, Sinclair (2006, p. 804) views "Language is a system of communication which consists of sounds and written symbols which are used by the people of particular country or regions for talking or writing."

Language teaching is a complex phenomena though it is an established profession. "Language teaching came into its own profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century" (Richards and Rodgers, 2001, p. 1). The teacher is the main person who has key a role to foster. Language learning genuinely and naturally. It is intellectually challenging job to execute as the classroom situations demands. Stern (1983) says language teaching can be defined as "the activities which are intended to bring about language learning" (p. 21). Therefore, teaching should be geared to facilitating

learning on the part of the learner. Teaching is often regarded as the art rather than science. A teacher has needed special kind of knowledge, skill and expertise for which he needs both training and practice.

Language teaching basically involves teaching of all language skills. The main objective of teaching language is to enable the students to communicate with each other using that language. It is therefore, important and essential that each moment of language class is directed to equip students with the language skills they really require. The main language skills are listening, speaking, reading and writing. A person should have the mastery over four language skills so that s/he can communicate and convey his / her thoughts feelings and information with others. Defining the language skills, Harmer (1991) states:

Literate people who use language have a number of different abilities.

They will be able to speak on the telephone, write letters, listen to the radio or read books. In other words, they possess the four basic language skills of speaking, writing, listening and reading. (p. 10).

Generally , listening and reading are receptive skills in what we receive information and messages while reading a text or listening to someone or something. On the other hand, speaking and writing are productive skills as both of them are involved in language production and they are used for communicative functions.

Ur (1996, p. 103) views, "In teaching the four skills listening, speaking, reading and writing, the emphasis will usually be on fluency that is the development of learners' facility in receiving and conveying messages" (p. 103). So while teaching language skills, the teacher should emphasize on the learners' fluency of language rather than accuracy.

Very often of course, language users employ a combination of skills simultaneously . It means speaking and listening usually happen simultaneously and people may read and write at the same time. They note down or write something depending upon what they read.

1.2 Statement of the Problem

Teacher training is one of the main interventions for teacher development, pre-service and in service training for teacher play vital role in teacher's professional development. Pre-service trainings are provided to the teachers before entering into the service. For this, government of Nepal has launched educational programmes in the HSEB Board as +2 education. All programmes under FOE are teacher training either pre-service teacher training or in-service. It started training English teachers at the under graduate and the graduate levels since 1957. I.Ed. is training for primary and lower secondary level teaching and B.Ed. for secondary level teaching and teachers from B.A., BBS and B.Sc. background can get teacher training through one year B.Ed. programme.

In-service teacher training is given to in-service teachers. Pre-service training does not feed teachers with everything they need. Thus, teachers are given in-service training time and again to keep their knowledge updated . In the context of Nepal, government of Nepal established National Centre for Educational Development as the Centre for teacher training. It is the only institution at present that trains Nepalese in-service English teachers. It provides ten months competency based in-service training.

NELTA stands for Nepal English Language Teachers Association. It is a professional organization of English teachers from primary to university levels. It has developed its own teacher training and language improvement packages for primary and secondary level teachers. It runs

ELT programs throughout the country. Hundreds of English teachers have received short term training to improve their language skills and aspects. Trainings are regular features of NELTA (Sharma, 2006, pp. 26-30)

For many years listening skill did not receive priority in language classes. In Nepal, according to specification grid of the SLC examination (2005), 10 percent is allocated to the listening skill. Teaching listening is neglected in most of the classes. Most of the language teachers do not give emphasis in teaching listening. They do not try to apply their skills knowledge and techniques gained from training while teaching listening skills. Thus, it is necessary to study the training performance reflected in the classroom so as to instruct the students with expected performance. Therefore, the study entitled "Transfer of teacher training in teaching listening skill" makes an attempt to analyze the situation.

1.3 Objectives of the Study

The study had the following objectives:

- i. To identify the teaching learning activities of trained teachers while teaching listening skills in terms of warming up, presentation and practice method and techniques and evaluation system.
- ii. To examine the transfer of training to classroom delivery by the trained teachers.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

This study had made an effort to address the following research questions:

1. How do the trained teachers transfer their skills, techniques and knowledge gained in training while teaching listening skill ?

2. Do all the trained teachers transfer their training skills properly in real classroom ?
3. Are all teachers able to transfer their knowledge in real classroom ?

1.5 Significance of the Study

Teacher training is a pure fuel for teaching learning process. Pure fuel in the sense that if the vehicle is filled with pure fuel it can run with fine engine for a longtime on the contrary if the vehicle is filled with impure fuel, though the vehicle can run but it will have problems in the engine after a short run. So, to run with up to date knowledge during their teaching career they obviously need to be trained time and again at a certain interval along with the changes likely to exist in the field of ELT.

This research will be significant and helpful for the English language teachers, educational administrators, policy makers, teachers and the person who are interested in carrying out research on different aspects of transfer of training and language skills. The students will also be benefited by getting appropriate instructions in classroom. The findings of this work will suggest some pedagogical implications in the field of teacher training in teaching language skills. Similarly, this research work will be equally fruitful for the ELT practitioner mainly, who want to conduct / undertake further study this field in the future.

1.6 Delimitations of the Study

Since it is a small research, the researcher has attempted to carry out the study taking the following limitations: -

- i) The research was limited to 20 trained teachers of 20 primary and lower secondary schools.
- ii) The study was limited to Gulmi District.

- iii) The research was also limited to the primary and lower secondary level community based school.
- iv) The study was limited to only teaching listening skills at primary and lower secondary levels.
- v) The study was limited only on primary and lower secondary level trained teachers.

1.7 Operational Definitions of the Key Terms

Teacher Training: Teacher training is a process of teacher development which includes skills abilities and different tricks which helps the teachers to run a class in a very systematic and effective way.

Transfer of Training: Implication of theoretical knowledge gained from training in real language classroom.

Teacher Development: The noticeable and informative change in teachers' professional and personal life.

Receptive Skills: Skills such as listening and reading that may involve relatively passive and receptive sub skills such as extracting information, discriminating sounds and understanding meaning.

Listening Comprehension: Listening comprehension refers to the ability to understand and interpret the spoken message.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

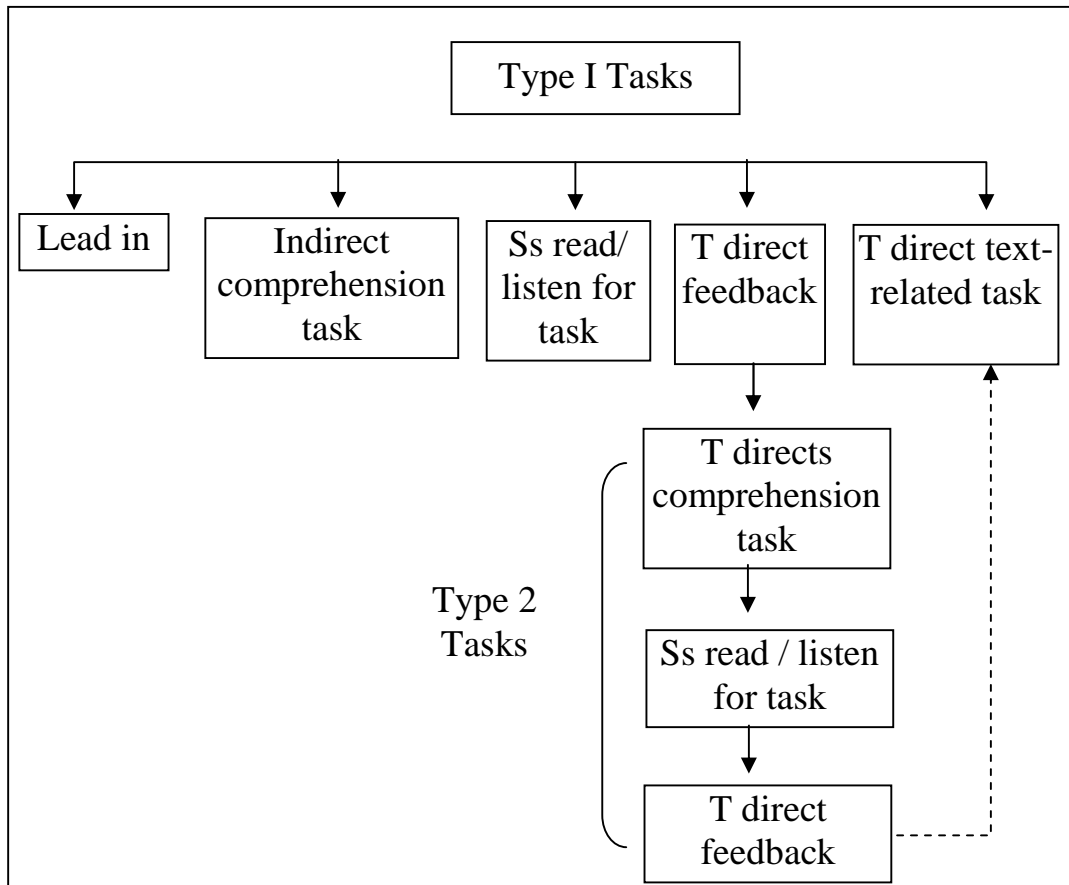
This section consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter.

2.1 Review of Theoretical Literature

Listening skill is regarded as primary skill in the sense that a second language learner always tends to be a good listener because it becomes fruitful since it helps for the other skills. It provides input for the second language learners.

Listening is also called receptive skill in the sense that we receive some message when we listen.

Teachers may use two types of types of typical procedures for getting students to listen to a recording. First is that we get students to listen from some general understanding rather than asking them to pick out details. Second, we get students to look at the text in considerably more detail, for specified information. Harmer (2008, p.271) has suggested the following framework to teach listening skill:



The procedures for teaching receptive skills generally starts with a lead in. This is where teacher engages students with the topic of the listens and teachers tries to activate students scheme i.e. pre-existent knowledge of the world.

Then, teacher directs comprehension tasks. The tasks can be either type 1, or type 2. In the first phase, the type 1, tasks are directed by the teacher and then type 2 tasks can be directed. After that students are engaged in listening to a text to perform the tasks the teacher has set for them when the students have performed the tasks the teacher may help them to see if they have successfully completed the task and to find out how well they have done the work. When the students perform type of tasks i.e. type 1, and type 2 tasks, then teacher gives some more follow-up tasks which are related to the text. On the basis of their previous performance and teacher's feedback, the students perform on the text-related tasks.

2.1.1 Teacher Training

The term training generally refers to the professional preparation of a person in any field of his/her work. Training is prerequisite phenomenon for anybody.

Defining training, Bhatia (2005, p. 5) states:

Training is an act of increasing knowledge, skill and attitude of an employee for improving, his performance on the job. Training is concerned with imparting specific skill for doing particular job. For example, a clerk on typing. It is task oriented activity. It is for job related and short term.

In regard to the context of teachers too, training imparts him/her required knowledge, skills methods and techniques which are essential before s/he starts real teaching. As a result s/he will be able to make his/her students achieve what the curriculum has aimed at. In this regard, Ur (1996,p. 3) states:

The term training and teacher education are often used apparently interchangeably in the literature to refer to the same thing the professional preparation of teacher. Many prefer teacher education since 'training' can imply unthinking habit formation an over-emphasis on skills and techniques, which the professional teacher means to develop theories awareness of options and decision making abilities.

Teacher training is really the process of teacher development. It is as old as language. When people disseminated knowledge from society to society, training was appeared in different training organizations. They were organized in the past and they are continuing till today. Teacher training is for the

teachers where see it as unimportant and are asked to think more, worried teachers to worry less. No we are the age of 21st century. We need changes in education; education itself is an incomplete phenomenon. So, one level of education is training is something which prepares one with an ability to do training is to prepared a sound person with sound knowledge so as to disseminate it. Teacher training is not for the sake of getting knowledge and certification rather. It develops skills to be used in the real language classroom. The theoretical knowledge what the teacher gained can be effectively practiced in the classroom if s/he is trained professionally. In this regard, Richards and Farrell (2005, p.3) state that training includes understandings basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom (p. 3).

Regarding the teacher training, Lazar (2009, p. 210) states, "Teachers learn best by being actively involved in the training session. This active involvement might entail participating in a discussion, brainstorming ideas in a group or simply setting aside time to read a reflect on a new idea".

Teacher training includes skills, abilities, methods and different tricks which helps the teachers to run class in a very effective and systematic way. Teachers and students both are responsible to make teaching learning process effective. Besides introducing the training the prime concern for my study is not only what teacher training is but also how far the trained teachers are capable of transferring their training skills and technique into the language classroom, while teaching listening skills.

Thus, teacher training programme considered as one of the most important components in ensuring effective teaching learning in the language classroom though the impact of teacher training has not so far been found upto the desired level in classroom practices in Nepal.

2.1.2 Transfer of Training

Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Only understanding basic concepts and principles is not sufficient, transfer of skills in the classroom delivery is the hall mark for a teacher training activity to have any impact. Transfer of training knowledge is that, almost magical link between training expectation and classroom performance the first place no practice transfer of knowledge is within the classroom. Teacher training programme in Nepal have not been very effective and tolerable. If a teacher does not transfer some of his/her knowledge from his/her training into classroom, new teaching learning situation would start from scratch. Some of the trained fail to realize the importance of "task variation" within the classroom that their ability to transfer knowledge seems poor.

Defining transfer of training, Bhatia (2005, p. 45) states, "Transfer of knowledge and skills depends on how the training is designed, delivered and moreover, how the manager measures its effectiveness in real work situation."

Training is useful in every part of teaching learning process. Transfer of training is the close relation and connection between the theoretical aspects and their implementation in the classroom so, the main and first place of practicing transfer of knowledge and skills gained in the training programme is the classroom. Teaching is a professional activity that requires specialized knowledge acquired through training and experience. Skills what they learn and their use in teaching is very important. Both learning the skills by training and using them in classroom is very challenging as well as very important. In my study trained teacher means the teacher who has got ten month training from NCED or who is belonged to education faculty. This present study is limited to primary and lower secondary level school and particularly trained

teachers refers as B.Ed. English or ten month training holders. While teaching English language, different difficulties may appear in the classroom and to find out the exact situation and possible solution is the job of teachers. This present study aims at finding out how far the knowledge, skills and techniques learned in the training programme have been transferred into the real language classroom in teaching listening skills.

Listening is the ability to identify and understand what others are saying. To quote Howatt and Daking (1974, p. 17) "listening involves understanding a speaker's accent or pronunciation, his grammar / vocabulary and grouping meaning". Teaching listening is one of the most difficult tasks for any ESL teachers. This is because successful listening skills are required over time and with lots of practice.

Listening is the first language skill that a child acquires. A teacher can face many difficulties in teaching listening skills. If the teacher fails to transfer some of his/her knowledge and skills from the training into the classroom, his / her teaching will be worthless. As English teachers are professional, they need special kind of knowledge, skills and expertise for which they need both training and practice. So transfer of training in "teaching listening skill is an important and the most crucial aspect."

Training enables the language teachers to teach listening skills confidently, effectively and conveniently. If any teacher is deprived of training, s/he may be handicapped for teaching listening.

2.1.3 Teacher Training in Nepal

Historically, the practices of teacher education and training in Nepal have almost a six decades history. The first effort to formal teacher training programme in Nepal dates back to 1947 A.D. It was started by the basic teacher training programme based on the Gandhian philosophy of self support. The

same programme continued till it was replaced by National Teacher training centre, on the recommendation of the National Education Planning Commission, the centre was established in 1954 for giving some basic training to the primary school teachers as in service course. After the establishment at the college of Education in 1956, the trend of teacher training was started.

