

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is human specific property to express thoughts, emotion and feeling 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. Hornby (2000, p.721) defines language as “the system of communication in speech and writing that is used by people of a particular country.”

We can find many definitions of language by different scholars. But all the definitions given by different scholars share some common characteristics of language.

According to Wardhaugh (1986, p.1), “A language is what the member of a particular society speaks.” Similarly, Richards et al. (1999, p.196) define language as “the system of human communication which consist of structured arrangement of sound for their written representation into larger unit e.g. morpheme, words, sentence, utterances etc.” Likewise, Crystal (2002, p.255) defines language as “an abstract system of underlying the collective totality of the speech/writing behavior of a community or knowledge of this system by an individual. It is the concrete act of speaking, writing, or singing in a given situation.”

Language is complex phenomenon used for human communication. Language is a system of communication that is shared and utilized in term of common understanding by a particular community. It is a symbol of system that is expressed and received by humans. It is very important means of establishing and maintaining relationship with other people of a society. In this way, we can say language is the greatest means of human civilization. It must be meaningful as well as systematic.

English is the only one language in the world which is accepted as a lingua franca that now has made international communication possible. It is the widely used language in

the history of our planet. It is the principal language for international communication and gateway to the body of our knowledge or means of instruction and evaluation at higher levels of education. It has played greater roles in international trade, technology, entertainment, commerce and aspect of social life. Students almost in every discipline need to read English. In the context of Nepal, the English language has been taught from pre primary to the bachelor level.

English is also known as a global language. It has dominance over almost all the languages spoken in this universe. It has created its unique culture among millions of people around the globe who use it as a native language, second language or as a foreign language. In this regard Harmer (2008, p.17) states:

In 1985 Kachru described the world of English in term of three circles. In inner circle he put the countries where English is primary language. The outer circle contained the countries where English had become an official or widely used second language. Finally, the expanding circle represented those countries where English was learnt as a foreign language. It was assumed that there was some inbuilt superiority for inner circle speakers. But English is now more often is a lingua franca than a native language. Instead of talking about inner, outer and expanding circle the English is recognized as ‘global language’ and ‘world English’.

In Rajagopalan’s words (2004, p.111 as cited in Harmer, 2008, p18) ‘World English’ belongs to everyone who speaks it, but it is nobody’s mother tongue. Nobody owns English anymore, we all speakers alike, own it together in a kind of international shareholder’s democracy since we have equal rights as English users. So as being a global language teaching and learning English has become very important in this age.

1.1.1 Teaching as a Profession

Profession is an occupation, vocation or career where specialized knowledge of a subject, field or science is applied. It requires prolonged academic training and formal qualification. A professional activity involves systematic knowledge and proficiency. Profession is different from other jobs in the sense that it is not the job or occupation which is simply engaged in profit, because a profession also carries a sense of public service and personal dedication. According to Wallace (2010, p.5) “in profession, we have a kind of occupation which can only be practiced after a long time and after a rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public goods it brings”.

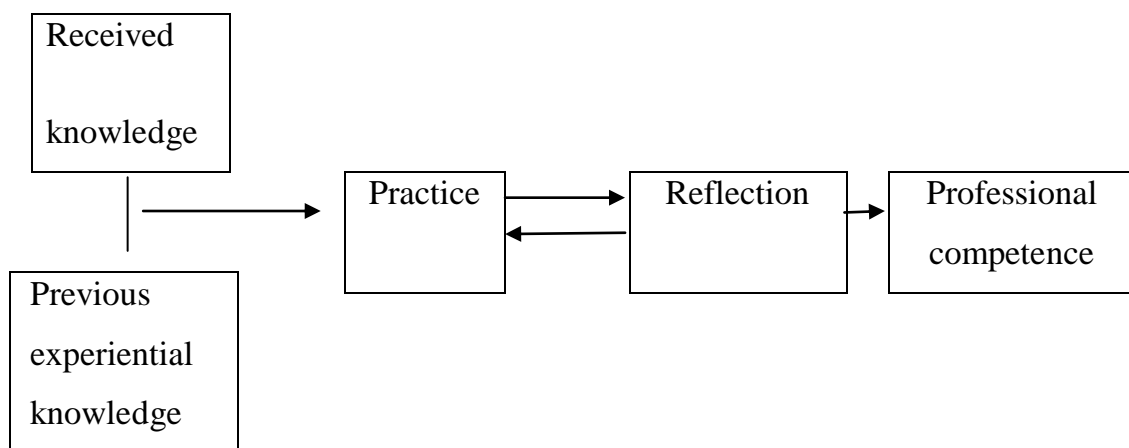
Profession deals with a field of knowledge. Its practitioner must have special training in the field. Thus teaching is a profession since it has all the characteristics that a profession should have. Teachers as other persons like doctors, pilots too require a special kind of skills or expertise in their respective job or field. They also provide public goods and prolonged academic study to perform their jobs. So teaching is a profession. And teacher as a professional needs special kind of knowledge, skill and expertise for which he/she needs both training and practice. Only a trained teacher can teach a language effectively.

Though it is an established profession the act of language teaching is a complex phenomenon. According to Richards and Rogers (2001, p.1), “Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century.”

Teaching is an intellectually challenging job. It is regarded as an art rather than science. A person who wants to be a teacher needs special kind of knowledge, skill and expertise. In this regard Wallace (ibid) further mentions that that structured professional education should include two kinds of knowledge development:

- a. **Received Knowledge:** In the received knowledge, the trainees are acquainted with the vocabulary of the subject and the matching concepts, research findings theories and skills which are widely accepted as being part of the necessary intellectual content of the profession. This is actually the knowledge that the teacher obtained from various sources through the exposure and hard labour. For example, development of fluency, accuracy in the use of language item etc. are the part of received knowledge. The knowledge of meaning of words that we get from dictionary is our received knowledge.
- b. **Experiential Knowledge:** The knowledge that the trainee has developed in action is the experiential knowledge. The trainee develops knowledge in action in practice in profession and opportunity to reflect on that knowledge in action. It is one of the part of professional competence. The ability and the skill that we develop in our work place through experience is the experiential knowledge.

The following figure (as taken from Wallace, 2010, p15) shows the relationship between received and experiential knowledge that jointly work for the development of professional competence.



1.1.2 Teacher Development

Development means change and growth. Teacher development is a process of becoming the best kind of teacher. Head and Taylor (1997, p.1) argue that “development means change and growth.” Thus development means change or

advancement towards positive direction. Teacher is always thinking about ways of teaching. They are acknowledging that it is possible to change the ways they teach and perhaps also the preconception that they have about the teaching and learning.

