

CHALLENGES FACED BY TRAINED TEACHERS WHILE TRANSFERRING THEIR LEARNING IN THE CLASS ROOM

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

**Submitted by
Sharada Paudel**

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

2012

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DECLARATION

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

Date: 2012/5/13

Sharada Paudel

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Sharada Paudel has prepared this thesis entitled "**Challenges Faced by Trained Teacher while Transferring their Knowledge in the Classroom**" under my guidance supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated to
my parents and teachers.

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Sharada Paudel

ABSTRACT

The present study entitled ‘Challenges faced by trained teachers while transferring their learning in the classroom’ aimed at identifying and describing the problems of transferring the training into the classroom. I collected the data from the answers made by the trained English teachers of both government-aided and private schools of Bardiya district by using non-random purposive sampling. This research study shows that training is essential for better teaching. Trained teachers in most of the cases were successful to transfer the training but a number of barriers have caused the problems in transferring the training. The major barriers are lack of physical facility, large number of students, inactive students and negligence of students towards English.

The study is divided into four main chapters and other sub-chapters. Chapter one includes general background of the study. It also consists of review of the related literature, objectives of the study, significance of the study. Chapter two deals with the methodology, i.e. how the research work was carried out. This study is based on both primary and secondary sources of data. The primary sources of data for this research were fifty secondary level trained English teachers teaching at different government-aided and private schools of Bardiya district. Chapter three consists of the analysis and interpretation of the collected data. The data were collected through the questionnaires. Chapter four presents the finding and recommendations on the basis of analysis. Finally, references and appendices are also given. Appendices include the research tools and other information.

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LIST OF ABBREVIATIONS

A.D.	Anno Domini
B. Ed.	Bachelor of Education
BETTP	Basic Education Teachers' Training Programme
ELT	English Language Teaching
FOE	Faculty of Education
HSEB	Higher Secondary Education Board
INGO	International Non-Governmental Organization
NCED	National Center for Education Development
NELTA	Nepal English Language Teachers' Associations
NESP	National Educational System Plan
NGO	Non-Governmental Organization
SEDU	Secondary Education Development Unit
SLC	School Leaving Certificate
TU	Tribhuvan University