Regarding the history of English Education and English teacher training in Nepal, Awasthi (2003) states:

Formally English entered in Nepalese Education in 1854 when the prime minister Jang Bahadur Rana opened the Durbar High School in Kathmandu. However, it was not introduced in the higher education until 1918 when Tri-Chandra College was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP). Until then the English language teachers were not trained. It started only in 1971 when FOE of T.U. initiated B.Ed. programme in English Education. (p. 22).

In Nepal, English was introduced formally in the school level education system in 1854. It has occupied a prominent place in Nepalese - Syllabus from 1854 A.D. to 1947 A.D. only 13 secondary schools were opened. There was no university and college until Tri-Chandra college was set up in 1918. However, there was no provision of teacher training. Training in English language teaching only started in 1971 with the implementation of NESP and the same year Tribhuvan University started B.Ed. programme in English language teaching.

2.1.4 Practices of Teacher Training in Nepal

Regarding the training institutions, there are mainly two existing institutions in Nepal. They are: a. National Centre for Educational Development (NCED)
b. Different Universities

NCED came into existence in 1953 as a part of the primary education development project (PEDP, 1992-98). Since then it has been involved in designing and implementing training programs for school teachers and educational managers. NCED is considered as an umbrella institution with the mandate of delivering teacher training, formulating teacher training policies developing and disseminating in-service training curriculum and training materials by active involvement of different institutions. It launches training to both in-service and pre-service teachers. In the same way, different universities run degree programme as pre-service teacher training.

In addition to NCED, HSEB and different universities run teacher training programs from the both sectors Non-Governmental Organizations (NGOs) and International Non-Governmental Organizations (INGOs) like: Nepal English Language Teachers' Association (NELTA), British Council, etc. The different NGOs, INGOs run mainly in-service teacher training programmes which run to give training to the working teachers.

From the existing training institutions as mentioned above there are mainly two types of trends in teacher training in service teacher training programmes and pre-service teacher training programmes. From the very beginning, in service teacher training has been conducted by the different universities for both primary and secondary level teachers. In regard to in service teacher training, it has been conducted through Faculty of Education under TU and the NCED under the ministry of Education for both primary and secondary school teachers.

2.1.5 NCED and Ten Months In-service Teacher Training Programme

At present National Centre for Educational Development (NCED) functions as a leading institution under MOEs with the responsibilities of capacity building of all level human resource as well as determining training policy in the education sector. NCED designs various types of training as required, develops training material and implements the training programme.

Among several training programme conducted by NCED, ten months in-service teacher training programme is one of them. This ten months training is also known as competency based training.

The curriculum structure of ten months certification (competency based) training programme according to lower secondary teacher training curriculum is presented below:

The structure of curriculum and training hours

Module 1		Module 2	Module 3		Total
Training centre (Knowledge and skill focus)	School based (Application focus)	Distance mode (Knowledge focus)	Face to face (Knowledge and skill focus)	School based (Application focus)	
132 hours (1 month)	198 hours (1.5 months)	660 hours (5 months)	132 hours (1 month)	198 hours (1.5 months)	1320 hours (10 months)

Source: Lower Secondary Teacher Training Curriculum (2004).

Thus, this ten months certification training programme has been divided into three modules are face to face mode and training centre plus school based whereas the second module is entirely distance mode based. The duration of the first, second and third module is two and a half, five, two and half months respectively. So, altogether, the duration of the training is ten months. The first and third modules are further divided into two halves-on months and one and a

half months. The first half is training centre based and the second half is school based. In the school based part of the training, the trained teachers have to involve in the practice teaching in the real classroom. In the second module of five months, the trainee teachers have to study self-instructional materials developed on the basis of the training curriculum prepared by the NCED.

The evaluation scheme for 10 months training is given in the following table (as mentioned in the lower secondary teacher training curriculum)

Evaluation Scheme for 10 minutes training

Module	Training	Full marks		Pass marks		Remarks
		External	Internal	External	Internal	
Module 1	1. Training centre based	50	50	30	30	
	2. School based		100		60	
Module 2	1. Distance mode	50	50	30	30	
Module 3	1. Training centre based	50	50	30	30	
	2. School based		100		60	
	Total	150	350			

Requirement of percentage to pass

60% - 69%	Third division
70% - 79%	Second division
80% - 89%	First division
90% and above	Distinctions

Source: Lower Secondary Teacher Training Curriculum.

For assessing the trainees, two separate tests internal and external are conducted with the full marks 150 and 350 respectively. The examinees should score at least 60 percent marks in each test in order to pass. In the competency based training, the trainees have to obtain pass marks in the both internal and external tests separately. The trainees who have passed in the training centre based internal test will only be involved in the external test.

The trainees who score, at least 60 percent marks separately in the both types of test will be declared as 'pass'. In this way, the training course of 10 months will be complete and they will be trained. They will get the certificate of being trained after completing the training.

2.1.6 Listening Skill

Listening is a complex process. In listening the listener receives the incoming data, an acoustic signal, and interprets it on the basis of a wide variety of linguistic, and non-linguistic knowledge. The linguistic knowledge includes knowledge of phonology, lexis, syntax, semantics, discourse, structures, pragmatics and sociolinguistics the non-linguistic knowledge included knowledge of the topic, the context and general knowledge about the world and how they work. A successful listener needs to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves.

For Underwood (1989, p. 1) "Listening is an activity of paying attention to and trying to get meaning for something we hear. "It implies that listening is an active process in which the listener has to be engaged in the activity of constructing message from incoming comprehensible input.

Similarly, Richards et al. (1999, p. 210) define listening as "the process of understanding speech in a second or foreign language. Similar processes are referred to in psycholinguistics as speech recognition or speech perception."

Listening is the first language skill in the natural order of presentation. This is one of the primary language skills. A child cannot produce sounds and words if he does not hear them in meaningful context. If a child is deaf by birth, it is impossible for him to hear/listen to sound.

On the basis of above definitions, it can easily be said that listening involves a sender (person, radio, television etc.), a message and a receiver. Listening is

given importance in language learning and teaching so that students may become effective learners. Therefore, listening is active and creative. From this, it is clear that listening is the first and foremost skill of all, because oral exposure of language is fundamental for everyone to acquire a language. "Students can improve their listening skill and gain valuable language input through a combination of extensive and intensive listening materials and procedures" (Harmer, 2003, p. 228)

He further lists down several sub skills of listening skill which are as follows:

-) prediction for specific information.
-) listening for detailed information.
-) listening for text construction.
-) listening for general and detailed comprehension (p. 232)

From this, it is clear that listening is the first and foremost skill of all because the persons who fail to listen language are unable to acquire any language no matter how long they are exposed to it. So, listening is a fundamental requirement for everyone to acquire a language.

2.1.7 Types of Listening

According to Harmer (2003, pp. 228-232), there are two types of listening:

a. Intensive listening

It is concerned with controlled and more specific listening. It is primarily meant for language item as part of the language teaching program. It is guided by activities related to text. Passage for intensive listening should be short not more than a few minutes long because they should be played several times. Students have the chance to get and grasp the contents within several times. For learning they may find difficult for intensive listening.

For intensive listening, the following activities can be applied (Harmer, 2003, p. 230).

- reading aloud
- story telling
- interviews
- conversation

b. Extensive listening

In this listening students get the ample opportunities to enjoy stories, plays, poems and other literary texts where the aim or purpose of listening can either to gather information or to entertain the text. A person might find himself or herself listening to something in a relaxed way not concentrating on every words. Students can be asked to summarize and narrate the text they have heard. Students need receive instruction on how to become effective listeners, especially students diagnosed with learning disabilities. It requires conscious planning by the teacher to include listening activities and practice by the students.

2.1.8 Types of Listening Materials

Many teachers think that teaching and learning listening is impossible without the use of tape recorder, and cassettes. Sometimes they express their regrets for not having the electronic equipments, so they can not perform the task of teaching listening skill. Different types of listening materials have been discussed below.

a) Authentic materials

The real speech, the listener will actually encounter in real life or natural conversation that is not especially designed for foreign language learner is supposed to be authentic materials for listening practice. Texts extracted from

the ordinary radio programmes, T.V. programmes and speeches of different personalities are authentic materials.

Underwood (1989, p. 100) has suggested the following characteristics of authentic materials:

- natural rhythm.
- natural intonation.
- natural pronunciation (i.e. not especially carefully enunciated)
- Some overlap between speakers (including interruption)
- normal rate of delivery (sometimes fast, sometimes slow)
- relatively unstructured language, which is used spontaneously in speech.
- incomplete sentences, false starts, hesitations.
- background noises and, sometimes, background voices.
- natural starts and stops.
- less densely packed information than in written language.

Authentic materials provide the real and natural act of communication. The students can realize the real ways of expressions, with varying accents.

b) Non-authentic materials

Non-authentic materials are those, which are designed for some specific purpose. Underwood (1989, p. 99) says that a poor amount of the material being used for listening test falls into the non-authentic category. It usually consist prose, read aloud or recordings of scripted conversations. But many teachers and some examination boards have new turned to materials which provides something much more like authentic speech, even if it is not truly authentic. He has also listed some features of non authentic materials that might appear in terms of certain degree are:

- unnatural rhythm.
- unnatural intonation.
- over-clear enunciation.

- little-overlap between speakers.
- slow and perhaps monotonous delivery.
- structured language which was meant to read silently rather than spoken aloud.
- complete sentences as utterances.
- no background noises.
- artificial stops and starts.
- densely packed information.

c. Live and recorded materials

A similar distinction is made between live and recorded materials. A live material is something where a teacher reads the written material aloud and the students carry out the set tasks. Recorded material, on the other hand, gives a chance for students to listen to a variety of voices apart from the teachers and it is a way of bringing native speaker's voices into the classroom. Harmer (2003, p. 242) says:

A piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and it can make a tolerable connection between the world of leisure and the world of learning. It is a powerful stimulus for students' engagement precisely because it speaks directly to our emotions we are using our brains to analyze it and its effects.

2.1.9 Problems in Listening Comprehension

Listening comprehension is a complex process. The people who learn English as a second and foreign language often feel difficulty to get meaning in their first attempt. In the context of Nepal, learners get limited exposure to the authentic materials, nor have they any opportunity to take part in real life conversation. Nepalese learners are never exposed to the authentic listening material nor have they an opportunity to take part in real life conversation. Listening

comprehension is difficult mainly due to the following reasons: (Underwood, 1989, p. 16)

- lack of control over the speed at which speaker's speak.
- not being able to get things being repeated.
- the listeners limited vocabulary.
- problem of interpretation.
- ability to concentrate.
- established learning habits.
- inherent difficulty of the listening text.

2.1.10 The Role of the Teacher

As with all activities, we need to create student engagement through the way we set up listening tasks. We need to build up students' confidence by helping the listen better, rather than by testing their listening abilities. We also need to acknowledge the students' difficulties and suggest ways out of them. According to Harmer (2008, pp. 307-308) following are the role of teachers.

(a) Organizer

We need to feel students exactly what their listening purpose is and give them clear instructions about how to achieve it. One of our chief responsibilities will be to build their confidence through offering tasks that are achievable and texts that are comprehensible.

(b) Machine operator

When we use audio materials, we need to be efficient as possible in the way we need to be as efficient as possible in the way we wish to use in the rape, and knowing, through the use of the tape counter, how to get back there. On a CD or DVD player, it means finding the segment we want to use. Above all it means testing the recording out before taking it into class so that we do not

waste time. Trying to make the right decisions or trying to make things work when we get there. We should take decision about where we can stop the recording particular questions and exercises, but, once in class, we should be prepared to respond to the students needs in the way he stop and start the machine.

If we involve our students in live listening we need to observe them with great care to see how easily they can understand us. We can then adjust the way we speak accordingly.

(c) Feedback organizer

When our students have completed the task, we should lead a feedback session to check that they have completed it successfully we may start by having them class in general or form pairs and then ask for answers from the class in general or from pairs in particular. Students often appreciate giving paired answers like this since, by sharing their knowledge, they are also sharing their responsibility for the answer. Because listening can be a tense, experience, encouraging this kind of co-operation is highly desirable.

It is important to be supportive when organizing feedback after a listening if we aim to counter any negative expectations students might have and if we wish to sustain their motivation.

d) Prompter

When students have listened a recording for comprehension purposes, we can prompt them listen to it again in order to notice a variety of language and spoken features. Sometimes we can offer them script dictations (where some words in a transcript are blanked out) to provoke their awareness of certain language item.

(Source: The practice of English language teaching, Harmer (2008), p. 307-308)

2.1.11 Reasons for Listening

Many learners of English find themselves in a variety of situation where they need or want to listen to English being used in real life for a range of purpose. And reasons for listening will be marry and varied depend on on where we are living or working. Galvin (1985), p. 4) gives five main reasons for listening and the reasons our students will have for listening will generally fall under one or other of these categories.

- To engage in social rituals.
- To exchange information.
- To exert control.
- To share feelings.
- To enjoy yourself.

2.1.12 Techniques of Teaching Listening

Teaching is taken as a beautiful and successful art. So, a teacher has to use appropriate method, authentic materials and different activities for teaching , listening comprehension which should match with age group, interests environment, need etc. of the students.

English language teachers in our context hardly bother to teach listening as a distinct language skill either because they do not have skill and knowledge to teach or they do not think it as a worth - doing task. According to Underwood (1989) to see the teaching of listening as a combination of different types of activities, it is taught in three distinct stages:

- pre-listening activities.
- while-listening activities.

- post-listening activities.

2.1.12.1 Pre-listening Activities

It is the first and preparatory stage for teaching listening comprehension. In this stage, students are prepared for being involved in the given activities. Some kinds of warm up activities are presented for familiarizing the students with given text which they are going to listen.

Pre-listening is the stage of being ready both physically and mentally to listen to the listening text. While teaching listening comprehension, in this stage, the students are made familiar to the background of the listening text. Until and unless they are familiar to the background they would not be able to comprehend the text. Even if the sounds and words they hear are unfamiliar, they may still be unable to understand because they lack certain kinds of knowledge necessary for them to comprehend. First, they may not know what the topic is or what the setting is or what relationship between the speaker is. Second, even if the teacher has indicated what they are going to listen to they may have insufficient grasp 'Cultural Framework' in which the speaker will speak and therefore will have no ideas what it meant, even if they understand the words. To say in the words of Underwood (1989, p. 42), before listening, students should be 'tuned in'. So that they know what to expect, both in general and for particular tasks. This kind of preparatory work is generally described as 'pre-listening' work or just pre-listening.

Anyway, pre-listening stage has its importance to make it easy for them to use the natural listening skills of matching what they hear with what they expect to hear and using their previous knowledge to make sense of it. So, before actual listening, students should be tuned in so that they know what to expect, both in general and for particular task. This kind of preparatory work is described as pre-listening (tasks) stage which Harmer calls 'lead in' stage as well. The teacher has to prepare the students for any kinds of activities and also has to make the students clear what they are going to listen.

The following activities can be conducted in the classroom for pre-listening stage (Underwood 1989, p. 31).

- the teacher giving background information.
- the students reading something relevant.
- the teacher and students together discussing a relevant picture or experience.
- discussion of the topic/situation.
- an oral question-answer section
- associating ideas with the topic.
- telling the purpose of listening.
- discussion of some vocabulary items.
- following the instructions for the while listening activities.
- predicting information about the topic.
- writing questions about the topic.

Each of these activities helps to narrow down the gap between the students existing knowledge and the listening material. This bringing to the forefront of known lexis and syntax will assist them when they come to match what they hear with their store of knowledge.