Teacher development draws on the teachers' own inner resource for change. It is centered on personal awareness of the possibilities for change. Teacher development focuses on the individual needs. It is built in past, because recognizing how past experiences have or have not been developmental helps to identify opportunity for change in the present and future. It also draws on the present. Teacher development is a self reflective process. Teacher development is not compulsory but it is a voluntary and ongoing process. Underhill (1988, p.4 as cited in Head and Taylor 1997, p .10) argues:

Development may say things like: 'I believe that my effectiveness as a teacher depends largely on the way I am in the classroom, on my awareness of myself and my effect on others, and on my attitude towards learners, learning and my own role. I value my facility with pedagogic skills and my knowledge of the topic, but it is thee 'me' who operates them primarily influences their effectiveness. I believe that education is change and that I will not be able to educate unless am also be able to change.

It is more useful to see training and development as two complementary components of a fully rounded teacher education. Teacher training essentially concerns with topic to be taught and of the methodology for teaching it. It emphasizes classroom skills and techniques. Teacher Development is concerned with the learning atmosphere which is created through the effect of the teacher on the learner and their attitude on the learners. Bolitho (1986,p.2 as cited in Head and Taylor 1997, p.11) states:

Although teaching is a skill, the rudiments of which can be acquired by study, imitation of models, evaluation and other means. It is not an activity which can

be successfully conducted in a way which is extrinsic to person's being. The best teachers are all people who have achieved integrity of personality.

Thus teacher development is a way of improving one's knowledge of ELT. The teachers are aware of how they teach, how they can improve their teaching. For their professional development teachers are engaged in various activities like attending the teacher training programme participating the professional conferences, workshops and seminars.

1.1.3 Teacher Training

Teacher training is really a process of teacher development. Now we are in the age of 21st century. To survive in this world we have to be up to date with all the changes. We need change in education. Education itself is an incomplete phenomenon. It keeps on changing over time. The new knowledge for today may not be new for tomorrow. So we need some kind of training course in order to update to ever changing knowledge in the field of education. Training is something that prepares one with an ability to do something as required by the situation. The main aim of teacher training is to prepare a sound person with sound knowledge. Regarding the term 'training' Wallace (1991 as cited in Khanal 2006, p.5) writes, "training prepares anybody for a particular function or profession."

Teacher training is not for the sake of knowledge and certification only. It is to develop skill to be used in the real classroom. Every teacher gets theoretical knowledge from different sources academic institutions and other aspects. But the utilization of the theoretical knowledge is not possible from theoretical perspective only. The practical aspect is possible from practice work that is maintained by the training. In this regard Lazar (2009, p.216) states, "Teachers learn best by actively being involved in the training session. This active involvement might entail participating in the discussion, brainstorming ideas in a group or simply sitting aside time to read and reflect in a new idea."

Training provides awareness of language. It develops the teaching styles and confidence of teacher. According to Richard and Farrell (2005, p.3), training includes understanding basic concept and principles as a pre-requisites for applying them to teaching and the ability to demonstrate the principles and the practice in the classroom. Teacher training is sometime viewed as a teacher education too.

Similarly, Holden (1979, p.25) writes “Qualification and personal qualities are components of effective teaching and training is the only tool to develop such things in teachings.” We find that the training involve both theoretical and practical aspect. They are to be given training time and again to adopt the changing knowledge. According to Wallace (1991, p.62):

It is the process of learning that develops moral, cultural, social, intellectual aspects of the whole person as an individual and a member of society. Training helps to encourage an active style of teaching teacher participation as fully as possible when a new technique is introduced or it is usually demonstrated, so the teacher can see how it works.

To conclude, teacher training employs transfer of skills, methods, and techniques different tricks which help the teacher to run class effectively, efficiently, conveniently and systematically. Teachers and students both are responsible to make teaching learning process effective. Beside, introducing the training, the prime concern of the present study is to identify the challenges faced by the trained teachers to transfer their training, skills and techniques into the language classroom.

1.1.3.1 Teacher Training in Nepal

The history of teacher education and training in Nepal dates back to the early 1950s with the establishment of the Basic Education Teacher Training Programme (BETTP) in the country. Training programme to ensure qualitative growth of education system has been continuously emphasis over the years. The practices of teacher training in

Nepal have almost a six decade history. Luitel (2004) states that the first effort of a formal teachers training programme in Nepal dates back to 1947 A.D. It was initiated by the basic teacher training centre. The same programme continued until 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 of 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, p. 22) states:

Formally English entered in Nepalese Education in 1854 when the Prime Minister Jung 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 (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.

Regarding the training institutions, there are mainly three existing training institutions in Nepal. They are;

- a. National Centre for Educational Development (NCED)
- b. Different universities
- c. Higher Secondary Education Board (HSEB)

NCED came into existence in 1953 as a part of the Primary Education Development Project (PEDP, 1992-98). Since then it has been involved designing and implementing

training programme for school teachers and educational managers. NCED is considered as an umbrella institution with the mandate of delivering teacher training, formulating teacher training policies and developing and disseminating in-service training curriculum and training materials by active involvement of different institutions. It has launched training to both in-service and pre-service teachers in Nepal.

In addition to NCED, HSEB and different universities run teacher training programmes from the both sectors non-governmental organization (NGOs) International non-governmental organization (INGOs), Nepal English Language Teachers Association (NELTA), British Council etc. Different NGOs, INGOs run mainly in-service teachers training programmes which is 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 teacher training 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 T.U. and NCED under the Ministry of Education for both primary and secondary school teachers. In the part of HSEB, both pre-service and in-service teacher trainings have been conducted for primary, secondary and higher secondary school teachers.

Thus teacher training is considered as one of the most crucial components in ensuring effective classroom teaching, but the impact of teacher training has not so far been found to be up to the desired level in the classroom practices in Nepal. On one hand, majority of teachers lack professional knowledge and skills; and those who are trained and assumed to have required knowledge and skills too, often do not use skills and knowledge acquired from training on the other.

1.1.4 Importance of Teacher Training

The teacher training is considered as one of the most crucial components in ensuring effective classroom teaching. Teachers are the upholders of the tradition and values of the society.

Training is something that prepares one with an ability to do something as required by situation. The same issue is handled differently by trained and untrained teacher. The main aim of teacher training is to prepare a good person with sound knowledge so as to disseminate it. Regarding this Pennington (1990,p.134 as cited in Head and Taylor 1997,p.13) writes, “Training teaches the candidate how to give feedback, both to students and to colleague, in a way that will be most beneficial.”

Teacher training is a hallmark in the field of teaching learning activities. In the past teaching was confined with a skill oriented profession. So the way of sharpening teaching skill was named teacher training, which later become broader and was named teacher education. Again the educationist find the term unsuitable to cover all the techniques that are intended to develop profession and they changed it as teacher development.

In the context of education in Nepal, country’s immediate need is to produce a large qualified men power for the education sector. Unless and until teachers are trained no quality in education can be imparted. So the teacher training programmes have been launched worldwide. In the context of Nepal realizing the need and importance teacher training education act 2028, made training compulsory for each and every teacher.

In the same way, different teacher programme have been launched from the sector of pre-primary to higher secondary school teachers. Training in teaching the English language has been launched to produce skilled manpower to teach English effectively inside and outside the classroom.

It is said that this is the age of science and technology. Science and Technology has brought lots of changes in life of human beings. So the knowledge is also changing with the follow of time. New methods, techniques and skills are required to perform any task. In this way 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 job related and short-term.

In regard to the context of teacher too, training imparts him/her required knowledge, skill, methods and techniques which are essential before he/she starts real teaching. As a result he/she 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 teacher 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 teachers need to develop theories, awareness of option and decision making abilities.

Thus teaching is related to various factors but more important are the teachers and students. Teachers are the backbone of the whole educational system. The future of the nation is in the hand of teachers. So they must bear in their responsibility. They should be innovative, hard working, regular and punctual. They should always try to understand the learners’ psychology and impart knowledge in healthy manner. This ability is gained from teacher training. Thus training is inevitable aspect for good

teacher. Hence training is essential and indispensable for all teachers to provide effective education.

1.1.5 Transfer of the Teacher Training

Transfer of training is an effective and continuous process of implementing the knowledge, skills, methods and techniques that are learned in the training programmes. What we call transfer of training is the magical link between the skills acquire from training and classroom performance.

Transfer of training has the close relationship between theoretical aspects and their implementation in the real classroom. So the main and first place of practicing transfer of knowledge and skills in the training programme is the classroom.

Defining transfer of the teacher training, Bhatia (2005, p.4) 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”

Trained teachers face many difficulties in transferring the training in the real classroom. If the teacher fails to transfer his/her knowledge and skills from the training into classroom his/her teaching will be worthless. As English teachers are professionals, they need special kind of knowledge, skills and expertise for which they need both training and practice. So transfer of training in teaching any aspects and skill is an important and the most crucial aspect.

This present study is limited to trained English teacher (either B. Ed English holder). In the context of English Language Teaching ELT, there may appear many problems in transferring the training. It is said that it is difficult to transfer the training skills in the real classroom. It's really hypothetical to expect exact transfer of skills. This study will find out the challenges faced by the trained teacher while transferring their training in the classroom.

1.2 Review of the Related Literature

A number of studies directly or indirectly related to teacher training has been carried out in the Department of English Education. Some of them are as follow.

Samadarshi (1988) carried out a research entitled ‘A study on the expected classroom behaviour of trained English teacher. His main objective was to examine the classroom of trained teachers in English classroom. The research tools used by him were classroom observation form and questionnaire for teacher and head teachers. He found that majority of the trained teacher seemed to have performed better in the school where the environment is favorable. Some of the good classroom behaviors of English teacher found by him were command of the target language (English) and control of the class.

Likewise, Khanal (2001) explained about teacher training about teacher training in his article entitled “trained teacher 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 teacher about teacher training. He found that there were positive perceptions towards teacher training. He also found that the teachers of both private and government-aided school had similar perceptions towards teacher training as a part of professional development.

Likewise, Giri (2007) carried out a research on “Transfer of training skills: A case of B.Ed. English graduates.” She found that the trained teachers were successful to transfer a number of training skills to the classroom delivery. She also pointed out some barrier to transfer training. They were lack of physical facilities, untrained teachers, inability to give up old habits, heterogeneous class and some inherent problems. Trained teachers were found have good command over subject matter and confidence in their subject.

Similarly, Basnet (2009) carried out a research work entitled “Transfer of training in teaching vocabulary.” The main objective of the study was to examine the transfer of training in teaching vocabulary by trained teachers. She used two research tools

observation and questionnaires for data collection. It was found that majority of the teachers were using explanation, translation and dictionary technique while teaching vocabulary.

Silwal (2010) carried out a research work entitled “Techniques of teaching reading comprehension by trained and untrained teacher.” The main objective of the study was to identify the technique used by trained and untrained teachers in teaching reading comprehension in grade seven. It was found that frequently used techniques by trained teachers were checking comprehension by yes/no questions whereas frequently used technique by untrained teacher was explanation of the text in English.

Although all the research works mentioned above are related to teacher training and its implementation in classroom none of them have discussed the challenges faced by trained teachers while transferring their learning into real classroom. So the purpose of the present study is different from previous studies in the sense that it is an attempt to present the challenges faced by the trained teachers while transferring their learning the real classroom teaching. Thus, this study is different from the rest of the studies carried out in the Department till present date and the researcher hopes that this research will be fresh research in the Department.

1.3 Objective of the Study

The objectives of the present study were as follows:

1. To findout the challenges faced by the trained teachers while transferring their learning into real classroom
2. To suggest some pedagogical implementations of the findings.

1.4 Significance of the Study

This research has analyzed the challenges faced by the trained teachers while transferring their learning into the real classrooms. It will be useful for all the people who are directly or indirectly related to the teaching and learning the English

language. The finding of this researcher will suggest some pedagogical implications in the field of the English language. Particularly this research will be significant and helpful for the English teacher, educational administrator, policymaker, educational institutions and the students of English language. This research work will also be equally significant for those who want to conduct further study in this field in the future.

1.5 Definition of Specific Term

Training: means for the development of the teachers' professional competencies in teaching, means of rewarding good performers need for better organizational results. (Here, B. Ed programme)

Skills: techniques, methods and strategies that the teachers obtained from their training and are supposed to transfer into the classroom delivery.

Trained Teachers: the teacher who have passed B. Ed.

English Teacher: the teacher teaching English and who have passed B. Ed degree specializing in English.

Transfer of Training: Implementation of skills from training to the intended group in the classroom.

School: Government-aided and private schools.

CHAPTER TWO

METHODOLOGY

The following methodology has been adopted to fulfill the objectives of the research.

2.1 Sources of Data

I used both primary and secondary sources of data for the completion of this research.

2.1.1 Primary Sources of Data

The primary sources of data for this study were fifty secondary level trained English Teachers of both private or government-aided schools of Bardiya district.