2.1.12.2 While Listening Activities

While listening stage is a busy stage for listening the presented listening text and performing some kind of activities at the same time. The students listen carefully to the listening text and act some activities. To put in the words of Underwood (1989, p. 39) while listening activities are what students are asked to do during the time they are listening to the text. As far as listening comprehension (i.e. listening for meaning) is concerned the purpose of while listening activities is to help learners develop the skill of eliciting message from spoken language. In order to make the students listen effectively and efficiently the teacher can conduct many activities such as marking, checking in pictures etc. While listening activities should be interesting so that they want to listen

and carry out the activities while listening activities should be things which most people can do. While listening activities for teaching listening comprehension should be well and carefully chosen that they should be something more than the test of listening. But text and the activities must be based on the interest of the students and their difficulty level.

Underwood (1989, p. 37) has suggested the following activities for the while listening stage:

- making items in the picture.
- matching pictures with what is heard.
- answering the question.
- completing a table, map or picture.
- carrying out the actions.
- picture drawing.
- arranging items in patterns.
- following a route.
- putting picture in order.
- leveling.
- using lists.
- true, false.
- gap filling.
- spotting mistakes.
- predicting.
- seeking specific items of information.

Depending upon the type of listening texts, questions should be asked to direct students' attention to the relationship holding between and among various sentences in the text, and to help them work out the meanings of unfamiliar words from the context in which they are used.

2.1.12.3 Post Listening Activities

This stage is the evaluation phase and follow up activity what the students listen during the pre-listening and while-listening stage, particularly at while-listening. After listening the text the students are required to perform certain activities related to the while listening stage or listening text in the post listening stage. In the words of Underwood (1989, p. 38),

Post-listening activities embrace all works related to the particular listening text (Whether recorded or spoken by the teacher) which are done after the listening is completed, post listening extension of the work done at the pre-listening and while listening and come relate only, loosely go the listening text itself.

The purpose of post listening work is to reflect on why some students have failed to understand or missed parts of the message and to give students the opportunity to consider the attitude and the manner of the speakers of listening text. This is more creative stage then the two previous activities.

According to Underwood (1989,p. 41), the following are the activities for post-listening stage:

- form chart completion.
- extending lists.
- sequencing/grading.
- matching with a reading text.
- extending notes into a written responses.
- summarizing.
- using information or problem solving and decision.
- making activities.
- identifying relationship between speakers.
- establishing the mood / attitude / behaviour of speaker.

2.1.13 Contents of Listening in Secondary Teacher Training Curriculum

The main contexts of listening skill given in the lower secondary teacher training curriculum (2004) are as follows:

Module 1

- Different kinds of listening texts and their pedagogical implication.
- What makes listening difficult.
- listening sub skills:
 - getting the gist.
 - retrieving specific information etc.
- steps of teaching listening - pre, while and post
- Different techniques of teaching listening (practical)
- Preparation of teaching listening materials (practical)
- Different kinds of listening games. (practical)
- Ways of testing / evaluating listening and construction of test items practical.

2.2 Review of Related Empirical Literature

A number of research works have been conducted on the field of transfer of teacher training in different aspects and skills of language. Some of the major research works are reviewed here below:

Samadarsi (1983) carried out a research entitled "A study on the expected classroom behaviour of trained English teacher." The prime objective of his study was to examine the classroom behaviour of trained teachers in the classroom. He took secondary level English teachers as subject of the study. He used classroom observation and questionnaire to teacher and headteacher as a research tools. He found out that the trained teachers seemed to have performed better in the schools where the environment is favorable and where teaching is a challenge. Some of the classroom behaviours of English teachers found by him were command of the target language. English and control of the class.

Khanal (2006) explained about teacher training in his article entitled "Trained teachers and teacher training". His article is based on his research of master's

thesis in English language teaching (ELT) the main purpose of his study was to find out the perception of trained teachers about teacher training. He found out that there were positive perceptions towards training. He also found out that teachers of both private and government school's had similar perceptions towards teacher training as a part of professional development.

Basnet (2009) carried out a research work entitled "Transfer of teacher training in teaching vocabulary". The main objective of the study was to examine transfer of training in teaching vocabulary by the trained teachers. The research design adopted by her was survey. She used two research tools classroom observation checklist and questionnaire for trained teachers for data collection. She used both primary and secondary sources for data collection. The population of the study was thirty secondary level trained English teachers from both government aided and private schools of Surkhet district were purposively selected for the study. It was found that majority of the teachers were found using explanation, translation and dictionary techniques while teaching vocabulary.

Khatiwada (2010) conducted a research on "Transfer of teacher training in teaching reading skills". The primary objective of this study was to analyze the transfer of training of trained teachers in teaching reading skills in terms of motivation presentation practice methods and evaluation system of teaching. Classroom observation was major tool for data collection. The research design adopted by him was survey. Similarly, the population of the study was ten secondary level trained English teachers from different aided school of Ilam district were purposively selected for the study. Thus, the total sample as ten teachers. He used both primary and secondary sources of data for his study. He found that all the trained teachers got the basic knowledge skills, competencies of knowledge. Skills of training whereas so percent of them were able to transfer their knowledge skills and experience learned in trained programs to their student in teaching reading skill regarding the training manual of English language teaching of reading skills for secondary level.

Likewise, Trital (2011) conducted a research entitled "Transfer of teacher training in speaking skill." The primary objective of his study was to analyze the transfer of training of trained teachers in teaching speaking skills in different aspects of teaching learning activities such as motivation, presentation and practice. He used both primary and secondary sources for data collection. The population of this study were fifteen secondary level trained English teachers from different government aided secondary schools of Kathmandu district. Fifteen secondary schools and the trained English teachers teaching at secondary level of Kathmandu district were purposively selected for this study. He used the observation checklists as a research tools. He found that it that teacher's good command over the subject matters of teaching speaking was tolerable. It was found that all the trained teachers got the basic knowledge of skills and competencies of the training whereas majority of them were able to transfer their knowledge.

Upadhyaya (2012) carried out a research entitled on "Listening comprehension ability of secondary level students". The main objective of the study was to find out the listening comprehension ability of the students of secondary level. The research tools he used were test items with consists of five multiple choice and five true false questions. He used both primary and secondary sources for data collection. He selected ten community based secondary schools purposively for the study. Ten students from each school were selected and 100 students altogether were chosen as sample for listening test. He found out that the listening comprehension ability of student who came to community based schools from English medium boarding based schools were found to be highly advanced.

It seems that the above mentioned research studies have been carried out in the field of teacher training and teaching listening skills for various purposes. The purpose of the present study is different from the previous studies in the sense that it is an attempt to present how far the theoretical aspects of teacher training on listening skills transferred into the real classroom teaching. The present study tries to describe the classroom activities of trained teachers while

teaching listening skill. Thus, this study is different from the rest of studies carried out in the department till present data and the researcher hopes that this research will be fresh research in the department.

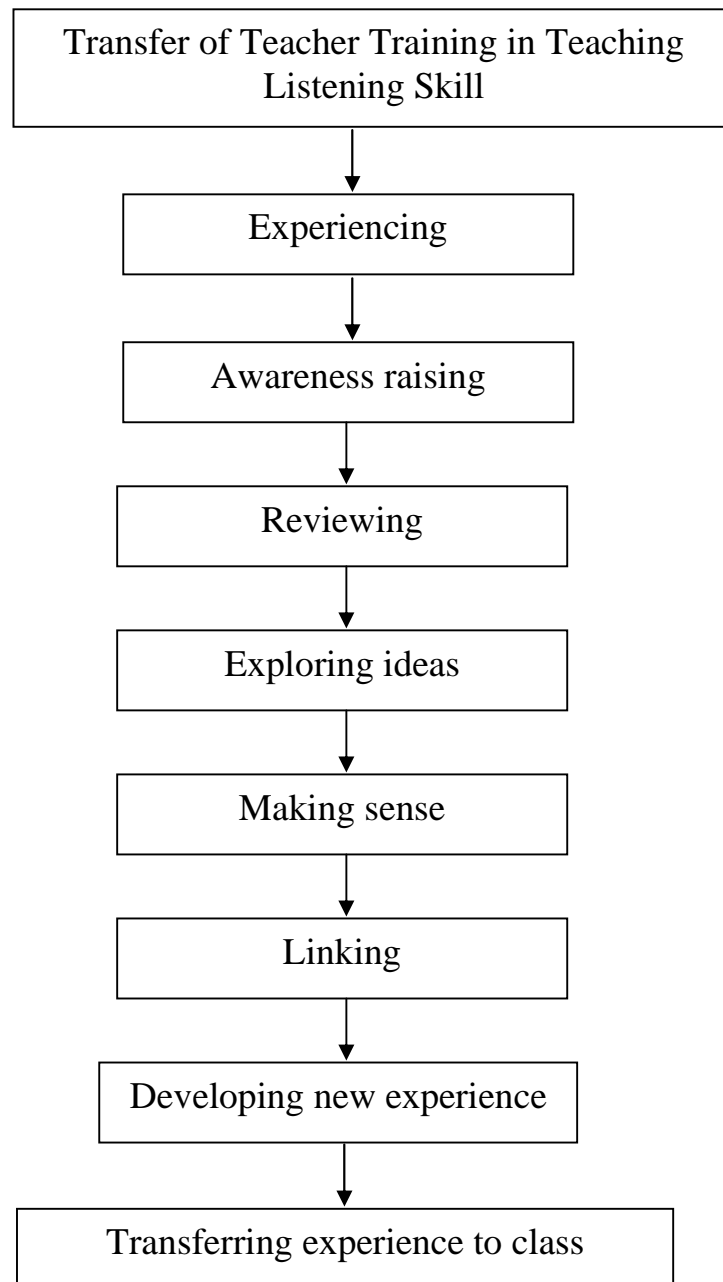
2.3 Implications of the Review for the Study

Out of six different studies reviewed, they were conducted regarding the transfer of training in the real classroom while teaching different aspects and skills of language. Other were conducted regarding the teaching listening skill and classroom behaviour of trained teachers. After reviewing these works I have got lots of ideas regarding the impact of training, specifically I got information on training centers, secondary schools and trained English teacher of Ilam district from the study Khatiwada (2010). In order to conduct those research they have used survey research design and I will also follow the same i.e. survey research design. Therefore, after reviewing those research works, I got ideas on the process of survey research design. I will use the observation checklist as a research tool for data collection for my study. These above reviewed researchers have provided insight and information about teacher training which help to explore the theoretical concepts of my study.

These studies are to some extent related to my study. This study is a bit different from these above mentioned studies in some cases. This study tries to identify the teaching learning activities of trained teachers while teaching listening skill. It also tries to examine the transfer of training to classroom delivery by the trained teacher. I use non-random sampling procedure to select the sample of the population. In this research observation checklist is used as a tool for data collection. The data for research will be collected from different schools of Gulmi district. So my research is different from other researches which are carried out in the department of English education.

2.4 Conceptual Framework

The study on "Transfer of Teacher Training in Teaching Listening Skill" was based on following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

The following methodology was adopted to fulfill the above mentioned objectives.

3.1 Research Design

To examine the transfer of teacher training in teaching listening skill I will follow mixed research design (i.e. both qualitative and quantitative) in general and the survey research design in particular. In this type of research, the researcher visits different field to find out existing area. Specifically, it is carried out in a large number of populations in order to find out the public opinion certain issues, to assess certain educational programme and to find out the behaviours of certain professional and other. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

In this regard Cohen et al. (2010) write that survey in which researcher gathers data at a particular point of time specially to describe the nature of existing situation or to identify more standard one against the existing situation.

Survey research is conducted to eliminate important educational issues and data are collected from the population. Then those answers which are given by the sample are thought that whole group has given same type of information. It means, researcher generalize the result obtained from the sample to the whole population. It may scope from a large scale investigation like census to a small scale study like school improvement plan (SIP) or even a small classroom study.

Research is a systematic process of investigating we cannot conduct research haphazardly. Instead to conduct the research, research has to follow the

systematic process. Otherwise there might be the possibility of obtaining fake data. As a result, all the effort made by the researcher goes in vain.

Cohen et al. (2010, p. 209) have given a fourteen stage process of planning survey research - which are described below:

-) Define the objectives
-) Decide the kind of survey required e.g. longitudinal, crosssectional , trend study Cohort study
-) Formulate research questions or hypotheses (if appropriate) the null hypothesis and alternative hypothesis.
-) Decide the issues on which to focus
-) Decide the information that is needed to address the issues
-) Decide the sampling required
-) Decide the instrumentation and the metrics required
-) Generate the data collection instruments
-) Decide how the data will be collected (e.g. postal, survey, interviews)
-) Pilot the instruments and refine them
-) Train the interviewers (if appropriate)
-) Collect the data
-) Analyze the data
-) Report the Results

3.2 Population and Sample

All the primary and lower secondary level English teachers of Gulmi district were the population of the study. Among them, ten primary level and 10 lower secondary level English language teachers were the sample of this study.

3.3 Sampling Procedure

I used purposive non-random sampling procedure to select twenty schools and twenty trained English language teachers.

3.4 Data Collection Tools

In order to collect data I used non-participant observation as a research tool where teachers' performance inside the classroom was observed with the help of observation checklist.

3.5 Data Collection Procedure

The researcher collected data using the following procedure:

- 1) The researcher selected ten primary level and ten lower secondary level schools in Gulmi district by using purposive non-random sampling procedure.
- 2) I visited schools and established rapport with the authority to make them clear regarding the purpose of my visit.
- 3) Then, I requested authority for the permission to conduct my research.
- 4) After that I used purposive non-random sampling procedure to select the twenty trained English teachers.
- 5) Then, I observed two classes of each teacher with the help of observation checklist.
- 6) Finally I left the spot by thanking authorities, subject teacher and students for their kind cooperation.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed in a narrative way with description presenting in different figures. I collected data through classroom observation checklist.

After that I analyzed and presented information with the help of the appropriate figures.

CHAPTER-FOUR

RESULTS AND DISCUSSION

This chapter consists of results and discussion.

4.1 Results

The present study is mainly focused on transfer of teacher training in listening skills in terms of warming up, presentation and practice, method techniques and evaluation system. To find out the classroom practices of trained teachers, I observed two classes of each teacher. I observed their classes by using the observation checklist and analyzed them to come to the following results:

- i) It was found that only 50% classes had the provision of good sense of motivation to the teacher in the listening classroom. This is so because most of the teachers had poor language skills.
- ii) The research shows that 60% of the teachers had involved the students in listening activity in the listening classroom. The used tape recorder to present listening in front of the students.
- iii) Similarly, the research shows that a large number of teachers i.e. 80% linked the present lesson to the previous lesson in the listening classroom to maintain the balance and motivate the students to interestingly participate in listening activities.
- iv) It was found that a few number of teachers i.e. 45% applied three stages to teach listening in the listening classroom because of the lack of consciousness towards using the techniques that they had acquired from the training and their own traditional concept regarding teaching.
- v) It was found that 55% teachers made students actively participate in the listening classroom to show that they were being made active to answer the questions posed to them.

- vi) The result shows that a large number of teacher i.e. 60% had made interesting presentation in the beginning of the classroom and throughout the period to make the student attentive to get the clear concept regarding the listening text.
- vii) Nearly 70% teachers presented text that met learners need and interest in listening classroom because the questions posed to the students were interestingly answered by the students and they did not feel difficulty grasping the text, too.
- viii) It was found that most of the teachers had good command over subject matter as they had been teaching the same course for more than two or three years.
- ix) It can be said that a large number of teachers had excellent command over using teaching materials in teaching listening skills to make the text comprehensible for all the learners and establish accessibility to the listening text.
- x) In majority of the classes, the teachers were found to be dividing the class into groups to teach listening skills effectively because they had knowledge that learners could not get equal opportunities to get the accessibility to the listening text if they are presented in large number of students.
- xi) A large number of teachers i.e. 65% were found to be good at providing feedback to the learners in the classroom to make the learner conscious towards their mistakes and take initiative to make necessary correction of the mistakes.
- xii) In most of the classes, the teachers were found to use different techniques to teach listening skills as they had been trained to be versatile to present the text to make the class comprehensible and effective through different methods and techniques.

4.2 Discussion

This research work is primarily concerned with the primary sources. The data for this research work were collected through observation checklist. I observed 40 classes and kept the record of those classes. The systematically collected data have been analyzed, interpreted and tabulated descriptively in detail. The analysis has been carried out under the following heading:

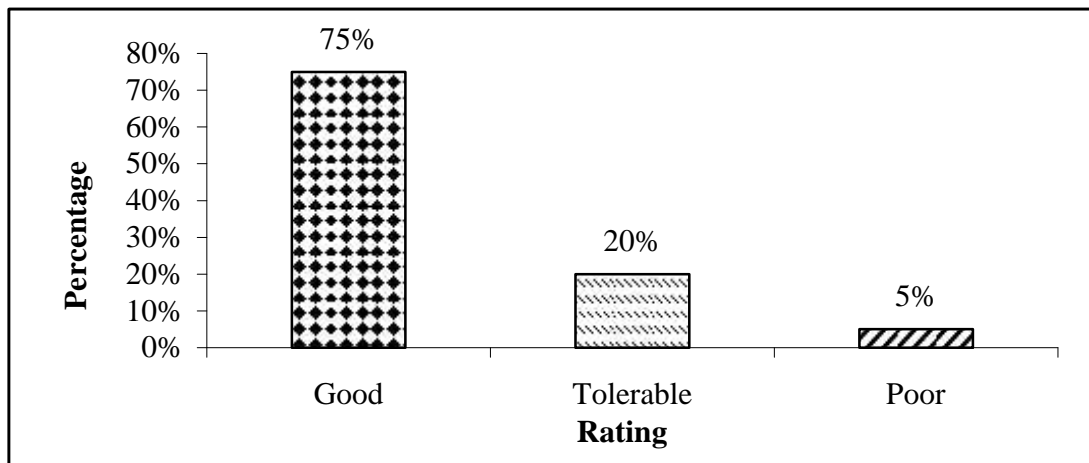
4.2.1 Students' Motivation

In the period of observation, the records of strategies that were used to promote teaching listening skills have been taken. I prepared an observation checklist and observed forty classes, two classes of each selected teacher. I observed the classroom teaching mainly to verify the strategies which they claimed to apply for professional enhancement in the classroom. For analyzing the strategies of English teachers, I used three rating-scale observation checklist having three alternatives as 'Good', 'Tolerable' and 'Poor'. Here, the individual activities obtained from the observation checklist have been analyzed and interpreted separately under different headings. The teachers were found to have adopted the transfer of training in teaching listening skills. The following condition has been observed

4.2.1.1 Motivation to the Subject Matter

The first role of any teacher in the classroom is to motivate the students toward subject matter. This provides learners with scaffolding to advance their competence. It equally tends them to be an active participant in the classroom. The analysis of the data related to the motivation to the subject matter is presented figure.

Figure No. 1
Motivation to the Subject Matter

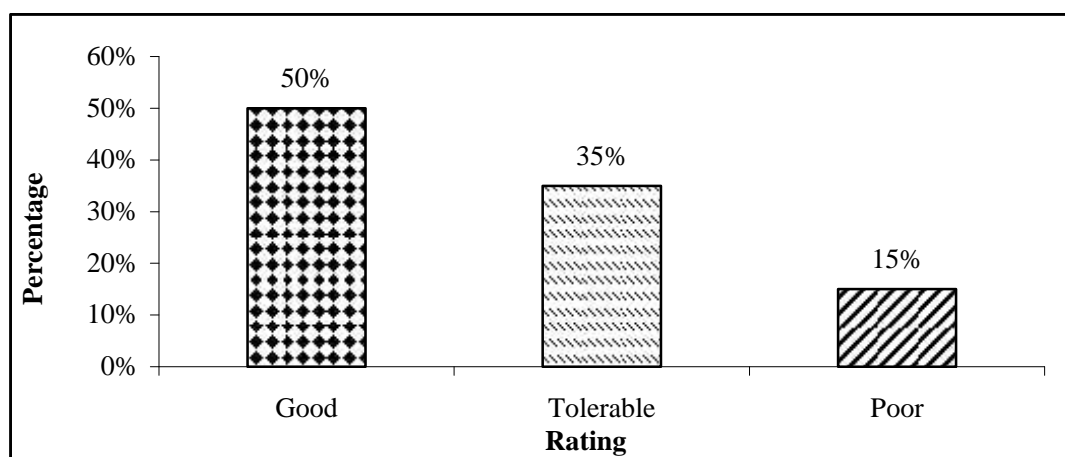


The above figure shows that out of forty classes observed, 30 classes (i.e. 75%) were found to be good. Similarly, 8 classes (i.e. 20%) were found to be tolerable, however, 2 classes (i.e. 5%) were found to be poor. Thus, a majority of teachers (i.e. 75%) were found to presenting subject matter to motivate the students.

4.2.1.2 Motivation to the Teacher

The teacher's role in the class should be an independent participant while teaching listening skills. This role is closely related to the objective of the role of the facilitator and arises from it. The data obtained from the classroom observation in this regard have been presented below:

Figure No. 2
Motivation to the Teacher

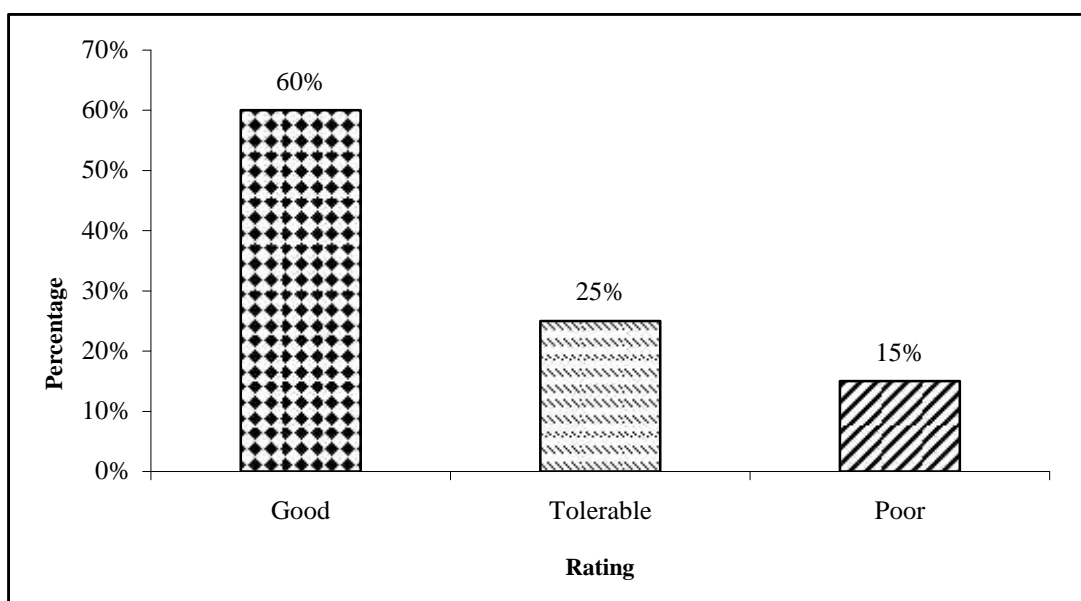


The above figure clearly shows that out of 40 classes observed, 20 classes (i.e. 50%) were found to be good. Similarly, 14 classes (i.e. 35%) were found to be tolerable and 6 classes (i.e. 15%) were found to be poor. Thus, half of the classes reflected good motivation towards the teachers to initiate the lesson.

4.2.1.3 Participation in Listening

Listening is a receptive skill which requires a due concentration on the part of the listeners. The active participations of the students can breed in proper learning. The data obtained from classroom observation in this regard have been presented as follows:

Figure No. 3
Participation in Listening



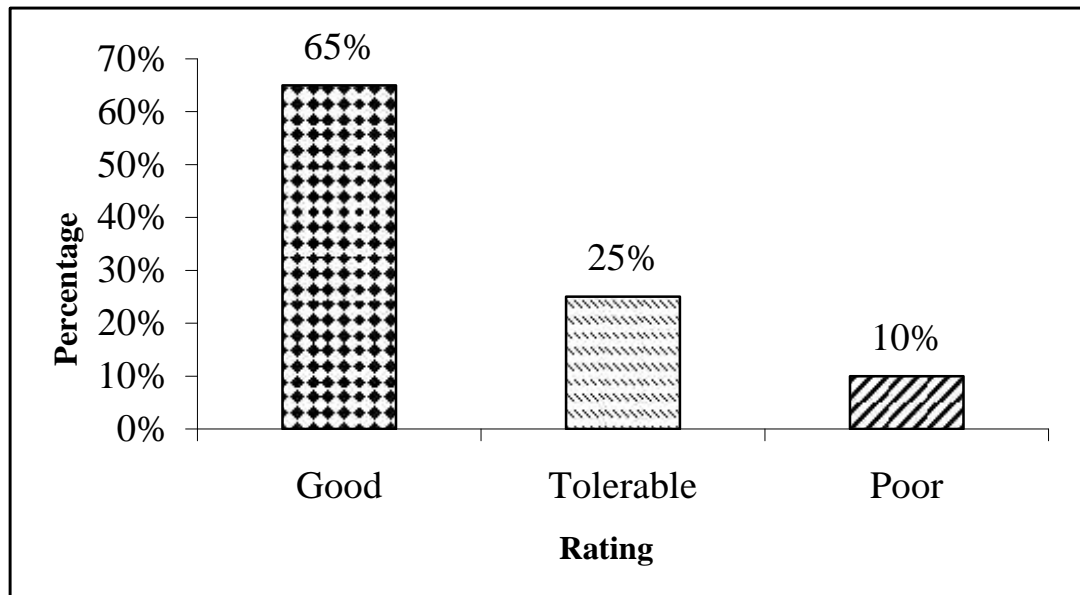
The above figure shows that out of 40 classes observed, 24 classes (i.e. 60%) of teachers were found to be good. Similarly, 10 classes (i.e. 25%) were found to be tolerable and however, 6 classes (i.e. 15%) were found to be poor. Hence, in a large number of classes, teachers were found to be a good motivation for involving the students in listening activity.

4.2.1.4 Answering to the Teacher's Question

Answering the teacher's question is a best way of drawing students' motivation to the topic. It arouses curiosity among the learners to link up with the learnt ideas. The students become active participant for learning answer-question method. The data obtained from observation checklist in such concern is presented in the figure below.

Figure No. 4

Answering to the Teacher's Question



The figure above shows that a majority of the teachers i.e. 65% were found to be good at using answer question method to motivate the students. Similarly, 25% teachers were found to be tolerable. However, 10% classes were found to be poor to perform the question-answer in the classroom. Thus, in a very large number of classes, teachers were good at using question answer technique to motivate the students.

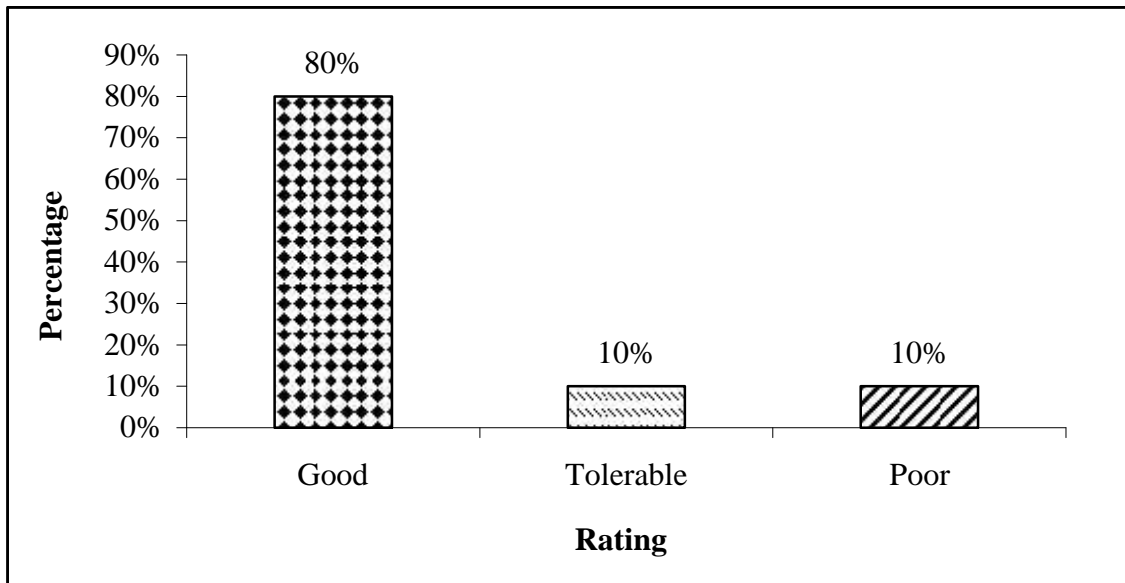
4.2.2 Presentation

Presentation is the most important part of teaching. The actual teaching is held at this stage.

4.2.2.1 Linking to the Previous Lesson

Developing linkage to the previous lesson foster quick learning among the learners.

Figure No. 5
Linking to the Previous Lesson

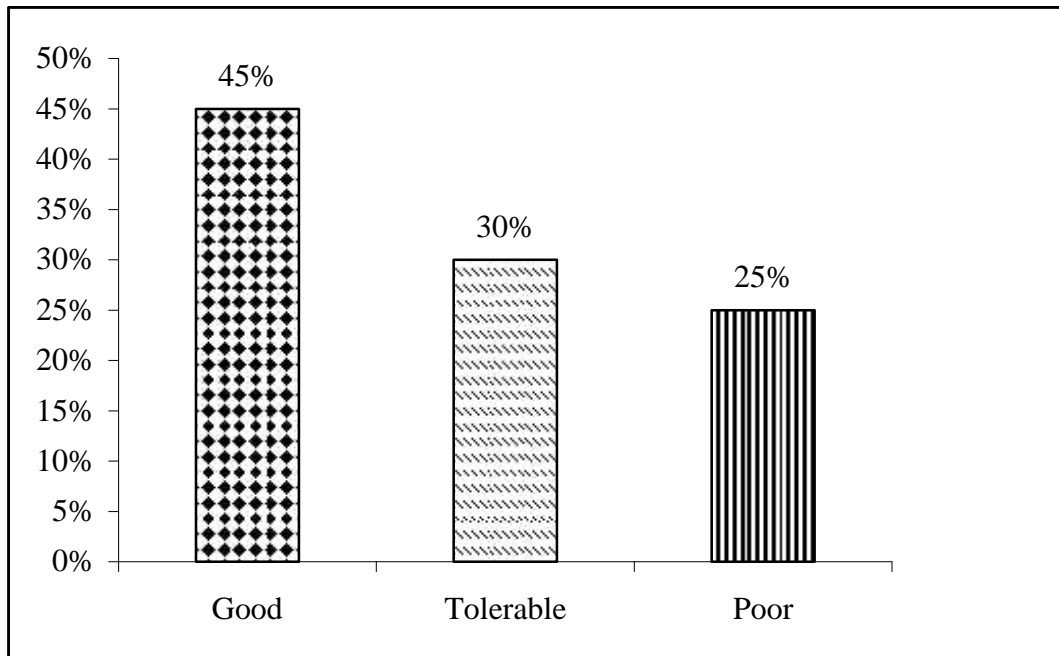


The figure above displays that out of total classes observed, 80 percent teachers tried to establish linkage to the previous lesson. Similarly, 10% teacher's were found to be tolerable. However, in 10% classes, the teachers had poor performance with regard to their presentation as counselors in the communicative classroom.