2.1.2 Secondary Sources of Data

The secondary sources of data for this study were the related books, magazines, theses, journals, and training manuals. They included the thesis of Samadarshi (1988), Basnet (2006), , Giri (2007), Silwal(2010), Trital(2011) and the books by Head and Taylor (1997), Harmer (2008), and so on.

2.2 Sampling Procedure

Fifty trained English teachers of Bardiya district were purposively selected for this study.

2.3 Tools for Data Collection

The main tool for data collection was the questionnaire. The questionnaire consisted of both close-ended and open-ended questions.

2.4 Processes of Data Collection

In order to collect the data for this research study the researcher went to the field – different private and government-aided schools. I selected fifty trained English Teachers from different school. I visited the selected school and briefly explained the purpose of her study. After getting the permission of school authority, I gave the questionnaires to the teacher to answer. After collecting the answer I thanked all of them for their co-operation.

2.6 Limitations of the Study

The study had the following limitations.

1. The number of the sample was fifty.
2. There were fifty English teachers who had taken training.
3. Questionnaire was the only tool for data collection.
4. The area of the study was limited to Bardiya district.
5. Purposive non-random sampling procedure was used to select the population.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources to fulfill the determined objectives of the study. The data were collected from the fifty trained English teachers (B. Ed. holders) of Bardiya district. Questionnaire was the only one tool for data collection. The main objective of the study was to analyze the challenges faced by the trained teachers while transferring their learning into classroom. To meet these objectives the information has been tabulated and analyzed and described on the basis of the answers given by the teachers.

First of all information was tabulated and then analyzed and interpreted by using simple statistical tools such as percentage, tables, bar diagram and pie-charts under different sub heading

3.1 Knowledge Gained from Trainings

Here, the teacher training refers to the three years B.Ed. programme. During the training of three year B.Ed. programme, teachers learn many things such as

- Planning their lesson
- Different ways of motivating students
- Appropriate use of teaching materials
- New methods and techniques of teaching
- Ways of giving feedback

After the training, the trained teachers go to the real classroom. It is very important to see whether the trained teacher is successful to apply the knowledge in the real classroom.

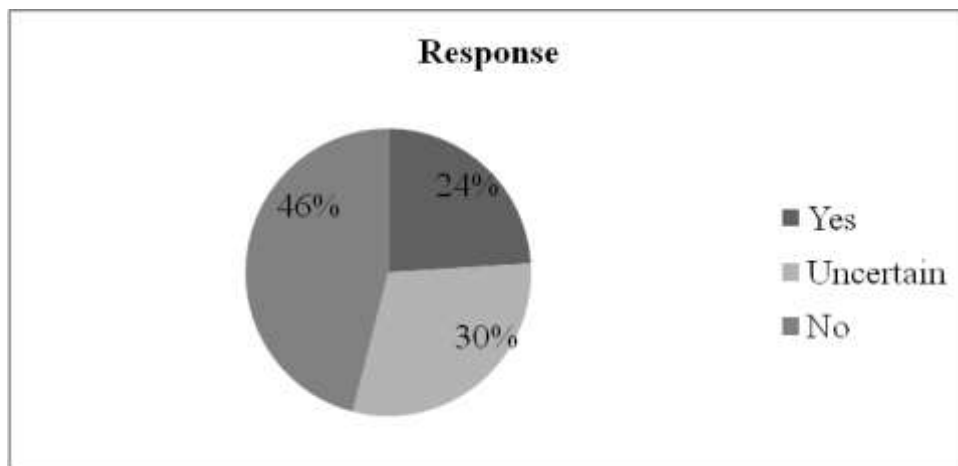
Here, the analysis is mainly based on the knowledge that teachers gain in three year B.Ed. programme. For this purpose the responses of the fifty teachers are

interoperated and analyzed in detail. The researcher with the help of a set of questionnaire consisting of 17 different questions has tried to find out challenges in transferring their knowledge in classroom. The challenges are analyzed minutely and interpreted in various subsections on the basis of their responses.

3.1.1 Making Lesson Plan Daily

The researcher asked them whether they made lesson plan daily or not. The responses made by the teachers are presented in the table below:

Figure No.1
Making Lesson Plan



From the above figure, it is clear that 24% of the teachers made the lesson plan while 30% were uncertain in this regard. However, 46% of the teachers entered into the classroom without making any lesson plan. The result shows that majority of the teachers were not making the lesson plan daily.

Thus, in case of making lesson plan most of the teachers failed to transfer their training into the real classroom.

3.1.1.1 Problems of Making Lesson Plans

On the basis of the responses of the teachers main problems of making lesson plans are as follows:

- lack of sufficient time
- unexpected classroom behavior

- over load for the teacher
- unavailability of the supplementary materials such as teachers' guide
- lack of leisure period for preparation

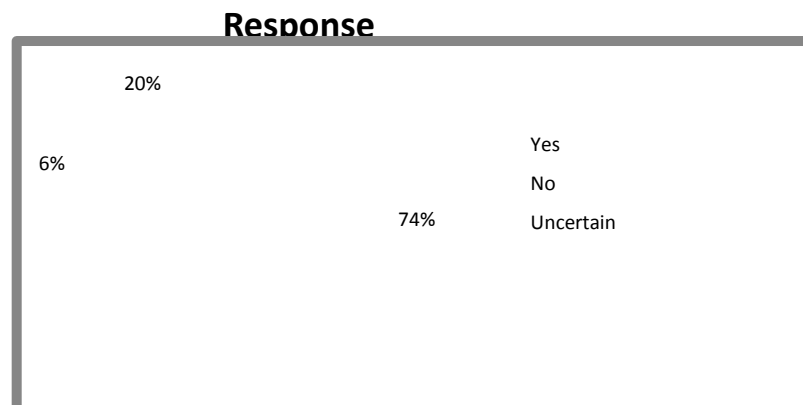
From the above points it becomes clear that there are many problems of making lesson plan.

3.1.2 Motivating Students

This part reflects the trained English teachers’ response towards motivating students. The researcher asked the question whether they motivated their students or not. The following bar diagram presents the percentage of the teachers on the basis of their responses.

Figure No.2

Transfer of Training in Motivating Students



The above figure shows that 74 % of the trained teachers motivated their students while 20% of the teachers were uncertain in this regard. However, 6% of the teachers were not involved in motivating their students.

Thus it can be concluded that most of the trained English teachers motivated their students.