4.2.2.2 Applying Three Stages

While teaching listening skills, it is essential to follow three stage of teaching listening viz., pre-listening, while-listening and post-listening. These stages help to consolidate the learning of the learners and establishes. Systematization in the presentation of the items to be taught. The following figures show the data of classroom observation on applying three stages.

Figure No. 6
Applying Three Stages

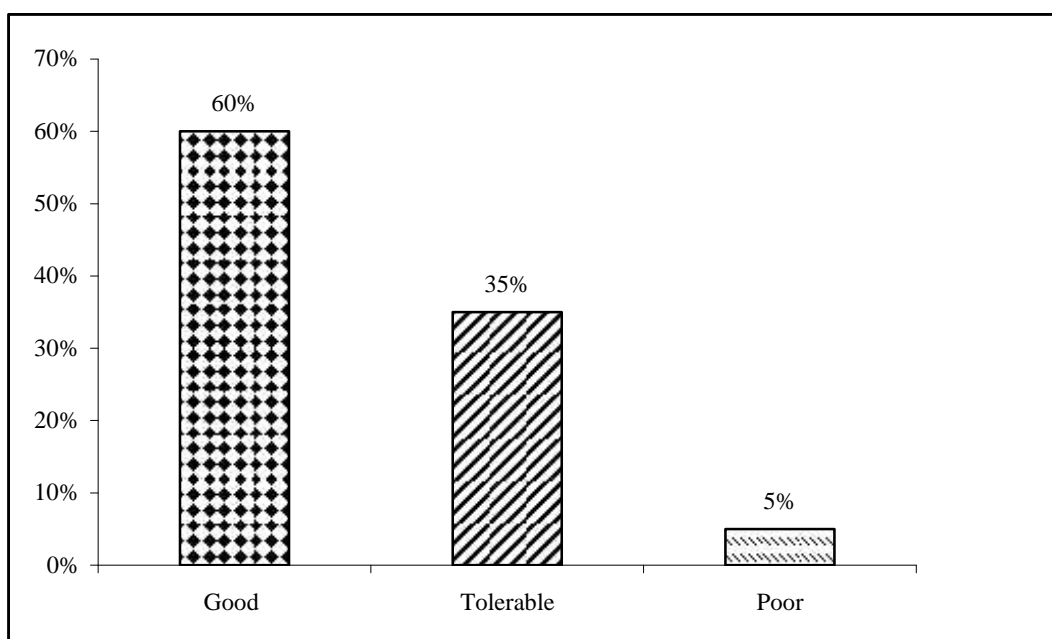


The above figure displays that out of 40 classes observed, 18 classes (i.e. 45%) were found to be good at using three stages procedure. Similarly, 12 classes (i.e. 30%) were found to be tolerable at using this procedure, however, 10 classes (i.e. 25%) were found to be poor at using this procedure for teaching listening skill. Thus it can be said that many classes used three stages procedure for teaching listening skills.

4.2.2.3 Interesting Presentation

The presentation of teaching item becomes comprehensible when it is interesting. If the presentation is lengthy and boring, it arouses monotony among the learners and teaching becomes abortive and futile. Hence, the presentation of the teaching text should be interesting. The data obtained from the classroom observation regarding interesting presented in the given figure:

Figure No. 7
Interesting Presentation

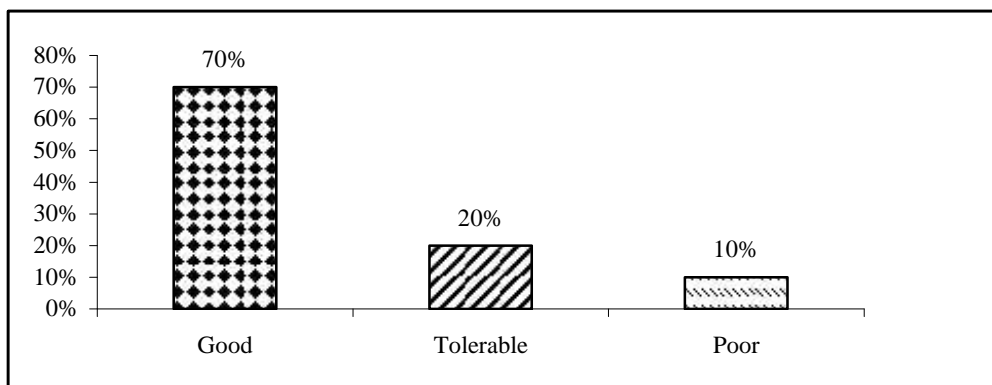


From the above figure, it can be said that 60% teachers were found to be good maintaining interesting presentation. Similarly, 35% teachers were tolerable at maintaining interesting presentation. However, only 5% teachers were poor at maintaining interesting presentation. It presents that a majority of teachers were good at maintaining interesting presentation to make the class lively for better listening.

4.2.2.4 Relevancy to Learners' Need and Interest

The text presented to the students should be according to the need and interest of the learners otherwise the learners couldn't get the text and teaching will be just like beating bush. So, the text should meet the need and interest of the learners. The data obtained from the classroom observation regarding this item have been presented in the following figure:

Figure No. 8
Relevancy to Learners' Need and Interest

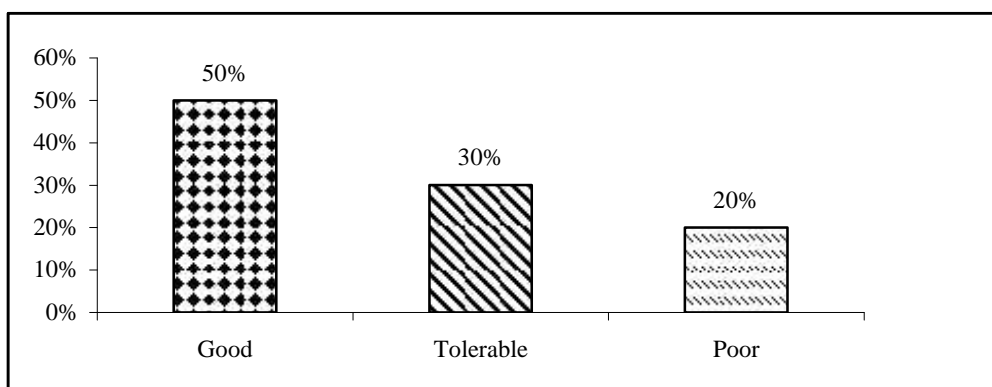


As it is mentioned in the above figure, 70 percent texts were found to be good. Similarly, 20 percent texts were found to be tolerable and only 10% texts were found to be poor. From this, it can be said that a large number texts were appropriate to meet the need and interest of the learners.

4.2.2.5 Teacher's Command Over Subject Matter

Teacher's command over subject matter is very crucial for teaching listening. The trained teachers are suppose to use the text on which s/he has good command. This makes the teaching effective and relevant. The data obtained from classroom observation have been presented below:

Figure No. 9
Teacher's Command Over Subject Matter



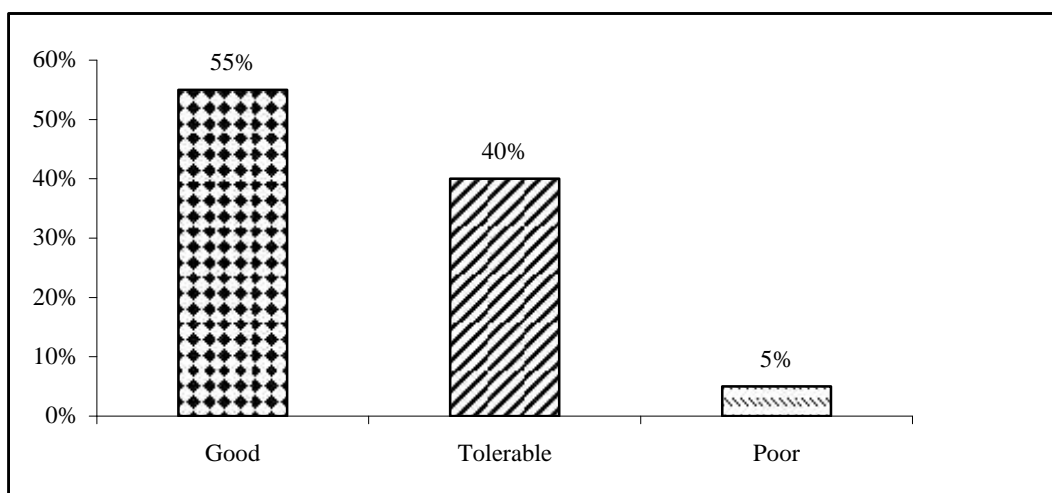
The above figure shows that 50% teachers were found to have good common over subject matter. Similarly, the condition of the 30% teachers were found to be tolerable. However, 20% teachers found to be poor developing command to be subject matter.

4.2.2.6 Use of Teaching Materials in Teaching Listening

Teaching materials are very important for making the class interactive and lively. They create context for the learners to enjoy maximum amount of listening. The data obtained from classroom observation have been presented below:

Figure No. 10

Use of Teaching Materials in Teaching Listening



The above figure shows that 55% teachers were found to be good at using teaching materials. Likewise 40% teachers were found to be tolerable at using teaching materials. However, 5% teachers were found to be poor at using teaching materials in teaching listening skill.

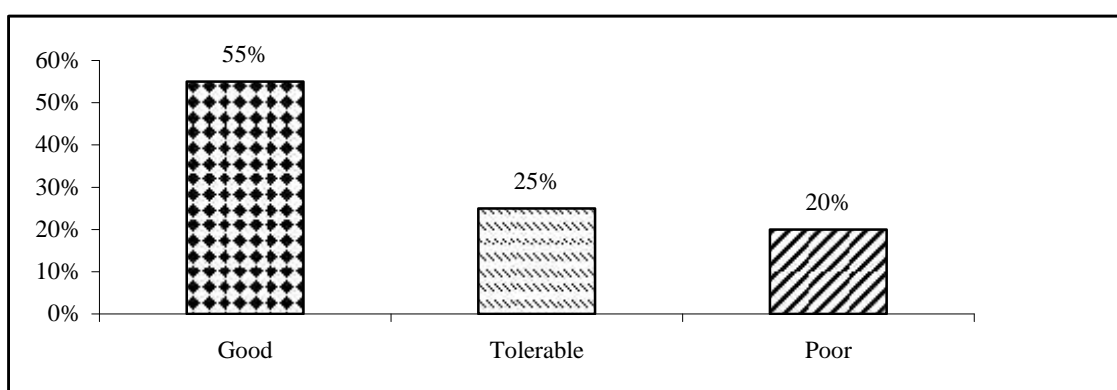
4.2.3 Practice

The central concern of the research was to explore the transfer of training skills in teaching listening used in. So in my observation, the data regarding the teaching of listening skills by trainee teachers have been discussed below:

4.2.3.1 Using Activities for Pre-Listening Stage

Pre-listening stage involves giving background information, telling the purpose of listening, prediction information about the topic and discussion of some vocabulary items. The data obtained from classroom observation have been presented below:

Figure No. 11
Using Activities for Pre-Listening Stage



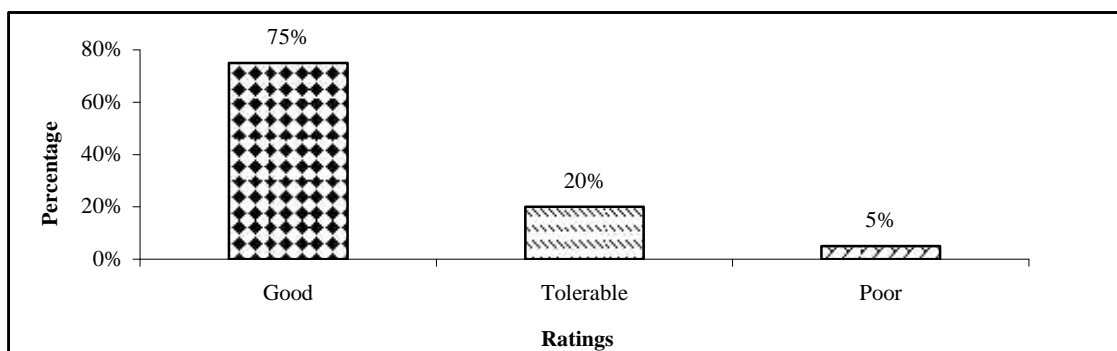
From the above figure, it is clear that 55 percent teachers were found to be good at using activities for pre-listening stage. Similarly, 25 percent teachers were found to be tolerable at using activities for pre-listening stage. However, 20 percent teachers were found to be poor at using activities for pre-listening stage. In overall, it can be said that most of the teachers were found to be using activities for pre-listening stage in the language classroom.

4.2.3. 2 Using Activities for While Listening Stage

While-listening stage is the real stage of teaching, listening skill in a language classroom. This stage involves answering the questions, completing table, map, picture and true-false items. This provides learners with a chance to consolidate the knowledge. The systematic presentation of the data obtained from

classroom observation regarding while listening stage have been presented below:

Figure No. 12
Using Activities for While Listening Stage

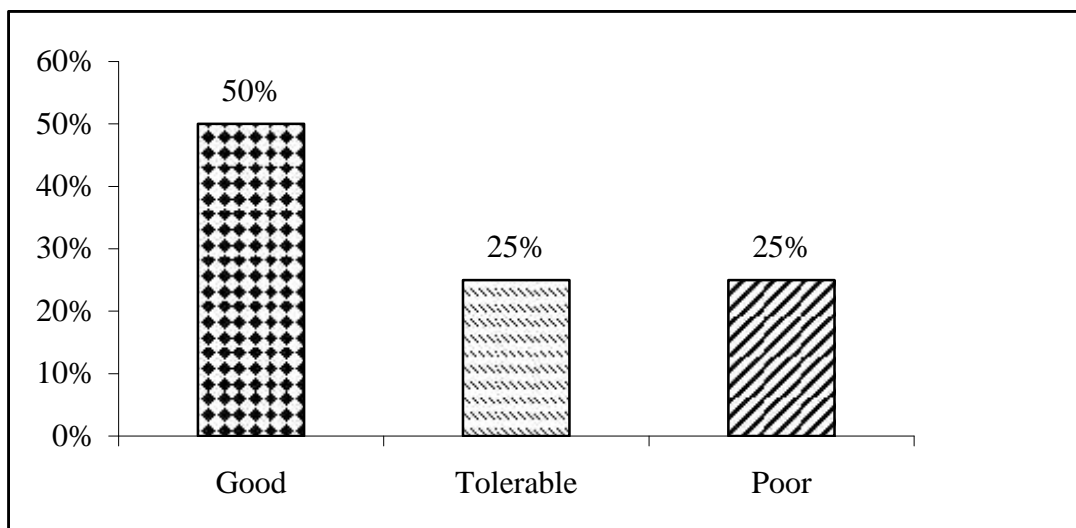


The above figure shows that 75 percent teachers were found to have the good provision of activities for while-listening stage in teaching listening skill. Similarly, 20 percent classes were found to be tolerable at using activities for while listening stage. However, 5 percent classes were found to be poor at using activities for while listening stage. This shows that teachers were found to activities for while listening stage to enhance the listening ability of the student.

4.2.3.4 Using Activities for Post Listening Stage

The post listening stage involves summarizing the text, matching with a reading text and completing a chart. This provided an ample opportunity for practice. The data obtained from classroom observation regarding the use of activities for post listening stage have been presented below:

Figure No. 13
Using Activities for Post Listening Stage

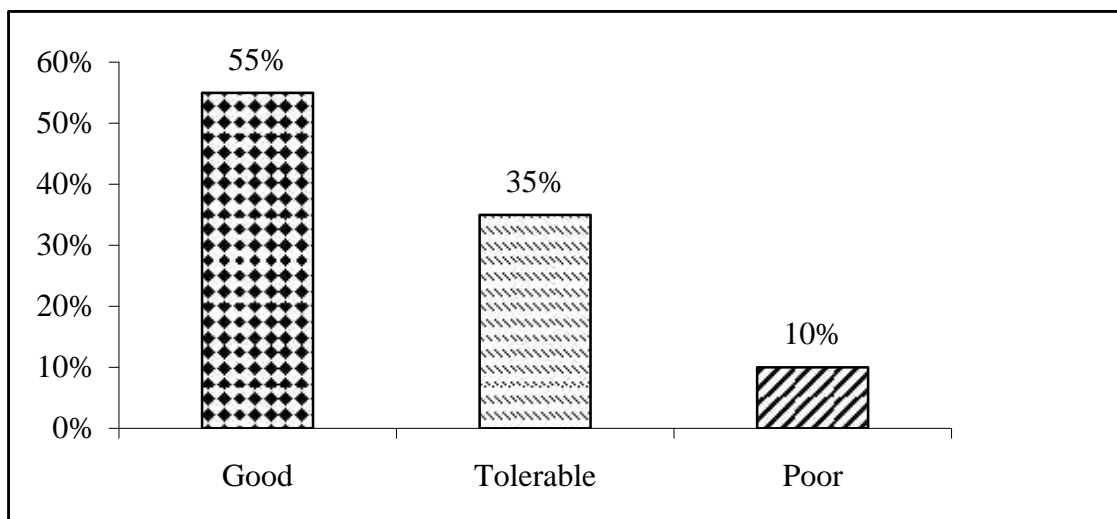


The figure above shows that out of 40 classes observed, 20 classes (i.e. 50%) were found to be good at using activities for post listening stage in the classroom. Similarly, 10 classes (25%) were found to be tolerable at using the activities for post listening stage in the classroom. However, 10 classes were poor at using the activities for post listening stage in the classroom. This shows that the teachers were aware of using activities for post listening stage in the classroom.

4.2.3.5 Students' Participant in Different Stages

Curiosity among the learners towards subject matter has a lot to do with learning. It is a key to learning. Teaching and learning without motivation turns to be futile and abortive. Thus, the learners should be active participant. They should be ready to receive the contents fed to them. The data obtained from classroom observation regarding their participation in classroom learning have been presented below:

Figure No. 14
Students' Participant in Different Stages

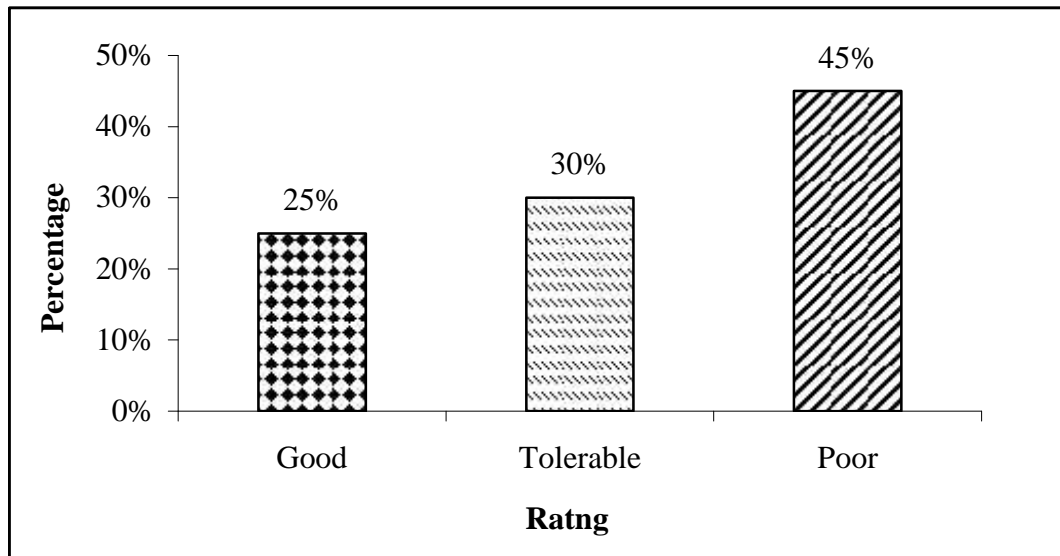


From the above figure, it is found that 55 percent students were actively participated in pre-listening, while listening and post-listening stages. Similarly, 35 percent students were found to be satisfactorily participated in the classroom. However, 10% students were found to show poor participation in the three stages of listening. In fact, many students were found as active participants in pre-listening stage while-listening stage and post-listening stage.

4.2.3.6 Emphasizing on Practice

As there is saying that practice makes a man perfect it is equally viable for language learning, too. The learners can't feel comfortable without rigorous practice. They are to be provided with ample opportunity for practice so that they could develop it as the part of their behavior. The following figures clearly depiction this question:

Figure No. 15
Emphasizing on Practice

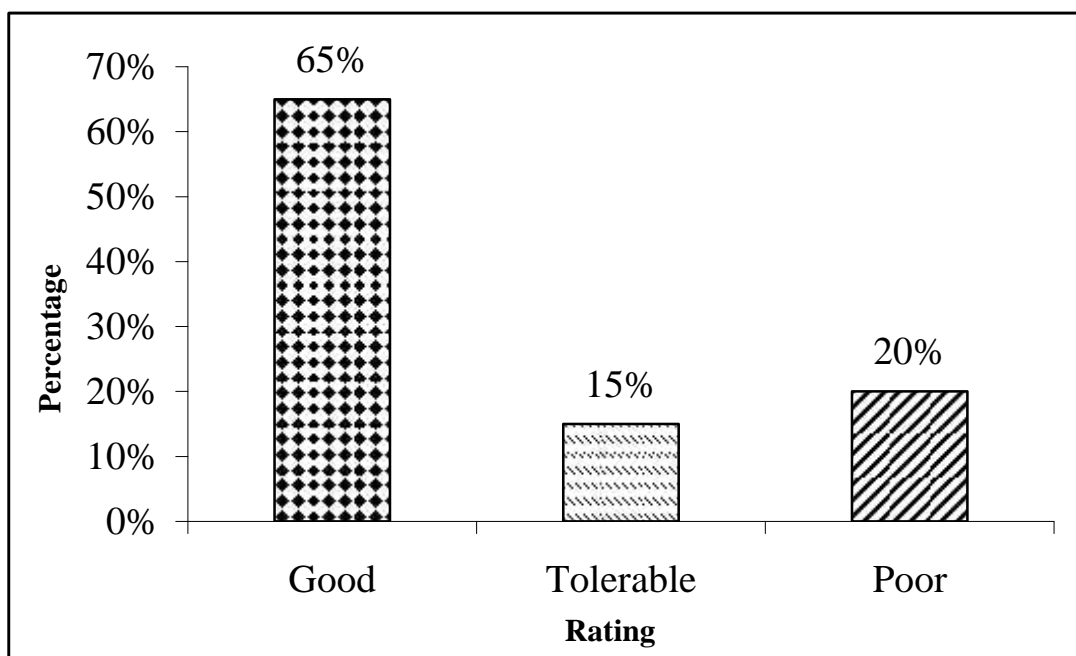


The above figure clearly displays that 45% teachers were found to have the poor level of practice. Similarly, 30% teachers were found to have satisfactorily involved the students in practice. However, only a few of them had a good knowledge of involving students' in practice.

4.2.3.7 Relating Presentation to the Practice

The presentation and practice have close bond for facilitating teaching and learning. What is presented to be practiced to develop good learning in the students. The data obtained from classroom observation regarding presentation and practice.

Figure No. 16
Relating Presentation to the Practice

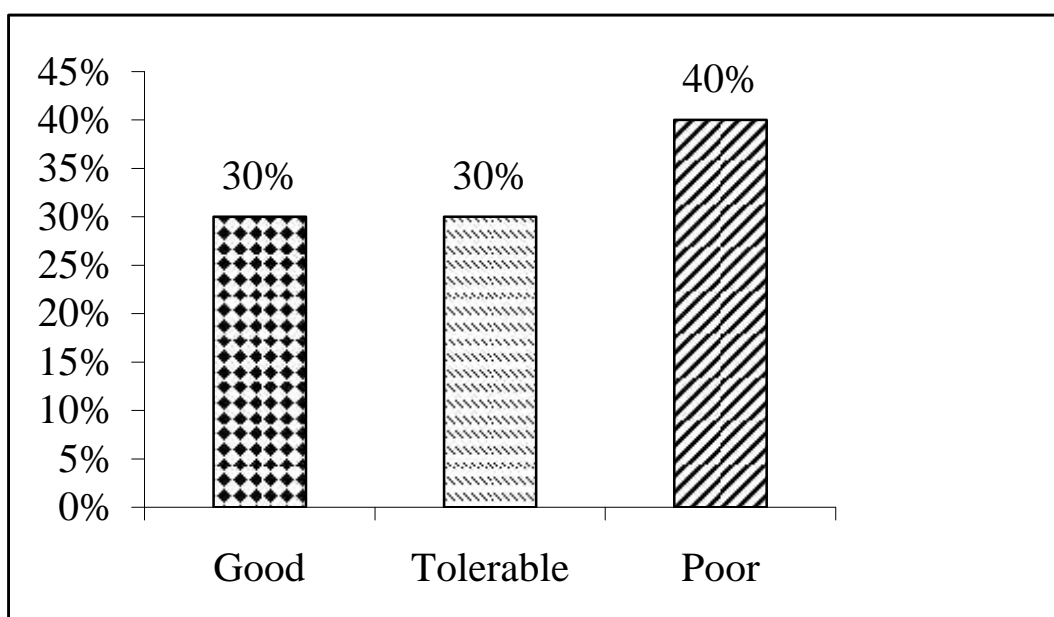


The above figure shows that a majority of the teachers i.e. 65% were found to be good at relating presentation to practice. Similarly, 15% teachers were found to be tolerable at relating presentation to practice. However, 20% teachers were found to be poor at relating presentation to practice. Thus it becomes clear that teachers were conscious regarding relating presentation to practice

4.2.3.8 Teachers' Role in Facilitating Students' Activities

Teacher is an ideal model for learners. Teacher's role in the listening classroom should be that of the facilitator to make the learners active in listening the text. Teacher has to facilitate the listening for easy understanding. The following figure shows the data on the role of teachers as facilitators.

Figure No. 17
Teachers' Role in Facilitating Students' Activities



From the above figure, it becomes clear that in 40 percent teachers, students were found to have the poor role of facilitator in the listening classroom. Only in 30 percent classes, teachers were found to have good role of facilitator. Likewise, 30 percent teachers were found to be tolerable with regards to this role. It reflects that many teachers did not want to be good facilitator in the classroom.

4.2.4 Methods and Techniques

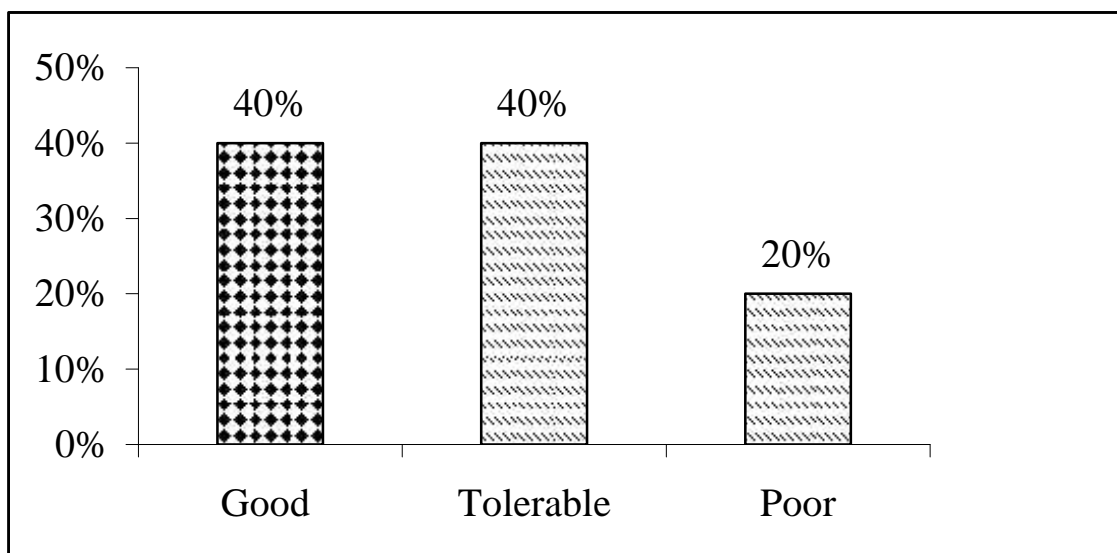
Method and techniques that a particular teacher adopts have great influence on making the teaching systematic and effective. Some questions regarding methods and techniques have been analyzed below.

4.2.4.1 Dividing the Class into Groups

Class division into different groups is essential to provide equal opportunity to the learners for better listening. The students can easily receive good feedback

from peer groups. The data obtained from the classroom observation regarding classroom division into groups have been presented in the following figure:

Figure No. 18
Dividing the Class into Groups

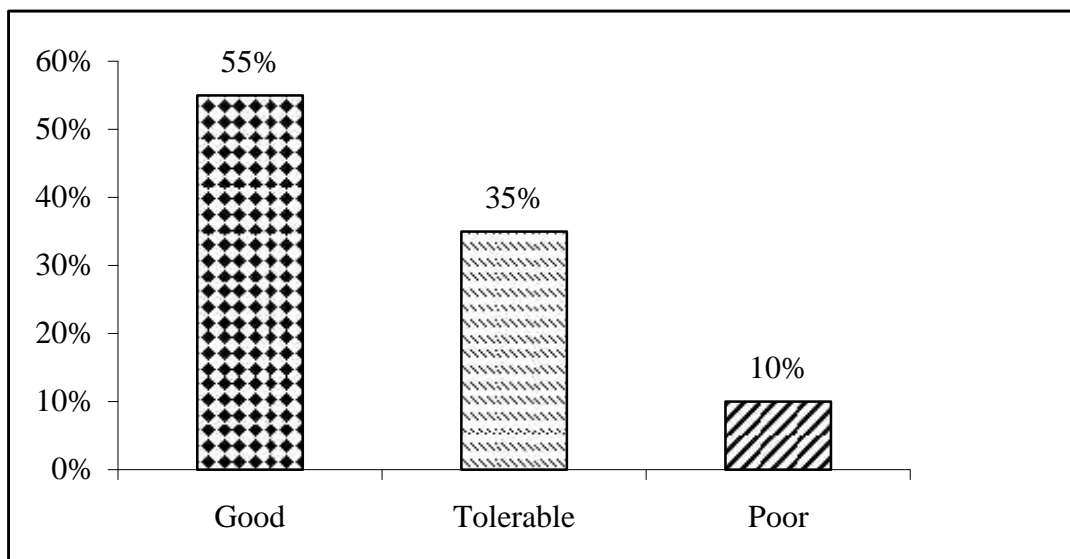


The above figure displays that out of 40 classes observed, 16 classes (i.e. 40%) were found to be good at dividing the class into groups for teaching listening. Similar number of classes (i.e. 40%) were found to be tolerable at using class division techniques while teaching listening skill. However, 8 classes (i.e. 20%) were found to be poor at dividing the class into group. From the figure, it can be said that many teachers divided the class into groups to teach the listening skill.