3.1.2.1 Ways of Motivation

Motivation is one of the most important aspects in case of second \foreign language learning. It is the training which helps the teachers to gain the knowledge of applying different motivational techniques into the classroom situation. Here, the researcher asked the teachers how they motivated their students. Some of the techniques of motivating students mentioned by the teachers are listed below.

- telling story/poem
- asking questions
- showing picture
- talking about some current events
- letting them talk something about topic
- describing any successful or famous people
- playing word games
- asking IQ question related to the topic

From the above points, it becomes clear that teachers used different techniques to motivate their students.

3.1.2.2 Problems of Motivating Students

Although, motivation is an important aspect of teaching and this study also showed that most of the trained English teachers motivated their students but still there were some trained English teachers who were unable to motivate their students in the real classroom. Problems of motivating students expressed by the teachers were similar to each others.

The teachers were asked to list the problems they faced while motivating students. Some of the general problems mentioned by them are listed below:

- lack of time allowed for a period
- large number of students
- pressure to finish the course

- nature of the students
- lack of teaching materials
- heavy load to the teacher

From the above points it becomes quite clear that the teachers are certainly facing a number of problems to motivate their students.

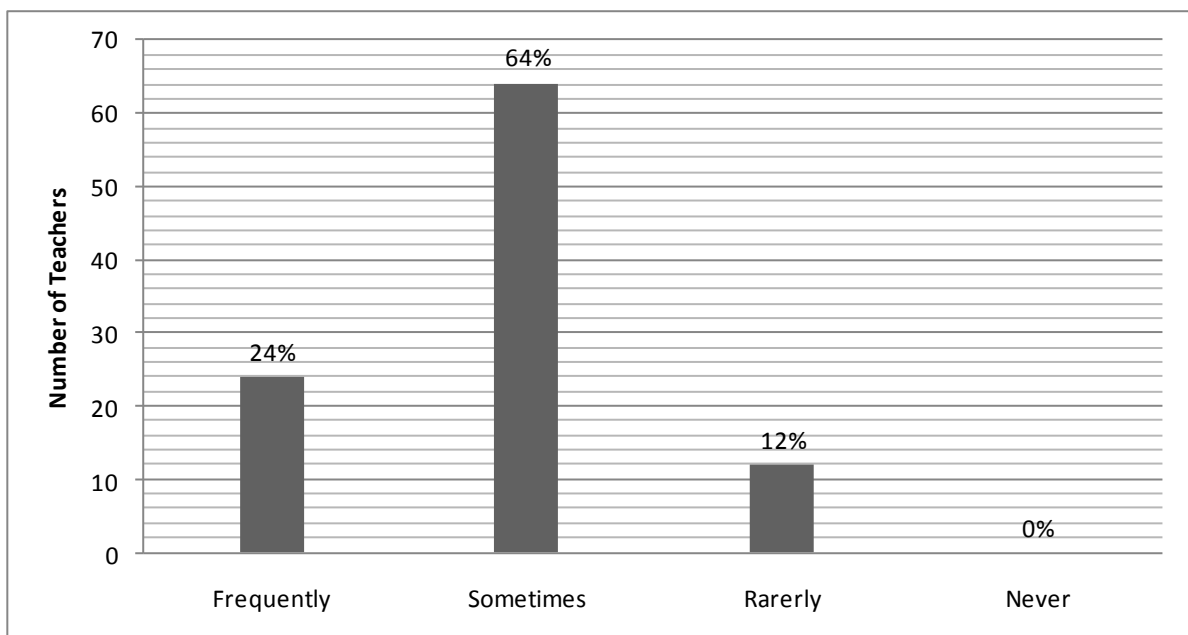
3.1.3 Use of Teaching Materials

It is concerned with how often the teachers used materials while teaching English/foreign language. The researcher made a query to know how far the teachers used materials in the classroom. The responses reveal that most of the teacher used materials in the classroom.

The percentage of the teachers' response is presented in the following figure.

Figure No. 3

Transfer of Training in Using Materials



The above figure shows that 24% of the teachers frequently used teaching materials while most of the teachers (64%) only sometimes used the teaching materials. However, 12% of the teachers were rarely involved in using teaching materials in the classroom. None of the teachers responded on never using of teaching materials in the classroom.

3.1.3.1 Problems of Using Teaching Materials

No doubt, teaching materials play important roles in teaching and learning English/foreign language. Students can learn better when teacher teaches them using teaching materials. Classroom will be interesting and the learning will be effective when there is appropriate use of teaching materials but this study showed that there are some problems of using teaching materials frequently. Here the researcher tried to find out the problems of using teaching materials. On the basis of the response of the teachers, the problems of using teaching materials are as follows:

- it is too expensive
- time consuming
- poor economic condition of the school
- unavailability of teaching materials
- huge number of students
- noisy classroom
- lack of electricity to use audio or visual material

From the above points, it is quite clear that the teachers face a number of problems while using the teaching materials in the classroom.

3.1.4 Techniques Applied by Trained Teachers

A trained teacher is supposed to make use of various techniques to make his/her classroom effective and lively. Here, the researcher made a query to the respondents about the technique they apply in the classroom. According to their response, it is revealed that they used a number of techniques. Their responses show that they used

different techniques according to the topic. The techniques used by the teachers are listed below:

- demonstration
- experimental
- drill
- problem solving
- lecture
- role play
- simulation
- Pair work/ group work
- project work
- games
- dramatization

From the above list we came to know that trained teachers (B.Ed. graduates) made use of various techniques to make their teaching effective.

3.1.5 Problems of Using Student Centered Activities

Students are the main components of the teaching/learning in the classroom. So, it is obligatory to involve them in classroom activities. There are two types of activities viz:-teacher centered and student centered. Students learn better when they are actively involved in the classroom activities. Although, student centered activities are said to be the best ways of teaching, there appear many problems while teachers try to use them. Here, in this study, the researcher tried to know the problems of using student centered activities. On the basis of the responses made, some of the main problems faced by the teachers are as below:

- large class size
- low availability and costly teaching materials
- students' reluctance to participate
- teachers providing the notes and students copying the same tradition

- low proficiency of students
- lack of self motivation of students
- shyness of the students
- poor linguistic background of the students
- problem in teaching communicative function
- less emphasis on the differences of language
- problems of applying the rules
- noisy classroom
- lack o sufficient time
- lack of student discipline
- difficult to handle the classroom
- problem on completing course
- lack of spacious classroom

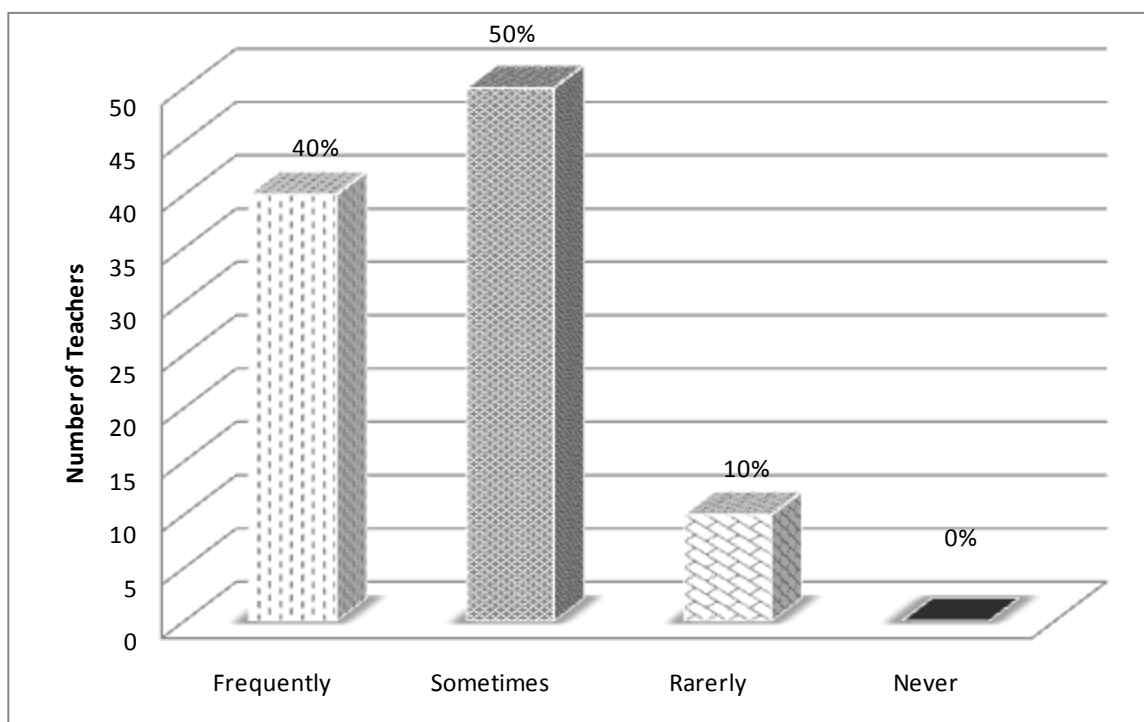
From the above points it becomes quite clear that teachers faced a number of problems while transferring the skills. Most of these problems are due to the lack of physical facilities and large number of the students.

3.1.6 Feedback to the Students

In the process of teaching English language, the teacher should evaluate the student and give feedback to them. In this part the researcher wanted to know how far the teachers give feedback to their students. The figure below shows the response of the teachers about how often they give feedback to their students.

Figure No.4

Giving Feedback to the Students



The figure given above reflects that only 40% of the trained teacher frequently gave feedback to their students while 50% sometimes and 10% rarely provided feedback. There was no teacher who never provided feedback to their students. Thus it becomes clear that most of the trained teachers provided feedback to their students.

3.1.6.1 Ways of Giving Feedback

The researcher asked them how they give feedback to their students. The responses made by the teachers towards the ways of giving feedback to the students have been presented below:

- encouraging them to learn
- using words like well done, excellent, keep it up etc.
- recapping/ revising the main thing
- summarizing the discussed topic
- pointing their weakness

- asking questions and revising the lessons
- praising them for correct answer and in case of any mistake, encouraging them to find the correct answer
- through pair correction

From the above points, it becomes clear that the trained teachers provided feedback to their students in different ways.

3.1.6.2 Problems of Giving Feedback

In this part the researcher asked the teachers about the problems they faced to provide feedback to their students. Although the teachers knew how to give feedback, they said that they were not able to provide correct feedback every time. It is the training which helps the teacher to gain the ways of giving feedback to the students. On the basis of the responses provided by the teachers, the problems regarding providing feedbacks are listed below:

- lack of sufficient time
- large number of students
- compulsion to finish course
- over load
- inactive students

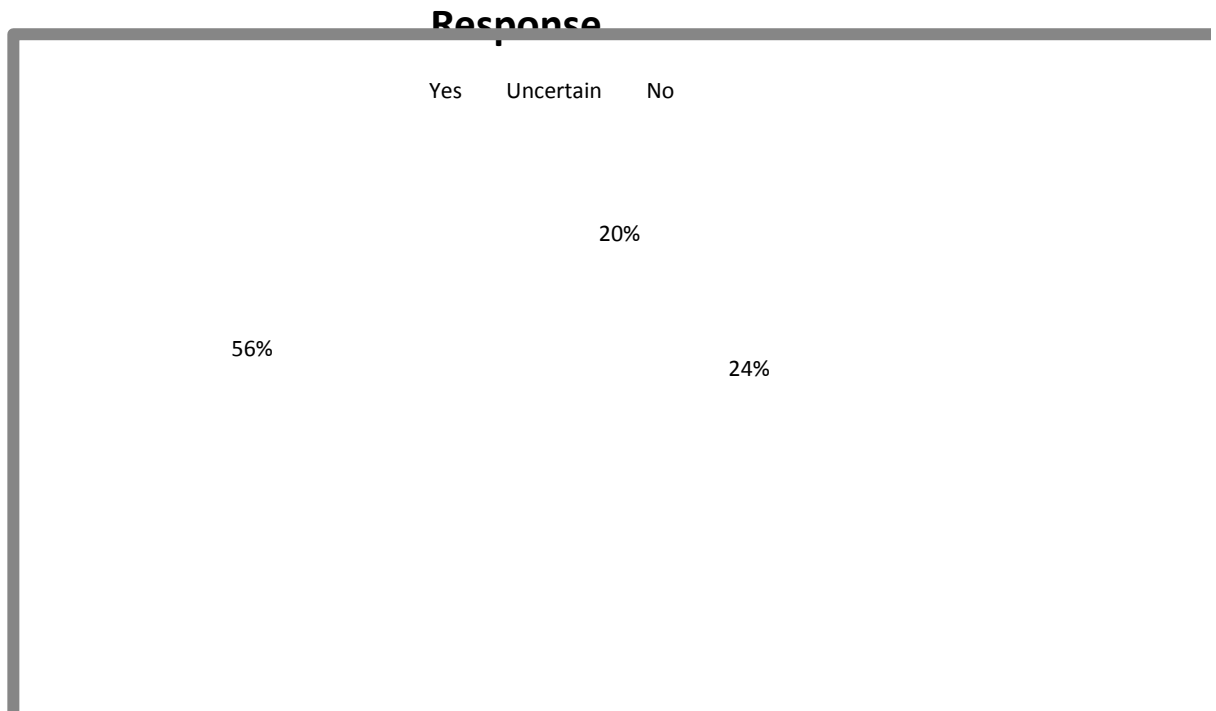
From the above points it becomes clear that there are lots of problems of providing feedback to the students.