4.2.4 .2 Use the L₁ in the Classroom

L₁ is used in the language classroom as a scaffolding. This facilitates the teaching and learning because most of the learners do not understand English. The data related used the L₁ as it was obtained from classroom observation have been presented in the figure below.

Figure No. 19
Use the L₁ in the Classroom

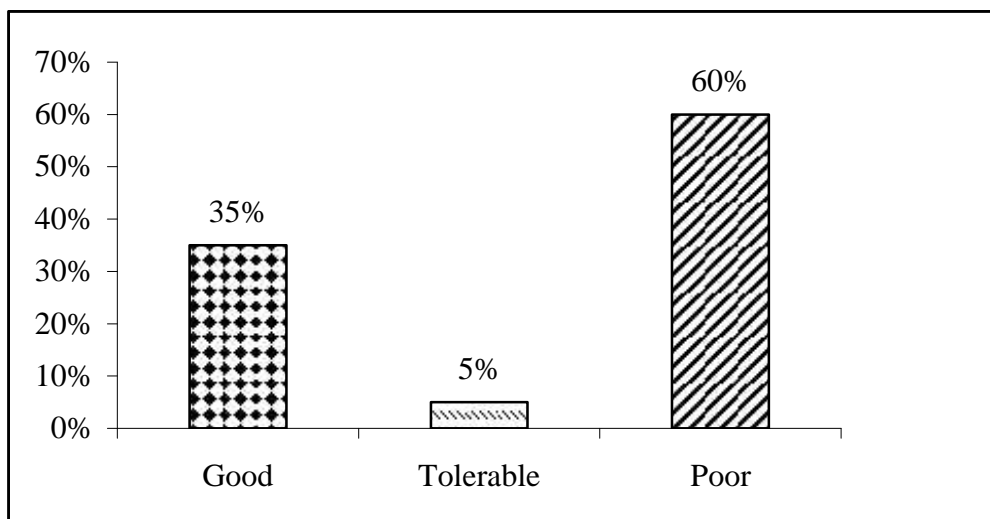


The above figure displays that out of 40 classes observed, 22 classes (i.e. 55%) were found to be at using the L₁ in the listening the classroom. Similarly, 14 classes (i.e. 35%) were found to be tolerable at using the L₁ in the listening classroom. However, 4 classes (i.e. 10%) were found to be poor at using the L₁ in the listening classroom. This reports that the use of L₁ was induced as facilitating strategy in the listening classroom to make the learner more interactive.

4.2.4 .3 Using Authentic Materials

Authentic materials are good resource for the better exposure of for teaching listening skills. This promotes active learning in the classroom. Authentic material make teaching lively. They bring variety in language teaching and provide good practice. The data obtained from the classroom observation on this have been presented in the given figure:

Figure No. 20
Using Authentic Materials

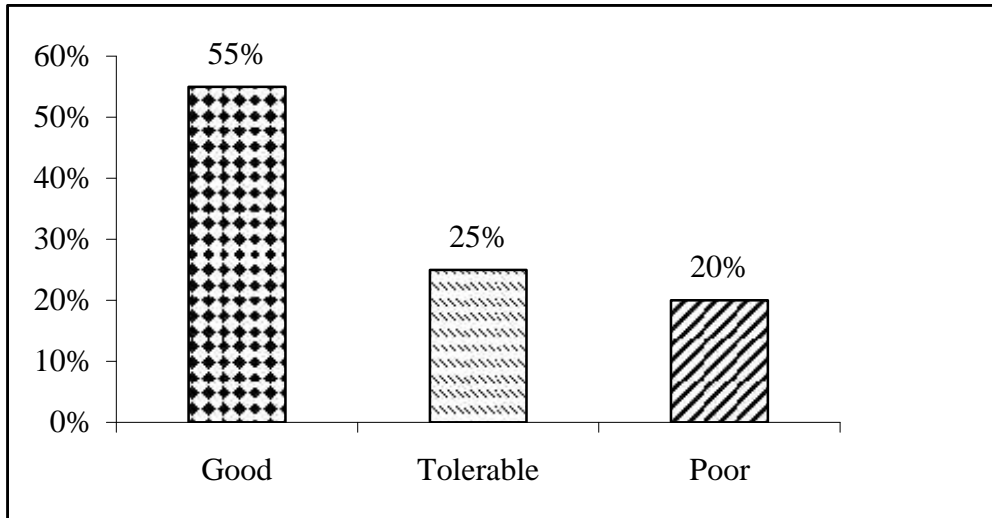


The above figure shows that out of 40 classes observed, 14 classes (i.e. 35%) were found to be good at using authentic materials in listening classroom. Similarly, 2 classes (i.e. 5%) were found to be tolerable at using authentic materials in the listening classroom. However, 24 classes (i.e. 60%) were found to be poor at using authentic materials in the listening classroom. From this figure, it can be explored that a large number of classes displayed poor provision of authentic materials.

4.2.4 .4 Using Only One Method in the Listening Classroom

Method is a procedural activity that a particular teacher applies to facilitate the teaching. The data obtained from the classroom observation on this have been presented in the given figure:

Figure No. 21
Using Only One Method in the Listening Classroom

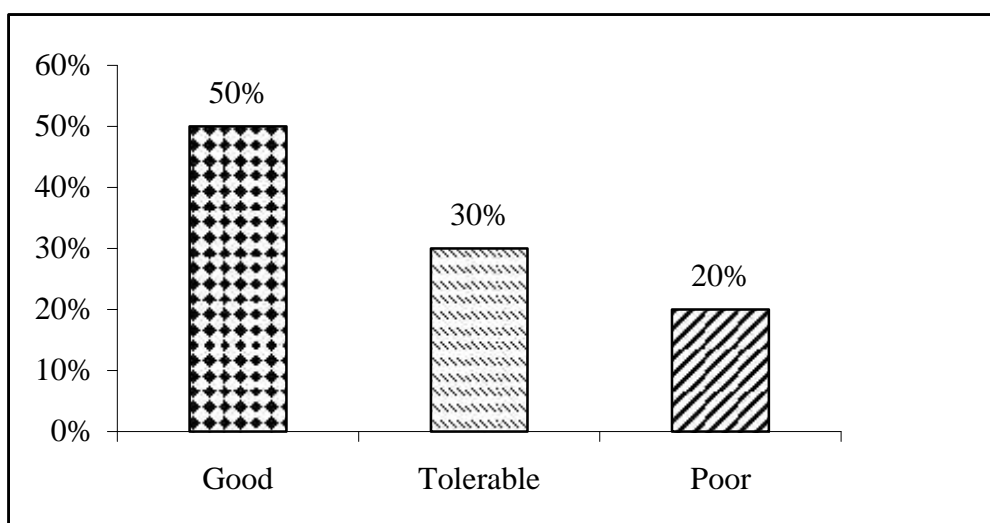


The above figure displays that 55% of classes were found to be good at using only one method in the listening classroom. Similarly, 25% classes were found to be tolerable at using only one method in the listening classroom. However, 20% classes were found to be poor at using only one method in the listening classroom.

4.2.4.5 Using Different Techniques in the Listening Classroom

A technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. The data obtained from the classroom observation on this behalf have been presented below in the figure.

Figure No. 22
Using Different Techniques in the Listening Classroom



From the above figure, it becomes clear that 50% of the teachers were found to be good at using different techniques in the listening classroom. Similarly, 30% teachers were found to be tolerable at using different techniques in the listening classroom. However, 20% teachers were found to be poor in using different techniques in the listening classroom. It gives an idea that many teachers used different techniques in listening classroom.

4.2.5 Evaluation System

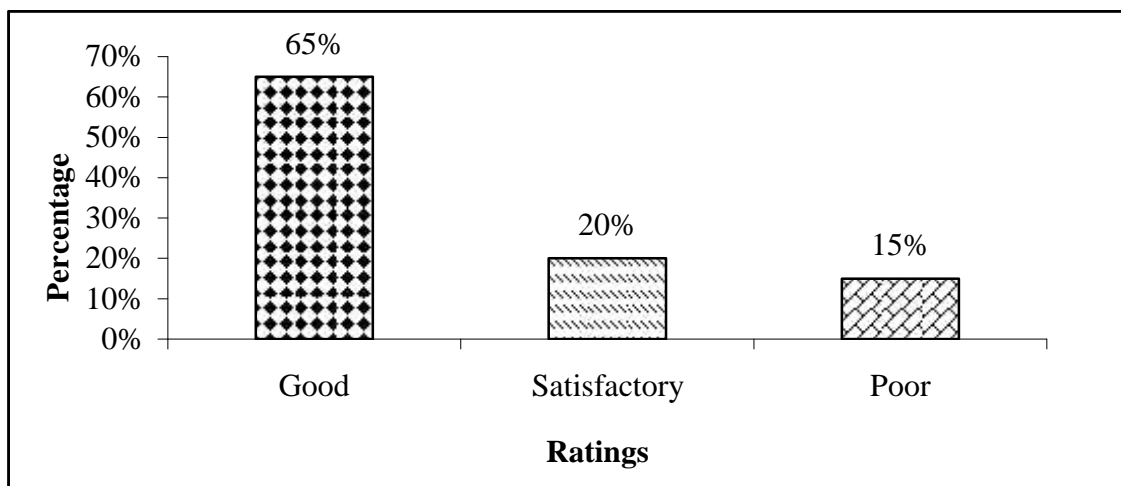
Evaluation is a measuring rod which judges the whole aspects of the students. Evaluation includes the whole aspects of students like interest, habit, behavior, activities, hobbies, attitude, discipline and so on. Some questions regarding evaluation system have been analyzed below:

4.2.5.1 Achieving the Objectives

Objectives are the first and foremost elements which every curriculum embodies. It determines the subject matter, teaching methods and evaluation procedures to achieve the certain achievement in every class. The data obtained

from the classroom observation on this behalf have been presented below in the figure below:

Figure No. 23
Achieving the Objectives

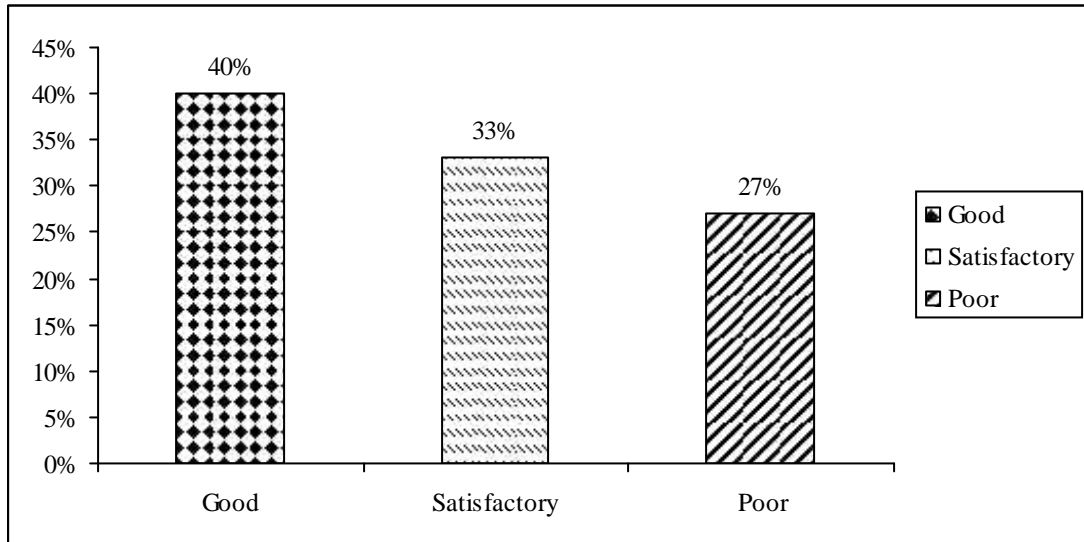


The above figure displays that 65% of classes were found to be good at achieving objectives to the students of listening class. Similarly, 20% classes were found to be tolerable at achieving the objective in listening class. However, 15 percent classes were found to be poor at achieving the objectives to the students in listening class. It shows that the objectives was provided to the students to achieve correct utterance for listening skill.

4.2.5.2 Evaluating with Objectives

Evaluating the objectives are the first and foremost elements which every curriculum embodies. It determines the subject matter, teaching methods and evaluation procedures to achieve the certain achievement in every class. The data obtained from the classroom observation on this behalf have been presented below in the figure below:

Figure No. 24
Encouraging Students to Speak in English



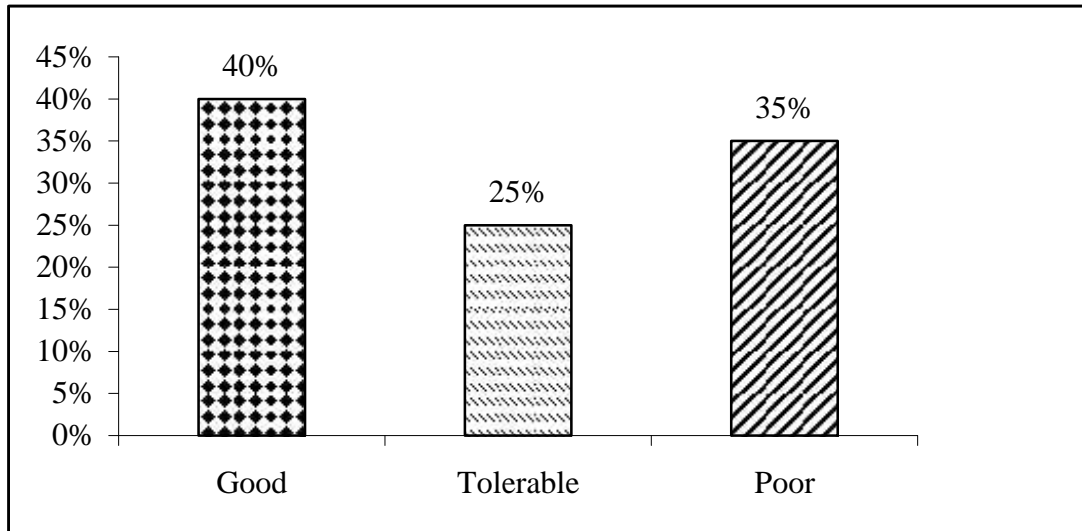
From the above figure, it becomes clear that 40 % of the teachers were found to be good at evaluating with objectives to the students of listening class.

Similarly, 33 percent teachers were found to be tolerable at evaluating with objectives to the students of listening class. However, 27% teachers were found to be poor at evaluating with objectives to the students of listening skills. It gives an idea that many teachers encouraged the students to evaluate the objectives.