3.1.7 Application of Training

It is concerned with the possibility of applying the training in the classroom. The researcher made a query to know how far the teachers were able to transfer the training skill in the real classroom. The response revealed that overwhelming teachers were not capable in transferring all the knowledge from the training in the real classroom. The responses made by the teachers in this regard are presented in the following diagram:

Figure No. 5

Transfer of Training



On the basis of the response made, 56% of the teachers answered that full transfer of the teacher training into the real classroom is impossible while 24% of the teachers answered that there is not any certainty of transferring of all the training into the real class and only 20% were positive in this regards.

Thus it is found that transfer of all the learning is impossible. The response from most of the teachers regarding this matter was not positive.

3.1.8 Challenges in Transferring Training

It is the fact that all the skills gained in the training cannot be transferred in the actual classroom of that an exactly intended level. So the expectation for a complete transfer of skills remains hypothetical. It is not only because of the teachers' incapability but also due to various factors that come in course of teaching. Training is valid if only a trained teacher can transfer the skills successfully to the classroom teaching. Therefore

a competent teacher should always attempt to lessen the problems that come in transferring the skills.

The researcher asked the English teachers about the problems they faced during their teaching. Some of the problems expressed by the teachers are mentioned below:

- large number of students
- lack of teaching materials
- pressure to finish the course
- inactive students
- time constraint
- examination system that favors rote learning instead of creativity of the students
- diversity in intellectual level of students
- hesitation of students to interact
- poor financial condition of the students who mostly focus on work to study
- heterogeneous classroom
- lack of leisure period for preparation

From the above points, it is clear that the teachers certainly face a number of problems while transferring the skill. Most of these problems are due to the lack of physical facilities and huge number of students.

3.1.9 Supports that are Needed for Teachers

Certainly, there are number of problems in transferring skills but there are also some ways to combat with these problems. In this regard, the researcher tried to know the teachers opinion towards the support they needed to apply their training into real classroom. On the basis of the response provided by the teachers, following supports are needed to apply their training in the real classroom.

- leisure period for making preparation
- financial and physical assistance from the school
- positive attitude from students towards English

- appropriate classroom size
- examination system focusing on real and meaningful learning
- strict examination system
- financially sound school
- availability of teachers guide and materials
- appropriate co-operation from parents
- uniformity and co-operation among the staffs and students
- respect to the teachers
- heavy workload should be minimized

Summary

In this section the researcher analyzed the response of teachers which are as below.

In teacher training, many things that are helpful for better teaching such as lesson plan, use of teaching materials, ways of motivating students etc. are taught. The study showed that only 24% of the teachers make lesson plan. The main causes for this are the lack of time and unexpected classroom situation. It was good that more than 74% of the teachers motivate their students. Although the teacher knows about the importance of motivation, this study shows that some of the teachers are unable to motivate their students. It was satisfactory that none of the teacher were found who never used teaching materials in the classroom. However, only 24% of the teachers frequently use the teaching materials in the classroom. On the basis of their response the problems of using materials were unavailability of teaching materials in school and time consisted.

Trained teachers were found to use different methods and techniques such as: demonstrations, experimental, drills, pair work, group work etc. Heterogeneous classroom, low proficient students, consisted time, inactive students are the problems of using student centered activities.

Most of the teachers said that the application of all the training into the real classroom is impossible. The reasons for this are lack of adequate environment in the classroom, lack of sufficient time and teaching materials.

Teachers face many problems in transferring their skills into the real classroom practice. Teachers need some supports from institutions, parents, students and other who are related to the education system of country to make easy to transfer their knowledge in the real classroom.

Teacher training is theoretical as well as practical work. It provides us the knowledge about how teachers can make their teaching effective and beneficial. A trained teacher should transfer his/her knowledge in the real classroom but it is not always possible to apply all the knowledge in the classroom. There are some challenges teachers often face while transferring their knowledge in the real classroom.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of analysis and interpretation of the data, following finding have been extracted.

4.1 Findings

1. In a teacher training teachers learn to plan their lesson, appropriate use of teaching materials, ways of motivating students, ways of providing feedback to the students, use of suitable techniques and methods.
2. Out of total only 24% of the teachers were found to have made lesson plan daily. The major challenges to make lesson plan were lack of sufficient time, unexpected classroom situations which make the planning useless, over loaded class for teachers.
3. It was found that majority of the teacher (i.e. 74%) motivated their students.
4. Trained teachers motivated their students by telling story/poem, showing picture, talking about some current events and asking IQ questions.
5. It was found that only 24% of the teachers used teaching materials frequently while 64 % sometimes only and 12% teachers rarely use teaching materials but there was no teacher who never used teaching materials. The major problems of using teaching materials were lack of materials, large number of students, time constraint.
6. Techniques used by trained teacher were demonstration, experimental; pair works/group works, role play, games, project work, lecture, simulation, drill and dramatization.
7. Major problems of the using student centered activities were large classroom size, low proficient students inactive involvement of students.
8. Out of total 40% of the teachers provided feedback frequently, 50% sometimes and 10% of the teachers rarely provided feedback to the students. There were no teachers who never provided feedback to their students.

9. Only 20% of the teachers answered that the full transfer of the training in the classroom is possible. Large number of students, lack of teaching materials, and lack of sufficient time large number of the students are the main challenges of transferring the training.
10. Teachers expected some supports from the schools family, parents, students and other institutions related to the education system of the country. They need leisure period for preparation and uniformity among the staff. Heavy loads for the teachers should be minimized for successful transformation of training into teaching

4.2 Recommendations

On the basis of the findings above the following recommendations are made:

1. To minimize the gap between the learned and performed teaching skills, problems such as overcrowded classroom, heavy workload for the teachers, lack of instructional and support materials, lack of professional support and poor physical facilities should duly be addressed.
2. Since, lesson planning was the least practiced activities of the teachers, it is recommended that they should be encouraged to develop a lesson- note to ensure their planned delivery.
3. The teachers are to be supported for materials preparation and they should be encouraged to use teaching materials widely.
4. Follow up support to the teachers should be emphasized for the preparation and use of teaching materials, knowledge of content and classroom delivery.
5. Some refresher training programmes should be conducted at certain intervals so that the trained teachers will be able to transfer their theoretical knowledge, skills and attitude obtained in the training to their language classroom more effectively.
6. Further research work regarding the teacher training should be conducted so that it can assist teaching learning in the days to come.

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APPENDIX I

Questionnaire

Dear sir/madam

This questionnaire is the part of my research study entitled, “*Challenges faced by trained teacher while transferring their learning in the classroom*” under the supervision of Mrs. Madhu Neupane, Lecturer, Department of English Education, T.U., Kirtipur. Your co-operation in completing this questionnaire will be the great value to me. Please feel easy to put your answer required by the questionnaire. I assure you that the response you make will have no harmful for you as well as others.

Researcher

Sharada Paudel

T.U. Kirtipur.

School’s Name:

Teacher’s Name:

Qualification:

Training: In-service (), B.Ed. ()

Experience:

1. What do we gain in a teacher training?
 - i. Planning our lesson
 - ii. Different ways of motivating students
 - iii. Appropriate use of teaching materials
 - iv. New methods and techniques of teaching
 - v. All of the above
 - vi . If others, mention

.....
.....

.....
.....
5. Which techniques do you apply in your class?

- i. demonstration
- ii. experimental
- iii. drill
- iv. problem- solving
- v. If other, mention

.....
.....
a.Reasons:.....
.....
.....

6. What are the problems of using student centered activities?

.....
.....
.....

7. How often do you give feedback to your students?

- i. frequently
- ii. sometimes
- iii. rarely
- iv. never

a. If your answer is **frequently** or **sometimes**, go through the following question.

i. How do you give feedback to them?

.....
.....

b. If your answer is **rarely** or **never**, go through the following question.

i. Why are you unable to give feedback to your students?

.....
.....
.....

8. Do you think all the training that you have taken is possible to apply in the classroom?

- i. yes
- ii. Uncertain
- iii. No

Give reason supporting your answer.

.....
.....

9. What is the most challenging factor you faced while using your knowledge into real classroom?

.....
.....
.....

10. What support do you need to apply your training into real classroom?

Ans.....
.....
.....
.....

11. Anymore?

.....
.....
.....

Thanks for Your Kind Co-operation.

APPENDIX III

The name of the selected schools:

1. Aadarsha Secondary School, Motipur, Bardiya
2. Ansu Barma Higher Secondary School, Magaragadi
3. Araniko English Medium Secondary Boarding
4. Bageshwary Secondary Boarding School, Gulariya, Bardiya
5. Banglamukhi Higher Secondary School, Gulariya, Bardiya
6. Bhagawati Secondary School, Tilkana, Bardiya
7. Biddha Jyoti Secondary School, Kanthapur, Bardiya
8. Bhrikuti Secondary School, Deuda1kala, Bardiya
9. Bhrikuti Secondary School, Sanoshree, Bardiya
10. Chure Secondary School, Bagnaha, Bardiya
11. Dharma Jyoti Lower Secondary School, Taratal, Bardya
12. Dhurba Higher Secondary School, Tulsipur, Bardiya
13. Dip Jyoti English Medium Boarding School, Khairapur, Bardiya
14. Ganesh Biddha Mandir Lower Secondary School, Shanker Basti, Bardiya
15. Gauri Shanker Lower Secondary School, Bardiya
16. Ggn English Medium School, Sanoshree, Bardiya
17. Guras Higher Secondary School, Sanoshree, Bardiya
18. Jana Jyoti Higher Secondary Boarding School, Gulariya, Bardiya
19. Jana Sewa Secondary School, Baidi, Bardiya
20. Janaki Lower Secondary School, Bardiya
21. Janata Secondary School, Gola, Bardiya
22. Kishan Secondary School, Badalpur, Bardiya
23. Mahakavi Devkota Higher Secondary School, Gulariya, Bardiya
24. Nepal National Secondary School, Taratal, Bardiya
25. Nepal National Lower Secondary School, Taratal, Bardiya
26. Nepal National Lower Secondary School, Vimmapur, Bardiya
27. Nepal National Secondary School, Dhodhari, Bardiya
28. Panchajanya Secondary School, Padnaha, Bardiya

29. Pasupati Secondary School, Pasupatinagar, Bardiya
30. Shambhu Sharan Secondary School, Khairapur, Bardiya
31. Sharada Higher Secondary School, Mainapokhar, Bardiya
32. Shiva Durga Lower Secondary School, Durgapur
33. Shukra Higher Secondary School, Taratal, Bardiya
34. Starlake English Academy, Taratal, Bardiya
35. Sunrise Secondary Boarding School, Gulariya, Bardiya
36. Tribhuvan Secondary School, Kakaura, Bardiya

APPENDIX IV

List of the selected trained English teachers:

1. Amar Bahadur Darlami
2. Anju Bhattra
3. Arjun Achrya
4. Arjun Tiwari
5. Baburam Chhetri
6. Balaram Baduwal
7. Basanta khadka
8. Bhawani Prasad Paudel
9. Bhimarjun Devkota
10. Bhim Prasad Rijal
11. Bimala Gurung
12. Chandra bhahadur Budathoki
13. Devi Bhahadur Basnet
14. Dorna Prakash Bhandari
15. Gajendra Thapa
16. Gopal Subedi
17. Hari Narayan Mandal
18. Him Thapa
19. Jhalak Nath Khanal
20. Kedar Nath Dhakal
21. Kul Prasad Adhikari
22. Lila Bhahadur Paudel
23. Lokendra Bahadur Chanda
24. Loknani Aryal
25. Lok Prasad Dhakal
26. Madan Sigdel
27. Madhab Raj Sharma Dhakal
28. Madhab Prasad Chapagai

29. Mohan Singh Thapa
30. Nipes Khadka
31. Nimna Khatri
32. Om R.C.
33. Prakash Sharma
34. Prakash Giri
35. Prem Bahadur Khadka
36. Rajesh Mandal
37. Ram Prasad Bhattraï
38. Resmi Raj Subedi
39. Sabitri Acharya
40. Santos Devkota
41. Santosh Kumar Yadav
42. Shankar Prasad Khanal
43. Sharada Khadka
44. Sobhakhari Sharma
45. Sudip Bhattraï
46. Tanka Bahadur Majhi
47. Tika Ram K.C.
48. Tika Ram Tharu
49. Tirtha Raj Sharma
50. Tulsi Kumari Gharti Magar