4.2.5.3 Involving Students Participation

Listening is a receptive skill which requires a due concentration on the part of the listeners. The active participations of the students can breed in proper learning. The students can develop the habit of presenting ideas and thoughts without any inhibition. The data obtained from the classroom observation with reference to this strategy have been presented below:

Figure No. 25
Involving Students Participation

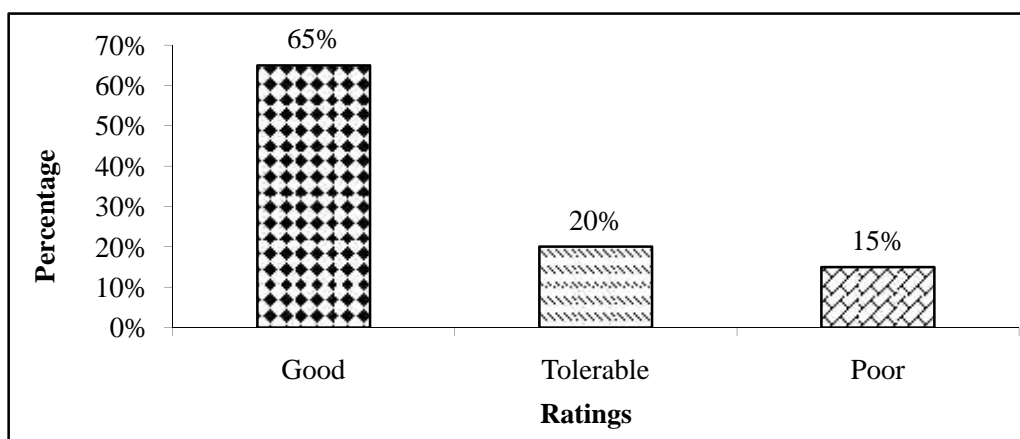


The above figure reveals that out of 40 classes observed, 16 classes (i.e. 40%) were found to be good at involving students participation in listening skill. Similarly, 10 classes (i.e. 25%) were found to be tolerable at involving students participation in listening skill. However, 14 classes (i.e. 35%) were found to be poor in using this activity to develop listening skill of the students. It suggests that there was a good provision of involving students participation as a listening skill.

4.2.5.4 Providing Feedback to the Students

Feedback, in general sense, is the information given in response to a person's performance or a task used as a basis for further improvement. Feed back plays an important role in teaching learning process. Giving feedback individually in ELT class is really very challenging task. However, it is a frequent strategy. The data obtained from the classroom observation on this behalf have been presented below in the figure below:

Figure No. 26
Providing Feedback to the Students

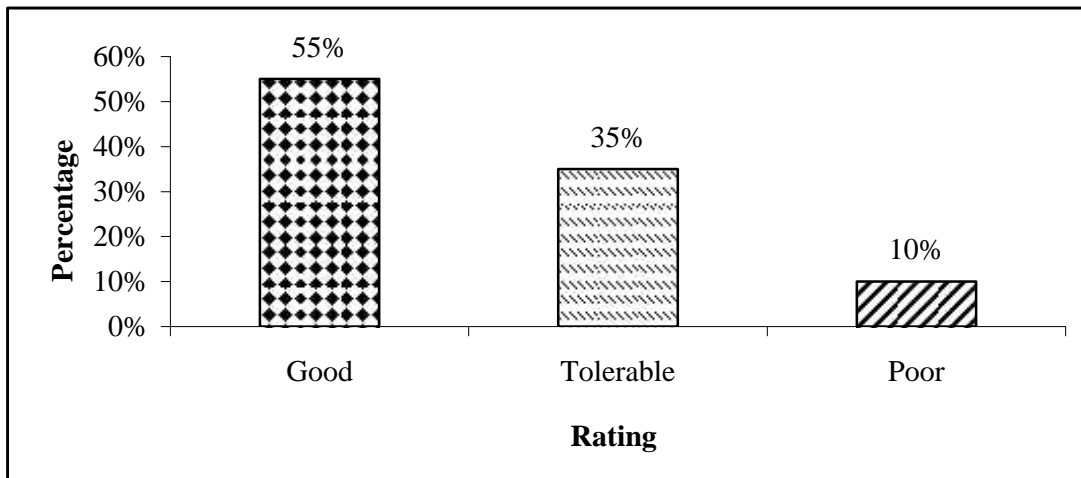


The above figure displays that 65% of classes were found to be good at providing feedback to the students. Similarly, 20% classes were found to be tolerable at providing feedback. However, 15 percent classes were found to be poor at providing feedback to the students. It shows that feedback was provided to the students to produce correct utterance for meaningful communication.

4.2.5.5 Using Evaluation Techniques

Generally to appraise whether the learners achieve intended objectives or not is called evaluation technique. In the process of evaluation technique, not only the instructional achievement of the learners is evaluated but also the whole educational process, objectives, program, implementation, obstacles and related aspects of curriculum. The data obtained from the classroom observation have been presented in the given below figure:

Figure No. 27
Using Evaluation Techniques



The figure above displays that out of 40 classes observed, only 22 classes (i.e. 55%) were found to be good at using evaluation techniques. Similarly, 14 classes (i.e. 35%) were found to be tolerable at using evaluation techniques in listening class. However, 4 classes (i.e. 10%) were found to be poor at using evaluation techniques in listening skill. This data reveals that a majority of English teachers were aware of using evaluation techniques in the ELT classes to develop listening skills.

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Summary

This research work entitled "Transfer of Teacher Training in Teaching Listening Skills" has made an attempt to shed light on the strategies that the English teachers adopt to improve listening skills in the classroom. It has also explored the teachers and learners role. This research work is of paramount importance to provide knowledge on the classroom activities that an English teacher can adopt to make the teaching learning effective. The study shows that a majority of teachers had the concept of providing exposure and counseling to the students to boost up their listening skill. However, they are unaware in building situational context and making students' risk-takers. Some of the major findings of the study have been outlined below:

- i) In the majority of classes i.e. 75% the teachers were found to have the sense of good motivation to the subject matter in listening classroom.
- ii) It was found that only in 50% classes had the provision of good sense of motivation to the teacher in the listening classroom.
- iii) Most of the teachers i.e. 60% had involved the students in listening activity in the listening classroom.
- iv) It was found that a large number of teachers i.e. 80% linked the present lesson to the previous lesson in the listening classroom.
- v) A minority of the teachers i.e. 45 percent applied three stages in to teach listening in the listening classroom.
- vi) It was found that 55% teachers made students actively participate in the listening classroom.

- vii) A large number of teachers i.e. 40% were involved students in listening activities.
- viii) It was found that the most of the teachers i.e. 60% had presented interesting presentation in listening classroom.
- ix) Nearly 70% teachers presented text that met learners need and interest in listening classroom.
- x) It was found that most of the teachers had good command over subject matter.
- xi) A large number of teachers were found to be good at using teaching materials in teaching listening skills.
- xii) Only 55% teachers were found to use L₁ in the classroom to facilitate teaching of listening skills.
- xiii) In majority of the classes, the teachers were found to be dividing the class into groups to teach listening skills effectively.
- xiv) A large number of teacher i.e. 65% were found to be good at providing feedback to the learners in the classroom.
- xv) A very few number of classes had the provision of using authentic materials in the classroom.
- xvi) In most of the classes, the teachers were found to use different techniques to teach listening skills.

5.2 Conclusion

Teaching listening creates real life situations for communication. Thus, a teacher needs to set up a situation that enables the students to participate in listening skills. The transfer of his knowledge acquired through trainings provide appropriate learning environment for the learners. The strategies

adopted by the teacher in the classroom have an effective role in shaping good behaviour of the learners in the listening classroom. The achievement of the students is greatly determined by the transfer of knowledge built up through training that they follow while teaching listening texts. Teachers select, adjust and create task and then shape those tasks in keeping with learners. Thus, teachers' knowledge and techniques play a very vital role to bring change in the learners' behaviour. They are the best model for their students.

This study 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 and to examine the transfer of training to classroom delivery by the trained teachers. The whole study is incorporated within the five different chapters. In the first chapter, I attempted to make appropriate context for conducting the study. Then the statement of problem the objectives for conducting the research, research questions that were to be answered; significance of the study; and delimitations of the study were all grouped under the first chapter.

I broadened my knowledge related to my topic studying the books by Howatt and Daking (1974), Ur (1996), Bhatia (2005), Harmer (2008) and Lazar (2009) and reviewing empirical researches completed in the Department of English Education. Moreover, I frequently visited different websites to get detailed knowledge. From those study I got insightful ways to proceed this study. On the basis of the review of related literature, I developed conceptual framework to conduct this study.

The methods and procedures of the study had been described in third chapter. The design of this study was survey and the data were collected by utilizing the primary sources. Twenty teachers from twenty different schools were selected by using purposive non-random sampling procedure to carry out the study. Observation was the main tools for collecting data. Similarly, I set the parameters and embarked through it in course of my analysis and

interpretation. From the above study, I found that a majority of teachers were aware of using different motivation techniques like giving background information of the text, picture description and asking some short oral questions. They were also aware of managing classroom and using different teaching materials for teaching listening. Similarly, students were also found to be good at participating in different activities at the different stages of teaching listening

5.3 Implication

This research work entitled "Transfer of Teacher Training in Teaching Listening Skills" has made an attempt to identify the teaching learning activities of trained teachers while teaching listening skills and to examine the transfer of training to classroom delivery by the trained teachers. This research work is of paramount importance to provide knowledge on the listening activities that an English teacher can adopt to make the teaching learning effective. From interpretation and summary of the findings of the study, the following recommendations can be suggested.

5.3.1 Policy Level

The main recommendations of the study at this level are as follows:

- i) This study shows a clear image of listening class and role of teacher and students. On the basis of it, it can be recommended that the curriculum designer should utilize the findings of the study to design a curriculum of language to focus on teaching listening skill.
- ii) The syllabus designer should design syllabus according to the need and interest of the students and teachers also.
- iii) Different training programmes should be designed for English teachers like: National council for Educational Human Resource Development (NHRD), National Teacher Training Cooperation Council (NTTCC),

Zonal Teacher Training Cooperation Council (ZTTCC) and so on.

- iv) The course content should be more practical and focus on strategies to enhance teaching of listening skill.
- v) The school should develop an atmosphere of involving students in listening activities.
- vi) The concerned body should focus on the supervision of class so as to evaluate the transfer of knowledge of training.

5.3.2 Practice Level

The main implications of the study at this level are as follows:

- i) Only having knowledge about anything is not so important, the knowledge should be reflected in the practices. So, the teachers should utilize the knowledge of training in the classroom to make effective teaching.
- ii) The teachers should make their classroom teaching interesting through various listening activities.
- iii) The students can learn much from their friends through co-learning. So, the teachers had better encourage the students to learn more from group discussion and listening practice.
- iv) Authentic materials on listening exercises should be applied by both teachers and students.
- v) The teacher should use different teaching materials in the classroom to arouse interest in the learners to participate in different listening activities.
- vi) The teacher should maximally apply techniques to provide exposure to the learners.

5.3.3 Further Research

This study helps to provide knowledge to conduct the research on the topics like the transfer of teacher training in teacher to teach speaking skill at secondary level, the classroom activities of English teacher to teach listening skill. Moreover, it helps to conduct research in other similar fields. Thus, researchers are benefited by following way:

The new researcher are suggested to carry out their studies on other aspects of language classroom techniques learners, activities and so on.

The new researchers are suggested to carry out their studies on large scale research of teaching listening skills.

The new researcher will get good sources for secondary data while they study on other aspects of research work.

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Appendix - I

Classroom Observation Checklist

This observation checklist has been prepared to draw data for the research work entitled " Transfer of Teacher Training in Teaching Listening Skills ". The work is being carried out under the guidance of Dr. Tara Datta Bhatta, Professor, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. I hope that you will co-operate me by providing authentic and reliable information that will be a great contribution to accomplish this research work.

Researcher
Basanta Kunwar

Teacher's Name: _____ Class: _____
 School: _____ Date: _____
 Unit: _____ Topic _____

1. Students' Motivation

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	To the subject matter				
b.	To the teacher				
c.	Participation in listening				
d.	Answer teacher's question				

2. Presentation

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	Linked to the previous lesson.				
b.	Application of the three stages				

	of teaching listening.				
c.	Was the presentation interesting				
d.	Relevant to the students level need and interest				
e.	Teacher's command over subject matter				
f.	Use of teaching materials in teaching listening				

3. Practice

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
1.	Activities for pre listening stage.				
B	Activities for while listening stage				
c.	Activities for post listening stage				
d.	Student's participation in				
e.	Was practice emphasized				
f.	Relation between presentation and practice.				
g.	The teachers' role in facilitating students' activities				

4. Methods and Techniques

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	Was the class divided into groups ?				
b.	Was the teacher using L1 in the class ?				
c.	Use of authentic materials				
d.	Use of only one method				
e.	Use of different techniques				

5. Evaluation system

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	Achievement of objectives				
b.	Correspondence of evaluation with objectives				
c.	Students' participation				
d.	Immediate feedback by the teacher.				
e.	Use of evaluation techniques				



Appendix - I

Classroom Observation Checklist

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Researcher

Basanta Kunwar

Teacher's Name: *Bijay Kumar Das* Class: *8*

School: *Shree Satyawati H.S.S* Date: *2070-09-01*

Unit: *15* *Hansara, Gulmi*

Topic: *Treasures from the past-
(15.4 Listening)*

1. Students' Motivation

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	To the subject matter		✓		
b.	To the teacher	✓			
c.	Participation in listening	✓			
d.	Answer teacher's question	✓			

2. Presentation

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	Linked to the previous lesson.		✓		
b.	Application of the three stages		✓		

	of teaching listening.				
c.	Was the presentation interesting	✓			
d.	Relevant to the students level need and interest	✓			
e.	Teacher's command over subject matter	✓			
f.	Use of teaching materials in teaching listening		✓		

3. Practice

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
1.	Activities for pre listening stage.	✓			
B	Activities for while listening stage	✓			
c.	Activities for post listening stage		✓		
d.	Student's participation in	✓			
e.	Was practice emphasized	✓			
f.	Relation between presentation and practice.	✓			
g.	The teachers' role in facilitating students' activities		✓		

4. Methods and Techniques

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	Was the class divided into groups ?	✓			
b.	Was the teacher using L1 in the class ?	✓			
c.	Use of authentic materials		✓		
d.	Use of only one method		✓		
e.	Use of different techniques	✓			

5. Evaluation system

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	Achievement of objectives	✓			
b.	Correspondence of evaluation with objectives	✓			
c.	Students' participation		✓		
d.	Immediate feedback by the teacher.	✓			
e.	Use of evaluation techniques	✓			

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Classroom Observation Checklist



This observation checklist has been prepared to draw data for the research work entitled "Transfer of Teacher Training in Teaching Listening Skills". The work is being carried out under the guidance of Dr. Tara Datta Bhatta, Professor, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. I hope that you will co-operate me by providing authentic and reliable information that will be a great contribution to accomplish this research work.

Researcher
Basanta Kunwar

Teacher's Name: *Kamal Basnet*
School: *Shree Janajyoti H.S.S*
Unit: *9 (Nine)*

Class: *5*
Date: *(2070-09-4)*

Topic: *checking confirming*
(9.3: Listen and answer)

1. Students' Motivation

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	To the subject matter	✓			
b.	To the teacher	✓			
c.	Participation in listening		✓		
d.	Answer teacher's question		✓		

2. Presentation

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	Linked to the previous lesson.	✓			
b.	Application of the three stages				



	of teaching listening.		✓		
c.	Was the presentation interesting	✓			
d.	Relevant to the students level need and interest	✓			
e.	Teacher's command over subject matter	✓			
f.	Use of teaching materials in teaching listening		✓		

3. Practice

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
1.	Activities for pre listening stage.	✓			
B	Activities for while listening stage		✓		
c.	Activities for post listening stage		✓		
d.	Student's participation in	✓			
e.	Was practice emphasized		✓		
f.	Relation between presentation and practice.	✓			
g.	The teachers' role in facilitating students' activities	✓			

4. Methods and Techniques

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	Was the class divided into groups ?			✓	
b.	Was the teacher using L1 in the class ?	✓			
c.	Use of authentic materials	✓			
d.	Use of only one method		✓		
e.	Use of different techniques	✓			

5. Evaluation system

S.N.	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a.	Achievement of objectives	✓			
b.	Correspondence of evaluation with objectives	✓			
c.	Students' participation		✓		
d.	Immediate feedback by the teacher.	✓			
e.	Use of evaluation techniques		✓		